FOREWORD

We are living in an era of severe competition between countries in science and technology. Any country that cannot develop its science and technology will lag behind. Therefore, the goal of every country is to have a modern education that produces highly resourceful people who contribute to scientific and technological advances and promote the country’s sustainable economic growth. One of the educational targets is to bring passionate and aspiring learners toward new knowledge perspectives full of confidence that they will succeed. Another goal is to help learners recognise their intellectual capacities in finding solutions to unsolved problems in the most appropriate way.

The standpoint of Vietnam’s Ministry of Education and Training in education development is stated in the “National Education Strategy of Vietnam 2009-2020”:

“... education must closely meet the demands of the society by designing curricula which educate human resources for the dynamic economy. Since learners have different capacities, competences, wishes, demands and varied living and learning conditions, education will only be successful if it does not treat everyone in the same way and leads to more autonomous learners. It needs to explore more learning options for each learner. The curricula, syllables and learning alternatives should be diverse to ensure opportunities which are in accordance with general standards but address each learner’s needs, expectations and learning conditions”.

In order to attain goals of a modern education and accomplish the Ministry of Education and Training’s directions in education development, we must move towards a teaching approach that suits various learners, such as differentiated teaching.

In differentiated teaching, suitable teaching methods are needed, such as learning stations, contract work, placemat techniques, jigsaws, etc. While the previous material introduced learning stations, this manual focuses on contract work.

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Within this training program, contract work is defined as a way of organising learning activities in which students are assigned a package of tasks (compulsory and optional) to complete in a certain period of time. Learners can independently decide on the duration and order of completing the tasks/exercises according to their abilities.

This method is less monotonous than traditional teaching because it enables teachers to manage learning activities and evaluate each student’s learning abilities. With contract work, teachers can utilise the differences between learners to create learning opportunities for the whole class.

This training manual on contract work aims at enabling learners to present basic theories on contract work, to design lesson plans and to evaluate lessons applying contract work.

The manual consists of the following content and activities:

1. Overview of contract work, including:
   (1) Warm-up activity
   (2) Learn about differentiated instruction
   (3) Learn about contract work (concepts, how to begin with contract work, contract forms)
   (4) Process of organising contract work
   (5) Analyse strengths, weaknesses of contract work

2. Applying contract work, including:
   (6) Designing contracts and learning tasks
   (7) Developing a lesson plan
   (8) Evaluating lessons using contract work
   (9) Summary

This training manual is written in the form of activities. Each activity consists of five elements:

Time: Duration for the activity (as agreed by the trainers and the organisers).
Objectives: These are based on the objectives of the training using contract work, which are specified as knowledge, skills and attitudes that learners must attain after each activity.
Materials: This part lists necessary teaching aids based on the content of each activity to support learners (worksheets, group tasks, references) and teaching equipment. These are the minimum materials and resources needed to obtain the objectives.
Steps: This is a tentative plan for the training process and output of each activity. The number of steps in each activity is different, based on its objectives and content, as specified in the curriculum.
Assessment: Description of how to evaluate the extent of objective attainment.
Notes: Possible Notes for trainers on the activity implementation, explanations and emphasis of key objectives.
Each activity comprises one or a certain number of specific tasks. Each task consists of its name, training organisation and process, which is demonstrated by trainers’ and trainees’ activities and teaching aids (emphasising experience sharing and association to real life).

Resource materials are associated with each activity to provide essential information in accordance with its objectives. They are also what learners must acquire after participating in the activity. This part is presented in the Appendix.

This training manual is written for trainers of Teacher Training Colleges participating in the training course on “Contract work”, sponsored by VVOB Vietnam. It will also be used in future peer training and in-service training courses for teachers.

We would like to acknowledge Ms. Tran Nu Mai Thy and Mr. Hans Lambrecht, coordinators of the Teacher Training of VVOB Vietnam and trainees for their valuable suggestions and support in finalising this training manual.
Activity 1 – warm-up

Time: 30 minutes

Objectives: After completing this activity, trainers and trainees will be able to:
- Make friends and know more about other training participants.
- Share personal information: strengths, weaknesses, values and competences with other participants.
- Recommend and agree upon rules, training needs and expectations.

Materials: Markers, coloured paper, adhesive tape
A0 paper for drawing an expectation tree.

Steps:
1. Arrange participants to stand hand-in-hand in a circle, facing inwards, and count from number one to the end.
2. Create two small circles (participants with an even number remain in their positions while those with an odd number take one step ahead and turn around to face those in the external circle to form pairs standing face to face).
3. Participants introduce themselves in pairs (using “Five finger hand” – see Appendix 1).
4. Participants introduce their partner to the whole class.
Summarise participants’ expectations of the training and write on A0 paper.
5. Compare participants’ expectations with the training objectives.

Assessment: Ask participants about the meaning of this activity.

Notes: The facilitator can organise the introduction part using a guessing game “Whose hand is this?” and asking for reasons for their answers.

Activity 2 - Learn about differentiated instruction

Time: 60 minutes

Objectives: After completing this activity, learners will be able to:
- Present perspectives on differentiated instruction and explain the reasons for differentiation in teaching.
- Describe elements of differentiated instruction.
- Make use of Resource materials (hand-outs, Internet, etc).

Materials: Materials for trainers and trainees (worksheets, resource materials in Appendix 2).
Facilities: training room, tables and chairs (according to number of participants); audio and visual equipment; board and chalk/markers; A0 paper).

Steps:
1. Trainer introduces the image of an “ice mountain” (Appendix 2).
2. Trainees complete worksheets and share their thoughts in small groups (4 members).
3. Group participants according to their teaching subjects and guide them to read the related information (Appendix 2).
4. Ask groups to discuss the two questions below and write their agreed ideas on A0 paper:
   - Question 1. Give the group’s perspectives about differentiated instruction and explain why we need to differentiate in teaching.
   - Question 2. Does the group agree with the elements of differentiated instruction presented in the manual?
     a. If no, please give the group’s opinions about the elements of differentiated instruction.
     b. If yes, please give specific examples for each element.
5. Group representatives present their discussion results; other groups listen, give comments and suggestions.
6. Summary on differentiated instruction.

Assessment: Ask participants about differentiated instruction, why we use differentiated instruction and the elements of differentiated instruction. Through their answers, the trainer can evaluate their level of attainment compared with the activity objectives.

Notes: Participants must give specific examples in order to clarify their opinions and comments.
Activity 3 – Introduction to contract work

Time: 90 minutes

Objectives:
After completing this activity, learners will be able to:
– Present the concept and explain why contract work is used.
– Describe types of contract work.
– Give examples for each type of contract work.
– Make use of Resource materials (hand-outs, Internet, etc.).

Materials:
Materials for trainers and trainees (worksheets, resource materials in Appendix 3).
Facilities: training room, tables and chairs (according to number of participants); audio and visual equipment; board and chalk/markers; A0 paper).

Steps:
1. Divide participants into groups and assign tasks for each group (each group studies two types of learning contract).
2. Guide groups to thoroughly read related information in the materials (Appendix 3).
3. Ask individuals to complete their worksheets, then discuss in their group and write ideas on A0 paper.
4. Group representatives present their discussion results; other groups listen, give comments and suggestions.
5. Summarise contract work and different types of learning contract work, using examples.
6. Panel discussion on possible adaptation of contract work in different subjects and the local context.

Assessment:
Ask participants how to apply contract work in their subjects and to give specific examples.

Notes:
There are different possible ways of applying contract work, depending on the subjects and real contexts. Participants need to give specific examples on how to apply the method.
The trainer can use the placemat technique to organise group activities.

Activity 4 – Process of organising contract work

Time: 120 minutes

Objectives:
After completing this activity, learners will be able to:
– Present and analyse the contract work process
– List three criteria for contract work/learning stations

Materials:
Video of lesson applying contract work
Incomplete mindmap about the contract work process; observation form (Appendix 4)
Facilities: training room, tables and chairs (according to number of participants); audio and visual equipment; board and chalk/markers; A0 paper).

Steps:
1. Organise watching video of lesson applying contract work.
2. Divide participants into groups and ask them to complete the mindmap on contract work process based on the video and their own knowledge.
3. Group representatives present their discussion results; other groups listen to give comments and suggestions.
4. Summarise the contract work process and introduce resource materials for reference.
5. Panel discussion on three criteria of contract work/learning stations.
6. Watch the video a second time and ask participants to fill in the observation form for “contract work”.
7. Panel discussion on the video lesson according to the observation form.

Assessment:
Through groupwork, participants’ discussions and feedback.

Notes:
If time is available, the trainer may ask participants to have a more in-depth discussion on different assessment forms (self-assessment, peer-assessment).
Activity 5 – Analyse strengths, weaknesses of contract work

Time: 60 minutes

Objectives: After completing this activity, learners will be able to:
- Present strengths and weaknesses of contract work.
- Describe ways to organise contract work effectively.
- Identify advantages, disadvantages and solutions when applying contract work.

Materials: Group worksheet on strengths and weaknesses (Appendix 5). Facilities: training room, tables and chairs (according to number of participants); audio and visual equipment; A0 paper, markers, flipchart.

