

# មជ្ឈមណ្ឌលឯកសារកម្ពុជា

Teacher Training Session  
Daily Report  
June 27, 2010  
Pursat Province

## Morning Session

Prepared by Gina Cortese, Summer Associate

### Presentation of Chapter Six and Seven

#### Presentation

Rasy begins by asking a participant to share his or her experience under the Khmer Rouge. A commune teacher takes the mic to share his experience. After he is finished speaking, a provisional teacher asks the commune teacher specific questions about his experience. Rasy then begins his powerpoint presentation, covering the topic of what living under the Khmer Rouge was like. Rasy asks the group questions throughout his presentation. He also has them turn to specific pictures in their books to draw on the meaning of the pictures. Rasy finishes up his presentation by providing a personal example of what life was like under the Khmer Rouge. He concludes his presentation and asks for questions from the teachers.

#### Group Environment/Questions

The commune teacher who shared his experience of living under the Khmer Rouge was eager to share. He gave a thorough description of what his experience. Other commune teachers listen attentively. Commune teachers appear engaged throughout Rasy's presentation. They actively take notes and follow along in their books. When Rasy asks questions out for the group as a whole, they all answer. Teachers ask several questions during the question and answer session. They ask about the Khmer Rouge forcing Cambodian people to dig lakes. Another asks about the Khmer Rouge's method of killing. Another teacher asks whether the killing fields were a prison place or a place for killing. Another teacher asks about the situation under Pol Pot's control.

#### Major Concerns/Issues

No major issues or concerns. The only issues were the teachers' questions aforementioned.

Break

### Presentation of Chapter Seven, Lesson Two

#### Presentation

The provisional teacher begins her presentation of Chapter Seven, Lesson Two. She writes her main points for the students on the board. She has one commune teacher read out loud testimony from the teacher guidebook. She passes out paper for the teachers to record their testimony they read from the book. While the teachers are recording their testimony and experiences on paper, Rasy writes on the board some activities for teaching. Meanwhile, the provisional teacher calls on various students to read out-loud what they wrote. After they are finished reading out loud, Rasy reads out loud and explains what the methodologies he wrote on the board. He explains the steps the teachers should follow when giving their lessons to students. He emphasizes that teachers should explain the lesson and should encourage students to analyze critically what they are learning.

#### Group Environment/Questions

The commune teachers work together as they record their paper on the testimony. They all actively participate in the assignment.

#### Major Concerns/Issues

One commune teacher is concerned that the students do not have teacher guidebooks. He is concerned that when he divides students into groups to work, they will need a teacher guidebook.

### Presentation of Chapter Seven, Lesson Three

#### Presentation of Chapter Seven, Lesson Three

The provisional teacher begins by posting on the board her teaching points. She explains the skills that are necessary for interviewing and for developing effective questions to ask when interviewing. She then calls on a commune teacher to role play an interview. One represents the new generation and one represents a victim of the Khmer Rouge generation. When they are finished, she explains the role play. Rasy provides additional comments on how to interview when interviewer and interviewee are from two different generations. He recommends that they should introduce themselves and then they should ask for a short history. When interviewing, questions should be relatable to the person being interviewed. Thus, the victim and the officials should be asked different questions. Rasy also explains that the interviewer should ask questions that require a thoughtful, conversation answer rather than merely asking yes/no questions. Rasy emphasizes the importance of teaching students interviewing skills. He explains that the students should learn interviewing skills now, so that in the future, especially when they go to university, they will be well prepared and equipped with the skills to successfully complete their projects.

#### Group Environment

The commune teachers appear to be paying attention to the presentation. Many of the teachers take notes in their notebooks. The commune teachers have no questions.

#### Major Issues/Concerns

No major concerns/issues

### Presentation of Chapter Eight, Lesson Two

#### Presentation

The provisional teacher begins her presentation of chapter eight, lesson two in the teacher guidebook. She asks for a volunteer to share his relative's experience as a prisoner during the Khmer Rouge regime.

#### Group Environment

After the commune teacher shares his relative's experience in the Khmer Rouge prison, another commune teacher asks him a question about the location of the prison.

#### Major Issues/Concerns

No major issues/concerns

### **Afternoon Session**

Prepared by Laura Goodwin, Summer Associate

### Presentation of Chapter Seven, Lesson One (Daily Life in the Khmer Rouge Period)

#### Presentation

The commune teacher displayed information of teaching objectives for the lesson on a large sheet of paper posted next to the blackboard. Before addressing the classroom, she writes about a paragraph of text on the board. Two commune teachers are called on to answer a question as the lesson begins. After explaining instructions for the K-W-L activity, the teacher has several students (other commune teachers) come forward to write on the board under the K and W categories. About six people come forward so that there are three items each listed under K and W. The commune teacher reads each item and then starts the teaching part of the lesson. Several students are selected to read the textbook lesson text out loud for the class, one after another. Once the text has been read, the teacher asks questions to ensure the students read and understood the lesson text.

#### Group Environment

When the text is being read aloud, others in the classroom follow along in their books. Almost all participate either by reading the text, answering the questions posed by the teacher, or writing on the board for the K-W-L.

