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The Particular Case of East Timor

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# In-service Teacher Training in the Use of New Curricular Materials: The Particular Case of East Timor

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*Abstract: In any context of curricular reform, the effectiveness of whatever new teaching materials are available depends on the ability of the teacher to use them as intended. Thus, many studies emphasize the continuous training of teachers as a decisive factor for the appropriate use of these materials. East Timor is no exception in this respect, and in the scope of the recent secondary school reforms, developed through international cooperation with Portuguese institutions, new educational resources have been produced and, simultaneously, continuous training of Timorese teachers by a group of Portuguese trainers has started to be implemented, focused on the resources developed. By analyzing the literature related to in-service teacher training in contexts of curricular innovation, this work 1) explores the interrelations between the continuous training of teachers and the development of necessary competences for the use of new educational resources; 2) presents a data collection instrument applied to Portuguese trainers to find out what kind of teaching is promoted among Timorese teachers and how they are using the new educational resources; and finally 3) presents some considerations about the required adjustment of the data collection instrument to the Timorese reality.*

*Keywords: International Collaboration, Curricular Innovation, In-service Teacher Training*

## Introduction

In the Sixth Regional Conference about “Education for Development: Responding to new challenges”, the Ministers of Education and those responsible for economic planning in Asia and the Pacific (UNESCO-ESCAP 1993) highlighted that, to counteract the political, economic and social changes of the last decades, a number of urgent issues demanded attention, and led to a “substantial review of the role of education and redefinition of its future development” (13). Linked to these interests, other worldwide issues emerged, such as “expansion, diversification, innovation, curriculum reform, material production and programme delivery” (15). Emphasis was also given to international collaboration for its contribution to “foster peace and solidarity among nations, and to ensure continued progress in all aspects of human life” (25).

Facing these challenges, educational systems of the Asia-Pacific region have embarked on large-scale, top-down reforms associated with almost every aspect of education, such as curriculum frameworks and restructuring, school management and improvement, teachers’ professional development, innovative pedagogical models, and new technologies for learning, among others (Cheng 2003). Most of these reforms were carried out through international collaboration between two or more entities from different states or between an international organization from one country and a governmental entity from another (Camicia and Bayon 2012).

In particular, in post-conflict countries or countries in a situation of emergency (IIEP-UNESCO 2006, chap. 18), growing research shows the importance of international collaboration in the context of curricular innovation, above all through the implementation of in-service teacher training programs. The implementation of these programs is vital because many teachers enter the teaching profession for the first time in difficult conditions, and there are few experienced teachers. Even those with previous teaching experience may need training for the use of the new curricular materials (IIEP-UNESCO 2006, chap. 18). Leu and Ginsburg (2011)

emphasise this aspect and also highlight the importance of establishing links between teachers, parents and community members:

In-service programs help teachers acquire or deepen their knowledge about the subject matter content, teaching skills, and assessment methods required to implement an existing or a new curriculum as well as assist them in working effectively with parents and other community members (Leu and Ginsburg 2011, 21).

In the particular case of East Timor, which is a young country of the Asia-Pacific region, shaped by several complex problems (e.g. poverty, a high death rate and demographic growth) (UNMIT 2010) mostly resulting from past conflicts and war, secondary school restructuring was developed through international collaboration with Portuguese institutions (IPAD 2011).

A team of researchers and curriculum developers from the University of Aveiro (a Portuguese University) has been responsible for the design and development of curricular materials for 14 disciplines, specifically programs, textbooks for students and the corresponding teachers' guides for the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades (Albergaria-Almeida et al. 2012).

The new curriculum for the 10<sup>th</sup> grade started to be implemented in 2012, along with students' textbooks and teachers' guides. The implementation of the curricular materials for the 11<sup>th</sup> grade started in 2013 and the curricular materials for the 12<sup>th</sup> grade will start soon. At the same time, in-service teacher training is also being developed, and a group of Portuguese teachers recruited by the University of Aveiro is helping and preparing Timorese teachers for the use of the new secondary school programs, students' textbooks and teachers' guides in East Timor.