Steps:
1. Divide participants into groups and ask them to fill in the forms and write results on A0 paper.
2. Group representatives present their discussion results; other groups listen, give comments and suggestions.
3. Summarise the strengths and weaknesses of contract work.
4. Use brainstorming techniques to ask participants to describe conditions for applying contract work effectively.
5. Trainer analyses and summarises participants' ideas to draw conclusions on conditions for using contract work effectively.
6. Trainees share advantages, disadvantages and solutions when applying contract work.

Assessment: Consider the completeness of strengths and weaknesses of group results and recommendations of participants on the conditions and solutions for applying contract work effectively.

Notes: Emphasise the strengths of contract work. Encourage and motivate participants to apply these methods in their teaching.

Activity 6 – Designing contracts and learning tasks

Time: 120 minutes

Objectives: After completing this activity, learners will be able to:
- Design a learning contract for a specific topic in their teaching field.
- Design diverse tasks in the contract.

Materials: Textbooks or curriculum. Resource material in Appendix 6. Facilities: training room, tables and chairs (according to number of participants); audio and visual equipment; A0 paper and markers.

Steps:
1. Divide participants into groups according to their subjects.
2. Participants read resource information in Appendix 6.
3. Answer participants' questions related to the resource information.
4. Each group completes two exercises:
   - Select a specific topic in your area and design a learning contract.
   - Design diverse tasks for the learning contract.
5. Group representatives present their discussion results; other groups listen to give comments and suggestions.
6. Trainer gives comments and completes groupwork.

Assessment: Consider the results of the exercises and the groups’ comments and suggestions.

Notes: Participants may face difficulties while doing the exercise. The trainer must monitor to give timely support for the groups.
Activity 7 – Developing a lesson plan

Time: 120 minutes

Objectives:
After completing this activity, learners will be able to:
- Develop a lesson plan using contract work in their teaching areas.
- Apply contract work in a flexible way and in accordance with current conditions

Materials:
- Textbooks or curricula
- Resource material in Appendix 7
- Facilities: training room, tables and chairs (according to number of participants); audio and visual equipment; A0 paper and markers.

Steps:
1. Divide participants into groups according to their subjects and ask them to read resource material and select a lesson in their teaching subject to develop a lesson plan using contract work.
2. Ask groups to exhibit their work near their seats.
3. Facilitate participants to see the work by other groups, discuss and write down comments on A0 paper.
4. Organise groups to discuss and improve their lesson plan after receiving feedbacks from other groups.
5. Group representatives present their discussion results; other groups listen to give comments.
6. Trainer gives suggestions on how to improve groups’ lesson plans.
7. Summarise and give notes for developing a lesson plan applying contract work.

Assessment: Consider the groups’ lesson plans and their comments and suggestions for each other.

Notes: The trainer support groups in developing a plan to ensure that they complete their products in a timely manner with high quality.

Activity 8: Evaluating lessons using contract work

Time: 120 minutes

Objectives:
After completing this activity, learners will be able to:
- Evaluate a lesson applying contract work.
- Be aware of possible difficulties when applying contract work.

Materials:
- Videos of some lessons using contract work in several subjects at lower secondary schools and teacher training college
- Video player, screens

Steps:
1. The trainer introduces the evaluation form for contract work (Appendix 8).
2. Participants discuss and give feedback on the evaluation form.
3. Organise watching videos in subject groups (natural sciences, social sciences and arts) and evaluate the lesson on the form.
4. Groups give comments and suggestions for improving the lesson.
5. Group representatives present their discussion results; other groups listen and give comments.
6. Summarise and give notes on applying contract work in teaching.

Assessment: Through feedback to the video.

Notes: Organise watching videos and giving comments on the lesson in subject groups if possible.
Activity 9 – Summary

Time: 30 minutes

Objectives: After completing this activity, learners will be able to:
- Systemise key activities that they have learnt during training (objectives, content and results of each activity).
- Evaluate their own level of attainment in comparison with the training objectives on contract work.
- Develop a personal plan for continuing to study and apply contract work.


Steps:
1. The trainer summarises the training content in the chart.
2. Organise participants to complete the training evaluation form and write a personal plan for continuing to study and apply contract work.
3. Summarise the training in comparison with participants’ expectations.

Assessment: Consider the extent of attainment of the training objectives through summarising participants’ evaluation forms.

Notes: The trainer can use the training summary chart to illustrate and discuss: what will you do and how will you continue studying and applying contract work?
Appendix 1 Resources for Activity 1

“HIGH FIVE”

Instructions:

Each participant will draw the image of their hand on paper and write on it as follows:

- Thumb: I am good at..... (my strengths as a teacher)
- Forefinger (index): My goals/expectations when participating in this training are...
- Middle finger: As a teacher, I dislike..........................
- Ring finger: My value is .........................
- Little finger: I am not good at..... (my weaknesses as a teacher)

Appendix 2 Resource materials for Activity 2

Appendix 2a: WORKSHEET FOR ACTIVITY 2

Participant’s name: ..............................................................; Group: ........

Tasks:
(1) Read through the information in the “ice mountain” below:

(2) Complete the following table:

<table>
<thead>
<tr>
<th>How do I act, how do I differentiate?</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which competences do I own in relation to differentiation?</td>
<td>Competences</td>
</tr>
<tr>
<td>What do I pursue in relation to differentiation?</td>
<td>Aspirations</td>
</tr>
<tr>
<td>What are my opinions about differentiation?</td>
<td>Perspectives</td>
</tr>
<tr>
<td>What is my perception of differentiation as a teacher?</td>
<td>Identity</td>
</tr>
<tr>
<td>Who am I in (school) life?</td>
<td>Core</td>
</tr>
</tbody>
</table>

(3) Remarks of participants (each group must give at least two remarks on the content or how to organise the activity)

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Appendix 2b: DIFFERENTIATED INSTRUCTION

1. Perceptions of differentiated instruction

There are many international theorists researching differentiated instruction, such as Carol Ann Tomlinson, Elizabeth Breaux, Monique Boutte Magee, Gayle H. Gregory, Carolyn M. Chapman and Joni Turville, etc. Differentiated instruction, according to Tomlinson, is the process of “arranging” what happens in the class so that students have many options on how to master knowledge, skills and attitudes and demonstrate what he/she has learned. This means that differentiated instruction provides learners with different ways to acquire knowledge, making them learn more effectively.

In Vietnam, currently not many people are researching differentiated instruction. It is only mentioned in some works by researchers such as Dang Thanh Hung, Nguyen Ba Kim, and Nguyen Huu Chau, etc. According to Dang Thanh Hung, differentiated instruction means creating a certain level of diversity in the content and forms in the curriculum (in general or at grade, subject, and lesson levels) by designing and delivering it in different ways, depending on learners’ competences, motivation or learning needs and social education objectives.

Although there are diverse definitions for differentiated instruction, they all share a common idea that it is a teaching philosophy enabling teachers to design teaching strategies addressing different needs, competences and learning styles of learners in order to create the best learning opportunities for each learner in the class.

2. Psychological foundation of differentiated instruction

a. Vygotsky’s theory of the “Zone of proximal development”

Vygotsky stated that during a child’s development process, there are often two levels: the actual developmental level and the proximal developmental zone. The actual developmental level is where the child’s psychological functions are fully grown whereas in the zone of proximal development, the psychological functions are developing but not fully grown. In fact, the actual developmental level is determined by a child’s independent problem-solving skills without external support, and the zone of proximal development is demonstrated through his/her problem-solving skills with other support. Therefore, two developmental levels of a child illustrate two different levels of “ripe” development at two different moments, and they are always in motion: the zone of proximal development today will become the actual developmental level tomorrow and the new zone of proximal development will occur.

Hence, teaching and development must be closely related. Teaching must be ahead of the development process to create a zone of proximal development, which is a condition for development. Only in this way is teaching highly effective, or “good teaching”. This requires teachers to use teaching strategies that are tailored to individual learner’s needs in order to optimise their learning competences. In conclusion, differentiated instruction is crucial.

b. Gardner’s theory of multiple intelligences

According to Gardner’s theory of multiple intelligences (1983, 1998), there are at least eight different intelligences influencing a person’s success. They include: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic intelligences. In the Centre for Experiential Learning, Leuven, Belgium, they add a ninth form of intelligence that influences a person’s success: self-direction.

Gardner’s theory states that each person owns some of these intelligences, but some of them are more dominant than others. In addition, Gardner indicates that at school, students are typically only evaluated on their linguistic and logical/mathematical intelligences, which is incomplete. Schools have left behind students who learn through musical, kinesthetic, spatial, and interpersonal activities, etc. and forced them to follow the same learning route and receive the same evaluation/judgment method. Many students would learn better if they were give opportunities to obtain and demonstrate knowledge using their own strengths.