#### Major Issues/Concerns

After the lesson, the other commune teachers gave feedback. One teacher commented that the purpose of the lesson was not written on the board. Another said that instead of her writing on the board, she should ask students to do so. A third said that on the piece of paper she wrote lesson 1 chapter 7, but that it is better if it said “Chapter 7, Lesson 1”. Another remark was that the teacher did not tell the students what to review or do at home; no homework was given. Rasy then made comments on the lesson: The teacher let the students take too long to read the text; instead of breaking the students up into groups to read sections, she had the entire class participate as a whole group. He thinks it should take about 10 minutes to read the lesson, but here it took nearly the entire time. It would be better to read everything in the teacher guidebook, as it will provide the instruction and details on how to give the lesson for students. She did not ask the students to take notes while the textbook was being read. In conclusion, he encouraged the teacher to try her best and attempt to improve for her next presentation.

### Presentation Chapter Seven, Lesson Two

#### Presentation

The teacher begins the lesson by taping up his objectives and explaining them one by one. He then asks a question of a student. He instructs everyone in the class to open the guidebook to a specific page. The teacher gives each student a blank piece of paper and asks them to write down what they understand based on their reading. While they are doing this, the teacher writes on the board two of the items from his paper of objectives. After a few minutes, the teacher walks around the classroom to check on the progress students are making. He then returns to the front of the classroom to wait a bit longer before going on with the lesson. As each student finished writing, they handed their paper to the teacher. The teacher returned to his list of lesson objectives and provided further explanation related to those objectives as he read the students’ papers aloud.

#### Group Environment

Students actively looked through their textbooks in order to complete the activity on what they learned during reading. When he read their papers, most students were watching him; a few were looking at their textbooks during this time.

#### Major Issues/Concerns

The first comment is that the lesson was good and accessible. However, he didn’t interact with everybody in the class or each student in the class. A second teacher said that

during the presentation, the commune teacher spoke very fast and so not everyone could keep up or catch what he said. Another commented that the conclusion of the lesson should go back to the purpose as listed in the teacher guidebook.

### Presentation Chapter Seven, Lesson Three (Interview)

#### Presentation

The teacher taped up a half piece of large paper with the lesson purposes, including how to interview, allowing the students to make questions, and providing a way for the students to use this skill. After briefly referring to this sheet, the teacher began the lesson by writing on the board a few words. The teacher then asked questions of the students about the Khmer Rouge period; some questions were answered by the students as a group more or less while most were answered by an individual who was called on by the teacher and stood up to give an answer. The teacher handed out small pieces of paper, one to each student, to write down some questions for victims of the Khmer Rouge. After the students finished, the teacher asks for a volunteer to do a role play for an interview. The student goes to the front of the class and faces the teacher to act out the role play; the student is interviewed by the teacher about his relatives' experiences under the Khmer Rouge.

#### Group Environment

Students were very engaged when writing questions down, but, other than the volunteer, the role play exercise did not really capture the attention of the class as much.

#### Comments/Concerns

A provincial teacher in the classroom said that although the teacher wrote the purpose of the chapter, he did not follow it during the lesson. Another teacher also joined in the discussion on this point. She also said that during the role play, because the students have little idea of how to interview, they can ask more about what happened under the Khmer Rouge and use their parents' or other relatives' experiences. "There was also a comment that students could be in groups, but then switch groups during the activity, so they could learn from each other how to interview.

*Break*

### Presentation Chapter Eight, Lesson Two (Security System)

#### Presentation

The teacher started the lesson by explaining the three main points of the lesson, which he had posted on a large piece of paper to the right of the board. He starts to ask questions of the students about the security system, including about victims and prisoners. After finishing the questions, the teacher wrote two of the objectives on the board and then went over the paper he posted up in detail while calling on students to answer more questions. The students can share their experience and also what they knew about the Khmer Rouge security system; one student spoke at length. Then, the teacher requested the students come up with questions for the teacher. Finally, students were asked to share feelings about what happened under the Khmer Rouge, particularly about prison conditions and other events within prisons. He tells students to review and read at home before the lesson ended.

#### Group Environment

In this lesson, one student participated much more than any other, though a few others also spoke during the questions posed to the class.

#### Comments/Concerns

One teacher said he did not understand the topic of Chapter Eight, Lesson Two from the presentation.

#### End of the Day Meeting with Commune and Provincial Teachers

Professor Sombo Manara spoke to the teachers about how, because they teach history, they should also go to historical places to see them for themselves. He also said to try your best to the training and especially pay attention to the directions on how to teach.

Rasy then addressed the group of teachers. He also talked about the importance of going to see important Cambodian sites firsthand so that the teachers can have a better understanding of history. After each group they can teach each other, through the comments provided by the class. When you review the lesson, should you review the one from today or the one from yesterday? The answer is that you should focus on what was studied yesterday or what was already learned. During the comment section of each group, everybody should participate and give comments about the teacher's presentation; Rasy asked everyone to please add their comments to the discussion during that time. Teachers should try to improve their ability before the next time. Each participant should observe the presentation and teaching closely while presentations are happening, including the steps within the methodology.

#### End of the Day Meeting with Provincial Teachers

One teacher says her team is better today than before, especially the young teacher. He made a lot of effort and it paid off through improvement. A second teacher also spoke along these lines, that she saw some positive changes during this afternoon's presentations. A third teacher feels his team does not have any problems, they have tried hard. Other teachers had the same sentiment; there was a lot of improvement since yesterday's sessions, though one teacher felt their team still had some issues to be addressed. The consensus was that the younger teachers are doing the best.

There was a discussion about who should be involved in future trainings. Young teachers put in a lot of effort and also have good comments, but older teachers have authority, knowledge, and experience. Overall, some thought should be put into who should participate in future sessions.

A teacher made a request for the three documentary films (about S-21, Prey Veng, and Kompong Cham) which were shown earlier in the training week.