

DOCUMENT RESUME

ED 436 511

SP 038 902

AUTHOR Gee, Jerry Brooksher
TITLE A Comparison by Education Majors of Instruction in a Demonstration Classroom to Teaching in the Schools.
PUB DATE 1999-11-00
NOTE 5p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 17-19, 1999).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Demonstrations (Educational); *Educational Environment; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; *Student Teaching; *Teaching Experience

ABSTRACT

This study surveyed undergraduates involved in micro-teaching in two settings to identify what they considered strengths and weaknesses and to ascertain degrees to which they believed these strengths and weaknesses existed. Students enrolled in 300-level methodology classes recorded strengths and weaknesses in their micro-teaching experience within a demonstration classroom and within classrooms in the school settings to improve teaching techniques. These strengths and weaknesses were then put into objective statements. Students statistically measured degrees to which these strengths and weaknesses were believed to exist and compared the data. Results indicated perceived strengths and weaknesses which, when measured, revealed emphases not readily apparent. The factors present in both settings were similar, but they differed significantly regarding emphases. Twelve statements were measured using a Likert-type scale. The fact that an evaluator/assessor does not need to be present in demonstration classrooms as opposed to teaching in schools ranked first in priority. The second ranked factor was that in demonstration classrooms, it is possible to observe students whom one will be teaching prior to the lesson to determine the various teaching styles needed. Comparison of the two teaching environments revealed heavily weighted strengths in favor of using demonstration classrooms to improve teaching techniques. Teaching in schools was viewed only as being a more realistic teaching experience. (SM)

A COMPARISON BY EDUCATION MAJORS OF INSTRUCTION
IN A DEMONSTRATION CLASSROOM TO
TEACHING IN THE SCHOOLS

A Paper

Presented to
The Mid-South Educational Research Association
1999 Annual Meeting
Point Clear, Alabama
November 17-19, 1999

Jerry Brooksher Gee, Ed.D.
College of Education
Nicholls State University
Thibodaux, Louisiana

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

J. B. Gee

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP038902

The literature describes the classroom as a center for a dynamic system of interactions, occurring in a multiplicity of possible combinations. While undergraduates majoring in education are primarily concerned with organizing subject matter, a conducive teaching-learning environment must first exist. Two basic types of settings have traditionally been utilized in teacher education as a transmission from classes in learning theory to practice instruction; the on-campus demonstration classroom and classrooms in the schools.

The purpose of this study was (1) to survey junior-senior level undergraduates involved in micro-teaching in two basic types of teaching settings to identify what they viewed as strengths and weaknesses, and (2) to ascertain degrees to which these strengths and weaknesses were believed to exist, and compare the findings.

During the 1998 Spring Semester and Summer Session, 74 juniors and seniors enrolled in 300-level methodology classes were requested to record strengths and weaknesses in their micro-teaching experience using a demonstration classroom and classrooms in the schools as settings to improve teaching techniques. These strengths and weaknesses were then put into objective statements. In the 1998 Fall Semester and 1999 Spring Semester, different classes consisting of 71 juniors and seniors statistically measured degrees to which these strengths and weaknesses were believed to exist, and compared the data.

Included in the findings were perceived strengths and weaknesses which, when measured, revealed emphases not readily apparent. The factors present in both settings, demonstration and in schools, were similar; but differed significantly with regard to emphases when compared. Twelve statements were measured using a Likert-type scale of five degrees by the 71 respondents.

The fact that an evaluator/assessor does not need to be present in a demonstration

classroom, as compared to teaching in the schools, ranked first in priority. The rationale; the teaching environment is less intimidating without the evaluator/assessor present, as in a regular in-school classroom. Ranking second in priority, in a demonstration classroom it is possible to observe the students whom you will be teaching prior to the lesson, to determine different teaching styles that will be needed.

"Transportation and arrangement of teaching materials are easier in a demonstration classroom" ranked third; and the feasibility of using a camcorder with micro-teaching in a demonstration setting ranked fourth. Fifth in the priority of strengths and weaknesses was the existence of an opportunity in a demonstration classroom to observe oneself and make improvements.

"Team teaching in pairs can be more easily planned and practiced in a demonstration classroom" placed sixth in the priority. Ranking seventh in pertinence was the statement that reflective teaching techniques can more readily be utilized in a demonstration classroom. Placing eighth was the fact that teaching in the schools is a more realistic experience than teaching in a demonstration classroom; ninth in priority revealed that the demonstration classroom provides a familiar environment which is conducive to learning and less threatening to the students teaching.

Also ranking ninth, "In a demonstration classroom, the student teacher(s) have an opportunity to practice their lesson before teaching the class. The fact that using a demonstration classroom allows other members of the class to view the lesson from an adjacent observation room ranked tenth. Last in priority was "The regular classroom teacher is not usually involved in handling behavioral problems in a demonstration classroom, but is present to provide attention for students with special needs".

In summary, the first group of respondents (74) in the study were requested to identify strengths and weaknesses in their micro-teaching experience in a demonstration classroom as compared to teaching in the schools. The second group of respondents (71) were requested to statistically measure degrees to which these strengths and weaknesses were believed to exist in order to make a comparison. This comparison of the two teaching environments revealed heavily weighed strengths in favor of using a demonstration classroom to improve teaching techniques. Teaching in the schools was viewed only as being a more realistic teaching experience.

RELATED READING

- Borich, Gary D. (2000) *Effective teaching methods*, 4th. edition. Upper Saddle River, New Jersey: Prentice-Hall, Inc.
- Charles, C. M. (2000) *The synergetic classroom*. New York: Addison Wesley Longman, Inc.
- Guillaume, Andrea M. (2000) *Classroom teaching: A primer for new professionals*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.
- Kronowitz, Ellen L. (1999) *Your first year of teaching and beyond*, 3rd. edition. New York: Addison Wesley Longman, Inc.
- MacDonald, Robert E. and Sean D. Healy. (1999) *A handbook for beginning teachers*, 2nd. edition. New York: Addison Wesley Longman, Inc.
- McEwan, Barbara. (2000) *The art of classroom management: Effective practices for building equitable learning communities*. Upper saddle river, New Jersey: Prentice-Hall, Inc.
- Martinello, Marian L. and Gillian E. Cook. (2000) *Interdisciplinary inquiry in teaching and learning*, 2nd. edition. Upper Saddle River, New Jersey: Prentice-Hall, Inc.
- Orlich, Donald C. and Robert Harder, Richard C. Callahan, Harry W. Gibson. (1998) *Teaching strategies: A guide to better instruction*, 5th. edition. Boston: Houghton Mifflin Company.
- Posner, George J. (2000) *Field experience: A guide to reflective teaching*, 5th. edition. New York: Addison Wesley Longman, Inc.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: A COMPARISON BY EDUCATION MAJORS OF INSTRUCTION IN A DEMONSTRATION CLASSROOM TO TEACHING IN THE SCHOOLS		
Author(s): Jerry Brooksher Gee		
Corporate Source:	Nicholls State University	Publication Date: 11/18/99

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2 documents



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: *Jerry Brooksher Gee*
Jerry Brooksher Gee

Organization/Address: College of Education
Nicholls State University
Thibodaux, LA 70310

Printed Name/Position/Title:
Jerry Brooksher Gee
Professor of Education

Telephone: (504) 448-4344

E-Mail Address:

FAX:

Date: 11/5/99

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Assessment and Evaluation
210 O'Boyle Hall
The Catholic University of America
Washington, DC 20064

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>