TEACHER EDUCATION IN THE 80's and 90's

SEMINAR REPORT

April 13-19, 1984

4th INTERNATIONAL
SEMINAR FOR
TEACHER EDUCATION

1. Foreword

by Colin Mably
Seminar Convener
Secretary General
International Seminar for Teacher Education

I have much pleasure in introducing you to the Report of the 4th International Seminar for Teacher Education which has been prepared for us by Jacki Proctor, of Bradford and Ilkley Community College.

Being convener of the very first seminar, in 1981, and again this year, 1984, gives me a good opportunity for reflecting on the progress of this annual seminar. I remember someone saying in 1981 that most annual events usually lasted about three years on average and that if one got past this formative stage successfully then one could reasonably claim that the event was 'established'. The fact that we are not only 'established' but growing year by year is a source of particular pleasure to both myself, and to Cornel DaCosta, my good friend and colleague, who has shared much of the development of the seminar, and was my partner in designing the original concept of it.

The seminar has created its own special character, one which participants will not easily forget, since its simple basis is providing the conditions for professional teacher educators from all over the world to meet and share ideas, research, concerns and experience in a very serious way and through this process confront the important issues for the future. Almost everyone at this seminar presented a paper which was read by colleagues and fully discussed in Paper Workshops and this approach, rather than the tedious formal presentation of papers, is another important element in the seminar which makes it distinctive and a rewarding professional experience. Not least important is the social side of the seminar. If we work hard, we also play hard enjoying social activities which allow us to form firm friendships and get to know each other as 'people'.

The result is that some two hundred and fifty teacher educators from over forty world nations share a professional and personal bond in having been to one or other of the four seminars to date. Mention TE80/90 to any of them and they will know the significance!

If this report captures the flavour of the 4th seminar, then it has done its job. For those who attended it should rekindle the professional spirit of the seminar. For past participants it will remind them of what they missed this year. And for those who read it who have not yet been to any of the seminars I hope it will excite a desire to join the next one.

In 1985 the seminar moves to Aveiro, Portugal (March 29 to April 4), and will be in the capable hands of Isabel Alarcao, Jose Tavares and Jose Ventura da Cruz Pereira, the joint seminar conveners. I wish them well, confident that they will preserve and enrich the event. Further venues are Canada in 1986 and Thailand in 1987 if all goes according to plan.

I would like to especially thank Jacki Proctor for this report and those who helped her with it: Ionie Benjamin and Fiona Watson during the seminar, and Chris Cawood, June Allen and Karen Luty who typed the final draft. Most of all I want to thank all the participants of the 4th International Seminar for Teacher Education for each individual's essential contribution. If the seminar was a success, and I think it was, then it was the participants who made it so.

2. The Fourth International Seminar

The international seminar, Teacher Education in the 1980s and '90s, has met annually since 1981.

> 1981   convened by North East London Polytechnic
> held at Danbury Park, Chelmsford, Essex, U.K.
>
> 1982   convened by the University of Groningen
> held at Paterswold, Groningen, The Netherlands.
>
> 1983   convened by the University of Maryland
> held at Harper's Ferry, West Virginia, U.S.A.
>
> 1984   convened by North East London Polytechnic
> held at Digby Stuart College, Roehampton, U.K.

Since its inception the seminar has attracted participants from Europe, America, Africa, Asia and Australia. The fourth international seminar was attended by 73 participants representing 22 countries.

Participants were welcomed by Peter Toyne, the Deputy Director of North East London Polytechnic, who spoke of the difficulty for teacher educators of maintaining enthusiasm, impetus and perspective in a restrictive economic climate, and of the role of the seminar in fostering new approaches to teacher education through the comparison of alternative solutions to common problems.

Keynote papers were presented to the seminar by speakers from Canada, Brazil and Czechoslovakia. In speaking of 'Teachers as Citizens: political education and the preparation of teachers', Ken Osborne, University of Manitoba, Canada, argued that teachers must be equipped to teach about politics since their own views of, and attitudes to, issues of politics and citizenship are crucial influences on pupils' learning. Maria das Gracas Furtado Feldens of the Federal University of Rio Grande do Sul, described 'Problems in developing Teacher Education' in Brazil, and Svatopluk Petracek, the Director of the European Information Centre for the Further Education of Teachers, Charles University, Czechoslovakia, addressed the seminar on 'Information and research priorities in the in-service education of teachers in the Socialist countries'.

Reports were presented to the seminar by Janet Powney, North East London Polytechnic, who had collected responses from seminar participants as to their perceived priorities during 1983-1984, by George Churukian, Illinois Wesleyan University, on his analysis of a questionnaire circulated amongst participants related to the future development of the seminar, and by LeOra Cordis, University of Regina, and Jan Waijer, University of Groningen, who are collating descriptions of pre-service teacher education in different national settings.

