

1971

## A Survey of Post Student Teacher Appraisal of the Course, Elementary School Methods and Materials, at the University of Northern Iowa

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A SURVEY OF POST STUDENT TEACHER APPRAISAL OF THE  
COURSE, ELEMENTARY SCHOOL METHODS AND MATERIALS ,  
AT THE UNIVERSITY OF NORTHERN IOWA

An Abstract of a Thesis  
Submitted  
In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education  
UNIVERSITY OF NORTHERN IOWA

by

Mary Nan K. Aldridge

August 1971

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CEDAR FALLS, IOWA

## ABSTRACT

Elementary School Methods and Materials is a course which represents a major part of the professional semester and occupies a strategic position in the sequence of the elementary education major at the University of Northern Iowa. Those who plan course content make every effort to coordinate the theoretical aspects of the teaching process with practical classroom application. Though there has been a great deal of freedom for students to choose projects which meet their particular needs, interests, and personalities, it is considered that there exists a common core of knowledges and understandings which contribute background for the teaching task. By making choices for projects and activities from the required experiences it has been expected that the student is helped to develop himself personally, academically, and professionally.

To determine which experiences are significant and should be included in the common course requirements, many factors are considered. One source of information has been from informal interviews with students who have completed both the professional semester and the supervised teaching experience.

The present survey was intended to contribute an organized appraisal by students of the content of the course, Elementary School Methods and Materials, to be used by the staff as new directions are considered.

Eighty-six respondents completed the instrument. Identification information was examined to determine that the sample was representative of the population. The survey instrument was administered in May, 1971.

The first major division of the instrument dealt with the student's perception of the adequacy of the preservice program in preparing him for his role as a teacher with regard to classroom performance.

A second division was concerned with the student's perception of the adequacy of the program as preparation for handling classroom routine.

A third division listed the fourteen areas of concentration and activities included in the course. It was expected that the respondent would recommend continuation, modification, or abolition of each based on the intended purpose. Space was provided for qualifying remarks.

Statements dealing with the student's reaction to the supervised teaching experience constituted the final division of the instrument.

There was a direct parallel between the literature surveyed and the questionnaire results.

It was concluded that a majority of the students considered the preservice program to have been adequate in preparing them for the role in the classroom and for handling professional routine. Specific areas in which students indicated they felt most capable were in determining and describing objectives, operating media equipment, designing and constructing bulletin boards, and selecting appropriate teaching methods. Students indicated that they were competent to manage clerical duties and operate within the prescribed curriculum. Students considered that the course had prepared them to adapt well to their role in the school system.

Areas of greatest concern included: handling behavior problems, meeting individual needs, motivating pupils, and determining that planned experiences had resulted in learning. Working with parents and others in the community presented an obstacle to many students. While these concerns are significant, the nature of the course makes it difficult to plan realistic activities which will insure competency.

In the third division, concerned with the fourteen areas of concentration and activities, it was found that most students recommended continuation in some form. Those receiving the greatest endorsement were the review of new programs, classroom participation in Cedar Falls, and the development of creative teaching tools. The least support was given to large group lectures. Some remarks indicated that the physical facilities did not accommodate the number of participants comfortably.

Most students indicated that they were warmly received into the supervised teaching experience.

It was concluded that the majority of the respondents considered the course, Elementary School Methods and Materials, had prepared them to begin to teach in elementary schools. Recommendations for extending the classroom participation period, increased provision for group work, and for eliminating formal evaluation of projects will be considered by the staff as plans for course revision proceed.

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A Thesis

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This Study by: **Mary Nan K. Aldridge**

Entitled: **A SURVEY OF POST STUDENT TEACHER APPRAISAL OF THE COURSE,  
ELEMENTARY SCHOOL METHODS AND MATERIALS, AT THE UNIVERSITY  
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## Chapter 1

### THE PROBLEM AND DEFINITION OF TERMS

At the University of Northern Iowa students who are majoring in elementary education, and who have met the eligibility requirements, enroll for a professional semester which directly precedes the student teaching experience. A principal part of the professional semester is a ten semester hour integrated course entitled Elementary School Methods and Materials.<sup>1</sup>

In order to keep pace with the rapid changes which are taking place in the schools, and to reflect the best current thought and teaching strategies, the content of this course has been continually revised. To do this, the staff has met regularly with a director who coordinates the entire program. The staff members have had teaching experience in the elementary school, have stayed involved in public education, and have engaged in scholarly study. In addition to this background, student evaluation has been sought both at various stages of progression during the semester and by informal interviews as students return from the supervised teaching experience. This study was intended to provide another source of data, in an organized form, to be used by the staff of Elementary Methods and Materials for planning course content.

#### Statement of the Problem

The present study was designed to survey those students at the University of Northern Iowa who had completed both the professional

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<sup>1</sup>A complete course description is included in Appendix A.

semester and the supervised teaching experience in an elementary school. Their perceptions of the usefulness of the various areas of concentration which made up the course, Elementary Methods and Materials, were examined. Students were asked to evaluate, in retrospect, how the theory, knowledges, and teaching strategies presented in the course had served them in the classroom setting.

The survey instrument dealt with four major areas. The first division was designed to reveal how well the respondent felt the course had prepared him for his role as a co-worker in a rapidly evolving educational program. The second division, concerning professional routine, was designed to identify those areas of responsibility which the student considered the program had been adequate to afford a degree of confidence and competence. The third division of the survey was devoted to an appraisal of the requirements common to all sections of the course. The appraisal was based on the stated purpose of each required activity. The fourth division dealt with the student's reception into the supervised teaching experience.

Resulting information will be used by the staff of Elementary Methods and Materials (21:101) as course content is reviewed and revised.

Objectives of the study. Since the concern was for the components of a specific course as they served in the supervised teaching situation, the major objectives were as follows:

1. To identify those areas of professional responsibility in which most students felt confident they could participate capably.
2. To identify those areas of professional responsibility that were of concern, or a source of anxiety as a result of a feeling of inadequacy on the part of the respondent.

3. To determine the extent to which the respondents considered the common requirements of the course, Elementary Methods and Materials (21:101), served the intended purposes.

4. To tabulate suggestions for additions and/or revisions to the existing program of professional preparation.

Significance of the study. Lowe states that a major objective of preservice education is to coordinate the theoretical aspects of the teaching process with practical classroom application.<sup>2</sup> Because the course, Elementary School Methods and Materials (21:101) represents a major part of the professional semester, and because it occupies a strategic position in the sequence of the elementary education major at the University of Northern Iowa, those who plan course content have made every effort to provide activities which will lead to the objective. Though there has been a great deal of freedom for students to choose projects which meet their particular needs, interests, and personalities, it is considered that there exists a common core of experiences in professional development which contributes background for the teaching task. By making choices for projects and activities from among these required experiences, it has been believed that the student is helped to develop himself personally, academically, and professionally. These common requirements have been a part of the basic outline and sequence which has been followed by the instructors who make up the staff.

For making the determination concerning which experiences are significant and should be included in the common course requirements,

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<sup>2</sup>Alberta Lowe, "Becoming a Teacher," Elementary Student Teaching: Readings, eds. James A. Johnson and Louis D. Deprin (Glenview, Illinois: Scott, Foresman and Company, 1971), p. 5.

the staff draws from a variety of sources including the most accepted research findings, scholarly writing, and programs and materials reflecting current practices in the public schools. Student opinions have been an integral part of the planning and their involvement has accelerated.

Frankel notes that there is a growing trend toward greater student voice in the selection of course offerings as well as course content.<sup>3</sup> At the University of Northern Iowa students have demonstrated the same interest and concern. The present survey was intended to contribute an organized appraisal of the program which would provide information for the use of the staff as new directions are considered.

Haberman states that students are becoming increasingly involved in planning their own university programs from the initial stages.<sup>4</sup> In keeping with other institutions for teacher education, the faculty of the University of Northern Iowa has approved a revised general education program which will go into effect in the fall of 1971. This program will allow the student greater freedom of choice in planning his education from the initial stages of his university experience. As a result, there were changes made in the structure and sequence of the elementary education major. It is reasonable to assume that the content of this significant course in the major will be greatly affected by these changes.

Another factor which is prompting alteration of the course is the new education facility which is under construction at the University of

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<sup>3</sup>Charles Frankel, Education and the Barricades (New York: W. W. Norton & Company, Inc., 1968), pp. 12-13.

<sup>4</sup>Association for Supervision and Curriculum Development, Freedom, Bureaucracy, and Schooling, 1971 Yearbook (Washington: National Education Association, 1971), p. 122.



Northern Iowa. It is scheduled for occupancy in the fall of 1972 and will offer many more possibilities for flexibility in the program. The staff of Elementary Methods and Materials has been studying ways to take full advantage of the new classroom design.

It seemed appropriate, therefore, to solicit student opinions of the existing program at this time to be used along with other considerations in planning for the drastic changes which are imminent in this course.

Hyman expresses the opinion that those aspects of the course which have the advantage of recency tend to command a disproportionate share of the student's attention.<sup>5</sup> The questionnaire in the present study was administered after the supervised teaching experience, a full semester following completion of the course. The delay in administering the instrument also enabled the student to make his evaluation based upon classroom application. This is in keeping with the recommendation of Zirbes.<sup>6</sup>

In addition to the value of the study for the purpose of course content revision, it was expected that it would be helpful as a guide to students who are entering into the initial stages of the course. A knowledge of those activities which have been considered by others to have been most useful in the teaching experience could add an element of purpose to the assignment. An awareness of particular areas of concern

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<sup>5</sup>Ronald T. Hyman, Ways of Teaching (New York: J. B. Lippincott Company, 1970), p. 277.

<sup>6</sup>Laura Zirbes, Teachers for Today's Schools (Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1951), p. 32.

to others might also provide more direction to the student who is making choices from among the activities which are suggested as a part of the course. Hubert Mills concurs in this point of view.<sup>7</sup>

### Definition of Terms

Several terms have been used consistently in the present study. The following explanations will clarify the author's usage:

Common requirements. There were fourteen general requirements which were described in the syllabus for the course, Elementary Methods and Materials (21:101). Though discretion was exercised by the instructor of each section, in most cases an effort was made to keep the assignments common to all.

Elementary education major. The term referred to the program at the University of Northern Iowa which was designed to prepare students to teach in elementary schools.

Elementary School Methods and Materials. The course entitled Elementary Methods and Materials in the catalog of the University of Northern Iowa was numbered 21:101. In the present study a more complete title, Elementary School Methods and Materials, was sometimes used in lieu of the official catalog title. It was a ten semester hour integrated course which constitutes a principal part of the professional semester for elementary education majors. A complete description will be found in Appendix A.

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<sup>7</sup>Hubert H. Mills, "Planning for Teaching," Teaching Elementary School Subjects, ed. Kenneth L. Husbands (New York: The Ronald Press Company, 1961), p. 434.

Final phase of the program. Generally, the students included in the sample had finished all the requirements for a degree in elementary education except for eight semester hours which were completed during the last nine weeks of the semester. If the student followed the prescribed sequence in the major, this final phase of the program included two semester hours of Child Psychology, four semester hours of Social Foundations of Education, and a two semester hour elective course.

Homeroom sections. In the course, Elementary Methods and Materials, students were assigned to a homeroom section. Fifteen hours a week were spent in experiences and activities with the same classroom group. An instructor assigned to each section remained with the group the entire semester and coordinated work directed by four workshop instructors who made contributions in their areas of specialty.

Perceptions. This term referred to those internal feelings and attitudes with which the student recollected and recalled his experiences.

Professional semester. The term was used for the semester directly preceding the student teaching experience at the University of Northern Iowa. It was composed of a group of courses ordinarily taken simultaneously. A ten semester hour integrated course of methods and materials constituted a major part of the semester.

Pupils. The elementary school children who were attending a class in which a student teacher was working.

Staff. The term refers to the university instructors and their coordinator who planned, directed experiences, and taught the Elementary

School Methods and Materials course (21:101) at the University of Northern Iowa. The staff was sometimes referred to as "homeroom instructors."

Student. Those people who were pursuing a degree in elementary education at the University of Northern Iowa were identified by this term.

Student teacher. The term referred to a university student who was engaged in or who had just completed an assigned supervised teaching experience.

Student teaching. The term referred to a period of guided teaching during which the student took increasing responsibility for directing the learning of a group of children over a period of consecutive weeks. This was a time in which the student was afforded the opportunity to implement, in a practical situation, the theory and strategies which had been studied in the preceding professional courses. The terms "supervised teaching experience" or "practicum" were sometimes used in lieu of "student teaching."

Student teaching center. Those public schools in Iowa that regularly accepted student teachers from the University of Northern Iowa to provide a practicum under the direction of a supervising teacher and a university coordinator were referred to by this term.

Student teaching coordinator. The term described the university representative responsible for observing and evaluating the student teacher.

Student teaching supervisor. A person who taught children and also supervised the activities of a student teacher with the same pupils was referred to by this term.

Teaching levels. The term implied the particular grade level at which the student teacher participated.

Teacher preparation program. The term, as used in the present study, was limited to the professional education courses which included learning theory, child growth and development, and courses in methods and materials. The terms "teacher education program" or "preservice education" were sometimes used in lieu of "teacher preparation program."

Workshops. As a part of the course, Elementary School Methods and Materials (21:101), six hours were set aside each week for concentrated work in four areas under the direction and guidance of a specialist. The areas of concentration were: art, music, science, and audio-visual experience. These special periods of concentration were called "workshops."

## Chapter 2

### RELATED LITERATURE

The practice of soliciting student evaluation concerning instruction is not new. As early as 1927, Remmers and Brandenburg commented on the fact that evidence of success or failure of instruction must come from the students since the process is aimed at causing growth and development within them.<sup>1</sup>

While there has been a history of evaluation of teaching effectiveness, most studies have focused on the personality factors involved in the teaching situation. Crannell concluded from a study conducted in 1947 that students tend to rate the effectiveness of the course lower than the effectiveness of the teacher.<sup>2</sup> There has been less investigation of the overall usefulness of course content from the viewpoint of the student.

#### Current Attitudes Toward Student Involvement in Program Planning

In light of the recent activism on the part of university students and the expressed concern for more voice in the planning of programs, the practice of having students evaluate courses of instruction is receiving more attention.

