Teacher education

PLEASE CITE THE PUBLISHED VERSION

PUBLISHER

Loughborough University of Technology

LICENCE

REPOSITORY RECORD

SUBMISSION FOR

THE D.LITT OF

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

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CONTENTS

TEACHER EDUCATION

INTRODUCTION

Getting teachers to probe the gaps between what they think is happening and what actually occurs in their classrooms lies close to the heart of teacher education. It is what Shipman[1] calls 'the middle ground where theory and practice can be related'. With insight of that middle ground, teachers are better able to arrive at solutions to their problems and to work more effectively in their classrooms.

The materials assembled here aim to help intending and experienced teachers acquire a questioning, self-analytical orientation to their work in schools. In addition to commitment to teaching and concern for pupils, such a stance calls for familiarity with quantitative and qualitative approaches to a range of educational issues. More importantly, it requires of classroom practitioners the ability and confidence to adopt one or other approach and, where best, to apply that combination of both which makes use of the most valuable features of each.

The *major theme* of this submission is the development of materials and methods for use with initial and inservice teacher groups during professional training. A *minor theme* addresses the need of teacher educators to understand the background, personalities, attitudes and anxieties of their students.

STUDENT TEACHERS

Just as skilled classroom teachers exhibit mastery of subject specialisms *and* knowledge of pupils as persons, successful teacher educators, too, are cognisant of the backgrounds, attitudes and values of the intending teachers with whom they engage in specialist courses of teacher training.

Sixteen papers in the D.Litt. submission are devoted to research on student teachers, a heterogeneous group of young adults with differing beliefs, aspirations and not least,

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anxieties about their competence in classrooms and schools.

A period of ten successful years as a schoolteacher in Britain and the United States of America, secure my teaching subjects and confident in my ability to relate to my pupils, led to a post in teacher education in 1960.

It seemed self-evident to me that competence in my new position was, again, contingent upon understanding and empathising with the young adults with whom I was to engage in lectures, seminars and discussions. My background and research interests in social psychology led to a series of studies of student teachers.

Research for my second higher degree was undertaken in the early 1960s. It was an exploration of the conceptions that student teachers held for the teacher's work in school and, importantly, the strengths and directions of changes occurring in those beliefs during the course of the three years of teacher training.

PAPER 1 identifies and reflects on the origins of those changes. **PAPER 3** focuses on the impact that training institutions exert, as agents of socialisation, upon their student members. **PAPER 2** examines the potent influence of two members of the student teacher's role set.

Five inter-related research studies explore relationships between tutors and students and the difficulties that some experience in the transition from school to college. Eighteen year old student teachers in seminars are no different from secondary school pupils in classrooms in the range and variety of interactional styles they prefer with their tutors and teachers. Both groups contain vocal participants and silent listeners. Professional courses in Education, however, are better served by continuing dialogues between tutors and students rather than passive note-taking. It was important to me, therefore, to explore how best the requirements of student-tutor interactions could be accommodated to the preferences, indeed the needs, of the students involved.

Two research studies **PAPER 4** and **PAPER 7** examine what I refer to as *active* versus

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passive relationships between tutors and students. These explorations of interactional styles led to a widening interest in the association between students' personalities and their perceptions of the college environments in which they lived (**PAPER 11**) and to the problems of accommodating to conflicting demands in the transition from sixth form to higher education (**PAPER 5** and **PAPER 6**).

PAPER 10 reports part of a longitudinal study of total university intake of almost 900 students. By identifying distinctive student subcultures, my research associate and I were able to show how students' role orientations predicted important aspects of their social behaviour and study habits, or, in the case of the 'social fun' subculture, its outright disdain for academic activities ! The relevance of the research to teacher educators lay in the fact that the subjects of the study, undergraduates in a variety of academic disciplines, constitute the major source of candidates who later take the P.G.C.E route to teacher status.

Another study (**PAPER 12**) involving the total student intake of a teacher training institution explored the complexities of judging students' teaching abilities by empirically testing a well-known theory of leader effectiveness.

My concern to understand the personalities and motivations of student teachers led to five research studies employing psychological constructs and measurements. **PAPER 8, PAPER 9, PAPER 12, PAPER 13** and **PAPER 14** examine behavioural correlates of students' *self-images*; *needs for achievement*; levels of *neuroticism/stability*, *introversion/extraversion*; *locus of control* and *intellectual achievement responsibility*. A study funded by the Commission For Racial Equality explored student teacher characteristics associated with high and low levels of *ethnocentrism* (**PAPER 16**).

