

A PROPOSED PROGRAM FOR THE IMPROVEMENT
OF TEACHER EDUCATION IN BAHRAIN

by

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DISSERTATION

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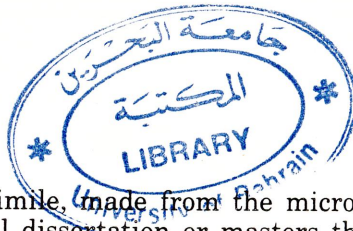
THE UNIVERSITY OF TEXAS AT AUSTIN

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OF TEACHER EDUCATION IN BAHRAIN

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To the memory of my parents
Mohammed and Zaynab Dowaigher
and my sister, Khadijah
who instilled in me a respect
for knowledge and education
I dedicate this dissertation.

A C K N O W L E D G M E N T S

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L. D. M.

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CHAPTER I

STATEMENT OF THE PROBLEM

At the heart of the educational process is the teacher. Buildings, equipment, instructional materials, curricula are all necessary, but without qualified teachers they are of little help.

To be a teacher, one needs to be sympathetic and must show an understanding of the students' needs. But this is not enough. A teaching position requires much more than that: it needs intellectual and social skills which are part of being a teacher.

In any plans for educational reform, the training of teachers is of crucial importance. Regrettably, this problem in Bahrain as in other developing countries is viewed in terms of quantitative output. Bahrain has achieved remarkable expansion of facilities at all stages, but in spite of that there are many problems. Many of these problems can be solved if the teachers are trained effectively to deal with the changing needs of society and learners.

Recently efforts were concentrated upon the re-organization of the educational system generally and teacher education specifically. As a result, many studies and projects concerning the training of prospective teachers were conducted with the help of the UNESCO team specialists. A quick review of the limitations of the current program indicates that the present training curriculum is overcrowded with subjects that are taught in a short period of time. There is a lack of many facilities such as an advisement system and an adequate library. But the most serious problem is the quality of instruction. It is thought to be poor.

Because of these weaknesses, the writer thinks that teacher education in Bahrain needs complete remodeling. It must be given highest priority if the Ministry of Education intends to reform the educational system in Bahrain. To achieve that, both financial assistance and expertise in the field of teacher education are needed. Such assistance can be obtained from the government and through the cooperation of international governmental agencies such as the UNESCO and UNICEF. These two international institutions can play an important role in defining the educational needs of a particular region, thus

helping the country develop its teacher education in a manner which suits its own economic and social structure.

PURPOSES OF THE STUDY

The purposes of this study were:

1. to propose a program for the education of teachers in Bahrain, based upon some of the new forms of organization in teacher education programs;
2. to suggest some guidelines for designing and organizing the instructional competencies required of future teachers;
3. to describe some of the new methods and techniques in the field of teacher education;
4. to indicate the importance of continuity between the preservice and the inservice education of teachers.

ASSUMPTIONS

The main purpose of this study was the development of a program that would improve the quality of teacher education in Bahrain. The study was based on six assumptions:

1. The rapid growth of the educational system in Bahrain requires a reexamination of the preservice and inservice training programs.
2. It is possible to develop a preservice training program which takes into consideration the individual differences of the trainees.
3. It is necessary that the subject specialization of teachers should be up-to-date and interdisciplinary in character. In detail this implies that emphasis on acquisition of knowledge should be decreased and more emphasis should be placed on providing the students with the fundamental concepts of subjects.
4. It is necessary to stress both the theoretical and practical disciplines of education: psychology, and teaching methods of the subject.
5. It is important to acquaint prospective teachers with the disciplines of economics, political science and sociology. This is to enable them to perceive the economic and social factors of education and to realize the connection between education and social needs.
6. Joint efforts between the College of Education, the government schools, and the Ministry of

Education could result in producing the desired continuity between the two phases of training: preservice and inservice.

PROCEDURES OF THE STUDY

This study was meant to be a documentary analysis of the literature related to the educational system in general in Bahrain and to the analysis of teacher education in that country specifically. It also included a description of some of the innovative trends in teacher education in the United States. Among these trends were the competency movement, community involvement, humanism in teacher education, and recent techniques in laboratory experiences.

Visits to various recommended colleges and universities which are well known for their successful training programs were made in order to provide some examples of current teacher education programs.

The selection of these institutions was made after the review of literature. As a result of these visits many documents were gathered and were used as part of the study.

Following the collection of these sources, the writer was able to synthesize a program from the above sources.

LIMITATIONS OF THE STUDY

Although special consideration was given to the socioeconomic conditions in Bahrain, the writer felt that the proposed model might in one way or another fail in considering other matters that are part of the unique situation in Bahrain. Applicable and fruitful procedures in an American teacher education program might not be successful in a developing country. Furthermore, the model program presented in this dissertation is by no means a complete one because it does not deal with such important aspects of educational planning as financing or budgeting. In addition to that, the absence of certain statistical data concerning past or future policies found the writer to study the current teacher education program in light of past curricula, policy statements of the Ministry of Education, and the writer's knowledge, which come from personal involvement for three years in teacher education in Bahrain. As a result of the above limitations, the proposed program should be considered as an initial effort

towards the future reorganization of higher education in Bahrain.

SIGNIFICANCE OF THE STUDY

The significance of the study lies in proposing a new program of teacher education which might be considered in the future. A number of recommendations are made which identify specific areas the writer feels need some adjustment.

DEFINITIONS

For the purpose of this study the following definitions will be used.

Alternative programs: programs that are designed to provide students with a variety of training programs that would respond to their needs and roles in the future. These alternative programs are given in addition to the regular training program.

Cluster Schools: group of schools in the same area which sometimes are administered jointly.

Cooperating Teacher: a classroom teacher who provides supervision and guidance for a student teacher.

College Supervisor: a faculty member of a university or a college of education who, in addition to his responsibility for supervising student teachers, will serve as a liaison between the institution (college or university) and the public school.

Competency-Based Teacher Education: programs which stress the explicit demonstration of specified teaching competencies as evidence of what the teacher knows or is able to do.

Community Education: education based on a philosophy which involves parents, teachers, children, and other members of the local community in the educational plans.

Humanistic Education: education which emphasizes the elements of kindness, sympathy and understanding in the educational process. Its aim is to achieve a greater individual self-awareness as well as mutual understanding among people.

Program: A program is an outline or a plan that can be pursued. Hence, a teacher education program is a course of study which includes academic studies as well as practice in schools.

Clinical Experiences: practical experience which is provided as part of a teacher education program.

CHAPTER II

BAHRAIN AND ITS EDUCATIONAL SYSTEM

BRIEF INTRODUCTION ABOUT BAHRAIN, ITS LOCATION AND PEOPLE

The purpose of this chapter is to provide the reader with general information about Bahrain and its educational system. Bahrain is an independent Arab state which consists of several islands in the Arabian Gulf. It is located between the Gatar peninsula and Saudi Arabia and has an area of 256 square miles. The main island is also called Bahrain, and there are some thirty smaller islands. The Arabic name Al-Bahrain means "two seas." Its population in 1974 was 239,200. Manama, the capital and principal city, is located at the northeast end of Bahrain island. Formerly, Bahrain was under the British protection but in 1971 it declared itself independent and became a member of the United Nations (3:2-3). The Bahrainis are mostly Arabs of various origins but there are large communities of Indians, Pakistanis, Persians, Europeans, and Americans.

Compared to its neighbors, Bahrain is considered more established. In ancient times, it was an important station in the sea trade between Mesopotamia and India. Oil was discovered in 1932 by the Standard Oil Company of California and it provides 70 percent of the state's income. The refinery in Bahrain produces about eleven million tons of oil a year. The crude oil which is produced by Bahrain is about 50,000 barrels a day. This oil, as well as crude oil piped in from Saudi Arabia, is refined in Bahrain for export. (10:11)

Before the discovery of oil, pearling was an important source of income, but the pearl market declined before World War II because of the lack of efficient marketing and the popularity of cultured pearls.

In addition to the drilling and refining of oil, an aluminum smelter, plastics industry, a flour mill, and a shrimp fishing fleet have boosted the economy.

In 1973, Bahrain took an important step in its political evolution. In that year, the Constituent Council approved a 108-article constitution stating that Islam is the official religion and Arabic is the language of the state. It provided for women's suffrage and free compulsory education and medical treatment for all citizens.

The constitution also provided for a national assembly which included the members of the cabinet and thirty members elected by popular vote. (11)

Starting in 1974, Bahrain played a vital role in expanding its commercial and communication activities in the Arabian Gulf. A \$250 million dry dock, which was financed by eight Arab oil states to handle initially 350,000 ton tankers, is already under construction. In addition to that, Bahrain airport has been expanded to take jumbo jets.

Since Bahrain is an oil producing nation, statistics show that oil revenues were double the estimates for 1974 because of the price rises in crude oil.

As a result of its economic advancement, Bahrain made significant progress in many areas, especially education. In the last few years, education in Bahrain has been given special attention. The achievements in this field can be attributed to the efforts of the government to offer equal educational opportunities to the greatest number of people, as well as to the cooperation of the people and their faith in the value of education.

THE EDUCATIONAL SYSTEM IN BAHRAIN

Education in Bahrain is to a large extent a function of the state. It is financed by the government from the national budget. The Ministry of Education is the principal agency of education. It sets the curriculum and the methods of teaching. It also offers a variety of educational services which include school libraries, health services, public examinations, audiovisual aids and scholarships. In addition to public schools, there are a number of private schools that are operated by secular as well as religious groups. The Ministry of Education regulates the establishment of such schools in matters related to their buildings specifications, educational staff, financial relations, and curriculums.

The modern system of education in Bahrain goes back to 1919 when the first public school was established. The curriculum was a combination of religious studies and adopted syllabi from other Arab countries. The teaching staff was brought from Egypt, Syria, Lebanon, and Iraq.

To a great extent, Bahrain was influenced by the Egyptian curriculum and for an extended period of time the Bahraini schools used Egyptian textbooks. But as time

lapsed, alterations in these texts began to take place in order to make them more appropriate for Bahraini students.

Recently, the efforts of the Ministry of Education have been concentrated on expanding the educational system in Bahrain. In addition to that, the Ministry is also seeking to modify its system in order to make it more efficient in the achievement of national goals.

Table 1 indicates the increase in the total number of students, teachers and schools over a period of five years. (5) (13) (6)

The present educational organization includes elementary education, preparatory education, secondary education, teacher education, religious education, and higher education.

A brief discussion on each type will be provided in the following section.

Elementary Education

Elementary education in Bahrain is compulsory. A child is admitted to the first grade of the elementary school when he is six years old. The duration of the elementary cycle is six years. No fees are charged and

TABLE 1
INCREASE IN NUMBER OF STUDENTS, TEACHERS AND PUBLIC SCHOOLS
IN BAHRAIN, 1971-72 THROUGH 1975-76

Year	Students	Teachers	Schools
1971-1972	51,232	2,256	114
1972-1973	53,225	2,393	117
1973-1974	54,987	2,498	118
1974-1975	57,740	2,744	119
1975-1976	59,527	2,870	121

SOURCES: State of Bahrain, Ministry of Education: "Annual Report, 1972-1974," 1975; "Educational Statistics for the Year 1974-1975," 1976; and "Annual Report, 1975-1976," 1977.

textbooks are provided free. The basic language of instruction is Arabic.

Among the subjects taught in the elementary school are religion, Arabic, arithmetic, history, geography, science, drawing, music, and physical education.

The elementary schools are not coeducational. Thus there are schools for boys and schools for girls. According to a recent study by the UNESCO Office in Bahrain, there are more boys than girls in the elementary schools (10:24). Although an average class in the elementary school holds 38 children, nevertheless, there are some schools that have 60 pupils in a class while others have 20 pupils. The reason for this phenomenon is attributed to the school buildings and the capacity of the classrooms in accommodating pupils (10:24). During the year 1975-76 there were 41,751 pupils in elementary schools, about 25,532 boys and 18,219 girls. (6:35).

Academic qualifications vary among teachers of this stage. Some of them hold secondary education certificates while others are graduates of the teacher training institutes. As a general rule, men teach at boys' schools and women teach at girls' schools.

After completing the primary level, a public examination is held. Once the pupil passes this

examination, he is promoted to the preparatory level. The examination may be retaken three times.

Preparatory Education

In Bahrain, the seventh, eighth, and ninth grades make up what is known as the preparatory school (the Junior High). According to a recent educational report, preparatory education will very soon be compulsory. This level can be viewed as an intermediate step in the educational organization between the primary and the secondary level. It is particularly significant because it continues some of the functions of the elementary school with respect to basic skills.

During the year 1975-76 there were 8,533 students in preparatory schools, about 4,632 were boys and 3,901 were girls. The total number of teachers in this level was 732 in 1975-76 (6:35). According to the statistics of 1973-74 there were only three independent preparatory schools. The majority of the independent schools also included the elementary or secondary levels. (10)

Unlike the elementary level, there are no public examinations at the end of the preparatory level. What

exists is the promotion of those students who pass the final examination of their last year.

Recently, the curriculum of this level has been the subject of a detailed study by the Ministry of Education. The study shows that the curriculum is crowded with many subjects. The total number of weekly periods is 36 (15:6). To continue having this curriculum means denying the student the opportunity to participate in any social or cultural activities. Thus the Ministry of Education considered extending the preparatory level from two to three years.

Secondary Education

The duration of secondary education is three years. It includes three types of education: general, commercial, and industrial.

In general education, the students learn arts, science, and mathematics in the first year, while in the remaining two, students are grouped by choice into two branches: scientific or literary. Both branches lead to the Secondary General Certificate. Top students are granted government scholarships for further education abroad.

Commercial education was originally established in order to meet the needs of the government departments and the commercial sector of the economy. Besides the general subjects of Islamic religion, Arabic, English, mathematics, geography, and physical education, commercial subjects are taught. They include bookkeeping, commercial arithmetic, economics, business training (Arabic and English) and typewriting (Arabic and English).

In Industrial education, both theoretical and practical subjects are taught. A variety of majors is offered. The student can major in one of the following: blacksmithing and welding, foundry and pattern making, carpentry, radio and television, electricity, fitting and machine-shop, auto-mechanics, refrigeration and diesel engines. Students with good averages are provided with government scholarships to continue their education. (13:7)

According to a comprehensive study of secondary education in Bahrain, it is pointed out that so far there has been no law of education which specifies the educational objectives of each level of education (7:7). But literature suggests that secondary education in Bahrain seeks the following objectives:

1. to give the student the opportunity to develop physically, mentally, morally and socially;
2. to prepare the student to become a productive citizen in the future;
3. to provide the student with information and knowledge which would allow him to continue his higher education;
4. to help the student in acquiring the basic and necessary skills for his future life; and
5. to educate the student on how to benefit from his spare time in a constructive manner. (7:7)

In addition to these, it is indicated that secondary education, compared to other levels of education, receives more attention. For instance, all secondary schools are owned by the state and, in general, they are in good condition. The classrooms are spacious and there are many facilities such as libraries and laboratories. (7:12)

As for the availability of manpower in the secondary schools, it is indicated that there is no shortage of teachers. In fact, there was a surplus of secondary school teachers in 1975-76. (7:12)

An outstanding feature of this education is its dependence to a great extent on foreign staff. For example, in 1975-76 the percentage of non-Bahraini teachers in general education was 85 for male teachers and 72 for females. In industrial education it was 80 percent, all of

whom are males, and in commercial education it was 100 percent for males and 60 percent for females. (7:12)

It is not known yet whether the dependence on foreign teachers in secondary education has produced any positive effect on students' learning. But, what is pointed out is that the academic qualifications of these teachers are far below the expected standard. (7:13)

The following items summarize the most noticeable trends in secondary education in Bahrain.

1. While general education and commercial education seem to be advancing continuously, the case is not the same to industrial education.
2. A female's share of secondary education is almost equal to that of a male. But females seem to be more oriented to general education.
3. There is a general tendency towards selection of science as a major among males. Lately, it is reported that such tendency has been decreasing.
4. There is a high percentage of older students, but again this is decreasing. (7:9)

A Ministry of Education document has stated that the educational level of secondary school students is generally low at the time of their graduation. The reasons for this are attributed to the weaknesses of the preparatory curriculum and to the loss among students of interest in studying. (7:9)

Teacher Training College

The purpose of this college is to prepare teachers for the elementary and the preparatory levels. Graduates of the secondary schools can enroll upon a selective basis as described later in this chapter.

An elaboration on this type of education will be provided later in this chapter.

Religious Education

Unfortunately, the Ministry's documents that were sent to the writer do not provide adequate description of this education. Nevertheless some general comments may be made about it. Religious education is embodied in the Religious Institute and involves all the three elementary, preparatory, and secondary levels. The curriculum of the Institute follows that of Al-Azhar Asharif (in Egypt) with the addition of English language. (13:7)

Higher Education

Due to the lack of a university in Bahrain, students are sent abroad for their higher education. This

started in 1928 when six students were provided with scholarships to study at the American University of Beirut.

(13:7)

In 1975-76 the total number of scholarships and grants was 327, while the number of Bahraini students studying abroad was 2,199. (6:32)

Adult Education and Literacy Campaign

Adult literacy is a problem in Bahrain and there have been several attempts to improve it. The history of the literacy campaign in Bahrain is recent. It started in 1952 as a joint venture between the Ministry of Education and some local efforts. In 1960, the local clubs began their campaign in various areas. A major advancement in the campaign was made in 1970 when the Graduates Club called for the establishment of a special committee to resume the responsibilities of the literacy campaign and adult education.

The committee included among its members some national clubs and women's societies. The role of the Ministry of Education in this committee was to provide financial assistance. In 1974 the responsibilities of the Committee were taken over by the Ministry of Education.

(2:2)

The Ministry began its campaign efforts by opening, in 1973-74, 30 classrooms in various schools for illiterate males and females. In 1974-75 a new directorate for the literacy campaign and adult education was created. As a result of that, 50 more classes were added. According to the statistics, the total number of the participants in the literacy campaign was 28,585 while the number of centers for adult education and literacy was 27. (2:2)

These figures seem to be inadequate especially if one observes the number of illiterates in Bahrain. In 1971 there were 79,597 illiterates, 52.9 percent of the total population. Also, illiteracy was found to be higher among women than among men (2:1). This indicates the seriousness of the illiteracy problem in Bahrain. So far, the continuous growth of elementary education is considered not sufficient for eliminating illiteracy. Thus unless quick and effective solutions for this problem are reached, Bahrain will certainly lag in its educational advancement.

The curriculum employed in the literacy campaign includes the teaching of basic reading, writing, mathematics, general knowledge and religious education. The teachers of this curriculum are not full time. Their academic qualifications vary. Some of them hold the General

Secondary School Certificate, while others are graduates of the teacher training college (2:6). At the end of each academic year, the participants of the program sit for written and oral examinations.

According to a recent study, the roots of the illiteracy problem in Bahrain seem to be in the absence of a law requiring the illiterates to join the campaign. Also, there is no pressure on the various institutions to participate financially in this campaign. Since adult education and literacy campaign are recent developments, many Bahraini people are simply unaware of them and their importance. The lack of effective teachers, directors, and the necessary means for publicizing both adult education and literacy campaigns add to the graveness of this problem.

