Innovative Didactics in an International Internship - Inspiration
Colophon

Published by
VIA University College
Bachelor’s Degree Programme in Education
2016

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Photos
From Internship course, Tanzania, 2016.
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PREFACE

This inspiration handbook is designed for the international teacher team from the teacher education programme in VIA. The aim of the handbook is to assist internship supervisors and students during international internships in regards to innovation and social entrepreneurship and the development of the professional teacher. The handbook is organized in such a fashion, that it introduces by explaining why and how to work with innovation and entrepreneurship through action learning, and how the concepts can be understood in relation to international internship, practice and school development. Following from this, the handbook presents a section about study guidance and development of the professional teacher. The handbook ends with examples of assignments and exercises which can be used as a part of international internship courses. The inspiration handbook is produced by having financial support from The Danish Foundation for Entrepreneurship and VIA Bachelor’s Degree Programme in Education.

Enjoy your reading!

Else Skibsted, Steen Lembcke, Niels Mølgaard, Hanna Mølgaard
May 2016
WHY WORK WITH ENTREPRENEURSHIP AND INNOVATION IN AN INTERNATIONAL INTERNSHIP?

All over the world, there is an ambition to integrate entrepreneurship and innovation in education. This is due to globalization and major changes in society, in economy, in the labour and employment markets. Teaching entrepreneurship should give pupils and students the necessary tools to be able to handle the challenges that arise from living in a constantly changing, globalized world.

The definition of entrepreneurship has expanded from being exclusively connected with business start-ups to include a much wider perspective, encompassing both social and cultural entrepreneurship. The widening of the concept has influenced the objectives of innovation and entrepreneurship teaching. These objectives are broadly defined as:

- To give individuals the opportunity and tools to shape their own lives
- To educate dedicated and responsible citizens
- To develop know-how and ambitions to set up businesses and create jobs
- To boost creativity and innovation in existing organizations
- To stimulate sustainable growth and cultural, social and economic development.

Thus, the teaching of entrepreneurship and innovation becomes part of a future-oriented educational ideal that will enable students to recognise opportunities and create value in a broad sense. It is therefore natural for students to take these aspects into consideration when planning and carrying out teaching during their internship.
WHAT ARE INNOVATION AND ENTREPRENEURSHIP, AND HOW CAN THE CONCEPTS BE UNDERSTOOD IN RELATION TO INTERNATIONAL INTERNSHIP, EDUCATIONAL PRACTICE AND SCHOOL DEVELOPMENT?

It has been debated whether entrepreneurship can be learned - whether people are “born” or “made” entrepreneurs. Like many others working in education, we firmly believe that entrepreneurship can be learned and that it is possible to foster a certain “mindset” that will empower individuals to use their specialization and experience to pro-actively tackle challenges in their immediate environment and in society at large.

The ambition is for students to obtain experience with entrepreneurship based on their individual professional contexts. This is how the Danish Foundation for Entrepreneurship defines entrepreneurship:

*Entrepreneurship is the result of good ideas and opportunities being brainstormed and converted into value for others. This value may be economic, cultural or social in nature (FFE-YE, 2011).*

To include innovation and entrepreneurship in one’s teaching means to bring the entrepreneurial mentality to bear on the subject being taught. Entrepreneurship teaching cannot be seen as isolated from the academic subject matter. The research indicates four central dimensions that stand out as overall prerequisites for a functional understanding of the teaching of entrepreneurship and innovation:

- Action
- Creativity
- Understanding of the external environment
- Personal approach

The Danish Foundation for Entrepreneurship has drafted a proposal for the progressive assimilation of these four dimensions in subject teaching. This implies that it takes time, continuous application and experience to reach a certain “mindset”. The entrepreneurial mindset is formed when the subject and the profession are involved in more and more complex contexts by means of tasks and activities that are in tune with and tailored to the specific subject. Entrepreneurship teaching is defined as:

*Content, methods and activities supporting the development of motivation, competence and experience, which enable the participants to start up, lead and participate in value-creating processes. (FFE-YE, 2013).*

Students are to be introduced to the concept of entrepreneurship and obtain personal experience with forms of entrepreneurship in the context of the specific subject. The progression in the subject is accompanied by an increase in the number of entrepreneurial elements and activities. Within each subject, profession or field of study there will be variations in the way the dimensions unfold and interact with each other. The four dimensions are understood as integral parts of the teaching, though based on the specific school’s objectives and curriculum, and each educational institution is to devise its own way of working with entrepreneurship.
Approaches to the teaching of the four dimensions:

**Action**
A central perspective is the emphasis on the action aspect, on economic understanding and the fact that entrepreneurship teaching is to be based on the activities performed by the students (Gibb, 2011; Neck, Green & Bush, 2014; Sarasvathy, 2008).

**Creativity**
Another central element is the development of creativity and divergent thinking, the ability to develop ideas, to see and create opportunities as well as the ability to solve problems (Baron, 2012; Dyer, Gregersen, Christensen, 2011; Elsbach, 2003; Lee, Florida & Acs, 2004).

**Awareness**
Awareness is linked to the interaction with the external environment, e.g. by focusing on collaboration with various external parties and stakeholders, as well as openness towards possibilities within the respective markets and an empathetic approach to the social and cultural context (Nielsen et al. 2009; Neck, Green & Brush, 2014).

**Personal approach /personal courage**
Finally, the fourth aspect refers to students’ confidence in their own abilities to act in complex and uncertain situations. It also refers to their belief that the initiation of life-changing actions starts with themselves (Blenker et al., 2011; Sarasvathy, 2001; Sarasvathy & Venkataraman, 2011).

