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SLSC Proposal and Plan for Foreign Study Program for Teacher Education

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A FOREIGN STUDY PLAN FOR TEACHER EDUCATION

M. James Stauffer
Otterbein College

July 15, 1968

A FOREIGN STUDY PLAN FOR TEACHER EDUCATION

The foreign study plan would offer an unusual program in teacher education designed to develop and extend the experiences of prospective elementary and secondary teachers as well as to help college teachers improve their competence. The program would provide an opportunity to spend a term in Sierra Leone in contact with schools and pupils combining professional training with deep intercultural experiences. More specifically, the purpose of the inclusion of the in-service and pre-service education of teachers is to provide through direct experience an opportunity to develop an understanding of the culture, history, economic conditions, and community life of Sierra Leone; to be of service to the schools; to help to develop an understanding of other people; to help others to understand us as a nation; and to see our own country in new perspective. The program would serve teachers who may wish to help meet pressing social needs. It would also serve those who may wish to teach in rural or urban poverty areas or in disadvantaged communities either here or abroad.

The course would warrant academic credit but would differ from the traditional curriculum in its concentration on flexibility in procedures and methods. There would be a balance in the teaching of methods and the analytical approach and the time devoted to creative activities and independent study. Opportunity would be provided for exploration and discovery. Techniques would be taught to enable prospective teachers to

accomplish goals they set for themselves. It would be a planned program of areas to be covered and a flexible program based on the student's interests. Individualized and/or group projects would be encouraged. Otterbein College would, subject to scholastic requirements, grant enrollees who complete the course ~~three to five~~ ^{four} course credits.

Approval to participate in the foreign study program would need to be obtained from Otterbein's interdepartmental committee--the Foreign Study Committee. The course would be offered Winter term of the regular school calendar. During the Spring term preceding the program, fifteen students would be approved to participate in the program. The small number of students would enable each student to have personal supervision and a program based on his own interests. The students must be highly motivated for it would be expected that they not only do a superior job of participation in the classroom, but that they devote many hours to class preparation and study. The completed applications for the foreign study program Winter term, 1969-1970, would be submitted no later than May 10, 1969. Formal notice of acceptance or non-acceptance would be given about three weeks after due dates for applications. Admission to the foreign study program would require admission to Otterbein College and would be open to teacher education students who meet the requirements prescribed by the Foreign Study Committee and the Otterbein College Education Department. The applicants would have at least a C plus average; show evidence of academic ability; and have junior standing at the time the program begins. They would be in good physical and mental health. Permission to enroll in the program would be obtained by the applicant

from the Chairman of the Otterbein College Education Department. The applicant would furnish references from his advisor, the chairman of his department, and a professor familiar with his recent college work. In its appraisal of the qualifications of applicants, the Teacher Education Screening Committee would give particular attention to favorable recommendations of the student's intellectual ability, seriousness of purpose, integrity, maturity, and stability.

Orientation sessions during the Fall term would be provided to ready the student for the foreign study experience. The students would participate in discussions, seminars, and study of the geography, history, education, politics and economics, and social problems of the country. The study would be continued regularly through the Winter and Spring term.

Evaluation would need to be an integral part of this program, if the overall objective of closing the gap between theory and practice is to be achieved. To span this gap, many different kinds of activities would be required. More important, such data would assist in improving the foreign study program as more would be learned about its operation. Because of its academic quality and its capacity for immersing the student in another culture while he fulfills Otterbein College requirements and its potential for success in affording students profound experience of the important aspects of Sierra Leone culture, it is ascertained that the foreign study program would be a unique accomodation of study abroad. The program aims at a thorough understanding of the Sierra Leone experience in all its variety, because much of it is judged to be relevant to the American educator involved in the international effort to improve the

education of all children and adults. The experience should help the student to know himself, to understand his own feelings and attitudes, to formulate his own ideas, and thus become better able to cope with himself and his society in today's world. Through contact with the schools and the insight derivable from study of a culture in its own milieu, the student would be provided a rich increase in knowledge; the inspiration of Sierra Leone teachers; and the revitalization of his motives for study. There is a great demand today for teachers not only in the United States, but in other countries. Teachers who are able to do relevant, exciting teaching that stimulates students to study independently and learn more about their communities. If this foreign study program is successful, it will change the prospective teacher's attitudes in the direction of aesthetic growth and appreciation, it will give him the means to continue his life with a heightened awareness of himself and his world, and whatever understandings he gains can be applied over and over again long after the course is over.