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<sup>1</sup>H. H. Remmers and G. C. Brandenburg, "Experimental Data on the Purdue Rating Scale for Instructors," Educational Administration and Supervision, XIII (October, 1927), 518-273.

<sup>2</sup>G. W. Crannell, "An Experiment in Rating Instructors by Their Students," College and University, XXIV (October, 1948), 5-11.

In a publication by the Student National Education Association executive committee in 1968, it was noted that teacher education students are struggling with "two worlds," the one of which they are a part now and the one of which they will be a part. Students express deep concern for both worlds. The position paper further asserts that the sincere desire of these students is for a quality education to help them face their chosen profession with confidence. There is great interest in the adequacy of preservice education.<sup>3</sup>

Student criticism of the teacher preparation program is generally leveled at the department of education at each institution, but the entire university experience is implied. Anderson takes issue with the attack. He reasons that in most colleges and universities the department of education controls only the professional work, and the other departments are staffed by persons trained in an academic subject field and who, in most cases, have had little or no professional education training. Since professors of education are in the minority on most campuses, they have only minimal control over their own majors.<sup>4</sup> The university as a whole will have to assume responsibility for determining a course of action for these dissatisfied students.

Several hypotheses dealing with the psychological and sociological causes of recent student activism in universities have been cited by

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<sup>3</sup>"A White Paper" (Recommendations of the Student N. E. A. Executive Committee on Priorities and Programs, Council of State Presidents, 1968, Houston, Texas).

<sup>4</sup>Archibald W. Anderson, "The Teaching Profession: An Example of Diversity in Training and Function," Education for the Professions, The Sixty-first Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1962), pp. 160-161.

Halleck. He was concerned with the sudden demands for greater involvement in decision-making. Halleck's studies indicate that the more outspoken students are from homes in which they were granted unusual freedom to criticize, debate, and question. Arbitrary regulations tend to anger them and even ". . . rational forms of discipline, such as the need to master basic concepts before moving on to more abstract ideas, bother them."<sup>5</sup> They expect immediate gratification of their demands.<sup>6</sup>

Commenting on the student occupation of buildings at Columbia and other institutions, Frankel makes the point that those students who were seriously pursuing an education were the real victims. He feels that the making of demands for policy change does not assure that the changes are the best course.<sup>7</sup> Peters agrees that simply establishing something which is wanted does not guarantee that it is worthwhile.<sup>8</sup>

Gonzales, who is an officer in the Student National Education Association, reflects the student point of view to this issue. He writes that students are seeking power through overt behavior. Advisory power, he argues, is ineffectual; students want the authority to implement drastic changes in total university policy. In reference to the teacher education program he states, "And they [students] are particularly

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<sup>5</sup>S. L. Halleck, "Hypotheses About Student Unrest," Today's Education, LVII (September, 1968), p. 23.

<sup>6</sup>Ibid., p. 24.

<sup>7</sup>Charles Frankel, Education and the Barricades (New York: W. W. Norton & Company, Inc., 1968), pp. 61-62.

<sup>8</sup>R. W. Peters, "Worthwhile Activities," Philosophical Essays on Teaching, eds. Bertram Bandman and Robert S. Guttchen (New York: J. B. Lippincott Company, 1969), p. 270.



convinced that changes in regard to the reality of power should take place on college campuses where thousands of teachers are prepared."<sup>9</sup>

Gonzales insists that the current teacher education program and the student it attracts is ". . . hopelessly obsolete in terms of the needs of society."<sup>10</sup> He states that students are seldom consulted about curriculum or policy. Speaking for his student group, ". . . we intend to be involved in the evaluation of our teacher education programs."<sup>11</sup>

Haberman comments on this prevailing student attitude, which has resulted in the take-over of some programs for teacher education, and predicts that the trend will continue and accelerate. It is his contention that the situation has been brought about more as a result of an abdication of responsibility on the part of the professional staff than by "student power."<sup>12</sup>

Haberman further asserts that the situation has proven to be a disappointment in most instances as ". . . winning control destroys the value of student control."<sup>13</sup> He refers to student control of teacher education programs as a "naive process" when it is a result of the general dissatisfaction commonly experienced by college youth.<sup>14</sup> Two examples of

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<sup>9</sup>Charles Gonzales, "Student Power and the Education of Teachers," Teacher Education: Future Directions, Conference Report of the Association for Student Teaching, ed. Margaret Lindsey (Washington: Association of Teacher Educators, 1971), p. 75.

<sup>10</sup>Ibid., p. 76.

<sup>11</sup>Ibid., p. 77.

<sup>12</sup>Association for Supervision and Curriculum Development, Freedom, Bureaucracy, and Schooling, 1971 Yearbook (Washington: National Education Association, 1971), p. 122.

<sup>13</sup>Ibid.

<sup>14</sup>Ibid.

student controlled teacher education programs are cited and described as being failures. In both, it was found that when given choices, the students elected freedom ". . . to not think, to not experience, and to not participate."<sup>15</sup>

Cahn suggests that those who are most zealous about the abolition of traditional policies and practices in teacher education frequently have very little familiarity with the traditions they seek to overthrow.<sup>16</sup> These students are struggling to discover a sense of compatibility between self and the system, according to Kohl.<sup>17</sup> He contends that breaking the pattern of dependency leaves the student frustrated and bewildered, unable to make appropriate choices in planning his educational program.<sup>18</sup>

Referring specifically to psychology students, Rogers suggests that they are not in the best position to plan their own professional program though they should make advisory contributions. Rogers advocates improved communication between students and faculty but notes that the inability to implement this recommendation does not necessarily imply opposition. He further states that a great number of teachers do try to meet with students despite heavy work loads. These meetings are usually productive and result in the student providing feedback for course improvement and curriculum change.<sup>19</sup>

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<sup>15</sup>Ibid.

<sup>16</sup>Meyer M. Cahn, "A Lecture to Neophyte College Teachers," Phi Delta Kappan, November, 1970, p. 154.

<sup>17</sup>Herbert R. Kohl, The Open Classroom (New York: Random House, 1969), p. 98.

<sup>18</sup>Ibid., p. 16.

<sup>19</sup>Carl Rogers, "Current Assumptions in Graduate Education: A Passionate Statement," Freedom to Learn (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), pp. 171-176.

For effective cooperative course planning, it has been suggested that a clear distinction must be made between those aspects which are the concern of the students and those for which the decision must be the responsibility of the instructor. To avoid confusion, the delineation should be understood by both the students and the instructor from the initial stages of the instruction period.<sup>20</sup>

While it has become a popular practice to scapegoat education courses for shortcomings in the schools, and the schools for the ills of society, alternatives must be carefully explored before radical changes are brought about. In order to effect change with real merit and substance, there must be a systematic evaluation of those variables which contribute to a successful professional teacher.<sup>21</sup>

Student activists have invaded the teacher education courses. They are demanding to be heard and to implement dramatic new programs. It is conceivable that at the point of their education when they tend to exert pressure for this power they are actually not in a position to know what it is that they are attempting to abolish.

More opportunities are becoming available for the student to exercise options. There is some evidence that the choices have not always been acceptable ones.

It has been established that students want to participate in the planning of their professional preparatory program. One way that this

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<sup>20</sup>James W. Brown and James W. Thornton, Jr., College Teaching: Perspectives and Guidelines (New York: McGraw-Hill Book Company, Inc., 1963), p. 120.

<sup>21</sup>Richard L. Turner, "Good Teaching and Its Contexts," Phi Delta Kappan, LII (November, 1970), pp. 155-158.

can be accomplished is through the strengthening of channels of communication between faculty and students. This will lead to an improved understanding of priorities.

Premature criticisms have weakened the stand of student activists. They have tended to condemn programs which they have not had an opportunity to experience or apply in actual situations. Criticisms have been based on hearsay evidence. While it is recognized that educational programs must be continually revised in advance of societal changes and those change factors are bringing pressure to bear at an accelerating rate, the students' appraisal and suggestions carry more credence after they have had an opportunity to apply the principles of the program.

#### Considerations in Student Evaluation

In making a case for evaluation of course content by those students who were participants, there are several factors to be considered. Brown and Thornton suggest that the prime motive for most students to enroll in a required course is simply to remove an obstacle that stands between them and their goal. The authors warn that there is seldom a high level of interest felt in the initial stages of a course. An attitude of passivity could be even more apparent after the course has been completed and evaluation takes place.<sup>22</sup>

Personality characteristics of the respondent must also be considered as having an influence on perceptions of teacher preparation courses. Heist contends that, for a student to recognize the value of an experience, he must view the expected occupational role in terms of

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<sup>22</sup>Paul Heist, "The Student," Education for the Professions, Sixty-first Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1962), pp. 211-215.

his own self-concept.<sup>23</sup> If he has not yet reached the point in his professional development at which he is able to respond with the insights of a teacher, it is possible that his value judgment of the course would not be accurate.

Wispe asserts that the perception of a course by a student depends largely on the interaction of the student and his instructor regardless of the content of the course. His study revealed that an insecure student will not care for a permissive instructor, that a satisfied student invariably responds, in retrospect, favorably toward both instructor and peers and that a highly verbal, independent student will respond most favorably to a permissive instructor.<sup>24</sup>

Interaction with the course instructor could have another influence on the student's perception of the experience. Since the interpersonal contact necessarily resulted in an emotional reaction, and recall is guided by emotion, the quality of the relationship could affect the student's judgment of his performance. A stimulus of a positive hedonic tone will have a likelihood of being recalled more readily than a negative one. In the case of a negative reaction to the instructor or peers, it is possible that, through selective recall, the student would have less of substance to contribute to a course evaluation.<sup>25</sup>

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<sup>23</sup>Ibid.

<sup>24</sup>Lauren G. Wispe, "Evaluating Section Teaching Methods in the Introductory Course," Journal of Educational Research, XLV (1951), 161-186.

<sup>25</sup>Peter Schlachet, "The Motivation to Succeed and the Memory for Failure," The Cognitive Control of Motivation: The Consequences of Choice and Dissonance, ed. Philip G. Zimbardo (Glenview, Illinois: Scott, Foresman and Company, 1969), pp. 161-171.

Another factor influencing the perceptions of students concerning a course is the conditioned willingness on the part of many to accept things as they are without questioning intent, purpose, motive, and worth. Schools have sometimes neglected to teach inquiry and critical thinking with the result that adolescence has been perpetuated into adult life.<sup>26</sup>

Besides reluctance to properly weigh the value of an experience, the nature of the course may be such that a judgment is virtually impossible for the student. When a student is presented with carefully thought out conclusions, he may lack the raw experience from which the conclusions were drawn. Under these circumstances the student would recognize only superficial benefits from the lessons.<sup>27</sup>

Students bring a wide variety of experiences with them when they enroll for a course. Previous experience and practice influence the ability to profit from learning activities, therefore this factor should be taken into consideration when the group is appraising the value of a course.<sup>28</sup>

In order to make a valid judgment, a student must understand why certain behaviors are desirable and must be willing to take the

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<sup>26</sup>Harold Full (ed.), Controversy in American Education: An Anthology of Crucial Issues (New York: The Macmillan Company, 1967), pp. 173-176.

<sup>27</sup>Gordon W. Allport, "Values and our Youth," Controversy in American Education: An Anthology of Crucial Issues, ed. Harold Full (New York: The Macmillan Company, 1967), p. 188.

<sup>28</sup>Brown and Thornton, op. cit., p. 113.

responsibility for his choices.<sup>29</sup> It was acknowledged that there is a tendency to give socially desirable answers rather than to make an honest appraisal of an experience. It is difficult for an individual to describe himself or an activity in which he has participated. Even if he is able, he may be unwilling to share the information that he suspects is true.<sup>30</sup>

Hyman suggests that it is unreasonable to use perceived learning of the student for course evaluation for two major reasons. First, he recognizes the difficulty in determining what is taught as a result of the classroom experience and what resulted from self-study or tutorial aid. Second, he contends that it is strictly up to the student to cooperate and expend the necessary effort to learn. These are factors beyond the control of the instructor which affect performance.<sup>31</sup>

Bruner refers to a "predisposition" to learning as an obstacle to innovation in education. Teachers tend to teach as they were taught with only their experience as a major source of improvement. They are reluctant to try new strategies and approaches to problems and have closed their minds to further learning.<sup>32</sup>

Another author agrees that course evaluation by the student may not be an accurate measure of the value of the experience. He recognizes

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<sup>29</sup>Hubert H. Mills, "Planning for Teaching," Teaching Elementary School Subjects, ed. Kenneth L. Husbands (New York: The Ronald Press Company, 1961), p. 434.

<sup>30</sup>Lewis R. Aiken, Jr., General Psychology: A Survey (San Francisco, California: Chandler Publishing Company, 1969), p. 360.

<sup>31</sup>Ronald T. Hyman, Ways of Teaching (New York: J. B. Lippincott Company, 1970), pp. 276-277.

<sup>32</sup>Jerome S. Bruner, Toward a Theory of Instruction (New York: W. W. Norton and Company, Inc., 1968), pp. 40-41.

that students have very few choices in their university program at the present time. According to the author there may be justification on the grounds that students may not be in a position to recognize the demands of their future position. He points out that most graduates express dissatisfaction with the choices that they did make. After working in the profession for awhile, alternative choices become more appealing.<sup>33</sup>

Opinions concerning the merit of soliciting student evaluation of course content and curriculum vary. In a 1947 publication by Remmers and Gage, some commonly held arguments were listed. Those who oppose the practice adhere to the following premises:

1. Pupils are incompetent to judge.
2. Pupils make snap judgments and are unreliable.
3. Pupils' judgments are affected by grades.
4. Pupils' ratings are not valid judgments.
5. Pupils may lose respect for the instructor by setting themselves up as judges.<sup>34</sup>

Those who favor the practice base their contention on the following premises:

1. It brings opinions out into the open.
2. It helps teachers to supervise themselves.
3. It is an inexpensive method of evaluating an experience.
4. They are reliable and valid opinions of teacher competence and course outcomes.<sup>35</sup>

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<sup>33</sup>Hyman, loc. cit.

<sup>34</sup>H. H. Remmers and N. L. Gage, Educational Measurement and Evaluation (New York: Harper Brothers Publishers, 1943), pp. 470-471.

<sup>35</sup>Ibid.



It is recognized that many variables enter into an evaluation of a course for preparing students to enter the teaching profession. While these factors do influence the perceptions of an experience, there are also strong arguments for using the data along with other information for planning purposes.

