



"I LOOK FORWARD TO RECEIVING MORE LEARNING OPPORTUNITIES WITH T-TEL"

## JUDITH ASABIL

### FOSO COLLEGE OF EDUCATION



## Impact of T-TEL's teaching and learning approach to science – Judith's Story



**Figure 1:** Judith monitors student teachers' work as she moves from one group to another

T-TEL's approaches are bringing clarity to teaching strategies that tutors had earlier regarded as a waste of time. College tutors are beginning to realise the impact of the teaching and learning approaches introduced by T-TEL. According to Foso college tutor Judith Asabil, science teaching has become more practical and students' interest in the subject has dramatically increased. This is a great step to ensuring Ghana has more well-equipped science teachers, prepared to pass on their love and understanding of science and the environment to the country's schoolchildren. This will improve their poor exams performance in Science subjects.

**Judith Asabil** has been a teacher for the past 17 years and is currently a tutor of **Chemistry and Biology at Foso College of Education**. She coaches 45 tutors during weekly professional development sessions and teaches 600 students at levels 100 and 200 every week. She also mentors student teachers in her college during teaching practice. Judith loves her job and supports the **Transforming Teacher Education and Learning (T-TEL)** programme by coordinating the tutor professional development sessions for Foso College in the Central region of Ghana.

Judith wants to share her story so that people understand the challenges she faces and how the training and experience she's gained with T-TEL has helped improve her teaching and the levels of learning of her students. She says:

*Before the introduction of the professional development sessions, I used the lecture method during lesson delivery. I only sparingly used the teaching strategies such as questioning and games though I expected my students to use them. I really taught in abstract as I made no use of storytelling to demonstrate difficult concepts to my students. I used to see group work as a waste of time in class. I dismissed the idea of allowing students to pair up for discussions and I did most of the talking and writing on the white board as my students passively copied notes from the board.*

Judith realized her teaching method was not engaging her students, but had no way to tackle the situation because it was the fastest way to complete her course content. She explains how T-TEL's work helped her address this challenge:

*The teaching strategies that T-TEL has brought into my classroom have really helped me in my profession. My classroom has changed as I've introduced group work to address my large class size. This has intensified discussions in the classroom as my student teachers now do more of the talking and I facilitate the lesson. Students who would not normally talk in whole class discussions now have the opportunity to share their views in smaller groups.*

*The use of roleplay as a creative approach strategy has promoted learning among students. For instance, topics such as 'infectious diseases and their prevention' were well understood by my students when I applied roleplay methods in class. The lesson was interactive and participatory and ideas were readily picked up by students. My students have noticed the difference in my teaching and now attend class regularly and on time.*

Adopting T-TEL teaching strategies in her lessons has helped to make Judith a better teacher who makes sure that all students are part of the learning in the classroom. She can now facilitate lessons using many different strategies. Using **roleplay, group work and talk for learning**, her biology lessons are now much more interactive. She talks of a general attitudinal change in her college and enumerates the skills they have been equipped with:

*The attitude of my colleagues, student teachers and my own have changed regarding teaching and learning at Foso College of Education. T-TEL interventions such as our weekly professional development sessions have helped tutors by deepening our knowledge and understanding of pedagogical and communication skills. My students have embraced learning as interactive and participatory as they see me display these teaching qualities in class. I have encouraged my student teachers to also adopt T-TEL's teaching strategies. When these methods were introduced, student teachers were not using teaching and learning materials to enable learning in their teaching practice classrooms. About 80% of student teachers are now engaged in quality teaching due to a change in attitude in the use of group work.*

Judith has also observed that through T-TEL's creation of the weekly professional development sessions, around 70% of her colleague tutors have been motivated to challenge their student teachers to improve their own teaching through the use of creative approaches and group work. Mentors of student teachers (in-service teachers) have provided positive feedback, indicating a great improvement in classroom interaction and lesson participation. Judith is very happy. She states:

*I am now very confident about my lesson delivery as I have mastered a lot of teaching strategies for my lessons, thanks to T-TEL. I have made my students understand difficult lessons through adopting creative approaches and questioning methods. The improvement in my teaching as a result of using creative approaches, talk for learning, and group work has influenced the way my students teach during their on-campus teaching practice. This gives me confidence that they will make successful teachers. I look forward to receiving more learning opportunities with T-TEL in teaching and learning. I hope that my professional knowledge and skills in pedagogy will continue to improve and am excited about helping to improve the overall quality of teaching and learning in schools across Ghana.*



**Figure 2:** Judith (standing) facilitating a PD session at Foso College



**Figure 3:** Judith teaching in the science lab with her student teachers at Foso college



**For further information please contact**

Transforming Teacher Education and Learning in Ghana (T-TEL)

PMB L47, Legon-Accra **Email:** [info@t-tel.org](mailto:info@t-tel.org)

**Physical Address:** No. 135 Ambassadorial Residential Area, East Legon, Accra.