The staff would consist of a director, and six teachers from the Otterbein College Education Department faculty. They would establish the methods, techniques and procedures with which they intend to accomplish the foreign study objectives. The staff would be given the opportunity to observe and work in the foreign schools so that they could both see results and obtain a clear image of the environment for which they are developing methods and procedures. The director and his staff should not be bound to preconceived ideas of how they should proceed, but rather to leave them as much freedom as possible. The director would be in

constant communication with the staff and their role would be as active participants in planning and in execution. Developing and maintaining the lines of cooperation would be a key responsibility of the director.

The cooperating schools would need to offer the participants experience in a wide range of activities with learners of varying abilities and background. The professional guidance of the participants would be the responsibility of the principals and classroom teachers of the cooperating schools and a member of the Otterbein College Education Department faculty. From study and participation in the schools, students would expand their concept of education, social culture, inter-culture relationships, and they would be of service to others. The participant would serve as an assistant teacher to the school. During this period, opportunity would be provided for contacts with the same group of pupils over a relatively long period of time with the school personnel in many phases of the total school program. This experience would enable the student to gain continuity of experience necessary for development of complex skills of planning and evaluating; to gain depth of understanding of the teaching role; to gain insights into the contributions of the persons involved in curriculum planning; and to gain confidence in his development of leadership.

Thus, the central purpose of the experience would be to provide opportunities, under guidance and supervision, for the student to develop and evaluate his competencies in the major area of teaching activity in the schools. Specifically, the participant would have opportunities to appraise his basic personal qualifications for teaching; to apply and test

his professional knowledge, skills, and understandings; to participate in and assume responsibility for teacher responsibilities in teaching; to have direct contact with examples of the major phases of the schools operation; to develop both personal and professional competencies; to deepen his appreciation and understanding of the function of the schools in Sierra Leone; to crystallize his philosophy of education; to evaluate his competence and readiness to enter the teaching profession; and to prepare to meet the types of demands he will face as a beginning teacher. The participant would offer testimony of his own aspirations and personal ideals and of the standards of Otterbein College and the teaching profession.

The field study experiences would be designed to help the participant bridge the gap between the experience of being a student and that of being a teacher. Since all of the experiences would be focused on the participant, he would have a special role to play in the process. The participant would be an ambassador of good will representing Otterbein College while participating in a cooperating school in Sierra Leone. Part of his work would be to develop desirable public relations with the principals, cooperating teachers, staff, pupils, and the community. The major role of the participant would be to develop competency in guiding learning activities under the guidance of the cooperating teacher. The participant would need to recognize that his continued participation in these experiences would be based upon the contribution which he would make to the school. Among the things that would be expected of him are the following:

1. Reporting for all school appointments and duties on schedule.

2. Placing school duties and responsibilities ahead of personal desires and accepting cheerfully all duties assigned him.
3. Exemplify the attitudes and actions of a teacher--maintain a dignity necessary to gain respect of pupils.
4. Conform to school regulations and policies and to local standards of behavior.
5. Refrain from making unfavorable remarks about the College program, the cooperating school, and the community, except to proper officials.
6. Safeguarding all personal and confidential information concerning the pupils and using it for professional purposes only.
7. Planning all work and submitting plans to the cooperating teacher prior to the teaching of a class.
8. Dress appropriately and in keeping with faculty standards.
9. Follow rules of basic courtesy toward school principals, teachers, staff, and pupils, other school personnel, and members of the community.
10. Cooperative at all times with principals, teachers, staff, and pupils, and appreciative for all services rendered in his behalf.
11. Endeavor continuously to discover and correct shortcomings.
12. Avoid all partiality and favoritism toward pupils.
13. Attend professional meetings, and take an active part in extra-curricular activities.
- *14. Strive for personal and professional growth through continued study and effort.