The problem is further complicated by the failure of the State to formulate a plan that would link the literacy campaign and adult education to the future economic and social developments. (2:9)

In order to overcome these difficulties, there are several recommendations. Among them are

1. the formulation of a law that would specify the time needed for abolishing illiteracy in Bahrain;

2. the broadening of adult education to include more classes;
3. the performance of several try-outs in the areas of functional illiteracy;
4. the involvement of public media, other ministries and governmental agencies in the literacy campaign; and
5. the addition of certain courses that deal with adult education to the curriculum of teacher education. (2:10)

FINANCING OF EDUCATION

Education in Bahrain is free at all levels. The educational activities of the Ministry of Education are financed by allocations from the government budget. From the available statistics, it is noticed that during the period between 1973 and 1976 the Ministry budget has increased from 4,650,000 B.D. in 1973 to 11,400,000 B.D. in 1976. (4:2)

The continuous increase in the budget of the Ministry had been accompanied by a similar increase in the budget of the state and in the gross national product.

Table 2 shows the budget of the Ministry since 1970 to 1976, as compared to the state budget and to the gross national product. (4:3)

TABLE 2

SIZE OF THE BUDGET OF THE MINISTRY OF EDUCATION, THE STATE,
AND THE GROSS NATIONAL PRODUCT IN BAHRAIN, 1970-1976, AND THE
PERCENTAGE THE BUDGET OF THE MINISTRY OF EDUCATION IS OF THE
STATE BUDGET AND THE GROSS NATIONAL PRODUCT
(Values in Millions of Dollars)

Year	Ministry's Budget	State's Budget	Percentage	Gross National Product	Percentage
1970	8,750	46,836	18.6	290,750	3.0
1971	9,625	56,625	16.9	310,500	3.1
1972	10,500	55,318	18.9	332,750	3.2
1973	11,625	81,875	14.3		
1974	17,248	224,000	12.5		
1975	27,500	335,600	8.2	1,050,000	2.6
1976	28,500	477,938	6.0		

SOURCE: Latifah Al-Manneye, "Analytical Study of the Budgets of the Ministry of Education," State of Bahrain, Ministry of Education, 1975.

From Table 2 it is clear that although the budget of the Ministry is increasing, yet its share from the State budget and the Gross National Product is decreasing. No explanations are given for this.

In an analysis of the Ministry budget for 1974, it was indicated that a large portion of the budget (78.3 percent) went for salaries and wages. Other areas such as general expenditures and classified expenditures received only 19.9 percent and 1.8 percent. (4:6)

EDUCATIONAL ADMINISTRATION

The administration of the Ministry of Education is centralized. It is centralized in the sense that the Ministry of Education is the final authority for all educational decisions, and in the sense that the curriculum and textbooks are prescribed by the Ministry of Education to be used by all public schools in the country. The Ministry of Education also recruits all teachers to be appointed in all public schools. Moreover, it is the Ministry of Education that organizes and administers public examinations and provides all textbooks.

The central office of the Ministry of Education consists of nine directorates.

1. Directorate of Educational Planning.
2. Directorate of Curriculum, Textbooks and Instructional Aids.
3. Directorate of General Education.
4. Directorate of Higher Education.
5. Directorate of Technical Education.
6. Directorate of Cultural Relations and Scholarships.
7. Directorate of Administrative and Financial Affairs.
8. Directorate of Examinations, Literacy and Educational Services.
9. Directorate of Physical Activities, Scouts and Youths.

Each of the above directorates is responsible for centrally organized aspects of education in Bahrain. The Undersecretary, under the supervision of the Minister of Education, is the person directly in charge of the organization of the Ministry of Education and the implementation of its policy.

The Aims and Objectives of
Education in Bahrain

The general philosophy of education has been described by the Ministry of Education as:

1. to make public education accessible for all school age population in the state;
2. to renew the curriculums in order to make them more relevant to the needs of students and society;
3. to raise the competence of those working with the Ministry of Education;
4. to raise the competence of the teaching staff and to improve the school administration;
5. to establish new and modern school buildings;
6. to support and encourage the development of technical and industrial education in order to meet the local demands in these areas; and
7. to increase the literacy and organize adult education on the basis of the local needs. (5)

The realization of these aims and objectives is the responsibility of the Ministry of Education through the establishment, supervision and administration of various levels and types of education, the supervision and control of all private and public schools, the establishment of adult education centers and the strengthening of cultural and scientific and educational ties between

Bahrain and other Arab countries. The Ministry also encourages youth activities which include physical education, camping, and forming boy scouts and girl guides. It encourages all cultural and scientific movements by establishing libraries, the organization of lectures and annual anniversary celebrations and the enhancement of educational research.

Problems Impeding the
Achievement of Objectives

There are a number of problems impeding the achievement of the above objectives. There are also a number of inherent dangers if these problems are not resolved. These problems can be classified under two subdivisions: general problems related to the Bahrain educational system and societal problems. In examining the first, Dr. Fahmy (UNESCO) has related the educational crisis in Bahrain to eleven fundamental problems:

1. The explosion of numbers resulting from population and enrollment will create a problem for the elementary schools.
2. Since the duration of the intermediate level is only two years, this is insufficient for preparing students to continue their education or to start their careers.

3. Because of the rapid growth of the general secondary education, graduates of this type of education will have difficulty in getting scholarships or finding jobs.
4. There is a lack of coordination between the activities of the Ministry of Education.
5. Compared to the local needs for technical labor, the number of graduates of industrial education is small.
6. There is a lack of modern school buildings and facilities.
7. Evaluation methods are traditional, relying only on written exams.
8. There is a lack of manpower policy to direct the educational planning.
9. The program of teacher training is not contributing to the advancement of the educational system in general.
10. Education exists in isolation from socio-economic life.
11. There is a weakness of the various planning units at the Ministry of Education. (9:10-11)

Dr. Fahmy completed his study by suggesting that the Ministry of Education should adopt a strategy for educational development in Bahrain which is based on:

1. adopting a "long term policy for educational development based on local conditions and needs, and new developments in the field of educational sciences";
2. "formulating an educational act out of the above policy for legality purposes"; and

3. "strengthening the administrative and planning bodies in the Ministry of Education to cope with increasing responsibilities." (9:10)

The second set of problems impeding the reaching of objectives emanate from the general nature of Bahrainian society. In many cases the problems of modernizing education are so vast, new, rapidly moving and changing that it is difficult to cope with them. Among the problems with which Bahrain is wrestling today is the achievement of a balance between maintaining a cohesive society and at the same time allowing the freedom for creativity in education.

Ways to Improve the System of Education in Bahrain

Much time, effort and energy have already been spent by UNESCO specialists and educational authorities at the Ministry of Education researching the educational system in the perspective of Bahrainian needs. In looking through the literature the writer came across many reports from conferences and teams dealing with educational problems in Bahrain and suggestions for solving them.

To cope with the expansion of education due to the population increase, the Ministry of Education has

prepared a compulsory education act. The act calls for free and compulsory primary and preparatory education for nine years' duration. (6)

In addition to that, the Ministry of Education is trying to take into consideration the suggestions provided to it by the UNESCO team. These suggestions seem to call for a reexamination of the educational system in Bahrain from the standpoints of its levels, types and curriculum plans. Also the Ministry of Education is urged to narrow the gap between academic and technical education. At the secondary level, it is suggested that the Ministry of Education introduce a system of electives to provide students with more options (12). A total agreement seems to be on the necessity of improving the curriculum of teacher education through extending the program to four years instead of two and of updating the facilities for training prospective teachers.

TEACHER EDUCATION IN BAHRAIN

After reviewing the Bahraini educational system in general, the following discussion will deal with the examination of the present and the new colleges for training teachers in Bahrain. To start with, the history of

teacher education in Bahrain is very recent. It came about as a result of the increasing need for trained teachers. In fact, the Ministry of Education established in 1966 the first teacher training institute for men in Manama. The following year, a teacher training institute for women was opened. These two colleges were established for the purposes of:

1. providing local teaching staff for both the elementary and preparatory levels;
2. concentrating expatriate teachers in secondary schools; and
3. raising the competence of the teaching staff through the provision of inservice training. (8)

The amount of time required to finish the program is two years. Currently, however, there is a plan to extend that period from two to four years and to grant the graduates of such a program a bachelor's degree in education. (8)

The present program for training teachers is divided into two semesters; each semester includes sixteen working weeks. The requirements for admission to the program are as follows:

1. the student must be a secondary school graduate;
- and

2. he (she) must pass a special interview to insure his (her) competence for teaching.

The program of study includes three basic studies: general cultural subjects, professional subjects (education, psychology, and methods of teaching) and specialization subjects. In addition to these subjects the program requires practical training in schools. (8)

As far as areas of specialization are concerned, the two colleges are preparing teachers in Arabic and Islamic studies, English language, mathematics and physics, chemistry and biology, physical education and fine arts. The trainees start their specialization during the second semester of their first year. The first semester of that second year is devoted to the study of general education. Later in the term students are grouped according to their interests: science or arts. (8)

According to the annual reports of the Ministry of Education, there has been a continuous increase in the total enrollment of students at both colleges for men and women during the last five years. But statistics also show that the enrollment of males is decreasing. (8)

Teaching Staff

Expatriates form the majority of the teaching staff at both colleges. During 1974-75 there were 27 expatriates out of the total number of 43. As for qualifications, there were only three who had M.A.s and only one had a Ph.D., and all of these were non-Bahrainis. (8)

Analysis of the Present Program

The various studies and projects which are conducted by the UNESCO specialists team reveal that the program in both colleges is suffering from many weaknesses.

To start with, there is a heavy reliance upon theoretical knowledge. In conducting their courses, the faculty showed a dependence on lecturing and dictating notes. This was justified by the inadequacy of the college libraries and the lack of copying machines. (14)

In examining the curriculum for the teachers, the UNESCO reports indicate a high emphasis on subject specialization rather than an overall general education. Another noticeable feature is the fragmentation and isolation between the courses of education and psychology. As for the evaluation system which is used to evaluate

trainees' progress, it is found that it relies mainly on written examinations and term papers. The UNESCO report claims that there are no provisions for self-evaluations especially in laboratory experiences (14). Other weaknesses are related to the absence of extracurricula activities, counseling and guidance for the trainees and the limited working hours of both colleges for men and women. (14)

To improve the program, the UNESCO team suggests the merging of colleges for men and women into one institution, changing the program of studies to include both part-time and full-time courses and to establish a laboratory school. It is also recommended that the future program should make use of some of the recent innovations (microteaching simulation, videotape recording, and interaction analysis). Also a provision should be made for maintaining a variety of extracurricular activities, systematic guidance and counseling programs for the trainees. (8)

The New College

The idea of establishing a new college of teacher preparation has received a great acceptance by the Ministry

of Education. Thus upon receiving many recommendations, the process of establishing a new college has been already started. The future college is to be completed in two phases. The first phase was completed in March, 1976, and it was supposed to accept students in 1976-77. The new college in its first phase includes nine units: administration unit, library unit, English language unit, mathematics and physics unit, chemistry and biology unit, fine arts and crafts unit, gymnasium, general studies unit, and a cafeteria. The second phase of construction will take into consideration the needs of the college that have not been met in the first phase and the expansion required.

(8)

By establishing a new college and extending the program to four years

the government is aware that a four-year post-secondary school programme will be an innovation in this region. It is also aware of some of the implications of this decision, the most important of which are (i) a considerable upgrading in the qualifications and experience of the college staff, both national and expatriate; (ii) an equalization in the salaries of elementary and secondary school teachers, since both categories of students will graduate with a degree of Education; and (iii) the provision of an incentive in the form of an adequate stipend to

to attract good secondary school graduates to a four-year programme. (14 21)

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CHAPTER III

CURRENT TRENDS IN TEACHER EDUCATION

The objective of this chapter is to highlight some of the innovative trends in teacher education in the United States. There is no single pattern that characterizes recent developments in this field. In fact the existence of many ideological differences have led to the establishment of a variety of programs. In some cases, a business and industry metaphor is prevalent in the programs, in other instances a "growth and development" metaphor is noticed. Several trends will be discussed. Among them is the competency movement which began to develop momentum in the sixties. Focusing upon this important trend, a description of its concept, its application to teacher education programs, and some of its issues will be elaborated upon in this chapter. In addition to that, the discussion touches upon other existing trends such as community education, humanistic education and some of the recent techniques that are employed in laboratory experiences.

THE COMPETENCY TREND

The Concept

The terms competency-based teacher education (CBTE) and performance-based teacher education (PBTE) are both used in the literature to refer to teacher education programs that seek to develop and evaluate specific teaching behaviors in their students. Lindsay (1973) gives a more detailed definition:

The process of designing a competency-based program of initial teacher education requires specifying in advance expected outcomes in terms of competencies to be demonstrated by graduates of the program, developing learning opportunities and environments expected to facilitate students' progress toward specified outcomes, and construction and using evaluating procedures and instruments directly relevant to the stated competencies.. (54:181)

As a concept, the competency-based education (CBE) started to have an impact on teacher education during the 1960s when behavioral psychology began to be applied in industry and military training. Among the important reasons for CBTE movement is the people's dissatisfaction with the quality of teacher education and their demands for accountability. Furthermore, the Elementary Teacher Education Models which were developed in 1969

under the sponsorship of the U.S. Office of Education gave the movement a major thrust. In fact, some state departments began to mandate full implementation of CBTE.

To give some estimate of the momentum this movement has generated in the U.S., a survey was conducted in 1972 by the American Association of Colleges for Teacher Education to see which institutions were operating, investigating and/or planning CBTE programs. Of the 783 respondents, 131 said they were operating CBTE programs, 228 said they were not, and a large number, 424, said they were investigating. (90:1-47)

Another recent survey by HEW's National Center for Education Statistics has indicated that

performance-based education (PBE) programs in basic reading, writing and mathematics skills in elementary and secondary schools are in operation in five states and in the planning stage in 24 states.
(42:7)

In addition to that, there is a multistate consortium on performance-based teacher education. It is a federally funded project which is based in New York and so far it includes nine states (33:66). These indications show that in spite of the complexity of designing this type of curriculum, more and more institutions are attempting the task.

The concept behind competency-based education is based upon: first, an analysis of instructional objectives in measurable and observable terms. The objectives are then used for identifying prerequisites and planning instruction. Finally, the objectives are used as a basis for evaluation. The feedback generated is used to guide instruction. Pre- and postassessment are used to determine what instruction is necessary and how successful it has been. The learners are provided with remedial instruction to help them achieve the specified level of performance. In addition, assessment may be used throughout instruction to determine if the learner is ready to progress from one instructional unit to another. (19:50-51)

Elam (1971) has suggested the following essential characteristics of a competency-based teacher education program.

1. Teaching competencies to be demonstrated are role derived, specified in behavioral terms and made public.
 2. Assessment criteria are competency based, specify mastery levels, and made public.
 3. Assessment requires performance as a major evidence and takes knowledge into account.
 4. Student's progress rate depends upon demonstrated competency.
 5. The instructional program facilitates the development and evaluation of specified competencies.
- (31:6-7)

The above characteristics have the following implications.

1. Instruction is individualized to a considerable extent.
2. Learning experiences are guided by feedback.
3. The program as a whole has the characteristic of a system.
4. Emphasis is placed on exit requirements.
5. The learner is considered to have completed the program only when he has demonstrated the required level of performance.
6. The instructional program is not based on units of fixed time duration.

In addition, a competency-based teacher education program has other desirable characteristics as listed by Elam. (1971)

1. The program is to a considerable extent field-centered.
2. There is a broad base for decision making.
3. Instruction is often modularized and uses protocol and training materials.
4. Professional preparation is looked upon as a continuous career.
5. A research component is often built into the program to enhance its knowledge base. (31:7-11)

In examining the learning model of competency-based programs, McDonald (1974) points out that it is a "cybernetic model." In this model,

The learner is the input into the system. He or she is placed in teaching situations in which teaching performances are enacted. The output is the set of performances that are used in this situation, on which continuous feedback is given so that they are effective in the situation. The modular design of competency based programs is a technological device for implementing this model. There are many performances to be learned; each one, or combination of them, is the basis for designing a cybernetic system for their acquisition. (57:27)

According to McDonald (1974), the above model views the participant as an "information processing person." Thus learning is the result of his/her perceptions, interpretations and the feedback he receives. (57:27)

In the following section, a description of the application of the competency concept to teacher education will be given. This description includes the various organizational models of developing competency-based programs, the competency domains, the procedures for specifying competencies and some of the issues involved in CBTE programs.

The Organizational Models of the Competency-Based Teacher Education Program

Historically, teacher education has been the domain of colleges and universities. This traditional model is criticized for its neglect of the needs and

problems of public schools. As a result of that, many competency-based teacher education programs are involving public school teachers and administrators in program planning. A good illustration of that is found in the many organizational models that have been included in the Models for Elementary Teacher Education. These models vary from establishing "Portal school," "teaching center" to "clinical school network" and "inquiry school." (98:1)

Also there are many models that are suggested by educators and researchers. Schalock (1972) describes a model where a state department of education assumes full responsibility for coordinating public schools and universities. In this particular model, the state department of education takes the responsibilities for financing, preparing and certifying teachers. (86:109-183)

Another organizational structure called "The University Center" is indicated by Devault (1972). Unlike Schalock's model, the university in this type of organization plays an important role in regard to the establishment of a working relationship between a university and a number of public schools. The university is also expected to develop and implement the teacher education program. (29:47-97.)

The third type of administrative structure for CBTE is explained by Rosner (1972). His model is called "The School Training Center" and its main feature is that the public schools would be involved in conducting training and in sharing with a university the responsibility for developing preservice and inservice programs. (80: 98-108)

In a report by the Committee on National Program Priorities in Teacher Education (1972) the committee suggested "the technology-based center." The expected functions of this center would be to prepare training programs for distant areas and to cooperate with other centers in urban cities. The facilities to be used are: a communications network, instruction by correspondence and the use of the computer for presenting and managing instructional materials. (72:19-20)

The Competency Domains

To develop a CBTE program, one needs to define the roles to be filled by the graduates. The definition of assumptions is based upon a philosophy of education and models of the teaching learning process. Once the assumptions have been identified, competencies can be

specified. Cooper and his associates (1973) classify these competencies as those dealing with (a) knowledge, (b) performance, (c) consequences (24:14-21). Knowledge competencies include knowledge of a subject area, instructional planning and strategies and many related activities. The scope of the knowledge competencies depends upon what areas are included in the competency-based program. The performance competencies are those activities which would demonstrate students' attainment of required behaviors. The performance of teaching skills is based on the previously acquired competencies, but requires from the student a demonstration to show that he can utilize various strategies and techniques. On the other hand, consequence competencies are those that are reflected in the learning of students. In these competencies the criterion considered is the product which includes the behaviors, and achievements obtained by the pupils of the teacher (24:14-21). Kay (1975) adds to the above competencies two other domains which include attitudes and experience. While the attitude competencies deal with the opinions and dispositions of the teacher, "the experience or expressive domain objectives" are those activities which are outcomes in themselves. The objective of these

activities is to give the individual a chance to go through a specific experience. (50)

There are several procedures that could be employed in specifying competencies. The most generally employed approach is "course translation" which depends on formulating current courses into competency language. According to Houston (1973) other approaches will include attempts to derive competencies from analyzing teaching in order to discover the skills teachers need to perform classroom roles. This particular approach is called "Task Analytic Approach." It contains many variations such as job or role analysis, the use of curriculum packages, analysis of the needs of school learners, or projections of the future roles of teachers. (46:201-202)

Some competency-based teacher education programs utilize the theoretical approach where the process and contexts of teaching-learning are hypothesized. Thus the programs are devised to educate teachers to perform certain hypothesized positions (46:202). A good example on this approach is the use of models of teaching. Joyce and Weil (1972) attempted to operationalize a number of theories of learning into sets of teaching strategies. The resulting sixteen models are clustered around four

sources: social interaction theories, information processing theories, personal sources, and a behavioral modification as a source. The authors believe that

Competencies have to mesh with each other conceptually, practically, and programmatically so that the student does not acquire interactive skills for one role and planning and design skills for another.
(100:111)

According to Joyce and Weil (1972), complex teaching performances are not the summation of small behaviors but that training in the small behaviors leads to more effective teaching performances. In order to describe the teaching strategies for each model, the authors used four concepts which they called syntax, principles of reaction, social system, and support system. Syntax addresses the sequence of events that a teacher would follow in performing a role consistent with the theory. "Principles of reaction" provide guidelines for teacher responses to what pupils say or do. The social system for each model includes the roles played by teacher and pupil and the classroom social norms. Finally, the "support system" for each model refers to additional support necessary to carry out the role consistent with the model (100:117-119). To determine the major factor involved in the

acquisition of a model, the authors ran some tests. The results revealed that teacher's personality plays an important role in model acquisition. (49:2-3)

Upon reviewing the various models of teaching, certain models appeared to be significant to the writer because of their possible application to teacher education. Such models include: B. O. Smith's model (1962) (93), Taba's model (1964) (94), Bellack's model (1966) (8), and Gage's model. (1963) (36)

For the interested reader, it is recommended that reference be made to Verduin's (1967) book, Conceptual Models in Teacher Education. (99)

The last approach used for deriving teaching competencies is called "empirical hypothesis generating" which depends on establishing an empirical relationship between the teacher variables and pupil achievement. Of all the approaches, this particular one appears to be the most difficult one because of its complex nature. (50:21)

Although the identification of competencies is vital to any competency-based teacher education program, yet so far there has been no sign of an agreement between educators on the competencies that all teachers must have and demonstrate. In fact many sets of competencies exist.