In entrepreneurship teaching, innovation is often seen as part of the concept of entrepreneurship, i.e. as a process where an idea is developed, implemented and converted to value. Innovation is defined as below:

*Development of a new idea and its realisation. For instance, it may be the introduction of new products on the market, the implementation of new technical solutions, routines or procedures in private or public organisations, new types of social life, integration of new customs and norms of behaviour in society. The most important aspect of innovation is that a new idea is implemented. (Den Store Danske Encyklopædi).*
THE PROFESSIONAL TEACHER – LEARNING BY DOING, DEVELOPMENT AND REFLECTION ON THE TEACHING PRACTICE

The competences of a professional teacher

There have been several attempts to encircle and specify the most fundamental competences in a teacher’s work. One such example, The Danish Clearinghouse undertook a research of the relation between teaching competences and the students’ learning outcome in school (Nordenbo et al., 2008). The report emphasizes the following three competences, which have had a big influence on the recent reform of teacher education (LU13), particularly on the subject of internship. Professional didactic competence refers to objectives, content and methodology. It is based on solid professional and didactical knowledge within the subject to be taught. Professional didactic competence is also linked to a fundamental didactic understanding of the “why, what and how”s of teaching. Class management competence refers to the teacher’s ability to manage the class teaching activities in a visible, constructive and consistent way in order to encourage the motivation and participation of the pupils. Lastly, the teacher should be able to show empathy and establish relationships to the many stakeholders he/she collaborates with, e.g. a class of students, individual students, parents, colleagues (fellow teachers?) etc.

Teacher professionalism and the teaching profession

The main task of a professional teacher is to plan, implement and evaluate the lesson plan for pupils in school, an aspect that is based on a harmonious integration of professional, pedagogical and practical skills. A necessary pre-condition to develop and refine good teaching lies in the capacity to study the practice, in the ability to reflect, research, develop and communicate in relation to the pedagogical practice (Nielsen, Nielsen & Mølgaard, 2010). The following competences are required:

Reflection competence is the competence to reflect on one’s own and others’ practice. This implies that one can select and describe a focus point and consider possible contexts, causes and possibilities for development. Reflection also means the ability to relate a real situation to general theory, which creates awareness about the assumptions or theories used in assessment.

Research competence is the competence to clarify and formulate an area of concern and undertake smaller or larger researches of various pedagogical issues in practice. This implies that the teacher can formulate the problem to be researched, can select and utilise relevant research methods, which can shed light on the issue at hand. The data collected from practice shall then be processed and analysed and included in the continuous development of practice.

Development competence is the competence to use theory, one’s own experience and research results in the continuous development of pedagogical practice. This means that the teacher can collaborate and communicate with the different people and thus contribute to the development of new perspectives on practice.
Communication competence is the competence to express oneself orally and in writing and to communicate the pedagogical matters in a professional and precise way. This means that the teacher can adjust the communication according to the various target groups and situations, and, in general, that he/she can collaborate with colleagues and other people on pedagogical practice.

The description of the above-mentioned competences might give a picture of the concept of competence being a series of skills, which can be learned mechanically, and as a matter that the individual teacher can acquire. On the contrary, the concept of competence is not to be understood as a characteristic of the teacher, but rather related to the contexts and persons the teacher collaborates with. This implies that competences are not linked to individual persons and are not perceived as a part of their activity repertoire or characteristic, but rather are understood as a common good in the environment the teacher works in. In order to be professional, a teacher needs to work in a professional organisation that can reflect on itself on the following practice levels:

P1: The level of the implementation of teaching, the direct interaction between teacher and pupils → focus on the pedagogical action.

P2: The level for planning and reflection on teaching and other practice related tasks → focus on preparation for teaching and arguments behind it.

P3: The level for critical debate, communication and development of pedagogical practice → focus on collaboration and reflection on teaching both on a specific and a more general level in regards to continuous development.

In relation to internship supervision, inspiration can be found in the Maturana domain theory, designed to facilitate the students’ learning to reflect on the above-mentioned levels. The purpose for such a comprehension frame is to encourage a reflective and analytical approach, to allow new interpretations and new pedagogical courses of action to be developed and tested. The methodology can be of assistance with the instructions to identify and formulate real issues from practice. It can bring alternative solutions to any eventual unresolved issues. Furthermore, it increases the opportunities for the students to move freely between the different perspectives depending on the situations they are in: when they make decisions, when they discuss values or reflect on the various teaching contexts. The idea is that both the internship supervisor and the students know the rules, the positioning and the different ways to ask questions, which create the framework for a constructive dialogue.

Maturana’s three domains (acc. Rieber, 2010) bears several similarities to Løvlie’s practice levels:

The personal domain, which deals with the subjective perspective. It allows expression of personal opinions and one’s own experiences of reality.

- The personal, professional, cultural and religious background
- Moral and ethical opinions
- Individual set of values

The reflection domain, which is stimulated by different arguments and versions of the case. This domain builds on curious inquiries with the purpose to get insight and understanding for the others’ perspectives:

- Exchange between different theoretical arguments, opinions and perspectives on the case
- Thoughts and actions are being shared and researched with the purpose to find new ways to think, understand and act
– The knowledge of other people’s experiences and reflections contributes to finding new possible lines of action
– All versions are equally valuable and necessary
– Criticism, discussions and conclusions are avoided here

The action domain, which includes an exchange of values and arguments for concrete actions.