Simultaneously, another team of researchers from the same University is implementing an evaluation project "*TIMOR – Evaluating the impact of restructuring the system of secondary education in East Timor – a study in the context of international cooperation*". To accomplish its goals, this project relies mainly on a qualitative methodology, supported by several techniques – inquiry, observation and documentary analysis - and instruments of data collection – interviews, inventories, focus groups, audio and video recording, and observation sheets that will be applied to directors and district-level officials, Portuguese and Timorese trainers, Timorese teachers and students.

The present study only focuses on the groundwork for the conception and validation of the interview that will be applied to Portuguese teacher trainers, and also on any necessary readjustments of the interview. By giving importance to the role of teacher trainers, this study corroborates the theoretical perspective of authors such as Norman (2005) and Montagnes (2010) (referred to below), that the continuous training of teachers is fundamental to for the successful implementation of any curriculum reform. Taking into account such issues, the aim of this research is to:

- i. Explore, briefly, the interrelations between the continuous training of teachers and the development of necessary competences for the use of new educational resources, in particular in East Timor;
- ii. Present the data collection instrument which will be applied to the Portuguese teacher trainers ;
- iii. Present some considerations about the required adaptations of the above instrument for its application to Timorese teachers.

## **Interrelations between the Continuous Training of Teachers and the Development of Necessary Competences for the Use of New Educational Resources**

Since the end of the Cold War and continuing even now, “new textbooks and curricula are currently being developed in many countries in transition to democracy all over the world” (Pingel 2010, 15). At the same time, as mentioned previously, international co-operation in the production of textbooks and other learning materials is encouraged (Nilsson 2003).

Whenever new educational resources are produced, it is recognized that “teachers require training in the effective use of textbooks and learning materials” (Montagnes 2010, 78).

Norman (2005) reinforces this idea when he emphasises that it is insufficient merely to produce new educational materials and hope that teachers will adopt them: it is necessary to prepare teachers with the competences required for the use of new teaching materials.

Above all, in-service teacher training is recognized as the strategy to improve the competences of teachers through continuous professional development (Lessing and Witt 2007). Moreover, teachers need to update their knowledge and skills and to deal with change on the one hand, and managing human resources better on the other (Lessing and Witt 2007).

The 2010 IIEP-UNESCO Guidebook highlights that to achieve the best results in the implementation of new educational resources, it is necessary to enable teachers to gain essential professional knowledge, and master skills and working competences to manage these resources. Both general and specific competences should be considered. Among general teacher competences, i) knowledge, ii) management of the learning environment and iii) professional practice often receive prominent mention. With reference to specific competences, in the particular case of the science and technology component, the same guidebook highlights competences regarding participatory approaches, child-centred methodologies, open-ended questions and those dealing with the teaching of issues “related to the emergency, such as health, safety, peace, citizenship and environment”, for instance (UNESCO-IIEP 2010, 87). Other studies emphasise in-service training as the context for improving “the competences of the current teachers”, and a “more child-centred pedagogy” (Nilsson 2003, 22). The same study also stresses that “there is an urgent need to make the content of the education more relevant for the local needs and to develop communication between the school and the local community in many developing countries” (p. 4). It goes on to reinforce the fact that it is important to “make it [education] more child-centred and sensitive to the local context” (30).

For the current context of curricular reform in East Timor, the Minister of Education has invested heavily in in-service teacher training in order to obtain competent and trained teachers (ME-RDTL 2012).

In addition, the huge diversity of the in-service teachers’ educational backgrounds drew the attention and support of experienced international higher education institutions, such as the University of Aveiro. As most of the Timorese teachers had not graduated from higher education institutions, the University of Aveiro selected and provided a group of Portuguese teachers with training in the context of the secondary school restructuring. As of May 2012, Timorese teachers are being provided with training (by Portuguese teacher trainers) in the new curriculum (scientific, pedagogic and in the Portuguese language), and this is expected to continue until the end of 2014. Such training aims to raise levels of competence regarding teachers’ scientific knowledge as well as pedagogical content knowledge. Moreover, it aims to enable Timorese teachers to i) avoid transmissive teaching strategies, such as reading, repeating and copying; ii) implement pedagogical strategies that should not be over- sophisticated and decontextualized from the economical and social context, iii) define learning outcomes and goals for specific scientific contents, and iv) design daily, midterm and longterm plans considering scientific contents and learning outcomes, among other purposes.

