

Pursat Teacher Training: Daily Report

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## Morning Session

### Presentation of “Children of Kampuchea” Film

#### Presentation

To start off the morning session, Rasy introduces the film the teachers will watch. He explains that the narration is in Vietnamese rather than Khmer. The film compares the situation of children in Cambodia in 1979 with that of children in other places; it will also show some of the role of Vietnam.

#### Group Environment

The commune teachers watch the film attentively and a few take notes. There is some talking and discussion between the teachers, especially during more disturbing parts of the film.

#### Questions/Concerns

- There are no questions or comments from the commune teachers after watching the film.
- Rasy explains that DC-Cam got the film from a journalist and it is often used by or distributed to researchers; it is not possible to distribute a copy of the film to everyone. There is only a Vietnamese version; the film has not been translated into other languages.

Following the film, Rasy also speaks about currency under the Khmer Rouge regime; there had been a question on money during yesterday’s session. To help illustrate his explanation, Rasy shows pictures of Khmer Rouge money to the participants from the DC-Cam website/archives. He compares the currency to that used under the Lon Nol regime, Sihanouk, and the money used today.

### Provincial Teacher Presentation - Chapter 11

#### Presentation

The provincial teacher begins the presentation by having the commune teachers open their textbooks to Chapter 11. He gives a brief description of the topic for the day and then asks some questions of the commune teachers about the chapter’s subject. He also reviews some information from yesterday’s session, Chapter 10, because he wants to connect the two lessons. The teacher begins reading Chapter 11; after reading each paragraph, he pauses to go over particular sentences as well as vocabulary words contained within. Throughout the reading of the text, the provincial teacher is trying to focus on main sentences and special events covered in the chapter. To ensure the commune teachers understand the ideas of the chapter, he asks them questions about the content. He encourages the teachers to compare points and information between this chapter and others to make connections between the various lessons’ material.

The presentation also includes instruction about teaching methodology. The provincial teacher explains that the lesson should not only always be based just on the textbook. Instead,

the commune teachers should seek out other materials and documents which they can use in combination with the text to increase the learning of their students.

Time was given for questions and answers (see below) before the teacher concluded the presentation. He shared a short history of his own background and tried to give many examples to help explain the end of the lesson. The teacher felt the conclusion of the chapter is very important, so he spent a lot of time dissecting the ideas and making sure it was clear to the commune teachers. Then, more time for questions was allowed.

#### Group Environment

During the Chapter introduction and initial questions, most commune teachers are taking notes in their notebook. Once the provincial teacher begins to teach and go over the text, the other teachers highlight parts of the Chapter and makes notes in the margins of their textbooks. Some continue taking notes in their notebooks as well. After the chapter is read and the provincial teacher asks questions, the commune teachers look through the chapter text to find the answers.

#### Questions/Concerns

- In the textbook description of the 1993 elections, there is information on Hun Sen, but it does not mention his background as Khmer Rouge.
- If the Khmer Rouge did so many things that broke the law and controlled the country, why don't we prosecute under the United Nations?
  - The provincial teacher felt this is a hard question, so deferred to Professor Manara to answer.
- Why did the king leave and go to another country?
- A commune teacher wanted to know the specific number of people who were killed under the Khmer Rouge.

Rasy made a brief statement and then facilitated more questions from the commune teachers.

- Why did the Khmer Rouge give up their chance to participate in the election (1993)?

*Break*

#### Presentation Chapter 11, Lesson 1 Teacher Guidebook

##### Presentation

The provincial teacher begins by having the commune teachers open their Teacher Guidebooks to the section on Chapter 11, Lesson 1. She starts by explaining the purpose of the methodology and each step the teachers should follow. Students should explain their feeling and reaction about the Khmer Rouge, the history of the Democratic Kampuchea, and use the pictures in the guidebook to report to the class. A poster is then put on the board which includes the lesson objectives. The class is divided into four groups; each is assigned a question related to one of two pictures that are included in the teacher guidebook. Every group is given a blank sheet of paper on which the students can record their ideas to share with the class. The provincial teacher walks around the room to check on each group during the activity, then invites students to come forward and write their answers on the whiteboard. She then goes into more detail on the methodology for each of these steps, referring to her posted objectives.