– Here the Primary Education Act, the ministerial regulations and the school’s set of values design the frames for the concrete implementation of the teaching curriculum.
– It is here reflections, perspectives and suggestions to new courses of action from the Reflection Domain can contribute to making the pedagogical products more well-founded, subtle, and thus more solid.
– It is here decisions are made, coordination takes place and agreements are settled among the different actors

With such knowledge about domains as frames for supervision and reflection on the pedagogical practice, it becomes easier to discern and handle dilemmas and challenges in the pedagogical work. With an awareness of the three domains, the student teachers can become reflective practitioners, who are confident to research and argue for their decisions.
Learning during internship focuses on giving the student teachers the opportunity to develop good teaching by experimenting, observing, reflecting, planning and implementing concrete teaching situations in practice. Learning is understood as a dynamic process, which leads to relatively long-lasting changes in the students’ competences, as a result of their interaction with the environment. Learning is at the same time a cognitive, psycho-dynamic and a social process: first of all, learning refers to knowledge and skills, and the acquisition is mainly a cognitive process involving recognition and reflection on a specific subject matter. Second of all, learning is a psycho-dynamic process involving feelings and attitudes, which can stimulate or obstruct the learning process. Thirdly, learning is a social process that occurs in a social and human interaction. Learning is also a process that takes place when people communicate (both verbally and nonverbally), observe or act together (Illeris, 2011).

As an internship supervisor, inspiration can be found in action learning, a method, which can help both the internship supervisor and the student teacher to acquire practice-related knowledge and experience with teaching development. Action learning is characterised by the fact that “teachers research and experiment with practice with the aim to make it knowledge-based and refined and thus stimulate the teachers’ learning” (Plauborg, Andersen and Bayer, 2007:13). The starting point is the practice-related reality and thus the acquisition of new knowledge is based on the knowledge and skills the teachers already possess about teaching by systematically collaborating in doing research, observation, analysis and communication. The process of action learning can be divided in five phases:

1. **Identification of a problem:** to delimit and specify a problem or an area one wishes to research and elaborate on.
2. **Initiation of actions:** to initiate an experiment with the purpose to learn from and refine practice. The actions are related to a certain problem statement and are often based on hypotheses.
3. **Observation of actions:** to make systematic and focused observations of actions and their consequences in teaching.
4. **The didactical exchange of thoughts:** speaking to colleagues about teaching. The didactical exchange of thoughts helps to maintain focus on the problem statement. With teaching as conversation topic, the teachers define together the practice and put it in words.
5. **The processing of and reflections on experiences:** to reflect on the initial problem to be analysed, on the actions taken and on the knowledge about practice emerged from this process.

The time period working with action learning can vary: it can be conducted in a limited period, e.g. a teaching module of 3-5 weeks in a chosen subject, or in a longer module, e.g. in schools that try to develop their fundamental values and practice. The idea is not that all teachers should make action learning throughout the year, but that action learning becomes an integral part of team collaboration and part of the school’s continuous development, by enabling teachers to accumulate new experiences.
INTERNSHIP SUPERVISION – TO LEARN DURING AND FROM PRACTICE

The internship supervisor has a great responsibility in relation to the student teachers’ learning processes during the internship. How the internship supervisor develops, plans and undertakes the supervision has a great influence on what and how the student teachers learn. Therefore, it is of great importance that the internship supervisor knows the exact purpose of the internship and knows what the student teachers should learn from the internship.

The Teacher Education focuses on different competence goals related to the three core competences: didactic competence, relational competence and class management competence. The internship should teach the students these goals, on which the student teachers will be evaluated at the end of the semester. This means that the internship should focus on the student teacher’s ability to act in a competent way towards the pupils in a learning situation. All three competences are important during all internships. The three competence levels are embedded in the relevant knowledge - and skill goals to secure a clear progression in the subject.

The student teachers gain a lot of knowledge and experience by teaching in a classroom and by being around pupils. The supervision during the internship is an essential way for the student teachers to secure this knowledge gained in the classroom. During the supervision, the student teachers are challenged to substantiate their teaching methods and
their actions in the classroom. They are encouraged to consider how they practice and develop their teaching skills and how they handle general situations related to teaching e.g. Is the student able to listen to and talk to the pupils? Is the student able to pay attention to the pupils’ different preliminary conditions? Is the student able to engage in conflicts and to handle pupils who oppose the teaching? The supervision will help the student teacher to develop a foundation of knowledge to answer some of the fundamental questions in relation to the teaching practice: what, when and how.

Planning the supervision
First of all, it is important to make an agreement about when and where the supervision is to take place. It is also important to decide the subject of the supervision. Small talk during a break is not considered supervision. The subject of the sessions is to be decided as the internship progresses between the different supervisors and the student teacher. But it is the supervisor’s responsibility to:

- Prepare an agenda for the supervision sessions
- Set the framework for supervision
- Manage the supervision process; and
- Make knowledge and experience available to the student

Normally, the students are supervised in groups; therefore, the students have a responsibility in relation to their fellow students’ learning processes. It might be necessary for the supervisor to specify this and to use it actively during the supervision. This might also provide the opportunity for the students to work with their own abilities to supervise.

The supervision revolves around a subject chosen by the student teacher, which should be related to the specific education- and teaching task during the internship. The subject should be determined before the supervision, it would also be preferable if the subject is clearly demarcated and formulated with an explorative and practical relevant purpose such as: The pupils were not concentrated during the math class last Friday. We would like to discuss what could have caused this behaviour.

The internship supervisor might encourage the student teachers to keep a journal concerning experiences and reflections besides the obligatory internship portfolio, which can be used as a starting point during the supervision session.