The theory of multiple intelligences generates a humanistic perception that appeals to schools and teachers respecting the diversity of intelligences in each individual student: one where all intelligences are important and each student possesses different abilities at different tendencies. Schools should provide support, motivation and learning conditions in an appropriate way for children – the future masters in society. In this way, educators will help each student excel and succeed in their own lives.

c. Maslow’s hierarchy of needs

Individuals or members of an organisation mostly act according to their needs. Fulfillment of needs makes people satisfied and motivates them to take action, according to A. Maslow. Thus, needs become fundamental motivations and what affects an individual’s needs will change his/her behaviour. Consequently, it is crucial to meet learners’ needs in the teaching process.

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d. John Dewey’s theory of experience and education

John Dewey’s theory implies that teachers cannot ignore learners’ experiences, which are not necessarily positive or negative to the learning process. A teacher cannot control a learner’s past, but he/she can organise a suitable learning context to create current experience through the interaction of learning context and past experiences. “Education is a process of living and not a preparation for future living”, stated John Dewey.

Since education is life itself, schools cannot be isolated from real life, and knowledge cannot be imposed from outside. This is the foundation for the slogan “Eliminating the school barriers”, which aims to connect the school with the real world.

Because education is life itself, education cannot be identical for everyone. The teacher must be clearly aware of and respect the differences between students.

e. Theory of mind styles

According to Anthony Gregorc (1982), there are four mind styles:

- Concrete sequential (memorise details easily, need to organise tasks in a linear manner and try to perform step by step).
- Concrete random (often based on real life and like to experiment).
- Abstract random (organise information by reflection; often develop well in a free environment with an objective of focusing on people).
- Abstract sequential (like to work with concepts and analyse information; they are often philosophers or scientists).

According to Dr. Robert Sternberg, intelligent people are those who are able to acquire information and knowledge and able to apply them in practice, in an analytical creative way. Learners with different learning styles and natural competences (in practicing, analysing and creating) should be grouped together. Therefore, students with similar strengths should learn together.

David Kolb and Bernice McCarthy also give different perceptions to mind styles.

3. Elements of differentiating instruction

a. Differentiation of content (what to teach)

Content refer to concepts, principles and skills which students learn. The lesson’s content can be differentiated according to what students already know. Some students may not know anything about the new topic; others have a rough knowledge of it; and others may have knowledge and application to some extent.

The lesson content can be offered from different points of view/perspectives. (Also differentiation of content)

Therefore, the teacher can differentiate the learning content by designing some group work using Bloom’s taxonomy. For instance, students who are unfamiliar with concepts can be asked to fulfill the task using lower-order thinking skills: knowledge, comprehension and application. Students who partly master the concepts can be asked to complete their tasks using application, analysis and evaluation. Students who master the concepts are asked to evaluate and synthesise or to create a new situation.

b. Differentiation of process (how to teach)

The process (how to teach) represents the way a teacher organises learning activities where students are autonomous in mastering knowledge and skills. Differentiation of process means that one content or skill can become more challenging or complex with different levels of support. Good students may not need much instruction or direct support from the teacher, while average students need a teacher’s support or support from other students at some points. This helps prevent good students from being bored when exploring knowledge and average students from being disappointed when facing too difficult issues. In this way all students can be involved.

According to Anderson, differentiation of process is related to the way that students understand and assimilate events, concepts and skills in the lesson to their own.

Differentiation of process enables students to select appropriate methods for themselves in order to attain knowledge easily or select challenges to conquer.

Students must be able to learn through the experiences of touching, listening, seeing, hearing, doing, experiments, etc. As students proceed in an investigation, generating and testing their hypotheses, they are encouraged to depict their understanding through one of many symbolic languages, including drawing, sculpture, dramatic plays and writing. They work together toward the resolution of problems that arise. (Reggio Emilia Approach + Approach of Prof. Ferre Laevers, PhD.)

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c. Differentiation of products (how to evaluate)

Products are what students create at the end of the lesson, representing their mastery of the learning content: tests, learning projects, reports or other activities. Based on the knowledge and skill standards, the teacher can ask students to perform activities (or write a report) to demonstrate their mastery of concepts; or through other methods which motivate them (e.g. role-playing, creating, workshop, seminar, etc), or through different media, or through different ways of representation. Students must have many ways and opportunities to express themselves. Differentiation of products is an indispensable part of differentiating instruction.

d. Differentiation of assessment tools

In order to give students many opportunities to demonstrate their knowledge, skills and competences, the teacher will use many different assessment tools. (See Training Module: Assessment and Evaluation)
Appendix 3b: CONTRACT WORK

Research has confirmed that children’s learning capacities are enhanced by working with heterogeneous groups. In this respect, a number of questions arise: How can you realise differentiation? How can you organise differentiation? How can you adapt to the individual capabilities of each child within a heterogeneous group? Contract work is the organisation model par excellence to achieve this. In this part, we will study the nature of this method.

1. Nature

The terms “Contract Work” or “Learning Contract” emphasise the role of students as the centre of the learning process.

Contract work is a form of organisation where a package of activities is formally assigned to each pupil for a certain period of time (e.g. one week). The child is offered a certain amount of class time (contract work time) to complete the package of activities. The child can relatively autonomously decide on the duration and order of the different activities.

In contract work, the teacher designs and develop tasks/exercises and facilitates students to read, sign and perform the learning contract in accordance with their competences, capacities and learning pace in order to obtain the learning objectives. Consequently, students can create an appropriate individual learning environment in order to fulfill the signed contract and solve problems occurring during the learning process with support from the teacher or other students (if necessary).

Notes: When teachers ask pupils to finish a complete package of activities situated within one subject in a fixed order, you cannot refer to this as contract work, but rather as independent work.

Sometimes contract work is mistaken for independent work. Contract work may include listening and presentation tasks. It can be done in pairs, in groups (with clear instructions and agreements). Group activities make contract work more attractive and diverse because students can develop and practice social skills, such as team work, communication and expression skills, etc.

2. How to start with contract work

2.1. Time allocation

First of all, the teacher must determine which subject matter will be tackled using this work form. Then he/she must decide on the timetable for contract work in the curriculum (date, week, month, etc.). The best way to identify the contract duration is according to the number of periods, which helps students manage their time better. Therefore, teachers can start from short learning contracts to longer ones.

2.2. Materials

Contract work is only possible if the children can relatively independently read, comprehend and implement the tasks. The material must be well prepared. Initially, contract work can be largely based on the available workbooks: the contract will simply include certain exercises in the textbook/workbooks.

This is only a point of departure. A next step consists of assignments on cards or separate worksheets. Even if there are still references to (exercises in) workbooks, it is clear that this second step already provides more independence. New assignments can be added and existing assignments can be revised.


2.3. Organisation

Since contract work is quite a new method for teachers and students, the teacher can start with some lessons focusing on the basic contract work, Type 1 (same tasks for all students). Then the teacher can increase the differentiating level for the contract and not only use short-term contracts (1-2 periods) but also one-week or longer contracts (see Part 3 - Types of learning contracts.)

The teacher can design a timetable for applying contract work in their annual teaching plan, for example:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

organise students to carry out a one-week contract every month, including exercises consolidating learnt knowledge.

An experienced teacher can organise one-week or two-week contracts. In these lessons, contract work is part of the students’ daily tasks, which is organised every week. Teachers who are not accustomed to applying contract work should organise them once a month/semester, because organising contract work takes time and energy for preparation, application and drawing from experience.

2.4. Evaluation

When a contract has been completed, the children can also be actively involved in evaluation. Instead of a teacher-oriented and performance-oriented assessment, a broader, collective reflection on the contract can be used as a method of enhancing student participation.

The basis for this assessment is the contract letter, in which the pupils have indicated the finished tasks and, if necessary, the achieved results. This shows the progress every child is making and helps to diagnose difficulties. You also can detect whether the contract is challenging enough or so challenging that pupils can’t finish it on time. Is this due to tensions with another child? Are there difficulties at home?

Eventually students can write down in a small logbook some reflections on the finished tasks or on the learning process. (It could be the start of a student’s learning portfolio.)

When preparing for the next contracts, teachers need to consider the results of the previous ones.

2.5. Rearranging the classroom

The classroom does not need to be totally rearranged for contract work. You can organise it perfectly well in a small classroom with limited space.

Contract work does, however, become more comfortable and enhance deep learning if the classroom arrangement is adapted. Tables can be arranged in such a way that they invite the pupils to work more intensively in groups. This setting creates opportunities and challenges for students in the contract work.

3. Learning contract forms

In fact, there are many ways to organise contract work. This means the teacher can organise contract work based on his/her own experience. Contract work may include simple forms (can be completed quickly) or complicated forms requiring competences of teachers and students. No matter what forms are selected, the teacher needs to avoid the situation of "jumping in the dark". The teacher must decide the learning content/activities that he/she wants students to obtain (written in the contract).
3.1. Based on the level of differentiation in students, there are three basic types of contract: (1) Contracts using the same tasks for all students (2) Contracts using differentiated tasks and (3) Contract work with instruction in small groups.

(1) Contracts using the same tasks for all students

To start with, teachers often use this contract because it is simple, easy to prepare, organise and manage. This type of contract enables students to learn independently.

Some teachers often develop the same tasks (compulsory) for all students, without individual contracts for each student. Only in sessions of “My own tasks” will the teacher address specific tasks for each student. Not all students are asked to complete this part (only children with specific needs in a certain period of time).