#### Factors in Student Teaching Which Affect Course Evaluation

By studying the occupations of men entering the armed forces, psychologists have concluded that choices are made in terms of the self-concept. When a person begins to stabilize in an occupation, he is attempting to achieve self-actualization. Life, then, is a series of modification and adjustment processes during which a person begins to identify with others who serve as models.<sup>36</sup>

For the prospective teacher the models are first, the university instructors and then, the supervising teacher. He is really testing, playing selected roles. During this period he seeks to satisfy the expectations of those who serve as models for him. Need for approval causes the supervised teaching experience to differ markedly from the actual role of the classroom teacher.<sup>37</sup>

When the student becomes a professional teacher, the realities of the situation cause further adjustments. Self-concept must be preserved, and he will seek to maintain his role expectations. At this point the teacher is aware of the necessity for satisfying pupils,

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<sup>36</sup>Joel R. Davitz and Samuel Ball, Psychology of the Educational Process (New York: McGraw-Hill Book Company, 1970), p. 450.

<sup>37</sup>Ibid.

parents, and school administration. His primary goal, however, is self-satisfaction.<sup>38</sup> If the teacher sees that role as demanding self-improvement, he will continue to work at learning more in his chosen field.

Breit and Butts compared elementary school science teachers and preservice students who were engaged in a program to develop a knowledge of the processes of science. The project was designed to change attitudes toward science instruction and to introduce new classroom methods. Preservice students showed a positive change in attitude toward the concepts related to the methods in the new curriculum, but the greatest impact was made on the in-service teachers. Breit and Butts concluded that those who were actually teaching in the classroom had a broader base of experience from which to draw and felt a greater need for learning new methods.<sup>39</sup>

Even though the supervised teaching experience is limiting, it does provide the student with some experience upon which to base his evaluation of course content. There may be less significance attached to the motivating factor of role identification, however, for college students tend to distort occupations in terms of their own characteristics. They have not yet established themselves in the role so they must make value judgments in keeping with their own recognized strengths.<sup>40</sup>

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<sup>38</sup>Ibid.

<sup>39</sup>Frank D. Breit and David P. Butts, "A Comparison of The Effectiveness of an Inservice Program and a Preservice Program in Developing Certain Teaching Competencies" (paper presented at the forty-second annual meeting of the National Association for Research in Science Teaching, February 6-9, 1969, Pasadena, California).

<sup>40</sup>Davitz and Ball, op. cit., p. 451.

Bruner speaks of the teacher as the "communicator" who is serving as a model for the student. There is an intuitive recognition by the student of the expectations the teacher is transmitting to him.<sup>41</sup> The student could thus be influenced either favorably or unfavorably toward an evaluation of his preparatory program.

The supervising teacher, as well as the university instructors, exerts a strong influence on the student to react to situations in a positive or negative frame of mind. If the student has attained an awareness of his successes and his failures during the supervised teaching experience, then he will be in a position to recognize the value of the preparatory program.<sup>42</sup> If, on the other hand, he has had his shortcomings repeatedly emphasized, he is likely to transfer the blame to the university.

Each student tends to establish the supervising teacher, his strategies and performance, as a model. He makes every effort to meet that teacher's criteria for excellence. Most beginning teachers feel there is one "right" method to effect learning and this "right" method is what they observe in the practices of the supervisor.<sup>43</sup> Combs takes issue with the practice of imitating the supervisor during the supervised teaching experience. He contends that the student should attempt to

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<sup>41</sup>Jerome S. Bruner, The Process of Education (New York: Random House, Inc., 1960), pp. 56-90.

<sup>42</sup>Sidney M. Jourard, "The 'Awareness of Potentialities' Syndrome," Issues and Advances in Educational Psychology, ed. E. Paul Torrance and William F. White (Itasca, Illinois: F. E. Peacock, 1969), p. 405.

<sup>43</sup>Arthur W. Combs, The Professional Education of Teachers: A Perceptual View of Teacher Preparation (Boston: Allyn and Bacon, Inc., 1965), p. 101.

become increasingly and effectively himself, rather than striving to be like another.<sup>44</sup> The student teaching experience is an exploratory period, a period of learning, rather than a forum for testing methods after learning is finished.<sup>45</sup> The extent to which the student is allowed freedom to profit from his trials will influence the way he perceives the preservice training.

A major concern of students, and a frequent criticism voiced by supervising teachers, is in the area of classroom control. Petersen feels that it is a mistake for a student to think that preservice education will, can, or should prepare him to handle every facet of teaching. The best that can be hoped for is that he will have sufficient background to cope with situations as they arise.<sup>46</sup> It must be realized that there are alternative solutions to all problems. Hadden states that when supervising teachers focus on behaviors, rather than causes, the student's self-concept is not dealt with adequately and he experiences failure.<sup>47</sup> Each student should be reminded that experts do not expect to rely on a "bag of tricks" when faced with a situation demanding action; instead they become adept at the use of a variety of strategies. The preservice course can only expect to acquaint the student with probable situations and a variety of possible solutions.

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<sup>44</sup>Ibid., p. 130.

<sup>45</sup>Ibid., p. 104.

<sup>46</sup>Dorothy G. Petersen, The Elementary School Teacher (New York: Appleton-Century-Crofts, 1964), pp. 497-498.

<sup>47</sup>Eugene E. Hadden, Evolving Instruction (New York: The Macmillan Company, 1970), pp. 167-168.

Hadden recognizes that another factor which exerts pressure on the student in the area of classroom management is the tendency of some supervising teachers to justify their own position in such a way that the student is left with the feeling that he was incompetent.<sup>48</sup>

While comparisons with the strategies of supervising teachers present some special problems to the student which may influence perception of preparation, his inability to compare his own performance with that of his colleagues raises another obstacle. It is possible for a mediocre student to delude himself into thinking he has performed quite well, and he might be inclined to overrate his preparation.<sup>49</sup>

It is important for the supervising teacher and the coordinator to be willing to accept the student where he is in his preparation for teaching. Meade notes that there is sometimes the expectation that the university has provided all the necessary ingredients for a professional teacher. A supervised teaching experience is another step in the students' professional preparation. If the expectation during student teaching is unrealistic on the part of those who are responsible for guiding the experience, then the student will assume that he was inadequately prepared.<sup>50</sup>

In the supervised teaching experience a student is faced with conflicting motives. He sincerely wants to apply all that he has learned

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<sup>48</sup>Ibid.

<sup>49</sup>Petersen, op. cit., p. 499.

<sup>50</sup>Edward J. Meade, Jr., "Student Teaching: Many a Slip Between the Cup and the Lip," Research and Professional Experiences in Teacher Education, eds. Emmitt D. Smith and Gordon Quiller (Bulletin No. 20 of the Association for Student Teaching, A Report of the 1962 Society for Student Teaching Workshop in Ft. Collins, Colorado), pp. 25-31.

in theory, in innovative programs, and in child psychology, but has personal concerns which must be considered as well. The student may discover that the teaching strategies he thinks will be most effective are not compatible with those employed by the supervising teacher. If the student insists upon a trial period, his attempts may earn disapproval.<sup>51</sup> A supervising teacher, on the other hand, must wrestle with conflicting loyalties. His first responsibility must be to the pupils and next to the school and community. He is limited in what he can allow. Those practices which, in his opinion, are in the best interest of the pupils must be the ones he encourages and rewards.

Hesitation in permitting innovations can stand in the way of progress, as well as alter personal relationships. While the supervised teaching experience is, without question, a critical part of the students' preparation, ineffective teaching methods can be perpetuated. It must be recognized that all supervising teachers fail to represent the ideal in classroom performance. When surveyed for major professional concerns, a national group of student teaching directors listed as the primary problem, the lack of qualified supervising teachers.<sup>52</sup>

Cooper says that experience alone does not create a teacher; there must be adequate background knowledge and the opportunity to experiment. Effective teaching is a combination of technical and

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<sup>51</sup>Melvin H. Marx and Tom N. Tombaugh, Motivation: Psychological Principles and Educational Implications (San Francisco, California: Chandler Publishing Company, 1967), pp. 223-224.

<sup>52</sup>Association for Student Teaching, Director of Student Teaching: Characteristics and Responsibilities, Committee on Research (Washington: National Education Association, 1968), pp. 61-64.

practical knowledge and an understanding of the interplay of the two.<sup>53</sup> Lowe concurs that with the combining of theory and practice in the supervised teaching situation, the student can begin to recognize the relevancy of each and will be in a better position to assess his own strengths and weaknesses.<sup>54</sup>

The preparatory program, then, cannot be thought of as a plan for providing a high level of expertise; instead, it is concerned with the development of attitudes, knowledges, and transferable elements of experience to be applied when appropriate to the situation.<sup>55</sup> If the expectation of the supervising teacher was realistic and the student approached both the preservice program and the supervised teaching situation with a positive, receptive attitude, then he should be able to make a reasonably accurate evaluation of the program.

The opportunity to test theory and methods that the student has learned in his preservice education is a valuable experience and adds credence to an evaluation that he makes of his preparatory program. Several factors must be kept in mind, however, which influence the validity of the student's judgment. He must have had sufficient background of experience to have profited fully from the preservice program;

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<sup>53</sup>Joan Cooper, "Criteria for Successful Teaching: Or An Apple for the Teacher," Philosophical Essays on Teaching, eds. Bertram Bandman and Robert S. Guttchen (New York: J. B. Lippincott Company, 1969), p. 257.

<sup>54</sup>Alberta Lowe, "Becoming a Teacher," Elementary Student Teaching: Readings, eds. James A. Johnson and Louis D. Deprin (Glenview, Illinois: Scott, Foresman and Company, 1971), pp. 5-8.

<sup>55</sup>L. R. Perry, "Commonsense, Thought, Knowledge, and Judgement and Their Importance for Education," Readings in the Philosophy of Education: A Study of Curriculum, ed. Jane R. Martin (Boston: Allyn and Bacon, Inc., 1970), pp. 195-197.

he must have been psychologically predisposed to learning; he must have been guided in his teaching in a supportive manner; he must have had the freedom to explore, experiment, and learn from failure; and he must have had a fully qualified and capable supervising teacher, in order to be able to make an honest and useful evaluation of his preparation.

### The Effects of Teaching Experience on Attitudes

An article by Rosencranz and Biddle discusses how teacher behavior and attitudes change with experience. They find teaching becomes more structured and adheres more closely to prescribed programs of instruction.<sup>56</sup> Skinner agrees and attributes this tendency on the part of the beginning teacher to his separation of operational values from theoretical ideals. The actual teaching behavior moves closer to that of the colleagues and away from the idealistic base that is typical of the professed expectation during training.<sup>57</sup>

Shipman conducted a study in 1967 which indicated that the attitudes of teachers change significantly in the first six months of teaching. He also found that attitudes of beginning teachers become similar to those of the teachers in the schools where they are employed and less like those of the college staff where they were prepared.<sup>58</sup>

In 1963, Williams compared students in twenty-four colleges with beginning teachers and with more experienced teachers. He found the

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<sup>56</sup>Bruce J. Biddle and William J. Ellena, (eds.), Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart and Winston, 1964), p. 237.

<sup>57</sup>B. F. Skinner, The Technology of Teaching (New York: Appleton-Century-Crofts, 1968), pp. 94-95.

<sup>58</sup>Biddle and Ellena, p. 72.



attitudes of all three groups toward the relative usefulness of college courses to be rather close. All three groups placed the greatest value on practice and the least value on academic subjects. Methods in teaching received an intermediate rating. More experienced teachers placed greater emphasis on learning about school organization than did the other two groups.<sup>59</sup>

#### Recommendations for Teacher Education Based on Evaluation

Morrison and McIntyre report a study they conducted of teachers one year after graduation from a college in Scotland. The teaching skills the teachers felt their preparatory program had neglected were:

1. The use of specific, especially new, methods in particular subjects; there was a strong demand for practical demonstrations of these methods being used;
2. The skills of class management, discipline, and establishing satisfactory relationships with pupils;
3. Skill in the use of group methods;
4. Skill in teaching pupils of below average ability.<sup>60</sup>

Davies, in a lecture dealing with accountability, stated some solutions to the problem of preparing teachers for a changing world. He noted that there is a need to give more attention to "training." He contended that specific professional skills are needed and that they require deliberate training. Davies suggested recapturing some of the best pedagogical features of the normal school such as: ". . . serious learning of subject matter, teaching practice and immediate feedback,

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<sup>59</sup>Ibid., pp. 64-65.

<sup>60</sup>A. Morrison and D. McIntyre, Teachers and Teaching (Baltimore, Maryland: Penguin Books, 1969), pp. 65-66.

and an emphasis on skills."<sup>61</sup> He recommended procedures which were clinically and case-study oriented.<sup>62</sup>

Morrison and McIntyre, who reported on a variety of studies in the area, proposed a greater emphasis on social and clinical psychology in the program of teacher preparation. They contended that classroom teachers are the greatest practicing psychologists.<sup>63</sup> They further reported a study by Turner in 1963 in which students were asked to choose procedures for solving hypothetical situations which occurred in the classroom. It was a simulation done as a paper and pencil test. Turner concluded that teaching ability can be improved by training.<sup>64</sup>

Morrison and McIntyre recognized a need for training students in the skills of observation, diagnosis, communication, and classroom management. They contended that the students' abilities to observe and learn from the observation of the supervising teacher varied greatly. Most, they claimed, were not able to take an analytical view. The students did not notice nor give thought to any but the most dramatic classroom incidents. Some other observations that they reported concerning the behavior of the student teacher were:

1. That the student is so anxious over being observed that his performance is not his usual;

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<sup>61</sup>Don Davies, "Come Out From Under the Ivy," The Best of American Education (Washington: U. S. Department of Health, Education, and Welfare, March, 1970), p. 37.

<sup>62</sup>Morrison and McIntyre, p. 43.

<sup>63</sup>Ibid.

<sup>64</sup>Ibid., p. 67.

