

G - TEACHER TRAINING

Contents of courses; responses in non-traditional methods

1. Title of Project

A STUDY FOR EVALUATION OF
TEACHER EDUCATION PROGRAMMES
IN BANGLADESH

Institution

Institute of Education and Research,
University of Dacca, Bangladesh.

Names of Persons

Dr. M. Selim
Dr. M. Haque

Main Aim of Project

It is concerned with an examination of the feasibility of the programmes or studies in teacher education. The main objective of study is to discover strengths and weaknesses of the programmes in relation to economic and social conditions prevailing in this country.

Description

It will be a descriptive study and will include a survey of graduates of teacher education programmes.

Date of Commencement - 1972

Date of Completion - 1974

Source of Finance

Government of Bangladesh

Method of Publication

In the form of a printed book

2. Title of Project

INTERACTION ANALYSIS, MICRO-
TEACHING AND MODIFICATION OF
TEACHER CLASSROOM BEHAVIOUR

Institution

Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of
Advanced Study in Education
L.P. Singh, Teacher Fellow

Main Aims of Project

(a) To find out if the techniques of Micro-teaching and Flanders' Interaction Analysis produce any differential effect in student teacher behaviour in the

classroom as against traditional system of training;

(b) Whether these two techniques can be synchronized in the usual training pattern;

(c) Whether these two techniques can be used to modify student-teacher classroom verbal behaviour.

Description

The study has been designed involving a pilot study and a final experiment. The pilot study aimed at seeing the efficacy of Flanders' Interaction Analysis Category System (FIACS) as compared to traditional system of training as well as administrative difficulties involved in introducing it. This stage was limited to twenty student teachers, equally distributed in experimental and control group. The subjects were matched for age, sex, marital status, area, academic qualification and teacher experience. FIACS proved to have significant effect on the behaviour of student teachers.

For the final experiment a pre-test post-test design with two experiment groups and one control group was executed. The experimental groups involved ten student teachers and one group was given the treatment of micro-teaching and the other of Flanders' Interaction Analysis. The Micro-teaching experience was provided in simulated as well as real classroom situation and Flanders' Interaction Analysis treatment involved theoretical knowledge and practical training. Forty minutes of observation on FIACS provided data for post-test. Data was analysed using t-test. It was found that FIACS and Micro-teaching produce differential effects as against traditional training. These two can be successfully synchronized in the training programme with slight modifications to provide for the absence of technical gadgets like videotape etc.

Date of Commencement - October, 1969

Date of Completion - May, 1973

Source of Finance

Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India.

Method of Publication

In summary form by CASE

3. Title of Project

A STUDY OF THE EFFECTS OF FEEDBACK FROM DIFFERENT SOURCES ON THE CLASSROOM BEHAVIOUR OF STUDENT TEACHERS USING THE TECHNIQUE OF INTERACTION ANALYSIS

Institution

Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India.

Names of Persons and Designations

Professor M.B. Buch, Head, Centre of
Advanced Study in Education
N. Pangotra, Research Scholar

Main Aim of Project

To compare the effects of Feedback from
different sources on the Classroom
Behaviour of Student Teachers.

Description

The inquiry adopted a pre-test, post-test design to compare the effects of different forms of feedback. A random sample of forty eight women students was drawn from a B.Ed. training programme. The subjects were matched with respect to sex, professional and academic qualifications and medium of instruction. Six treatment groups were formed. The sources of feedback were self appraisal, peer group, college supervisor, and external observer (classroom teacher). Besides these four treatment groups other two were (i) having instruction in interaction analysing and (ii) having instruction in learning theory. Flanders' Interaction Analysis Category System was used for collecting the data for analysis. Analysis of variance was used for analysing the data. It was found that the supervisor played a significant role in modifying teacher behaviour. Self-appraisal by student teachers resulted in providing opportunities to pupils to express initiative.

Date of Commencement - January, 1970

Date of Completion - October, 1973

Source of Finance - Self

Method of Publication

In summary form by CASE

4. Title of Project

CLASSROOM BEHAVIOUR TRAINING OF TEACHERS AND ITS RELATIONSHIP WITH SOME SELECTED MEASURES OF PUPILS' CRITERIA OF TEACHER EFFECTIVENESS

Institution

Centre of Advanced Study in Education,
Faculty of Education and Psychology,
M.S. University of Baroda, India.

Name of Person and Designation

Professor M.B. Buch, Head, Centre of
Advanced Study in Education

Main Aims of Project

(a) To test the effectiveness of Classroom Behaviour Training based on interaction analysis vis-a-vis conventional programme of student teaching in developing responsiveness, indirectness and flexibility of teacher influence in the student teachers.

(b) To investigate whether the student teachers sustain and carry over this training to their actual teaching performance after training.

(c) To see relationship between Classroom Behaviour Training and Pupils' performance on adjustment to home, school, teacher and peers, their dependency level and classroom trust behaviour.

