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SLSC Course Description for Education 39 Special Problems in Education: Foreign Study Program in Comparative Education

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COURSE DESCRIPTION

Department Education Date September 15, 1969

Name of Course Ed. 39 Special Problems in Education

Foreign Study Program in Comparative Education

Comparative Survey of Educational Systems - Fall Term - $\frac{1}{2}$ course

Practicum - Winter Term - 3 course

Research in Comparative Education - Spring Term - $\frac{1}{2}$ course

The major objectives of the Foreign Study Program in Comparative Education are:

1. to provide an opportunity for fifteen students and one professor to spend a term abroad combining professional training with deep inter-cultural experiences;
2. to provide through direct experience an opportunity to develop an understanding of the culture, history, economic conditions, community life, and to help develop an understanding of other people, to help them understand us as a nation, and to help us see our own country in new perspective;
3. to serve teachers who may wish to help meet pressing social needs and those who may wish to teach in urban poverty areas or in disadvantaged communities either here or abroad;
4. 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. Thus, giving him an opportunity:
 - a. to appraise his basic personal qualifications for teaching;
 - b. to apply and test his professional knowledge, skills, and understandings;
 - c. to participate in and assume responsibility for teaching responsibilities in teaching;
 - d. to have direct contact with examples of the major phases of the schools' operation;
 - e. to develop both personal and professional competencies;
 - f. to deepen his appreciation and understanding of the function of the schools in Sierra Leone; and
 - g. to prepare him to meet the types of demands he will face as a beginning teacher.

The rationale of the Foreign Study Program in Comparative Education:

It is conceived that the participants will have a change of attitudes in the direction of aesthetic growth and appreciation. It will give the means for the student to continue his life with a heightened awareness of himself, his world, and whatever understandings he gains can be applied throughout his life. He will expand his concept of education, social culture, inter-cultural relationships, and be of service to others. This experience will enable the participant 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 insight into the contributions of persons involved in curriculum planning; and, to gain confidence in his development of leadership.

The Foreign Study Program in Comparative Education is to be based upon the following learning principles:

1. The learning process is experiencing, doing, reacting, undergoing. Active participation by the learner.
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 foreordain 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.

The Foreign Study Program in Comparative Education will differ from the traditional curriculum in its concentration on flexibility in its procedures and methods. There will be a balance in the teaching of methods and the analytical approach and time will be devoted to creative activities and independent research. Opportunity will be provided for exploration and discovery and individual or group projects will be encouraged.

COURSE OUTLINE

Fall Term
Comparative Survey of Educational Systems

This course is designed for prospective elementary and secondary teachers who have been selected to participate in the Sierra Leone practicum during the Winter Term. The major objectives of this course are: (1) to give the participant a greater understanding of his own educational system and its problems as well as those of other countries; (2) to give him an understanding of the dangers and benefits of selective cultural borrowing; (3) to lead to deeper understanding of the processes of education, and enable him to formulate realistic theories with predictive value, and to introduce him to a scientific study of education.

Methods and Procedure: Lecture and Discussion, Visiting Resource Persons, Individual and Group Study, and Research.

Class Meetings: One, two-hour period per week for ten weeks.

- A. Introduction
 1. Scope and Principles of Comparative Education
- B. Comparative Survey of the General Features of Systems of Education in Selected Countries (Including Sierra Leone)
- C. Selection by the Student of One of the Following or Similar Types of Special Investigation:
 1. The Methodology of Comparative Education
 2. Area Studies
 3. Manpower and Planning Studies
 4. Cross-Cultural Study of Selected Aspects of Any School System, e.g. Legislation, School Organization, Elementary Education, Secondary Education, Teacher Training, etc.
 5. Historical and Sociological Study of a Selected National System.
 6. Systematic study of a Selected Problem Having Its Focus of Interest Within the School System, e.g. the Problems of reorganizing the Curriculum, the Problems of Reorganizing the Structure of the School System.
 7. Systematic Study in the Socio-Economic Context, e.g. the Problems Consequent Upon Processes of Rapid Industrialization, etc.
 8. Systematic Study of Problems in Education
 - a. School Centered, e.g. the reform of curricula, examinations and selective devices, administrative control, etc.
 - b. Resulting from Socio-Economic Changes, e.g. industrialization, urbanization, conflicts over control between church and state, or local and central authorities.
 - c. Industrialized Problems, e.g. Europe, North America
 - d. Problems in Developing Countries, e.g. Africa, Asia, Latin America
 - e. School Failure
 - f. Foreign Languages in the Primary School
 - g. Comparative Achievements in Arithmetic

