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ABSTRACT

This report describes a reorganized teacher education program at the College of Emporia, Emporia, Kansas. The following objectives of the program are discussed: a) the elimination of curricular nonessentials, b) the avoidance of duplication of concepts covered in various courses, c) the provision of theory and concepts relative to the teaching experience in simulated situations, d) permission of faculty to function in their specialized areas, and e) development of responsibility in students in the areas of acquisition and application of theories. Also noted are the contexts in which these objectives were investigated: a) courses corresponding to a list of 43 competencies that instructors deemed valuable in teacher education; b) learning packages for each competency which consisted of behavioral objectives, bibliography, slide-illustrated tape lectures and other instructional media, and self-tests; c) seminars focusing on instructional objectives, entering behavior, instructional methodology, and performance assessment; and d) field experiences and simulation. The personnel involved, the budget, and proposed evaluation procedures are discussed. The list of competencies and related courses, an index to learning packages, student self-assessment form, and evaluation forms are included. (BRB)

ED 074041

THE REORGANIZED TEACHER EDUCATION PROGRAM

AT

THE COLLEGE OF EMPORIA

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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A Case Study

Submitted to the 1972 Distinguished Achievement Awards Program

of the American Association of Colleges

for Teacher Education

November 18, 1971

SP 006 219

CONTENTS

	<u>PAGE</u>
A. Description and Development of the Program	1
B. Objectives.	6
C. Personnel Involved	8
D. Budget.	8
E. Evaluation Procedures and Data	9
F. Contributions of the Program to Teacher Education	11

Exhibits 1, 2, 3, 4, 5, 6a, 6b, 7, 8

A. DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

Although the faculty of the Education Department at The College of Emporia had attempted, during the past years, to apply innovative ideas and techniques wherever possible, the total program had remained basically traditional. This faculty is now committed to the success of a thoroughly-reorganized total teacher education experience. The revision of the program, which is presently in its first semester, was prompted in part by the following:

Probably the most obvious need for change rested in the gross duplication which existed in the materials and concepts previously being covered. Each instructor in the department was asked to list the areas or COMPETENCES which he was including in his courses. The total number was 69. Yet when these lists were consolidated, the final number was but 31. (The complete program is now composed of some 40 competences with the addition of certain ones felt to be vital to the experience of the student.) (See Exhibit 1)

Secondly, a follow-up study of Education graduates who had taught at least one year indicated that the improvement they perceived as most needed in the teacher education program was the opportunity for more application of theory to real-life situations.

In the third place, student reaction to the Educational Psychology course taught in the Self-Learning Laboratory for the first time last

year was almost unanimously positive. Student-perceived learning was more effective and permanent, and the final examinations were of high quality. Since the self-learning concept was to be an integral part of the reorganized program, this positive acceptance by students provided incentive to proceed with the innovation.

Furthermore, the revised program offered the probability that the Education Department could manage increasing enrollments for some time before an increase in number of faculty would be necessary. More efficient instruction would be possible and yet at no sacrifice in quality.

And so, for these and other reasons, the Education faculty proposed a reorganization of the program under which courses--as such--would be virtually discontinued, and in their place would be offered preparation in a series of COMPETENCES which the department had determined would comprise an appropriate total experience. (Education methods courses taught by other departments would be continued.) Forty-three competences were suggested as comprising an acceptable teacher education experience.

In most every instance, the 43 competences are each represented by one or more learning packages which have been (or are being) developed and placed in the Self-Learning Laboratory. (See Exhibit 2) Each complete learning package consists of behavioral objectives, selected bibliography, slide-illustrated taped lectures, and self-tests plus other materials and media which might be appropriate. Also, each student receives a manual

containing mini-kits (objectives and selected bibliography) for each of the learning packages. Inasmuch as graduate schools and certifying agencies still require reporting in terms of courses, hours, and letter grades, education students enroll in courses as they are traditionally listed in the catalog. Then these courses are translated into competences (See Exhibit 3) and these competences become the student's contract for that particular semester (See Exhibit 4).