A well-known source for competencies is the "Catalog of Teacher Competencies" which was developed by Florida State University. It includes a large number of competencies, but again, no attempt is made to indicate which competencies are appropriate. (3:32)

Instructional Strategies in CBTC Programs

The methods used for training prospective teachers in CBTE programs vary widely. Some times they include student teaching and internships and at other times they contain modules.

A series of instructional systems have been developed using explanation, televised demonstration and television playback to provide both practice and feedback to the prospective teacher about his behavior. Good examples of these systems are microteaching, minicourses and interaction analysis system. Microteaching, which was developed by Allen and his colleagues (1969) at Stanford University, is organized around small groups of students. The microteaching cycle involves identifying specified teaching competencies and utilizing videotape feedback to facilitate the acquisition of these teaching skills. (1)

The same approach is applied in the minicourses which have been developed by the Far West Laboratory. The purpose of minicourses is to teach the trainee a single skill or a cluster of related skills in a relatively short period of time. The typical elements involved in each minicourse are microteaching, self-analysis and reteaching. (10)

Flanders, Amidon and their associates (1967) have tried to change teacher behavior by teaching teachers' systems for studying their teaching. The system is called interaction analysis which is a device for coding teacher and student communications in terms of several categories. These categories describe teaching as either direct or indirect. (2)

In CBTE programs one notices the use of computer for instructional and administrative purposes. In addition to that, a number of CBTE programs use teacher centers for testing and for achieving an integration between school districts' programs and university training.

From the above description of competency-based teacher education programs, it is clear that this approach to training teachers is highly sophisticated. In fact, many teacher educators across the U.S. are currently

struggling with some of its complexities. Several of these problems are discussed in the following section.

Issues Involved in Competency-Based Teacher Education Programs

Included in this section is a consideration of assessment and teacher effectiveness.

Assessment

Certainly, the most difficult of the complex CBTE issues is assessment. The assessment process requires stating CBTE goals in quantifiable terms and assessing learner performance throughout the instructional process. The evidence obtained from that must be used to evaluate the accomplishments of the learner and the efficiency of the program. Thus at the heart of assessment lies the problem of identifying teacher behaviors that are linked to student learning.

Extensive reviews of the literature by Rosenshine (1970) (78) and Rosenshine and Furst (1971) (79) resulted in the conclusion that much more evidence is needed regarding the relationship between teacher behavior and pupil outcomes. Referring to the Elementary

Teacher Education Models funded by the U.S. Office of Education, Rosenshine and Furst (1971) said:

Until this research is done, we can have little confidence that the models are providing anymore hope that either teacher training or student education will be greatly improved in the foreseeable future. (79:66)

In an attempt to deal with the complexity of the assessment problem, Medley and his associates (1975) proposed a diagram which distinguishes four different assessment levels in the professional development of the teacher. Level One refers to assessments of the training experiences taken by teacher trainee. Level Two attempts to assess the teacher's behaviors. Level Three focuses on evaluating pupil behavior. Finally Level Four aims at assessing pupil outcomes. In this model, Level Four is influenced by Level Three and Level Three by Level Two and Level Two by Level One (58:3-9). Medley and his associates also indicate that assessments were traditionally made at Level One. But now it is Level Two at which teaching is generally evaluated. The authors believe that assessing teacher competencies on the basis of pupil behavior is not appropriate. Among their concerns is one of morality, where the advancement of the teacher is dependent on the behavior of the student. (58)

The criteria of performance which is mostly referred to in the literature is that which is devised by Turner (1972). It includes six different assessment levels. Criterion Level One is concerned with the long-range effects of teacher behavior on changes in pupil achievement. Criterion Level Two deals with changes in pupil behavior that can be affected in a short period of time. Criterion Level Three addresses itself to the effects of training on a teacher's behavior under actual classroom conditions. Criterion Levels Four and Five are concerned with the effects of teacher training on improvement in pedagogic skills under laboratory or simplified training conditions. Finally, Criterion Level Six is concerned with the effects of a training program on improvements in teacher knowledge. (98:4-8)

Merwin (1975) opposes the evaluation of teaching through evaluation of pupil outcomes. To him using changes in pupil behavior over a long period (Turner's Level One) or a shorter period (Turner's Level Two) as the measure of performance of a teacher candidate poses many problems. These problems

include the need to state the competency in terms of pupil behavior, assessment in terms of a change in

behavior based on a minimum of two observations (before and after intervention by the teacher), observing and recording performance relevant to the teacher competency under consideration, and most problematic of all, accurately identifying the teacher's contribution to the change observed. (59:13)

But in spite of these concerns, the evaluation of teacher performance utilizing student achievement as the criterion of effectiveness continues to receive considerable attention in competency-based teacher education programs.

Teacher Effectiveness

The second issue involved in competency-based teacher education programs is the assumption that teaching effectiveness is linked to specific teacher's behaviors. So far, this assumption has not been achieved yet. The reason behind that is that research on teacher effectiveness has not been so far successful in distinguishing between effective and ineffective teachers.

In an effort to find a definition for teaching effectiveness, the writer consulted the "Dictionary of Education." "Teaching effectiveness" is defined as:

The degree of success of a teacher in performing instructional and other duties specified in his

contract and demanded by the nature of his position.
(39:586)

Many educators such as Rabinowitz and Travers (1971) relate the lack of success in research on teaching effectiveness to the lack of a clear and precise definition of teacher effectiveness. They suggest that with a specific definition such as the above, "maximum clarity and semantic precision" is achieved. (70:214)

After reviewing studies dealing with the relationship between teacher behaviors and student learning in the classroom, Rosenshine (1976) indicates that

there are no more than twelve researchers or groups that are presently involved in studying the relationship between teaching behavior and student achievement. (77:61)

According to Gage and Winne (1975), what slows the advancement of this research is the present organization of schools which interferes with the performance of studies measuring behavioral changes in learners. (37:153)

In an attempt to identify the teacher behavior variables that are related to pupil learning, Rosenshine and Furst (1971) reviewed studies dealing with that, and indicated that clarity and enthusiasm did reveal significant correlations with pupil learning. (79:44-47)

According to Rutherford (1971) the characteristics of effective teachers are: flexibility, ability to understand students, willingness to experiment, skillfulness in asking questions, knowledge about subject matter, provision of helps for studying and an appreciative attitude. (82:125)

A study which was conducted at The University of Texas revealed that

effective teachers ran smooth, well paced lessons, and, they tend to have a more internal locus of control, feeling of responsibility for their student learning, persistence on meeting or achieving their objectives. (12:3)

The identification of the characteristics of effective teachers is complicated by the problem of finding ways to train prospective teachers to acquire them. Peck and Tucker (1973) indicate that the best method to achieve that is by treating trainees in the same manner they are expected to treat their students. (67:940-978)

To conclude this argument, the writer would like to quote Medley and Soars (1975) concerning their position on the status of research on teacher effectiveness.

A critic of educational research [wrote Medley and Soars] observed some years ago that virtually all the research on teacher effectiveness could be

summarized by one general conclusion . . . nothing makes any difference. We are not as pessimistic as that, but must agree that we do not know very much and that some portion of what we "know" may not be true. (58:27)

Pros and Cons on Competency-Based
Teacher Education Programs

Since its beginning, competency-based teacher education has elicited harsh criticisms. Several of these reactions are discussed in the following paragraphs.

A comprehensive critique of CBTE is that by Broudy (1972). He believes that teaching is more than the sum of discreet performances. According to him, it is a "pattern" which can be analyzed and understood. He indicates that "performance" is a vague term with no wide agreement as to what constitutes performances or what performances to be concerned with. (13)

Another major attack on CBTE comes from the humanists who believe that the approach is "inhumane." The humanists reject the use of such terms as "input" and "output" and the imposition of goals upon students. They also resent the computerization of information which is viewed as an invasion of personal privacy.

There is also opposition to CBTE in regard to its lack of a theoretical base. Although many competencies

are available, Sandefur (1974) states that many programs do not describe how they are chosen. According to him,

a common procedure used is selected suggestions from concerned parties and arriving at a list by consensus. This can hardly be considered a sound theoretical base. (84:55)

CBTE is also criticized for its assessment procedures. Elam (1971) points out

the overriding problem before which others pale in significance is that of the accuracy of measurement instruments and procedures. (31:21)

The same issue is also emphasized by Shalock (1974) who states that

there simply is no sign of an emerging technology of assessment that meets the demands of competency based teacher education. (87:209)

The criticisms of CBTE came also from professional associations such as the American Association of University Professors. At a national meeting, the association passed a resolution which showed its dissatisfaction with some of the states' efforts to impose CBTE. The association felt that the result "constitutes a debasement of knowledge and learning." (85:305)

After all these criticisms and attacks generated by CBTE, a person might wonder about its status among the public. To Haberman (1975),

Although PBTE has received a great publicity, yet it is not accepted by the majority of teacher educators nor is it the dominant format in most institutions.

But he continues to say,

Nevertheless, PBTE has received fantastic coverage in the literature and has been adopted, in some form, by institutions in every state. Such rapid adoption would have never been possible had it not been supported by the public pressure for greater accountability for classroom teachers. (41:316)

The above review of criticisms of competency-based teacher education might be distressing for those who support the movement. To give a fair analysis of CBTE, some of its expected advantages are discussed in the following paragraph.

The advocates of CBTE believe that CBTE programs offer advantages not only to participants in the program but also to those conducting the program and to employers of trainees who completed the program. Schmieder (1973) lists these advantages as follows:

To program participants, it provides clarity of objectives and expectations. If there are certain objectives which every participant must master, these are made clear. If there are certain objectives which are optional, these are also made clear. Thus, the participant is aided in making a judgment as to whether he wishes to participate in the program.

To the persons operating the program, the performance-based characteristics help in planning experiences to be included in the program, in making decisions regarding student assignments (i.e., whether a given individual should have an opportunity to spend extra time in certain activities, or should be allowed to bypass certain activities), and in evaluating the effectiveness and efficiency of the program in terms of the time and resources required to achieve mastery of the specified objectives.

To employers of program participants, performance-based aspects of teacher education enables them to know what competencies program participants can be expected to possess. Thus, making a program performance-based helps participants determine whether it is "good" (in terms of their program criteria), and helps employing officials determine whether the program is "good" in terms of its attention to competencies which they consider important. (88:8-9)

In addition to the above advantages, it is also felt that those competency-based teacher education programs which emphasize community involvement encourage the participation of community leaders and organizations in program planning, and strive towards the better use of community resources.

In conclusion, the writer would like to make some personal remarks concerning CBTE movement. Although CBTE has developed very rapidly the last ten years,

nevertheless it is an advancement with many great potentials. The question of whether CBTE advocates would resolve the problems they are facing now is not answered yet. But one thing is clear: CBTE has enabled many teacher educators to describe observable variables related to teaching.

THE COMMUNITY TREND

The impact of the competency-based teacher education movement on teacher education is profound. As a result of this movement a new trend in preparing future teachers has emerged. More and more programs are now focusing upon the training of a more diversified educational personnel through the involvement of communities.

The following discussion is divided into two parts. The first is a discussion of the concept of community involvement and its utilization in teacher education. The second provides a description of models of community involvement in teacher education programs.

The Concept of Community Involvement

The concept of community involvement in teacher education is new, but is rapidly influencing the growth

of community initiated teacher education programs. The rationale behind this concept is that since the majority of people are residing in urban centers, institutes of teacher education must try to prepare prospective teachers to work in urban schools. Furthermore, the program should allow citizens to participate in the education of their teachers. Thus the success of a program depends on its relation to the community and its people.

The reasons behind this concept are many. One of them is the advancement of the community education concept. Advocates of this concept suggest that the teacher becomes a student of the community in order to become aware of the impact of community upon students. They also assume that the effectiveness of a teacher is dependent upon the trainee's understanding of what the community is all about and what it has to offer. (81:26-28)

The second reason is attributed to the isolation of university and college students from the realities of their communities. It has been suggested that this isolation has influenced the performance of school children, especially those coming from low income families. (56:3)

According to Graham (1975) the major stimulant to the concept of community education was James Coleman's

reports which indicate that schools are not the only ones who are responsible for the education of pupils. In fact, Coleman believes that schools produce only one-third of pupil learning while the other two-thirds are produced by the family and peers (17:112-118). A third contributor to the concept is the competency trend. Many community oriented teacher education programs emphasize individualized instruction and the acquisition of competencies. (56:4)

The goal that the proponents of community involvement strive for is to prepare teachers to communicate effectively with students from different cultural backgrounds (56:3). To achieve this goal, new roles are expected from both teacher education institutions and from parents and community. To Roland (1971), a good community involved teacher education program would utilize the community as a learning laboratory, look upon learning as a lifetime activity and cooperate with the people of the community in developing the desired teacher education program. (75:1-9)

Such collaboration, according to Eurich (1969), would demand "an innovative spirit" in order to achieve an open system whether in classrooms, schools or administrations. (32)

Monroe and Talmage (1970) identify the characteristics mostly associated with community involvement programs. They are as follows:

1. Parity in the control of the teacher education program between a school and a university or a college.
2. Students participate in planning and conducting their own programs.
3. Teacher involvement in program development.
4. Community involvement in program development.
5. Interdisciplinary academic involvement.
6. Direct student experience. (60:70)

Because of its many potentials, many educators support the community education concept. Indeed, many proposals for community involvement programs have been offered. One of them is that by Cuban (1969). His model is made of four components. The first component includes knowledge of child growth, the learning process, urban sociology, ethnic history, race relations and languages of the city. The second component deals with providing the participants many kinds of sensitivity training. The third component centers around the community where knowledge and skills are applied. The fourth component emphasizes the availability of supervision from a variety of sources including the community residents. (26:258-259)

The critics' view of community involvement program becomes clear as one reviews the literature. To

them, the concept is too idealistic to be achieved because in reality schools and colleges and universities are not ready yet for such an innovative approach. They point out many of the problems facing those who have already implemented community involved programs. These programs usually center around the lack of cooperation from the community people and their resistance to change.

According to Iannone (1976) some of the weaknesses of community involvement programs are

the existence of considerable naivete, revolutionary fervor, and vagueness, combined with a lack of concrete substance to their clamors. Those uncertainties cause many community oriented educators to outstrip the realities of the communities they were hoping to help. In fact, the frustrations, turbulence, contradictions, unwillingness to change, and prejudices of some communities were at times almost too difficult for teachers in training to cope with. Definitive and concrete support systems for them were lacking in many experimental community oriented teacher education programs. (47:234)

Models of Community Involvement in Teacher Education Programming

The community involvement concept has received attention and consideration not only from teacher education institutions but also from the federal government. This demonstrates the significance of this concept and

its role in preparing future teachers. In the following section the writer undertook to elaborate upon some of the attempts that are made by both institutions of teacher education and the federal government in implementing this important concept.

Teacher Centers

In an effort to build teacher education programs that are based upon the concept of community involvement, many universities have developed a new concept known as "Teacher Centers." The perspective that is adopted in this movement is that there should be a partnership between teacher education institutions and community public school systems. Originally, the teacher-centers movement started in Britain with an inservice training thrust aiming at curriculum improvement. The centering approach was applied in America after it had received a great support. The forces behind this approach are many. Among them are the stress on systematic inservice teacher education and the call by B. O. Smith (1969) to establish training complexes (92). In addition to that, a number of demonstration centers were started by Task Force 72 of the United States Office of Education. (69)

In general, the centers have four major functions. The first is to provide a base for curriculum development and inservice education activities. Although these activities vary from one center to another, the majority of them include the revision of curriculum and the development and use of instructional materials. The second function is to serve as an information center for schools and teachers within the geographical area served by the center. The third function is to provide a range of services and facilities to schools. These services include the use of equipment, library facilities, and collections of curricular materials. Finally, the centers can serve as a social center and informal meeting place for teachers within the area. (18:423)

In examining the philosophy of the centers, Burrell (1976) finds that this particular philosophy is based upon several assumptions. First there is the belief that effective innovations in the classroom could be obtained from teachers on the job. The second assumption is that since most teachers have the experience and expertise, they can serve as trainers of other teachers. Third, it is assumed that centers can be utilized to improve the educational system in schools. The fourth assumption is

that centers can serve as a neutral arena where teachers can work without restraints or pressures. Finally, the fifth assumption is that centers should be organized and controlled by the teachers themselves. (18:423-424)

According to Schmieder (1974) (89) and Joyce (1973) (48), there are many types and "styles of operation" of teacher centers. But in spite of this great variation, there are some shared features. For example, most teacher centers strive to keep teachers abreast of the new and changing systems of instruction. They also aim at cooperation and collaboration among teachers, school districts and universities. Their focus is wide; it includes both preservice and inservice education.

To give some estimate of the extent of the centering approach in the United States, a study was done by Smith (1974). The study revealed that out of the fifty states, there were eighteen who either through legislation or administrative provisions have supported the establishment of teacher centers. (91:21-25)

According to a study by Devaney (1976) and her colleagues, the common purpose of most teacher centers in the United States is

to help teachers enliven, individualize, personalize, enrich, elaborate, reorganize, or reconceptualize the curriculum within their own schoolrooms. (28:416)

After reviewing the research that has been done on teacher centers, Lickona and Hush (1976) reached the following conclusion:

The evidence revealed here suggests that teacher centers do in fact make a difference in the lives of teachers and in what they do in classroom. (53:455)

Teacher Corps

The idea of developing a program which would focus on training teachers to educate children with learning difficulties was introduced in 1965 through a legislative act. Within the U.S. Office of Education, the Teacher Corps was created both

to strengthen educational opportunities for children in areas with high concentration of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation. (16:101)

The success of the Teacher Corps program lies in its ability to attract to the teaching profession minorities such as blacks, Indians and Chicanos.

