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Pursat Teacher Training: Daily Report

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Morning Session

Presentation of “Behind the Walls of S-21” Film

Presentation

Rasy starts the morning session by explaining the film and those who will appear in it – two victims of the Khmer Rouge at S-21 and a Khmer Rouge official who worked as a guard at the prison. At the start of the film, there was some issue with the volume so while other speakers were brought Rasy continued; he asked the teachers to open the guidebook to Chapter 9, Lesson 2 which has to do with the film they will watch this morning.

Group Environment

Most teachers take notes while Rasy is talking about the teacher guidebook. During the film, the teachers watch attentively and some take notes as well. However, at a couple points in the film there was laughter from the teachers in the room; this may be the result of vulgar language in the film but it was unclear what caused the laughing.

Questions/Concerns

- How many people died because they were implicated in confessions of other prisoners interrogated by the Khmer Rouge?
 - Rasy answered that most people arrested and sent to the prison died. The two victims in the film survived because of their special skills that were useful during the Khmer Rouge times.
- As Him Huy was a guard at S-21, will he be tried at the Khmer Rouge tribunal?
 - Rasy gave the answer to the question and also spoke about the importance of genocide education, which allows the country to understand what happened under the Khmer Rouge and also ensure the movement does not return.
- Where are the hometowns of the three people featured in the film?

Following the questions, Professor Sambo Manara spoke about reaction the teachers had to the movie. He said that this is not a role play, it's the real story about what happened under the Khmer Rouge and so the teachers should try to see it again and again. After watching, they should think about their own feeling when watching it and the reaction they have to it. We want everyone, especially the young generation, to understand what happened under the Khmer Rouge genocide, that people killed each other.

Provincial Teacher Presentation – Chapter 9

Presentation

She starts by asking the teachers to open the textbook to Chapter 9 and asks everyone to read and try to understand the content. While the teachers are reading, she writes the lesson title on the board. The provincial teacher introduces the lesson by explaining Chapter 9 is about S-21 prison. She speaks about the prisoners and victims at S-21 and asks questions of the commune teachers related to the reading on S-21 from the textbook. The provincial has the commune

teachers brainstorm ideas about each topic and then writes it up on the board and collects the ideas into a narrative. Topics include the buildings of S-21, prisoners, prisoner regulation, the rooms in the prison, interrogators/officers, and killings. She continues through the lesson with this style and explaining each point in detail.

Group Environment

While the provincial teacher presented the lesson, most of the commune teachers were taking notes and making marks/highlighting certain parts of Chapter 9 in the textbook. Many followed the lesson in both the textbook and the guidebook.

Questions/Concerns

- As men and women were both arrested by the Khmer Rouge, were they put into only one room or were the prisoners separated by sex?
- Based on the information that Khmer Rouge officials tortured prisoners and raped women, how can they be punished for breaking the laws?
- When so many people were breaking the law, were they only sent to S-21 or were there other places of detention used for those committing crimes?
- Was S-21 a secret prison?

Rasy and Professor Sambo Manara answered the questions. Rasy also told the teachers that there was a small mistake in the textbook, that where it said Boeng Keng Kang High School it should read Tuol Sleng High School.

Provincial Teacher Presentation – Chapter 10

Presentation

The teacher begins the lesson for Chapter 10 by reading out of the textbook. She had the students open their textbooks to the same chapter so they could read to themselves while she read out loud. After reading the first lesson, she allowed some time for the commune teachers to ask questions about the information presented. The questions were answered by the provincial teacher.

Group Environment

Nearly all of the commune teachers read along in their textbook while the provincial teacher read the text. Most made notes and highlighted part of the text during this part of the presentation. During the latter part of the lesson, there was some talk amongst the teachers while the provincial teacher was reading through the text.

Questions/Concerns

- The Khmer Rouge and China had a relationship; why did China support the Khmer Rouge?
- Could people use currency under the Khmer Rouge regime?
- While the Khmer Rouge was in control of the country, was anything increased or development? What were any advantages or positive impacts of the Khmer Rouge rule?

Professor Sambo Manara wanted to further answer the questions; before doing so, he facilitated participation and answers from the other teachers on the questions above. He spoke for a while about foreign relations and other countries that had relationships or otherwise

impacted Democratic Kampuchea in order to give other examples that can help the commune teachers understand the answers to earlier questions.

Break

Presentation of Chapter 9, Lesson 1 Teacher Guidebook

Presentation

A provincial teacher started out by explaining the purpose of Chapter 9 and what the students are to learn. He instructed the commune teachers that they are to divide their classes into small groups so that they can discuss what they know and also some questions about the reading. The teacher posted a piece of paper with the purposes: to give definitions from the textbook on Tuol Sleng/S-21 prison, for the student to explain information about the prison, and for the student to explain the conditions of living in the prison.

