

I - EDUCATIONAL MEDIA

Preparation and evaluation of textbooks and supplementary reading materials; works of reference; use of audio-visual aids; radio, television

1. Title of Project

HISTORICAL SURVEY OF EDUCATIONAL BROADCASTING IN PAPUA NEW GUINEA

Institution

Department of Education and Teaching Methods and Materials Centre, University of Papua New Guinea.

Name of Person and Designation

P. Jeffery, Educational Materials Officer

Main Aim of Project

To survey the development of educational broadcasting in Papua New Guinea with particular attention to the unique broadcast directed to teachers from the Department of Education (Ministry).

Date of Commencement - June, 1972

Date of Completion - January, 1973

Source of Finance

University of Papua New Guinea.

Method of Publication

Paper accepted by Papua New Guinea Journal of Education, N.Y.P.

2. Title of Project

PSYCHOLOGICAL TERMS FOR SECOND-LANGUAGE STUDENTS

Institution

Faculty of Education, University of Papua New Guinea.

Name of Person and Designation

Dr. J.R. Price, Lecturer

Main Aim of Project

To provide a glossary of psychological terms in relatively simple English for second-language students.

Description

A glossary of terms is in preparation. Although there are a number of excellent dictionaries of psychology available, the language problem faced by students in Papua New Guinea is such that these publications tend to confuse rather than enlighten.

3. Title of Project

THE EFFECTIVENESS OF THE DIFFERENT FORMS OF TRANSMITTING INFORMATION TO STUDENTS

Institution

Educational Research Unit, University of Papua New Guinea.

Names of Persons and Designations

Dr. J. Jones, Lecturer
J. Shea, Senior Tutor

Main Aim of Project

A study of the efficiency of (and possible interference between) the various models of information intake by tertiary and secondary students.

Description

Pilot studies with tertiary students have indicated that:

(1) simultaneous presentation of spoken and written materials can lower learning efficiency

(2) there is a significant negative correlation between reading and listening comprehension

(3) students find it very difficult to 'translate' from one mode to another. (Written English to algebraic equations for example)

A study has been mounted to explore further in this area, and develop possible remedial materials/instructional procedures.

Date of Commencement - September, 1973

Date of Commencement - December, 1974

Source of Finance

University of Papua New Guinea.

Method of Publication

Educational Research Unit reports, journal articles.

Title of Project

STUDIES OF READING IN PAPUA NEW GUINEA

Institution

Faculty of Education, University of Papua New Guinea.

See F 2

I - Educational Media

Title of Project

SCHOOLS RADIO DEVELOPMENT

Institution

Department of Education, Konedobu,
Papua New Guinea and the University
of Papua New Guinea.

See F 6

4. Title of Project

FAMILY LIFE RESEARCH ABSTRACTS

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 make the results of research available
to policy makers, field staff, teachers,
and students in programmes, departments,
and training institutions concerned with
family life areas.

Description

Approximately 100 articles and books have
been summarized under the following
headings: Family Relationships, Child
Care and Development, Food and Nutrition,
Health and Home Management.

Date of Commencement - September, 1972

Date of Completion - December, 1973

Source of Finance

Programmes for Better Family Living/FAO

Method of Publication

Programmes for Better Family Living/FAO

5. Title of Project

THE EFFECTIVENESS OF PROGRAMMED
INSTRUCTION, CONVENTIONAL CLASS-
ROOM APPROACH, AND INTEGRATED
PROGRAMMED INSTRUCTION IN THE
TEACHING OF PROBABILITY TO HIGH
SCHOOL STUDENTS IN KENYA

Institution

Bureau of Educational Research,
University of Nairobi, Kenya.

Name of Person and Designation

G.S. Eshiwani, Assistant Lecturer,
Educational Communication and Technology

Main Aims of Project

(a) To determine the comparative effective-
ness of Programmed Instruction, Conventional
Classroom Approach, and Integrated
Programmed Instruction in the Teaching of
Probability to Form III Kenyan Students.

(b) To identify some predictors that might
be used in predicting the performance of
Kenyan Students studying a unit in
probability.

6. Title of Project

TANZANIA EDUCATION SINCE UHURU

Institution

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

Name of Person

G.A. Auger

Main Aims of Project

The intent of this bibliography is to guide
students and researchers to educational
writings which will give them better
understanding of education as is practised
in Tanzania today.

Description

A bibliography 1961-1971 incorporating
a study of Tanzania today and yesterday
and a guide to further sources of information
on education in Tanzania.

Date of Completion - 1971

Source of Finance

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

Date of Publication - 1971

Title of Project

S.S.P. CHEMISTRY - A COLLECTION
OF READERS FOR EAST AFRICA

Institution

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

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7. Title of Project

SECONDARY EDUCATION TEXTBOOK
AND TEACHING MATERIALS PROJECT

Institution

University of Zambia.

