

June 26, 2010  
Teacher Training Session  
Daily Report  
Pursat Province

### Morning Session

The morning session began in the meeting hall of the school. Pheng Pong-Rasy began by speaking to the class.

#### Presentation of Chapter Five

##### Teaching Methodology/Format of Presentation

Provisional teacher Sieu Sean presents Chapter Five and Six. He begins by introducing himself and sharing his background with the class. He writes his lessons on the board. He asks the participants to say what topics they know from the chapter. He writes their answers on the board. He points to pages and a map in the textbook and the group follows along in their book. The group pays attention and takes notes. He draws a compass on the board to help explain the map in the book and how the Khmer Rouge divided Cambodia. He explains which areas the Khmer Rouge controlled. He asks the group to repeat what he said and he writes their answers on the board. He goes through and gives further explanation for parts of the book. To conclude, he summarizes his presentation.

He then makes time for question and answer.

##### Group's Responsiveness/Training Environment

The group appears very responsive and engaged in the presentation. Most take notes throughout the presentation.

During question and answer at the conclusion of the presentation, on commune teacher asks about which area under the Khmer Rouge and which Khmer leader controlled that area. Another commune teacher asks why some Khmer leaders disappeared. Another commune teacher asked in which area the Khmer leaders killed the most people.

##### Concerns/Issues

There is a concern that the textbook has the wrong name for one of the Khmer Rouge leaders. The group had understood the leader's name to be something else. Professor Sombo Manara explains that the leader could have been called both names. He also explains that the name written in the textbook was derived from extensive research.

#### Professor Sombo Manara's Follow-up

Professor follows up the presentation with some of his own information/explanation. He explains the three types of people that the Khmer Rouge targeted and then sent them to Pursat Province. They divided the people up into categories.

#### Presentation of Chapter Six

##### Teaching Methodology/Format

Provisional teacher Sieu Sean begins his presentation of Chapter Six in the textbook. Chapter Six discusses the Khmer's Four Year Plan. He calls on people to answer questions about the chapter. He writes their answers on the board. He asks the group whether they think the Khmer's Four Year Plan was a success.

#### Group's Responsiveness/Training Environment/Questions

The group is responsive to the provisional teacher's questions. They respond that the Khmer Rouge's Plan was not a success. When he asks questions out to the group, they answer as a whole.

After his explanation, he asks if there are any questions. One commune teacher asked what food the Cambodian people ate while under the Khmer Rouge.

Toward the end of the presentations, right before the break, the provisional teachers begin to look tired.

#### Concerns/Issues

There are no major issues/concerns with Chapter 6.

#### Professor Sombo Manara's Follow-up

Professor Sombo Manara follows up the presentation. Before addressing the question posed by the commune teacher, Professor Sombo Manara asks others in the group to try to answer it. Two students participate and try to answer the question.

Commune teachers look like they are losing focus and are not able to pay attention as well.

#### Pheng PongRasy

Gives follow up explanation. One commune teacher stands up to share his experience under the Khmer Rouge. He explains that there was one can of rice for every thirty people.

Short Break: 10-15 Minutes

#### Presentation of Chapter Five, Lesson Two

##### Format/Methodology of Presentation

Provisional teacher Ros Chanthorn presents Chapter 5, Lesson 2. She explains the methodology teachers should use when teaching students. She has the commune teachers open up the teacher guidebook. Group one is victims and group two is Khmer Rouge officials. The groups now look at testimony in the book.

She tells the commune teachers they should choose topics and focus on the topic they choose.

After they are done reading the testimonial they will role play.

A participant from group two (Khmer Rouge officials) goes to the front of the class to role play.

A participant from group one (a victim) goes to the front of the class to role play.

After role play, Ros Chanthron discusses with the whole group whether the role play was realistic of the types of scenarios that happened under the Khmer Rouge.

Professor Sombo Manara critiques the role play performances.

##### Group Responsiveness/Questions

The provisional teachers seem to be slightly embarrassed at first to participate in the victim/Khmer official role play.

#### Presentation of Chapter Six, Lesson Two

##### Format/Methodology

For this lesson, she wants the teachers to share their experience with the whole group. She wants them to write down three main points 1) describe their feelings 2) students should describe the situation under the Khmer Rouge, 3) students should explain their skill under the Khmer Rouge. The students put their papers in a "survivor" box. She reads each paper.

Rasy explains more about the survivor box methodology and the reason why teachers should use it. It helps students to express and sort their feelings about the Khmer Regime. It serves to help bridge the gap between the new generation and old generation of victims of the Khmer Rouge. It allows the students to imagine what it was like to be a victim of the Khmer Rouge. Professor Sombo Manara emphasizes the importance of the new generation making a connection with the old generation. He also comments that the new generation must help the survivors and victims of the previous generation. It is the best way for the new generation to understand the old generation.

#### Group's Responsiveness/Questions

One commune teacher asks whether his teaching methodology should be the same for each chapter.

#### Concerns/Issues

No major issues or concerns were raised.

### **Afternoon Session**

#### Role Play in Classroom Two

Today's afternoon session resumes from yesterday afternoon. The commune teachers each take turns role playing—presenting a lesson in front of their group as if they were in front of their students.