Regarding the difficulties in comprehension of the Portuguese language that the Timorese teachers had, the Ministry of Education, in collaboration with the University of Aveiro, organized and provided in-service teacher training for Timorese teachers, with the active intervention of 170 Timorese trainers (ME-RDTL 2011).

The aim was not only to enable the Timorese teachers to attain higher levels of competence in the Portuguese language, but also in cognitive, psycho-educational and methodological skills in their spheres of teaching. This training was, within the general framework, complemented by the establishment of school libraries, radio programs and the distribution of educational materials (ME-RDTL 2011)

Such challenges are implicitly or explicitly acknowledged in the speech of Mr. Bendito dos Santos Freitas, Minister of Education of the Democratic Republic of East Timor, given on September 24, 2013 at the Human Right to Education in the Post-2015 Development Agenda event:

The lecture format, where the teacher talks and the students passively receive information, should be replaced by a new pedagogy centered on the child's needs, where children are encouraged to think critically, analyze and express themselves from preschool onwards. They must be able to create, evaluate and synthesize their information, as well as develop early research skills.

Following the above considerations, it is important to know what type of competences are promoted by Portuguese teacher trainers, and in what way Timorese teachers are using the new educational resources. The following section presents a data collection instrument to be applied to Portuguese teacher trainers.

## **The Data Collection Instrument**

### *Design of the Instrument*

The methodology used in the study falls principally within a documental and interpretive analysis (Bardin 2002) concerning in-service teacher training in the context of curricular innovation.

Research literature, such as IIEP-UNESCO (2006, chap. 18), IIEP-UNESCO (2010), Kárpáti (chap. 8, 203-226), Moulton (1994), Nilsson, (2003), was analysed to gain an insider's view of the design of a data collection instrument (an interview), which will be applied firstly to teacher trainers, and secondly to trainees (the Timorese teachers).

The literature reveals some intrinsic aspects of general in-service teacher training, which must be taken into account in the context of the continuous training of Timorese teachers, vis-à-vis the new curricular restructuring of general secondary education. For instance, some of the literature highlights that:

“Training practices should meet the new challenges and tasks” (Kárpáti, chap 8, 203);

Trainees should be trained for “curriculum enrichment themes related to the emergency, such as health, safety, peace, citizenship and environment” (IIEP-UNESCO 2006, chap. 18, 9);

In teacher training several key elements should be underlined, such as:

“Showing how to build up a lesson”;

“Demonstrating the planning and implementation of group work throughout the training process, working in pairs, role play, (...) problem solving, project work”;

“Making sure that time is spent on different teaching activities. Avoiding extensive lecturing and copying from the blackboard”;

“Allowing children to draw upon their own experience”;

“Ensuring that the teacher is able to explain topics in a way that the learners are able to understand them”;

“Starting with basic concepts and making sure that the learners understand them”;

“Use of open-ended questions that stimulate discussion, curiosity and problem solving”;

“Encouraging [teacher trainees and] the children to ask questions”;

“Use of available teaching material” (IIEP-UNESCO 2006, chap. 18, 14).

Other key elements in teacher training are highlighted by other researchers, such as:

“Updating of syllabus content – greater modernity and accuracy.

Pedagogical improvement – e.g. making the curriculum and learning methodologies more learner-centred.

Relevance – making the curriculum more responsive to the circumstances in the country, which have changed as a result of the conflict.

Reconciliation between formerly (or even still) antagonistic political, ethnic, religious or other social groups.

Social cohesion, which may involve movement from exclusive to more inclusive definitions of national and group identity, involving increased respect for human dignity and diversity” (IIEP-UNESCO 2010, 5);

“The emergency [context that] may be an opportunity to introduce or strengthen teaching methods such as those related to participatory approaches and child-centred methodologies” (IIEP-UNESCO 2010, 79);

“Many children in emergency situations have difficulty in concentrating, so the lessons should have discrete units, and a very specific beginning and end” (87);

“Questioning skills: teachers should ask open-ended questions and should encourage the participation of all children, even of those who may be passive and withdrawn due to their experiences” (IIEP-UNESCO 2010, 87).

