



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6711
Japanese Method 1

Term 1, 2019

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6711 Japanese Method 1 (6 units of credit)
Trimester 1

2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin
Email: cathleen.jin@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Japanese Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for Japanese teaching. The key elements of pedagogy and Japanese content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW Japanese syllabuses.

Based on last year's student feedback, the following course changes have been made:

- *If students study two language methods and the languages share a common script, an e-portfolio of teaching resources for Stages 4 and 5 needs to be compiled and submitted as one document at the end of the teaching period.*

Student Learning Outcomes

Outcome	
1	Identify foundational aspects and structure of the NSW Education Standard Authority Japanese Syllabuses and the depth of subject knowledge required to implement the syllabus
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities
5	Design and evaluate formative assessment strategies and use assessment information to improve learning
6	Practise the ethical and professional values expected of teachers

AITSL Professional Graduate Teaching Standards

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

National Priority Area Elaborations

The National Priority Areas that will be addressed in this course are summarised below. The weeks they will be addressed can be found in section 6. *Course content and structure*. Details of the assessment on National Priority Areas can also be found in section 6 *Course content and structure* section 7 *Assessment*.

Priority area	
A. Aboriginal and Torres Strait Islander Education	4, 7
B. Classroom Management	1
C. Information and Communication Technologies	1, 3, 4, 5, 6, 10, 12
D. Literacy and Numeracy	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19
E. Students with Special Educational Needs	7
F. Teaching Students from Non-English Speaking Backgrounds	4, 5

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Japanese to secondary school students with an emphasis on the NSW Japanese curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Japanese classroom. Emphasis will be given to the relationship between Japanese, literacy and numeracy and the role and value of Japanese in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on Moodle.
- Online discussions via Moodle.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p><i>NSW Curriculum Requirements</i></p> <ul style="list-style-type: none"> • The NESA • Language courses and syllabuses • Eligibility for Beginners, Continuers, Extension, Heritage and Background Speakers Courses in Asian languages • Australian Professional Standards for Teaching • Education Authorities –AIS/DET/CEC/ACARA 	<ul style="list-style-type: none"> • Courses, syllabuses & supporting documents Stages 4,5 and 6 in Japanese • Understanding eligibility rules for Stage 6 courses • Course outline and assessments • Importance of ethical and respectful behaviour • Accreditation/provisional accreditation
2	<p><i>Subject Content</i></p> <ul style="list-style-type: none"> • Understanding the new K – 10 syllabus content • Stage 6 Syllabus + Extension courses • Teaching Language components such as pronunciation, vocabulary, structures and script • Developing macro-skills 	<ul style="list-style-type: none"> • Suggested topics/themes for stage 5 • Prescribed themes for Stage 6 • Prescribed Vocabulary/language pattern list for Stage 6 • Teaching pronunciation, vocabulary & expressions and grammar • Strategies to developing speaking, listening, reading and writing skills
3	<p><i>Intercultural language teaching and learning</i></p> <ul style="list-style-type: none"> • Teaching strategies for Japanese • Intercultural communication in context • The skills of an intercultural communicator How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students 	<ul style="list-style-type: none"> • Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes • Incorporating intercultural communication in a Japanese language teaching program • Exploration of texts that promote intercultural communication • The importance of questioning •
4	<p><i>Lesson planning</i></p> <ul style="list-style-type: none"> • Setting challenging learning goals in lesson planning • Lesson plan structure • What to consider in creating effective lessons • Teacher Reflection • Assessment FOR/AS/OF learning 	<p>Demonstration of Teaching</p> <ul style="list-style-type: none"> • Strategies for making learning goals explicit for students • What is differentiation? How is it implemented in the classroom to meet student needs? • Analysis of a lesson plan in Japanese • Creation of a lesson plan – importance of high expectations for learning
5	<p><i>Quality teaching</i></p> <ul style="list-style-type: none"> • Teaching strategies to respond to individual needs and backgrounds • Importance of matching teaching strategies to individual needs • The Quality teaching and School Excellence framework • What Quality teaching looks like in a Languages classroom 	<ul style="list-style-type: none"> • Principles of Quality Teaching in Japanese • Coding a lesson extract

Module	Lecture Topic	Tutorial Topic
Mid-semester break		
6	<p>Resources</p> <ul style="list-style-type: none"> • Appropriate selection of ICT resources to support learning • Creating, adapting and evaluating resources to support learning in Languages 	<ul style="list-style-type: none"> • Resources to Support the Learning of Japanese • How to use ICT to engage students with subject content • Evaluation of a Course Book • Using realia in the Classroom
7	<p>Programming</p> <ul style="list-style-type: none"> • Understanding NESA elements to create a scope and sequence • Sequencing subject content across lessons within a unit of work 	<ul style="list-style-type: none"> • Content selection and scope of content for effective lesson sequences for one stage • Analysis of a scope and sequence in Japanese • Analysis of units of work in Japanese • Maintaining a register
8	<p>How students learn</p> <ul style="list-style-type: none"> • Physical, social and intellectual development of students and how this affects their engagement in learning • Promoting inclusive student participation and engagement in the classroom • Fostering cross-curricula opportunities • Literacy and Numeracy in Languages • Differentiation to cater for different learning needs 	<p>Microteaching - Part 2</p> <ul style="list-style-type: none"> • Research on how students learn • Strategies to enhance literacy and numeracy skills in classroom • Strategies for inclusion, participation and engagement • Stage 5 Life Skills Syllabus • Making adjustments and accommodations to learning and assessment tasks
Mid-term teaching break		
9	<p>Macro skills for the Higher School Certificate</p> <ul style="list-style-type: none"> • HSC examination specifications • HSC mandated assessment weighting • High-order thinking questions in listening and reading • Syllabus prescribed text types • Writing to describe/persuade/reflect/evaluate 	<ul style="list-style-type: none"> • Unpacking HSC-style questions • HSC speaking examination