The teacher then divided the commune teachers into five groups by having them count off, one to five. Then, commune teachers are called on to read the text out loud. Once the text is read, they use their workbook to answer questions about the text; they are to work in groups. Each group has one question to answer by discussing with each other. The commune teachers talked together to answer the workbook questions. The provincial teacher walked around the classroom as he called on various students to present answers to the rest of the class.

Group Environment

All of the commune teachers appeared to engage in the activity, especially when asked to work together to answer questions.

Questions/Concerns

- One commune teacher is concerned that the vocabulary is written up on the board before students are given an opportunity to read the textbook. He feels the students should read the text first, and then new words should be discussed.

Presentation of Chapter 9, Lesson 2 Teacher Guidebook

Presentation

The lesson has three main points: the students learn about the Khmer Rouge, students compare victims' experiences under the Khmer Rouge, and to watch the short movie. A large piece of paper with these purposes is posted on the board by the provincial teacher giving the presentation. The provincial teacher said that after the students watch the movie, they should be able to have a chance to respond with their thoughts on the film. He also asks some questions related to the movie's content and various commune teachers stand up to answer. During this time, some commune teachers also ask clarification questions about the information in the textbook and guidebook. This presentation was relatively short, as the movie had already been watched earlier in the morning.

Questions/Concerns

- A commune teacher asked about the number of survivors of S-21. He said he learned there were about 7 survivors while this textbook says 12 (or more).

Presentation of Chapter 10, Lesson 1 and 2 Teacher Guidebook

Presentation

The purposes posted include that the students should be able to explain what happened within and outside of the country under the Khmer Rouge, the relationship between the Khmer

Rouge and Vietnam, and the economics of the Khmer Rouge. Students should also be able to understand the meanings of new words within the paragraph text.

After explaining the objectives, the provincial teacher calls on commune teachers to read out loud from the textbook text for Chapter 10. When the reading is finished, the provincial teacher asks the guided questions from the teacher guidebook; commune teachers take turns stating the answer to the class.

The second lesson is also about foreign relations under the Khmer Rouge, including China, the United States, and Vietnam. Students will all get a piece of paper from the teacher to write comments about these foreign relations during the Khmer Rouge regime. The provincial teacher takes a sheet of paper and folds it into a tri-fold to illustrate how the activity will work. Another provincial teacher then stands up to speak about methodology. He says that when the teacher provides the paper to the students, they should write what they understand as well as their comments about the topic of the chapter. They could also write as if they were Khmer Rouge officials and how they would protect each other while dealing with other countries.

Once the provincial teachers were finished, Rasy spoke to the participants of the training session, also about the teaching methodology and activity as listed in the teacher guidebook.

Group Environment

During this presentation, most commune teachers are following along in their textbook and workbook. Several of the teachers record answers in their workbook as the questions are answered by their colleagues. There is more discussion between the participants while the provincial teacher is speaking than earlier in the morning.

Questions/Concerns

- After the presentation of the first lesson, one teacher had a question about teaching methodology, but since the current presentation is about history and the textbook content, he was told the question would be better later when the methodology is taught.

Extra Note: Difference Between Two Textbooks

Rasy found that there is a discrepancy in information on the Democratic Kampuchea Constitution between the Textbook of the Ministry of Education about the Constitution (Social Study and History Book, Grade 9, published 2000) and DC-Cam's textbook A History of Democratic Kampuchea. On page 169 of the Ministry's textbook, it is written that an ordinary conference of Khmer Rouge held a meeting to write the DK constitution on April 25 to 27, 1975. However, the DC-Cam textbook states on page 25 that the DK constitution was adopted on December 5 to 19, 1975, and officially announced on January 5, 1976.

Afternoon Session

Presentation of Chapter 9, Lesson 1

Presentation

The commune teacher started the lesson by reviewing what was learned yesterday. He asked several questions and had students (other commune teachers) stand to answer them. Once the questions were over, he posted the learning objectives for this lesson on a large piece of paper on the board. He drew a three column chart on the board and wrote in Khmer the K-W-L headings. The teacher asked students to come forward and write what they know and want to know related to the chapter (S-21) on the chart. The chart was briefly discussed before moving

on to the main part of the lesson and explaining the objectives as posted. The teacher had energy and enthusiasm while speaking to and interacting with the students in the classroom.

Students were asked to open their textbooks to the appropriate page. The teacher drew the students' attention to the picture in the book and asked them to respond what they can infer from the photograph. Afterwards, he asked two more questions of the students related to the chapter topic before having the students read the text individually/silently. When the students are finished, the teacher poses more discussion questions to the class.