The student is responsible for mastery of each competence by scheduling himself into the Self-Learning Laboratory. At his convenience, he is examined over the competences as he completes them. When a student feels he is ready to be evaluated over a given competence, he reports to the faculty member who prepared the learning package or kit and makes an appointment. The student may opt to take an objective-type exam, an essay exam, or an oral examination with the faculty member but in any instance, he has the opportunity for immediate feedback concerning areas of weakness. Concepts that are not understood are clarified, and the examination and evaluative process become a learning experience as well. When the student has demonstrated proficiency in a given area of competence, a notation is made on the official copy of the contract in the "confirmation" column (See Exhibit 4). Students are also evaluated upon their degree of success with the performance-based objectives (i.e. prepare a sociogram from sociometric data provided), upon their performance in the simulation activities, and by means of a final oral examination before the Education faculty.

The reorganized program may be perceived as consisting of two major

phases--the SELF-LEARNING LABORATORY (described above) and ACTIVITIES AND EXPERIENCES involving application of the concepts and theories mastered in the Lab. Seminars are scheduled within two six-hour blocks of time each week. General structure for the focus of seminar activities is provided by the four components of the Glaser Basic Teaching Model,¹ (See Exhibit 5) These are Instructional Objectives, Entering Behavior, Instructional Methodology, and Performance Assessment. To provide realism, the simulation technique is employed. The school district in an actual midwestern community has made available to The College of Emporia Education Department, cumulative records of 25 elementary pupils and 25 secondary students; comprehensive cultural and socio-economic data concerning this community are also available. Based on the data relating to the community and to the 50 pupils and students, the seminar participants develop general educational purposes, and educational and instructional objectives with the ultimate aim of finalizing specific objectives which each incorporates into the peer-teaching and micro-teaching activities that are a part of the third component--Instructional Methodology. Entering Behavior (the second component) is determined through analysis of the cumulative records; Instructional Methodology (the third component) is planned, and is employed in peer-teaching and micro-teaching before the video-camera. The principles and theories of the Performance Assessment component are applied to the

¹DeCecco, John P. THE PSYCHOLOGY OF LEARNING AND INSTRUCTION: EDUCATIONAL PSYCHOLOGY. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1968, p. 11.

activities of the third component, Instructional Methodology.

Specific groups of students are scheduled into the seminars at such times as the competences which relate to their individual contracts are being considered (See Exhibits 6A and 6B). For example, when the competence, Entering Behavior, is under consideration, the relevant competences involve students who enrolled in Educational Psychology. Generally speaking, the activities and experiences of the seminars include large-group, small-group, and individual work; field trips; and the viewing of films and videotapes of classroom incidents, to name but a few. Also, extensive field experiences are provided the students in special methods activities as these students are assigned to work 36 clock hours in the public school classrooms in each specific area of concern on the contract (i.e. reading, social studies, language arts) usually on a one-to-one basis with the pupil or in small groups of pupils. Other field experiences include an observation-participation course and student teaching.

The Education faculty functions as a team, master-planning the sequence of competences and team-planning specifically for each week's activities. Students in seminars are grouped according to their needs, and their areas and levels of interest. Each faculty member works with these groups in relationship to his own expertise. Communication, which is of crucial importance in such a program, is by means of the HOTLINE (See Exhibits 6A and 6B).

B. OBJECTIVES

The general objective of this reorganized program is to improve the quality and effectiveness of the teacher education program at The College of Emporia.

More specifically, this program is intended 1) to pare away the curricular non-essentials of the past; 2) to avoid the duplication of concepts covered in various courses; 3) to provide the student with theory and concepts that have relevance to--and can be applied to--the teaching act; 4) to give the student opportunity to apply these concepts and theory to real-life and simulated situations; 5) to develop in the student a sense of responsibility for his acquisition, mastery, and application of theories and concepts; and 6) to permit faculty to function in those areas of expertise in which they feel most competent.