Seminar participants attended both International Discussion Groups, in which the issues raised by the keynote speakers were considered, and Paper Groups. The majority of participants presented papers to their Paper Group. These groups were organised to focus on professional development, research issues, social and community concerns and teacher education in a changing society. Not surprisingly, at this time, many papers were concerned directly or indirectly with the relationship between government and education, and political pressures for greater accountability in teacher education.

3. Keynote addresses

Political Education and the Preparation of Teachers
Ken Osborne, University of Manitoba, Winnepeg, Canada.

Schools everywhere are charged with preparing the young to be citizens in their particular societies. Recent data, however, suggests that political education, or education for citizenship, has not been particularly effective. In the words of the International Assessment Study

> Nowhere has the system proved capable of producing the ideal goal of a well-informed citizenry, with democratic attitudes and values, supportive of government policies and interested in civic affairs

> J. Torney et al, Civic Education in Ten Countries, New York, 1977

This may be due, in part, to the inadequate preparation of teachers in the area of political education. Only a handful of teacher education institutions offer courses in political education, and then usually as an option for specialists. In contrast, however, political education is something that all teachers do and it is not simply the particular responsibility of teachers of history, social studies and related subjects. It follows that all teachers should become familiar with political education, approaches, rationales, materials, methods, as part of their training, whether pre-service or in-service. This is especially important in view of the tendency of teachers to see themselves as subject specialists and to overlook both the citizenship aspect of their work and the political function of schools.

There is an important distinction to be made between 'teaching politics' and 'political education'. The first focusses on the explicit teaching of politically relevant subject matter, usually in the form of history, social studies, political studies and related subjects. The second draws attention to the fact that all education is political in that it aims at producing a certain kind of citizenship and that, therefore, all teachers, whatever their particular subject-matter and level of students, are teachers of political education.

Political education is more than a matter of a particular type of subject matter. Students learn as much about politics from how they are taught as from what they are taught. Teaching strategies, disciplinary codes, classroom organisation, the content of textbooks and curricula, all the components of the 'hidden curriculum', have a political impact on students. They do make a difference and they do carry their own politically relevant messages. Political education is and should be a concern of all teachers.

However, as noted above, political education, as traditionally taught, has resulted in passivity, alienation and cynicism. Students have turned their backs on politics and the political system has been dominated by a middle class minority. Indeed, it can be argued that this is precisely what traditional political education has been intended to achieve: the production of a small number of leaders and a large number of followers, to maintain the status quo rather than to change it.

Political education should be reorientated so as to bring about maximum participation at all levels in order to ensure that all social classes are fairly represented in the political process. The aim is to make democracy truly democratic, insofar as education can make a contribution to this process.

A brief analysis of diverse influences on teacher education programmes in the last twenty years in Brazil reveals an adherence to North American literature during the 1960s and '70s. In the '60s there was a belief that educational problems could be solved through the modernisation of teaching methods. There was much emphasis on active methods. At the beginning of the 1970s principles derived from the physical sciences began to be valued in education.

Experimentation, rationalisation, objectivity and planning became major issues in teacher education. Underlying these aspects was the belief that educational problems could be solved 'scientifically'. In the second half of the 1970s sociological theories stressing the dependency of education on the social and economic system reached the major colleges of education. Teachers themselves were trapped in a profession that did not provide status nor financial compensation, their working conditions deteriorating because of the rapid expansion of school enrolments. In the 1980s the relative lack of political power amongst teachers and teacher educators, a growth in the influence of European, over North American, literature, and the movement for political and cultural consciousness have led to the emergence of the teacher as a social-political agent. Schools are seen as supporting community development and the professional role of the teacher has expanded to include social-assistance functions. Teacher educators must relate their training proposals to educational reality. They must consider

> the nature of the teaching profession: what are the necessary abilities, values and attitudes for a teacher to become a professional; what should be the working conditions of teachers;

> the need to attract well-qualified students into the profession: how does one have access to a teacher education programme; what is the basis for the selection process; what is understood by teacher competency;

> the differing school populations and environments which teachers may face: what kind of contact do teacher educators have with real life classrooms; what kind of preparation is appropriate for teacher educators.

Criticism of present teacher education processes include, the theory-practice dichotomy, lack of collaboration between training institutions, schools and the community, the gap between preservice and inservice teacher education and the absence of approaches which would stimulate the professional self-development of teachers.

An analysis of research on teacher education in Brazil, as well as a review of studies in the area developed in Latin America, identified the following major problem areas: research initiatives are uncoordinated, are not related by a fundamental theoretical approach, and are hampered by a lack of consensus about relevant goals for education and for teacher education and the priorities among these goals.

Teacher education agencies, school systems and the community must work cooperatively toward the betterment of teacher education programmes and projects. The exchange of ideas and experiences is vital for the development of provision for the preservice and inservice education of teachers. The time and the context of the educational communities are favourable to change. Will we be able to take advantage of the situation and improve the practice of teacher education?

field of educational and psychological sciences.