#### Commune Teacher One

##### Presentation

The commune teacher is teaching Chapter Five, Lesson Two. He writes on the board and has the students open their books. He is having the students read testimony in the book. Then he has the students role play as victims and officials of the Khmer Rouge. Group One is victims. Group two is officials. Other students watch the role play. The teacher asks what the others learned from the role play. The students are responsive to the role play. He then gives the class 5 minutes to take notes on the testimony they saw. He then has students give descriptions of the relationship between the victims and officials.

##### Comments/Concerns

Some said the commune teacher didn't connect the narrative enough. Others said he didn't ask questions before he began his lesson. Another student comments that the commune teacher should have taken notes on the board for people. Another student said that the teacher spoke well during his presentation. The commune teacher was also criticized for not telling the students what they should do at home.

The provisional teacher commented saying that the teacher did a good job using role play as part of the lesson. However, the commune teacher should have been specific as to what testimony each group was supposed to use.

#### Commune Teacher Two

##### Presentation

The commune teacher begins by asking the students about the lesson they learned last time. He then writes the topics on the board for the lesson. The teacher distributes paper to everyone in class to write down what they understood from reading the teacher guidebook. After they take notes, they summarize the reading to make sure it is understood. He calls on students to read their summaries. He also calls on students to ask them questions.

##### Comments/Concerns

The students comment on the commune teacher's presentation. The comments are as follows: he didn't students what to do at home; his presentation was not specific; he didn't tell

students what to do specifically enough during class; he didn't encourage students to form their own reaction.

The provisional teacher comments that the provisional teacher should write down more on the board. He also said the provisional teacher should pay more attention to the students questions and should make sure to give them an answer.

### Commune Teacher Number Three

#### Presentation

The presentation begins by asking students what they know about the events during 1975. Students volunteer to answer and he writes their answers on the board. He divides the class into small groups to work with each other. He gives each group a piece of paper to write down what they understand from Chapter 6 Lesson 3 of the guidebook. He gives each group a topic to discuss. He has the groups write down on the board what they wrote on their paper.

#### Comments/Concerns

The class gives comments on the commune teacher's performance. One student commented saying that the teacher did not allow enough time for questions. Another student commented saying that the teacher did not tell how many students should be in each group. Another student commented saying that he didn't tell each group what they were supposed to do. When the groups asked questions the commune teacher didn't respond to the questions.

The provisional teacher comments now. He said the commune teacher did not explain well enough the meaning of what he wrote on the board. The commune teacher didn't explain each topic well enough. The teacher should have explained each point that the students wrote on the board.

Break 10-15 minutes

### Commune Teacher Number Four

#### Presentation

The commune teacher presents Chapter Six, Lesson Four in teacher guidebook. The commune teacher writes the points of the lesson on the board. He writes questions on the board. He divided the class into small groups, with each group discussing the questions that he assigned them. The groups write their answers on the board after discussing in their group. He chooses one person from each group to refresh what was written on the board. He tells students what to do at home before concluding the lesson.

#### Comments/Concerns

The other commune teachers said the presentation was good. One student said that the teacher did not make enough connections throughout his lesson. Another commune teacher said that teachers should carry their lesson plan in their hand in writing, so that in case they forget something, they can look down and remember their place. The teacher is also criticized for not telling the groups whether they were right or wrong in their answer. The teacher should explain more when they ask questions. The teacher should offer congratulations after each group finishes.

The provisional teacher said that the teacher should have congratulations when groups finish. The provisional teacher says that the teacher should praise the students when they finish speaking. The provisional teacher also said that when the teacher divides students into groups, the teacher should be specific about the group's assignment. The class should discuss and answer questions together. He also advised that, through this approach, students can describe what they understand from the reading.

### Concluding Meeting With Entire Group of Provisional and Commune Teachers

Professor Sombo Manara began the meeting by discussing the importance of the methodology taught in the training. Professor explained that the training is the first step in developing education and that the second step is for them to try new methodologies with their students. He emphasized that the importance is that everyone be educated on the Khmer Roufe so that they can teach it. He also explained that teachers have expressed concern over how to manage teaching all of the material in such a short time. Professor explained that the time should not be overwhelmed by time, the important part is for teachers to focus on teaching the main points.

#### Provisional Teachers Meeting With Mr. Rasy and Professor Sombo Manara

The provisional teachers discuss the problems and concerns they had while watching the commune teachers role play. They expressed concerns that some commune teachers aren't sure how to teach their lesson when they try to teach each other. They also said that some participants paid attention to the training, but when they are in groups, they aren't sure how to teach. The provisional teachers agreed that all of the commune teachers do try. However, they felt that some commune teachers did not believe in themselves and just tried to teach their lesson based on what they could remember.

Rasy spoke to the provisional teachers after they were done giving their feedback. Rasy said that the provisional teachers should monitor the groups well. He also emphasized that it is important for the provisional teachers to ask himself and Professor Sombo Manara if they have any questions. He also emphasized the importance of teachers being specific in their questions with their students. He explained that if students receive specific assignments and clear questions, there can be better discussion and the teachers will have the opportunity to ask the students to analyze further.