It is felt that Objectives 1, 2, and 3 are being met through the process of identifying the essential competences and preparing learning packages for each. Seminar activities and field experiences are perceived as satisfying the fourth objective. The lack of rigid structure in the total program is intended to assist the student with the fifth objective, and the sixth objective is being met, hopefully, by permitting each faculty member to prepare materials and packages in his own area of competence and to function similarly in the seminar activities.

At this point, an elaboration of Objective 4 above is essential. Students, in applying these theories and concepts, will be viewed within all or

part of the six frameworks proposed by Ronald T. Hyman.¹ These are 1) The Communications Framework, 2) The Sociological Framework, 3) The Games Framework, 4) The Aesthetics Framework, 5) The Psychological Framework, and 6) The Cognitive Framework. The Communications Framework involves such concepts as feed-back, messages, input, output, redundancy, selectivity, channel, and media. The Sociological Framework includes such concepts as authority, power, influence, role, leadership, and group. Within the Games Framework are found such concepts as competition, excitement, win/lose, penalty, referee, coach, and strategy. The Aesthetics Framework refers to such concepts as rhythm, balance, harmony, creative expressiveness, and beauty. Involved in the Psychological Framework are concepts such as inter-personal relations between teacher and pupil, personality, emotions, anxiety, acceptance, rejection, and security. The Cognitive Framework involves such concepts as thinking operations, knowledge, content, subject matter, and intelligence. In fact, evidence of demonstrated growth toward some desired norm in each of these six frameworks will be sought.

¹Hillson, Maurie and Hyman, Ronald T. (Eds.) CHANGE AND INNOVATION IN ELEMENTARY AND SECONDARY ORGANIZATION. New York: Holt, Rinehart and Winston, Inc., 1971, p. 406.

C. PERSONNEL INVOLVED

Personnel immediately involved in this revised program include the following:

- A. Education Faculty consisting of
 - 1 Department Head; Learning-Lab coordinator and program coordinator
 - 1 Director of Secondary Education
 - 1 Director of Elementary Education
- B. 1 Art Major (half-time) to prepare graphics and visuals
- C. 1 Secretary (half-time equivalent)

In addition to the above, the library staff assumes responsibility for circulation of reserve materials used in the program. Also, one part-time adult employee and several student assistants supervise the Self-Learning Lab for the bulk of the time. The honor system prevails during unmanned hours.

D. BUDGET

Budget items for the revised education program include primarily salaries, materials, and equipment. Regular salaries for Education Department faculty do not represent an item resulting directly from the reorganization, since no additional faculty were employed beyond those needed for the former

program. However, some added pay for summer work on materials was necessary.

Following is an approximation of the budget required to implement the program and to bring it to its present status:

Salaries (Preparation of materials, including professional, secretarial, art, and clerical)	\$4500.00
Materials (Photographic and printing supplies for visuals, manuals, tests, etc.)	1000.00
Equipment (For Self-Learning Lab: Visualmaker; 3 listening-viewing stations; 4 additional cassette recorders; 4 additional carousel slide projectors)	1925.00

Since there is moderate use of the Self-Learning Lab by other departments also, the full cost of the equipment cannot rightly be charged to the reorganized program of the Education Department. All funds expended for this program have come from the operating budget of the college and none from grants.

Some 35 learning kits remain to be developed into full learning packages at a cost for materials of approximately \$25.00 per package. Salaries for the production of these materials will be in addition to this figure.

E. EVALUATION PROCEDURES AND DATA

Since the teacher education program at The College of Emporia involves fewer than one hundred students, and inasmuch as all of these students are participating in the revised program, no control group is available for pur-

poses of evaluative research. Evaluation of effectiveness of the new program will be in terms of the following:

Student-perceived effectiveness: Students engaged in the program are --and will be--requested periodically to appraise it, utilizing instruments designed by the Education Department and any others that might seem appropriate. (One such type is shown in Exhibit 7) These will be tabulated and, where applicable, tested for statistical significance.

Comprehensive Examination: For the past three years, Education majors at The College of Emporia have participated in a comprehensive examination during the senior year. Comparing the performance of students, in the new program, on a form of this examination with the performance of previous graduates on an earlier form of the same examination will provide additional evaluative information.