Description

The study employs pre-test, post-test control group design in two phases. Fourteen variables like sex, grade, subject etc. were controlled. Twenty student teachers and 398 pupils in their classes formed the sample. The experimental group was given training for eight weeks in classroom behaviour. Pre-training and the post-training measures were obtained for both the groups for classroom interaction patterns and analysis of covariance was used to adjust the post-training scores. Three more post-training observations at different levels were treated in the same way. The study revealed that classroom behaviour training does change the classroom interaction patterns of student teachers and even the effect of training as sustained. The pupils under the student-teachers with Classroom Behaviour Training score higher on adjustment to school, teacher, general adjustment, dependency and classroom trust than pupils under student-teachers with conventional programme of training. The adjustment scores of pupils under the two groups are not different with regard to adjustment to home and peers.

Date of Commencement - March, 1970

Date of Completion - October, 1973

Source of Finance - Self

Method of Publication

In summary form by CASE

5. Title of Project

IDENTIFICATION OF LOCAL VARIATIONS
IN EDUCATIONAL PROBLEMS

Institution

Bureau of Educational Research, University
of Nairobi, Kenya.

Names of Persons and Designations

Dr. A.J. Maleche, Acting Director
Mrs. A. Krystall, Research Fellow

Main Aim of Project

To collect data on educational problems
which are specific to particular regions
in Kenya, in order to:

(a) provide case-study material for
training teachers

(a) provide information for curricula
adaptations

To encourage horizontal communication
between educational personnel working
in the same region and vertical communi-
cation between these local personnel and
faculties of education and ministry of
education

To develop and evaluate a model of in-
service training at the local level.

Description

Project design in process of development.

Date of Commencement - 1974

Method of Publication

To be published by Bureau of Educational
Research, University of Nairobi, Kenya.

6. Title of Project

PROBLEMS EXPERIENCED BY
BEGINNING TEACHERS IN KENYA

Institution

Bureau of Educational Research,
University of Nairobi, Kenya.

Names of Persons and Designations

C.R. Wang'ombe, Lecturer

Mrs. E.W. Matiba, Lecturer

Main Aim of Project

Provide raw-data for a pin-point areas
needing research to improve our Teacher
Education Programme.

Description

As a professional training Institution we
feel it is important to evaluate the effective-
ness of our training programme. The project
will hopefully provide us with a feedback
from our alumni. A questionnaire has been
designed and personal interviews organised
to make the exercise as subjective as
possible. The questionnaire covers personal
data, institutional data, attitudes and
professional proficiency or lack of 'Beginning
Teachers' would apply to the alumni who
have completed at least one year of teaching
or engaged themselves in some educational
aspect i.e. administration, special or
specialized education research etc.

Date of Commencement - May, 1973

Date of Completion - February, 1974

Source of Finance

Dean Committee, University of Nairobi.

Method of Publication

Initially limited circulation within the
Faculty of Education

7. Title of Project

MULTIPLEX MODEL FOR TEAM
SUPERVISION - TEACHER GROUP

Institution

Bureau of Educational Research, University
of Nairobi, Kenya.

Names of Persons

Mrs. N.P. Muinde
M.A. Nobers
J. Silvernail

Main Aim of Project

The study examined whether optional
teaching behaviours could be developed
during a clinical supervision group
experiences with peer interaction with
supervisors.

Title of Project

IMPROVEMENT OF TEACHING OF CHILD
DEVELOPMENT IN TEACHER TRAINING
INSTITUTIONS

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Institution

Bureau of Educational Research,
University of Nairobi, Kenya.

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Title of Project

UNIVERSITIES OF EASTERN AFRICA
CONFERENCE ON TEACHER EDUCATION,
1972

Institution

Institute of Education, University of Dar
es Salaam, Tanzania.

See Q 3

8. Title of Project

PERCEPTION OF EDUCATIONAL
OBJECTIVES BY ADVANCED TEACHER
TRAINEES IN NIGERIA

Institution

Department and Institute of Education,
University of Ibadan, Nigeria.

Name of Person and Designation

The late Dr. E. 'Lanre Ogunyemi,
Lecturer

Main Aim of Project

To classify the educational objectives
stated by advanced teacher trainees in
Nigeria and to relate these to (i) level,
(ii) age, (iii) years of previous teaching
experience of the teacher trainees, and
(iv) the stated priorities of educational
objectives enunciated by the government
and government functionaries.

Description

400 students drawn from (i) various
advanced training colleges in Nigeria
(NCE), (ii) undergraduate students in
education, (iii) post-graduate diploma in
Education students from two Nigerian
universities, were asked to respond to
a questionnaire which, among other things,
required them to state two educational
objectives they thought were most important
to Nigeria and Nigerians. Their responses
were then analysed and collated according
to the following three categories of
objectives: cognitive, affective, socio-
economic. Comparisons were made by age,
years of previous teaching experience and
level of training. The result was then
compared with the often stated priorities
of educational objectives enunciated by
government and government functionaries.
Suggestions for possible modification of

some advanced teacher-training courses
were made.

Date of Commencement - March, 1971

Date of Completion - May, 1971

Source of Finance

Department and Institute of Education,
University of Ibadan, Nigeria.