The major characteristics of the Teacher Corps program are the following:

1. Multiculturalism--Teacher Corps program is based on the premise that

teachers in training must understand the unique nature of the social and cultural community of the children they teach. They must be able to utilize the community's positive aspects and values in order to offer the child a relevant education. (40:119-120)

Because of this thrust, the locales of the first Teacher Corps programs were in urban Black and White areas and on Indian reservations. The examples of Teacher Corps efforts in a culturally pluralistic teacher training program are many. A good illustration is the program of the University of Alaska. Teacher Corps in Alaska has designed and delivered forty courses in a cross-cultural context to train teachers to teach culturally different children. (96:123-124)

2. Collaboration--The second major characteristic of Teacher Corps programs is the promotion of collaboration in two ways: first by requiring the responsible agencies to plan together in submitting their proposals and second, by providing them with financial aids. (44:133-134)

3. Helping the trainees to understand the relationship between teachers' affective behavior and pupils' achievement. The purpose of that is to enable future teachers to handle learning and behavioral problems in their classrooms. (103:138)
4. Finally, Teacher Corps programs are competency based and field centered. This is reflected in many proposals. The local community is given the opportunity to participate in the planning of the program. (5)

The Mott Institute for
Community Improvement

The last model of community involvement in teacher education is the one which was developed by the Mott Institute for Community Improvement. The institute was able, with the cooperation of the Elementary Education Department at Michigan State University, to design an off-campus preparation program for inner city teaching. Flint, Detroit and Pontiac are the three centers of operation. The program is meant for those prospective teachers who are interested in teaching in the inner city. According to Nickerson (1969) the community in this program serves as classrooms. In order to gain an understanding

of their students, trainees are required to make visits to homes. The instructional staff includes personnel from the centers in Flint, Detroit and Pontiac and among them are specialists in reading, science, and mathematics. The program stresses individualization of instruction and the development of positive attitudes toward all children. (66:36-41)

Before closing this section, a final note ought to be made. The above reviewed models certainly show how significant is the role of the community in teacher education programs. In an era of rapid changes, it seems that the time has come for teacher education institutions to develop programs that are related to their communities and to define their mission in terms of that. The process is not an easy one, but if the provision of a relevant training is given first priority, then it is clear that the main responsibility of teacher educators lies in finding the structures and the processes that are needed for quality community oriented teacher education programs.

THE HUMANISTIC TREND

Another trend to be discussed in this chapter is humanism. It is considered as a major competitor to

the competency approach. It has emerged from the progressive education movement of the 1930s and it is gaining popularity. The writers most commonly referred to in the literature are Arthur Combs, Carl Rogers, Abraham Maslow and many others.

Because of the importance of this approach, the following section will provide a description of the concept behind humanistic education and its application in teacher education programs.

The Concept of Humanistic Education

Since humanistic education has its own assumptions and goals, its characteristics are different from those found in the competency approach. Its main feature lies in its conception of schooling. Education is looked upon as a part of life and not a preparation for it. As a result of that, a great importance is attached to community involvement and social issues in education.

In an effort to reform schools, many humanists have embraced the ideas of romanticism and attempted to apply them to schools. A good illustration of that is Summerhill school. According to its establisher, A. S. Neill (1960), a curriculum should not be imposed on

children because no matter how well it is organized, it is bound to interfere with the personal development of students. (65)

A fundamental aspect of humanistic education is "personal liberation" and the freeing of the student through education. Because the total person is important, humanistic education emphasizes the holistic approach to the person and urges that education concern itself with the whole person: cognition, feeling and interaction. Another important characteristic of this concept is its recognition that

any position implies some value judgment and that there are no neutral points of view, and there are no neutral techniques. (43:31)

Thus the views and values of any person are looked upon as part of the existing social values.

What is considered a valuable contribution by humanistic education is the awareness it has brought concerning the importance of affective behaviors in the teaching-learning process. In fact, Krathwohl, Bloom and Masia (1964) (52) provide in their "Taxonomy of Educational Objectives: The Affective Domain," a clarification system for affective behaviors. Also, Raths, Harmin

and Simon (1966) describe three processes which include choosing, prizing, and acting that would lead to the development of values. (71:32)

Other concerns of humanistic education center around expression in its various forms and the provision of a variety of experiences. As far as the role of the teacher is concerned, humanistic education considers the teacher as a "facilitator of learning." The important element in performing this role is the personal relationship between the facilitator and the learner. To Rogers (1969) the success of this relationship depends on three qualities:

1. Realness or genuineness.
2. Nonpossessive caring, prizing, trust and respect.
3. Empathic understanding and sensitive and accurate listening. (74:106-126)

Roger's views of education have gathered around him several followers who tried to translate his theory into classroom practice. For example, George Brown (1974) describes the development of "confluent education." He emphasizes two components in learning: an effective component and a cognitive component which can be utilized in individual and group learning. (14)

In regard to the qualities of a humanistic teacher, Combs (1965) describes them as follows:

A good teacher is first and foremost a person and this fact is the most important and determining thing about him. He has competence to be sure, but not a common set of competencies like anyone else. (23:6)

In other words, what Combs is trying to express is that any effort to define teacher competencies would lead to a mechanistic conception of teaching. Instead of teaching a teacher a repertoire of competencies, he prefers that a teacher education program should try to:

1. Increase student responsibilities for his own education.
2. Emphasize the implication of ideas.
3. Increase involvement with learners in and out of classroom.
4. Increase contacts with professionals in the field of education
5. Utilize involvement with learners to create the need to know on the part of the students. (23: 117-118)

Humanism in Teacher Education

Recently many teacher preparation programs have been focusing on training teachers "for affective roles." In fact there are many university centers that are dealing with this emerging field. The activities that are mostly

used in these programs consist of indirect involvement in the role to be learned. Sensitivity training laboratories and classroom simulation laboratories are used instead of lectures. These activities are usually derived from those that have been developed for "adult therapeutic situation" and are applied to both children and adults (74). The goals of these activities are self-awareness, exploration of feelings, recognition of self-control, and sense of interdependence. (101)

In conducting their classes, teacher educators often use role playing, Gestalt activities, communications labs and values clarification games. The trainees are constantly urged to explore the meaning of their ideas and they are made aware of their importance in their own teaching. (30:225)

Several educators have outlined a format for utilizing humanistic approaches in the classroom such as those developed by David Aspy (1972) (4), Weinstein and Fantini (1970) (101), Truax and Carkhuff (1967) (97). In addition to that, many humanistic teacher preparation programs are devised and applied by a number of universities. For example, a well-known humanistic teacher education program has been developed by the University of

Florida. The program, started in 1969 as an experimental plan, has been later adopted as the official program of the department of Childhood Education. The new program, Childhood Education Program (CEP), is based on research conducted by Arthur Combs and his associates. It is divided into three components: field experiences, areas of study and seminar. (9:36-41)

In 1974, Combs and Wass reported the results of a follow-up study on students from both the new and old programs during their first year of full-time teaching. The results of the study favored the new program. (22: 388-390)

Another humanistic teacher education program is being applied at the University of Alabama. The program has been developed with the assistance of the Research and Development Center for Teacher Education at The University of Texas. The goal of the program is

to identify student concerns and problems and to test a model approach for personalizing teacher candidate programs through the inclusion of microteaching and counseling. (73:1)

Two programs in open education are offered to prospective teachers at the University of Utah. "Student Teacher Experimental Program" (STEP) and Highly Important People

(HIP) are conducted in two high schools in Utah. Evaluation data so far indicates that the programs did produce a positive change in the attitudes of student teachers towards teaching (51:2-30). In St. Louis, Missouri, a model program called "The Personalized Experimental Preparation" (PEP) was developed at Harris Teachers College. The program is both field centered and competency based. One of its features is that it has a strong human relations thrust which is called "The Personal and Interpersonal Development Component" in order to enable participants to improve their own personal and interpersonal skills. (68:1-49)

Finally, a model for the development of teacher education programs was developed by Fuller (1967). It is based on the concerns teacher education students have as they progress through their training. According to this model, the first phase of concerns for student teachers centers around the self as Teachers. (35)

Although the above programs show a genuine concern for the human variable in the teaching-learning process, yet there is much skepticism concerning their use. Sammons attributes that to two reasons: the lack of concrete data on humanistic education and the shortage of procedures for pursuing humanistic method. (83:1-94)

The main criticisms of humanistic teacher education programs center around their vague objectives, their excessive emphasis on affective learning, and their neglect of evaluation techniques. Because of these shortcomings, humanistic teacher training programs are blamed for the undesirable learning situation in schools.

But in spite of these criticisms, there are research studies that indicate that humanistic training so far has succeeded in producing significant outcomes for both learners and teachers. For example De Marte and Sorgman (1973) found that

students completing three courses: Values Clarification, Discovering Your Teaching Self, and Transactional Analysis, perceived their teaching self as better adjusted to its environment and more capable of doing something about it. (27:20-21)

Also Carl and Jones (1972) revealed in their study of the effects of human relations training on teachers participating in such a class that a majority felt that role playing and simulation games are helpful for understanding other people's feelings. Many viewed the course as "bringing increased sensitivity to colleagues and students." (20:10)

In another study by Mullenex (1973) the focus was on studying humanistically trained cooperating teachers

and their effects on their student teachers. The results indicated that student teachers participating in the experimental group

desired more praise and perceived more suggestions given from their cooperating teachers than those participating with the control group. (62:13)

Other studies that were done by Berenson (1971) (7) and Webb (1971) (102) also produced positive results.

RECENT TECHNIQUES IN LABORATORY EXPERIENCES

The final trend to be described deals with some of the techniques used in teacher education programs in order to improve the student's behavioral skills. These techniques are usually utilized in the laboratory experiences of a program and they include such methods as microteaching, Flanders Interaction Analysis System and simulation. These techniques are described in the following section.

Microteaching

Before elaborating on the use of this method within the domain of laboratory experiences, a few

sentences describing it would be appropriate. Micro-teaching was begun at Stanford University, California by Dwight Allen and his team of teachers and researchers. Their program was based upon narrowly defined skills and very brief episodes of microteaching. In searching the literature, the writer found that microteaching was described as a "scaled-down version of real teaching designed to develop new teaching skills and refine old ones" (15:49). The lesson is short, usually not longer than five or six minutes, and usually deals with only one specific teaching technique.

According to the proponents of microteaching, there are many advantages which can be attained through its use either at the preservice or inservice level. Its most important benefit is in providing prospective teachers with an immediate and individualist feedback from peers and supervisors. In addition to that, it is felt that since the performance of teaching skills is done under controlled laboratory conditions, it is therefore less traumatic for the student teacher. (11:14)

In a typical microteaching session, the usual format at the preservice level is to start by providing the students with information and instruction regarding

the particular skill to be mastered. This is followed by a videotaped or filmed model of a teacher demonstrating that skill. Questions and discussion of the model are generally provided. These first two steps set the stage for the student to start planning to teach a single concept for five to ten minutes. The teaching act takes place in a laboratory which is equipped with a television camera and monitors. After the student teaches his lesson to a small number of pupils from public schools or colleagues, the lesson is videotaped or audiotaped. This is to give the student teacher an opportunity to observe or hear himself. When the student teacher is finished with presenting his lesson, a rerun of the videotape is done, followed by a critique from the supervisor. The role of the supervisor in the critique is to help the trainee to analyze the strengths and weaknesses of the lesson and to discuss with him how the lesson might be improved. Thus the critique will provide the student teacher with insights into planning his second round of teaching the same lesson. The reteaching is usually done with another different group of pupils or colleagues. Again the same sources of feedback are used in another critique session.

(63:8-9)

Simulation

The next technique which is widely used in laboratory experiences is simulation. In the following paragraphs an explanation of simulation in regard to its advantages and techniques is provided.

To simulate according to dictionary definition is "to give the appearance or effect of, to have the characteristics of" (61:120). It is also defined as "the re-enactment of an observable problem in a miniature of a social system for which the learner has to take action" (21:2). Starting in 1961, Bert Keish built a simulation facility and initiated the development of a variety of simulated classroom situations. The situations were simulated through the use of sound motion pictures and printed materials. The assumption was that:

the behavior that student teachers exhibit in practice teaching is controlled primarily by external stimuli in the classroom. On this basis it was concluded that a technique which would permit a supervising teacher to control the stimulus events in the classroom, via simulated experiences could effectively shape the behavior of the student teacher in training by reinforcing successive approximations of the desired resemblance of reality. (21:5)

The purposes for using simulation are two:

1. to prevent problems that would arise when student teachers imitate the behavior of their supervising

teachers regardless whether they are effective or not; and

2. to provide the student teacher a variety of exposure to as many possible problem-solving skills.

In fact, the research studies that have been done so far seem to support the utilization of simulation as part of preservice clinical experiences. According to Cruickshank (1971) simulation training can be conducted on the college campus, thus eliminating the problem of finding public schools or classroom supervisors. Side by side, simulation and microteaching can provide effective experiences for student teachers. (25:185)

Proponents of the use of simulation in teacher education claim that many advantages can be maintained through simulation.

1. Simulation establishes a setting wherein theory and practice can be joined.
2. Simulations force students to take action and hear resultant consequences.
3. Simulations are relatively safe. The required decision is made and carried out within physical or psychological harm to children.
4. Simulations are psychologically engaging. Once the student has made a decision based upon personal knowledge, experience and values, he can enter into dialogue with one or more problem solvers.
5. Simulations permit control. Rather than putting students into laboratory settings such as student

- teaching and hoping they will have appropriate interchanges with children and teachers, students can be placed in carefully selected situations.
6. Simulations broaden the training horizon. It is possible to create simulations which will provide preliminary training for entering any educational setting.
 7. Simulations are relevant. Since simulations create models of reality and are based upon them, the attention of students constantly is focused upon the real world, the school as a social system and the role of the teacher in society.
 8. Simulations enable the student to be himself. In a well conducted program students are not expected to identify a "party line" and follow it but go through the usual laboratory experience as an actor playing the role . . .
 9. Simulation seems to work. Although simulations in teacher education are not abundant and are relatively untested, some evidence exists that they are worthy of further study and use
(25:188-190)

There are three basic methods that have been utilized in simulation. One of them is "case studies" which deal with providing background information of a person, a situation or organization. Such background information is referred to as "scenario." For example, scenario employed in similarity games summarizes the rules of the game and introduces its setting but it does not suggest any "right" or "wrong" decisions. Thus the focus of scenario is upon providing choices and possibilities for alternative actions. (38:4)

The second technique used in simulation is role playing. According to Garvey (1971) it involves one of either two types of activities:

- a. "The act of being someone else," or
- b. The act of acquiring experience in a set of activities in which the actor seeks to acquire or to increase his competence. (38:207)

Usually the role assumed in role playing is either a fictitious role or an actual role carried in an artificial environment. Through role playing the player can benefit in three ways:

1. He will be able to understand a situation and its existing relationships.
2. He will gain insights into the actions and attitudes of a person.
3. If he is already familiar with the role, this will improve the level of his competence. (38:207)

The third technique used in simulation is that of the "in-basket." Originally the "in-basket" technique was employed in the field of business to represent the items that need to come to the attention of an executive during his daily work. But lately it has been applied in other fields such as education as a means of introducing problems into a simulated situation. The presentations in in-basket can be written or mediated. For example,

Kersh (1961) used moving film and a variety of projection methods in the training of teachers. Tansey (1971) believes that the in-basket has an important function in simulation because

it permits flexibility and allows information to be fed into the participants as the controller wishes. It ensures that not all of the information need be given at start. It also allows particular participants to be given separate, and sometimes confidential, information. (95:4)

From what has been said about the utilization of simulation in teacher education programs, it is clear that simulation is an effective method of training prospective teachers. Educators predict that if the momentum for simulation techniques continues to progress, then it is assumed that more sophisticated simulations will be developed for training purposes. One of the problems facing institutions who are implementing simulations "is how to fit them within the course schedule of college and universities." (25:200)

Interaction Analysis

Another powerful technique which is usually used in preservice training is Flanders' system of interaction

analysis since one of the main objectives of laboratory experiences in a teacher education program is to help prospective teachers to identify the various patterns of teaching behavior commonly found in the classroom and to develop means that would allow them to achieve a better control of their behavior. This seems to be the essence of Flanders' system which is called interactional analysis. It can be defined as an observational procedure which could be used to classify the verbal behavior of teachers and pupils. There are seven categories for teacher behavior, four of which are classified as indirect influence. These four categories are (1) accepting pupil feeling, (2) praising or encouraging, (3) accepting pupil ideas, and (4) asking questions. The categories of direct teacher influence are (5) giving information or opinion, (6) giving directions, and (7) criticizing. Pupil talk is categorized into (8) pupil response to the teacher and (9) pupil initiated talk. The last category which is (10) is used to indicate silence and confusion. (45:151-153)

Implicit in the Flanders' scheme is the assumption that students achieve more when teachers use indirect influence (accepting feeling, offering praise and encouragement, accepting student ideas and asking questions)

rather than direct influence (lecturing, giving directions, criticizing or justifying authority) (34:34). So far the Flanders system has been used by teachers and student teachers to analyze their classroom behavior in order to modify their teaching style in the indirect manner. Research studies in the field seem to support the use of the system in both preservice and inservice teacher education. It is used as a feedback tool that would allow participants to gain better insights into their teaching behavior and hence try to modify it. One of the recent studies concerning the use of Flanders system was conducted at The Ohio State University. The study utilized two methods to analyze and control the verbal behavior of preservice teachers. One group of the subjects employed the Flanders system using the category system, tabulation of skills and matrix interpretation. The second group taught by the second method discussed and identified verbal behavior but did not use a formal category of verbal behaviors. The data gathered from this study indicated that those student teachers who were trained in interaction analysis were found to use more indirect teacher verbal behavior than those who were not trained to use Flanders' system. (55:346-359)

The procedures for using interaction analysis need special training. They start by observing and categorizing a lesson. Then the data must be summarized so that it can be interpreted. This is done by entering the category numbers in the form of tallies into a 10-row by 10-column table called a matrix. The completed matrix gives the observer an idea not only of the percentage of interactions falling in each category but also of the general sequence of responses (6:125-126). A sample of interaction matrix is shown in the figure which appears on page 97. In the light of the tabulated data, the observer can provide the teacher with feedback about the kinds and effects of certain combinations of behavior in his classroom.

SUMMARY

To summarize what has been discussed in this chapter, it is important to point out key characteristics of each trend.

The competency trend emphasized the analysis of objectives in order to be used for both instructional and evaluational purposes. These objectives are made public

	1	2	3	4	5	6	7	8	9	10	Total
1	1			1							
2			1								
3			1							1	
4								1			
5											
6	1									1	
7						1					
8		1						2			
9							1				
10						1					
Total	2	1	2	1	0	2	1	3	0	2	14

FIGURE 1
SAMPLE OF INTERACTION MATRIX

SOURCE: Edmund J. Amidon and John B. Hough, Interaction Analysis: Theory, Research, and Application. Reading, Mass.: Addison-Wesley Publishing Company, 1967, p. 130.

and they are based upon the expected roles of the graduates. In addition to that, the objectives specify what the learner can do, the conditions under which the performance can be exhibited and the criteria by which performance is evaluated.

The community involvement trend calls for shifting the center of teacher education programs from the universities to the community. The underlying rationale is that future teachers must expand their roles to include active participation in community life. To do this, teachers must be provided with the necessary information which would allow them to achieve a better understanding of their community and its educational resources. Thus in a typical community oriented teacher education program there is a collaboration between the community people, the university and the public schools.

In regard to the humanistic trend, the emphasis is upon training teachers to be warm, and understanding and perceptive. The trainees are helped in learning how to facilitate conditions in the classrooms in order to allow pupils to become self-directed learners.