Follow-Up Study of Graduates: The Education Department has, for the past six years, conducted a follow-up study (See Exhibit 8) of its graduates who have taught at least one year to determine their perception of the effectiveness of courses, methodology, and other aspects of the teacher education program. Responses from students who complete the revised program will be analyzed and compared with responses from students who were products of the previous, traditional program.

Evaluative procedures beyond those mentioned above are being planned but their initiation must be preceded by development of certain instruments and techniques. Specifically, attempts will be made to ascertain evidence of change in the direction of desirable norms in each of the six frameworks

mentioned in Section B above.

F. CONTRIBUTIONS OF THE PROGRAM TO TEACHER EDUCATION


Any statement concerning the contributions this program might make to teacher education must be made within the context of the objectives outlined in Section B above. Eliminating from the previous program the nonessentials and identifying those concepts and theories which are held to be basic to teacher education, and then allowing the student to assume responsibility for mastery of these concepts and for their application to real-life and simulated situations, and at the same time enabling faculty to function more effectively within their own area of expertise is the essence of this program. If these are valid aims for teacher education, and if the program enjoys any degree of success, then a contribution will have been made to teacher education.

More specifically, there appears to be increasing specificity in defining the role of the teacher and the nature of the teaching act, an example being the framework concept mentioned earlier in this report. Considering the work that has been done in these frameworks--Ned Flanders and Othanel Smith in Communication, J. W. Getzels in Sociology, James Macdonald in Games, Carl Rogers in the Psychological framework, and Hilda Taba and Benjamin Bloom in the Cognitive--this program is intended to provide for the student opportunity to see himself developing within each of these frameworks, and to demonstrate to teacher education that such development can be fostered and measured.

COMPETENCES

1	Aims & Objectives of Educ	22	Individualized Instruction
2	Growth & Learning	23	Reading Methods
3	Theories of Learning	24	Social Studies
4	Theories of Teaching	25	Language Arts
5	Curriculum Development & Orgn	26	Literature for Children
6	Horizontal & Vertical Orgn	27	Art Methods
7	Planning for Learning	28	Math Methods
8	Instructional Methodologies	29	Science for Elem Teachers
9	Classroom Management	30	Elem Music Methods
10	Evaluation & Progress Reporting	31	Secondary Music Methods
11	Studying the Learner	32	Methods in the Major Field
12	Mental Health & Guidance	33	Major Field Content
13	Axiology	34	Minor Field Content
14	A-V Materials & Techniques	35	Parent-Teacher Relationships
15	Problem Solving & Creativity	36	Multi-Cultural Relationships
16	Intelligence	37	Inner-City Education
17	Transfer of Learning	38	Critical Issues in Education
18	Emotion & Learning	39	The Teacher's First Position
19	Student Personality	40	Professional Organizations
20	Motivation	41	Work Climate of the Teacher
21	Teacher as Facilitator	42	Professional Responsib of Teachers
		43	Legal Aspects of Teaching

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14	5	26	26	17	20	20	18	13	10	11	5	15	11	11	5	5	5	5	5	17	10	3
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1	Adol Psych	8	Elem Meth	14	Hist & Phil Ed	20	Meth Tchg Rdg	26	Sec Meth
2	A-V Materials	9	El Mus Meth	15	Intro to Ed	21	Meth Tchg Soc Stud	27	Sec Obsn
3	Child Lit	10	Elem Obsn	16	Math El Tchr	22	Playgnd Activ	28	Sec S.T.
4	Child Psych	11	Elem S. T.	17	Meth Tchg Art	23	PPRT	29	Statistics
5	Educ Psych	12	Health Ed	18	Meth Tchg Lang Arts	24	Sci Elem Tchr	30	Studies in Ed
6	Educ Soc	13	HS Mus Meth	19	Meth Tchg Maj Subj	25	Sec Guid	31	Tests & Meas
7	Elem Guid								