In the second section of the D.Litt. submission that follows, I locate these 16 studies of student teachers in the wider body of research on the school community that informed my writing of two major texts in the theory and practice of education.

INITIAL TEACHER EDUCATION

Two books submitted to the D.Litt. assessors, **BOOK 1 : A Guide To Teaching Practice** and **BOOK 2 : Perspectives on Classrooms and Schools**, show how theory and practice can be integrated successfully in teacher education.

In part, the structure and content of the books grew out of research that I conducted over the decade prior to their publication. The sixteen studies of the abilities, motivations, self-images and personalities of intending teachers reported above are part of a structured set of empirical studies of the principal actors involved in the day-to-day life of schools - pupils, parents, teachers and heads.

This body of research appears in the list of my publications but does not feature in the D.Litt. submission. It is important to locate the submitted work on student teachers within this broader framework for it is axiomatic that understanding the expectations and reciprocal obligations of these four groups of school participants is of fundamental importance to students embarking upon professional studies and school experiences leading to qualified teacher status.

A Guide To Teaching Practice integrates salient elements of this broad body of research in ways that are both comprehensible and relevant to readers. In its first edition in the mid 70s my co-author and I wrote that **A Guide To Teaching Practice** unashamedly adopted an *objectives approach* to the preparation of students for their work in schools. In the Preface we stressed that an *objectives approach* (the specification of behavioural and non-behavioural objectives as advanced organisers of subsequent teaching activities) is *one* approach, not *the* approach. Moreover, we acknowledged that the methods we developed were not without their shortcomings and their critics.

That notwithstanding, the objectives approach underpinning the first edition anticipated the philosophy and practice of the National Curriculum by many years and has stood the test of time through three editions and five reprints. It remains the guiding principle of the fourth edition to be published in 1994. The book is *required reading* and/or *strongly*

recommended reading on the majority of initial teacher training courses in Great Britain and Northern Ireland. It has a secure place on reading lists in institutions in South Africa, The Far East and Australasia. The book has been described as:

"a worthwhile text which should raise the
standard of teaching practice..."[2]

and, "a comprehensive and intelligible handbook
that will be used extensively in teacher education"[3]

Whilst **A Guide To Teaching Practice** provides practical help for student teachers in its four sections - (i) perspectives on teaching and learning (ii) preparation and planning (iii) practising teaching and (iv), evaluation and assessment, there remained at the time of its first edition the task of integrating essential elements in the professional education of intending teachers in the form of a book covering personal and social aspects of teaching and learning that could be used in conjunction with **A Guide To Teaching Practice**. The second book in the D.Litt. submission fulfils this purpose.

Perspectives on Classrooms and Schools addresses the complementarity of what are still thought of by some as two competing social science perspectives, - the *normative* with its emphasis on objective, quantitative data and the *interpretative* with its concern for the subjective and the qualitative. The approach that my co-author and I adopt throughout the text is to use both normative and interpretative studies as they are able to illuminate particular educational issues which bear directly on classrooms and schools. These include pupils' achievement, their attitudes and behaviour, their judgements about their teachers and their reactions to the ways they are taught. We look at how teachers view pupils and how they behave towards them. The problems of working with mixed-ability groups are dealt with; so too, is the vital topic of communication in the classroom. We explore the school as an organisation and the place of norms and conformity in the day-to-day life of its members. Finally, we discuss the wider issues of multicultural education and the purposes that schools serve in contemporary society.

The second part of the submission relating to initial teacher education comprises a set of six sourcebooks for teachers. They were developed in response to the particular needs of student teachers pursuing joint honours degrees in specific subject disciplines and Education (such as the four year Mathematics and Education degree at Loughborough) and intending teachers enrolled in four year B.Ed. courses in Universities, Polytechnics and Colleges of Higher Education. Typically, joint honours and Education and B.Ed. candidates select third and fourth year specialist options which they pursue over the course of a university term. The sourcebooks are designed to allow more detailed exploration of practical aspects of classroom management and curriculum development over a period of ten or eleven weeks. The sourcebooks consist of:

BOOK 3: Early Education: The Pre-School Years
BOOK 4: Early Education: The School Years
BOOK 5: Primary Education
BOOK 6: Multicultural Education
BOOK 7: Special Educational Needs in the Ordinary School
BOOK 8: Disruptive Behaviour in School

Selecting and editing appropriate inclusions from a large amount of available material called for diplomatic as well as literary skills. Contributors were generous in permitting more than usual surgery and reconstruction of their work. As a result, recent and relevant research in specialist journals and texts has been made available that might not have come to the attention of the average student. The wide appeal of the sourcebooks to students and tutors lies in their unique format and their concern for central issues such as numeracy, literacy, learning difficulties, handicap, disruptive behaviour, truancy and inter-ethnic relations. The sourcebook design derives from an understanding of the ways in which students and tutors wish to confront the tasks of reading, discussing, reflecting and writing about salient issues in teacher education.