*Professional growth depends upon desirable personal attributes.

In order to grow professionally, the participant is reminded to give attention to the following: The Participant must be receptive to suggestions and be willing to carry them out and show initiative in contributing his ideas. He must show respect for those with whom he works. He must always strive to broaden his knowledge and be well informed on current events, read professional literature in education and special

fields, and acquaint himself with professional organizations. He should be a member of the profession and act in all matters according to its code of ethics. He should be informed about the legal obligations of teachers. He should adapt behavior and practices to his situation and be guided by what is considered acceptable by his particular room, school, and community. He should participate in non-classroom school duties. He should practice sound principles of hygiene, good morals, be well-groomed and in good taste for the community. And he should display a democratic attitude toward all principals, teachers, pupils, and school personnel in his school.

The cooperating teacher would play a fundamental role in the field study experience of the participant. He would enable the participant to be accepted by the class and to feel at ease. He would define the role the participant would play in the class. He would determine which responsibilities are to be delegated to the participant and would decide when the participant was ready to assume them. It would be the cooperating teacher who, by the attitudes he displays in his class, develops and encourages the attitudes toward children and teaching that would permanently influence the participant.

Because the cooperating teacher is so important in the effectiveness of the field study experience, he must believe in the importance of the program and be willing and eager to participate in it, and must find both personal and professional satisfactions in working with prospective teachers. The cooperating teacher understands that he and the participant are professional co-workers who are expected to accept the responsibilities, opportunities, and privileges of the teaching profession. By

treating the participant as a colleague from the very beginning, he helps the participant to develop confidence which is an essential ingredient for success in working with pupils. There are other important areas of responsibility that would need to be assumed by the cooperating teacher, among them are the following:

1. Personal Relationships

Establish and maintain friendly working relations with participant.

Give participant a cordial welcome as a wanted co-worker.

Share information--interests, specialties, plans, schedules, etc.

2. Classroom Orientation

Prepare pupils for the participant's arrival--when he arrives introduce him to the class in a warm and friendly manner as a temporary member of the staff.

Arrange a place for the participant and a place for his personal and professional materials.

Prepare a seating plan of the class to help the participant become acquainted with the pupils.

Explain the purposes of the various centers of the room.

Acquaint him with the routine procedures of the class.

Assist the participant in observing the facts of child growth and development and in identifying and applying the psychological principles to the teaching-learning situation.

3. School Routine Orientation

Explain the use and preparation of attendance forms, records, tests, reports, and others.

Explain procedures used in ordering supplies, etc.

Introduce participant to faculty and other school personnel.

Familiarize him with lunchroom facilities and procedures, services, school system, and community.

4. Instructional Planning

Provides opportunities for observation of good teaching, demonstrating various procedures and methods.

Encourages interchange of participation in class discussion.

Provides the participant with teacher's copies of the textbooks and supplementary materials used in the class.

Provides the participant opportunity to examine the teacher's long-range planning, unit plans, weekly, and daily plans.

Providing the participant with copies of the course of study and guides issued by the school system and by the school, with indication of their proper use in developing long-range, unit, weekly, and daily lesson plans.

Jointly agree on the learning activities the participant is to direct.

Provide the participant an opportunity to participate in joint planning and evaluation of the effectiveness of the planning procedures.

Plans periods of observing, assisting, and full responsibility for participant (gives gradual induction into the pupil control responsibilities of a teacher).

5. Promoting Professional Growth

Give careful evaluation of the participant's work and make positive suggestions toward solving his problems.

Encourage the participant to use a wide variety of procedures and encourage him to develop new ideas.

Plan activities for the participant following the curriculum pattern of the college.

Arrange a system of continuous and joint evaluation of the participant's work.