2. That the complexity of the task is such that the student is unable to see any but a small part at one time.<sup>65</sup>

One program, "Training of Teacher Trainers (TTT)," a demonstration program under the Education Professions Development Act was discussed in an article by Plaisted. He stated that the organization is built around the premise that in order to change schools significantly, there must be a change in the behavior of teachers. This change process must occur where they are trained. One of the graduate students participating in the program made the statement, "Unless you're older and an experienced teacher already, I don't believe you can teach people to teach."<sup>66</sup> In this program they reportedly used the experience of practicing teachers as well as recommendations of former students to plan the experiences for the education courses.<sup>67</sup>

In 1956, Duel studied the validity and reliability of student evaluation of a training program in the Air Force schools. He found the students capable of making accurate evaluations of the training program. Good students tended to underestimate and poor students tended to overestimate achievement.<sup>68</sup>

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<sup>65</sup>Ibid., p. 58.

<sup>66</sup>Julian A. Plaisted, "Training Teachers of Teachers," American Education, VII (Washington: U. S. Department of Health, Education, and Welfare, January to February, 1971), 35.

<sup>67</sup>Ibid., p. 36.

<sup>68</sup>Henry James Duel, A Study of Validity and Reliability of Student Evaluation of Training (St. Louis, Missouri: University of Missouri, June, 1956).

McCommons reported a study of student teacher perceptions of the teacher preparation program at the University of Georgia in 1968. She compared the evaluation given the student for student teaching, his scores on the National Teacher Examination, and the student's perception of the preparatory program. It was her conclusion that most students found the program to be satisfactory and adequate in most respects. The areas of greatest concern were classroom control and pupil evaluation.<sup>69</sup>

The literature surveyed for this study indicated that there has been extensive interest in the area of student evaluation of the teacher education program. The trend toward greater student involvement in program planning has gained momentum. By assessing strengths and weaknesses of preparatory programs, students expect to make useful contributions. Some authors contend students are in a position to make valid judgments following student teaching. Others argue that their limited experience and the artificial nature of the practicum render such appraisal invalid.

Recent studies recognize that an evaluation of the teacher education program can contribute useful information concerning the student's perception of the adequacy of his preparation. These studies have resulted in recommendations which deserve serious consideration.

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<sup>69</sup>Louise L. McCommons, A Study of Student Teacher Perceptions of Teacher Preparation Programs at the University of Georgia (Athens, Georgia: University of Georgia, July, 1968).

## Chapter 3

### SURVEY INSTRUMENT, MAJOR QUESTIONS, AND POPULATION

#### Instrument

Preliminary information was requested on the instrument in order to verify that the sample was representative of the population. Information called for was sex, age category, approximate cumulative grade point average, and the level of the supervised teaching assignment. No effort was made to identify an individual or a particular section of the Elementary School Methods and Materials course.

The first division of the questionnaire had sections A, B, C, and D. It was designed to elicit information from the respondent concerning his perception of his preparation for his professional role. Questions included in section A dealt with the ability to communicate with pupils, colleagues, and parents. Maintaining composure and introspection were elements included in these inquiries.

Section B dealt with the student's perceived competency for adapting work to accommodate individual differences in the pupils in the classroom. Section C probed for opinions with regard to preparation for planning, organizing, and directing learning experiences. Section D investigated the student's judgment concerning his ability to operate media equipment and to construct visual aids.

A second division was concerned with the student's perceived adequacy of preparation to handle professional routine. Questions involved the ability to operate within the framework of school policy, course of study, and curriculum guide.

A third division of the instrument provided an opportunity to evaluate and comment on the specific required activities and areas of concentration which were common to all sections of the course. Format of this section included a brief statement of the intended purpose of the assignment and a description of the area of concentration or activity, followed by response choices for determining the extent to which the student felt the assignment met its intended objective.

A final section included two open-ended questions regarding the student's perceived reception at the student teaching center and how the experience met with his preconceived expectations. The purpose was to reveal, generally, the emotional climate under which most students were operating during the supervised teaching experience since this could affect the reaction to the appraisal of the teacher preparation program.

A copy of the instrument with numerical raw data is included in Appendix B.

#### Major Questions in the Investigation

The study was intended to produce information relevant to the following major questions:

- I. Does the literature indicate that there is a need for student evaluation of the teacher education program?
  - A. What are the prevailing attitudes toward student involvement in program evaluation and planning?
    1. In what ways are students becoming involved in the administration and planning of teacher education?
    2. What are some results of student control of programs?
    3. What are plans or suggestions for cooperative planning?
  - B. How valid is student appraisal of preparatory programs?

1. What are some prevailing student attitudes toward course content and structure?
  2. How do personality characteristics influence student judgment of course content?
  3. How does a student's predisposition to learning affect his perception of the usefulness of the course?
  4. In what ways might the student's background of experience influence his appraisal?
- C. What are the factors involved in the supervised teaching experience which might have an influence on the student's evaluation of the preparatory program?
1. How might the student's role expectations and self identity influence perception?
  2. With the university professors and supervising teachers as models, how might the student be persuaded to favor certain choices?
  3. In what way might the student be faced with conflicting loyalties?
  4. When applying theory to method, how might the student be confused and reflect this confusion in his evaluation?
- D. What effect will the practicum have on student attitudes?
1. In what ways are attitudes toward teacher preparation modified with experience?
  2. What have been the results of studies of teacher education programs based on student appraisal?

3. What have been some recommendations for changes in the teacher preparation program that have resulted from student evaluation after a period of experience?
- II. In what ways does the course contribute to the acquisition of professional attitudes and responsibility?
- A. Did the course prepare the student to interact effectively with children, colleagues, and the community?
  - B. Did the course contribute to an awareness of inter-individual and intraindividual differences and the skills and techniques necessary for adapting instruction?
  - C. Did the course prepare the student for the programs and resources he encountered in the student teaching experience?
  - D. Did the course provide for developing adequate proficiency in the use of media equipment and construction of visual aids?
  - E. Did the course contribute to the development of the skills needed to plan, organize, and conduct successful learning experiences?
  - F. Did the course contribute to an attitude of professional responsibility?
  - G. Was the course responsible for helping the student to frame classroom questions to foster higher levels of thought?
  - H. Had the course provided the student with the necessary background to design innovative approaches to learning situations?



- I. Did the required activities of the course seem to satisfy the intended objective?
- J. Was there sufficient provision for individual research in the course to foster an attitude of inquiry and in-service investigation?
- K. In which areas of the course should there be more concentration?
- L. Based on individual experience, what additions to course content do most students recommend?

Basic assumptions. With regard to this investigation it was assumed that:

1. The student teaching experience provided sufficient background to enable a student to make a valid appraisal of the teacher education program.
2. The student teaching situation reflected the finest implementation of approved curriculum patterns and teaching strategies.
3. The student who is in the final phase of the teacher education program can view the professional semester in its proper perspective for evaluation purposes.
4. The student will realize that his supervised teaching experience was limited to one situation, but the preservice course must introduce a wide variety of programs.
5. The questionnaire was constructed so the questions would be clearly understood by the respondent.
6. The resulting information will be of assistance to the staff of Elementary Methods and Materials for planning purposes.

Limitations. The investigation was limited with respect to the following factors:

1. The sample size was limited to those students from the University of Northern Iowa who were assigned to student teaching centers for the third nine week term of the 1970-1971 school year for a practicum in grades kindergarten through sixth.

2. The sampling was limited to students at the University of Northern Iowa, therefore generalizations cannot be made for other institutions and their programs.

3. Some students in the sample were transfer students from other colleges, and would have completed professional education courses at the schools from which they transferred.

4. The survey instrument made provision for the respondent to qualify opinions regarding the common requirements of the course, and there were two open-ended questions which pertained to the respondent's reaction to the student teaching situation, but generally responses were limited to specific choices.

5. The data reveals only that information which the respondent is willing and able to communicate.

6. The rapport with the coordinator and with the supervising teacher might have had an influence on the student's responses to the questions.

7. The fact that the respondent's teaching experience was confined to one experience will limit his perspective when evaluating the preparatory program.

8. The survey was administered in May, 1971, and with the respondents looking forward to graduation in a few weeks.

Design. The instrument surveyed a sample of the population on thirty-six items of professional functioning on a three point scale. Perception of the adequacy of preparation for the teaching task, based on the preparatory program, was indicated by the first point in each set of response choices.

Items thirty-seven through fifty dealt with specific course requirements. Each of the common requirements was described briefly and the intended objective stated. While this information makes the item appear to be lengthy, it was necessary for arriving at the recommendation. Respondents were asked to consider each of the requirements in terms of the objective and to make recommendations based on this consideration.

A written statement regarding the perceived reception at the student teaching center was requested in the last two items.

Directions for marking machine scored answer sheets were given for items one through fifty. Any comments, suggestions, and the responses to the final two queries were to be written on the instrument in the appropriate space.

Population. The population from which the sample was taken was two hundred twenty-nine students from the University of Northern Iowa who were majoring in elementary education. Because the elementary major attracts very few men, the population was composed of two hundred nineteen women and ten men. Most students were less than twenty-five years of age.

Two criteria delineated the population to be selected for the study and had been met by all members of the population. First, each respondent had completed the professional semester during the fall term of 1970, and second, each respondent had completed the supervised teaching

experience at a student teaching center during the third nine week term of 1971.

In order to have met the two criteria, it can be noted that other conditions had been commonly met by all members of the population. At the University of Northern Iowa, elementary education students must apply for admission to the professional semester in the Department of Curriculum and Instruction at least one semester prior to anticipated enrollment. Permission to enroll is granted when it has been ascertained that all qualifications have been met. Candidates are required to have junior standing, to have a cumulative grade point average of at least 2.15, and to have completed a sequence of specific courses. The courses previously completed by all members of the population were the following: Teacher and Child (20:014) with five semester hours of credit, Psychology of Learning (20:016) with five semester hours of credit, and Foundations of Arithmetic (80:130) with three semester hours of credit.

The population had completed the professional semester including the following courses: Reading and Language Arts (22:110) with five semester hours of credit, Teaching of Mathematics in the Elementary School (80:134) with two semester hours of credit, and the course with which the present study was primarily concerned, Elementary Methods and Materials (21:101) with ten semesters hours of credit.

The population had been grouped into eight sections of the course, Elementary Methods and Materials, each of which was directed by a different staff member who served as homeroom instructor for the section. Each section of the course met for three consecutive hours daily during the semester.

The survey respondents were a sample of eighty-six students from the population. There were three who were more than twenty-five years of age, three who were men, and eighty-three who were women. Though the sample appeared to be a very homogeneous group, it was representative of the population.

Student teaching assignments of the population included all grade levels from kindergarten through sixth. All eight sections of the course, Elementary Methods and Materials (21:101), and all of the university student teaching centers were represented in the sample. Students in the sample had completed the supervised teaching experience in a variety of settings. Some respondents had completed the supervised teaching experience in urban schools, others in rural settings, some in classrooms of black children, some in integrated classrooms; most were in classrooms of Caucasian children.

## Chapter 4

### PROCEDURES EMPLOYED IN THE SURVEY

#### Stage of the Program When the Instrument was Administered

The students who were in the population were enrolled in the final phase of the program at the University of Northern Iowa that leads to a Bachelor of Arts degree in elementary education. With the permission of the instructors in the course, Child Psychology, the investigator met with the sections and administered the instrument to those students who indicated that they had met the two criteria, having completed the course, Elementary School Methods and Materials, and having completed the supervised teaching experience.

Administration of the instrument was made late in the term. It had been almost two months since the termination of the supervised teaching experience; it was expected that the student was able to examine the one experience as it related to the other from a broader frame of reference.

#### Technique of Administration

Students for the sample were enrolled in four sections of Child Psychology. With the permission of the instructors the investigator administered the instrument in each section during one class session. Students were asked if they had completed the course, Elementary School Methods and Materials (21:101), and if they had completed the supervised teaching experience. Those who did not meet both criteria were dismissed

to another room. All remaining students were given pencils and verbal instructions for completing the information on the machine scored answer sheet. It was explained that the information was to be kept anonymous and to be used by the staff for course content revision. Respondents were reminded to make no references to their particular section of the course or to the student teaching center where they had been assigned for the practicum.

It was noted that comments could be made in the space provided on the survey instrument beside the word, "Remarks." Respondents were urged to include suggestions for change in this space.

Respondents worked individually and the instrument was completed in approximately thirty minutes.

On the following day, those students who met the two criteria for answering the questionnaire but had been absent at the first session were asked to meet with the investigator in another room where the same procedure was followed.

The answer sheets were taken to the Bureau of Research at the University of Northern Iowa to be machine scored by simple tabulation and recorded on a printout. The survey instruments were examined and tabulated for comments and suggestions.

## Chapter 5

### ANALYSIS OF DATA

A sample form of the questionnaire appears in Appendix B. Raw data, which is numerical, is recorded on the sample instrument in Appendix B as it was transferred from the computer printout. Percentages based on these figures appear next to each and are enclosed in parenthesis.

Tabulation of remarks dealing with specific course requirements, items thirty-seven through fifty inclusively, are in grouped form from the worksheet and appear in Appendix C. Comments from the final two items of the instrument, which were concerned with the student teaching experience, can be found in grouped form from the worksheet in Appendix D.

For clarity each table will precede the analysis of content and will appear on the same page. Data contained in tables is reported in percentages.

There were four major divisions in the questionnaire. The first division, concerned with the student's perception of the adequacy of the preservice program for preparing him for his performance in the classroom, was subdivided into sections A, B, C, and D. Division two dealt with the student's perception of the adequacy of the preservice program for preparing him for handling professional routine. There were no subdivisions in the second major division. The third division was concerned with student appraisal of fourteen areas of concentration and required activities included in the course, Elementary School Methods and Materials. On the basis of the stated objective of each of the fourteen, the student



was asked to make a recommendation. Appendix B contains the tabulations for each recommendation with the percentage for each figure enclosed in parenthesis next to it. Appendix C lists the remarks concerning the recommendations in division three.

Numerical data from divisions one, two, and three of the questionnaire are reported in fourteen tables.

Tables were organized in the following manner:

#### Divisions of the Questionnaire

Table Number	Division 1				Division 2	Division 3
	Sections	A	B	C D		
1		X	X	X X	X	
2		X	X	X X		
3		X				
4		X				
5			X			
6			X			
7				X		
8				X		
9					X	
10					X	
11					X	
12					X	
13						X
14						X

Division four of the questionnaire, concerning the student's reaction to the student teaching experience, was composed of written responses which could not be organized in table form. Statements from the fourth division can be found on pages 73 to 76. Appendix D includes the remarks of students from division four.