Agreeing with the above issues as well as with the important role of the teacher trainers in new curricula implementation in East Timor, some members of the project “TIMOR – Evaluating the impact of restructuring the system of secondary education in East Timor – a study in the context of international cooperation” designed an interview. The final version of the interview was validated according to the commentaries and suggestions made by experts, some of them consultants for the above project, including a Timorese PhD student of the University of Aveiro (see annex).

The overall aims of the interview is to collect the perceptions of Portuguese teacher trainers regarding the way they organize the teacher training, what kind of teaching is promoted among trainees (the Timorese teachers) and how those trainees use the new educational resources.

*The Instrument*

The data collection instrument of the research is a structured interview form (see annex) composed of open ended questions.

The questions were devised in order to collect the Portuguese teacher trainers' biographical information and their perceptions/opinions concerning:

- how the teacher training sessions are structured and implemented, taking into account the new educational resources;
- the conditions under which the new secondary education curriculum is being implemented;
- the teaching, learning and assessment strategies adopted by Timorese teachers;
- how the Timorese teachers are making use of the new curriculum and of the subject textbooks and the teacher's guides.

The interesting point to emerge with the application of the interview will be to what extent the Portuguese teachers experienced the in-service teacher training as valuable for the Timorese teachers in applying their new knowledge and skills to the use of new educational resources in their own classroom context, with their students.

It seems appropriate that a script of interview with such goals, is organized into 6 sections (Table 1). The first (beyond the initial part for gathering data about the interviewees) focuses on how teacher training in the new curricular plan and supporting materials is being implemented; the second focuses on the main strengths and weaknesses found by the Portuguese trainers in the new curricular plan, and to also identify their perceptions of the trainees' opinions on the new curricular plan, the third focuses on the trainers' opinions on the way the Timorese teachers are implementing the new curricular programs and making use of the respective teacher's guides and student's textbooks, the fourth focuses on teaching, learning, and evaluation of learning methodologies being adopted by Timorese teachers, and the last focuses on the trainers' opinions on the way Timorese pupils make use of the student's textbooks.

Table 1 - Structure of the Interview Script.

Section	objectives	Questions
I	To obtain biographical information on the Portuguese trainers	1, 2, 3, 4, 5, 6, 7
II	To understand how teacher training in the new curricular plan and supporting materials is being implemented	8, 9, 10, 11, 12, 13, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8.
III	To identify the main strengths and weaknesses found by the Portuguese trainers in the new curricular plan. To also identify their perceptions of the trainees' opinions on the new curricular plan	15.1, 15.2, 15.3, 15.4, 16.1., 16.2, 16.3, 16.4, 17.1, 17.2, 17.3, 18.1., 18.2, 18.3, 18.4, 18.5, 18.6, 18.7, 19.1, 19.2.
IV	To collect the trainers' opinions on the way the Timorese teachers are implementing the new curricular programs and making use of the respective teacher's guides and student's textbooks	20, 21, 22, 23, 24
V	To characterise teaching, learning, and evaluation of learning methodologies being adopted by Timorese teachers	25, 26, 27
VI	To collect the trainers' opinions on the way Timorese pupils make use of the student's manuals	28, 29, 30



The application of such interview will allow gathering information useful, which in a constructivist perspective of learning, can be used in other contexts of ongoing training, locally appropriate, to assist in continuous training practices in combination with the use of new educational resources. The table 1 presents the structure of the interview; it makes explicit the objectives of each section and identifies the number of questions for each section.

### **Necessary Adjustments of the Instrument to the Timorese Reality**

In the project evaluation mentioned above, we intend the interview that will be given to Portuguese teacher trainers to be subsequently given to Timorese teacher trainers. Such future application to Timorese teachers is the key to better understand the impact of the restructuring of general secondary education in East Timor, because Timorese teachers are, and will be, the driving force behind the new educational resources.

Accordingly, Leung (2008, 76) says that as the “teachers are the critical agents for bringing changes into their classrooms, the teachers themselves should be the major focus of analysis and source of evidence (...) regarding the introduction of curriculum reform”. Also, as Moulton (1994) highlights “it is difficult to find out what they [the teachers] think about their use [of the educational resources] without actually asking them” (Moulton 1994).