The subject for the supervision can be related to all parts of the education- and teaching task, i.e. the pupils’ preconditions, choice of teaching-methods and structures, considerations regarding differentiating the teaching, issues in the school subject, choice of teaching material, handling conflicts, teacher responsibility and motivation.
Supervision - a three-step procedure
Supervision can be seen as an overall term for the following three categories:

1. Pre-supervision
2. Supervision during the teaching practice
3. Post-supervision

1) Pre-supervision is supervision before a teaching programme takes place. In pre-supervision, the coop teacher, mentor and teacher responsible for teaching practice can ask about the students' reasoning and thoughts. Current questions might be:
   - What are the students' intentions with the planned programme?
   - What is the aim of the programme?
   - What will take place?
   - What are the pupils' circumstances?
   - How will the programme be evaluated?
   - What are the students' long-term goals for their work at the school?
   - What are the students' own learning goals?

2) Supervision during teaching practice may be based on the coop teacher's observations of the students' teaching. Relevant questions might, for example, be based on:
   - What the students and pupils do and say;
   - How the contact between the students and pupils is expressed;
   - How teaching takes place;
   - What the pupils or individual pupils actually learn.

3) Post-supervision is supervision based on the teaching performed. Post-supervision may, for example, be based on:
   - The students' experience of and reflections concerning the teaching programme;
   - The students' evaluation of the programme;
   - The coop teacher's observations;
   - The extent to which intentions and goals for the programme are achieved.
PEDAGOGICAL SUPERVISION – A STRUCTURED DIALOGUE

To perform pedagogical supervision requires broad overview and assumes insight on the practice levels of teaching, according to the three domains. It also requires process and management skills and a good communication. Pedagogical supervision can be described as a structured form of dialogue, where one alternates between talking and listening. There is in fact a learning potential when the student alternates between actively involving his supervisor in a practice-related problem statement and distancing himself from the concrete situation to reflect analytically and together with the supervisor trying to understand and challenge his own point of view.

In an actual supervising situation it might be helpful for the supervisor to rely on a sort of “process model”. Inspired by Løw, a supervisor meeting can follow four phases:

1. **A clarification phase**, where the supervisor helps the student to delimit and specify what the meeting will be about.

2. **An investigation phase**, where the supervisor, by actively listening and asking questions, tries to shed light on the context and relations related to the problem statement, leaving space for new perspectives.

3. **A handling phase**, where the supervisor focuses on themes developed during the meeting and encourages the student to sum up his own resources and capabilities.

4. **An evaluation phase**, where the supervisor and the student formulate the precise lessons to be learned, as a result of the meeting (Løw, 2004)

Such a “process model” can function as a frame for the supervisor. Firstly, it can contribute to creating direction and progress during the meeting. Secondly, it can prevent that one does not jump too fast to the last two phases. Thus, it gives time and attention to the introductory, descriptive and investigative phases, where the learning potential is largest.
The most important tool of a supervisor is his/her ability to listen and ask questions. The answers can vary a lot depending on how the question is being asked, therefore, as a supervisor, it is very important to know and to actually practice asking questions in different ways. In academic literature, there are different approaches for asking questions, but here we will introduce Karl Tomms’ classification of four types of questions. As the various types of questions lead to completely different directions, it is important as a supervisor to know how to ask questions. Common for all types of questions is that they have an open and explorative nature, meaning that they encourage the student to speak from his own experience and understanding. The answer possibilities are only slightly influenced or given by the person leading the questions, and altogether it leaves opportunity for descriptions, research and explanations (according to Molbæk, 2014:138).

**Linear questions:** Most often these are questions that start with interrogative pronouns (what, who, where, when, how etc.) and aim at giving direction and delimitation to the problem statement. The objective is to clarify.

**Circular questions:** They give the supervisor the opportunity to ask about context and examine differences and relations to different aspects. The questions can help to clarify the context and the relations between the different stakeholders and factors in a situation. The focus is more on the explanations of behaviour than on behaviour itself.

**Reflexive questions:** They have as aim to stimulate changes and options by using the student’s own resources. This type of question is also explorative, and they leave room for exceptions, some questions can set the problem statement in a time perspective, while other questions invite the student to be an observer who reflects on the nature of the problem.

**Strategical questions:** These type of questions are being asked with the aim to influence and confront the student with alternative views and alternative courses of action (Skibsted, 2011)
ASSIGNMENTS AND EXERCISES

The assignments, exercises and games in the following pages are designed as inspiration for the development of teaching, collaboration and counselling during internship and, at the same time, contribute to the development of the core competences: didactics, class management and relational competence in international internship. The assignments can be used, developed and adjusted to the internship teacher courses and when counselling student teachers. Many of the exercises can be used with pupils in schools, though in an adapted form.

The assignments found inspiration in different contexts, e.g. innovation and entrepreneurship, cooperative learning, physical education, team-building courses etc., and all the assignments described have been tested in international internship courses. First, some ice-breaker games and exercises are presented. Following, there are some assignments focusing on collaboration, which is an essential competence for international internship, teacher education and teacher profession.

The rest of the assignments and exercises are related to counselling, didactics, class management and relational competence.
Association Picture Cards

Learning objective: Reflection and presentation
Materials: Association picture cards in A4 format (can be purchased in packed boxes of 50 abstract and concrete picture cards from all over the world).
Number of participants: 2-20 persons
Time frame: 20-30 minutes, depending on the number of players.

Description: The picture cards are spread out on a designated area on the floor. The task is for each participant to find /choose a picture card that shows how he /she feels at that moment (e.g. excited, nervous, glad, hopeful, stressed etc.) When everyone has chosen a card, the players stand in a circle. The task is now to present one’s card and explain the reason for choosing that particular card and how he feels right now. The picture cards offer opportunity for generating associations and a different type of reflection than the spoken and written language.