(2) Contracts using differentiated tasks

The second type of contract includes packages of adapted tasks (suitable for students). These tasks meet the needs and interests of students. There are many types of differentiation using contract work, from small, simple interventions to more complex differentiation. Depending on the learning content and conditions (e.g. the teacher’s familiarity with students and contract work, teacher’s and students’ capacities, and the level of self-orientation and independence of students), the teacher can create various differentiations in contract work.

Contract work must be diverse, with a series of tasks, not only in the subject (from Mathematics to Music) but also in the performance of tasks, from writing to activities and experiential tasks. When carrying out contract work, students practice and explore new content.

In addition, contract work is not only limited to individual work but also in pairs, in groups, and some students need the teacher’s guidance to complete their contract. Contract work can be combined with project work and learning stations. With the diversity of tasks, students have many challenges to “learn how to learn” and other social skills.
The third type of contract work uses instruction in small groups (an instruction circle for groups with specific needs). In lessons applying contract work, the teacher spends time to guide individuals or support small groups. Other teachers can be invited to support: the main teacher manages the class while the supporting teacher works with individual students or general class management while the main teacher is supporting groups.

3.2. Based on the duration of the contract, there are two types of contracts: (1) Short-term and (2) Long-term contracts

(1) Short-term contracts (not necessarily completed in one teaching period)

For contract work, the teacher can allocate 40 to 50 minutes or longer. The teacher must be aware of related factors, such as students’ ages (can they work independently and concentrate for a long time?). Types of tasks also determine duration for contract work (some tasks need lots of time to complete, others need to be uninterrupted), such as experimenting, sequences of related activities, drawing, etc. The teacher can also organise contract work in one or many teaching periods. From our experience applying this method in Vietnam in the Vietnam-Belgium education project, we found this type of contract work is best organised in one or two successive periods.

When contract work is applied in class time, teachers need to allocate time so that students have enough time to prepare: i.e. a good selection of tasks and time management. If the contract duration is too short, students do not have enough time for careful preparation and selection of tasks. Therefore, sometimes the teacher has to make more time in order to apply contract work.

(2) Long-term contracts (weekly, monthly, annually, etc.)

Most contracts last for one or two weeks. A one-week contract is the best way for the students to monitor easily. Furthermore, it also promotes planning for contract work, considering overall timing and workload. Some contract work can include project tasks (which are performed in a period of time in a sequence of contracts). In this case, the teacher needs to specify the time for the tasks in the contract letter.

For older students, the teacher can organise longer-term contracts (in a month, a semester or a year). Please see the following example of a weekly contract.
Name: _________________

Contract work

Timetable

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contract

Mathematics

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Materials</th>
<th>Answer key</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Literature

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Materials</th>
<th>Answer key</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other tasks

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Materials</th>
<th>Answer key</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4b: OBSERVATION FORM FOR “CONTRACT WORK”

<table>
<thead>
<tr>
<th>Content</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a comfortable environment with an appropriate number of tasks and timeline.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Compulsory tasks ensure that students basically meet the knowledge and skill standards.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Optional tasks help consolidate and deepen knowledge, skills and differentiate students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Develop a sequence of tasks/exercises in a systematic way, in accordance with learning objectives.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Tasks/exercises are close to real life and motivate students’ creativity.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Appropriate and flexible arrangement of activities so that the teacher can take enough time to support students when necessary.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Increase students’ participation when selecting tasks.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Enhance students’ involvement through self-correction, at a suitable level and through the possibility of using diverse media and diverse sorts of representation and performances.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Promote students’ involvement in the evaluation beyond the performance.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. Use all opportunities to encourage independent learning and develop social skills for students when participating in independent and cooperative tasks.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Remarks:
1: Cannot be implemented at all
3: Can be implemented 50%
5: Can be implemented fully
Appendix 4c: PROCEDURE FOR ORGANISING CONTRACT WORK

Materials: Video on teaching with contract work
Subject: Probability and Statistics
Lesson: Practice on parameter estimates
Teacher: Ms. Nguyen Thi Binh, Lao Cai Teacher Training College

I. PHASE 1: PREPARATION

Step 1: Select the content and timing
Learning content: First, teachers need to determine the appropriate course content for using contract work. As a characteristic of this method, students are to decide the order of assigned tasks. Therefore, this method can be adopted for practice or consolidation period or teaching new knowledge with a flexible order of implementing learning tasks.

Timing for contract work: Timing for contract work depends on the learning content. In Vietnam, in some specific situations, students with slower learning speed could implement the compulsory tasks during school time and optional tasks at home.

Step 2: Design contract and learning tasks
- Teachers will design the contract based on learning content, timing and other conditions, such as teachers and students' familiarity with contract work, and the students' capacity to self orient and self implement the tasks. The contract must be sufficiently detailed so that students can learn easily, sign the contract and perform tasks independently or by cooperating with others.

- The contract usually includes both compulsory and optional tasks. Compulsory tasks are designed in line with knowledge and skill standards of the subject, while optional tasks are to help students consolidate, expand and apply knowledge into practice. In addition, there are different forms of learning tasks as below:

- Closed – Open learning tasks
- Academic-based tasks – Playing-based tasks
- Independent tasks – Tasks with instruction
- Individual – Group-based tasks

Learning tasks should be attached to relevant materials such as source material, instruction/support sheets at different levels, answer sheets, etc.

Note: More differentiated and diversified learning tasks will require more preparation, yet will meet the requirements of students with different learning capacities.

II. PHASE 2: ORGANISE CONTRACT WORK

Step 1: Introduction to lesson, learning content and contract
- Introduce the lesson or learning content using contract work.
- Brief students about the content of the contract, maximum time for each task and introduce supporting materials (such as source material, instruction guide, answer sheet) for students to implement the learning tasks

Step 2: Organise students to study and sign the contract
- The teacher delivers contract to each students.
- The teacher organises students to study the contract to understand the tasks and instructions.
- The teacher and students discuss issues with the contract (if any).
- Students choose optional tasks, the order of tasks and timing based on their own capacity and sign the contract.
- Teacher signs the contract so as to understand the students' plan and design the support level to help students fulfill the tasks.
Step 3: Instruct students to implement the contract

After signing the contract, students will implement the learning tasks in their plan. They can choose to implement them at class, at home, in the library, laboratory or by surfing the Internet.

Students will implement tasks independently; however they can seek support from teachers or classmates when necessary. For the collaboration tasks, after students have completed their individual assignment, teachers will instruct them to form a group to complete the tasks required.

During class time, teachers should monitor and guide students in a timely manner when they need assistance in implementing the contract and give a support sheet or increase the support level. Students with average or low capacity especially can seek support from good classmates in addition to teachers’ assistance via cooperative activities and sharing.

After completing the tasks, students do self-correction and self-assessment by comparing the results with the answer sheet prepared by the teacher beforehand, or perform cross-checking for others in their group. At this stage, teachers do not necessarily comment or review student’s outcome, otherwise there will be long queue of students in front of their desk.

Notes: By applying contract work, teachers have more chance to observe, explain, answer questions and support individual students, while at the same time can review and identify areas for improvements, etc.

Step 4: Organise ways to review and appraise the contract

Teacher will inform students before the contract deadline to make sure that they can complete it on time. If students choose to implement the learning assignment at home, the teacher will arrange a session for contract review and evaluation in class.

For contract review and evaluation, teachers will base it on self-assessment (error correction or answer sheet) and peer assessment. Teachers can conduct contract reviews in class and give their comments on the results as well as compliment those who complete the contract on time for both compulsory and optional assignments. (Students who don’t complete all compulsory and optional assignments (perhaps they are slower or are less capable), may like to receive a compliment as well.)

For non-completed contracts, teachers will support students by giving additional time for them to complete at home and will discuss with them the method of contract review. Based on some research and pilot studies in Vietnam, it is advisable that teachers or students can shorten the learning content and share their experiences to do contract work more effectively;

Note: The teacher should review results and design the subsequent contract so it will not be either too easy or too difficult for students to complete the work on time.
During the teaching process, the teacher can choose to combine contract work and learning stations (corner work). This is a more challenging approach yet can generate more interest for students. In order to ensure the quality and efficiency of this method, three groups of criteria should be taken into consideration i.e. relevance, participation and interaction/diversity.

1. Relevance
   - Whether the assignment and learning organisation method (learning stations/contract work) is really a means to achieve the goal or only to make it fun for students? Whether it helps to create additional value?
   - Whether the tasks are meaningful, practical and stimulating to students?

2. Participation
   - Whether learning tasks and teaching methods require a high level of mental activity, a high level of involvement and a high level thinking order (Deep-Level-Learning) or students can only perform what teachers give them? Do students really participate in the learning activities?
   - Which student abilities can be applied in practice?

3. Interaction and diversity
   - Whether students have the chance to study with each other and learn from each other or not? Does each student have a chance to play an active role in their group?
   - Whether the interaction between teacher-students and student-student is promoted?
   - Whether the learning tasks require students to recall and apply their knowledge and skills?