23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
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INDEX TO LEARNING PACKAGES

- 1.1 Philosophy of Education (Aims and Objectives)
- 1.2 Philosophy of Education (Realism and Idealism)
- 1.3 Philosophy of Education (Naturalism, Pragmatism, and Reconstructionism)
- 2.0 Growth Related to Learning
- 3.0 Learning Theories
- 4.0 The Basic Teaching Model and Instructional Objectives
- 5.0 Curriculum Development and Organization
- 6.0 Vertical and Horizontal Organization of Schools
- 7.1 Planning for Learning (Unit Teaching)
- 7.2 Planning for Learning (Daily Lesson Plan)
- 8.1 Instructional Methodologies (Concepts of Teaching; Communication)
- 8.2 Instructional Methodologies (Demonstration, Dialogue, Discussion, Drill-Practice)
- 8.3 Instructional Methodologies (Group Dynamics, Inquiry and Discovery, Lecture)
- 8.4 Instructional Methodologies (Questioning, Recitation, Supervised Study)
- 9.0 Classroom Management
- 10.0 Evaluation and Progress Reporting
- 10.1 Testing in the Classroom
- 10.2 Constructing Test Items
- 10.3 Scoring and Grading Tests (Reporting Test Results)
- 11.1 Studying the Learner (Sociometry)
- 11.2 Studying the Learner (Case Study, Anecdotal Records, Peer Rating)
- 12.0 Mental Health Guidance (Mental Health)
- 12.1 Mental Health Guidance (Guidance)
- 13.0 Axiology
- 14.1 Audio-Visuals (Chalkboard)
- 14.2 Audio-Visuals (Overhead Transparencies)
- 14.3 Audio-Visuals (Slides)
- 14.4 Audio-Visuals (Ffilmstrips)
- 14.5 Audio-Visuals (Filmstrips and Slide Projection)
- 14.6 Audio-Visuals (Still Pictures)
- 14.7 Audio-Visuals (Opaque Projection)
- 14.8 Audio-Visuals (Graphics)
- 14.9 Audio-Visuals (Three-Dimensional Materials)
- 14.10 Audio-Visuals (Study Displays)
- 14.11 Audio-Visuals (Maps and Globes)
- 14.12 Audio-Visuals (Community Study)
- 14.13 Audio-Visuals (Education Television)
- 14.14 Audio Learning
- 14.15 Motion Pictures
- 15.0 Problem Solving and Creativity

Exhibit 2

INDEX TO LEARNING PACKAGES (continued)

- 16.0 Intelligence
- 17.0 Transfer of Learning
- 18.0 Emotion and Learning
- 19.0 Personality
- 20.0 Motivation
- 21.0 The Teacher's Self
- 22.0 Individual Differences
- 23.0 Reading Methods
- 24.1 Social Studies
- 25.1 Language Arts
- 26.1 Literature for Children
- 39.0 Interviewing for a Teaching Position (The Teacher's First Position)
- 40.0 Professional Educational Organizations
- 41.0 Teacher Salaries, Fringe Benefits, Working Conditions, Retirement
- 41.1 Teacher Contracts, Tenure, Evaluation
- 42.0 Teaching as a Profession
- 42.1 Teacher Certification
- 42.2 The Ethical Standards and Autonomy of Teaching
- 43.0 Legal Aspects of Teaching

EDUCATION DEPARTMENT
THE COLLEGE OF EMPORIA

<u>COURSE NUMBER AND TITLE</u>		<u>RELATED COMPETENCES</u>											
303	History & Philosophy of Education	1	13	20									
304	Methods of Teaching Reading	5	7	8	9	15	20	22	23				
305	Methods of Teaching Language Arts	5	7	8	9	15	20	22	25				
306 & 318	General Methods (Elementary and Secondary)	1	2	3	4	5	6	7	8	9			
		10	11	15	16	18	19	20					
		21	22										
307	Educational Psychology	2	3	4	9	10	11	12	15				
		16	17	18	19	20	21	22					
308	Methods of Teaching Social Studies	5	7	8	9	15	20	22	24				
		36											
325	Audio-Visual Materials	14	20	22									
326	PPRT	13	19	20	21	38	39	40					
		41	42	43									
330	Children's Literature	5	7	8	9	15	20	22	26				