Alternative suggestion:
The association picture cards can be used in many other ways, depending on the situation and the objective of the task at hand and as a starting point for reflection and dialogue. For example:
- Choose a picture that shows what is important for you in the teaching profession
- Choose a picture that shows what innovation and entrepreneurship are for you
- Choose a picture that shows good collaboration or results of good collaboration, etc.
Fruit Salad

Learning objective: to listen, to move fast and have a good time with others.
Materials: chairs
Number of participants: 8-20 persons
Time frame: 15-20 min

Description: The chairs are arranged in a circle and the participants sit on the chairs facing the middle of the circle. The instructor stands in the middle and gives each participant in the circle the name of a fruit: orange, apple, pear, banana - orange, apple, pear, banana - orange, apple etc. The instructor tells that when he calls “apple”, all the apples should change seats as fast as possible. The same will happen when the instructor says “banana”, all the bananas will change seats etc. When he says “fruit salad”, everyone changes seats as fast as possible. After a few rounds, the instructor himself takes one of the seats, and suddenly the number of chairs is not going to be enough, so one of the participants will have to stand in the middle and say a fruit.

Note: In the beginning the participants move around elegantly when they take a new seat, but when the chairs are suddenly less, it often happens that the players run around each other and fight on getting a seat. The group’s internal relations are released through movement, speed and laughter.
Name Game

**Learning objective:** to learn the names of the others, coordination, observation, cooperation.

**Materials:** 3-5 (smaller) balls

**Number of participants:** 8-20 persons

**Time frame:** 10-15 min

**Description:** The participants stand in a circle facing the center. The teacher throws a ball and says the name of the person he throws the ball to. The person in question needs to catch the ball and throw it to another person, whose name he/she needs to say. It continues the same way. During the course of this exercise, 1, 2, 3 more balls are added to the game. A variation of this game can be done with increased speed.

**Songs:**
We warmly recommend to use songs, especially songs with movement, as part of the “ice-breaking” activities in international internship courses, e.g.:

“If you’re happy and you know it, clap your hands”

“Head, shoulders, knee and toes”

“I like the flowers”

“Row, row, row your boat”

These songs and many others can be found on Youtube, if one needs assistance.
Introduce Yourself

**Learning objective:** to present oneself via self-portrait, reflection and description of one’s teacher competences.

**Materials:** 1 A-3 paper per participant, pencils, erasers, colour pens, felt pens, sticky tack (to be used when hanging up the drawings).

**Number of participants:** 2-20

**Time frame:** 15-60 minutes, depending on the number of participants.

**Description:** All participants receive one A-3 size sheet of paper and a pencil. Colour pens, felt pens and erasers are also available. The task is that every participant should make a big and clear drawing of himself on the paper. Each participant should write his name, the type of subject he/she teaches and the grade on top of the paper. Three important teacher competences should be written at the bottom of the paper. After approximately 10 minutes, the teacher will indicate that there are 2 minutes left to finish the drawing. At the end, everyone will hang their drawings on the wall using sticky tack and each participant will introduce himself with the help of his own drawing, while the other participants stand up, look at the drawings and listen to each other’s presentations.

**Summing-up:** The teacher puts the presented teacher competences into perspective, by relating them to the three internship competences: didactics, class management and relational competence. The drawings remain hanging on the wall during the entire process.
**EXERCISES RELATED TO COLLABORATION-SKILLS**

**Trust**

**Learning objective:** to develop mutual trust through timing and cooperation.

**Materials:** none

**Number of participants:** 8-20 persons

**Time frame:** 5-10 minutes

**Description:** Everyone stands in a circle having the left shoulder directed towards the centre. Each participant should place his hands on the upper arms of the person in front. The legs should be slightly spread, the feet facing forward and the knees slightly bending. The teacher counts to three and on “three” everyone should try and sit on the knees of the person behind. Notice how good it feels to sit 😊 All participants should clap themselves on the head with the hands 😊. Count to three and have everyone stand up on their feet again. Repeat the procedure. After that the participants should try to walk while shifting their weight to their partner’s right thigh while at the same time lifting the left foot and moving it slightly forward (count to three and then change the foot). Continue with the other leg. Each person should hold on to the upper arms of the person in front, helping each other to hold the balance, while moving with tiny steps in the circle.

**Summing-up:** This exercise is primarily an “aha-experience” which does not require further summing-up. It is for most of the participants surprising that its can be done and that one can actually sit so well.
Stand in a Line

**Learning objectives:** collaboration and team-work

**Materials:** labels, a clock.

**Number of participants:** 8-20

**Time frame:** 10-20 min.

**Description:** The teacher sets a label with a number (from 1-20, depending on the number of participants) on the back of each participant. The participants do not know what number they have on their back. The task: when the clock rings, the participants should try to line up in sequence as quickly as possible without talking to each other. Number one should stand in the front facing east, and number 20 should stand last with the back facing west.

**Summing-up:** Talk about the opportunities that this exercise created in terms of thoughts and actions. How did you solve this task? Who did what? The teacher observes the problem-solving approach of the participants and can follow-up on, who took leadership, who allowed himself to be moved, who was active/passive etc. If possible, it is a good idea to video-record the exercise and afterwards allow the participants see themselves. In this way the spirit of observation can be trained, as well as reflection and dialogue about solving the task.