#### Group Environment

Commune teachers follow along carefully in the teacher guidebook throughout the lesson. During the first group exercise related to explaining the pictures, some students are much more engaged than others. This may be due to the large class being split into only four groups –

each group is made up of many commune teachers. When the provincial teacher explains the methodology and steps to follow, commune teachers take notes and read in their guidebooks.

#### Questions/Concerns

- No time was given for questions at the end of the Lesson 1 presentation; an immediate transition was made to the presentation on Lesson 4.

### Presentation Chapter 11, Lesson 4 Teacher Guidebook

#### Presentation

Another provincial teacher erases the board and posts objectives for Chapter 11, Lesson 4. The purposes include explaining victims' experience, sharing ideas with the other classmates, comparing genocide by the Khmer Rouge and crimes committed today, and analyzing the history of Democratic Kampuchea. A second paper is posted which provides instructions for what students should do later, when they are broken up into groups. The teacher also provides an oral explanation of what the group work will entail. After the directions are given, the teacher has the students count off to split up into groups; each will discuss the experience of genocide in another country. The commune teachers move their chairs to face each other or otherwise move to collaborate and discuss the questions about their assigned country.

After a few minutes, the teacher reconvenes the class together and asks each group to share their answer with the class. She then uncovers a bottom part of the second poster (with activity instructions) which explains how the students should switch groups – each new group should have one representative from the original groups. There is some confusion on what to do at this point, but two provincial teachers work together to form a sample “representative” group at the front of the class. Each student in the new group also has a specific task, such as reporting, coordinating, and keeping track of time.

The provincial teacher begins to wrap up her discussion of Lesson 4. She briefly reviews other methodologies learned during the training week, such as K-W-L. She hands out questions written on half sheets of paper to several groups to check what they learned from Lesson 4. The teacher explains that the questions were pulled from the student workbook. The answers are written on the board by students.

Professor Manara then further explained the methodology of group work, especially when students are to be facilitated for discussion amongst themselves.

#### Group Environment

For the group exercise, some groups of students form small circles with their chairs to better discuss the assignment. Although it takes some coordination to explain how to switch groups and create a sample group to show the other commune teachers how the activity should work, in the end everyone seems to understand the activity concept.

#### Questions/Concerns

- No teachers had questions about the information from Chapter 11 in the Teacher Guidebook.

### Afternoon Session

#### Presentation of Chapter 11, Lesson 3

#### Presentation

The commune teacher begins the lesson by introducing the title and asking students questions related to today's topic. She uses handwritten lesson plans/notes while teaching. After

several students answer questions, she refers to the objectives sheet she has posted next to the board. She reads each aloud so that the students understand the direction and purpose of the lesson. Included are purposes such as students understand eating under the Khmer Rouge and how nutrition is important for health. The teacher brings attention to a chart from the teacher guidebook on nutritional needs and a corresponding photograph. She speaks to the class to explain the significance of each.

Next, the teacher divides the class into groups. Each group is given a question to discuss and answer based on the text on a small piece of paper. While the students discuss, the teacher draws three columns on the board with the questions, one for each group, so that a representative of each discussion can display their answer to the rest of the class. The commune teacher walks to each group during the discussion time to make sure students are on task. Once finished, students write their responses on the board. There are just two markets, but three groups, so the students take turns writing. The teacher then goes over what the students have written together with the students. Then, she gave the students time to ask questions about the activity and lesson in case there was anything they did not understand. To conclude, she tells students to review at home for their homework. She also assigns an exercise from the workbook, and has a student read the question out loud before ending the lesson.

#### Group Environment

All of the commune teachers participated in the group discussion. For two of the groups, more than one student helped write on the board; they split the task. Students listened to each other when questions were asked before the end of the lesson.