Table 1  
Perceived Adequacy of the Preparatory Program  
for the Role in the Classroom

Total responses to items 1-36 (Divisions 1 and 2)	Number	Percent
Indicated preparation was good	1,002	34
Indicated preparation was fair	1,250	43
Indicated preparation was poor	658	23

Divisions one and two of the survey instrument dealt with classroom performance and handling professional routine. They are grouped together to illustrate the respondent's perceived adequacy of the preparatory program for the role in the classroom. From Table 1 above it can be noted that thirty-four percent of the respondents indicated that preparation was good in some areas. Forty-three percent of the responses indicated that the program was fair in providing for the role in the classroom. Twenty-three responses pointed to perceived inadequacies based on classroom application of the principals from the course, Elementary School Methods and Materials, in terms of classroom performance and handling professional routine.

When responses of "good" or "fair" are combined from division one, classroom performance, and division 2, handling of professional routine, it can be noted that seventy-seven percent indicated that the program in the preservice course, Elementary School Methods and Materials, as it was organized in the fall of 1970, made adequate provision for preparation for assuming the role in the classroom.

Table 2  
Perceived Preparation for Overall  
Classroom Performance

Total responses to items 1-26 (Division 1)	Number	Percent
Indicated preparation was good	678	30
Indicated preparation was fair	1,033	46
Indicated preparation was poor	524	24

Classroom Performance<sup>1</sup>

Table 2 above deals with the first major division of inquiry which was concerned with the student's appraisal of the adequacy of the preparatory program as it had equipped him to perform in the classroom. There were twenty-six areas of professional activity included in the section which were concerned with interpersonal contacts, planning and directing learning experiences, and use of materials. Thirty percent of the respondents considered that the preparation program had been good, forty-six percent felt it had been fair, and twenty-four percent felt they had been inadequately prepared in some areas. A total of seventy-six percent of the responses indicated that the program had been good or fair as it served to prepare students for performance in the classroom.

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<sup>1</sup>Data may be found in Appendix B.

Table 3  
Perceived Adequacy of Preparation for  
Interaction with Others

Total responses to items 1-7 (Division 1, section A)	Number	Percent
Indicated preparation was good	45	21
Indicated preparation was fair	167	49
Indicated preparation was poor	131	30

Interaction with others. Section A of division one is illustrated in Table 3 above. It was concerned with an appraisal by the student with regard to his ability to interact with others in the role of the classroom teacher. There were seven areas to be considered on a three point scale. From the total responses, twenty-one percent considered the preparation for the task had been good, forty-nine percent considered the preparation had been fair, and thirty percent considered the preparation had been poor. One student made no response to item five.

It can be noted that seventy percent of the responses indicated that the preservice program provided in the course, Elementary School Methods and Materials, had been considered "good" and "fair" as preparation for working with others in the role of the classroom teacher.

Table 4

Perceived Adequacy of Preparation for Interaction  
with Others in Specific Areas

Item No.	Item	Percent Good	Percent Fair	Percent Poor
6.	Maintaining a pleasant disposition	35	56	9
1.	Planning and directing learning activities	27	59	14
3.	Working with colleagues	42	42	16
2.	Communicating at the level of the child's understanding	28	45	27
7.	Organizing time to allow for activities which are not school related	9	51	40
4.	Working with parents	5	44	51
5.	Working with others in the community	4	44	51

Table 4 above lists seven areas of concern with regard to the interpersonal relationships involved in the role of the classroom teacher. When ranked in order by perceived adequacy of preparation in terms of combined choices "good" and "fair," it can be noted that students were most secure in the ability to maintain a pleasant disposition. The ability to work effectively with others in the community was an area in which there was indicated a feeling of insecurity. One student did not respond to item 5.

Item 4., "Working with parents," was also given a low rank.

Table 5  
Perceived Adequacy of Preparation to Deal with  
Individual Differences

Total responses to items 8-13 (Division 1, section B)	Number	Percent
Indicated preparation was good	111	23
Indicated preparation was fair	242	46
Indicated preparation was poor	163	31

Individual differences. Table 5 above illustrates the perceptions of students of the adequacy of the preservice program as it reflected the ability to recognize and deal with individual differences in children. The survey results indicated that there was concern on the part of the students for the adequacy of their preparation to cope with the range of differences that were encountered in the supervised teaching experience. Sixty-nine percent of the respondents indicated that they considered the preservice program to have been "good" and "fair" in preparing them to meet the pupils' individual needs. Thirty-one percent considered that the preparation for the task was poor.

Table 6

Perceived Adequacy of Preparation to  
Deal with Individual Differences in  
Specific Areas

Item No.	Item	Percent Good	Percent Fair	Percent Poor
12.	Instigating and directing group work	30	54	16
10.	Understanding the causes of atypical behavior	22	49	29
9.	Providing for exceptional children	21	45	34
8.	Recognizing and handling health problems	20	46	34
13.	Directing discussions with total participation	24	41	35
11.	Maintaining classroom control	12	47	41

Table 6 above describes data from division one, section B of the questionnaire. Six items were concerned with individual differences in pupils and the teacher's role in meeting needs. Responses were ranked in order by perceived adequacy of preparation in terms of combined choices of "good" and "fair."

It can be noted that students considered they were most competent to direct group work. The area in which the largest percentage of the respondents indicated that the preparatory program had failed to prepare them for the task was in maintaining classroom control. Another area of concern to the respondents was in directing discussions.



Table 7

Perceived Adequacy of Preparation to Plan and  
Implement Learning Experiences

Total responses to items 14-20 (Division 1, section C)	Number	Percent
Indicated preparation was good	212	35
Indicated preparation was fair	285	47
Indicated preparation was poor	105	18

Planning and implementing learning experiences. Table 7 above illustrates the perceptions of students regarding the adequacy of the course, Elementary School Methods and Materials, for providing experiences which helped them plan and implement learning experiences. Thirty-five percent of the responses indicated that the preservice preparation was good. Forty-seven percent of the responses indicated that the preparation for planning and implementing learning experiences was fair. Eighteen percent of the responses indicated that there was inadequate preparation for the task.

Combined responses of "good" and "fair" indicate that eighty-two per cent of the responses considered the preparation to have been adequate for planning and implementing learning experiences with elementary school children.

Table 8

Perceived Adequacy of Preparation to Plan and  
Implement Learning Experiences  
in Specific Areas

Item No.	Item	Percent Good	Percent Fair	Percent Poor
14.	Determining and describing objectives	63	30	7
19.	Evaluating the experience	30	56	14
17.	Selecting appropriate teaching methods	40	46	14
18.	Improvising new approaches to learning	36	44	20
15.	Motivating students	32	48	20
16.	Providing for teacher-pupil planning	30	47	23
20.	Accounting for learning	15	61	24

Table 8 above describes data from division one, section C of the survey instrument. Seven items were concerned with the student's perception of the adequacy of the preservice course, Elementary School Methods and Materials, as preparation for planning and implementing learning experiences with pupils. Responses were ranked in order by combined choices of "good" and "fair."

Students indicated that they felt most secure in the area of determining and describing objectives. Two other items received a high rank with regard to the preparation for the task. One was the ability to select appropriate teaching methods and the other was the ability to evaluate the experience.

Table 9

Perceived Adequacy of Preparation for  
Selecting and Using Teaching Materials

Total responses to items 21-26 (Division 1, section D)	Number	Percent
Indicated preparation was good	227	44
Indicated preparation was fair	213	41
Indicated preparation was poor	76	15

Selecting and using teaching materials. Table 9 above presents the total responses to the last section in division one, Classroom Performance, of the survey instrument. Items were concerned with the adequacy of the preparation for selecting and using teaching materials.

Forty-four percent of the responses to six items in section D indicated that the preparation for the task was good. Forty-one percent indicated that the preparation was fair. Fifteen percent considered that the preparation had been inadequate in the area of selection and use of appropriate teaching materials.

Eighty-five percent of the responses were combined choices of "good" and "fair."

Table 10

Perceived Adequacy of Preparation for  
Specific Ways of Selecting and  
Using Teaching Materials

Item No.	Item	Percent Good	Percent Fair	Percent Poor
22.	Operating media equipment	71	26	3
23.	Designing bulletin boards and displays	54	36	10
21.	Making effective use of existing programs	35	52	13
26.	Making use of available classroom books	38	47	15
24.	Constructing audio-visual aids for special activities	42	41	17
25.	Utilizing community resources	24	47	29

Table 10 above presents item responses from division one, section D of the questionnaire. Six items were ranked in order by combined choices of "good" and "fair" with regard to the perceived adequacy of the preservice program for preparing respondents to select and use appropriate teaching materials.

Operation of media equipment was considered to have been an area in which the preparation was either "good" or "fair" in most cases. A majority of responses also indicated that the preservice program was "good" or "fair" for preparing students to design bulletin boards and displays.

Table 11

Perceived Adequacy of Preparation for  
Handling Professional Routine

Total responses to items 27-36 (Division 2)	Number	Percent
Indicated preparation was good	324	38
Indicated preparation was fair	343	40
Indicated preparation was poor	183	22

Professional Routine<sup>2</sup>

Table 11 above presents total responses to items in the second major division of the survey instrument. Division two dealt with the adequacy of the preservice program in preparing the student for attending to the duties and responsibilities involved in working within the structured framework of a public school system.

Thirty-eight percent of the respondents indicated that the preparatory program had been good for preparing students to work within the framework of the school system. Forty percent of the respondents indicated that the preservice program was fair in preparing students to work within the structure of the school. Seventy-eight percent of the responses indicated that the preservice program was "good" and "fair" combined as preparation for working within the framework of the school system.

Twenty-two percent of the responses indicated that the preparation was inadequate.

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<sup>2</sup>Data may be found in Appendix B.

Table 12

Perceived Adequacy of Preparation for  
Handling Professional Routine in  
Specific Areas

Item No.	Item	Percent Good	Percent Fair	Percent Poor
29.	Managing clerical work	61	31	8
27.	Adapting to role in the school and community	48	41	11
30.	Operating within course of study and curriculum guide	48	41	11
28.	Following required school routine	55	32	13
34.	Conferring with parents	45	41	14
32.	Locating appropriate resources	32	48	20
31.	Planning learning experiences	28	43	29
36.	Providing enrichment activities	32	36	32
33.	Handling behavior problems	20	43	37
35.	Challenging unresponsive pupils	14	47	39

Table 12 above presents data from ten items which comprise division two of the survey instrument. Items are ranked in order by combined choices of "good" and "fair."

One student did not respond to division two of the questionnaire. Therefore, percentages were computed on the basis of eighty-five respondents.

Sixty-one percent of the responses indicated that the preservice program made good provision for preparing students to manage clerical work. Students indicated that the preparation was also good in

forty-eight percent of the responses dealing with the ability to adapt to the role in the school and community and dealing with the ability to operate within the course of study and curriculum guide. Forty-five percent of the responses indicated a good preparation for following required school routine.

Preparation for handling behavior problems was considered to have been inadequate as indicated in thirty-seven percent of the responses. Thirty-nine percent of the responses were "poor" regarding preparation for challenging unresponsive pupils.

Table 13  
Appraisal of Course Requirements

Total responses to items 37-50 (Division 3)	Number	Percent
Recommended continuation	752	64
Recommended modification	333	29
Recommended abolition	80	7

### Appraisal of Specific Course Requirements<sup>3</sup>

Table 13 above presents numerical data from total responses to an appraisal of fourteen areas of concentration and required activities which are part of the content of the course, Elementary School Methods and Materials. Division three of the questionnaire is illustrated in Table 13.

Sixty-four percent of the responses made by students indicated recommendations to continue existing areas of concentration or required activities. Twenty-nine percent of the responses made by students indicated recommendations to continue areas of concentration or required activities with modifications. Ninety-three percent of the responses made by students were recommendations for continuation or modification of the present program in the course, Elementary School Methods and Materials.

Seven percent of the responses made by students were recommendations for abolition of some areas of concentration or required activities.

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<sup>3</sup>Data may be found in Appendixes B and C.



Table 14  
Appraisal of Specific  
Course Requirements

Item No.	Item	Percent Continue	Percent Modify	Percent Abolish
45.	Optional activities to develop teaching tools	77	23	0
48.	New programs and innovations are reviewed	77	13	0
47.	Classroom participation in the public schools	76	24	0
49.	Emphasis on question construction	86	13	1
39.	Contributing to the room environment	79	20	1
46.	Field trips and excursions	86	12	2
50.	Understanding concepts and generalizations	65	33	2
44.	Individual research projects	65	30	5
42.	Presenting a learning experience to the class	63	30	7
40.	Writing a resource unit	53	38	9
41.	Organizing a resource file	46	42	12
37.	Class attendance	54	32	14
43.	Long term projects	47	37	16
38.	Large group lectures	23	52	25

Table 14 above presents numerical data from division three of the questionnaire. Fourteen items are ranked in order by combined recommendations of the respondents for "continuation" and "modification."

Eighty-seven percent of the respondents recommended continuation of item 45., optional activities to develop teaching tools.

Thirteen percent of the students recommend continuation with modifications. There were no recommendations for abolition of the activity.

Seventy-seven percent of the respondents recommended continuation of the area of the course, Elementary School Methods and Materials, that deals with new programs and innovations. The remaining twenty-three percent of the respondents recommended continuation with modification. There were no recommendations for abolition of the area.

Seventy-six percent of the students recommended continuation of classroom participation in the public schools. Twenty-four students recommended continuation of classroom participation with some modification in the activity.

Eighty-six percent of the students recommended continuation of the area of concentration in the course, Elementary School Methods and Materials, which is concerned with question construction. Thirteen percent of the respondents recommended modification of the area. One percent of the respondents considered that the area of concentration should be abolished.

Seventy-nine percent of the respondents recommended continuation of the activity in which students take responsibility for contributing to the room environment. Twenty percent of the respondents favored continuation of the activity with some modification. One percent of the students recommended abolition of the activity.

Eighty-six percent of the students recommended continuation of the practice of taking field trips and excursions as an activity of the course, Elementary School Methods and Materials. Twelve percent of the

students favored continuation of the activity with some modification. Two percent of the respondents recommended abolition of the activity.

Sixty-five percent of the respondents recommended continuation of the area of concentration which deals with understanding the structure of a discipline in terms of concepts and generalizations. Thirty-three percent of the respondents favored continuation of the area with some modification. Two percent of the students recommended abolition of the area of concentration.