The teacher divided the class into three groups for discussion. Students looked over the text again to focus more on specific ideas they picked up from their reading; they are to take notes on the discussion. While students are in groups, the teacher walked around to check on the progress and listen in on each discussion. For one group, he paused to answer a student question. As the groups finish their work, the teacher made a column on the board for each group. A student representative of each group came forward to transfer some of the notes to the board. In order to go over the notes written up, a student from each group stood up to explain their group's answer and notes.

When this activity ended, the teacher had all the students close their textbooks. Then, he asked some to summarize what they learned and others to answer other questions which he created to test their knowledge. At the end, he told the students what to do at home before the next lesson.

Group Environment

The commune teachers seem very engaged in the lesson presentation. All participate by answering questions asked by the presenter. The teacher speaks with confidence and projects his voice well; he seems to interact with the students about the content of the lesson and have activities planned in advance much better than yesterday's presenters (though a different group of commune teachers was being observed yesterday).

Questions/Concerns

- One commune teacher remarked that the presentation was good because the methodology was taken from the teacher guidebook. The positive aspects of the presentation were that he had the students summarize what they learned and told them what to do at home.
- Another teacher said that when the students were instructed to read on their own, he didn't specify how far they should read. In the teacher guidebook, this information is listed, but it is not in the textbook. Thus, he should be careful to provide all the instructions the students will need for the activity.
- Further comments were that the teacher spoke very fast during the presentation and should slow down and that he should hold the book while presenting so that students also put attention on the textbook.
- Professor Manara reminded the commune teacher that because he is presenting Chapter 9 on S-21, all of the questions given to students during their group work should be very closely related to S-21 and not stray to other topics.

Presentation of Chapter 9, Lesson 2

Presentation

At the start of the lesson, the teacher posts the objectives on the board. Before starting the main teaching part of the lesson, he introduces the topic and asks students questions about Tuol Sleng. Following the questions, the teacher goes over the lesson objectives in detail so that the students understand the purpose and direction of the lesson.

The teacher hands out a photocopy of pictures of Tuol Sleng prison to each student. It was copied from the teacher guidebook. He explains the handout to the students and how it relates to the lesson. A short history of prisoners in S-21 prison is presented by the teacher in lecture format. Then, students are put into small groups to discuss some questions he provides to them. One student has a question about how to proceed with the activity and the teacher goes over to that group to provide further instruction. Every group is checked on during the activity to ensure they are on track. As the groups finish the discussion, a representative of each goes up to the board to make some notes on the answer. The commune teacher review each question and answer by starting with what the group wrote on the board and then expanding the discussion to include all students in the class. He uses many hand gestures to explain his meaning while he speaks. During the talk, the teacher refers back to the handout of pictures.

At the end of the lesson, the teacher tells the students what to review at home. He also gives them homework – to talk to victims or others with knowledge of the Khmer Rouge and to ask them questions in order to learn more.

Group Environment

During the first part of the lesson, including the handout and history of prisoners, students are doing different things. Some are watching the teacher as he speaks and some are reading in their textbook. When they are broken up into small groups for discussion, everyone participates actively and shares ideas with the others in the classroom. Likewise, all are engaged with the teacher during the summary and discussion at the end of the lesson.

Questions/Concerns

- One commune teacher remarked that the presentation was good. He has a concern, however, about obtaining additional materials for teaching once the training is over. When they are teaching the students directly, how/where can the teachers get more information, photos, etc. to use in the lessons?
- Another teacher said that his presentation is accessible. Although he had some small mistake in it, it was still easy to understand.
- He followed all of the steps in the methodology before and during teaching.
- Professor Manara asked one participant if she recalled the purpose of the lesson, to see how well they are paying attention and that message was presented. Although the poster of objectives had already been taken down, she did remember the lesson purpose as presented as the start.

Professor Manara then spoke to the group of teachers about the teaching methodology for group work. He said that when students are put into groups, teachers should not only use exactly what was taught in the training session, but should also draw on their own personality and experience. Using new ideas and developing the methodology according to the situation can make for a more effective teaching experience.

Break

Presentation of Chapter 10, Lesson 1

Presentation

The commune teacher begins by posting the lesson objectives at the front of the room; she briefly goes over each point with the students. She instructs students to open the textbook to the page of the lesson and read the text. While they are doing so, she creates the K-W-L chart on the whiteboard. Then, students are split into groups to do an exercise in their workbook. A few minutes later, a student from each group writes their answers on the board. The teacher asks the student representative from each group to read the answer aloud to the class. At the conclusion

of this activity, the teacher summarizes the lesson and what was learned by asking a few more questions to the class. Several students are called on to stand up and give the answer based on the text and discussion. She then tells the students what to review at home.

Group Environment

While they are in groups, students are focus on reading the workbook and then discussing how to go about answering the questions.