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Appendix 5b: ADVANTAGES AND DISADVANTAGES OF CONTRACT WORK CONDITIONS FOR EFFECTIVE CONTRACT WORK

I. ADVANTAGES AND DISADVANTAGES OF CONTRACT WORK

1. Advantages

Teaching using contract work has several advantages compared with other traditional methods. Contract work:

- Allows differentiated instruction suitable for different capacities: Students can choose learning tasks in the optional list and the amount of time they spend studying, which allows them to follow their own learning pace and unleash their best potential.

- Enhances independent learning: Students can choose to complete their task with or without support from teachers and classmates.

- Allows teachers to give support to individual students: Teachers' support in the form of a support sheet is designed to meet each individual student’s capacity. Therefore, this method can help to promote student’s activeness and creativity for good students as well as encourage average students to complete their learning tasks.

- Allows for diversified learning activities: With various forms of assignments/exercises, students can decide their own way of implementation, learning activities are diversified and become more interesting to students.

- Allows students to choose learning tasks suitable for their capacities: Students can choose the appropriate learning tasks among the optional list as well as the level of support, so as to avoid waiting for their turn to get teacher’s guidance.

- Allows students to engage and be responsible for learning: By signing the contract, students are becoming more responsible and committed to implementing assignments in the contract. They become more autonomous learners.

- Enhances teacher-student and student-student interaction: Teachers will have more time to support small groups and enhance the interaction with their students. Meanwhile, students also form small groups themselves to discuss and solve problems together. Good students can have the chance to support their classmates after completing their tasks.

- Enhances a higher level of students’ wellbeing and involvement.

Generally, contract work is considered as a wind of change in the classroom environment that can help boost students’ interest and teachers’ motivation. When integrating in weekly teaching, this becomes a new teaching method that generates a new learning context and allows for differentiated teaching. In addition, it helps to develop soft skills in students such as planning, group work, self-organisation and management.

2. Disadvantages

On the other hand, this method also has some disadvantages:

- It takes a certain time to get familiar with the new method: As contract work is a new method, students need to be instructed on how to work independently to complete all assignments.

- Contract work is only suitable for a certain part of the course: This method can be applied effectively for consolidation and practice periods. The teacher should consider carefully exactly when to use this method.

- Teachers need to spend more time and effort for class preparation and designing a variety of tasks and other reference materials such as exercises, answer sheets and supporting forms. In addition, they have to adopt differentiated teaching to match with different learning abilities, which is quite challenging, especially for those unfamiliar with contract work.

- Targeted students: This method is only suitable for students with a high level of reading comprehension and working independently as well as in groups. Therefore, it may not be a good choice for kindergarten and early primary students.

- The danger exists that some teachers won’t give students enough school time to complete the optional tasks at school, but instead expect students to do those tasks as homework.

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II. CONDITIONS FOR EFFECTIVE CONTRACT WORK

Contract work is based on the following prerequisites:

- **Learning content**: Learning content should be rich and appropriate for contract work so that students can choose to implement different tasks in their own order and progress.

- **Time**: Students should be given enough time to study the contract, select assignments, sign the contract and conduct a contract review carefully. Learning will not be effective if too many tasks are assigned in too short a time.

- **Teachers**: Besides professional capacity, teachers should be trained to understand this method and have the necessary skills to design contracts and manage students during implementation.

- **Students**: Students should be familiar with methods and develop necessary skills such as working independently and actively and with responsibility as well as cooperating with other people.

- **Teaching and learning facilities**: To complete contract work, it is necessary to have certain facilities in terms of equipment and school conditions. Also, in the current context of Vietnam’s education, the curriculum distribution should be open, so that teachers can select some learning content to adopt new ways of teaching, including contract work. There must be a school atmosphere/school culture that allows teachers to learn from their mistakes/experiments.

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Appendix 6: Material for Activity

**DESIGN CONTRACT AND LEARNING TASKS**

I. DESIGN CONTRACT

A learning contract is a collection of feasible tasks agreed upon by teachers and students, in which students commit to completing the tasks in a certain period of time. It is also known by other names, such as study plan, implementation arrangements, academic commitment, etc.

Therefore, the contract must be sufficiently detailed so that students can easily learn to perform tasks, sign a contract and include instructions to perform their tasks independently and cooperatively. In addition, the contract should be designed to help teachers monitor and evaluate progress and outcomes of student learning.

Every learning contract should contain five key elements, as follows:

1. Knowledge, skills, attitudes and values (competences) that learners should achieve (learning objectives).
2. Method of implementing learning objectives (resources and learning strategies).
3. Time limit to complete the learning objectives.
4. Criteria for checking the achievement of learning objectives (proof of completion).
5. Method of assessment (criteria or method to validate the completion of the tasks).

The key to success of contract work is to make learning activities of students obligatory enough for students to able to carry out and flexible enough to develop initiatives and creativity.

---

II. Designing Learning Tasks

Designing learning tasks/assignments

A contract must always ensure students have a diversity of tasks/assignments to meet their different needs and learning styles. This will ensure that in every contract, all (where possible) methods of learning for each student are addressed. On the other hand, students should be familiar with exercises that do not refer directly to their own opinion, which helps to expand their vision.

In order to ensure a high level of participation by students, the teacher should design a variety of tasks in the contract:

- Compulsory – Optional tasks
- Closed – Open learning tasks
- Academic-based tasks – Playing-based tasks
- Independent tasks – Tasks with instruction
- Individual – Group-based tasks
- Reading/writing – hands-on

Designing compulsory and optional tasks

If teachers only give out compulsory assignments, some students may quickly learn and complete them earlier while others will not have enough time. Therefore, the contract should contain both mandatory and optional tasks. A good contract is one that distinguishes between mandatory and optional tasks, allowing teachers to respect the different pace of learning and the student’s competence of self-direction.

- Compulsory tasks: Ensure all students achieve knowledge and skills standards in the curriculum. Encourage all students to complete with or without assistance.

- Optional tasks: Help students to apply, expand and deepen their knowledge and practice skills.

Optional tasks are not necessarily “fun exercises” or hard assignments only for good and excellent students. Both compulsory and optional should be challenging to students. However, ideally, all students including average ones, should also be encouraged to try optional tasks without any exceptions.

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Designing academic and playing activities

- Academic-based activities: Tasks directly referring to the formation, practice, or application of knowledge and skills of a topic/problem in order to achieve certain learning objectives.

- Playing-based tasks: Provide opportunities for students to practice in a competitive entertainment-based environment, but are also associated with knowledge and skills learned. For example, teachers can organise language or arithmetic games, practice on the computer, circle games, crossword games, jigsaw completion, etc. These knowledge and social skills are also an indispensable part of the exercises that can help students to apply knowledge learned.

Designing closed and open tasks

- Closed tasks: This kind of task has only one correct answer. Closed tasks, such as multiple-choice questions, assess the recall of information and do not require high-thinking levels.

- Open tasks: There may be several answers for this kind of task to encourage higher thinking levels in students rather than just recollection. Open tasks encourage students to brainstorm to come up with their own opinion and open new ways of thinking. Especially for students with creativity and ability to handle issues quickly, these tasks will help them achieve high levels of participation and develop higher-order thinking (Deep-level learning).

Designing individual and group-based tasks

The contract may cover both individual tasks as well as tasks that require them to cooperate with others in a group. Generally, it is effective to combine both individual and group-based tasks. However, group-based tasks often cannot show the differences between students, as the weak students will rely on others while good ones will quickly demonstrate their leadership.

Designing independent tasks and tasks with different levels of guidance

Not all students can perform their tasks independently. Better students can complete the tasks without any assistance but average ones may need support to do so. In fact, support is only effective when it is derived from the needs of students (students will decide whether they need support and at what level). However, support forms do not directly give out the answer but provide instruction at different levels for students. In addition, teachers can also support directly in small groups or individuals by providing additional information or guidance to complete the tasks. In this way, teachers can help all students to complete tasks in accordance with their capabilities.

Designing hands-on tasks

Not all students are good at writing their answers. Some are more involved or can show their competences better in a hands-on performance.