**Variations of the collaboration / team-work exercise:** Divide the participants in 2 groups and let them compete against each other in solving this exercise, which can vary in numerous ways:

- Four-in-a-row arranged by height (without talking to each other)
- The following criteria require that the participants talk to each other in order to solve the task.
- Four-in-a-row lined up by age
- Four-in-a-row lined up by how far they live from the school
- Four-in-a-row lined up after the number of pockets in their clothes
- Other criteria can be added after wish
Wrapping a Gift

**Learning objectives:**
To cooperate with a partner to solve a task
To provide feedback based on explicit criteria

**Materials:** small wooden blocks or big matchboxes, wrapping paper, ribbon, scissors, tape.

**Number of participants:** min. 4 persons

**Time frame:** 10-30 minutes.

**Description:** The participants divide themselves in pairs. Each pair should help each other to wrap a wooden block or a matchbox, having as guidelines the following criteria:
- Wrap the gift as esthetically pleasant as possible
- Wrap the gift as fast as possible without talking to each other
- Wrap the gift while each holds the left hand on the back
- Find other criteria by yourself

**Summing up:** After each gift-wrapping, there is follow-up discussion and conclusions are drawn. How did the cooperation go on solving the task? What was easy/difficult? How was the task solved in view of the criteria involved? What lessons can be learned from this task?
Pre-counselling

**Learning objective:** to practice pre-counselling

**Materials:** none

**Participants:** 3–20 persons

**Time frame:** 20–30 minutes

**Description:** The participants form groups of three and carry out a structured dialogue varying 20 minutes (15 minutes for the dialogue, 5 minutes for the observer’s feedback). One of the team members is the focus person, the second one is the adviser and the third one is the observer. The focus person presents his thoughts about planning a future course, including objectives, content, pupils’ qualifications, framework, teaching and working methods as well as evaluation (didactic relation model). The adviser listens and asks detailed questions, which challenge the focus person, so that he/she gets the opportunity for a comprehensive description, reflection and argumentation. The adviser practices asking questions (linear, circular and reflexive questions). When the dialogue ends, it is time for the observer’s feedback. The observer presents his observations in an objective and descriptive way: What did he/she hear (content), where and how was there any flow in the dialogue? In the end, the focus person rounds-up: what has been learned? After 20 minutes, the roles will be changed.

**Summing-up:** Group discussion about the opportunities created by the exercise, including the challenges to the adviser.

**Additional opportunities:** midway- and post-counselling can be used as topics for counselling-exercises as well. If possible, the exercises can be recorded on video, aimed at later observation, collegial dialogue and learning.
Observation of teaching (e.g. a video sequence)

**Learning** objective: to observe teaching and learning processes  
**Materials**: video sequence of teaching (can be found on YouTube, e.g. “Cooperative Learning”)  
**Number of participants**: 2-20 persons  
**Time frame**: 20-30 minutes

**Description**: Show the participants a short video sequence (5-10 min) of a teaching situation. Afterwards divide the participants into pairs or smaller groups. The task is to discuss the immediate observations: what did the teacher do? What did the students do? Next, the video sequence is showed again and the participants are being asked to write down observations for the next exercise about “midway guidance”. Which questions would they ask the teacher / student teacher? How can the questions be asked so that they invite to reflection, argumentation and learning?

**Summing up**: Group discussion and identification of the outcome of the exercise.
Guidance Using a Reflective Team

Learning objective: to give collegial guidance and practice given roles
Materials: none
Number of participants: groups of 3-5 persons
Time frame: 30 minutes

Description: The participants get divided in groups of 3-5 persons with the following roles: 1) focus person, 2) adviser, 3) reflective team (2 persons), 4) observer.
The focus person presents (5-7 min.) a challenge or a problem, on which he would like to have sparring practice (mentoring). The adviser listens and asks elaborate questions.
The reflective team listens actively to the presentation and writes down any reflections and considerations they might have. The observer is time and process controller, he ensures that the participants respect the rules of the game.
After 5-7 minutes, the reflective team gets the floor, meaning that they now have time to discuss their considerations and reflections on the presented problem (10 min.). Meanwhile, the focus person and the adviser are silent and listen. After 10 minutes, the focus person gets the floor and gets the opportunity to reflect and comment on which particular aspects from the guidance he decides to use (5 min.).
In the end there is a group discussion about the problem statement and a debate on the roles.
DIDACTICS

Start out by drawing the didactic relation model on a piece of flip-over paper:

![Didactic Model Diagram]

**Exercise for formulating participants’ prerequisites**

**Learning objective:** To describe the pupils’ academic, social and personal background and potential

**Materials:** Paper and pencil for each participant

**Number of participants:** min. 2 persons

**Time frame:** 30-60 minutes

**Description:** Select three students from a class. Make a description of each of the three pupils, including name, age, academic, social and personal strengths (What is the pupil good at?) and development areas (Where does the pupil need help and how can he/she be assisted to become as capable as possible?)

Summing-up: Participants form pairs. Read each other’s descriptions. Ask detailed questions and give each other sparring regarding the possible actions to address the pupils’ development areas.

**Exercise for Formulating Objectives**

**Learning objective:** to formulate learning objectives based on the overall curriculum objectives.

**Materials:** overall curriculum objectives, study plan

**Number of participants:** min. 2 persons

**Time frame:** 30 minutes

**Description:**

1: Describe the learning objective within a selected subject. Use nouns for the description of the things the pupils should know (knowledge objectives), of the things the pupils should be able to do (skills objectives), and of the things the pupils should understand (competence objectives) (For example, To be able to find, explain and understand the meaning of unknown words and expressions from a fiction text).
2: Describe evidence of learning (preferably with a form of progression on different levels. (For example: I can verbally explain the meaning of the unknown words/expressions. I know where I can find help to find out the meaning of the unknown words. I stop reading a text when I meet an unknown word /expression.).

3: Design activities that give the pupils the opportunity to achieve the objectives. (E.g.: Read the text together and underline the unknown words and expressions; work with looking up words in a dictionary; dialogue about the usage of difficult words and phrases / create supplementary exercises regarding homonyms and synonyms for the pupils who have achieved the learning objectives).