To do this, the interview which will be applied to Portuguese trainers must be adjusted to the reality of East Timor, as will be mentioned further on.

As there are always several factors contributing to resistance to the implementation of a new curriculum in post-conflict countries (Nan-zhao and Haw 2002), there will also be resistance in the implementation of a data collection instrument when the interviewers are not native and do not live permanently in the country (Nilsson 2003). In the particular case of the interview with Timorese teacher trainers, there are certain factors that we need to reflect on, because they can affect the answers that will be obtained, namely:

- The best time to apply the instrument ;
- Professional diversity of Timorese teachers trainers;
- The involvement of interviewers in matters related with current Timorese issues and local problems;
- The difficulty of obtaining specific information about lessons given in Timorese classrooms;
- The deficient distribution of new educational resources for all Timorese districts;
- The constraints of school infrastructures, such as the “lack of developed structure to accommodate such reforms” referred to by the UNESCO International Bureau of Education (2003, 38).

### **Final Considerations**

In this paper a context of in-service teacher training is presented, involving international cooperation between two countries, East Timor and Portugal, where the interrelations between the continuous training of teachers and the development of necessary competences for the use of new educational resources is taken into account; the conception and validation of an interview which will be applied to teacher trainers is submitted; and finally some required adaptations of the above interview are suggested, for its application to Timorese teachers trainers.

With the interview thus adapted and its application to Timorese teacher trainers, we also expected to determine whether the in-service teacher training had met the specific needs of the Timorese teachers, and what their views were on the time they had spent and the sacrifices they had made in in-service teacher training.

In fact, the importance of taking into account teachers' own perceptions in situations where they are expected to implement new practices (during in-service teacher training in our case) is paramount for the success of any innovation in education (Lau and Shiu 2008). Moreover, their concerns could exert a powerful influence on the type of assistance that teachers may need in the teacher training process:

“Innovations that are consistent with the belief systems of teachers have a greater chance of adoption; innovations that are more radical will create greater instability and more resistance from teachers. As teacher readiness is a key to assessing a teacher's ability to initiate, develop or adopt a given innovation, it is useful for administrators and educators to understand teachers' concerns both before and during the implementation phase of an innovation” (Lau and Shiu 2008, 1).

In sum, the future implementation of the conceived data collection instrument of this study will contribute to an appreciation of in-service teacher training in teaching and of the current learning needs of Timorese teachers. The obtained data will contribute, certainly, to developing, updating and strengthening in service-teacher training, and provide useful references for other countries or regions that are interested in new curriculum implementation (Leung 2008). However, in spite of being focused on East Timor, this study is aimed at a very wide audience: all those interested in the theme of educational reforms. In particular, it is of interest to those concerned with curricular reform which includes support materials development for teachers and pupils (the curriculum and respective programmes, school textbooks and teachers' guides), created by the same team and with the support of the teachers being monitored. In this way, internal coherence is guaranteed and materials can be effectively adapted to the specific reality.

Contributing to good-quality in-service training can also help address the problem of teacher distribution by recruiting teachers already resident in the areas where there are teacher shortages.

Furthermore, the appropriate use of any new educational resources by teacher trainers, teachers and students plays a critical role in maintaining education quality and effectiveness. Even “in situations where there is a lack of qualified and experienced teachers”, textbooks need to be accessed because they provide a useful guide for teachers to follow (IIEP-UNESCO 2010, 180).