Name of Person and Designation

P.D. Wilkin, Lecturer

Main Aims of Project

(1) Comprehensive development of Civics (and later Development Studies) syllabuses and textbooks - plus other teaching aids.

(2) Practical classroom experimental projects on how basic concepts for Civics - economic, political and social - can be taught to Zambian youth.

(3) Training Zambian secondary teachers - to replace expatriates - to teach Civics in a formal classroom situation and, likewise, to prepare the same people to face the problems of informal youth and adult education in Civics, stressing 'development'.

Description

Shortly after Independence, the Ministry of Education drew up a Civics syllabus whose aims were - most admirably - as follows:

(1) To introduce pupils to the national philosophy of Humanism and to assure its application to modern Zambian society.

(2) To prepare pupils to be responsible and mature citizens and to give them some knowledge of the workings of particular institutions which they will meet on leaving school.

(3) To give an indication of the political, economic and social structure of Zambia, background to this and the relationship of Zambia to the outside world.

(4) To impart and instil in the pupils a knowledge of a pride in Zambia's heritage.

In effect the academic focus is dualistic: basic Social Science concepts from Economics, Sociology and Political Science; and using these to develop a knowledge of Zambia and her geographical environs - Southern Africa and Eastern Africa.

But for a long time, the results have been mediocre, despite these lofty ideals. The basic problem was that until 1972 there was no training course for Zambian teachers. The Inspector of Civics virtually worked in isolation. The unfortunate result was that Civics, despite being a compulsory examinable subject ended up being taught

by untrained, generally expatriate staff, often the teachers the Headmaster had decided "couldn't do anything else".

In 1971 UNZA decided to offer a Social Science programme to train Civics teachers. Thus, I was appointed as the first civics lecturer. In 1972, the Ministry's affiliated teaching college to UNZA, Nkrumah, also started a programme for training Civics teachers.

In January 1972 a group from UNZA and the Ministry met to begin work on producing materials. They decided that the first priority was a suitable textbook appropriate for students starting secondary school. In the following months, the text was written with national development priorities in mind.

Before the text was completed in October 1972, considerable effort had gone into the work by a large team of educators, both at the university and the secondary schools. The vocabulary and grammar was carefully graded to help the children improve their use of English as a second language. Also, we worked hard to make the text imaginative and hence interesting for youth entering secondary school. It should be noted that the text is now scheduled to be in all schools by January 1974. Also, the expected royalties from the sale of this book - advanced by the publisher, NECZAM - have sponsored most subsequent activity.

Books I and II were started in August 1972. The main authors of Book II have been two secondary teachers, with the university lecturers and other teachers providing extensive assistance. It is due to be handed over to the publishers by 31 December 1973. Book III has not progressed as well, but is due for completion in August 1974.

A Civics Association (Association for Civics Education in Zambia), non-existent in 1971, is now flourishing and many new Zambian graduates and teacher trainees are among its most enthusiastic supporters. It puts out at least one 'Newsletter' to members each term. It is expected that the Association will - in light of its new books - request that the Ministry up date its syllabus and make it more 'development' oriented. It is also hoped that once enough teachers are properly trained, the Ministry will decide to extend Civics, in the form of Development Studies, up to 'O' level.

While the preparation of textbooks has consumed most of our time, there has also been considerable practical experimentation of how to teach the numerous difficult concepts essential to Civics. The major teaching experiment took place from January to August 1972 in a local secondary school,

the Matero Boys Secondary School Civics Project'. A subsequent version of the project is now starting (September 1973). This practical work has not only helped us in preparing new teaching material, but also in the training of new Zambian teachers.

Source of Finance

Institute of Education, University of Ibadan, Nigeria and Ford Foundation.

Date of Commencement - January, 1972

Date of Completion - Publication of textbooks I, II and III - December 1974. Other work - indefinite.

Source of Finance

School of Education, University of Zambia, use of facilities. Initial grant, Ministry of Education. Mostly self-funded through sale of textbooks.

Method and Date of Publication

NECZAM (National Publishing House)
Book I - December, 1973, Book II - December, 1974, Book III - December, 1975.

8. Title of Project

DESIGNING A SUITABLE GEOGRAPHY TEXTBOOK FOR NIGERIAN SECONDARY SCHOOLS

Institution

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

Name of Person and Designation

Professor J.A. Majasan, Head of Department & Director of the Institute

Main Aim of Project

To produce a textbook or series of textbooks which will give satisfactory geographical knowledge required by young citizens of the modern age in the West African setting.

Description

The establishment of a small field unit to collect local examples of standard geographical terms, physical, social short term trial texts written from the human approach to link them with people's activities food, development and information from other parts of the world. The University Staff School and the International School may be convenient institutions for trying out such texts.

Date of Commencement - August, 1969

Date of Completion - June, 1973