Since the competency trend and the humanism approach seem to be the two major conflicting movements in

teacher education, the reader might wonder about the possibility of applying certain aspects of both approaches to a teacher education program. The literature seems to provide the assurance that a synthesis of both philosophies can be achieved. The best illustration is Nash's (1972) experiment. In conducting a seminar course, Nash attempted to formulate objectives and to provide a rationale for his course. He also specified the teaching strategies to be used and gathered some information to determine whether or not he succeeded (54:11-20). From Nash's experiment, one can assume that a teacher can be humanistic and at the same time use the technology of education to achieve positive learning outcomes.

As for the techniques currently employed in laboratory experiences, the focus seems to be on three popular methods. These methods are microteaching, simulation and interaction analysis. In microteaching the lesson is built around a single concept. Through the use of videotape equipment the student can see his own teaching and constantly reevaluate his performance. Along with microteaching, simulation is widely utilized to give the student the opportunity to apply his knowledge and to make decisions without the reality of the situation itself.

For improving the student communication with his pupils, interaction analysis has been used as a tool for providing accurate feedback.

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CHAPTER IV

SELECTED PROGRAMS IN TEACHER EDUCATION

This chapter of the study attempts to provide a description of three teacher education programs in the United States. These programs were chosen because they reflect some of the innovations that are taking place in teacher education. Two of the described programs represent the alternatives approach offered at two institutions: Indiana University (Bloomington) and Ohio State University. The descriptions included in the chapter are based upon recent information and documents gathered by the writer at the campuses during her visits.

Since a complete description of these two programs is not feasible, the writer chose to highlight the main features of each program, plus an elaboration on certain alternative programs which could be utilized in curriculum planning in teacher education in Bahrain.

The third program is that of the University of Houston. This particular program is selected because of its competency orientation. Again certain features of this program will be used in the program proposed in Chapter V.

Implications of these innovations for teacher education in Bahrain are discussed in the last section of this chapter.

TEACHER EDUCATION AT INDIANA UNIVERSITY

A noticeable trend in teacher education in the United States is that of a single institution offering multiple programs in teacher education. An example of this is the array of alternatives offered by Indiana University. Unlike most institutions of teacher education, Indiana University is following a new and innovative approach to train its prospective teachers. The approach is pluralistic and is based on the assumption that

prospective teachers need early, frequent and diversified contacts with operating public schools and systematic interaction with a broad array of community personnel. (9:3)

The rationale behind this approach is that

individuals have different learning styles and that situations especially designed to accommodate these styles should maximize a student's potential. Furthermore, as teaching is a service oriented profession, teacher preparation should be so designed as to produce teachers able to flourish in diverse situations employing different strategies rather than perpetuating the "one right way" approach that views teaching as a changeless function regardless of social variables. (9:13)

A major force behind this new approach to teacher education at Indiana University was an Institutional Grant by the United States Office of Education. The purpose of the Grant was

to explore ways in which the university could better serve American public schools, their students, and communities. (9:1)

One of the main outcomes of the above grant was the establishment of the Division of Teacher Education (DTE) in 1972. From that time on, DTE continued to play an important role in the education of Indiana University students.

Among the unique characteristics of DTE was its organizational structure. Instead of having departments, DTE consisted of ad hoc temporary work teams that were formed according to the interests and concerns of the faculty (9:61). The faculty of DTE were drawn from many sources which included the University as well as public school and community agencies. They were organized into teams and were responsible for defining the characteristics of the programs and for the recruitment and counseling of students. In addition, the faculty teams were responsible for providing part of the instruction.

Some of the objectives of the DTE were the following:

1. To offer a variety of programs that would produce alternative training methods and would reflect the diverse backgrounds of the trainees and the diverse settings and roles in which they would some day function as teachers. (9:2)
2. To respond to emerging market needs.
3. To serve minority groups.
4. To involve both art and sciences faculty and community in the training of teachers.

Another characteristic of the DTE was its evaluation design. This approach adopted and modified certain procedures from both jury trials and administrative hearings in the field of law. The aims of hearings were

to develop a clear set of issues, to rely more on human testimony than on other evaluation approaches, to present a balanced view of the evidence by employing two evaluation teams exploring the different sides of the issues, and finally to structure the deliberations of the decision making group. (9:7)

According to Robert Wolf (1975) the educational hearing was not intended to replace totally the present evaluation systems, but rather to provide a more effective and balanced representation of data. (9:120)

Because of the many positive influences the DTE had produced, the School of Education has institutionalized many of the strategies that had been implemented by the DTE. Thus it is indicated that the School of Education is moving toward the adoption of the "ad hocrary" design of the DTE. The DTE is now phased out and is replaced by a newly created office of Teacher Education and Extended Services.

Although the offering of multiple programs seems to solve many difficulties that are faced in teacher education, yet the approach is not free of problems. One of them is attributed to the lack of an appropriate and overall theoretical organization. A professor indicated at a hearing that

there were no assumptions, inferences or hypotheses tested, nor was there research derived from a well-stated theory. (9:21)

Furthermore, it was reported the array of alternatives has led to excessive competition and to overprotectiveness, and secrecy. This in return has affected the expected interprogram sharing (9:23). In addition to that, some faculty members did express concern that their colleagues "utilized fashionable banner and turned program recruitment

into personality contests" (9:24). Since students are allowed to switch from one program to another every five months, it is reported that such procedure had put each program under pressure to impress the students within a very short period of time. There is also the competition for funds. Some professors felt that certain programs had received more funds because of their glamor.

But in spite of these difficulties, the offering of multiple programs has its merits. To start with, the array of alternatives has led to increased field experiences at Indiana University. Also, it has emphasized to a great extent the interaction between students and teachers and the improvement and development of personal relationships (9:18). Under this new approach students moved through their programs with the same group of peers (9:21). The offering of options also appears beneficial in determining program quality. The argument given in this respect is that

if prospective teachers have but one route to certification, they must take it and so those responsible for the program's quality have nothing but their own consciences to guide them to frequent appraisal and revision.

Within an array of alternative approaches, student choice and enrollment indicate which programs are viable, useful, satisfying, and successful. In this context, poor quality, irrelevant, and unresponsive programs would either have to be improved or discontinued. (9:23)

A definite advantage of offering options at Indiana University lies in the advancement of research in the field of teacher education. A discussion of some of these will give the reader an idea of the kinds of research activities carried out on that campus.

To start with, a follow-up study of all teacher training drop outs has been started. The significance of this study lies in identifying who is failing and why. It also helps in the development and the improvement of the offered programs. (3:7)

Another set of studies focuses on the relationship between content, student, and outcomes. Mahan and Lester (1973) studied the rating given to supervising teachers by students who were judged to have been successful and less successful in the Professional Year Program. The results showed that

there was a tendency for successful students to be more critical of their supervising teachers than their less successful colleagues. (3:8)

Another significant study was done by Harsk (1972) who looked at pupil achievement as measured by the Iowa Test of Basic Skills, under student teachers trained in a field-based setting. Then he compared pupil progress with

students not so trained. The results indicated that

pupils being instructed by student teachers trained in field-based programs differed in the academic progress which they were making. (3:10)

In the area of objectives, studies were conducted to show the extent to which each objective within a certain program has been met by participants in that program. Data of this kind are used to make decisions regarding strengthening the program to support the objectives, revising the program, or dropping certain program objectives. (3:10)

Other research activities center around training materials. Okey (1974) is currently involved in developing a teacher training module called "Diagnostic Teaching and Instructional Sequencing." Reports show that this module was field tested (3:12). Research projects are also reported which deal with the development of teacher training materials using simulation and gaming.

In regard to evaluation, an instrument that focuses on formative evaluation was developed by Harold Harty (1975). Although the instrument was originally developed for in-service evaluation, nevertheless, it can also be used for other purposes such as the evaluation of

preservice teacher education programs. The instrument is comprehensive and it describes the various dimensions of a model or a program. It covers such aspects as assessment of the intended goals, the interaction that occurred and the actual outcomes. Such an instrument can aid in introducing program modifications. (5:1)

Another significant study was conducted by Dodd (1975). He explored a technique for evaluating teacher education programs in terms of the competencies exhibited by the trainees. The evaluation procedures included a process-product design, a modification of Popham's performance test paradigm, and certain aspects of micro-teaching. The teacher variables that were studied were clarity, questioning, and involvement. Although the number of the subjects involved in the study was only ten, nevertheless the study did reveal some significant results. They are as follows:

1. The three teacher variables (clarity, questioning, and involvement) are strongly correlates of pupil achievement.
2. There is an indication that regular, planned school experience in conjunction with the mathematics preparation of preservice elementary

teachers may have an impact on teacher competency to produce mathematical learning in children. (1:9)

The above samples of research activities carried out at Indiana University show the determination of this institution to improve the quality of teacher education not only in Indiana but also in the nation. It is strongly indicated that these research studies and projects are only a beginning for a further inquiry in teacher education.

The Alternative Programs and Projects

According to one of the documents of the Division of Teacher Education (DTE), there are 21 options available to undergraduate trainees. These options include six elementary programs, eight secondary programs, two special education programs and five student teaching projects. (9:72)

There is a difference between a program and a project. A program is defined as

a sequence of professional courses or activities planned and supervised by a faculty team to prepare teachers for provisional or professional certification. (9:70)

A project is different in that it is

a professional activity which includes courses, field experiences, and/or seminars, all of which are in the state of development of testing and may be used in a program but which does not in itself lead to certification. (9:70)

It is important to note that these programs and projects are all considered alternatives to the traditional approach. In other words, they are made available to students but not forced upon them. To keep a record of interested students, most programs and projects use a written application. For most programs, admission is based upon interest in and commitment to the goals of the programs or projects carried on at Indiana University. But there are few programs that are selective in their admissions. These programs include all the special education programs and the Undergraduate Early Childhood Program. Such programs require a minimum grade point average and previous experience with children. As for the time requirements to complete the programs or projects, it is indicated that they do not exceed the time required to complete an undergraduate degree. The array of options is provided in elementary education, secondary education, special education, and student teaching. Also there are

programs for the Junior High-Middle School and alternative school. Some of these programs will be discussed in the following section.

The training of elementary teachers at Indiana University involves course work in two areas of study: liberal arts and professional education. During the first two years of preparation, prospective teachers are concerned with meeting their requirements in liberal arts, language, mathematics, music, science and social studies. Professional work is emphasized the last two years. The course work in professional education examines the roles of both teacher and student, investigates human development and learning, and provides instruction in how to teach and develop materials for elementary subjects (11:2). Among the programs and projects offered in elementary education is a program called the Encore Program. This program is described as follows:

Encore Program is a three-semester program in elementary education which focuses on the integration of theory, methods, and classroom experience. A team of faculty members and Bloomington public school teachers cooperate in the supervision of the program. The three semesters are sequenced to intensify teaching skills as students demonstrate readiness for increased responsibility.

The first semester emphasizes the teaching-learning relationship, communication, the utilization of audio-visual materials, and creativity in the

classroom. How to teach arts and crafts and music and how to use these subjects to enhance the teaching of other elementary subjects is of primary importance to the Encore Program.

The second semester consists of methods courses and beginning experiences in classroom observation, participation, and teaching.

The third semester is primarily student teaching with a team teaching approach. Student teachers are assigned to faculty teams to work with them on the basis of the student's abilities and the school's needs and opportunities. The integrating features of this final semester are seminars and workshops, individualized experiences and varied supportive roles of faculty members. (11:3)

From the above description of Encore Program, it is clear that the main purpose of this program is to provide the students with the opportunities that would help them to relate theory to practical experiences. It is suggested that undergraduate programs such as Encore may motivate students towards graduate work and may encourage them to seek training in the areas emphasized in the program.

In the area of student teaching, a field centered project called the Professional-Year Program captured the interest of the writer. In this project, clusters of student teachers are placed for a full year in local schools. The program involved university personnel, principals, teachers, and elementary students in the training of

prospective teachers. The cluster schools are viewed as more effective field experience sites because they allow intensive in-service education of supervising teachers, reduction of travel time, and allow university supervisors access to a large group of student teachers at a time. Add to that providing each school with additional classroom help.

A study which focused on the effects of the Professional-Year Program was reported by Mahan and Chickendantz (1976). According to this study, public school teachers who participated in the program indicated that this particular program benefited the student teachers. More specifically they said:

The student teachers were able to view and to participate in a variety of age groups, teaching styles, class set-ups and material selections. . . . They were exposed to different classrooms and approaches to teaching. . . . They gained experience teaching at different grade levels. . . . They were able to try techniques in real life situations and gain practical experience. . . . They always had several human resources to question when problems arose. . . . The student teachers found considerable pleasure in peer support, group friendship, and a sense of all being in the professional boat. (7:11)

These responses show positive benefits can be obtained from cluster student teaching programs. The above list of benefits indicates that such programs have a

favorable effect on student teachers, students, and teachers themselves.

TEACHER EDUCATION AT OHIO STATE UNIVERSITY

The second program to be described in this chapter belongs to Ohio State University. While the main responsibility for teacher education belongs to the College of Education, other colleges at the University are also offering teacher education programs. Besides the basic elementary and secondary programs, there are also some experimental programs. One of these programs is called The Freshman Early Experiencing Program. This particular program will be described later in this section.

The College of Education also offers two non-teaching programs in educational development and recreation, and a nonteaching minor in interscholastic sports. Another nonteaching program is provided in psychology.

In the last four years, emphasis has been placed on moving preservice teacher education into the field in such programs as elementary education.

The evaluation of programs and instruction involves both faculty and students. At one level, evaluation of programs is done through evaluation committees of

each school. The format of these committees is informal, involving primarily discussions of how programs and instruction could be improved.

At another level, evaluation of programs and instruction occurs through the use of evaluation instruments developed by the university and the college. The university evaluation form is known as the SET (Student Evaluation of Teaching). It comes in a form of a questionnaire that has four parts: on course evaluation, evaluation of examinations, instructor evaluation, and a section for additional comments.

In 1973 the university SET questionnaire was changed by consensus of students and faculty and a new rating scale adopted from Simpson and Seidman was used.

Proposals were also made for the development of an assessment system for the College. The suggested system is based upon procedures and instruments for systematic collection, storage, and retrieval of the information needed to reveal the effectiveness and efficiency of all college programs. Also, provisions are made for the conduct of special ad hoc studies to provide information for diagnosing problems in the college and identifying solutions for these problems.

In addition to that, the College of Education is actively involved in conducting research. Some program areas are concentrating on the research and instruction of competency-based education. Thus, modules, minicourses and instructional packages have been developed and used. Increasingly, innovations such as microteaching, videotaping are being used to improve the teacher education programs at both the undergraduate and the graduate levels. It is also reported that some faculties at the College of Education are experimenting with the organization and timing of instructional packages, and with block programming and minicourses.

One of the major thrusts of the College of Education is the further development of field oriented programs. The Freshman Early Experiencing Program and the "Meaningful Educational Experiences for Teachers" are two examples of the attempts made by the College to move pre-service teacher education into the field. In the following section a description of these two programs is provided.

The Freshman Early
Experiencing Program

The Freshman Early Experiencing Program is administered by a faculty member of Early and Middle

Childhood Education. The program's general goal is to provide better educational, vocational, and personal development of future elementary, junior, and senior high school teachers. More specifically, the program's objectives include the following:

1. Providing early teaching related experiences and guidance and counseling to enable freshmen to make better career and educational decisions.
2. Providing better information for the selection of students admitted to the teacher education program.
3. Involving the public school staff in new and more vital ways in teacher education program development.
4. Involving teacher education personnel in new and more vital ways in continued staff development in the public schools.
5. Devising and implementing regional campus-public school programs which jointly promote optimum development of students as well as staff.
(10:255-256)

There are two components to FEEP: the student component and the teacher component. In the student component, the student participates as a teacher's aide, a tutor, or by working in a social agency. This course is required early in the student's program in order to give him the opportunity to make decisions regarding a future career. In the teacher component, each teacher involved

in field supervision is asked to enroll in an individual study or a group study during one of the first three quarters of his/her involvement with FEEP. The courses included in this component are designed to acquaint teachers with the program and to focus on their own evaluation. A variety of program activities is planned for undergraduates including assignments in public schools and other community agencies. These include assignments in school classrooms directed by a teacher, in school buildings directed by the principal and teacher, in a school system directed by central administration personnel, or in a community agency directed by appropriate personnel. Responsibility for the successful implementation of the program is shared by university and local public school personnel. The University provides instructional and counseling staff for freshmen and teachers, consultation to schools, course credit seminars and individual and group studies. Public schools provide teachers and staff participation, materials and facilities for classroom activities. The decisions related to the program are made jointly by the public schools and the university (10:256). When students complete the FEE program, screening takes place in order to identify individuals who have the potential for the

teaching profession. Faculty counseling and advisement are used for screening students into the various teacher education programs.

The evaluation procedures used in FEEP consist of the following:

1. Student evaluation provided by teachers, coordinators and self.
2. Teacher evaluation provided by students, coordinators and self.
3. Overall program evaluation by continuous monitoring of:
 - a. Student-teacher interaction.
 - b. Series of research studies.
 - c. A comprehensive evaluation designed by graduate students. (10:223)

In closing, the FEE Program is a good illustration of how to maintain direct linkages between the College of Education and the local schools by allowing the local schools to have an integral part of the planning process and above all, by giving the students the opportunity to decide early whether teaching is what they want.

Meaningful Educational Experiences for
Teachers (MEET)

MEET is another field centered program offered by the department of Early and Middle Childhood. Reports show that this department has progressed during the past three years from one undergraduate program to a cluster of smaller program options.

The purposes of these options are

to prepare personnel in the area of early and middle childhood education and to provide services to related institutions. (10:242)

The format of MEET is presented as follows:

The MEET Program is designed to provide 25 college juniors, recently admitted to ED: E & MC with a wide range of personal and professional experience in three teacher education center schools. It is a one-year, three quarter program through which students may earn 55 credits in a sequence leading to certification for elementary teachers. ED: E & MC Staff members coordinate the program, counsel with individual students, visit the schools, confer with school staff members who are involved and teach a major portion of the courses included in the program. Faculty from special areas provide indepth experiences in math, sciences and the arts. Emphasis is placed on developing a broad range of competencies required of an elementary teacher, such as listening to and conferring with children, questioning, diagnosing individual needs and interests, organizing the classroom and making good use of resources and instructional materials. Campus resources such as the Reading Center and the Math-Science Center provide a

laboratory in which students can evaluate materials not currently in their schools. Concurrent field experiences extend a student's knowledge about the nature of learning and increase his understanding of child growth and development. Differences in the general background of children as well as differences in school-community environments become apparent. It also provides the setting for studying the child and his society and for bridging the theory-practice gap.

Eventually students assume the major responsibility for the total instructional program under the dual guidance of the classroom teacher and college instructor. Some of the typical follow-up exercises would include counseling and guiding with an individual child, participation-observation of children with emotional and/or learning problems, and of younger children, and in children's mental health centers. Other students have developed, planned and executed projects with teachers in classrooms, have acted as teacher aides, worked in places such as The Education Department of the Ohio Historical Center and have taught special subjects such as music at several different grade levels in some schools. (10:244-245)

Students who enroll in the above program are subject to several measures of personality, attitude and teaching style in order to determine the effects of this program. One of the reported measures is a semantic differential test. It includes concepts such as "What Am I Like Now?," "Myself as a Teacher" and "How Would I Be Ideally?" The purpose of this instrument is to gather evaluative data related to self concept and teaching concepts.