#### Questions/Concerns

- The groups were allowed to take too long to discuss their questions.
- The teacher did not allow students to ask questions before she began the main teaching part of the lesson.
- The presentation is good and accessible. But, she did not extract words and give the meaning from the book.

### Presentation Chapter 11, Lesson 4

#### Presentation

At the start of the presentation, the teacher briefly introduces the topic and tapes a paper with his objectives next to the board. This teacher also uses handwritten notes/lesson plans throughout his presentation. He begins by asking students questions; they stand to give answers. After a couple of questions, he writes the title of the lesson on the whiteboard. The teacher then reviews the lesson objectives as written on the poster sheet, reading each one to the students.

The teacher writes several vocabulary words on the right side of the board and explains the meaning to the students, including examples. Then, the class is divided into three groups; each receives a half-sheet of paper with a question on it. When the answers are complete, the students change groups to share information with their classmates about their respective questions. Then, each group reports on their question and answer. As they do so, the teacher ties the answers and lesson content back to his objectives as posted. Three columns are drawn on the board so that each group can write some comparative points up relating their question/country to crimes which have occurred in other countries. The points are read by the respective students, then discussed between the teacher and the students.

Students are given an opportunity to ask lingering questions on issues they still do not fully understand. The teacher then assigns several questions as homework for the students to do.

#### Group Environment

The commune teachers were only somewhat engaged in the first group discussions, as they were filling out feedback sheets during that time. They participated more once in their new groups in the second part of the activity.

#### Questions/Concerns

- The presentation is good, but has a mistake because he allows the students to write the lesson in the book.
- His questions are not specific and he did not explain each question individually. So, this is a mistake in the methodology from the Teacher Guidebook.
- He did not explain the questions he provided to the students or give enough time while the students were in groups for the discussion.
- The provincial teacher said he should have told each member of the groups their task and what their role is to be in the group. He left this part out during the lesson. Before the groups change, they should have time to finish first. When they change the group, students should have better instructions in the new group. He did not inform them what to do or help re-divide the students. The provincial teacher provides further instruction to the commune teachers on how to better divide students into groups and ensure that those kinds of activities are effective.

*Break*

#### Presentation of Chapter 11, Lesson 3 (K-W-L)

##### Presentation

This commune teacher is also presenting on Lesson 3, but using the K-W-L methodology instead. He begins by writing K-W-L on the board as a title and posting a large piece of paper which explain the lesson objectives. He goes over the objectives and asks the students some questions about the Khmer Rouge leaders. The class is divided up into two groups, and each is to focus on extracting information from a certain subset of chapters of the textbook. He writes the chapter assignment of each group on the board as well, to remind students of what they are to be doing and give a space for them to write up their answers. Group 1 is given Chapters 1 to 6 and Group 2 is given Chapters 7 to 11. Walking around, the teacher keeps an eye on each group.

The teacher then draws the K-W-L chart on the board, leaving the majority of space for the L section. One of the other commune teachers then helps him change the chart to have two K sections instead, one for Group 1 and one for Group 2. Students from each group write facts on the board under these two K sections. When they are finished, the teacher facilitates the students' participation in reading and reviewing each point written on the board. There is then discussion about the answers. The teacher then explains the content of some photographs from the book that show the fall of the Democratic Kampuchea regime.

Next, the board is erased and the teacher writes up a new chart for W. He calls on students to come forward and write ideas on the board based on their earlier group discussion. Several students go forward to participate. Then, he tried to summarize the chart before ending the lesson.

##### Group Environment

All of the commune teachers participated actively in looking through their textbooks and coming up with facts to share as a group. Two volunteered to write on the board, with some help from their teams. During the W activity, several students were eager to write on the board again as well.