Confering frequently with the College supervisor and supplying information of the participant's progress.

Arranges a final informal conference with participant helping him to evaluate his experiences and counseling him concerning his professional plans without dominating his decisions.

Suggests a grade to recommend for the participant, completes the confidential evaluation form, and writes a recommendation for the College Placement Bureau.

The school principal's role in the field study experiences would be one of great importance. He would have the key function in ensuring that the participant would receive the maximum benefit from his experiences in the school. The principal would have both the opportunity and the responsibility for creating a setting in which the field study program would function with effective and creative results. This involves a spirit of professional and mutual helpfulness. He would welcome the participants as new colleagues and would explain the program, organization, and school regulations, as well as the pedagogic philosophy underlying them. He could further assist the program by:

1. Preparing the Staff for the Field Study Program.

Arranges a series of faculty meetings devoted to the study of the role of the cooperating teacher and the total program.

Provides professional library materials to aid in this study and to assist the cooperating teacher.

Encourages the best qualified teachers to serve as cooperating teachers.

Assists cooperating teacher in arranging observations and special experiences for the participants.

2. Assisting College Personnel

Assists the College supervisor in becoming oriented to the school and provides him with information on school policies, procedures, and programs.

Confers with the College supervisor to resolve problems as the need arises.

Works with College personnel to improve the field study program.

3. Assisting the Participant

Welcomes participant in initial conference and orients him to the school. Explains the general policies and practices of the school.

Introduces the participant to faculty and other school personnel as a temporary staff member.

Involves participant in faculty meetings, socials, and all school activities.

Observes participant at work and confers with him periodically (keeps informed of his progress)

Protects the student against exploitation.

Assures a wide and balanced program for participants.

Provides for early use of participant's special talents, skills, and interests of educational value.

The College supervisor would be a member of the Otterbein College Education Department faculty who would assume responsibility for supervising the field study experiences of the teacher education student and of the cooperating teacher in areas relating to the student. The primary objective of the College supervisor would be to assist in making the field study experiences as valuable as possible to the participants as well as to the cooperating teachers and the cooperating schools. The College supervisor would perform to some extent the following responsibilities:

1. He serves as a Liaison Agent Between the College and the Schools.

He interprets the College program and details of the participants assignments are discussed.

He cooperates with the principals in the orientation of the participants to the school and community, in planning effective field study experiences, and in studying and resolving problems related to the program.

He provides the cooperating teacher personal information of the participant and the professional preparation the participant brings to the experience.

He confers frequently with the cooperating teacher to assist him in guiding the participant.

2. Guidance and Supervision of Participants

He becomes acquainted with the personal, social, and educational qualifications of the participants he is to supervise.

He conducts orientation and planning conferences for participants prior to the beginning of the field study experience.

He visits each classroom at least every other week to secure an appraisal of the participant's competence as a prospective teacher.

He confers with participant after each observation, makes constructive suggestions, and assists him in developing self-evaluation.

He confers jointly and individually with the cooperating teacher and participant concerning the participant's progress.

He counsels with individual participants concerning personal and professional problems.

He holds seminars as may be scheduled concerning special problems related to the field study experience.

He assists the participant in the selection, use, and evaluation of appropriate classroom materials.

He reviews the records and materials of the participants.

He works with the cooperating teacher in the continuous and final evaluation of the participant's work.

He collects and interprets all evaluative information and determines the participant's final grade.

He holds a final conference with each participant and writes a recommendation for the College Teacher Placement Office.

SUGGESTED ACTIVITIES FOR THE FIELD STUDY EXPERIENCE

1. Initial Activities

Studying the community, its resources and characteristics, in relation to the school.

Getting acquainted with the entire school and its facilities, teaching staff, resource persons, and other persons who serve the school.

Opportunity to observe in every class in the building--observing the pupils and their development, the methods of instruction, the curriculum, and the problems of directing learning.

Assisting the principal and teachers with routine duties and extra-curricular activities.

Becoming familiar with the regular activities and responsibilities of the cooperating teacher.