4: Describe shortly how the objectives will be evaluated (E.g.: through a test, a task, interview etc.).
Development of new teaching and working methods

**Learning objective:** to get or offer inspiration for new teaching and working methods.

**Materials:** labels, pencils, a clock

**Number of participants:** min. 2 persons

**Time frame:** 20 - 30 minutes

**Description:** Each participant receives 10-20 labels. The task is to write down a good idea for a new teaching or working method on a label. The same idea shall be written on 3 labels. Each participant writes minimum 3 ideas, preferable more. When all participants have written minimum 3 ideas, they all gather on a designated area on the floor, having the following task: when the clock rings change an idea with a partner. When you exchange ideas, you have to elaborate and give reasons for your ideas. The clock rings at least 3 times, with a 3 minute interval.

**Summing up:** Present and elaborate some of the new teaching and working methods in front of all participants.
Evaluation, including evaluation criteria

**Learning objectives:** to understand the meaning of explicit criteria before evaluating a task.

**Materials:** A4 paper and pencil per participant.

**Number of participants:** minimum 4 persons

**Time frame:** 20-30 minutes.

**Description:** Divide the participants in small groups of 2-4 persons. There should be an even number of groups, minimum 2 groups.

The task for all even-number groups: “Draw an elephant. You should each draw an elephant as good as you can”.

The task for all uneven-number groups: “Draw a bicycle. You should each draw a bicycle as good as you can”. The participants get 4-5 minutes to draw an elephant and a bicycle, respectively. No further instruction is given about the task. Give a warning to the participants when there is 1 minute left to finish the drawings.

The next task for the groups: Evaluate the others’ drawings. Before you start evaluating the drawings, you should, in your groups, discuss and agree on criteria for evaluation. Write down the criteria agreed upon. After deciding the criteria, start evaluating the drawings of the elephants and bicycles. You get 10 minutes for the task.

While the participants discuss criteria, the instructor walks among them and listens to which criteria are being selected. Examples of criteria: “it looks like one”, “recognition”, “realistic”, “creative”, “good use of paper”, “detailed”, “humorous”, etc.

**Summing-up:**

When the time has expired, the instructor sums up the learning from the exercise, focusing on the examples of evaluation criteria given by the groups (as above). The instructor adds other examples of evaluation criteria, for example “What is the purpose of the drawing?” (e.g. Will it be used as a label on a locker in a kindergarten?), “What are the participants’ prerequisites for drawing?”, “Is it an Indian or an African elephant? (the Indian elephant has different ears than the African elephant), “Is the bicycle legal?”…

The point of the exercise is that the participants, through this practice, experience how important it is to know the evaluation criteria before one starts doing an assignment, which will later be evaluated. Knowing the criteria, one can make an effort on fulfilling these criteria. Additionally, the exercise points out that, in school, teachers often know which criteria they will use to evaluate the pupils’ assignments, but the criteria are not always explicitly explained to the pupils, and therefore they are not goal-oriented in their work. It usually triggers hilarity to hear the different evaluation criteria when looking at the drawings.
Collaboration in Smaller Groups

Learning objective: to collaborate in smaller groups.
Materials: white board or flip chart.
Number of participants: Groups of 4-5 people.
Time frame: 20-30 minutes

Description: The teacher writes the following list of things on the white board or on the flip chart: 1) Something blue; 2) Something soft; 3) Something valuable; 4) Something beautiful; 5) Something very old; 6) Something heavy; 7) Something dangerous; 8) Something smelly; 9) Something loud; 10) Something tasty ……or find yourself some other things. Maximum 10 things in total. The task is for the participants to work in smaller groups trying to find the things within a time frame. The groups gets 2 minutes to talk about how they will solve the assignment and find the things. Then the groups get 4 minutes to find the things. In the end the groups will present and justify the things they found on the basis of the 10 criteria.

Summing-up: Group discussion about how the teams solved the assignment. What did the participants agree on? Which collaboration strategies did they choose? What significance did the time pressure have? Who took leadership? Who decided to follow? What can be learned from this exercise?
**Exercise in Being a Moderator**

**Learning objective:** to learn to be a moderator

**Materials:** Short instructions on how to be a moderator. It involves:

- To be able to manage a preliminary round, where everyone in the group tells briefly what they think is important in the assignment
- To establish the topic for discussion in the group, based on the preliminary round
- To steer the discussion with an order list of the speakers
- To make sure that nobody interrupts the person speaking, and that no one exceeds the allocated time for the speech
- To sum up the work by reinforcing the group decisions
- To summarize and present the work of the group

**Number of participants:** 4-6 participants per group

**Time frame:** 30-60 minutes

**Description:** The participants are being divided in groups of 4-6 persons. The group appoints a moderator and establishes a time frame for the group work. The groups will discuss a relevant professional topic within the established time frame.

**Summing up:** Group discussion about what it means to be a moderator, as well as the challenges of this role.

**Dealing with Conflict**

**Learning objective:** to be able to solve conflicts and create a well-functioning learning environment based on dialogue and problem-solving.