Exhibit 3

SELF-ASSESSMENT

CONTRACT

CONFIRMATION

- + Outstanding
 ✓ Satisfactory to Good
 - Somewhat Lacking
 0 Missing or Not Completed

Name _____

Semester _____

SELF-ASSESSMENT			CONTRACT			CONFIRMATION		
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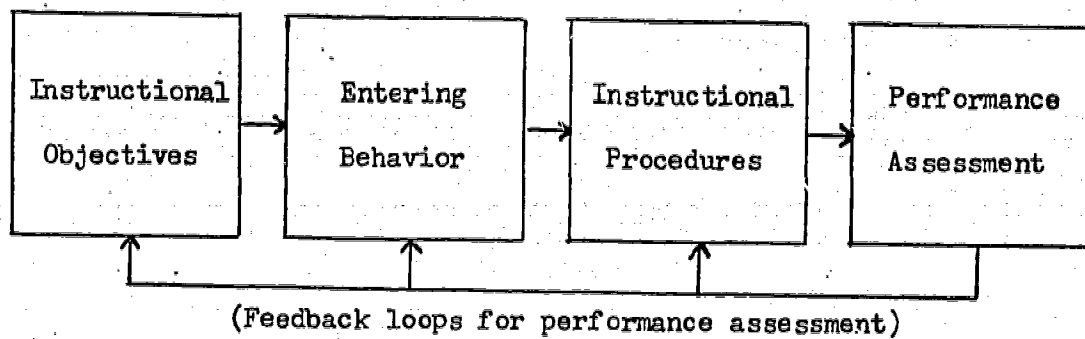
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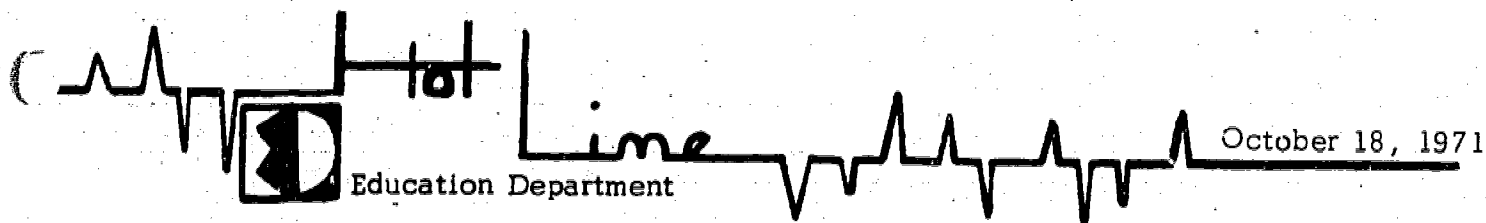
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THE GLASER BASIC TEACHING MODEL





10/19/71	5.0 16.0	1:00	Seminar to finalize curriculum and consider the topic INTELLIGENCE.	Room 303
10/21/71	16.0 22.0	1:00	Seminar on educational objectives for the two student groups in the simulation; commence ENTERING BEHAVIOR with the topics INTELLIGENCE and INDIVIDUAL DIFFERENCES. Groups involved are General Methods and Educational Psychology.	Room 303
10/26/71	11.1	1:00	Consider the topic SOCIOMETRY	Room 303
10/28/71	11.1	1:00	Seminar on INSTRUCTIONAL OBJECTIVES; also SOCIOMETRY applied to the simulation students. For General Methods and Educational Psychology enrollees.	Room 303

LOOKING AHEAD: The next topics to be considered will be EMOTION (18.0) and PERSONALITY (19.0).

