Training Teachers to Deliver Effectively in Classroom

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Abstract: **This article gives you important guidelines for the extensive training of the teachers to teach the students in the most effective manner using Digital Learning Content. The pre-set standards of e-learning companies for trainings of teachers solve no purpose. This analyses that the teachers' training provided by the content providers on the basic content and digital board does not solve the purpose. Bringing teachers and content providers on the same platform is the most important and hence, getting information on every teacher's weekly schedule and assisting them to integrate the digital content in the content delivery sessions in the classroom is even more important.**

Keywords: **E-Learning, digital, content, learning, schools, teachers, principals, technology, classroom, ICT, computer, education, training, concept, teaching.**

I.   INTRODUCTION

This theory paper compares the traditional teachers' training methodology with the method followed here. Till date, the content provider companies claim to provide some limited number of hours training to the teachers. This training includes training them on using the digital board and the content provided by them. We obtained results after such trainings from our six K.R.Mangalam World Schools all over Delhi(N.C.R.).These results were in form of content usage reports of the teachers which showcased that hardly 10-15% teachers were using the content. We continued with such trainings for the teachers involving the principals, even then, the usage was limited to <30%.On conducting the feedback sessions with the teachers, we came to know that some teachers found the content not 100% complete; some found it not relevant at some places so find it better to deliver the concept in their traditional ways. This created the need of bringing us and the teachers on the same page to avoid blame games(*Sorry for being blunt here*).This was done by doing some exercises with the teachers such as Syllabus verification, 100% content verification, Quality Check reports.

II.   DESCRIPTION OF STUDY AND HOW IT WAS CONDUCTED

A. Installation of Digital Learning Content Management System in the schools:

We are an e learning company initiated by K.R.Mangalam Group of World Schools. We have created digital content for the schools. Unlike other e learning companies, we have not hired in-house team of Subject Matter Experts for content creation. We have pooled in the repertoire of teachers and engaged them in making storyboards(blue prints for making animations).For this, we conducted trainings for Storyboard creation for the teachers and allocated them topics for content creation, which were further transformed into animations by the inhouse Multimedia Team. This content is installed in all the branches of our schools at Greater Kailash, Gurgaon, Vaishali, Vikaspuri, Paschim Vihar, Ashram and also some other schools like Mother Divine, Eicher Public School. Like every company, we conducted training sessions for the teachers to understand our Learning Content Management System and how to access content and deliver in the classrooms to the students. We created personalized logins for the principals, HODs, coordinators and the teachers of the schools. Each school was provided with the team of facilitator and a hardware engineer. The facilitator assisted the teachers on using the content, collecting feedback and passing on to us. Initially, we expected these teachers to use the

content vigorously since the content was created as per the guidelines given by them and their co-workers, but we were wrong. These teachers had the same mind set as that when they were being provided with some other company's digital content.

B. Creation of Monthly Content Usage Reports:

Personalized logins were created and provided to the higher management, principals and HODs to check the usage reports of the teachers as and when required. Every month, we used to create Class-wise and Teacher-wise usage reports for every school and shared it with the directors and principals as shown in Fig. 1.The usage was only 10-15% so requested the principal to be present in the next training session and motivate the teachers. On doing so, the usage increased a little, but <30%.From these reports we could not make out if this usage was done wisely or the teachers just opened the content as the principal has asked them to.

C. Creation of Monthly Content Usage Reports in a different format:

Now we started taking cycle plans from the teachers on weekly basis so that we can know that what all topics will be covered during that week; and then compared from these from the resources they have used during that period as marked in green in Fig. 2.This helped us to know about all the teachers; their content usage and effective content usage (in sync with the cycle plan).Though we agree that sometimes teachers may have to use some resources out of the plan. Also, we could check individual teacher's hourly usage. The teachers did not make the use of the content provided to them so we discussed it with all the principals in a common meeting that inspite of our efforts, their efforts, even the teachers' efforts who have created storyboards, they were not willing to adapt to integrating this digital content with their teaching methodology. The principals cooperated with us and gave us schedulers to meet the coordinators of all levels (primary, middle and higher).

D. Conducting Feedback Sessions of the teachers:

After discussions with the coordinators of all schools and of all levels, we compiled the feedback and concluded that some of them were finding the syllabus not as per the school (some missing topics, some extra topics which are not required) and some of them stated that the relevance of the content is not there so it could not be used for every topic to be taught in the classroom. We considered our content to be almost complete and good enough for the teachers to deliver in the class(Based on the feedback by the higher management that we used to receive while going out for Sales in schools and other institutions).But, in order to come on the same page with the teachers, we followed some steps.