Sixty-five percent of the respondents recommended continuation of individual research projects as a part of the course, Elementary School Methods and Materials. Thirty percent of the students favored continuation of the practice with some modification. Five percent of the students recommended abolition of the activity.

Sixty-three percent of the students recommended continuation of the practice of presenting a learning experience to the class as a part of the course, Elementary School Methods and Materials. Thirty percent of the respondents favored continuing the activity with some modification. Seven percent of the respondents recommended discontinuation of the activity.

Fifty-three percent of the respondents recommended continuation of the practice of writing a resource unit as a requirement of the pre-service course. Thirty-eight percent of the students favored continuation of the activity with some modification. Nine percent of the respondents recommended abolition of the requirement.

Forty-six percent of the students recommended continuation of the practice of organizing a resource file as a part of the preservice course.

Forty-two percent of the students favored continuation of the activity with some modification. Twelve percent of the respondents recommended discontinuing the activity.

Fifty-four percent of the respondents recommended continuation of the policy of compulsory attendance. Thirty-two percent of the students favored continuation of the attendance policy with some modification. Fourteen percent of the respondents recommended that the policy of required attendance be discontinued.

Forty-seven percent of the respondents recommended continuation conducting long term projects. Thirty-seven percent of the respondents favored continuation of the activity with modification. Sixteen percent of the students recommended abolition of the activity.

Twenty-three percent of the respondents recommended continuation of large group lectures. Fifty-two percent of the students favored continuation of large group lectures with some modification. Twenty-five percent of the students recommended discontinuing large group lectures.

Remarks by students regarding each of the fourteen areas of concentration or activities can be found in Appendix C. A summary of remarks for each item in Table 14 follows.

45. New programs and innovations. Sixty-six respondents did not comment. Remarks favorable to the review of new programs included the following: "Improves self-confidence when meeting new colleagues"; "Very well done in my section"; "Very important"; and "Our prof has tremendous knowledge in this area."

Unfavorable comments included, "Many are impractical," and "Many are too theoretical; need to learn how to implement them."

Six respondents suggested that it sounded like a good idea, but they felt it had been neglected in their sections. Two others suggested they had a need for more learning theory. Another would have liked demonstrations. One could see value in broadening the area covered and another would have liked more discussion of the programs.

48. Optional activities to develop teaching tools. Sixty-five respondents did not comment on this item. Three of those who did indicated that they had had the opportunity to share good innovative ideas. One noted that there was insufficient time allowed for the construction of these teaching tools. Additional comments were: "Useful"; "Need more"; "Important"; "Useful for teaching"; "Excellent"; and "As long as it will be useful."

Unfavorable comments included two from students who considered that this was not a valuable exercise since they could not anticipate the age-grade level in which they would ultimately be teaching. Two others felt that there was too much competition within the section. Another did not think that the assignment had been properly clarified.

Two suggested that the construction of teaching tools should not be required. One thought class time should be allotted for the construction of these. Another suggested that it be done earlier in the semester.

47. Classroom participation in the public schools. Thirty-one respondents did not comment on this item. Three noted that it was an excellent experience, and one considered that it was one of the best activities in the semester.

There were no unfavorable comments, but there were several suggestions for improving the experience. One student suggested participation of one week at the beginning of the professional semester

and another at the end. Another favored nine weeks of half day participation. A similar suggestion was made to extend participation to half days for the entire semester. Five respondents favored participating for a whole day for one week. An additional thirty-three respondents indicated, simply, that they recommended extension of the participation time.

Two suggestions were concerned with increased provision for discussion of participation. One felt a need for more discussion in advance of the experience, and another favored more at the conclusion.

One student commented that it would be more valuable if each participant were assigned to the grade level of his choice.

49. Emphasis on question construction. Sixty-three students did not comment on this item. Three students indicated that the emphasis on question construction is important; two more considered the area "good"; three said, "More!"; and one said, "Very well done in my section."

Three students indicated that more attention needs to be given to the area of question construction. Two other students recommended that a new approach to question construction be tried in the preservice course.

Three students felt a need for more drill and experience in question construction. Another suggestion was that question construction did not need as much emphasis as it received.

39. Contributing to the room environment. Sixty persons did not comment. Seven students noted that many ideas had been accumulated. Two students indicated they had contributed very little to the room environment but thought it would have been a useful activity. Another considered it to have been "busy work."

Other remarks included: "Beneficial"; "Good practice for making bulletin boards"; "We had about the right amount of this"; "Good experience--need more"; "Definately"; and "Excellent."

Four respondents felt the need for more discussion concerning what had been done in the classroom. One person suggested that ideas could be shared without constructing examples. Another favored the requiring of notebooks for collecting ideas that are presented. One noted that the rooms were inadequate for this exercise.

46. Field trips and excursions. Fifty-eight of the respondents did not comment on this part of the course. One felt it was a welcome change from routine, and another noted that he had gained a great deal from the experiences. Other favorable comments included two who said, "Very good"; "Great"; "Very informative"; and "Excellent."

One respondent noted that it was "fun" but not educational in his opinion. Another felt that there was too little time to do an adequate job with the experiences.

Four people recommended more field trips and two suggested they be "relevant." Another wanted the class to make the decision concerning which trips to take. One felt the class should assume the responsibility for planning. One suggestion was for more discussion about how to make classroom use of the experiences and, another favored discussion of the possibilities, but felt it was not necessary to actually go. Three suggested that there was not provision for enough of this experience. One would like to have taken children along to observe their reaction. It was also recommended that more trips to schools be planned.

50. Understanding concepts and generalizations. Sixty-seven did not comment on this item. Two students noted that the area of concentration was presented in a lecture.

Three students were unaware that there had been a part of the course devoted to concepts and generalizations. Other comments included the following, "confusing"; "Is it stressed?"; "Not much continuity"; and "Too much time devoted to the topic."

Suggestions for improving this area included two recommendations for extending the study, one that it deal more with societal changes, two that it deal more with real-life problems, and one who would like more emphasis in the area of making long range plans for the classroom.

Two people felt that it did not need as much emphasis as it received.

44. Individual research projects. Sixty respondents did not comment. One respondent explained that it was a good way to keep up with changes and, another said it was a tremendous "boost" to the course. Eight suggested that individual research was a good idea, but they had not done any in their sections. Three called it "excellent" and three more said, "Very good."

Unfavorable comments included a remark that there was insufficient time to participate in this project. Another noted that he was not well acquainted with the old materials and therefore not in a position to examine the new. One felt that the activity was too technical and concerned with statistics and that the time could be better spent in concern for children. Another respondent felt ideas should be demonstrated rather



than reported, and an additional comment which was similar suggested that this could be a "doing" experience.

Suggestions were made that more handouts should be provided which list specific articles to be read, that required reading should be more interesting, that it be more extensive, and that more guidance is needed. Another student suggested that the instructor refrain from directing so much of the reading. One student felt that this activity should precede the professional semester but not be a part of it. Another suggested that it should be done in groups.

42. Presenting a learning experience to the class. Fifty-three did not comment. Others stated that good ideas were presented and that it is the only way to find out how strategies work. Two students said the activity is a "must." Another said that it was good practice. One student noted that it was extremely beneficial, and there should be more opportunities.

Comments which were unfavorable indicated that it is difficult to try to make a presentation and then endure criticism from the class. Eighteen respondents considered that simulated presentations are superficial and contrived. Other students stated that there should be young children for the presentation.

Included in the suggestions for change were three statements that the presentations of learning experiences should take place more than once. A request was made for more discussion time, and it was noted that it is necessary to motivate the students in order to make a worthwhile effort. One felt the presentations would have been more effective if they had taken place in small groups. Another student favored criticisms discussed in individual conferences rather than before the class.

40. Writing a resource unit. Forty-seven respondents did not comment on this item. One stated that it was the only way to learn to teach by the unit method. Six students noted that the writing of a unit was a helpful activity. Two more remarked that the unit was an extremely good experience. Other favorable remarks were: "Right on!"; "Good!"; "Excellent experience "; "definitely"; and "valuable."

Two students considered the writing of a unit to have been "busy work," and one stated that it would never be needed in a teaching situation. Two others felt it was time consuming, and one stated that he could already locate the necessary material. One noted that it was a waste of time to write on topics which have already been prepared. In keeping with this, a statement was made that the students often copy units. Another referred to the project as a "college joke." It was noted that they go out of date too fast, that the grade seems to be the main goal, and that it receives too much emphasis and may never be used. Two people felt the unit should apply to children instead of just writing it. One said he felt he had been taught how to write a unit, but the course had failed to prepare him to teach one. Another found the assignment discouraging because the professor had showed little interest in the project.

It was suggested that more examples from films and books be used to demonstrate units in action. Three would like to see more group work on units. Six felt they needed more guidance and instruction concerning the content of a unit. Two felt that it would be sufficient to deal with the general procedure for writing a unit but eliminate the actual exercise. Another suggested that it should be an optional activity. One noted that there was not enough time to do justice to the writing of a unit. There

was a suggestion that it should be a teaching unit instead of a resource unit. Another would like to see the grade eliminated and just exchange ideas. One favored substituting the construction of learning packets instead of writing a unit. One contended that the writing of units should be made a requirement in all sections of the course.

41. Organizing a resource file. Fifty-one respondents did not comment. Favorable statements included two from students who said it was the biggest help in student teaching. Two more found the material very useful. One said it was interesting, and another said it was a good experience.

Two people felt they wasted their time since they did not know what grade they would be teaching. Another two were sure they would never use such a file. Two more did not consider that the project was worth the time needed to do it. One person felt that too little of the material collected was useful.

Six people strongly favored continuation of the required resource file but recommended that it should not be assigned a grade. Three felt there was too much emphasis on quantity rather than quality. One noted that a resource file was not required in his section but thought it should be. Another felt the purpose had not been made clear in his section. There was a suggestion that this should be a group project. Another suggested that the instructor supply worksheets for the file. Four respondents would like to see resource file be made optional; one noted that many schools have IMC (an instructional materials center) to supply needed materials. Six people asked for more direction in selecting appropriate material.

37. Class attendance. Sixty respondents did not comment on this item. One student noted that attendance reflects professional behavior. It was suggested that attendance is necessary for learning and that students should want to be present. One stated that by the junior year in college a person should have developed a degree of self-discipline. A strong statement was made by one who claimed that he is angered by those who do not attend. It was indicated that one who is sincere in his goal to become a teacher should want to attend with regularity. Another, that a person would not "skip" work, and therefore should take the same attitude with his class.

Four students claimed that professionalism can not be forced. Three more agreed that attendance is important only if the class is worthwhile. Another suggested that classes be made more relevant. One suggested that learning does not come about as a result of attendance in class. One student felt that valuable hours are wasted by going to class. It was suggested that students come, not to learn, but because they are required to attend. One student stated that only an insecure professor requires attendance.

It was suggested that four hours a week be set aside for discussion.

43. Long term projects. Fifty-nine students did not comment on this item. One student noted that good ideas were exchanged. Another commented that practice in conducting classroom projects was gained.

One student remarked that he saw no value in the assignment, but he also noted that he had not done it. Two students felt it was an unrealistic situation and found the assignment confusing. Three commented

that it was "busy work." One noted that such an assignment is not relevant for special education.

Suggestions included allowing any project of interest, presenting the results to the class, presenting to the class earlier in the semester, and that the activity should be optional. Four said that they did not do it but thought it would have been valuable.

38. Large group lectures. Forty-three students did not comment on this item. Favorable remarks included the following: "Everyone should take advantage of this"; "Would like more"; and "More than one view is always appreciated."

Unfavorable comments included several which dealt with the physical facilities. Four felt the group was too large and crowded, two could not hear, and two could not see well. One commented that the topics were too general. Another said the lectures were above his head. One felt they were often unrelated to the work in the homeroom. Twenty-seven students recommended that there be more provision for discussion.

It was suggested that there be more provision made for interaction between sections. Another student suggested more attention devoted to science, music, and art. More resource people were requested by two respondents. Five students would have preferred smaller groups. One person stated that attendance should be made optional.

#### Reaction to the Student Teaching Experience

The final two items on the survey instrument were concerned with the initial reaction the student had to the supervised teaching experience. Space was provided on the instrument for the student to write his description of the situation.

This information, though not directly related to the intended objective of this study, indicated the general attitude of the student regarding the practicum. In most cases respondents indicated a very favorable reaction to the experience. This section also investigated the ways in which the supervised teaching experience differed from the student's expectation.

Reception of the student on the initial visit.<sup>4</sup> The respondent was asked to describe his impression of how he was received at the student teaching center on the first visit. Six students did not respond to the question.

Seventy-four indicated they were greeted warmly, three suggested they were met with a reserved attitude, and four felt they were treated indifferently. One noted that he was asked to teach on the day of the initial visit.

Ways in which the experience differed from the expectation.<sup>5</sup> Six students did not respond to the question. One category of organization of the remarks dealt generally with the student's perceived changes in his self-concept, and in his attitude toward the profession. Some remarks were descriptive, other revealed disillusionment, and others described how other people affected the student. Some examples include: "I was scared"; "The lack of criticism bolstered my self-confidence"; "I forgot about being self-conscious"; "I felt an attitude change"; and "I learned a lot about myself."

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<sup>4</sup>Tabulation of remarks can be found in Appendix D.

<sup>5</sup>Ibid.

Two said they realized they knew less than they had thought, three felt they were treated as regular staff members, two noted that they were free to express opinions, three had learned more than they expected, six considered that the experience was better than they had anticipated, and one remarked that the time passed very quickly.

With regard to classroom procedure, one noted that he had been asked to write a unit. Another felt there was less paperwork than expected. Two other respondents noted that there was more paperwork than expected. One remarked that he had learned how to put theory to practice while others found that the theory was impractical.

Four students found teaching more difficult and complex than expected. Planning, "after school" work, and the search for appropriate materials concerned seven people. One found it was difficult to invent creative approaches to learning situations.

Time periods and pacing did not pose the problem that one student feared. Others felt bound by traditional procedures and textbook oriented methods. Two more had a new appreciation for structure and organization.

Individualization of instruction was a concern. Three found it a problem to get to know the children quickly. Two more discovered how difficult it was to provide for a wide range of interests and abilities. Three found the fast worker particularly challenging. Behavior problems were a major concern for three respondents. It was remarked that in one situation children appeared to be "mass produced."