Below are some examples for contract and learning tasks of some subjects

- Lesson contract: Psychology of Civic education – College level
- Lesson Contract and learning tasks: Practice on chemical characteristics of iron and iron compounds – Chemistry-Grade 12
- Lesson Contract: Rectangular- Geometry- Grade 8
- Contract and instruction to implement learning tasks of lesson 28: Consolidation – History- Grade 6

9. Examples are selected from the training output.
## Contract: Psychology Ethics Education

<table>
<thead>
<tr>
<th>Implementation order</th>
<th>Task</th>
<th>Compulsory/Optional</th>
<th>Implementation method</th>
<th>Estimated time</th>
<th>Keys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fill in the blank to form a complete concept</td>
<td>Compulsory</td>
<td>Individual</td>
<td></td>
<td>5'</td>
<td></td>
</tr>
<tr>
<td>2. Presenting the basis of psychology of ethics</td>
<td>Compulsory</td>
<td>Individual</td>
<td></td>
<td>7'</td>
<td></td>
</tr>
<tr>
<td>3. Select one out of the two following exercises: 3.1. Which of the following reflects the “Living under the constitution and laws.”  -Don’t drive when drinking alcohol.  -Love others like love yourself.</td>
<td>Compulsory</td>
<td>Group</td>
<td></td>
<td>10'</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Tell a story/situation about the moral relationship. Analyse the story/situation based on behavioral psychology</td>
<td>Optional</td>
<td>Group</td>
<td></td>
<td>7'</td>
<td></td>
</tr>
<tr>
<td>5. List proverbs about human relations and analyze the meaning of proverbs based on behavioral psychology</td>
<td>Optional</td>
<td>Group</td>
<td></td>
<td>7'</td>
<td></td>
</tr>
</tbody>
</table>

### Keys
- Share with friends
- Teacher’s correction

### Teacher’s correction
- Satisfied
- Normal
- Dissatisfied
- Good progress
- Having difficulties

---

**Teacher’s signature**

**My signature**
**TASK 1: CHOOSE THE CORRECT ANSWER**

<table>
<thead>
<tr>
<th>Content</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Electron configuration of Fe atom is: 1s² 2s² 2p⁶ 3s² 3p⁶ 3d⁶ 4s²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Electron configuration of ion Fe²⁺ is: 1s² 2s² 2p⁶ 3s² 3p⁶ 3d⁶ 4s²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Electron configuration of ion Fe³⁺ is: 1s² 2s² 2p⁶ 3s² 3p⁶ 3d⁵</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fe is in Cycle 4, Group IIA in the periodic table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Fe is in Cycle 4, Group VIIIB in the periodic table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Pb can be dissolved in FeCl₂ solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cu can be dissolved in FeCl₃ solution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK 2: COMPLETE EXERCISE 1 (WITH YELLOW SUPPORTING CARD)**

Exercise 1:

In order to preserve FeSO₄ solution in the laboratory, it is soaked in a solution that has a clean stainless steel nail.

Explain why.

**TASK 3: COMPLETE EXERCISE 2**

Exercise 2:

Write the chemical equation of the reactions in the following transformation diagram:

- a) Fe → FeCl₂, Fe(NO₃)₃, Fe(OH)₃, Fe₂O₃, Fe₃(SO₄)₃, FeCl₆
- b) Fe → FeCl₂, FeCl₃, Fe(OH)₂, Fe(OH)₃, Fe₂(SO₄)₃, FeSO₄
- c) Fe → FeO, Fe(NO₃)₃, Fe(OH)₂, Fe₂O₃, Fe Fe₂(SO₄)₃

**TASK 4: COMPLETE EXERCISE 3 (WITH GREEN SUPPORTING CARD)**

Exercise 3:

Given the solutions: KNO₃, Cu(NO₃)₂, FeCl₂, AlCl₃, NH₄Cl. Use only one chemical to recognise these above solutions.
TASK 5: COMPLETE EXERCISE 4 (THERE ARE 2 LEVELS OF SUPPORT: LOTS ON RED CARD, LITTLE ON YELLOW CARD)

Exercise 4:

Drop a piece of iron of 50 grams into 500 ml of CuSO₄ solution. After a period, the weight of piece of iron increases 4% from the baseline.

a) Calculate the mass of iron melt and Cu stuck into the iron piece.

b) Calculate the concentration of the solution FeSO₄. Assuming the volume of the solution is unchanged.

TASK 6: QUIZ

Use a mind map to summarise the chemical properties of Fe and Fe compounds. Present on A3 paper.

TASK 7: CARRY OUT A PRACTICAL EXERCISE

Make a group of 6 people

- Discuss practical exercises relating to the lesson.
- Do the exercises and give comments.
- Present output on A0 paper

INDIVIDUAL SUPPORT FORMS

SUPPORTING CARD 1 (Yellow card)

1. In the solution FeSO₄, an amount of ion Fe²⁺ is oxidised into ion Fe³⁺.

SUPPORTING CARD 3 (Blue card)

Method of identifying elements of the above compound.

SUPPORTING CARD 4 (Red card and yellow card)

Red card:

- Write the chemical equation of the reaction of Fe with CuSO₄,
- Calculate the increased volume of Fe
- Based on the chemical equation and the increased volume of Fe, calculate the number of moles of Fe
- Calculate the volume of Fe melted, the volume of Cu clinging to pieces of iron.
- Calculate moles FeSO₄ created
- Apply formula, calculate the concentration: \[ C_{\text{FeSO}_4} = \frac{n}{V} \]

Yellow card:

- Calculate the increased volume of Fe.
- Based on the chemical equation and the increased volume of Fe, calculate the number of moles of Fe.

CONTRACT WORK: RECTANGLE

Task
Option
Components
Location
Keys
Assessment

Task 1: Rectangle recognition
Compulsory
Pairwork
Class
Teacher marks
Excellent    Good
Fair             Weak

Task 2: The rectangle properties
Compulsory
Pairwork
Class
Teacher marks
Excellent    Good
Fair             Weak

Task 3: Complete the recognition diagram
Compulsory
Group of 4
Class
Teacher marks
Excellent    Good
Fair             Weak

Task 4: CM DH recognition exercise
Optional
Pairwork
Class
Teacher marks
Excellent    Good
Fair             Weak

Task 5: Use square, ruler to draw the rectangle
Choose Task 5 or 6
Pairwork
Class
Excellent    Good
Fair             Weak

Task 6: Use ruler, compasses to draw rectangle
Choose Task 5 or 6
Pairwork
Class
Excellent    Good
Fair             Weak

Task 7: You may not know?
Optional
Individual
Class
Excellent    Good
Fair             Weak

Task 8: Do you agree with that?
Optional
Individual
Class
Excellent    Good
Fair             Weak

Task 9: A property of squared triangle
Compulsory
Group of 4
Class
Teacher marks
Excellent    Good
Fair             Weak

My name is ................................................................ I understand the content and symbols under the contract. I will try my best to complete the contract in the soonest possible time. Signature of Teacher

Signature of Student
History - Grade 6
Unit 28. Review
Guidelines to implement tasks in the contract work

* Task 1, 2, 3:
- Implementation method:
  + Based on textbooks, materials and knowledge learned, students implement the tasks.
  + Discuss with classmates to find out the answers or ask teachers for help.

Note: In the task 3, students could choose one question out of the two questions.

* Task 4: Act as a historical character
Each group (4-5 students/group), in turn plays a historical character that they love. Each group tells a story about one movement in which that historical character participated. The others in the group provide feedback and evaluate the play.
Optional tasks: tasks selected groups of 5 or 6 to perform tasks or both tasks if enough time.

To correct mistakes in a description of cultural sites in the period of nation-building
- Implementation method:
  + Read carefully the description prepared by the teacher on A0 paper
  + Discuss in groups to find mistakes in the description
  + Mistakes should be agreed in groups, underline the mistakes in the description
  + Decide to correct the mistakes and write the correct answers onto paper
  + Assign representative to present results in front of the class

* Task 5
Making two flowers on the theme of national historical events during the Chinese invasions in Vietnam
- Implementation method:
  + Open kit for Task 5
  + Select 2 pistils (round shape) to write the topics on national historical events during the Chinese invasions in Vietnam
  + Paste 2 pistils onto appropriate location in the group’s display corner
  + Read the contents of the petals in turn, identify which content is relevant to which topics, paste the petals into relevant topics on pistils
  + Arrange the petals neatly, beautifully and correctly in time order (chronologically)
  + Assign one member to present the results in front of the class (introduce the topic of the flower and relevant content on the petals)

* Task 6 (Individual work at home)
To make a table on the remarkable milestones in Vietnam’s history since its establishment until 938 AD
The crossword with 8 rows relevant to 8 following data respectively is designed on the A0 paper.

1. Name of a district established by the Han Dynasty to govern our country, from Ngang Pass (Quang Binh) to Quang Ngai, Binh Dinh.
2. After the victory of the movement in the 40s, she was crowned as the king of the country.
3. The area of Thanh Hoa province, where most bronze drums of Vietnam were found.
4. Name of a province of central Vietnam, which was the first capital of the Champa nation.
5. History records his merits as the first man to regain national independence since South Vietnam fell to the Han Dynasty.
6. Culture of the inhabitants of the South Central region, existed 3 to 4 thousand years ago.
7. The first King of the South Vietnam who invaded the Au Lac in 179 BC.
8. National brand name of our country in the Hung King.