MISCELLANY

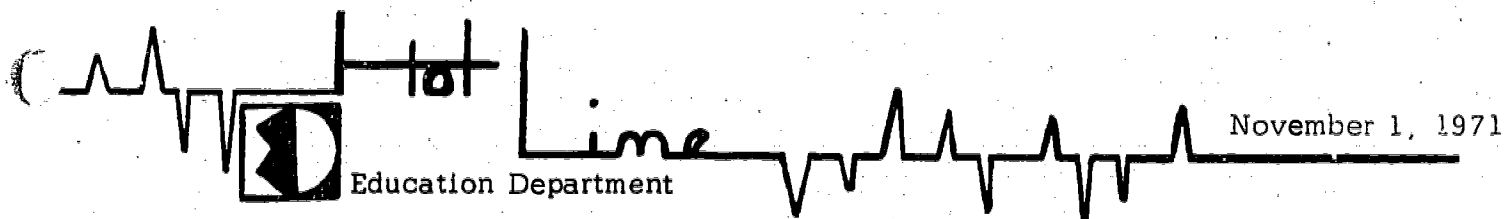
CORRECTIONS IN THE PRINTED KITS:

- Kit 14.5--The Wittich & Schuller reference should read p. 385-387.
- Kit 14.7--The Wittich & Schuller reference should read p. 388-393.
- Kit 1.3--The first Brubacher reference should read p. 336-338, not 226-338; also, this kit has 6 objectives, not 4.

PACKAGES ADDED TO THE LEARNING LAB: A-V Packages 14.10 and 14.11 with tapes and slides have been added to the Lab since the last HOTLINE.

SEMINAR TAPES: Each seminar is being tape recorded (equipment permitting) and these tapes will be placed in the Self Learning Lab for approximately two weeks in the event students wish to hear them. They will be placed in a marked box under the counter and can be played on the small Craig recorders rather than tying up one of the listening stations.

ED. PSYCH. SEMINARS: Students who are not psychology majors have asked if they might attend the Ed. Psych. seminars. The answer is definitely "Yes." Anyone who is interested is welcome; come to Room 207, Kenyon, at 7:00 p.m. on Wednesday. A schedule of topics is posted on the Education Department bulletin board.



11/2/71	18.0 19.0	1:00	Seminar to consider the topics EMOTION and PERSONALITY	Room 303
		3:00	Language Arts Students in Seminar	Room 301
11/4/71	18.0 19.0	1:00	Seminar to continue work on instructional objectives and further study of individual records. For students enrolled in General Methods and Educational Psychology.	Room 303
		3:00	Seminar for Gen. Methods (Secondary)	Room 303
11/9/71	2.0	1:00	Seminar on GROWTH RELATED TO LEARNING	Room 303
11/11/71	2.0	1:00	Continue work on instructional objectives. General Methods and Ed. Psych. enrollees to be present.	Room 303
		3:00	Seminar for General Methods (Sec.) group	Room 303

LOOKING AHEAD: The next topics to be considered will be 6.0, 7.1, 8.1, 8.2, 8.3, and 8.4.

MISCELLANY

CORRECTIONS IN PRINTED KITS: Kit 2.0, Objective 6 should read ". . . . organism's own tissues."

PACKAGES ADDED TO LEARNING LAB SINCE LAST HOTLINE: 10.0, 10.1, 10.3, 14.2, 14.3, 14.4, 14.5.

STUDENT TEACHING APPLICATIONS for the Spring semester are due in the Education Department by November 1, 1971.

SEMINARS: So far this semester, the scheduled seminars have been of but one to two hours' duration. Increasingly, it will be necessary to schedule more of the Tuesday-Thursday Education block time for group meetings, not only to work on the simulation, but also for such groups as PPRT, History and Philosophy, and Audio-Visuals. Watch the HOTLINE.

CHEERS!! It is now official! The Audio-Visual series of topics (14.1-14.13) have been removed from the General Methods block, from the Language Arts course, and from the Social Studies course; Audio-Visuals will be completed during the semester in which the student enrolls in the course per se.

MID-SEMESTER EVALUATION OF EDUCATION PROGRAM

(Please respond to the following items as honestly, thoughtfully, and unemotionally as possible.)