COURSE OUTLINE

Winter Term
Practicum

For major objectives of the Foreign Study Program in Comparative Education, see pages one and three

Outline of Study in Sierra Leone

- December ~~30, 1969~~ ^{29, 1970} - Leave New York
- January ~~1, 1970~~ - Arrival at Lungi Airfield, Sierra Leone.
The Fourah Bay College bus will transport the group to Fourah Bay College, University of Sierra Leone in Freetown. Balance of the day at leisure. Room and board for the week at Fourah Bay College.
- January ~~3, 1970~~ - 9:00 A.M. Fourah Bay bus available to transport group to the King Memorial Church in Freetown. 12:30 P.M. Return to Fourah Bay College. Remainder of the day at leisure.
- January ~~4-9, 1970~~ - Fourah Bay College campus tour - Fourah Bay College, oldest English-speaking University in West Africa, founded in 1827. City sight-seeing, visit to Milton Margai Training College at Goderich, Freetown Teachers College, and planned visits to the primary and secondary schools in Freetown. This orientation and introduction to the Community and the educational system of Sierra Leone has been planned by the educational leaders of Sierra Leone. Time and dates will be supplied by the United Christian Council (UCC) upon arrival. Transportation by Fourah Bay College bus.
- January ~~10, 1970~~ ⁹ - Leave this morning for Moyamba and Njala University College. Accommodations for six students at Harford School for Girls at Moyamba. Transportation by the Harford School bus. Accommodations for nine students and the college supervisor at Njala University College, Njala. Transportation by the Njala University College bus. Balance of day at leisure.
- January ~~10, 1970~~ - Church services available on Harford campus. Njala University College bus available for transportation to Taiama for church services. Balance of day at leisure.
- January ~~11, 1970~~ - Students at Harford School for Girls campus, Moyamba to be assigned to the Moyamba Boys Secondary School, Harford Girls School, and the EUB Primary School by the UCC. Students at Njala University College to be assigned by the UCC to the Njala Primary School, the Taiama Secondary School, and the Mano EUB Primary School. Transportation to the schools in Taiama and Mano and to the surrounding areas of interest to be provided by the Njala University College bus.
- January ~~11~~ through March ~~19~~, 1970 - Monday through Thursday the students will work with the Sierra Leone teachers on a teacher-aid basis. Fridays available for library study, research work, and to visit some classes for teachers at Njala University College. Transportation for students from Moyamba to Njala and to the surrounding areas of interest to be provided by the Harford School bus.
- March ~~19~~, 1970 - Depart for Lungi Airfield. Transportation by Harford Girls School bus and the Njala University College bus.

Fly to Frankfurt and Zurich.

March 15-17 Zurich.

March 17 Fly Zurich to Amsterdam to N.Y.

The Role of the Participant

The field study experiences are 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 are focused on the participant, he has a special role to play in the process. The participant is an ambassador of good will representing Otterbein College while participating in the cooperating school in Sierra Leone. Part of his work is to develop desirable public relations with the principals, cooperating teachers, staff, pupils, and the community. The major role of the participant is to develop competency in guiding learning activities under the guidance of the cooperating teacher. The participant must recognize that his continued participation in these activities is to be based upon the contribution which he makes to the school. Among the things that are 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 professional and personal 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 Role of the Cooperating Teacher

The cooperating teacher plays a fundamental role in the field study experience of the participant. He enables the participant to be accepted by the class and to feel at ease. He defines the role the participant is to play in the class. He determines which responsibilities are to be delegated to the participant and will decide when the participant is ready to assume them.

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 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 participants 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 school facilities and procedures, services, school system, and community.

4. Instructional Planning

Provide opportunities for observation of teaching, demonstrating various procedures and methods. Encourage interchange of participation in class discussion. Provide the participant with teacher's copies of the textbooks and supplementary materials used in class. 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. Plan periods of observing, assisting, and full responsibility for participant - give 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 following the Suggested Activities For The Field Study Experience. Arrange a system of continuous and joint evaluation of the participant's work. Confer frequently with the college supervisor and supply information of the participant's progress.