9. Title of Project

SCHOLASTIC APTITUDE TESTS FOR
GUIDANCE AND SELECTION

Institution

Department and Institute of Education,
University of Ibadan, Nigeria.

Name of Person and Designation

Dr. E.A. Yoloye, Reader in Education

Main Aim of Project

To develop and standardize a number of
scholastic aptitude tests for guidance and
selection at various levels of education.

Description

Three tests in the series "Ibadan
Scholastic Aptitude Tests" ISAT (A), (B)
and (C) have been developed and are
currently being standardized on country
wide samples. Predictive validity studies
are also in progress.

Date of Commencement - October, 1970

Date of Completion - October, 1973

Source of Finance

Department and Institute of Education,
University of Ibadan, Nigeria.

10. Title of Project

TEACHER EDUCATION AND CURRICULUM
REFORM IN THE CARIBBEAN

Institution

Department of Education in Developing
Countries, University of London Institute
of Education.

Name of Person and Designation

Mrs. L.S. Misir, Research Student

Main Aim of Project

To examine the relationship between
curriculum reform and the pre-service
and in-service training of teachers in the
Caribbean. Case studies in depth will be
made of Guyana and Jamaica.

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Date of Commencement - 1973

11. Title of Project

LANGUAGE OF THE CLASSROOM IN A
SECOND LANGUAGE CONTEXT

Institution

Department of Education in Developing
Countries, University of London Institute
of Education, United Kingdom.

Name of Person and Designation

K.R. Cripwell, Lecturer

Main Aim of Project

To undertake an analysis of the language
of communication of the teacher and the
textbook in the first year of secondary
schools where English is the medium of
communication and not the mother tongue.
Pupils will be tested against the findings
of this analysis to produce a profile of
difficulties.

Date of Commencement - 1971

Date of Completion - 1974

12. Title of Project

THE PREPARATION OF TEACHERS OF
ENGLISH AS A SECOND LANGUAGE
FOR SECONDARY SCHOOLS AND
TEACHER TRAINING COLLEGES IN
GHANA

Institution

Department of Education, University
College, Cardiff, United Kingdom.

Name of Person

G. Owusu-Sekyere

Description

The author analyses the basic principles
of the teaching of English as a second
language, and with regard for the particular
situation in Ghana provides approaches
and content for the preparation of
secondary school teachers in oral and
written English, and Literature, including
Poetry and Drama.

Date of Completion - June, 1973

13. Title of Project

SOCIAL STUDIES EDUCATION

Institution

School of Education, University of the
West Indies, Jamaica.

Name of Person and Designation

I.B. Beddoe, Lecturer

Main Aims of Project

(i) to provide re-orientation of teachers to
Social Studies as interdisciplinary
(ii) to develop teacher resource materials
(iii) to develop support materials for
teaching units for the age level 11-14,
including flat pictures, slides and cassette
tapes
(iv) to provide inputs through a series of
Occasional Papers and Monographs on
aspects of social studies
(v) to provide a series of booklets on
topics of relevance to a territory and/or
region.

Description

The project works in close collaboration
with Teacher's College Staff and Ministry
of Education personnel in Social Studies.
Materials are produced in workshops
involving trained teachers who are
available through day release. Materials
produced are used in class situations and
teachers report on outcomes.

Date of Commencement - 1971

Date of Completion

On-going materials development

Source of Finance

School of Education, University of the
West Indies, Jamaica.

Method of Publication

Teacher materials are produced in limited
quantities in mimeographed form and used
mainly by workshop participants. It is
hoped that local dissemination will be
facilitated through Ministry of Education
and the University of the West Indies
Multi-Media Production Centre.

14. Title of Project

SELECTION FOR TEACHER EDUCATION

Institution

School of Education, University of the
West Indies, Jamaica.

Name of Person and Designation

Dr. L.H.E. Reid, Head, Research Section

Main Aim of Project

Development of a battery of tests suitable
for selection of recruits to Teachers'
Colleges in Jamaica and in other territories
of the Commonwealth Caribbean. It is hoped

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that in a situation characterised by an acute shortage of suitable recruits, persons without the usually acceptable school leaving certificates can be considered. The achievement tests will measure the relevant levels of school achievement; in other words, an 'open entry' procedure through use of these tests can be adopted.

Description

The battery will consist of:

A.I. A test of learning potential assessing adult intelligence for academic studies.

A.II. Achievement tests in Mathematics, English and Science Education up to Grade 10 level.

B. Tests of affective variables postulated as predictive of success in teaching namely;
conformity/independence
adjustment/maladjustment
attitudes/values

Included in the project is a criterion validation of the battery.

Date of Commencement - January, 1973

Expected Date of Completion - December, 1975

Source of Finance

The Commonwealth Foundation.

Title of Project

A STUDY OF TEACHING COMPETENCE OF TEACHERS IN AND TEACHING SITUATIONS OF SCHOOLS PARTICIPATING IN THE PECE

Institution

School of Education, University of the West Indies.

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