#### Questions/Concerns

- The lesson did not follow all the steps in the methodology.
- The provincial teacher told the commune teacher that he has participated in the training and should understand better. He responded that he knows only some of the methodology; he understands fine how to make questions to ask the students but is not very sure about the K-W-L method. The provincial teacher asked him if he is interested in the training, and he said yes. She said that after all the training, which was just focused on how to teach students about the Khmer Rouge history, that this should be covered well already.
- The provincial teacher asks the rest of the commune teachers if they understand the K-W-L methodology. She then explains that the K-W-L is not just supposed to cover the whole book, but can be used in individual chapters. It can be used more than once, in many of the lessons. She encourages the commune teachers to read all of the materials given, especially the Teacher Guidebook, because there are many techniques to teach.

### Presentation of Chapter 11, Lesson 4 (Conclusion)

#### Presentation

This presentation is about the conclusion in Chapter 11, Lesson 4. The commune teacher begins the lesson with a little chatting with the students. He uses handwritten lesson notes during the presentation. He tries to summarize what was learned during Chapter 7 to Chapter 10 by asking questions of the class.

The current topic is then written on the board. The posted objectives are then reviewed one by one so the students are aware of the purpose of the lesson. The class is divided into small groups to answer questions about Chapter 11 posed by the teacher. While the students discuss, three columns are drawn on the board so each group will have space to record their answers. The teacher checks on each group and then invites a representative of each to come forward and write the answer on the board. After all the answers are written, the teacher reads them aloud to the class and gives feedback on the quality and correctness of the answer. Students are then instructed to record the answers in their notebooks. Students are given an opportunity to ask questions about the content of the lesson; the teacher answers.

Next, students are told to open their workbooks. Students are asked to stand and answer these questions based on what they were taught today. The lesson ends after this.

#### Group Environment

All of the commune teachers help to discuss and determine the answer for the group work activity. Three students write on the board and one student asks questions of the teacher near the end of the lesson.

#### Questions/Concerns

- The presentation is good, but has a little mistake when he writes on the board. He should focus better on what to write. His handwriting is not very clear.
- The provincial teacher said that when the teacher divides students into small groups, he should better explain what they are supposed to do. More attention should be paid to the methodology and explanations for the students.

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

Rasy began the meeting by speaking again about methodology. Specifically, he discussed how to divide students into groups and to facilitate discussions between classmates during these activities. He commented that most teams do understand how to use the K-W-L table. Rasy then spoke about what serious crimes are, including genocide and war crimes, and how these types of

crimes have been committed can be compared between countries. He also includes information about crimes against humanity. Teachers are actively listening to his explanations, but very few are taking notes during this meeting.

Rasy reminds the teachers to read the methodology included in the teacher guidebook, especially pages 160 to 167. This will provide the basis for the lessons they will teach for the textbook. Genocide education is not only about Cambodia, but also covers other countries to teach their history too. It is important to cooperate with other countries and understand the crimes that have been committed there as well.

Professor Manara explained to the group that they should teach based on both the textbook and the guidebook, but especially paying attention to the methodology in the Teacher Guidebook. He emphasized that if anyone has questions, they should feel free to ask them, so that things may be clarified during the training sessions. An interactive math activity was done with the teachers for a while and brought a lot of energy back into the room. At the end of the meeting, Professor Manara instructed the teachers to read over the history in the textbook and come to the session tomorrow with any remaining questions they have.

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

Each provincial teacher shared some thoughts based on their groups' presentations in the afternoon:

- Some commune teachers are still following simple methodology; they use their old ways instead of incorporating our new techniques into their lessons.
- Commune teachers are generally using the new methodology better than before.
- A few teachers admitted it's hard to understand the new methodology and are not sure how to follow it.
- 95 percent of the teachers are better than at the start of the training week. A few just may not understand what they are supposed to glean from the training. This could be because they did not read the textbook and guidebook carefully. The teachers from the most rural areas are having the biggest difficulty because the environment at their home school is so different than here.
- Only one teacher in the group is finding the new techniques hard and is struggling to understand what to do. The provincial teacher for this group tried to help but this particular teacher did not seem to improve.