Many found the supervisor supportive and helpful in offering suggestions for improvement. Two noted that the supervising teacher had made student teaching a rewarding experience.

Four students felt they had been permitted very little responsibility. Three more considered that they had had too little direction. One student found that the methods employed by the supervisor allowed for very little experimentation.

Several students made comments regarding seminars. One stated that there was too little opportunity for discussion. One noted that the coordinator was helpful. Another student remarked that he had been visited only once.

Several suggestions were made concerning the course, Elementary Methods and Materials, as a result of the supervised teaching experience. One student would like to have the course follow student teaching. Another student felt a need for more information about working with black children. One student would like more attention to science methods. Sensitivity training and programs for developing self-awareness would have helped one student.



## Chapter 6

### SUMMARY AND CONCLUSIONS

#### Summary

The present study was concerned with an appraisal of the course, Elementary School Methods and Materials, which is a major part of the professional semester for elementary education majors at the University of Northern Iowa. Eighty-six students who had completed the supervised teaching experience were asked to complete a questionnaire regarding the various experiences and required activities in the course. Respondents were expected to judge course content based on classroom application in student teaching. The survey instrument was administered in May, 1971, during regular meetings of classes in child psychology. Identification information was examined to determine that it was a representative sample.

Students responded to four major divisions which comprised the survey instrument.

Division one dealt with the student's perception of the adequacy of the preservice program for preparing him to perform in the classroom. Respondents were expected to mark twenty-six items in division one on a three point scale. Choices were recorded on a machine-scored answer sheet. Numerical results may be found in Appendix B.

Division two included ten items which were concerned with student's perceived preparation for handling professional routine. Responses on a

three point scale were recorded on the machine-scored answer sheet. Numerical results may be found in Appendix B.

Fourteen areas of concentration and required activities which are a part of the course, Elementary School Methods and Materials, were listed in division three of the questionnaire. Each item included a description of the objective of the area of concentration or activity. On the basis of the objective, students were expected to recommend continuation, modification, or abolition of each area of concentration or activity. Recommendations were recorded on the machine-scored answer sheet. Numerical results may be found in Appendix B. Space was provided on the survey instrument for qualifying remarks or suggestions for modification. Remarks were grouped and tabulated. They may be found in Appendix C.

Division three included two questions dealing with students' reception into the supervised teaching experience. Remarks were recorded on the survey instrument. Remarks were grouped and tabulated and can be found in Appendix D.

Data will be used by the staff of the course, Elementary School Methods and Materials (21:101), for planning purposes.

### Conclusions

The literature suggested that there is increased student involvement in the planning and evaluation of preservice programs for teacher education. Because of the limitations of experience and background, it is probably unwise for students to assume the entire responsibility for dictating course content and activities. It has been found, however, that course evaluation, even after a limited practicum, can make a useful contribution to the plans for course content.

The survey of student perceptions of the professional semester course, Elementary School Methods and Materials (21:101), at the University of Northern Iowa revealed much data of significance. Based on analysis of the findings, the more significant conclusions appeared to be:

1. A majority of the students felt adequately prepared to assume the role of teacher in the classroom. Approximately one-third considered the preparation program was good. Only one-fourth felt ill prepared. Twelve percent of the respondents were responsible for almost thirty percent of the responses denoting inadequate preparation.

2. Most students considered that they had been adequately prepared for handling professional routine. Less than one-fourth felt handicapped.

3. Working with parents and others in the community presented an obstacle to many students. It is possible that the "sheltered" nature of the supervised teaching experience allowed little opportunity to explore competency in this area.

4. Major concerns of the student during the supervised teaching experience appeared to be the handling of behavior problems, meeting individual needs, motivating pupils, and determining whether planned experiences had resulted in learning. Preservice programs can provide for theoretical discussions in these areas of concern but application of the principles of interpersonal relationships must be a part of the supervised teaching experience.

5. A majority of the respondents indicated that they had been adequately prepared for the task of planning and implementing learning experiences. The preparatory course must acquaint the student with

processes and strategies for a wide variety of learning programs. If the student was assigned to a situation where it was necessary to function in a highly structured program, he might have considered that he had not been adequately prepared.

6. Most students indicated that the preservice program had adequately prepared them to operate media equipment, design bulletin boards, and make effective use of available materials and resources. Students noted that they were less able to utilize community resources. The supervised teaching experience probably provided little opportunity for contact with the community.

7. Students indicated that, with a very few exceptions, they were competent to manage clerical duties and could operate within the prescribed curriculum. Students considered that they had been prepared to adapt to assume their role in the school system.

8. The fourteen areas of concentration and activities which have made up the major part of the course content of Elementary School Methods and Materials were given endorsement by most students. The review of new programs, classroom participation in Cedar Falls, and the development of creative teaching tools were given unanimous acceptance. Seventy-five percent of the respondents recommended that every activity be continued in some form.

Some students indicated that class attendance should be optional. Remarks concerning areas of concentration and required activities in the course revealed a misunderstanding of the objective on the part of some students. Perhaps poor class attendance contributed to misunderstanding of assignments.

Remarks indicated several interpretations of the activity dealing with individual research. The syllabus for the course, Elementary School Methods and Materials, contains a comprehensive bibliography which is keyed to specific interest areas. References were selected with the idea of providing for individual differences with substantial choices for those who are interested in doing specific study. Several suggestions were made concerning increased discussion of the participation experience in the public schools. It may be noted that professional ethics prevents discussion of any points other than policies and procedures.

One student remarked that participation assignments should be at the grade level of the participant's choice. Assignments are occasionally one level above or below as they must be limited to those supervising teachers who volunteer for responsibility.

Comments concerning the use of time, group work, discussion periods, and relevancy of activities tended to be repeated on the same few instruments. Least support was given to the large group lectures, but remarks indicated that the greatest number of complaints dealt with the physical facilities which make it difficult to be comfortable, to see, or hear well.

### Implications

The degree of satisfactoriness with which the students viewed the course, Elementary School Methods and Materials, implies that the experiences successfully provided by the program should be continued and efforts should be made for improvement in the areas regarded as least satisfactory.

1. Those aspects of the course which might be considered for modification, expansion, or greater concentration are in the areas of working with parents and the community, stimulating the unresponsive child, providing enrichment activities for the fast worker, and handling behavior problems. The new education facility will provide adequate space for large group lectures in the future.

2. There were noteworthy recommendations for extending participation periods in the Cedar Falls schools, for providing more opportunities for discussions and for group work, and for eliminating formal evaluation in the form of grades on some projects.

#### Suggestions for Further Research

A study which surveys the opinions of students in succeeding semesters would provide valuable comparative information.

There are several conditions which may have influenced the results of this survey. Additional studies using the same, or a similar, questionnaire might produce interesting comparisons.

1. A study made in the fall term which includes those students who completed the professional semester the preceding spring might result in different data.

2. A follow-up survey which is administered after one year of teaching might produce different results as the controlled conditions which are typical in the supervised teaching experience would have been removed.

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**APPENDIXES**

**APPENDIX A**

## DESCRIPTION OF THE COURSE

At the University of Northern Iowa, students who are majoring in elementary education enter into the professional semester when they are juniors and have a grade point average of at least 2.15. The courses which compose the semester are: Teaching of Arithmetic (two semester hours), Reading and Language Arts (five semester hours), and Elementary School Methods and Materials (ten semester hours).

It is with the course, Elementary School Methods and Materials, that this study was concerned. The course represents a principal part of the professional semester and directly precedes the supervised teaching experience.

In the course, students are introduced to materials, techniques, and teaching strategies which are appropriate for teaching in grades from kindergarten through sixth.

Nine hours a week are spent with homeroom instructors who coordinate activities and take responsibility for the final evaluation. Six hours each week are spent with workshop instructors who direct activities in a field of specialty. Workshops include art, music, audio-visual media, and science. In addition, resource people from the university and from the community are invited to speak to the classes. Students from several sections often join the large group instruction and discussion at which time presentations are made by members of the staff.

The course content reflects the best current thought and teaching strategies for childhood education. New programs and techniques are

surveyed with an emphasis on individualization of instruction.

One part of the program is a week of active participation in the Cedar Falls public schools. Each student has the opportunity to observe, assist, and finally direct learning experiences with children.

Students take responsibility for contributing to the environment of the room, teach model lessons in simulated situations, evaluate themselves through video taping, and take field trips and excursions. These study trips not only contribute useful background from the community, but are planned to help the student become aware of the available resources for making similar experiences more meaningful to children.

Besides becoming acquainted with commercially prepared instructional materials, students collect, organize, and construct teaching aids. They are helped to be selective in choosing appropriate items and in storing them for expedient retrieval.

Students are helped to understand the structure of the basic disciplines in terms of concepts and generalizations, and processes. They are expected to apply these principals in writing a resource unit.

Attention is given to question construction designed for developing higher levels of thought and inquiry in the classroom.

The nature of the course makes it necessary to continually revise the content and organization.



**APPENDIX B**

SURVEY INSTRUMENT

(INCLUDING TABULATION INFORMATION)

A study is being made at the University of Northern Iowa of the course in elementary education, Elementary Methods and Materials (21:101). Students who have completed the student teaching experience are asked to respond to a questionnaire. Your assistance will be appreciated.

Responses are confidential; no attempt will be made to identify a respondent by name or classroom section.

Directions: On the answer sheet please write ALDRIDGE SURVEY in the space designated for NAME OF TEST. In the box designated, IDENTIFICATION NUMBER, supply the following information by darkening the appropriate digit:

- Line 1 - If you are a male darken the digit 1. If you are a female, darken the digit 5.
- Line 2 - If your age is less than 24 years, darken digit 1. If your age is 24 years or more, darken digit 2.
- Line 3 - Darken the digits which correspond to your approximate cumulative grade point average.  
4  
5
- Line 6 - If you are an early childhood education major, darken digit 1. If you are an elementary major darken digit 2.
- Line 7 - If your student teaching experience was at the kindergarten level darken 1, at the primary darken 2, or at the intermediate darken 3.

CLASSROOM PERFORMANCE

How would you rate the Elementary Methods and Materials (21:101) experience in terms of how well it prepared you for your role in the classroom?

Directions: Indicate your response by darkening 1, 2, or 3 on the answer sheet.

A. With regard to your interaction with others, how do you rate your preparation for the following tasks:

	Good	Fair	Poor			
	(1)	(2)	(3)			
	No.	%	No.	%	No.	%
1. Planning and directing pupils in learning activities	23	(27)	51	(59)	12	(14)

	Good (1)		Fair (2)		Poor (3)	
	No.	%	No.	%	No.	%
2. Communicating at the level of the child's understanding	24	(28)	39	(45)	23	(27)
3. Working with colleagues	36	(42)	36	(42)	14	(16)
4. Working with parents	4	(5)	38	(44)	44	(51)
5. Working with others in the community	3	(4)	37	(44)	45	(52)
6. Maintaining a pleasant disposition	30	(35)	48	(56)	8	(9)
7. Organizing time to allow you to engage in activities which are not school related	8	(9)	44	(51)	34	(40)
<b>B. With regard to your ability to recognize and deal with individual differences in children how do you rate your preparation in the following areas:</b>						
	(1)	%	(2)	%	(3)	%
8. Recognizing and handling health problems	17	(20)	40	(46)	29	(34)
9. Providing for exceptional children (above average, below average, physically or emotionally handicapped)	18	(21)	39	(45)	29	(34)
10. Understanding the causes of atypical behavior	19	(22)	42	(49)	25	(29)
11. Maintaining classroom control	10	(12)	40	(47)	36	(41)
12. Instigating and directing group work	26	(30)	46	(54)	14	(16)
13. Directing discussions with total participation	21	(24)	35	(41)	30	(35)
<b>C. With regard to your ability to plan, organize, and implement learning experiences, how do you rate your preparation:</b>						
	(1)	%	(2)	%	(3)	%
14. Determining and describing objectives	54	(63)	26	(30)	6	(7)
15. Motivating students	28	(32)	41	(48)	17	(20)

	Good (1)		Fair (2)		Poor (3)	
	No.	%	No.	%	No.	%
16. Providing for teacher-pupil planning	26	(30)	40	(47)	20	(23)
17. Selecting appropriate teaching methods	34	(40)	40	(46)	12	(14)
18. Improvising new strategies and approaches to learning	31	(36)	38	(44)	17	(20)
19. Evaluating the experience	26	(30)	48	(56)	12	(14)
20. Accounting for learning	13	(15)	52	(61)	21	(24)
<b>D. With regard to your ability to select teaching materials, how do you rate your preparation:</b>						
	(1)	%	(2)	%	(3)	%
21. Making effective use of existing teaching programs	30	(35)	45	(52)	11	(13)
22. Operating media equipment	61	(71)	22	(26)	3	(3)
23. Designing purposeful bulletin boards and displays	46	(54)	31	(36)	9	(10)
24. Constructing audio or visual aids for special activities	36	(42)	35	(41)	15	(17)
25. Utilizing community resources	21	(24)	40	(47)	25	(29)
26. Making use of available class-room books	33	(38)	40	(47)	13	(15)

#### PROFESSIONAL ROUTINE

To what extent did each of the following areas of professional responsibility cause you concern:

Directions: Indicate your response by darkening 1, 2, or 3 on the answer sheet.

	Little (1)		Some (2)		Much (3)	
	No.	%	No.	%	No.	%
27. Adapting to your role in the school and community	41	(48)	35	(41)	9	(11)
28. Following required school routine	46	(55)	28	(32)	11	(13)

	Little (1)	%	Some (2)	%	Much (3)	%
29. Managing clerical work	51	(61)	26	(31)	8	(8)
30. Operating within the course of study and curriculum guide	41	(48)	35	(41)	9	(11)
31. Planning learning experiences	24	(28)	36	(43)	25	(29)
32. Locating appropriate resources	27	(32)	41	(48)	17	(20)
33. Handling behavior problems	18	(20)	36	(43)	31	(37)
34. Conferring with parents	38	(45)	35	(41)	12	(14)
35. Challenging unresponsive students	12	(14)	40	(47)	33	(39)
36. Providing enrichment activities for zealous students	26	(32)	31	(36)	28	(32)

## APPRAISAL OF SPECIFIC COURSE REQUIREMENTS

Based on the intended purpose of each of the common requirements of Elementary Methods and Materials (21:101), what policy do you favor?