E. Syllabus Verification Exercise:

As per the text books the schools used, we created a sheet and mentioned the chapter names along with the topics. Teachers were trained on how to do this syllabus verification. Circulated this sheet to all the branches to confirm the syllabus with the consent of the teachers and hence the principal in written. As shown in Fig. 3, the template was designed by us and the chapters were mentioned by our content team for different subjects (in different spreadsheets in Microsoft Excel); and then the sheet was filled by the subject teachers where they confirmed the content as per their syllabus and also mentioned the topic and sub topic if required. For example, in this sheet, Letter is the chapter name provided by us, but the teacher has mentioned that only Formal Letter, Application for Leave has to be included for this Grade. In the Additions column, it was mentioned by the teacher if any chapter/topic or subtopic needs to be added. For example, in this case, the teacher has written Subject - Verb Agreement and Conjunctions which needs to be added and is missing in the syllabus. After doing this exercise, at least we had something for which we had the consent of these teachers.

F. Content Verification Exercise:

Now after the syllabus was confirmed from the schools, we found that some edition in the syllabus had to be done. Also, these editions had to be implemented in creating the content. The content for the missing topics (as per the syllabus verification) was created which took us around good four months. Then, we created a sheet with different spreadsheets for different subjects. One sheet was for one Grade. In the sheet, we provided the names of the Chapters, Topics/Subtopics that are required by the school(as given in syllabus verification) and the resources on every topic/subtopic provided by us to the schools as shown below in Fig. 4.The teachers were trained on doing this exercise. Believe me, it was visible from the teachers' facial expressions that they were so not willing to attend any sessions with us. They started hating us but this didn't stop us to continue with our activities with them. This sheet was sent to the schools and the subject teachers class

wise had to check those resources and mention the availability of those along with the feedback on the quality of content. There were some constraints that we faced in doing this exercise. So, we decided to send our content team to sit with teachers one by one as per their free time and confirm from them the availability of the resources and noted down the feedback given by the teachers. At the end, we had shown the verifications done by the teachers and got the Consent sheet (Fig. 5) signed by the coordinators and finally the principal.

G. Quality Check Reports:

Once the teachers confirmed the availability of the content, we got the consent from the principals that 100% content as per the syllabus is provided to the schools(as shown in Fig. 5).In the previous step the teachers could rate the content as average, good or excellent but we could not get the detailed feedback in written. For this purpose, we created a format and sent to all the schools as given below in Fig. 6.After this, we trained the teachers on doing this extensive Quality Check of the content provided by us. Received the reports from them and worked on their feedback. Based on this, we created the gap list in which we segregated it into two parts, one was that in which the resources need to be re-created from the beginning and the other was that in which some modifications had to be done in the existing resources. The content team worked on the sheet accordingly and created the updated content.