Questions/Concerns

- The teacher did not provide an opportunity for the students to ask questions back to her, in case they didn't understand anything or needed more information.
- Another commune teacher said the presented should speak more loudly. During the group work, the teacher only focused on group one but did not take care of groups two and three.
- Although she talked about some of the answers written on the board, she did not cover everything and use what the students prepared during their group work.
- When she writes the purpose of the lesson on the paper, she should use larger handwriting so that all the students will be able to read it from their seats.

Presentation of Chapter 10, Lesson 2

Presentation

At the start of the lesson, the commune teacher asked the students questions to review the lesson that was done in the previous session. She then refers to the objectives as posted on the board and goes over each with the students. The teacher draws the three-column K-W-L chart on the whiteboard. She asks students to tell what they understand and what they know already about the topic at hand. Students volunteer to go forward and write under the K and W categories. She then reads what is written on the board before beginning the real teaching section of the lesson. Questions are asked of the students who did not write on the board to have them be involved in reporting what they know and want to know about the topic of foreign relations during the Khmer Rouge period. Students read the text and then answered additional questions asked by the commune teacher.

The teacher hands out blank sheets of paper to each student. The students are to discuss the topic in groups; this time, there are two groups. They are given instructions to write about the relationship between Cambodia and other countries. While the students work in groups, the teacher observes each and provides suggestions to the students. A student from each group shared what they had written during the discussion. To conclude, the teacher assigns homework for the students.

Group Environment

Several of the commune teachers volunteer to participate in the K-W-L activity without needing to be called on or prodded by the presenting teacher.

Questions/Concerns

- The teacher wrote the K-W-L down before reviewing the lesson objectives, which confuses the methodology and may not make the lesson straightforward for the students.
- At the end of the lesson, there was no conclusion or summary for what was learned in the chapter.

- The teacher provided questions to each group but did not explain the question or go over it in more detail after each group shared. She provided no feedback or correction of the students' answers.
- In particular, she didn't say whether the answer was true or false.
- The provincial teacher instructed the commune teachers to read the purpose of each lesson before they try to teach. Through knowing the purpose of the lesson, they can know the methodology which should be used. The purpose should also be told to the students. If the teacher does not understand the purpose of the lesson, they will be unable to teach effectively, so the teacher guidebook should always be consulted in this regard.

End of the Day Meeting with Commune and Provincial Teachers

Rasy re-explained the methodology for Chapter 10, Lesson 2. After observing the afternoon sessions, he felt the commune teachers did not understand the brochure activity very well or the methodology for this lesson in general. In the classroom observed for this report, during the activity the teacher asked the students to write down question answers and other thoughts on the folded paper, but did not have them make a real "brochure" with different information on each part of the paper.

Rasy did the methodology teaching by drawing a picture of the tri-fold brochure on the board. He numbered it in thirds (1, 2, and 3) and then to the right hand side of the drawing, he wrote what should be on each of the sections. The teachers listened to his explanation but most did not take notes on the activity instructions.

There were further questions about how to break up the sections of the brochure. Rasy explained that it could be something like events related to China, events related to Vietnam, and events related to other countries, just as an example. The idea is that there would be three groups of students and each would focus on one section. Then, when they share their part of the brochure, the students in the other groups can fill in those pages. This way, through discussion, students are able to increase the amount of information they can include.

End of the Day Meeting with Provincial Teachers

A provincial teacher expressed a concern that the Teacher Guidebook does not explain how to make a brochure in detail or how to arrange the sections/topics. Professor Manara said that the information is already in the guidebook and that the teachers should spend time to try to understand what it says. For example, he read the six potential questions for brochure sections as listed in the guidebook for chapter 10.

Rasy also added that completing sections takes time, which is why the activity should be done in groups. The students can discuss and conclude together what they want to include rather than struggling with the material on their own. The discussion about the brochure and its sections lasted quite a while and was the major part of the meeting discussion.

Another provincial teacher remarked that some teachers lose the methodology and purpose of the lesson while they are teaching. In addition, they are defensive about this when criticized during the questions and concern section at the end of their presentation. Other teachers take too long in their presentation, using more than 45 minutes when they are only allotted 30 minutes. In general, the methodology is not necessarily understood, especially for Chapter 10 Lessons 1 and 2.

A comment was added that in this teacher's team, some commune teachers did lose the methodology while teaching but they accepted this feedback when it was pointed out by other participants at the end of the lesson. A second provincial teacher agreed with this statement, that even if the method and purpose of the lesson was not followed, the feedback was useful.

Finally, the last provincial teacher to share said that some teachers can control the time and stay within the limit as well as follow all of the steps of the methodology. In general, most are improving and getting better each time they present.