Keys:

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<p>| | | | | | | | |</p>
<table>
<thead>
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<tbody>
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<tr>
<td>8</td>
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<td></td>
</tr>
</tbody>
</table>
```

Vertical word: NGO QUYEN
GROUP WORK FORM FOR ACTIVITY 7

Group: .................................... Task

Task:

(1) Research information in material for Activity 7

(2) Subject group selects lesson/content appropriately to make lesson plans using contract work. Write down output on A0 paper;

(3) Recommendations of students (if any):

Completed

Compulsory task

Optional task

Good progress

Having difficulties

Interesting task

So-so task

Boring task

Maximum or estimate time

Collaboration

Keys

Group discussion

Teacher's correction

Teacher's guide

Work in group

Work in individual

Appendix 7: Resource materials for Activity 7

GROUP WORK FORM FOR ACTIVITY 7

Group: .................................... Task

Task:

(1) Research information in material for Activity 7

(2) Subject group selects lesson/content appropriately to make lesson plans using contract work. Write down output on A0 paper;

(3) Recommendations of students (if any):

Completed

Compulsory task

Optional task

Good progress

Having difficulties

Interesting task

So-so task

Boring task

Maximum or estimate time

Collaboration

Keys

Group discussion

Teacher's correction

Teacher's guide

Work in group

Work in individual

Appendix 7: Resource materials for Activity 7
MAKING A LESSON PLAN

I. IMPORTANT NOTES FOR MAKING A CONTRACT WORK-BASED LESSON

Making a lesson plan is mentioned in the materials for the Learning Stations module. It includes 3 steps:

Step 1. Identify objectives of lesson
Step 2. Design learning activities
Step 3. Check lesson plan

For lessons using the contract work method, teachers should pay attention to the following when making a lesson plan and organizing teaching in class:

1. Identify learning objectives

Recognising learning objectives must be based on knowledge and skill standards as specified in the curriculum. It is necessary however, to identify additional general skills, attitudes to achieve in the contract work, such as working independently, skills in the contract work method, interactive skills (students with students and students with teachers), coequal assessment and self-assessment, etc. These skills are absolutely essential in the process of development and improvement of general capability in the future.

2. Select learning method

The key learning method is contract work. However, in the process of teaching practice, the teacher needs to select and combine methods (e.g., observation method, experimental practice, games, problem solving, interactive learning, etc.) and learning techniques (such as handkerchief techniques, jigsaws, stages, pictures, etc.) to enhance participation by students and ensure a deep and comfortable learning atmosphere for students.

3. Remarks on implementation organisation

- Firstly, it is necessary to identify content for the contract and application method. As tasks and organization methods are recognised and assessable (with cards, catalogue, answer keys, etc.), teachers let students figure out the remaining contract within limitations (for example, subject themes are reviewed weekly and number of exercises needed to finalize based on each theme).

While working with the contract, students can select tasks and provide different implementation methods for the task. To carry out the task frequently, principles/regulations must be agreed between teachers and students. Another student who is supposed to be able to deal with class problems can give out signs. A blue sign means: “I want to work in harmony”, according that, other student has chances to get more information from that student. In other cases, to support student to rotate tasks easily, it is not necessary for teachers to correct mistakes, comment and assess the performance of a student, causing students to have to wait for a long time in front of the teacher’s desk. Instead, correct answers are given in the answer sheets for reference after completing the task. Especially for the lower level student, the self-assessment system is highly appreciated, such as a mini logo (the teacher can deduct marks of students depending on checking the right or wrong answers behind the picture), electronic materials with red light (wrong) and blue light (right). For some kinds of exercises, other methods can be considered. For example, grouping students (with the same or different level) can be applied for peer-editing among students. In order to supervise students’ progress, teachers can use “Park disk”. The “Park disk” is a round disk with 4 steps showing a student’s progress: Analyse-Plan-Act-Check.

For example:

The arrow points at “Act”. It means students are in the process of task implementation.
II. EXAMPLE OF A CONTRACT WORK-BASED LESSON PLAN

LESSON PLAN

SUBJECT: PSYCHOLOGY FOUNDATION

Name of the lesson: AWARENESS ACTIVITY
(METHOD: CONTRACT WORK)

<table>
<thead>
<tr>
<th>Knowledge that students gain related to the lesson</th>
<th>New knowledge developed from lesson</th>
</tr>
</thead>
</table>
| - Knowledge: Sensation, perception, thought, imagination | - Reinforce knowledge on: Sensation, perception, thought, imagination  
- Create new outcomes, be creative  
- Apply to practical problems |

I. Objectives:
After the lesson, the students will be able to:

Knowledge:
- Distinguish between the concepts of: Sensation, perception, thought, and imagination

Skills:
- Identify all psychological phenomena in daily life and professional activities in the future  
- Deal with problems related to the psychological phenomena

Attitudes:
- Be cooperative and participate actively in learning activities  
- Practice psychological qualities individually

II. Preparation:
1. Teaching tools:
   - Contract, additional sheet, learning sheet, paper cards, pictures  
   - Projector, colour paper, adhesive tape, A0 paper, scissors, etc.

2. Teaching method:
   - Contract work

III. Teaching activities

### ACTIVITY 3: Contract Implementation

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Teacher's Activities</th>
<th>Student's Activities</th>
<th>Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>40'</td>
<td>Contract implementation</td>
<td>Support individuals or group facing</td>
<td>Carries out tasks assigned in the signed contract</td>
<td>Given task sheet, Support form, A0 paper, pen, scissors, glue, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>difficulties or requiring help</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY 4: Contract Liquidation

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Teacher's Activities</th>
<th>Student's Activities</th>
<th>Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>20'</td>
<td>Study and correct knowledge</td>
<td>- Give time for</td>
<td>- Displays outcomes</td>
<td>- Output</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students to review</td>
<td>- Reviews other group</td>
<td>- Computers,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the group's outcomes</td>
<td>outcomes taken</td>
<td>projector</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>from the contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Intensive study</td>
<td>- Records, compares</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>outcomes taken</td>
<td>outcomes of individual</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and own group and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>active reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Task 1:</td>
<td>- Task 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher asks students</td>
<td>Observes, compares</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to observe, compare</td>
<td>and contrasts outcomes,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and contrast outcomes,</td>
<td>self assesses on</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>self-assess</td>
<td>individual learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sheet</td>
<td></td>
</tr>
</tbody>
</table>
**Self-learning guide**

Lesson summary:
- Teacher summarises lesson key points.
- Ask students to make conclusions.
- Discuss conclusions.
- Other groups observe the results.
- Task 5:
  - Task 5.6:
    - Other groups observe the outcomes.
    - Discuss and draw conclusions.
    - Task 6:
      - Task 6.7:
        - Other groups observe tasks 1 to 4.
        - Discuss outcomes and give comments.
        - Task 7:
          - Task 7.8:
            - Other groups observe the outcomes.
            - Discuss outcomes and give comments.
            - Task 8:
              - Task 8.9:
                - Other groups observe the outcomes.

**Summarise lesson**

- Task 3:
  - Task 3.4:
    - Task 3.4.5:
      - Task 3.4.5.6:
        - Other groups observe the outcomes.

---

**Contract: Awareness Activity**

**Time:** 40 minutes – **Full name:**

<table>
<thead>
<tr>
<th>No</th>
<th>Task</th>
<th>Optional</th>
<th>Group</th>
<th>Keys</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1. Apply to deal with exercise 1</td>
<td>☀️</td>
<td>5’</td>
<td></td>
<td>😊😊😊</td>
<td></td>
</tr>
<tr>
<td>Task 2. Apply to deal with exercise 2</td>
<td>☀️</td>
<td>5’</td>
<td></td>
<td>😊😊😊</td>
<td></td>
</tr>
<tr>
<td>Task 3. Apply to deal with exercise 3</td>
<td>☀️</td>
<td>7’</td>
<td></td>
<td>😊😊😊</td>
<td></td>
</tr>
<tr>
<td>Task 4. Apply to deal with general exercise</td>
<td>☀️</td>
<td>8’</td>
<td></td>
<td>😊😊😊</td>
<td></td>
</tr>
<tr>
<td>Task 5. Draw pictures</td>
<td>🌞</td>
<td>15’</td>
<td></td>
<td>😊😊😊</td>
<td></td>
</tr>
<tr>
<td>Task 6. Make a poem</td>
<td>🌞</td>
<td>15’</td>
<td></td>
<td>😊😊😊</td>
<td></td>
</tr>
</tbody>
</table>

I commit to carry out properly to the contract

STUDENT (Sign, give full name)  TEACHER (Sign, give full name)

- ✔️ Completed
- 😊 Satisfied
- 😊 Normal
- 😞 Dissatisfied
- 😞 Having difficulties
- 😊 Good progress

- Contract work of 6 people
- Maximum time
- Teacher’s correction
- Individual contract
- Teacher’s guide
- Compulsory Task

Optional task:

- Contract work for pair
- Keys
- Share with friends
- Teacher’s guide
**TASK 1: APPLY TO DEAL WITH TASK 1**

(2 levels of support: Lots on red card, a little on yellow card)

1.1. Find out in the following examples, which is sensation, with is perception?

a/ In kindergarten, the kids are given a number of objects which have different shapes but similar color. After that, the blue one is raised and ask the kids to find the same color with that.

b/ In kindergarten, the teacher gives the kids 10 sheets of paper on which to draw different things. Then, the teacher gives out objects and asks the kids to match the objects among the given sheets.