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## APPENDIX

Table 2: The Interview Script

Objectives	Questions
<p>I. To obtain biographical information on the Portuguese trainers</p>	1. Can you tell me your age?
	2. In which area did you initially train
	3. Have you had continuous training in a specific subject area and/or teacher training? If so, in which area?
	4. Have you done a postgraduate course in a specific subject area and /or teacher training? If so, in which area?
	5. What is your experience of teacher training (initial or continuous)?
	6. How long have you been teaching in primary or secondary schools in Portugal? Which subjects have you taught?
	7. Have you had any previous experience in teaching or teacher training in East Timor? If so, for how long and in which area?
<p>II. To understand how teacher training in the new curricular plan and supporting materials is being implemented.</p>	8. Have you been participating in the training programme on the Restructuring of General Secondary Education (RESG) from the start?
	9. How many training courses have you done, and in which regions? Are the training courses you developed still being run or have they finished? Was there any interruption during the period in which they were run?
	10. When you started the training, had you already been given the curricular program(s), manual(s) and guide(s) concerning the subjects/ subject component you are responsible for? If not, when did you have access to them?
	11. How many teacher trainees are you accompanying/did you accompany? Which regions (districts, "sucos", schools) are they from? From which subject areas?
	12. When you started the teacher training, did the trainees already have the curricular programme, student's textbook and teacher's guide for their subject? If not, when did they have access to them?
	13. When you started the teacher training, did you know if the trainees had the essential conditions in their schools (infrastructure and resources) to implement the new curriculum? What was missing according to the trainees?
	14. Concerning the planning and development of the training sessions -
	14.1. Briefly describe how you structured/planned the training sessions
	14.2. How often did you have sessions with the trainees?
	14.3. What type of training sessions did you have with them?
14.4. Did you plan your training sessions alone or with others (fellow trainers or resource developers for the planning of your sessions and clarification of any doubts)?	

	<p>14.5. As a trainer, do you think you had the necessary/sufficient resources at your disposal to carry out the training? If not, what do you feel was missing and why?</p> <p>14.6. Apart from resources, what other difficulties do/did you have in implementing your planning?</p> <p>14.7. Are you assessing/did you assess the teacher trainees? How often? What were the results?</p> <p>14.8. Do you consider that you changed your teaching strategies after becoming familiar with the profiles of and /or assessing the learning of the trainees? What did you change in the strategies you implemented (what do you do now that's different) ? Why?</p>
<p>III. To identify the main strengths and weaknesses found by the Portuguese trainers in the new curricular plan. To also identify their perceptions of the trainees' opinions on the new curricular plan.</p>	<p>15. Concerning the new Curricular Plan for General Secondary School Education (ESG), did you exploit it with the trainees, or did you ask them to consult it?</p> <p>15.1. Do you consider it to be a document to be used practically in the classroom, or rather as a document serving as a foundation and for consultation?</p> <p>15.2. In which situations did/do you use it and for what ends? Before sessions (to better understand the structure and organization of ESG/ as a support to understand the changes introduced by RESG)? Before and during sessions (as a support for the organization of practical teaching/as a way of analyzing your actions as a trainer)?</p> <p>15.3. In your opinion, what are the advantages of this document for the trainees?</p> <p>15.4. In your opinion, what are the limitations of this document for the trainees? How could they be overcome?</p> <p>16. Concerning the Curricular Programme for your subject, did you exploit it with the trainees or ask them to consult it? How?</p> <p>16.1. Do you consider it to be a document to be used practically in the classroom, or rather as a document serving as a foundation and for consultation?</p> <p>16.2. In which situations did/do you use it with your trainees and for what ends? Before sessions (to better understand the structure and organization of ESG/ as a support to understand the changes introduced by RESG)? Before and during sessions (as a foundation and support for the organization of practical teaching/as a way of analyzing your actions as a trainer)?</p> <p>16.3. In your opinion, what are the advantages of this document for the trainees?</p> <p>16.4. In your opinion, what are the limitations of this document for the trainees? How could they be overcome?</p> <p>17. Concerning the Student's textbook, in which situations did/do you use it with your trainees and for what ends? Before and during sessions (as a foundation and support for the organization of practical teaching)?</p>