1. Place an X on the line at the point which most accurately describes your feeling toward the reorganized Education Program.

_____	_____	_____	_____
Completely Confused	Mildly Confused	Generally Understood	Clearly Understood

2. Place an X on the line at the point which most accurately describes your feeling toward the total work load.

_____	_____	_____	_____
Impossible	Frustrating but Possible	Moderately Manageable	Easily Manageable

3. To what extent are FIELD EXPERIENCES and the SIMULATION providing opportunity to apply theoretical knowledge? (Place F on the line to designate your feeling concerning FIELD EXPERIENCES and S to designate SIMULATION.)

_____	_____	_____	_____
No Opportunity	Insufficient Opportunity	Some Opportunity	Ample Opportunity

4. In view of the amount of work remaining to be completed on the simulation, place an X at the point which most accurately describes your feeling toward the amount of time presently being devoted to SEMINARS.

_____	_____	_____
Insufficient	Adequate	Excessive

MY RECOMMENDATION: Spend _____ hours per week in seminars.

5. Comments and Recommendations:

THE COLLEGE OF EMPORIA
Emporia, Kansas

Dear Graduate of The College of Emporia:

This follow-up study is being made with the purpose of determining certain values concerning the quality of the curricular offerings. Your candid comments, where applicable, will be of value as will be your responses to the specific items.

Name _____ Year Graduated _____

Degree Conferred _____ Major _____ Minor _____

Occupational objective upon graduation _____

If you have worked in that occupation, for how long? _____

Present Occupation _____ How Long? _____

Present Address _____

Describe any difficulty you have experienced in obtaining A POSITION or TEACHER CERTIFICATION upon graduation:

If this was due to a deficiency in your college training, please explain: _____

(IF YOU COMPLETED THE TEACHER EDUCATION PROGRAM, PLEASE COMPLETE THE BLANKS MARKED "EDUCATION" AS WELL AS THE BLANKS PERTAINING TO YOUR MAJOR FIELD.)

Course(s) which you feel were of least or no importance to you:

Education - 1 _____ 2 _____ 3 _____

Major - 1 _____ 2 _____ 3 _____

Course(s) which you feel were the most valuable to you: (in order of importance)

Education - 1 _____ 2 _____ 3 _____

Major - 1 _____ 2 _____ 3 _____

Instructional techniques, procedures, methods used in teaching WHICH YOU FELT TO BE PARTICULARLY EFFECTIVE: (Indicate with E for education, M for major; use both wherever applicable.)

<input type="checkbox"/> Lecture	<input type="checkbox"/> Research Papers
<input type="checkbox"/> Group and Committee Work	<input type="checkbox"/> The Project Method
<input type="checkbox"/> Student Reports	<input type="checkbox"/> Field Trips
<input type="checkbox"/> Class Discussion	<input type="checkbox"/> Use of Audio-Visual Materials
<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Visiting Speakers
<input type="checkbox"/> Drill - Practice	<input type="checkbox"/>

Instructional techniques, procedures, methods used in teaching WHICH YOU FELT TO HAVE LITTLE OR NO EFFECTIVENESS: (Indicate with E for education, M for major; use both wherever applicable.)

<input type="checkbox"/> Lecture	<input type="checkbox"/> Research Papers
<input type="checkbox"/> Group and Committee Work	<input type="checkbox"/> The Project Method
<input type="checkbox"/> Student Reports	<input type="checkbox"/> Field Trips
<input type="checkbox"/> Class Discussion	<input type="checkbox"/> Use of Audio-Visual Materials
<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Visiting Speakers
<input type="checkbox"/> Drill - Practice	<input type="checkbox"/>

What innovations in teaching techniques would you recommend which you feel would enhance the college instructional program?

Education _____

Major _____

Have you studied at the graduate level? _____ Degree Sought? _____

Please describe any difficulties you experienced in gaining admission to graduate school:

After admission to graduate study, did you discover deficiencies in your undergraduate program which were detrimental? If so, please explain:

GENERAL COMMENTS: _____