c/ In the pre-school class, the kids are given 5 pendulums with the same colour, size, shape but different sounds. They ask the kids to listen to the sound of each pendulum and find the correct pendulum with that sound.

1.2. Which rules of sensation and perception are represented in the following examples?

a/ An awful smell is smelt for a long time, it will not cause any sensation.

b/ A fat and short person wearing a vertical stripe looks taller.

c/ “Cleanliness is next to godliness”.

d/ Human eyes cannot see infrared rays and ultraviolet rays.

e/ In teaching methods, the teacher often changes his/her voice and stresses the key word.

f/ When Than feels sad, everything becomes unpleasant, even the sweet song which used to be her favourite song on the radio.

**TASK 2: APPLY TO DEAL WITH TASK 2**

(2 levels of support: Lots on red card, a little on yellow card)

Identify characteristics of thought shown in the following cases:

a/ It is wise to speak sweet words to make listeners feel pleased.

b/ From the specific math’s exercises, Nam learned how to organise different types to study easily.

c/ A thermometer is used to measure people’s temperature.

d/ Looking at the falling apple, Newton was concerned about why the apple fell to the ground.

**TASK 3: BLUE support form**

Point out the development of new images in human imagination in the following cases:

a/ The giant in the fairy tale.

b/ Mimic the mechanism of floating mechanism of fish, scientists have invented a submarine.

c/ Ms Dau was the most typical image of the poor farmer in the feudal colonial time.

d/ “Student’s Flowers” newspaper has a caricature which describes a student answering the teacher: He has one ear listening to the teacher, one ear listening to the class whispering the lesson.

e/ Image of Bodhisattva Kwan Yin with a thousand hands and thousand eyes.

f/ In the film Tay Du Ky, Nguu Ma Vuong has a buffalo head, and human body looks cruel.

**TASK 4:**

4.1 Match awareness process (Column 1) with relevant performance (Column 2)

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sensation</td>
<td>a. Teacher gives 1st Grade two numbers of 5 and 3. One student says: 5 is not equal to 3; 5 is bigger than 3; 3 is smaller than 5.</td>
</tr>
<tr>
<td>2. Perception</td>
<td>b. To teach a lesson &quot; A morning in Ha Long Bay&quot;, the teacher asks students to draw a picture</td>
</tr>
<tr>
<td>3. Thought</td>
<td>c. The kids in preschool are given a sheet with same flowers, different colour. Ask them to find a sheet with the same colour.</td>
</tr>
<tr>
<td>4. Imagination</td>
<td>d. The teacher and students are playing a game. Each kid has 10 shapes. The teacher asks the kids to find the shapes which are identical.</td>
</tr>
</tbody>
</table>
4.2. Observe and name the pictures and explain the basis of your reasoning:

![Picture 1](image1)

**TASK 5:**
- Draw a picture of your choice?

**TASK 6:**
Write a poem

---

**INDIVIDUAL SUPPORT FORM**

**Task 1 Support Sheet**

**Exercise 1 Support Sheet (Yellow card - Little support)**

Distinguish between sensation and perception

**Exercise 1.1 Support Sheet (Red card - Lots of support)**

- Sensation: Reflect each attribute individually
- Perception: Reflect fully the attributes of the materials and phenomena

**Exercise 1.2 Support Sheet (Yellow Card - Little support)**

- Principles of sensation: sensation threshold, adaptation, interaction
- Principles of perception: objectivity, selectivity, meaningfulness, stability, holistic sensation, hallucination

**Exercise 1.2 Support Sheet (Red Card - High level/Lots of support)**

- Principles of perception threshold: Too weak or too strong stimuli both cause no sensation.
- Principles of adaptation: The ability to change sensitivity to fit with the stimulus intensity.
- Principles of interaction between different perceptions: The sensitivity change of one sensation under the effect of other sensation.
- Principles of objectivity: The visualisation that the world gives always belongs to a certain phenomena of the outside world.
- Principles of selectivity in perception: When we perceive a phenomena, it means that we separate it from the surrounding context and see it as an object to reflect ourselves.
- Principles of meaningfulness in perception: When perceiving a phenomenon, mankind always gives it a name or makes it a familiar category to show the functions and uses of the phenomenon.
- Principles of perception stability: The ability to reflect relative stability to a phenomena when the perception changes.
- Principles of apperception: When perceiving the material phenomena, the result of which not only depends on the characteristics of the phenomena but also depends on the subject itself.
- Perception hallucination: Perceiving phenomena in the wrong way.
Support Form for Task 2

Support Form for Exercise 2 (Yellow card-Little support)

- Problematic: thought is derived in problematic conditions
- Indirect: thought reflects things, phenomenon indirectly into people’s senses, through which human beings understand the properties of the object.
- General: thought reflects properties on the nature of things, not only for one object or event but for many objects/events which have the same properties.
- Thought has a close relationship with language
- Thought has physical properties: reflects the nature of things, the relationships which have their own principles
- Thought is close to sensory perception

Support Form for Exercise 2 (Red Card- Lots of support)

- Problematic: thought is derived in problematic conditions
- Indirect: thought reflects things, phenomenon indirectly into people’s senses, through which human beings understand the properties of the object.
- General: thought reflects properties on the nature of things, not only for one object or event but for many objects/events which have the same properties.
- Thought has a close relationship with language
- Thought has physical properties: reflects the nature of things, the relationships which have their own principles
- Thought is close to sensory perception

Supporting Cards for Task 3

Support Card for Exercise 2 (Blue card)

Ways to create new image in human imagination

- Change dimension, size, quantity
- Stress detail, components, properties of things
- Splice: to match different components of things, phenomenon to make a new image
- Combine: the factors involved participate in creating new image
- Generalisation: to creatively synthesise the general nature of the attributes and individual properties of research
- Analogy (similar, imitation): to create a new image by imitation (similar, imitation)

Appendix

Keys for Learning Tasks

Task 1:

1.1. a. Sensation; b. Perception; c. Sensation.
1.2. a. Adaptative principles of sensation; b. Illusory principles of perception; c. Inter-influence principles of sensation; e. Alternative principles of perception; g. General principles of perception.

Task 2:

Thought has a close relationship with language; b. General property; c. Indirect property; d. Thought is close to sensory perception.

Task 3:

a. Change dimension; b. Analogy; c. Generalisation; d. Focus on the properties; e. Change quantity; g. Splice

Task 4:

4.1: 1 - c; 2 – d; 3 – a; 4 – b

4.2: Wharf – Ostrich; Flower vase – Human face; Old woman – girl.
## Appendix 8 Materials for Activity 8

1. Video (from Vietnam-Belgium project)
   1.1. Subject: Probability and Statistics
       Lesson: Practice on parameter estimates
       Teacher: Ms Vu Thi Binh, Lao Cai Teacher Training College, Vietnam

1.2. Subject: Literature
       Period No: 55 – Lesson: Consolidation on folk tales
       Teacher: Ms Bach, Bac Kan province

1.3. Subject: Mathematics- Grade 9
       Lesson: Consolidation
       Teacher: Mr Nguyen Mong Giao, Dien Bien Province, Vietnam

## 2. Evaluation form for lesson using contract work

### EVALUATION FORM

**For lessons using contract work**

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>Max points</th>
<th>Points gained</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Should be comprehensive, accurate, systematic, paying due attention to the key</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 To achieve the requirements of knowledge and skill standards.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 To be up-to-date with reference to actual situations with pedagogical influence.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Effective and feasible tasks and exercises:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Compulsory tasks comply with knowledge and skill standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Optional tasks are relevant to consolidate and broaden the lesson content (via exercises, practice references, quizzes and games) (Games can be compulsory tasks as well).</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ Tasks are set clearly and accurately. Tailored support to meet different students' capacity to help them achieve the requirements of knowledge and skill standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Methodology

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Teachers are to:</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organise/Instruct students to understand tasks in the contract and sign contract individually.</td>
</tr>
<tr>
<td></td>
<td>Instruct students to implement tasks in their contract actively, independently and cooperatively and provide support when necessary.</td>
</tr>
<tr>
<td></td>
<td>Instruct students to implement optional tasks based on the capacity of each student.</td>
</tr>
<tr>
<td></td>
<td>Instruct students to use support form and key effectively.</td>
</tr>
</tbody>
</table>

| 2.2 Students are to: | 11 |
|   |   |
|   | Study with high motivation/involvement, actively and creatively based on their own capacity. |   | 5 |
|   | Collaborate with other students and with teachers. |   |
|   | Use the support form and key effectively. |   |
|   | Try their best to complete the task per the signed contract in a timely manner. |   |

| 2.4 Suitable time allocation to meet the time limits of the lesson (The time allocation should be flexible enough so that all students can perform in their own pace and without time pressures) | 1 |

<table>
<thead>
<tr>
<th>3. Assessment</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 To conduct assessment in a flexible manner, combined teacher and peer assessment.</td>
<td>1</td>
</tr>
<tr>
<td>3.2 To allow self-assessment and peer assessment among students.</td>
<td>1</td>
</tr>
<tr>
<td>3.3 Students are able to understand, complete and apply their knowledge and skills.</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total | 20 |
REFERENCES

VIETNAMESE MATERIALS


6. Training materials in the Vietnam-Belgium project

ENGLISH MATERIALS


4. L’express Outlook (2007). How to teach in a mixed ability class?

5. Some materials provided by international consultants (Leen Pil and Carl Oomens from Experiential Learning Centre, Leuven Catholic University, Belgium).