IN-SERVICE TEACHER EDUCATION

Two texts, **BOOK 9 : Statistics For Social Scientists** and **BOOK 10 : Research Methods in Education** are submitted to the D.Litt. assessors in connection with my work in in-service teacher education. Like **BOOKS 1** and **2**, **BOOKS 9** and **10** integrate the practical and the theoretical; their origins, too, lie in previous publications that form no part of the present submission.

Almost a decade of work with M.Sc. students pursuing full and part-time courses in the Postgraduate School of Research in Education at Bradford University led to the publication of *Educational Research in Classrooms and Schools*. The dissertation requirements of the Bradford M.Sc. demanded a substantial empirical enquiry in some psychological and/or sociological aspect of education, calling for the ability to handle quantitative data. *Educational Research in Classrooms and Schools* set out a range of quantitative techniques in connection with psychological, social psychological and sociological data, together with twenty-nine statistical appendices to assist M.Sc. students, for many of whom, the analysis of quantitative data was to say the least a novel experience. The expertise gained in writing those statistical appendices led directly to **BOOK 9 : Statistics For Social Scientists.**

The text enjoys considerable success over the whole of the Social Sciences. It teaches statistics and illustrates commonly-used research designs in undergraduate and postgraduate research. Some forty-seven parametric and non-parametric statistical tests are illustrated, each accompanied by an interactive computer program written in BASIC. A third edition of **Statistics For Social Scientists**, to be published in 1994, dispenses with the computer programs and extends the range of non-parametric techniques of analysis.

BOOK 10 : Research Methods in Education was written at a time when, as senior editor, I was also engaged in compiling a much needed up-date of educational research in Britain. The National Foundation For Educational Research published our forty-six chapter text which provided critical accounts of important research studies and development projects. *Educational Research and Development in Great Britain* filled a

vital need for a comprehensive review of educational research ten years on from the final volume of Butcher and Pont's trilogy, *Educational Research in Britain*. Despite its popularity with experienced researchers, our magnum opus proved less successful in trialling various drafts of chapters with Loughborough M.A. groups over the two or three years of the book's development.

It became clear to me that there was a place for a comprehensive text that was able to tease out ontological, epistemological and existential issues to do with the nature of educational data in a way that was accessible to intending researchers, and to illustrate those issues in expositions and examples of quantitative and qualitative research designs.

From its first edition in 1980 **Research Methods in Education** has been well-received:

> "the book has already been widely used for a decade...
> it could still be a standard text at the end of the century"[4]

> "it is boldly, yet unassumedly, innovative, and is successful in speaking to the needs and interests of a diversity of readers .... this book is in the first rank in books of its type and has special qualities that make it unique and especially valuable"[5]

Research Methods in Education is now a widely-recommended text for students pursuing research modules on taught MA degree courses and/or designing empirical inquiries at M.Phil and Ph.D levels. It is used extensively in Europe, Australasia, South Africa and the Far East. **Research Methods in Education** has been revised and enlarged in each of its three editions, the last of which is translated into Spanish and Malay. A fourth edition (due late 1993/early 1994) has been further augmented to include new methodologies in discourse analysis and a comprehensive treatment of the ethics of social and educational research.

SUMMARY

Three closely-connected themes form the basis for this submission. They derive from sixteen research papers and ten books which are put forward to assessors as evidence of an original, sustained and scholarly contribution to *Teacher Education*.

Student Teachers : Basic research on student teachers is a precursor to the development of a theoretical framework and a practical guide for students preparing to enter classrooms as potential teachers.

Initial teacher education : Areas of professional knowledge fundamental to the teaching-learning process are explored in a number of books that direct students' attention to classrooms, schools and the wider community.

In-service teacher education:Teacher education for experienced practitioners involves up-dating areas of expertise by reviewing research and developments and/or embarking upon further basic research. Both aspects of in-service education are catered for in two widely-used texts, one of which is generally held to be a leading exposition of the theory and the practice of educational research.