The Principal's Role

The school principal's role in the field study experiences is of great importance. He has the key function in ensuring that the participant receives the maximum benefit from his experiences in the school. The principal has both the opportunity and the responsibility for creating a setting in which the field study program will function with effective and creative results. This involves a spirit of professional and mutual helpfulness. He welcomes the participants as new colleagues and will explain the program, organization, and school regulations, as well as the pedagogic philosophy underlying them. He further assists 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. 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 the college supervisor 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 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's Role

The college supervisor is a member of the Otterbein College Education Department faculty who assumes responsibility for supervising the field study experiences of the teacher education students and of the cooperating teachers in areas relating to the students. The primary objective of the college supervisor is 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 will perform to some extent the following responsibilities:

1. Serves as a Liaison Agent between the College and the Schools. Interprets the college program and details of the participants assignments are discussed. 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. Provides the cooperating teacher personal information of the participant and the professional preparation the participant brings to the experience. Confers frequently with the cooperating teacher and assists him in guiding the participant.
2. Guiding and Supervision of Participants
Becomes acquainted with the personal, social, and educational qualifications of the participants he is to supervise. Conducts orientation and planning conferences for participants prior to the beginning of the field study experience. Visits each classroom at least every other week to secure an appraisal of the participant's competence as a prospective teacher. Confers with each participant after each observation, makes constructive suggestions, and assists him in developing self-evaluation. Confers jointly and individually with the cooperating teacher and participant concerning the participant's progress. Counsels with individual participants concerning personal and professional problems. Holds seminars as may be scheduled concerning special problems related to the field study experience. Assists the participant in the selection, use, and evaluation of appropriate classroom materials. Reviews the records and materials of the participants. Works with the cooperating teacher in the continuous and final evaluation of the participant's work. Collects and interprets all evaluative information and determines the participant's final grade. 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, 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. 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 will do many of these and others as opportunities arise.

COURSE OUTLINE

Spring Term
Research in Comparative Education

This course is designed for those students who have participated in the field study experiences in Sierra Leone. The immediate aims of this course are: (1) to evaluate the Foreign Study Program in Comparative Education; (2) to share the knowledge and understandings gained from the field study experience; and (3) to complete the selected areas of study and research in comparative education.

Methods and Procedure: Seminar, Individual and Group Study and Research, Student Lectures.

Class Meetings: One, two-hour period per week for ten weeks.

- A. Evaluation, Study, and Proposed Revision of the Foreign Study Program in Comparative Education
- B. Self-Evaluation
- C. Principles, Methods, Materials, and Problems Met in the Field Experience
- D. Preparation of Materials for Presentation
- E. Selected Areas of Study and Research in Comparative Education

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PUBLICATIONS

The following publications are published by the Publications Unit of the Teaching Aids Branch, Department of Education and printed by the Government Printer, Sierra Leone.

JOURNAL OF EDUCATION

THE DEVELOPMENT PROGRAMME IN EDUCATION FOR SIERRA LEONE 1964-1970.

ANNUAL REPORT

THE PRIMARY TEACHER'S GUIDE

HANDBOOK OF SUGGESTIONS FOR TEACHERS 1966.

"GOING ABROAD"? A HANDBOOK FOR STUDENTS

LISTS

RECOMMENDED LIST OF BOOKS AND MATERIALS FOR USE IN PRIMARY SCHOOLS

EDUCATIONAL AUTHORITIES IN SIERRA LEONE

SECONDARY SCHOOLS, TRAINING COLLEGES, TECHNICAL INSTITUTES AND TRADE CENTRES

RECENT BOOKS ABOUT SIERRA LEONE

SIERRA LEONEAN AUTHORS

The following publications are obtainable from the Ministry of information and Broadcasting, 21 East Street, Freetown, Sierra Leone, West Africa.

PROGRESS IN SIERRA LEONE

INVESTMENT OPPORTUNITIES IN SIERRA LEONE

FOURAH BAY - UNIVERSITY COLLEGE OF SIERRA LEONE

ACHIEVEMENTS IN SIERRA LEONE

SIERRA LEONE - 100th STATE OF THE U.N.

ALBERT MARGAI OF AFRICA

SIERRA LEONE OFFERS OPPORTUNITIES FOR ENGINEERS

SIERRA LEONE TODAY

SIERRA LEONE TRADE JOURNAL (QUARTERLY)