H. Uploading of the updated Content:

At last, when the feedback of the teachers was implemented and integrated in the existing content, we uploaded the content in the schools for the teachers to use. The previous copy of the content was also there and the updated content was named as the same previous name along with Pro1 for example if we had a resource named as Multiplication of 2 Digit numbers, then the updated version of it was named as Multiplication of 2 Digit numbers Pro1.This was because different teacher has different view point and hence different feedback. After uploading the updated content, again the teachers were informed and trained on the same. At the end, we were on the same platform as that of the teachers, as now we had everything in written and signed by them and the principals of every school. It was only one time that the teachers were bound/forced to use the content but then slowly and steadily they brought this in their routine and started exploring new things. They started creating activities by the authoring tool provided in our Content Management System (CMS).It was just a phase that the teachers had to face the difficulty but then it passed by resulting on a positive side. Even for us, now it has become an easy job to train and assess the teachers.
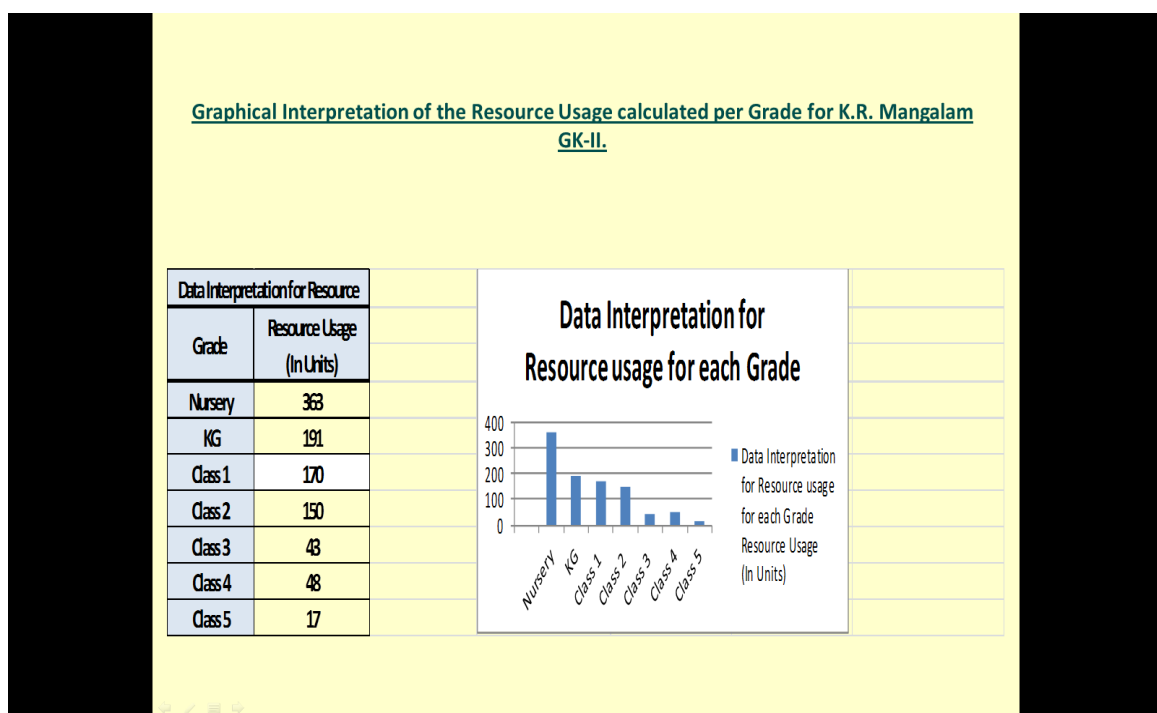
III. FIGURES, GRAPHS AND TABLES

Graphical Interpretation of the Resource Usage calculated per Grade for K.R. Mangalam GK-II.

Data Interpretation for Resource	
Grade	Resource Usage (In Units)
Nursery	363
KG	191
Class 1	170
Class 2	150
Class 3	43
Class 4	48
Class 5	17

Fig. 1

Fig. 2

Fig. 3

Fig. 4

Report for KR Mangalam PaschimVihar and Vikaspuri school for the content verification of Grades Nursery , KG , I , II , III , IV and V

As per the enclosed Content Verification sheets for the Grades Toddlers , Pre-nursery , Nursery , KG , I , II , III , IV and V, here is the status for each Grade:
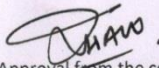
1) Nursery :100% of content has been uploaded as per the syllabus mentioned by the school.
2) KG   : 100% of content has been uploaded as per the syllabus mentioned by the school.
3) Grade I :100% of content has been uploaded as per the syllabus mentioned by the school.
4) Grade II :100% of content has been uploaded as per the syllabus mentioned by the school.
5) GardeIII :100% of content has been uploaded as per the syllabus mentioned by the school.
6) Grade IV :100% of content has been uploaded as per the syllabus mentioned by the school.
7) Grade V :100% of content has been uploaded as per the syllabus mentioned by the school.

The consolidated status for the Grades Nursery – Grade V content verification is 100%.

The school requires individual resources on most of the sub topics.
Rhymes and stories are not catered as per the discussion with teachers.

Approval from the coordinator
(Grade Nursery – Grade I)

Approval from the coordinator
(Grade II– Grade V)

Approval from the Principal

Fig. 5

Fig. 6

IV. CONCLUSION

Although lengthy, but one time procedure for the content provider companies to come on the same platform as that of the teachers. Then it becomes easy for the teachers to deliver sessions in the classrooms using Digital Content. After some time, even the teachers realize that this is an aid provided to them to explain concepts in the best possible manner.

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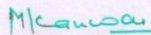[1] Marjolein Drent, Martina Meelissen(2008). Which factors obstruct or stimulate teacher educators to use ICT innovatively? *Computers and Education, Vol 51,Issue 1 ,Pages 187-199.*

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