2. Assisting with Teaching Activities

Collection and distribution of materials for teacher and pupils in the classroom.

Securing and preparing illustrative materials and other teaching aids used in the classroom.

Putting instructional materials on the bulletin board.

Putting assignments, announcements, or points made in discussion on the chalkboard.

Helping in preparing, giving, and scoring tests.

Individual work with pupils who need help in study procedures.

Assisting pupils who have been absent.

Managing the tape recording of an activity.

Operating projector or other aid.

Reading a story to the class.

Helping to plan classroom work--individual, or group projects.

Assuming routine responsibilities--taking roll, reading bulletins, recording grades, etc.

Helping to develop units of work.

Gradually assuming other classroom responsibility.

Assuming full classroom responsibility only when participant has demonstrated his competence to assume this responsibility (careful planning with the help of the cooperating teacher is required).

Carrying on efficient class work and preparing lesson plans.

Note: These activities need to be adapted to the demonstrated general maturity and skill of the participant. Not all students would be expected to participate in all of these experiences, but some participants would do many of these and others as opportunities arise.

PRINCIPLES OF LEARNING

The foreign study course is to be based upon the following learning principles:

1. The learning process is experiencing, doing, reacting, undergoing. Active participation by a learner is preferable to the kind of passive reception usually involved in listening to a lecture or watching a motion picture.
2. The learning process is dominated by a purpose or goal set by the learner, or accepted by him, and should lead to socially desirable results.
3. The learning situation, to be of maximum value, must be realistic to the learner, meaningful, and take place within a rich and satisfying environment.
4. The learning process occurs through a wide variety of experiences and subject matters which are unified around a core of purpose.
5. The learner will persist through difficulties, obstacles, and unpleasant situations to the extent that he deems the objectives worthwhile.
6. The learning process and achievement are materially affected by the level of aspiration set by the learner. Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort, nor so high as to fore ordain failure. Realistic goal-setting leads to more satisfactory improvement than unrealistic goal-setting.
7. The learning process proceeds more effectively when the experiences, materials, and desired results are carefully adjusted to the maturity and background of experience of the learner.
8. The learning process proceeds best when the learner can see results, has knowledge of his status and progress, when he achieves insight and understanding. That is, information about the nature of good performance, knowledge of his own mistakes, and knowledge of successful results.
9. The learning process proceeds most effectively under that type of instructional guidance which stimulates without dominating or coercing; which provides for successes rather than too many failures; which encourages rather than discourages.
10. The learning products are socially useful patterns of action, values, meanings, attitudes, appreciations, abilities, skills.
11. The learning products accepted by the learners are those which satisfy a need, which are useful and meaningful to the learner.

12. The learning products are incorporated into the learner's personality slowly and gradually in some instances, and with relative rapidity in others. The realness of the conditions under which the learning takes place and the readiness of the learner contribute to integration.

13. The learning products when properly achieved and integrated are complex and adaptable, not simple and static.

14. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks.

STATEMENT OF OBJECTIVES FOR TEACHER EDUCATION

The broad inclusive aim of teacher education is to help prospective teachers acquire knowledge, understanding, and attitudes which they will need in order to be contributing members of society and successful workers in the public schools.

More specifically, the faculty of Otterbein College believes that a teacher in training should develop the following:

1. A knowledge and appreciation of the humanities, sciences, and social studies.
2. Adequate knowledge and enthusiastic interest in the subjects or materials taught.
3. Ability to transmit democratic principles in order to foster pride in our social heritage.
4. Knowledge of human growth and development relative to the psychology of learning.
5. An understanding of the teacher's role within the organization, administration, and the professional associations concerned with public schools.
6. A knowledge of the role of public education in American culture.
7. Skill in written and oral communication.
8. Skill in human relations with children and adults.
9. Personality traits generally considered essential for effective teaching and the ability to overcome personality traits and mannerisms generally considered detrimental for effective teaching.
10. An ethical philosophy and a moral behavior pattern.
11. Physical and mental health necessary for effective teaching.