Directions: Indicate your response by darkening 1, 2, or 3 on the answer sheet. Please qualify your response on the line marked "Remarks" on this page if you wish.

	Continue		Modify		Abolish	
	(1) No.	%	(2) No.	%	(3) No.	%
37. Class attendance is stressed as one method of promoting an attitude of professional responsibility.	45	(54)	27	(32)	12	(14)
Remarks <u>(See Appendix C)</u>						
38. The general large group lectures are planned to serve two main purposes. First, they provide an opportunity to hear those on the staff and others speak in their field of specialty. Second, it is expected that the setting will provide a forum for discussion in which students from several sections can exchange ideas.	19	(23)	44	(52)	21	(25)
Remarks _____						
39. Each student is expected to take some responsibility for contributing to the room environment. This activity is planned to help students become aware of the various educational purposes for bulletin boards, displays, and ways of making them a more effective part of the classroom.	66	(79)	17	(20)	1	(1)
Remarks _____						
40. The resource unit is intended to help the student learn to locate materials and organize them into a plan for a potentially useful learning experience.	44	(53)	32	(38)	8	(9)
Remarks _____						

	Continue (1) No.	%	Modify (2) No.	%	Abolish (3) No.	%
41. The resource file is intended to help the student become selective in choosing appropriate items, to begin an organization which will make retrieval more expedient, and which will foster an awareness of potentially useful educational materials.	38	(46)	35	(42)	10	(12)
Remarks _____						
42. Students are expected to plan and present a learning experience in order to try out teaching techniques and strategies.	53	(63)	25	(30)	6	(7)
Remarks _____						
43. Individual long range projects are often planned to demonstrate ways of helping children to recognize change over a period of time.	38	(47)	30	(37)	13	(16)
Remarks _____						
44. Individual research studies investigate current issues in education, innovations, and new programs. This exercise is expected to contribute to an attitude of continuing professional growth.	54	(65)	25	(30)	4	(5)
Remarks _____						
45. Optional activities afford an opportunity to develop creative teaching tools. The student is expected to be resourceful as he plans and produces materials for instruction.	73	(87)	11	(13)	0	(0)
Remarks _____						

	Continue		Modify		Abolish	
	(1) No.	%	(2) No.	%	(3) No.	%
46. Field trips and excursions provide an opportunity to examine the possibilities for utilizing community resources for educational purposes and for learning about the mechanics of transporting children outside the school.	72	(86)	10	(12)	2	(2)
Remarks _____						
47. Classroom participation in Cedar Falls is arranged in order to afford the student the opportunity to become acquainted with the routine of the public schools and to contribute to the development of a professional viewpoint.	63	(76)	20	(24)	0	(0)
Remarks _____						
48. New programs and innovations in teaching strategies are reviewed in order to acquaint the student with the most widely accepted plans for instruction so that he might select the most appropriate items for developing his own style.	63	(77)	19	(23)	0	(0)
Remarks _____						
49. Emphasis is placed on questions construction for developing higher levels of thought and inquiry.	71	(86)	11	(13)	1	(1)
Remarks _____						
50. Understanding the structure of the basic disciplines in terms of concepts and generalizations, and processes is stressed in order that the student be better prepared to plan for learning in the changing society.	53	(65)	27	(33)	2	(2)
Remarks _____						



Directions: On this paper, briefly express your reaction to the student teaching experience.

How were you received on your initial visit? (i.e. warmly, indifferently, etc.) \_\_\_\_\_ (see Appendix D)

In what way did the student teaching experience differ from your expectations? \_\_\_\_\_ (see Appendix D)

**APPENDIX C**

REMARKS CONCERNING COURSE REQUIREMENTS

37. Class attendance

No response (60)

Favorable

Without attending class, how can a person expect to learn anything? You might as well get used to daily attendance and the responsibility you have to others to be there.

Professional people should want to attend.

Students should want to attend.

You have to learn something if you attend class.

Attendance is a result of interest, since it's a methods course you should be interested.

By the junior or senior year a person should have developed self-discipline.

I agree.

You wouldn't skip work, so why cut class.

It makes me mad when some don't care enough and cut class.

Unfavorable

You can't force professionalism. (4)

Responsibility must come from within.

Classes should be more relevant.

It's important only if the class is worthwhile. (3)

If it were more meaningful, it would not be necessary to require Students come, not to learn, but because they have to.

Learning does not come about because of attendance.

It is only an insecure prof that requires attendance.

Valuable hours are wasted by going.

Suggestion

There should be 4 hours a week for discussions.

38. Large group lectures

No response (43)

Favorable

Everyone should take advantage of this.

Would like more

More than one view is always appreciated.

Speech therapy was especially good.

Unfavorable

Topics are too general.  
 Above my head  
 Too large (crowded) (4)  
 Couldn't hear. (2)  
 Couldn't see. (2)  
 Boring  
 Often unrelated to homeroom work  
 Inadequate discussion (27)

Suggestions

Time should be devoted to science, music and art.  
 More interaction between sections  
 Smaller groups (5) (Limit to twenty)  
 More resource people (2)  
 Shouldn't be required (attendance)

39. Room environment

No response (60)

Favorable

Beneficial  
 Good way to get ideas (7)  
 Good practice for making bulletin boards  
 We had about the right amount of this.  
 Good experience - need more  
 Did very little, wish we had more (2)  
 A great way to accumulate ideas  
 Definitely  
 Excellent

Unfavorable

Busy work  
 Time could be better spent  
 Little value - time consuming  
 A waste of time

Suggestions

Notebooks should be required on ideas presented.  
 Should share ideas but not construct  
 More discussion (4)  
 Rooms are inadequate for this

40. Resource unit

No response (47)

Favorable

This was helpful. (6)  
 Extremely good experience (2)  
 Good  
 Right on!  
 Excellent experience  
 Only way to learn to teach by unit method  
 Definitely  
 Valuable

Unfavorable

Busy work (2) (Will not be needed in teaching)  
 Time consuming (2)  
 Could already locate material  
 Waste of time to write on topics for which some have already been prepared  
 Discouraging when prof. showed little interest and said whole group could do it  
 Needs to apply to children instead of just doing it (2)  
 Too much emphasis and may never use again (2)  
 Has become a college joke  
 Grade seemed to be main goal  
 Taught how to write but not how to use  
 Too often a copy  
 Goes out of date too fast

Suggestions

Examples from films or books showing units in action  
 Work in groups (3)  
 Knowing general procedure is enough (2)  
 More guidance and instruction as to what to include (6)  
 Not enough time to do it justice  
 Not everyone should be expected to write one  
 Should be a teaching unit (2)  
 Learning packets instead  
 No grade, just exchange ideas  
 Should be required of all sections

41. Resource file

No response (51)

Favorable

Interesting  
 Very useful (2)  
 Biggest help in student teaching (2)  
 Good experience

Unfavorable

Waste of time when you don't know what grade you will teach (2)  
 Too little material is useful  
 Will never use (2)  
 Not worth the time (2)

Suggestions

Inadequate explanation - sounds great  
 Definitely continue, but don't grade (6)  
 Too much emphasis on quantity, not quality (3)  
 Should be optional (4)  
 Many schools have IMC to supply this.  
 Instructor should supply worksheets that were useful in his own  
 experience.  
 Make this after S. T.  
 Work in groups  
 Was not required, but should be  
 Need more direction in selecting appropriate material (6)

42. Learning Experience

No response (53)

Favorable

This is the only way to find out how strategies work.  
 Extremely beneficial, the more opportunities the better  
 Good ideas presented  
 Good practice  
 A must (2)

Unfavorable

Superficial, contrived, need children instead of a college  
 class (18)  
 You try and then get cut down in front of the class

Suggestions

Criticisms made at individual conferences  
 Should be done more than once (3)  
 Was not required, but should be  
 Would work better in small groups  
 Must motivate students to make a worthwhile effort  
 More discussion

43. Projects for teaching change over time

No response (59)

Favorable

Good - College students need the experience

Gave us some good ideas  
 Good practice  
 It was ok, nothing spectacular

Unfavorable

See no value (but didn't do it)  
 See no value (2)  
 Not relevant for special education  
 Too limited and unrealistic (2)  
 Busy work (3)  
 Misunderstood the assignment, confusing (2)

Suggestions

Allow any project of interest  
 We didn't do it, but it would have been valuable. (4)  
 Should be presented to the class  
 Present it to the class earlier in the semester  
 Should be optional

44. Individual research projects

No response (60)

Favorable

Good way to keep up with changes  
 Good  
 Very good (2)  
 Excellent (3)  
 Great idea, but we didn't do it (8)  
 Will be tremendous "boost" to the course

Unfavorable

Who had the time?  
 Not well enough acquainted with the old materials, let alone the new  
 Too technical and concerned with statistics; could better spend time  
 on concern for children  
 Should be "doing" experience  
 Instructor directed too much reading  
 Demonstrate ideas, not report them  
 Should precede the prof. sem. in T. & C. or Psych of Learning  
 Should be more extensive  
 More needs to be done  
 Should be done in groups  
 Need more guidance  
 Required reading could be more interesting.  
 More handouts showing specific articles to read.

45. Optional activities

No response (65)

Favorable

Good idea but we didn't have much time to make these

We shared good innovative ideas (3)

Useful

Need more

Important

Useful for teaching

Excellent

As long as it will be useful

Unfavorable

We don't know what to make for the age group we will teach. (2)

This was not clarified.

Too much competition (2)

Suggestions

Should not be required (2)

Give class time for preparation

One should have an idea of what he needs

Everyone should share.

Share earlier, so students can develop more before student teaching

Fine, if durable and useful

46. Field trips

No response (58)

Favorable

A good change from the everyday class

Great

Very informative

Very good

Excellent

I gained a great deal

Unfavorable

There was none in Special Education

Fun, but not educational

Too little time to do them justice

Suggestions

Should be relevant (2)

Let the class decide where

Discussions about how to use



Discuss procedure, but not go  
 Class should take responsibility for planning  
 Go to more schools  
 There was not enough of this. (3)  
 Take children along to observe  
 Need more

#### 47. Participation

No response (31)

##### Favorable

Excellent (3)  
 Most important  
 One of the best things we did (3)

##### Unfavorable

None

##### Suggestions

One week at the beginning of the prof. semester and one at the end  
 Nine weeks of half days  
 Whole day for one week (5)  
 Extend to part time during the whole semester  
 Extend the time of participation (33)  
 More advance discussion  
 More discussion at the conclusion  
 Assign to grade of the student's choice

#### 48. New Programs

No response (66)

##### Favorable

Improves self-confidence when meeting new colleagues  
 Very well done in my section  
 Very important  
 Our prof has tremendous knowledge in this area.

##### Unfavorable

Many are impractical.  
 Many are too theoretical; need to learn how to implement them (2)

##### Suggestions

Good idea but we never had it (6)  
 Need demonstrations  
 Need more about learning theory (2)  
 Broaden the area  
 Need more awareness

Need more of this  
Need more discussions

49. Question construction

No response (63)

Favorable

Important (3)  
Good (2)  
More (3)  
Very well done in my section

Unfavorable

Isn't emphasized  
Important but we didn't get any help  
Good idea but we only spent one hour on it  
Good if teacher wouldn't stifle questions in the class  
Presentation not too effective  
Needs a new approach

Suggestions

Need more drill and experience (3)  
Doesn't need as much emphasis

50. Understanding Concepts and Generalizations

No response (67)

Favorable

This was given in a lecture. (2)

Unfavorable

Confusing  
Is it stressed?  
Not much continuity  
Good, but it didn't happen  
Not aware this existed  
Too much time devoted to this

Suggestions

Need much, much more (2)  
Doesn't need as much emphasis (2)  
Talk more about real life problems (2)  
Examine - particularly how to make long range plans in this area  
Deal more with changing society

**APPENDIX D**

## REMARKS CONCERNING STUDENT TEACHING

### I. Reception of the student on the initial visit

No response (6)  
Warmly (74)  
Some reservations (3)  
Indifferently (4)  
Was asked to teach on the first visit

### II. Ways in which the experience differed from the expectation

No response (6)

#### A. Introspection

I was scared.  
Realized I knew less than I thought I did (2)  
I learned a lot about myself.  
Treated as a staff member (3)  
Lack of criticism bolstered self-confidence  
Forgot about self-consciousness  
Free to express opinions (2)  
Felt quite prepared  
Learned more than expected (3)  
Better than expected (6)  
Felt an attitude change  
Time passed quickly.  
Rewarding  
It was as expected (2)

#### B. Classroom procedure

Made a unit  
Not as much bookwork as expected (record keeping)  
More paperwork (2)  
Learned more about putting theory into practice  
New theory that we learned was not applicable  
Not as idealistic as the "block" suggested  
I had expected to conquer and change the education system, now  
I know this is unrealistic  
Teaching is more difficult than I thought (4), more complex  
There is more "after school" work  
There is more planning involved than I expected. (5)  
Search for appropriate materials is hard  
It's harder to come up with innovative approaches  
Realized a need for more structure; importance of organization (2)  
Classes were very traditional (2)

Class was textbook oriented (2)  
 Pacing and time allotments were not as important  
 Children were "mass produced"  
 Hard to get to know individual children very soon (3)  
 Providing for individual needs is just not always possible. (2)  
 Providing for fast workers is a problem. (3)  
 Behavior problems have no simple solutions. (3)  
 Disappointed in A-V equipment

C. Supervisor

Very helpful  
 Ideas for improvement were stressed.  
 Made it a rewarding experience (2)  
 Gave me little or no responsibility (4)  
 Teachers were "catty" talking about parents and children.  
 I was left on my own.  
 Told to do whatever I thought best  
 Wasn't helped day by day  
 Methods were limiting.  
 I needed some constructive criticism.  
 I seemed more like a helper than a teacher.  
 I learned what not to do by example.

D. Coordinator

Seminars are boring. (2)  
 Seminars are lecture periods with no discussion.  
 I had to do more work for him than I expected.  
 He picked on insignificant things.  
 He only visited once.  
 He gave no help.  
 Was very helpful

E. Suggestions

The "block" should follow: now I know what it was all about  
 I needed to know more about working with black children.  
 The science workshop was inadequate.  
 Needed more self-awareness or sensitivity training.  
 "Block" teachers shouldn't be past school administrators