As for future planning, it is indicated that alternative programs such as the MEET Program will

continue to be a major focus of the College of Education. More alternative programs will be developed and evidence will be gathered in order to assess the effectiveness of these programs. This in return will be helpful in the process of developing additional alternative programs.

TEACHER EDUCATION AT THE UNIVERSITY OF HOUSTON

Since 1966 the College of Education at the University of Houston has committed itself to the competency approach in teacher education.

In the following section the writer will attempt to describe the program in regard to its assumptions and teaching competencies.

Since modules are the instructional means of the program, a brief description of their various aspects is given. One actual module which is currently used by the program is provided in the Appendix (page 207).

Finally, the management system utilized in the program is also explored. The descriptions included in this section are based upon some recent documents that were provided to the writer by Dr. Dell Felder who is the Associate Dean of Graduate Studies at the University of Houston.

The Program

The name of the program is The Professional Teacher Preparation Program (PTPP). It is an undergraduate teacher education program which is described by Felder and Weber (1975) as follows:

The PTPP is designed for teacher education students pursuing baccalaureate degrees and provisional certification as elementary school teachers, secondary school teachers, or teachers of all levels in art, health and physical education, or music. Additionally it is designed for students seeking special endorsements to their provisional certification. Thus the PTPP is a college-wide effort to develop and operate an integrated and comprehensive, competency-based instructional system for the training of undergraduate teacher education students. (2:147)

In addition to that, Felder and Weber (1975) indicate that the attempts at the University of Houston to build a competency-based teacher education program go back to 1966 when the faculty tried to introduce innovative approaches to the teacher education programs. Then in 1971 the University received two grants from the Trainers of Teacher Trainers (TTT) project and the Teacher Corps Program. By the end of the first year of the TTT Project, a model of a competency-based teacher education program was designed (2:148). The model was twice field tested and in the Spring 1973, the faculty agreed to utilize the

competency-based approach in all undergraduate teacher education programs in the College.

Since the assessments of the program's first year operation showed a lack of coordination and integration among the components of the program, a management system called The Program Development and Implementation Council (PDIC) was established in 1974. The Council's responsibilities were mainly the coordination of the design, development, implementation and the evaluation of PTPP. (2:148)

The process of developing PTPP required several years during which the faculty input played an important role. The program is now viewed as an instructional system which is made up of many elements. These elements include the specification of educational objectives, the provision of learning experiences and the development of several assessment procedures.

Program Assumptions

Although the assumptions described here are up to date, nevertheless, it should be emphasized that they are subject to revision. Two sets of these assumptions are very important. They are the assumptions concerning

the characteristics of the instructional systems, and assumptions concerning the role of the teacher.

The importance of the first set of assumptions lies in its role as a guide for the kind of the instruction students will have, while the second set emphasizes the competencies students are expected to acquire and demonstrate.

Assumptions Concerning the Instructional System

PTPP Program is based on the assumption that important competencies of teachers can be specified, assessed, and developed through a well-designed instructional system.

It is assumed that an instruction system is effective when it is:

1. Competency based; that is, the competencies to be demonstrated by the student are made explicit, the criteria to be applied in assessing the student's competencies are made explicit, and the student is held accountable for meeting those criteria; the emphasis is on the demonstration, not the acquisition, of those competencies specified as program expectations.
2. Campus-centered and field-oriented; that is, students are provided with opportunities to experience instruction and to demonstrate competence

- both on campus and in-field sites depending upon the nature of the particular instructional or assessment activity and a determination as to where that activity can most effectively and efficiently take place.
3. Role-modeled based; that is, a conceptual model of the teacher's role is used as a basis for identifying and specifying those competencies students are expected to demonstrate.
 4. Criterion-referenced; that is, assessment procedures are designed to determine whether or not a student has demonstrated competency at or above the level of mastery specified; the competency of each student is judged on the basis of pre-determined criteria and is not determined through a comparison involving other students.
 5. Pluralistic; that is, there is conscious acceptance of the notion that no one philosophy of instruction has been proved best; consequently, a variety of divergent views are posited as untested assumptions which the system must test.
 6. Humanized; that is, program design and operation recognize the dignity and worth of each individual so that each perceives that he or she is being treated as one of worth.
 7. Personalized; that is, the student is provided with instruction which takes into account his or her uniqueness.
 8. Modularized; that is, the delivery of instruction is accomplished through the utilization of instructional modules; instructional modules are sets of learning activities--rationale, objectives, prerequisites, preassessment procedures, learning alternatives, postassessment procedures, and remedial procedures--which are intended to facilitate the learner's acquisition and demonstration of a particular competency or set of competencies.
 9. Multiinstitutional; that is, the design and operation of the teacher education program is a

responsibility shared by colleges, public schools, and the organized teaching profession.

10. Systemized; that is, the system's approach is used in program design and operation; the various components of the program are organized to achieve particular goals; the system is purposive.
11. Regenerative; that is, the program is an open system capable of continuous revision on the basis of constructive data supplied by sound evaluation procedures.
12. A single system with alternatives within it; that is, the program is a single instructional system which constitutes an integrated, comprehensive whole; however, the system does accommodate a divergence of viewpoints within its confines.
(8:2-3)

Assumptions Concerning the Role of the Teacher

This set of assumptions regarding the role of the teacher is used for identifying and specifying the competencies required from the students.

It is indicated that

Effective teachers strive to become effective students of human behavior and draw upon principles of human learning to better understand their students. They evaluate new and possibly more effective instructional processes and curricula with open minds. They demonstrate a repertoire of teaching skills which complements their personal characteristics and which meets the needs of their students and the teaching profession. Most importantly, effective teachers strive to be models of effective learning and to exemplify this for students. (8:3)

The position taken in the PTPP program is that teachers tend to be more effective when they

1. Selectively employ a variety of instructional strategies and tactics.
2. Are responsive students of human behavior.
3. Employ rational decision-making procedures relevant to goal achievement.
4. Communicate their messages consistently and in a variety of ways.
5. View teaching as a learning opportunity for themselves.
6. Function primarily as facilitators of learning rather than dispensers of information.
7. Are concerned with affective outcomes as well as cognitive understanding and psychomotor skills.
8. Stimulate student independence and interdependence, self-discovery, and depth of expression.
9. Apply knowledge about how the environment affects the learner.
10. Are guided by professional and ethical standards.
11. Experiment with and evaluate new and potentially more effective instruction processes and curricula.
12. Interact with members of all segments of the community regarding educational issues relevant to their schools.
13. Evaluate their own competence and strive for continued growth.
14. Interact with other professionals to work for improvement of the teaching profession.

15. View themselves as accountable to pupils, parents, profession, and society at large.
16. Apply an understanding of cultural diversity to the instructional processes. (8:3)

Generic Teaching Competencies

Earlier it was indicated that the teacher role assumptions are used as a basis for selecting and specifying the competencies the PTPP graduates are expected to acquire and demonstrate.

Following is a list of sixteen generic teaching competencies which have been identified by the program. These competencies are presented in modules. The students are expected to demonstrate their competence in regard to these competencies during the student training phase of the program.

1. Identifies learner's emotional, social, physical and intellectual needs.
Draws upon knowledge of human growth and development, learning theories, social/cultural foundations, assessment techniques, curriculum goals and content in order to gather information about the learner and to identify instructional needs.
2. Identifies and/or specifies instructional goals and objectives which are based on learner's needs.
Views the setting of instructional goals and objectives as a key element in instruction; reconciles curricular and educational goals with present level of learner's needs; analyzes

instructional goals to identify knowledge, skills, and attitudes needed to achieve those goals; states objectives so that intent is clearly communicated to learner.

3. Designs instruction appropriate to goals and objectives.
Develops a variety of strategies for promoting achievement of instructional goals and objectives which reflect the learner's needs and offer the learner alternative ways of achieving those goals and objectives.
4. Implements instruction that is consistent with plan.
Demonstrates the ability to use a variety of strategies which have the potential to promote learner achievement of specified instructional goals and objectives.
5. Designs and implements evaluation procedures which focus on learner achievement and instructional effectiveness.
Evaluates learner performance with reference to a variety of goals and objectives; reports learner achievement through grades, consultations, checklists and/or other appropriate means; evaluates instructional effectiveness by comparing learner's achievement with objectives.
6. Integrates into instruction the cultural environment of students.
Incorporates materials, examples, illustrations, motivators and reinforcers from learner's cultural environment so that learner is able to identify with content, processes and intended outcomes of instruction.
7. Demonstrates a repertoire of instructional models and teaching skills appropriate to specified objectives and to particular learners.
Describes and demonstrates a variety of instructional models; uses appropriate models of instruction based upon the subject, objectives and needs of learners; uses teaching techniques appropriate to those instructional models.

8. Promotes effective patterns of communication.
Recognizes the value of effective communication; communicates effectively verbally, nonverbally, and in writing; accepts and supports ideas of others; strives for more productive communication; and encourages interaction among all members of the group.
9. Uses resources appropriate to instructional objectives.
Operates audio-visual equipment, makes instructional materials, identifies sources of instructional materials and uses instructional materials appropriate to objectives; organizes resources in the classroom and community for instructional purposes.
10. Modifies instruction on the basis of learner's verbal and nonverbal feedback during instruction.
Demonstrates a continuous awareness of learner's activity to make decisions regarding success of instructional processes and learner achievement; alters instructional processes on the basis of information thus obtained.
11. Uses organizational and management skills to establish a maximally effective learning environment.
Establishes and maintains a classroom climate which promotes individual achievement and personal growth; organizes and encourages productive group interaction; and establishes positive relationships with and among learners.
12. Identifies and reacts with sensitivity to the needs and feelings of self and others.
Demonstrates a concern for the needs of learners; recognizes that as a member of a learning group the teacher has needs which must be met in a teaching-learning situation; and reacts to meet the needs of learners, self, co-workers, and parents.
13. Exhibits openness and flexibility.
Searches continually for ways to improve instructional effectiveness; listens critically to ideas

of others, is open to suggestions, and bases decisions upon best available data.

14. Works effectively as a member of a professional team.
Works with others in order to achieve commonly shared goals; displays behaviors consistent with the goals and ethics of the teaching profession.
15. Analyzes professional effectiveness and continually strives to increase that effectiveness.
Uses a variety of observational and analytic procedures to study teaching effectiveness; examines the consequences of teaching by focusing on learner objectives and instructional outcomes.
16. Designs and implements instruction which incorporates career education concepts.
Develops and utilizes a variety of strategies for embedding career education concepts into course content and instructional activities; addresses the need for learners to learn about themselves, their environment, and the work roles played by individuals in society. (6:9-10)

Instructional Modules

Instructional modules are utilized to a great extent by PTPP. The program designers believe that by using such means, students are helped to understand the expectations and requirements of the competencies they are expected to demonstrate. A module is described as a set of learning activities which include six elements. These elements are explained as follows:

1. Rationale: It is a brief introductory statement which helps the student to understand the competency the module is designed to facilitate and to realize the relationship between the competency, the objectives and the activities required by the module.
2. Objectives: They explicitly describe what is expected of the students to master in such areas as knowledge, affective behavior, skills, outcomes and others.
3. Preassessment: It is used mainly for diagnostic purposes; thus, it is intended to provide the student with the opportunity to demonstrate whether he or she masters certain competency. If this happens the student can "test out" of the module prior to instruction.
4. Learning activities: This section of the module describes the kind of activities or information which might help in the acquisition and demonstration of specified skills.
5. Postassessment: The postassessment part deals with assessing the student's achievement of the specified objectives. It also provides the learner with feedback regarding his/her performance.

6. Remediation: Each module includes this section to provide help for those who fail in meeting the objectives of a particular module. This is usually achieved through individual meetings with the instructor to decide on what the student might do to become successful in meeting the objectives. (8:6-7)

Documents show that the total number of modules in PTPP are thirty-nine. Each of them has a code designation, a title and another code designation of any prerequisite modules. In cases where another module is recommended to be taken concurrently, a third code is provided.

In the Appendix a module by the name "Self-Awareness" is provided as it appears in the actual program. The purpose of this is to illustrate to the reader how the various elements of a module are organized and utilized, thus providing a clearer idea about the concept of modules.

The Management System

The final part to be discussed is the management system employed by the program. Since PTPP is a effort

collegewide, it is indicated that four departments of the College of Education (Curriculum and Instruction, Foundations of Education, Counselor Education and Health and Physical Education) cooperate together in designing and delivering the various components of the program. Because of its competency orientation, the management system is required to make sure that each instructor has acquired the competencies specified by the program.

In regard to its organization, PTPP is structured into three units: elementary, secondary, and all level. The management staff includes a director, associate directors for operations, long-range planning, program design and instructional unit coordinators. These persons along with others form the Program Development and Implementation Council (PDIC). This council has the responsibility for defining, facilitating and coordinating the various components of the instruction system. The Associate Dean for undergraduate studies is the one who has an overall responsibility for all aspects of the program (2:160). Indications are made that such an organizational scheme requires a great deal of collaboration among the faculty members. To achieve this kind of collaboration, considerable time and energy must be committed.

IMPLICATIONS FOR TEACHER EDUCATION IN BAHRAIN

Earlier in Chapter I the writer provided an analysis of the Bahraini educational system in general and teacher education in specific. The analysis revealed some serious problems which were considered obstacles hindering the progress of education in that country.

Examples from selected universities in their quest for better teacher preparation have been used in this chapter to reflect some of the new trends that are taking place in teacher education. To implement some of the reported innovations will require a great deal of time, money and effort on the part of the Bahraini officials. Because of that, the writer suggests that some of these innovations should be organized according to a plan which would include two sets of objectives: immediate objectives and long-range objectives.

To start with the immediate objectives, the main objectives of teacher education in Bahrain should be to provide an optimal training experience for its students. To achieve that, the teachers college must extend its efforts beyond training to the development of new knowledge and the application of existing knowledge in teacher education. To create and expand the knowledge base, it is

necessary that evaluation and research efforts need to be encouraged.

In the area of curriculum design, candidates need to be provided with necessary skills and knowledge about instructional strategies that are appropriate in bringing about desired learning outcomes. In addition to that the program should provide them with knowledge about the learners and the conditions of learning. These skills and others are all needed in the Bahraini teacher preparation program. The program can start with the usual courses and then gradually modules could be used as the building blocks for courses.

Examples of the necessary teaching skills and how to build modules can be obtained from the program of the University of Houston.

Since the development of educational technology in the future will have a major impact upon teaching in schools, the writer feels that it is necessary to educate prospective teachers how to select, design, use and evaluate instructional materials.

If the goal of effective teacher education is to be met, then the preparation program in Bahrain must provide its trainees with early involvement experiences.

These early experiences are deemed important for reality testing purposes. The purpose of these experiences is to allow the students to make early decisions concerning their careers as teachers. It is known that decisions made at this time are not binding, while changing at a later time would require some restructuring and redesigning of a student's program.

In the area of long-range planning, efforts must be directed towards establishing diversity in training. The idea that one program suits all is no longer tolerated. Many teacher education institutions such as Indiana University and Ohio State University are moving away from this traditional approach to teacher education towards a commitment to the notion of diversity.

If we believe in the premise that different people learn different things differently, then it is logical to assume that different kinds of pupils may need different kinds of teachers and schools. Such assumption can serve as a basis for replanning the preparation program by introducing a few token experimental programs. These experimental programs should not by all means replace the original one. But they are intended to emphasize the need for continued experimentation in teacher education.

To develop these options, we need the input of faculty, students, public school administrators and public school teachers. The merits of this collaboration are many. To name just a few of them: students will be provided with a range of options and faculty members will be given a chance to experiment with their own ideas. Furthermore, relationships with public schools will be strengthened.

The process of initiating these changes is not an easy one. One of the obstacles which needs to be faced is shortage of funds. Thus sufficient government funds will be required in order to carry out these experiments. In addition to that, a variety of systems must be developed to inform and advise students regarding the new options.

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CHAPTER V

A MODEL FOR THE PROFESSIONAL EDUCATION OF TEACHERS IN BAHRAIN

A proposed model for the professional education of teachers in Bahrain is presented in this chapter. The model is divided into five sections, dealing with (1) the program rationale and goals, (2) the instructional competencies, (3) the clinical experiences, (4) student selection, advisement, and follow-up procedures, and (5) the in-service phase of the program.

PROGRAM RATIONALE AND GOALS

Rationale

In any education system, the teacher is still considered the most important factor in the education process. The quality of an education system is determined by the amount of knowledge and skill the teacher has. According to the various documents and an analysis of the educational system in Bahrain, it is evident that most of the Bahraini teachers are considered unqualified to teach.

The pressing needs are to improve the teacher education program and to clear up the backlog of untrained teachers. The major inadequacies of the present program can be summarized as follows:

1. Although the content of the present program supplies the student with theoretical knowledge about education, it fails to help him apply that knowledge in carefully planned teaching situations.
2. The present program is out-moded in its organization and its awareness of the advancements in the field.
3. While the teacher's role is becoming more complex, the present program has not been kept consistent with the changing roles of teachers.
4. There is an isolation between the public schools and the teacher training college.
5. In spite of the importance of a student advisement program, the existing program has failed in providing that service to its students.
6. It is well known that a successful teacher education program must have some procedures to obtain systematic feedback concerning its effectiveness

and how well its graduates adjust professionally. So far no mechanisms have been devised for such purposes.

The above inadequacies are among many which are preventing the educational system generally and teacher education specifically from advancing and reforming. Because of these serious problems, the writer thinks that time has come to design and implement a new teacher education program which takes into consideration the changing needs of the society and the learners. This implies that a policy for the training and supply of teachers in Bahrain is one of the priorities that must be considered.

In addition to that, the instructional skills of teachers both at the preservice and in-service levels need to be upgraded and to become involved in experimenting and trying out new methods and techniques in teacher education.

Goals

The proposed program aims at the following goals:

1. Help the student become skillful in formulating instructional objectives.

2. Enable the student to understand the principles for planning and organizing instruction.
3. Enable the student to understand his pupils and their needs.
4. Acquaint the student with different strategies and techniques for presenting and organizing instruction.
5. Make the student aware of the importance of classroom management.
6. Help the student learn how to evaluate the outcomes of learning.
7. Bridge the gap between theory and practice by providing students with early clinical experiences that include both simulated and real teaching experiences.
8. Provide students with a planned advisement program.
9. Establish procedures for evaluating the effectiveness of the program and its graduates.
10. Provide a continuation between the two phases of the program: preservice and in-service.

INSTRUCTIONAL COMPETENCIES

The preservice phase of the program is organized around the acquisition of certain instructional competencies which are deemed to be necessary in teaching. Teaching demands the ability and knowledge to plan for learning experiences and to carry out this plan in instruction. This means that the effectiveness of planning depends to a great extent upon the teacher's ability to write educational objectives, to organize instruction, to choose the appropriate method of presentation which will suit his learner's needs, to maintain a learning environment in the classroom and to be able to evaluate the student's learning. The following section is devoted to the instructional competencies of the program. Under each competency, there is a list of its objectives, its rationale and suggested subjects and topics that are considered relevant to each competency.

1. Formulating Instructional Objectives

Rationale

Sensible planning begins with the identification of clear and precise objectives. Such objectives serve

as guides in helping teachers select subject matter to teach, materials to use, methods to employ, and tests to measure achievement. In addition, objectives serve as a criteria for evaluating the outcomes of teaching.

As a starting point, it is important for teachers to realize that there are several sources from which ideas for educational objectives are derived. One is the culture and society which the educational program serves. It is also important to consider the needs of the learners. The final source is the curriculum itself. This is helpful in deciding what skills and understandings are appropriate.