A PROPOSAL FOR A FOREIGN STUDY PROJECT

It has been proposed that a foreign study plan for teacher education be worked out to provide training and experience in a foreign country. The purpose of the inclusion of foreign study in the in-service and pre-service education of teachers is to provide through direct experience an opportunity to develop an understanding of other people, their history, culture, and role in the modern world. It would also help to further the Otterbein College objectives for teacher education.

"The broad inclusive aim of teacher education is to help prospective teachers acquire knowledge, understanding, and attitudes which they will need in order to be contributing members of society and successful workers in the public schools..." (See the Statement of Objectives for Teacher Education.)

The foreign study course would provide an opportunity to develop and extend the experiences of the teachers. There would be a balance in the teaching of methods and the analytical approach and the time devoted to creative activities and independent study. The course would warrant academic credit but would differ from the traditional curriculum in its concentration on flexibility in procedures and methods. More opportunity would be provided for exploration and discovery. Techniques would be taught to enable teachers to accomplish goals set for themselves. It would be a planned program of areas to be covered and a flexible program based on the student's interests. Individualized and/or group projects would be encouraged.

The course would be offered one tenweek term of the regular school calendar. Careful selection of the ten participants would be given. This group must be highly motivated for it would be expected that they not only do a superior job of participation in the classroom, but that

they devote many hours to class preparation and study. Before enrolling in the course, a student would be required to meet the requirements prescribed by the Otterbein College Education Department.

Evaluation would need to be an integral part of this program, if the overall objective of closing the gap between theory and practice is to be achieved. To span this gap, many different kinds of activities would be required. More important, such data would assist in improving the foreign study program as more would be learned about its operation.

The staff would consist of a director, and five teachers from the Otterbein College Education Department faculty. They would establish the methods, techniques and procedures with which they intend to accomplish the foreign study objectives. The staff would be given the opportunity to observe and work in the foreign school so that they could both see results and obtain a clear image of the environment for which they are developing methods and procedures. The director and his staff should not be bound to preconceived ideas of how they should proceed, but rather to leave them as much freedom as possible. The director would be in constant communication with the staff and their role would be as active participants in planning and in execution. Developing and maintaining the lines of cooperation would be a key responsibility of the director.

It is proposed that the General Secretary of the Board of Missions, John F. Schaefer, 601 West Riverview Ave., Dayton, Ohio (45406), be contacted to determine whether or not accommodations could be made at one of the mission schools. The cooperating school would need to offer the participants experience in a wide range of activities with learners

of varying abilities and background. The professional guidance of the participants would be the responsibility of the classroom teacher and a member of the Otterbein College Education Department staff.

It is proposed that application be made to the United States Commissioner of Education for financial assistance for this project. The information on elementary and secondary education teacher training projects under Title I, Section 104 (k) of Public Law 83-480 authorizes the use of foreign currencies derived from the sale of surplus agricultural commodities abroad for scientific research and the promotion and support of educational and cultural development. These funds are available for projects which include opportunities abroad for teacher development and instructional enrichment in elementary and secondary education. However, the writer has no reliable basis on which to base estimates of the likelihood of applications under this section or the amount of money which might be expected. It may be possible that this foreign study project would qualify for aid under this program. The projects are limited to the following countries: India, Israel, Pakistan, Poland, United Arab Republic, and Yugoslavia. Projects for the 1968 program must be submitted by December 1, 1967 and must be approved by the Dean.

PROPOSED FOREIGN STUDY BUDGET

Director	\$ 5,000
Staff	3,000
Participants (10 @ \$2500)	25,000
Secretarial & Professional Services	1,000

The proposed foreign study budget includes international travel, secretarial and professional services, and the cost of food, housing and other living expenses. The expense of the director and staff is in

addition to the regular salary paid by Otterbein College for their services. This budget seems realistic when compared to other programs. However, communications would need to be established with travel agencies and with the cooperating school abroad before a true estimate could be determined.

Submitted 7/24/'67
By M. Stauffer