Module	Lecture Topic	Tutorial Topic
10	<p><i>Creating and Maintaining Safe and Challenging Learning Environments in Languages</i></p> <ul style="list-style-type: none"> • Understanding school policies • How students' social, ethnic, religious and cultural backgrounds affect learning In Languages • Establishing a supportive and positive learning environment • Building rapport with students 	<ul style="list-style-type: none"> • Classroom management • Exploring submitted resources • Becoming a reflective teacher through the feedback cycle • Online course evaluation
Professional Experience		

7. RESOURCES

The Flipped Classroom, <http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

Readings

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2013). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hinkel E. (2008). *Handbook of research in second language teaching and learning*, London - Available at Level 6, Main Library (418/133 /2)
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Macalister, J. & Nation, P. (2011). *Case studies in language curriculum design: concepts and approaches in action around the world*, NY - Available at Level 6, Main Library (428.24071/11)
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Nassaji H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*, NY - Available at Level 6, Main Library (418.0071/73)
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Richard, J & Burns, A. (2013). *Tips for teaching listening: a practical approach*, NY - Available at Level 6, Main Library (428.007/91 A)
- Taylor, L. (2011) *Examining speaking: research and practice in assessing second language speaking*, UK - Available at Main Library (418.0076/28)
- Wong, J. & Waring, H.Z. (2010) *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers*, NY - Available at Level 6, Main Library (428.24/134)

Recommended Websites

<https://education.nsw.gov.au/teaching-and-learning/curriculum>

<http://www.curriculumsupport.education.nsw.gov.au>

<http://www.educationstandards.nsw.edu.au>

Professional Associations

Japanese Teachers' Association – JTAN www.jtan.org.au

Modern Language Teachers' Association of New South Wales - MLTA

PO Box 299 Leichhardt, NSW 2040

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
1. Lesson Plan	15 mins + c. 1500 words	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F.4	Friday 29 March 5pm
2. Unit of Work	c. 3500 words	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Thursday 17 May 5pm
3. Microteaching	10 mins c 500words	S/U	1,3,4,5,6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	Weeks 7 and 8

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1 (2,000 word eq, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class.

The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include

- EAL/D students
- Indigenous students, and
- students with various religious and cultural backgrounds.

Some students may have low levels of literacy. Differentiation to cater for some students is therefore required.

Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions:

- What do I want the students to learn?
- Why is it important?
- What strategies will I use?
- What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment 2 (3,500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline, for each lesson

- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

S1 Assessment 3 Microteaching (including student reflection)

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6711 JAPANESE METHOD 1

Student Name:
Assessment Task 1:

Student No.:

SPECIFIC CRITERIA	(-) → (+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates knowledge of the relevant NSW syllabus • Selects appropriate topic, vocabulary and grammar structure for the target audience • Links teaching strategies to targeted syllabus outcomes 	
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar • Incorporates a variety of Quality Teaching elements • Incorporates Intercultural Language Teaching and Learning • Produces engaging resources that support student learning • Creates a student-focussed lesson • Uses effective questioning techniques 	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Justifies choice of teaching and learning strategies • References material, research and ideas presented in lectures, tutorials and readings 	
Structure and organisation of response <ul style="list-style-type: none"> • Clearly articulates aim that can be achieved by lesson plan • Produces a coherent, logical, detailed lesson plan 	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Communicates with clarity and confidence in both English and the target language in giving instructions and explanations 	
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME	

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment 2 – Unit description and resource kit

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6711 JAPANESE METHOD 1

Student Name:

Student No.:

Assessment Task 2:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Selects appropriate topic, content and outcomes for the target audience Selects and uses accurate and appropriate target language Plans for effective learning by designing appropriate lesson sequences Produces resources that effectively develop all four macro-skills Produces a variety of high quality, engaging resources 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds Caters for a variety of learning styles Supports student comprehension and production of a text type Models the safe, responsible and ethical use of ict in learning and teaching Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design 					
Structure and organisation of response <ul style="list-style-type: none"> Presents a detailed and organised response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> Demonstrates a high degree of fluency in English Attributes sources of information appropriately 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: _____ Date: _____

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

STUDENT TEACHER [REDACTED]

Name:	zID:	Date:
Details		
Method	Topic/level	
Standards	Comments	
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) <ul style="list-style-type: none"> • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) 		
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) <ul style="list-style-type: none"> • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) 		
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) <ul style="list-style-type: none"> • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) 		
Comments:		

Lecturer:

Date:

Satisfactory /Unsatisfactory (circle)