Another matter of concern in regard to educational objectives is the level on which they are stated. Objectives can be stated in a broad or general manner or they can be formulated in a specific term. For example, at the broad level, educational objectives are directed towards the development of society. While at the specific level, they are concerned with the achievement of specific instructional objectives that are devised for specific learners.

Objectives

1. The trainee will describe briefly the nature, the principles, and the functions of educational objectives.
2. The trainee will identify the sources of educational objectives.
3. The trainee will translate broad goals and objectives into instructional objectives that are appropriate for specific learners.
4. The trainee will demonstrate ability in writing his own instructional objectives.

Suggested Subjects and Topics

Subject: Educational Objectives: General View

Topics: The Functions of Educational Objectives
The Criteria for Formulating Objectives
The Elements of Behavioral Objectives

Subject: Society as a Source of Educational Objectives

Topics: Culture, Education and Curriculum
Social Stratification and Its Effect on Education

Modification of Educational Process by Technology

Theories of Social Change

Response of Education to Sociocultural Change
(5:146-147).

Subject: Learner's Characteristics as a Source of Educational Objectives

Topics: The Areas of Development
The Relationship between Areas of Development
The Principles of Readiness and Pacing Developmental Tasks
The Development of Intelligence
The Major Theories of Learning
The Concepts of Transfer of Learning
The Process of Social Learning
The Social Setting and Its Effects upon Learning
(19:76-167).

Subject: Curriculum as a Source of Educational Objectives

Topics: The Scope of the Curriculum
The Sequence of Knowledge in the Curriculum
Finding Means to Achieve Integration within the Curriculum

The Levels of Involvement in the Process of Curriculum Development

Subject: Inferring Educational Objectives from Knowledge about Society and Teachers

Topics: The Bahraini Society and Its Expectations of Schooling
The Political and Social Contexts of Education in Bahrain
Methods and Techniques for Studying the Learner

2. Planning for and Organizing Instruction

Rationale

It is understood that one of the crucial aspects of teaching is that of planning and organizing instruction. In order to meet his instructional objectives, the teacher is expected to use his knowledge concerning the content. He must decide what materials are to be taught, how they should be taught and what techniques should be employed. To be competent in these skills, the teacher needs to gain an understanding of the basic principles of selecting and organizing content for instruction. In

addition, he needs to be given the opportunity to apply the principles in the analysis of different current curriculum materials. The purpose behind that is to provide the teacher with some practical experiences which hopefully would lead to an actual selection and organization of content. With a background that combines theory with practice, the teacher can gain insights in the process of planning instruction. He then will be able to make application of that by actually selecting and organizing content first under simulated conditions and then in real teaching situations. (16:69)

Objectives

1. The trainee will describe the basic principles employed in selecting and organizing content.
2. The trainee will apply his knowledge about the principles in the analysis of current curriculum materials.
3. The trainee will demonstrate his ability to select and organize content under simulated conditions and in real teaching situations.

Suggested Subjects and Topics

Subject: Principles of Selection and Organization

Topics: Diagnosis of Students' Needs
 Formulation of Specific Objectives
 Selection of Content
 Organization of Content
 Sequence of Learning Experience

Subject: Analysis of Current Curriculum Materials

Topics: Analysis of Elementary School Texts
 Analysis of Preparatory School Texts
 Analysis of Articles
 Analysis of Models
 Analysis of Films

3. Facilitating Students' Motivation

Rationale

The teacher must understand his students' interests and needs if he is to plan effectively for their learnings. Psychologists agree that the motivation of the learner influences his response to learning which in turn affects his performance. Furthermore, it is indicated

that "motivation is a process within the individual. It is not something that teacher does or gives to the students" (13:46). Thus in this respect, the teacher's role lies in understanding the basic concepts involved in motivation and in developing strategies that would facilitate and improve students' motivation.

Objectives

1. The trainee will describe briefly the major theories of motivation.
2. The trainee will point out the implications of the theories to the classroom.
3. The trainee will define individual difference variables.
4. The trainee will explain the teacher's role in increasing student motivation.

Suggested Subjects and Topics

Subject: Theories of Motivation and Their Application to Classroom

Topics: Stimulus-Response Theory
Cognitive Theory

Achievement Theory

Attribution Theory

Subject: Individual Difference Variables

Topics: Internal versus External Variables

Sex Differences

Achievement Differences

Anxiety and Its Relationship to Achievement

Subject: The Role of the Teacher in Increasing Student
Motivation

Topics: Teachers' Expectations and Their Relationship to
Individual Motivation

Techniques for Adjusting Teacher's Task Demands

Techniques for Providing Realistic Motivation

Techniques for Helping Students to Develop

Realistic Expectations

The Use of Various Strategies for Encouraging Di-
rect Interaction with Individual Students

(e.g., Games) (7:325-430)

4. Using Different Strategies for Presenting Material

Rationale

After setting the educational objectives and planning for and organizing instruction, further choices must be made of instructional methods. Although there is a variety of teaching methods, yet it is generally recognized that no method can be effective in all situations. In fact, Means (1968) has set a criterion which he suggests should be considered before any method can be implemented. The criterion is based upon the following principles:

Any instructional procedure should be regarded as an educational tool and not merely for the purpose of entertainment.

The techniques should be suited to the readiness and the maturity of the group or the grade level using it.

The method of presentation should be guided by the objectives of the subject field, the purposes of the school, and education in general.

Adequate time, space and equipment should be available to insure effective implementation.

The procedure should provide for sequential growth and development through a planned progression of activities and concepts.

There should be adequate planning and preparation on the part of the teacher in the use of any instructional approach.

The procedure should be of interest and appeal to the learner and considerate of his problems and needs.

The method should utilize or incorporate experiences that assure significance in the thinking and behavior of each learner. (11:10-11)

From the above principles it is clear that in order to facilitate learning, teachers need to make use of their knowledge about planning instruction, and of educational technology. Since the strategies proposed so far by educators are diversified in nature, teachers will be in a better position if they are exposed to many teaching methods and are trained in using a variety of them which would make learning more interesting and fruitful.

Objectives

1. The trainee will describe teaching strategies.
2. The trainee will describe the sequence of instruction.
3. The trainee will apply the sequence of instruction in a simulated situation.
4. The trainee will explain a variety of teaching models.
5. The trainee will demonstrate his ability in selecting and operating audiovisual equipment.

Suggested Subjects and Topics

Subject: Teaching Strategies

Topics: Lecture

Recitation

Discussion

Demonstration

Inquiry

Sociodrama

Role Playing

Gaming

Simulation

Discovery (14: 03.1: 5)

Subject: The Sequence of Instruction

Topics: Set Induction

Questioning

Presenting Information

Giving Directions

Accepting Learner Feelings and Thoughts

Giving Directive Feedback

Reinforcement

Closure (2:90-120)

Subject: Teaching Models

Topics: Inductive Teaching Model
Inquiry Training Model
Advance Organizer Model
Group Investigation Model
Nondirective Teaching Model
Classroom Meeting Model
Operant Conditioning Model (14:07.3:1)

Subject: Media

Topics: Media Materials: Projected, Recorded, Broadcasted, Programmed, Displayed, and Printed
Available Media for Instruction
Operating Principles of Conventional Audio-Visual Equipment, Tape Recorders, Record Players, Film Strips, Projectors, Overhead and Opaque Projectors
The Role of Media in Teaching
Adaptation, Modification, and Combination of Various Media to Develop Instruction Sequences
Construction of Instructional Materials (10:110-112)

5. Arranging the Learning Environment

Rationale

A well-known basic principle of effective teaching is the teacher's ability to arrange the learning environment in a way that will reinforce and promote learning. This means that the teacher needs to be aware of both cognitive as well as affective dimensions of learning. Since the teaching-learning process is an interpersonal interaction, this requires that teachers create a supportive and open classroom atmosphere. The creation of such an atmosphere demands effective communication between the teacher and her students. The importance of this communication cannot be underestimated. In fact Edwards and Silvers (1977) indicate that

A very large portion of our lives is spent in trying to communicate with others. It is a vital human process. For it is through communication, both verbal and nonverbal, that we establish relations and pass information. (14: 08.1: 6)

Another basic principle of effective teaching is classroom management. So far, formulas and strategies for classroom management have been many and varied, thus making the teaching role more complicated. But there are

many guides that are provided by psychologists to help teachers in conducting their lessons. A major emphasis is placed upon understanding the various factors whether physical or human which might interfere with learning in the classroom. Also, there is an agreement on the relationship between teacher's acceptance, flexibility in setting roles, projection of positive expectations, modeling and pupils' learning. In other words the more flexible and realistic the teacher is, the better is the learning outcome. (7)

Finally, teachers are encouraged to try to use some of the methods that have been applied in behavior modification. For example the use of the reinforcement systems have proved to be effective in many classroom situations. (12:170-177)

A combination of the previously mentioned principles of effective teaching will provide teachers with a repertoire of knowledge and skills that will enable them to conduct smooth and successful learning experiences.

Objectives

1. The trainee will describe the importance of communication.

2. The trainee will explain the techniques for communicating effectively: verbally and nonverbally.
3. The trainee will encourage interaction between all members of the class.
4. The trainee will establish and maintain a classroom climate that will promote individual development.
5. The trainee will distinguish between the managerial and instructional dimensions of teaching.
6. The trainee will describe the various classroom management problems.
7. The trainee will describe a variety of grouping patterns.
8. The trainee will identify the principles of behavior modification and their implication to classroom.

Suggested Subjects and Topics

Subject: Conditions Affecting Learning

Topics: Pupil Motivation

Pupil Readiness

Interaction between Pupil and Teacher

Heredity and Its Effect on Pupil Development

Physical Environment and Its Influence upon
Pupil Learning

Pupil Classroom Behavior

Subject: Development of Interpersonal Communications

Topics: Theoretical Approaches to Interpersonal Communication

Classroom Interaction Process

Group Dynamics in the Classroom

Subject: Classroom Management

Topics: The Principles of Classroom Management

Classroom Seating Arrangement

Attendance Procedures and Record Keeping

Techniques for Dealing with Serious Behavior Problems

Techniques for Enriching the Learning Environment

Pupil Discipline

Parent-Teacher Conference Techniques

Subject: Grouping Patterns

Topics: Large Group Instruction

Total Class Instruction

Small Group Instruction

Dyadic Instruction

Peer Tutoring

Cross-Age Tutoring (14: 07.4: 1)

Subject: The Principles of Behavior Modification and Their
Applications in the Classroom

Topics: Identification of Target Behaviors
The Use of Reinforcers
The Planning and Scheduling of Reinforcers (12)

6. Evaluating Learning Outcomes

Rationale

Evaluation and measurement is an integral part of the teaching process. Ahmann and Glock (1971) define pupil evaluation as "a process in which a teacher commonly uses information derived from many sources to arrive at a value judgement" (1:11). Teachers can secure information by using measuring instruments as well as other techniques such as questionnaires, direct observation and teacher-pupil interviews. Recently there has been a movement away from grades and their use as an overall assessment of achievement. Instead, tests are being used for diagnostic purposes. To use tests diagnostically, teachers

are advised to know their students especially in regard to their strengths and weaknesses and goals. In addition, effective teachers also need to know how well they themselves are progressing. Since evaluation requires making a judgment, teachers are advised to be cautious with respect to that because their judgments sometimes are subject to errors. Hence, they must be flexible enough to make any necessary adjustments. (8:544)

Objectives

1. The trainee will differentiate between the term "evaluation" and "measurement."
2. The trainee will describe the basic concepts and functions of educational testing.
3. The trainee will identify methods used for reporting student progress.

Suggested Subjects and Topics

Subject: Educational Tests and Measurement

Topics: Historical Review of Educational Measurement
Functions of Educational Testing

Basic Principles, Concepts and Statistical Tech-
 niques Used in Educational Testing
 Rating Methods and Construction Scales

Subject: Teacher Made Tests

Topics: Administration of Tests

Techniques for Constructing Subjective Tests

Techniques for Constructing Objective Tests

Techniques for Constructing Criterion-Referenced
 Tests

Methods of Reporting Student Progress

Subject: Standardized Tests

Topics: The Content of Standardized Tests

Standardized Intelligence Tests

The Shortcomings of Intelligence Tests (10:11-
 12)

7. Professional Growth

Rationale

In a publication by the National Education
 Association, 1966, professionalism is defined as

the ability of the professional to see his own role and that of his associates in light of the total contribution of the profession to the welfare of mankind. (20:45)

This implies that professionalism requires professional responsibilities and leadership. No one expects that this kind of growth can be achieved within four years of training. What is hoped for is that by exposing the trainees to as many dimensions of teaching as possible, they will gradually become aware of their responsibilities as members of the profession. In addition to that each teacher must be encouraged to develop a teaching style of his own and be able to communicate effectively with his colleagues. The teacher's role in the profession is multidimensional and he is expected by his community to perform his role effectively.

Objectives

1. The trainee will identify the many roles expected of teachers.
2. The trainee will realize the opportunities that are offered by the profession for his advancement.
3. The trainee will be familiarized with the professional working conditions in Bahrain.

Suggested Subjects and Topics

Subject: The Roles of a Teacher

Topics: The Teacher as a Guide

The Teacher as a Model

The Teacher as a Researcher

The Teacher as a Counselor

The Teacher as a Community Builder

The Teacher as a Creator (15:33-256)

Subject: Types of Positions in Education

Topics: Administration

Supervisory

Special School Services (e.g., Guidance Counselor,

School Nurse, Librarian, etc.)

Special Teachers (Homemaking, Music, Nursing,

Education, Physical Education, etc.)

Elementary Schools Teacher

Preparatory Schools Teacher

Secondary Schools Teacher

College Teacher

Subject: Professional Personnel Policies

Topics: Professional Salary Policies for Teachers

Teacher Evaluation and Merit Pay

Retirement System for Teachers

Subject: Professional Working Conditions for Teachers

Topics: Staff Load and Class Size

Academic Freedom

Teacher Leaves (18:135-251)

CLINICAL EXPERIENCES

The term "clinical experience" refers to the direct and simulated experiences which are an integral part of the model program. According to the Association for Teacher Educators, clinical experiences include laboratory experiences in all phases of professional preparation. Clinical experiences would then include such things as laboratory experiences, practicum, associate teaching and intern teaching. Thus a "clinical student" is an education student who participates in a program of clinical experiences. The clinical experiences in the model program are clustered into three groups which include orientation, laboratory experiences and practicum. Under orientation, two kinds of experiences are included: observation and classroom interaction. The laboratory experiences contain practice of micro-teaching, Flanders Interaction Analysis System and simulation techniques. The last part of the clinical experiences

program includes practicum and college seminars. For the purpose of presentation, a separate section for clinical experiences is provided here but the real intention of the writer is to integrate this part of the program as much as possible with the rest of the program.

Orientation

Rationale

Teacher educators are becoming increasingly aware of the value of orientation experiences. These experiences constitute the students' initial contacts with real teaching situations. With such experiences the student is expected to achieve a better understanding of the teacher's role in the school and the community. Through observation the student is able to observe physical as well as emotional characteristics of pupils. In addition, he gains familiarity with the grouping process in the classroom, the roles of the pupils, and the interaction among the classroom members.

Another noticeable feature of orientation is that it reduces students' anxiety because it outlines the types of activities in which students will engage,

some of the things expected of them and the kind of supervisory help they can anticipate.

Suggested Activities

Activities recommended in this phase of clinical experiences are divided into two kinds: observation and classroom interaction.

Observation Activities

1. Observing the classroom in regard to pupils' socioeconomic levels and their age span.
2. Observing the physical, social, emotional and mental development of pupils.
3. Discussing gathered information in a scheduled seminar to indicate students' awareness of the physical and psychological factors influencing classroom climate.
4. Observing and recording data concerning the presentation of the lesson, its objectives, procedures and student participation.

Classroom Interaction
Activities

1. Working with individual students by answering questions, making explanation or helping a student who has been absent.
2. Working with small groups by leading discussions.
3. Discuss with the classroom teacher the objectives the teacher hopes to achieve with some activity or assignment.
4. Helping the classroom teacher to plan instruction.
5. Prepare a daily lesson plan.
6. Join in class discussions.
7. Prepare instructional materials, charts, bulletin boards.
8. Teach part of a lesson.
9. Teach entire lesson for a period or two.
10. Visit other classes.
11. Handle management problems in teaching such as distributing supplies and equipment for students' use, care and storage of supplies and collection and distribution of papers.
12. Study school rules.

13. Take attendance, prepare inventory and order supplies.

14. Attend a faculty meeting. (28:10-14)

In order to complete these experiences, no maximum hours should be required. The amount of time should be left to the student's ability to perform the above tasks efficiently. (17:14)

Laboratory Experiences

Rationale

In every program of higher education laboratory experiences occupy a vital place. More and more teacher educators are stressing the need for well-designed laboratory experiences which would lead students to a better understanding of theory and its implementation in practice. To do this means the use of a wide range of techniques which would allow students to practice their teaching skills under laboratory or simulated conditions before applying them in a real classroom. Using simulated conditions in laboratory experiences has the advantage of controlling the complexity of the teaching-learning situation, thus eliminating any drastic effects on the pupils.

This can be maintained through the utilization of three techniques which can train the student on how to communicate effectively with his pupils. These techniques are microteaching, interaction analysis and simulation. The benefit of using such techniques is that they help the student to gain teaching experiences in a situation less complex than that found in a regular classroom. In return this reduces much of the frustration which students encounter during the early part of their student teaching.

Microteaching

The purpose of using this technique in the program is to provide opportunity for students to obtain effective prestudent teaching training under controlled conditions.

Suggested Activities

1. Training students on operating videotape recording.
2. Viewing introductory films that explain teaching skills.
3. Viewing model films that demonstrate the skills to be mastered.

4. Planning and teaching ten-minute lessons which are recorded on videotape and played back after the completion of the microlesson. This is to give the student an immediate feedback of his performance.
5. Following critique from the supervisor, the student teaches the same lesson to a different group of students using his supervisor's suggestions.
6. The student faces a different group of students for each lesson in order to give him the experience of teaching students from different grades.
7. The concentration of the microlessons must be on learning the following technical skills.
 - a. Set induction: This particular skill is concerned with properly preparing students for the lesson.
 - b. Achieving closure: It consists of pulling together the main ideas of a lesson.
 - c. Attending behavior: Emphasizes the importance of being alert to what is going on in the classroom through observation of students.
 - d. Controlling participation through the teacher's use of incentives in order to increase

student participation in classroom discussion. (2:90)

8. Using microteaching in mastering skills that are related to planning an instructional unit and others that focus upon classroom management.
9. The cycle of microteaching must be maintained and followed with every desired skill until the participants are able to master their required skills.

Simulation

The next technique to be employed in the clinical experiences of the program is simulation. So far simulation has demonstrated to be of value to preservice teachers.

Suggested Activities

1. Identification of the most frequently occurring classroom problems to which the simulation techniques seem applicable. These problems must focus upon critical teaching problems which face student teachers.
2. The creation of each problem in a realistic school and classroom setting by using videotape, role plays or written incidents.
3. Orientation of the participants to a hypothetical school and classroom via film strips and audiotapes. In addition it is preferable if participants are provided with certain professional materials.

4. Exposure of the participants to one specific teaching problem. For example, handling discipline in the classroom.
5. Provision of opportunities to the participants to analyze and solve the problem.
6. Provision of feedback to the participants in regard to their problem solving behavior.
(13:136)

Interaction Analysis

This is the third technique which is used in the laboratory experiences in order to help students to identify the various patterns of teaching behavior commonly found in the classroom and to develop means that would allow them to achieve a better control of their behavior.