**Materials:** one chair per participant

**Number of participants:** 3-5 persons, several groups.

**Time frame:** 30 minutes.

**Description:** One of the participants (the focus person) in the groups tell about a problem/ a conflict in the class, with which he needs some help. The problem is presented (2-3 minutes). The other participants ask detailed questions. When the problem is understood, the focus person sits with the back to the others and listens to their reflections, considerations and suggestions for solutions (5-7 minutes). Afterwards, the focus person turns around and tells the others how listening to his colleagues’ considerations and suggestions helped him. The exercise can be repeated with a new focus person.
Over-the-river exercise

Learning objective: collaborative, problem-solving group dialogue.  
Materials: One square of cardboard or sheet of paper per two participants (A3-sized or slightly larger), masking tape.  
Number of participants: 2-20 persons  
Time frame: 15-20 min

Description: Two lines are made on the floor with masking tape. The space between the two lines of tape is a poisonous river. The objective is to cross the river in one group as a team by stepping on the cardboard/paper squares. Each team gets one square per two participants. The objective is to cross the river by stepping on the squares without touching the water (the floor). While they cross the river, each participant must touch another team member at ALL times, or they are swept away by the river. No sliding or scooting on the paper: You move forward by stepping on to another square. No one is allowed to step out of the river on the other bank until ALL team members have left the first bank. If a participant touches the water, the game is lost. The whole team returns to the first bank and tries again.

Summing up: Discuss how the team collaboration helped towards the goal. Which were the hardest parts? How did team communication help?
Learning objective: to give and get acknowledgment.
Materials: paper plates, string, scissors, felt pens.
Number of participants: 2-20
Time frame: 2-20 minutes

Description: Each participant receives a paper plate, string and felt pens. Each participant shall write the following in the middle of the plate: My strengths (or alternatively, I’m a good colleague because...). Afterwards, they will put string in each side of the plate, the string will be behind the plate. The strings will be tied in a bow in the front of the plate. The participants now go and mingle with the others. The participants will write acknowledging comments and key words on each other’s plates. After 10 minutes, the participants sit down on the floor and they can now read what kind of acknowledging comments they received.

Summing-up: Group discussion about what acknowledgement means in general and how this exercise can be used in other contexts.

Alternative assignment: The above assignment can also be done with a focus on the participants’ understanding of some concepts, e.g. innovation.
EXAMPLES OF COOPERATIVE LEARNING-STRUCTURES

Different CL-structures - different purposes:
- **Teambuilding** builds up collaborative skills and strengthens the sense of belonging to a group.
- **Class-building** promotes positive interrelations among teams.
- **Acquisition of knowledge and skills** aims at acquiring knowledge and skills.
- **Thinking skills** challenges the students’ independent thinking and facilitates their cognitive flexibility and develops their ability to reflect on their own learning process.
- **Knowledge sharing** facilitates the students’ abilities of presenting and sharing knowledge.

**Teambuilding: Around the table**

**Step 1:** The teacher asks an open question that has many possible answers
**Step 2:** In turn, the team-members (one by one) write down their answers and hand over the pen and sheet of paper to the next team member.

**Class building: Corners**

**Step 1:** The teacher communicates what the four corners in the classroom represent
**Step 2:** The students think about which corner they want to go to
**Step 3:** The students go to the selected corner
**Step 4:** The teacher put up a question in relation to the subject
**Step 5:** The students discuss the question with the other team-members
**Step 6:** In turn the teacher points out one student from each corner and ask them to share the knowledge they have acquainted
**Step 7:** In each corner the team members sums up what they have heard from the other corners

**Acquisition of knowledge and skills: Expert Jigsaw**

**Step 1:** The teacher hands out four different texts/tasks, so that all members of the team has different ones.
**Step 2:** Team members meet in “expert teams” with members from other teams who have the same material.
**Step 3:** In the expert teams, the members collaborate on acquiring knowledge or solving problems.
**Step 4:** The members help each other preparing a presentation of the subject matter.
**Step 5:** Everyone returns to their original team where they share their new knowledge.
**Step 6:** The students continue working based on their newly acquired knowledge.

**Thinking skills: One for all**

**Step 1:** The team-members give themselves numbers from 1-4
**Step 2:** The teacher ask a question and gives some time for thinking (5-10 minutes)
**Step 3:** The team-members discuss, help each other and make sure that everyone knows the answer
Step 4: The teacher says a number: A student from one of the teams, that has got this number, is asked to answer for his/her team. Students with the same number from the other teams can supply

Knowledge sharing: Reminders

Step 1: The teacher hands out a number of cards with concepts to be repeated
Step 2: The cards are placed in the middle of the table, and the students write down their names on the cards, they are able to answer
Step 3: Cards that have all 4 names on are placed in a pile called ‘We can’
Step 4: Team member 1 chooses a card with a concept, that he/she cannot explain
Step 5: The team member(s) which has signed the card explains what he/she knows about the concept
Step 6: When everyone has grasped the concept they write their names on the card and put it in the ‘We can-pile’
Step 7: And so on until all concepts have been repeated/explained
BIBLIOGRAPHY


### ANNEX: EXAMPLE OF 2-DAY COURSE

**Example of a 2-day course for international internship supervisors**

Programme Tumaini Junior School. 15.\textsuperscript{th} – 16.\textsuperscript{th} of February 2016

<table>
<thead>
<tr>
<th>Participants</th>
<th>18 coop teachers</th>
</tr>
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<tbody>
<tr>
<td>Schedule for the course</td>
<td>Monday the 15\textsuperscript{th} of February</td>
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<tr>
<td><strong>8-12</strong></td>
<td>Introduction coop teachers course 2. Goals for the course 2 Following up the evaluation from 2015 Experiences with Danish student teachers Focus on Practice Handbook a) Didactics b) Classroom management c) Relational work Description of Tumaini Junior School</td>
</tr>
<tr>
<td><strong>12-13</strong></td>
<td>Lunchtime</td>
</tr>
<tr>
<td><strong>13-16</strong></td>
<td>Mentoring and supervision Teaching and learning methods School Project</td>
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