	<p>17.1. What use do you make of the textbook in the training sessions? (Examples: to understand and explain the contents, to practise with the trainees the activities they will then need to do with their pupils, to discuss key concepts, to clarify doubts about language etc)</p>
	<p>17.2. In your opinion, what are the advantages of this document for the trainees?</p>
	<p>17.3. In your opinion, what are the limitations of this document for the trainees? How could they be overcome?</p>
	<p>18. Concerning the teacher's Guide, do you consider it to be a document to be used practically in the classroom, or rather as a document serving as a foundation and for consultation?</p>
	<p>18.1. In which situations did/do you use it with the trainees, and for what ends? To prepare the sessions? To better understand and explain the contents to be taught in your sessions? To choose activities to carry out with your trainees? To choose strategies for development in the classroom? To find examples of exercises that could be incorporated in the evaluation instruments presented to your trainees?</p>
	<p>18.2. In your opinion, what are the advantages of this document for the trainees?</p>
	<p>18.3. In your opinion, what are the limitations of this document for the trainees? How could they be overcome?</p>
	<p>18.4. Concerning the teaching, learning and evaluation methodologies used, which teaching and learning strategies (of those envisioned in the new curricular plan) did you use most often with the Timorese teachers? Give examples.</p>
	<p>18.5. Did the trainees have more resistance to or difficulties with some teaching and learning strategies than with others? Which ones? Why?</p>
	<p>18.6. Which activities did you develop most often with your trainees (for example, presentation of contents, demonstration, group work, research, practical activities etc)?</p>
	<p>18.7. Which resources did you exploit with your trainees (for example, school manuals, books, notebooks, computer etc)?</p>
	<p>19. Did the trainees have more resistance to or difficulties with some resources than with others? Which ones? Why?</p>
	<p>19.1. Which forms of assessment of pupils' learning did you use with the trainee teachers (including particular lessons, dimensions, techniques and sessions of evaluation of learning instruments)?</p>
	<p>19.2. Did the trainees have more resistance to or difficulties with some forms of assessment of pupils' learning than with others? Which ones? Why?</p>

<p>IV. To collect the trainers' opinions on the way the Timorese teachers are implementing the new curricular programs and making use of the respective teacher's guides and student's textbooks</p>	<p>20. Did you observe teachers' lessons (trainees or other)? If so, approximately how many and how often? If not, what data did you collect on the teachers' practices (for example, use of reports, reflections, pupil registers, photographs, informal reports etc)?</p> <p>21. How is the Curricular Plan being used by the teachers (for consultation, preparation of lessons, activities etc)?</p> <p>22. How is the Curricular Programme for the teachers' specific subject area being used by the teachers (for consultation, preparation of lessons, activities etc)?</p> <p>23. How is the Teacher's Guide for the teachers' specific subject area being used by the teachers (to read, prepare lessons, do exercises, look up answers to the exercises in the manuals, prepare sessions of evaluation etc)?</p> <p>24. How is the student's textbook for the teachers' specific subject area being used by the teachers (to read, prepare lessons, do exercises, prepare sessions of evaluation etc)?</p>
<p>V. To characterise teaching, learning, and evaluation of learning methodologies being adopted by Timorese teachers.</p>	<p>25. Which strategies of teaching and learning (oral presentations, reading, expressions, questioning, using different sources of information, organising activities, exercises resolution, doing research, going on study visits, having invited speakers, community intervention projects) are being or have been adopted by the teachers you accompanied after the RESG?</p> <p>26. Which strategies for the assessment of pupil learning (questioning, using evaluation tests, exercise resolution, registers in the pupils' notebooks, oral participation, presentation of work etc) are being or have been adopted by the teachers after the RESG? What types of assessment do they carry out (diagnostic, formative and summative)? What dimensions of learning do they assess? (Processual, conceptual, attitudinal)?</p> <p>27. What additional resources to support teaching do the teachers use in lessons? Are they different from those used previously? Give examples.</p>
<p>VI. To collect the trainers' opinions on the way Timorese pupils make use of the student's manuals.</p>	<p>28. When you started the training course, did the pupils already have the manuals for the subject area(s) you are giving training in? If not, when did they have access to them?</p> <p>29. What use do the pupils make of the student textbooks (for the subject area in question) in the classroom (for example, consulting for information, clarifying doubts, memorizing contents and key concepts, finding answers to exercises, support for practical exercises, support for pair or group work, analyzing images and diagrams, doing homework etc)?</p> <p>30. And at home? And in other contexts?</p>



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*The Journal of the World Universities Forum* seeks to explore the meaning and purpose of the academy in a time of striking social transformation. The journal brings together university administrators, teachers and researchers to discuss the prospects of the academy and to exemplify or imagine ways in which the university can take a leading and constructive role in the transformations of our times.

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