Suggested Activities

1. A person teaching Interaction Analysis probably will want those whom he is teaching to have a personal teaching experience to refer to during the period of instruction.
2. Between 12 and 30 hours of training in Interaction Analysis appears necessary if Interaction Analysis is to be effectively learned.
3. The person who teaches Interaction Analysis or supervises teachers who are learning Interaction Analysis will want to have spent time using Interaction Analysis as an observational tool himself before he attempts to instruct others about it.
4. The approach of the supervisor in the supervisory conference should probably be one of helping the teacher to clarify and understand his teaching pattern. The supervisor will want to use the matrix as a basis for presenting objective data to the teacher.

5. Focus the conference on answering such questions as: What evidence is there in the matrix to indicate that my teaching goals were achieved? How did the way I reacted to pupil comments differ in these lessons?
6. Tapes can be used to provide specific teaching situations for analysis in seminars. (3:90-93)

With satisfactory completion of laboratory experiences in Interaction Analysis, the student is expected to move into the last block of clinical experiences: practicum. So far the program has concentrated on providing the student with opportunities to practice under simplified simulated and real situations the essential skills that are required by the model. But now its range of experiences must be expanded to include those that require full-time real school situations.

Practicum

This is the final block of the clinical experience before the student is considered a graduate of the program. Its importance lies in extending the competencies of teaching the student gained in the laboratory and in learning new ones.

Rationale

Practicum is the climax of the clinical experiences of a teacher education program. During this period, the student is expected to play two roles at the same time, that of teacher and of student. But in spite of that, practicum has its own benefits if it is planned carefully. Some of its expected advantages are the following:

1. It provides the student with actual experience in teaching which will enable him to build up his confidence.
2. It enables the student to test out some of the things he has learned concerning the techniques for handling discipline problems, presenting material, and other normal teaching procedures.
3. It gives the student the opportunity to observe his pupils under a variety of conditions both inside the classroom and outside.
4. It allows the student to discover his own teaching strengths and weaknesses.

Suggested Activities

The student teacher will have the following responsibilities:

1. Planning the daily lesson.
2. Demonstrating a command of subject matter.
3. Understanding his responsibilities inside and outside the classroom.
4. Applying effectively audiovisual aids.
5. Dealing with problems associated with classroom management.
6. Communicating effectively with students.
7. Understanding pupils' needs.
8. Participating in the school program.
9. Building professional relationships.
10. Motivating students to achieve the instructional objectives.
11. Evaluating pupils' learning.
12. Using a variety of teaching methods.
13. Using effectively technical skills such as set induction, closure and many others.

The responsibilities of the college supervisors are the following:

1. Using Flanders system as supervisory tool.
2. Conducting seminars for public school supervisors to acquaint them with the use of Flanders system before applying it in their observations of student teachers.

3. Allowing student teachers to apply interaction analysis in observing the teaching of their peers.

As for the evaluation of student teaching experiences, educators recommend the following criteria:

1. The ability to manage a classroom independently.
2. The ability to objectively appraise his own teaching.
3. The ability to structure the classroom environment so that learning can occur.
4. The ability to understand the purpose of a school and the role of a teacher in that situation.
5. The ability to establish desirable and effective relationships with students, teachers, administrators, and parents.
6. The ability to identify, develop and execute positively those characteristics which are recognized as teaching skills. (9:156-157)

In regard to the techniques which can be used for effective evaluation of student teaching experiences, it is recommended that a combination of techniques must be utilized instead of relying on one particular method. The following procedures are frequently suggested to be effective:

1. Evaluation by conference where the student teacher and his supervisor meet to discuss some areas of concern.
2. Long analysis through dialogue or counseling. This technique is employed when the situation requires detailed analysis of certain problems facing the student teacher.
3. Written comments are used to clarify ideas and to provide suggestions.
4. Rating scales and analysis forms could be utilized in helping the student achieve self-evaluation.

5. Audio and video tape recordings of a student teaching performance could be employed to provide opportunity for student teacher to hear and view himself. (9:162-163)

In addition to student teaching experiences in the public schools, the program offers seminars which are to be held on campus. The student teachers are advised to attend these seminars which focus upon the problems student teachers are facing while in the field. The details of these seminars are provided in the next section.

College Seminars

The purpose of the college seminars is to provide coordination between the different parts of the clinical experience program. In addition to that, they will assist the trainee to integrate theory with laboratory experiences. Thus the seminars are an integral part of each group of clinical experiences. These seminars consist of a meeting between a group of students and their college supervisor. The content of the seminars should be focused upon the trainees experiences in the classrooms of public schools.

Suggested Activities

1. Evaluation of trainees' observations and classroom activities.
2. Discussion of common problems of teaching.
3. Provision of immediate exploration of trainees' problems and advice by the college supervisors.
4. Involving cooperating teachers in the seminar discussion in order to get some feedback about trainees' performance and to clarify the nature of the seminars themselves.
5. Encouraging trainees to exchange ideas with peers and college supervisors.
6. Supporting close peer relationships. (4:50)

STUDENT SELECTION, ADVISEMENT AND FOLLOW-UP PROCEDURES

For the past few years, the officials at the Ministry of Education and the teachers training college have expressed concern about the declining rate of applicants interested in a teaching curriculum. According to many of the documents produced by the Ministry of Education, a number of reasons have been involved in producing this condition. Among them are the weaknesses

of the present program and the lack of a student advisement program.

The present procedures for admitting teacher candidates are based upon the academic accomplishments of the student during his secondary school education, a clearance from the government health clinic stating that the candidate is in good health, and the passing of a special interview to determine whether the applicant has a genuine interest in teaching. Although the above procedures are not stringent enough to keep out anyone who is interested, the present program has failed to attract a large enough number of applicants.

Being aware of this sensitive problem, the proposed program intends to make the procedures for admission flexible enough to allow as many applicants as possible to be admitted to the program. This means that the present policy followed for admission will not be changed until the program graduates enough teachers for the public schools. To attract more students, stipends may be paid during the training period. Also, the Ministry of Education can consider the provision of scholarships to a certain number of trainees who demonstrate competence and interest in the program. These

scholarships can be conditional, requiring the student to serve as a teacher for a fixed number of years. Gradually, the policy for admission can be made more stringent by requiring data concerning the motivational and intellectual abilities of the applicant. These data can be obtained from commercial standardized tests. It is believed that the scores on standardized tests are useful in predicting the probability of success of students in the program.

Once students are accepted in the program, an orientation program must be held. It should be designed to acquaint the students with the college, its facilities and the procedures required for the completion of the program. Students must be informed of their obligations and privileges while enrolled in the program. During the orientation period, students are to be assigned to advisors who meet with them for group discussions. The responsibility of the advisor is to provide advise to a student concerning his academic problems and program. Students receive academic course counseling from faculty members who offer courses in the student's major area. This will help in building relationships between students and faculty which would allow for personal counseling at

the faculty level. The student can start with one academic advisor and continue with him for most assistance. Since advising and counseling students will demand faculty time, it would be advisable if the program makes some adjustments concerning the faculty instructional load.

Another important aspect of concern to the program is the evaluation of the graduate. The information obtained from this evaluation should play an important role in modifying the program. The graduates' input in terms of their reflections on the program strengths and weaknesses is extremely valuable. The evaluation of the preparation program should include data from three sources:

1. College advisors' visits: The College of Education should arrange personal visits by the college advisors to the public schools where the college graduates have been placed. The purpose of these visits is to acquaint the college advisors with up-to-date information on how the alumni are professionally adjusting.
2. Questionnaires to be sent to school principals with whom the college graduates are working. The principal's questionnaire must be carefully

designed to cover most of the important aspects of the graduates professional performance.

3. Questionnaires to be sent to the graduates themselves requesting their reactions in regard to their professional preparation.

The data compiled from the above three sources will enable the College of Education to do a better job in:

1. Advising current students.
2. Updating and revising the program.
3. Making a statistical contribution to the Ministry of Education.

THE IN-SERVICE PHASE

The need for continuing teacher training beyond the preservice level is greatly emphasized. Teacher educators seem to agree that in-service programs should begin as early as possible. The purposes of in-service education in the model are:

1. To provide a continuation between the pre-service and the in-service phases of the program.
2. To update the skills and concepts which the teacher has already developed.

3. To provide the teachers with closer supervision.
4. To give the teachers the opportunity to meet other teachers in order to exchange and discuss common ideas and problems.

During the first year of teaching, the beginning teacher will have a lighter teaching load than the regular experienced teacher. He will be released from his duties for a certain amount of time during the academic year. The released time will be utilized in different kinds of activities such as attending workshops, seminars, conferences, and lectures. In addition, the beginning teacher will have the opportunity to visit other schools at work.

Refresher courses are to be given during summer for all levels of teachers. These courses are to be conducted by the Ministry of Education in collaboration with the College of Education. To encourage teachers to attend these summer courses and to continue their professional education, incentives are needed. Credit courses which lead to the acquisition of degrees at the end of several sessions can be effective. Also increases in salary and promotion in rank are other options that must be tried out. For those teachers who wish to improve

their qualifications, correspondence courses can be used for in-service education. Since the educational system in Bahrain is centralized, the Ministry of Education must consider establishing a national education center for the in-service training of teachers.

To broaden the knowledge of teachers and teacher educators at all levels, a magazine must be published by the College of Education in collaboration with the Ministries of Education and Information. The magazine should be devoted to discussions given by the teachers, school principals and teacher educators on selected articles, papers, reports, etc., which appear in education magazines. Such magazines will inform the teacher about the new trends and research findings in the field, and would encourage him to apply them in his teaching.

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CHAPTER VI

SUMMARY AND CONCLUSIONS

In an effort to contribute to the improvement of teacher education in Bahrain, a proposed teacher preparation program was presented in this study. The study started with defining its problem, purposes, assumptions, procedures, limitations and significance. Following that, an attempt was made to analyze the educational system in Bahrain within the context of the socioeconomic conditions. Emphasis was made upon many of the problems Bahrain is facing at the present time. Among them is the increase of population and the lack of adequate school buildings. Within this context, it was pointed out that the presence of a UNESCO team in Bahrain had helped to a great extent in identifying the Bahraini educational needs and in presenting suggestions on how to meet them.

To give an idea about the current trends in teacher education, a chapter of the study was devoted to that purpose. Competency-based teacher education, community oriented teacher education, humanistic teacher education, and recent techniques in laboratory experiences

were discussed. Each of these trends was described in regard to its concept, issues, and its application to teacher education.

In a following chapter, the writer shifted the focus from studying current movements in teacher education to the analysis of three selected teacher education programs. As indicated in Chapter I, the manner of selection was based upon the research of literature. The three described programs belong to Indiana University (Bloomington), Ohio State University, and the University of Houston. Each of these programs represents new practices in the preparation of teachers. But they have many elements in common. One of them is the emphasis upon moving the training of teachers from the institution to the field. The main concern now is on providing teachers with early field experiences which would allow them to make a better decision concerning their choice of teaching as a career. In addition to that, a variety of programs with different emphases is offered to students in addition to the regular program. This came as a result of an increased awareness of the importance of the individual differences in learning and the necessity of making provisions for that. Hence, students are no longer restricted by a rigid

sequence of courses but are given the freedom to choose among a variety of structured activities. In order to graduate the student is not compelled to finish a required number of credits, but asked to demonstrate his acquisition of certain teaching skills. In addition to that, one can notice the changes in the relationship between the student and the teacher. A closer relationship between the two is more observable. The gap that used to exist between them is now replaced by more closeness and understanding.

These are a few of the new changes in teacher education programs. Although such changes are of great importance, yet the writer found herself unable to accommodate all of them in the model. As mentioned in Chapter II, Bahrain is a developing country; its manpower and economic resources are limited. But nevertheless, the merits of these programs cannot be denied. They did help the writer in organizing the program and, above all, in becoming aware of the different issues involved in designing a teacher education program.

In the last chapter, the model was described. It focused upon the teaching skills, the clinical experiences, students' selection; advisement; and follow-up,

and finally the in-service phase of the program. Since so far there is no agreement on what skills or competencies constitute effective teaching, the study considered only those competencies which most educators seemed to agree upon. These competencies are the ability to formulate education objectives, to plan for instruction, to facilitate students' motivation, to arrange the learning environment, to use different strategies and finally to evaluate the learning outcomes. The clinical experiences of the program started with orientation, followed by laboratory experiences and practicum. For each of these experiences suggested activities were provided. In discussing student selection, a suggestion was raised concerning the provision of incentives to attract more students. In the in-service part, the study emphasized the importance of keeping a continuity between the two phases of training by providing beginning teachers with lighter teaching loads, closer supervision and summer workshops and courses.

These were the main sections of the program. But the writer is aware of the fact that further research is needed to complete this program. Among the needed things are cost-analysis, development of instructional

materials, students' assessment and staff development.

Therefore, this study is only a beginning of a long process if the Ministry of Education in Bahrain is genuinely interested in reorganizing its teacher education.

A P P E N D I X

PROFESSIONAL TEACHER PREPARATION PROGRAM GENERIC TEACHING COMPETENCIES COMPONENT

MODULE GTC-12.1. SELF-AWARENESS

Competency Twelve

Identifies and reacts with sensitivity to the needs and feelings of self and others.

Demonstrates a concern for the needs of learners; recognizes that as a member of a learning group, the teacher has needs which must be met in a teaching-learning situation; and reacts to meet the needs of learners, self, co-workers, and parents.

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MODULE GTC-12.1. SELF-AWARENESS
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Rationale

KNOW THYSELF

---The Delphic Oracle

MAKE THYSELF KNOWN AND THOU
SHALT THEN KNOW THYSELF.

--Sidney M. Jourard, The Transparent
Self

In recent years, many educators have insisted that the schools deal with the affective as well as the cognitive development of students--their joys, fears, anxieties, needs, concerns, interests and other emotional factors they bring to the classroom. This growing emphasis on the affective dimensions of learning demands that you, as a teacher, develop a means of becoming aware of the emotional reactions of students so that you can respond to them in an appropriate and facilitative manner. In order to be aware of the emotional factors influencing your students, or any other person, it is helpful for you to become aware of some similar or complimentary factors in yourself. Hence, your self-awareness is a contributing, if not determining, factor in developing your awareness of others.

Self-awareness relies upon your ability to be in touch with your own present experience, that is, what you feel, need, think, imagine, and sense. Such awareness also involves understanding the ways you respond to your environment and to others with whom you interact. Furthermore, it involves an awareness of the variety of ways your environment, family and culture influence the person you are now.

It is the purpose of this module to assist you in developing an awareness of your present experiencing, your personal concerns, and the environmental forces which have influenced your personal development, that is,

to expand your total knowledge of yourself as you are now and as a prospective teacher. One of the major means of increasing your knowledge of yourself is through a process of making yourself known to others. This module has been included in your teacher preparation program to assist you in increasing your self-awareness.

Objectives

The above rationale provides the basis for the following objectives. These objectives are primarily expressive in nature requiring that you express aspects of your self-awareness. Space has been provided for the inclusion of additional objectives which you or your instructor may deem appropriate for your particular professional goals of personal needs.

1. The student will identify and express personal feelings.
2. The student will identify and express present experiencing, that is, what you sense inside you, what you sense outside you, and what you imagine.
3. The student will describe his/her self image.
4. The student will describe personal characteristics and concerns about self as a prospective teacher.
5. The student will describe the ways in which cultural, family, and the environmental forces have influenced the person he/she is now.

6. _____

MODULE GTC-12.1. SELF-AWARENESS
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7. _____

Prerequisites

This module is designed to be the first module in your program and as such there are no prerequisites.

Pre-Assessment

Although a major premise of PTPP is that you will have an opportunity to "check out" modules by demonstrating that you have mastered the module objectives by successfully completing the pre-assessment, several modules, because of their particular nature, do not lend themselves to a pre-assessment "check out". This module falls into that category due to the fact that the objectives are primarily expressive, that is, they require that you express certain things that are personally relevant to you and as such cannot be evaluated as being right or wrong. The learning alternatives are primarily experiential and are designed to provide you with an opportunity to demonstrate the objectives of the module.

Learning Alternatives

In keeping with the expressive nature of the stated objectives of this module, the learning alternatives are designed to provide you with opportunities to expand your self-awareness and to demonstrate attainment of the module objectives. This module and GTC-08-1. "Interpersonal Relations" are presented sequentially and may be used by your instructor or seminar facilitator as part of a process of helping you and your classmates form supportive work teams. In any event, your participation in the seminars is strongly urged unless you are told otherwise by your instructor.

MODULE GTC-12.1. SELF-AWARENESS
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Spaces are provided for the inclusion of additional alternatives which you and/or your instructor may deem appropriate.

- _____ 1. Attend and participate in seminars conducted by your instructor and/or seminar facilitator. These seminars are designed to expand your awareness of various aspects of your self. The seminars may include brief lecturettes, structured activities, self-meditation or introspection, and sharing or expressing your self-awareness with other class members in small groups.
- _____ 2. Read and follow instructions provided in Donald D. Edwards and Alfred F. Carolzzi, "Self Awareness." Houston, Texas: University of Houston, 1977. (Objectives 1-5). This packet contains selected readings and structured exercises. LRC Number 6836.
- _____ 3. Read: John O. Stevens, Awareness: Exploring, Experimenting, Experiencing. Moab, Utah: Real People Press, 1971. This book contains numerous self-awareness exercises. Pages 5 - 84. (Objectives 1 - 5). Select and follow instructions exercises which you believe will assist you in meeting the module objectives. (You may also find many activities which you will want to try with your family or friends). LRC Number 6815.
- _____ 4. View: "Understanding Emotions." Pleasantville, New York: Guidance Associates, 1973, Part I. (Objective 1). This is a 10 minute slide-tape presentation dealing with forces influencing the development of self. LRC Number 990.
- _____ 5. View: "Shaping Identity." Pleasantville, New York: Guidance Associates, 1973, Part I. (Objectives 3 - 5). This is an 8 minutes slide-tape presentation dealing with forces influencing the development of self. LRC

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Number 990.

- _____ 6. Contact a T.E.S.S. (Teacher Education Student Services) counselor for individual assistance in meeting the objectives of this module.
- _____ 7. For a more expanded rationale supporting the above alternatives, read one or more of the following:
 - a. Arthus J. Jersild, When Teachers Face Themselves, New York: Teachers College, Columbia University, 1955, 169 pages. LRC Number 6833.
 - b. Arthus Combs, editor, Perceiving, Behaving, Becoming: A New Focus for Education, Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1962 Yearbook, 256 pages. LRC Number 3021.
 - c. Sidney Jourard, The Transparent Self, New York, New York: D. Van Nostrand, 1971, 238 pages. LRC Number 6831.
- _____ 8. Design your own experience.

- _____ 9. _____

- _____ 10. _____

MODULE GTC-12.1. SELF-AWARENESS
Page 6

Post Assessment

The objectives of this module are primarily oriented towards helping you discover yourself and to help you maintain an ongoing awareness of your present experiencing. The seminar activities are designed to provide you with opportunities for exploring and sharing self with others. By participating in these objectives you will also be demonstrating the module objectives. Because of the dynamic nature of these objectives and this competency, there is no "post assessment" in the sense of a one-time evaluation, but rather it is an ongoing process involving you, your instructors, your peers, your supervisors and your students. This process will continue throughout your pre-service program.

Remediation

Since the objectives of this module are also developmental in nature and there is no "post-assessment", there is likewise no "remediation". Your instructors and T.E.S.S. (Teacher Education Student Service) counselors are available should you feel you need them.

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V I T A

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