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* BOOK 5	A. COHEN and L. COHEN (1986) (Eds.)	**Primary Education: A Sourcebook For Teachers.** London: Harper and Row.

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AUTHORSHIP

I was the sole author of Papers 2, 3, 4, 5, 6, 7, 15 and 16.

Paper 1   The data are part of my M.Ed. dissertation. Douglas Finlayson, my supervisor, wrote the preliminary draft. The final draft was a joint undertaking.

Paper 8   The data were collected and initially analysed by the following M.Sc. students as part of their Fieldwork course: F. Cross, D. Edynbry and K. Shipstone. The paper was written by me.

Paper 9   The data were collected and analysed as a joint enterprise. The paper was written by Professor Ivan Reid.

Paper 10   The data were collected and analysed as a joint enterprise by Derek Toomey and I. Toomey undertook the computer analyses. The paper was written by me.

Paper 11   The data were collected and tabulated by R. Scaife, an M.Sc. student with access to students at the particular college. The analysis and writing of the paper was undertaken by me.

Paper 12   Derek Cherrington gave access to his college students and collected the data. The analysis and writing of the paper was undertaken by me.

Paper 13   Ken Boothroyd, an M.Sc. student gave access to students in his college and collected the data. Ivan Reid and I jointly analysed the data. The paper was written by me.

Paper 14   Ivan Reid and I jointly collected the data and undertook the analysis. The paper was written by Professor Reid.

BOOKS

BOOKS 1, 2 and **10** are the result of a 'true' 50/50 writing partnership with Lawrence Manion, my initial responsibility being to map out the broad scope and content of the three texts. In each case, Lawrence and I began by selecting particular chapters with which we felt more comfortable but the end result was always that we ended up having written half of each of the three books. In all three, I have been responsible for the final draft; not an onerous task because our styles are so similar.

BOOK 9 Michael Holliday wrote the computer programs for the book and initially drafted three of the statistical analyses. The chapters teaching statistical methods and the forty-four statistical analyses were written by me.

BOOKS 3, 4, 5, 6, 7 and **8** involved radical re-writing of a number of research papers, articles and chapters from books, in addition to more usual editorial duties. My brother and I undertook this work on a 50/50 basis. The initial selection of materials however, was determined by our individual expertise and areas of specialist interest. In this event, Alan is the senior editor of **BOOKS 3, 4, 5,** and **7**.

DECLARATION

To the best of my knowledge, no paper or report or book has been submitted by the candidate or his co-authors for a degree of Loughborough University of Technology or of any other University or professional body or learned society.

	Short Title	Type of publication	Personal Contribution
Paper 1	Teachers' role conceptions	Article: refereed journal	joint author
Paper 2	Perceptions of school practice	Article: refereed journal	sole author
Paper 3	Identification with a profession	Article: refereed journal	sole author
Paper 4	Interpersonal preferences	Article: refereed journal	sole author
Paper 5	Personality and problems	Article: refereed journal	sole author
Paper 6	Adjustment problems	Article: refereed journal	sole author
Paper 7	Personality correlates of behaviour	Article: journal	sole author
Paper 8	Personality and attitudes	Article: journal	joint author (senior)
Paper 9	N' ach and achievement	Article: refereed journal	joint author
Paper 10	Role orientations and subcultures	Article: refereed journal	joint author (senior)
Paper 11	Self-environment similarity	Article: refereed journal	joint author (senior)
Paper 12	Leader effectiveness	Article: refereed journal	joint author (senior)
Paper 13	N' ach validation study	Article: refereed journal	joint author (senior)
Paper 14	Achievement orientation	Article: refereed journal	joint author
Paper 15	Students' attitudes and values	Two Chapters: edited book	sole author
Paper 16	Students' racial views	Chapter: edited book	sole author

	Short Title	Type of publication	Personal Contribution
Book 1	Guide To Teaching Practice	jointly authored book	senior author
Book 2	Perspectives on Classrooms & Schools	jointly authored book	senior author
Book 3	Early Education: The Pre-School Years	jointly edited book	joint editor
Book 4	Early Education: The School Years	jointly edited book	joint editor
Book 5	Primary Education	jointly edited book	joint editor
Book 6	Multicultural Education	jointly edited book	senior editor
Book 7	Special Educational Needs	jointly edited book	joint editor
Book 8	Disruptive Behaviour	jointly edited book	senior editor
Book 9	Statistics For Social Scientists	jointly authored book	senior author
Book 10	Research Methods in Education	jointly authored book	senior author

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