In the countries of the socialist community the teacher is a decisive and irreplaceable element in the communist education of the young generation. The workers' parties consider the teacher to be their significant supporter in ideological education and in the implementation of their policies in all fields of social activities. The teacher leads the way both in the school and in the community. He solves problems arising in his educational activity as well as in his public activities; he must have the confidence of broad masses of working people; he must not only teach but also learn from them so that he can fulfil his mission. Adequate care is therefore devoted to the preservice and inservice education of teachers in the advanced socialist society. Supreme political and state bodies emphasise the systematic character of the care aimed at shaping the personality of the socialist teacher consisting in the orientation of interest of young people to the teaching profession, their proper recruitment, all round training at the higher education institutions and last, but not least, their life-long education.

as an immediate, if not well paid, job;

b)   on teacher educators; redundancy in the profession and an unsettled, stressed staff result in an unwillingness to risk innovation and little research activity.

3   A decline in the birth rate in many countries has led to a reduction in the numbers of teachers being trained.

4   There is increasing central control by governments through the use of economic restrictions and the requirement of more accountability from all sections of the teaching profession.

Most influences were seen as negative; this may be an indication of the profession's conservatism?

Changes in national policy are seen as the quickest way to get actual changes in teacher education practices, especially where a policy change is backed by adequate resources.

New information technology is not reported as having had substantial effects on teacher education.

Pressures within an institution cannot be underestimated and the Powney/ Proctor grid needs to be modified to take account of this. Sharp divisions still exist between those countries which have, or do not have, universal primary and secondary education, and which differ in the opportunities offered for post-school education and training.

The Future of the Teacher Education in the 1980s and '90s Seminar

George A. Churukian, Illinois Wesleyan University, U.S.A.

Many participants attending the seminar at Harper's Ferry, in April 1983, expressed concerns about the future of TE 80/90. After discussions with many of them, these concerns were presented at the final evaluation session of that seminar. A questionnaire, based on the concerns expressed, was developed and distributed with the seminar proceedings. Responses were received from twenty-nine individuals from eleven different countries. In addition to agreeing or disagreeing with each statement in the questionnaire, most of the responses included comments. After tabulating the responses and reading the comments, a number of points emerged:

There are enough formal organisations in existence. It is not necessary to create another. However, there is a need for a forum to facilitate the exchange of ideas in an informal environment.

The present name, International Seminar for Teacher Education in the 1980s and '90s (TE 80/90), should continue in use.

The seminar should be structured as a forum for open and free discussion.

There should be an emphasis on the presentation and discussion of participants' research.

Invitations should go to teacher educators all over the world.

There should be an annual registration fee to take care of expenses.

A steering committee of the immediate past, present and immediate future convenors should be created. The steering committee should consult with individuals from various parts of the world.

5. Paper Groups

Participants were invited to submit papers for the seminar in advance. Authors were asked to produce two-page resumes of their papers and the collected resumes were printed in booklet form and circulated to all participants as pre-seminar reading.

Each paper presenter was asked to provide twenty copies of the full paper for use in paper groups. These complete papers were available to group members in advance of discussion sessions. Fifteen minutes was allowed for introduction or clarification of papers prior to discussion by the group.

The report which follows includes paper resumes. Copies of the full papers can be obtained from their authors all of whom are listed at the end of the report.

Teacher Education and Professional Development
Chairman: Jim Greenberg, University of Maryland, U.S.A.

Papers were presented by

James Brown, University of Western Ontario, based in U.K.
Ruth Caron, University of Regina, Saskatchewan, Canada.
Li-ho Chyu, National Taiwan Normal University, Taipei,
    Republic of China.
Michael van der Dussen, University of Leyden, Leiden,
    The Netherlands.
Maurice Erly, Prince Georges County Public Schools, Maryland, U.S.A.
Jim Greenberg, University of Maryland, U.S.A.
Mike Greenebaum, University of Massachusetts, U.S.A.
Les Gue, University of Alberta, Canada.
John Hansen, Florida State University, U.S.A.
Francesca Martin-Molero, University of Madrid, Spain.
Jean Jacques Pauleau, Bureau d'Action Linguistique en Ecosse,
    Glasgow, U.K.
Karlheinz Rebel, Deutches Institut fur Fernstudien, Tubingen, West
    Germany.

The meetings were also attended by

LeOra Cordis, University of Regina, Saskatchewan, Canada.
Eddie Miller, Sheffield City Polytechnic, U.K.
Hamad Sulayti, Ministry of Education, Bahrain.

The overall theme of the Paper Group was professional development. Each of the papers was generally related to that theme, but the diversity of topics suggested the broad range of perspectives which deserve consideration in this domain.

The group engaged in a final synthesis activity which focussed on the 'connectedness' of the various papers. A framework emerged expressing that connectedness and the group members agreed on the following description:

All papers could be connected to the concept of the nature of knowledge and how that relates to

1   the nature of learners (adult learners, in particular)

This paper will trace the development of an Interdisciplinary Arts Education Program recently implemented in the Faculty of Education at the University of Regina, Canada.

Emphasis will be placed on the relationship of crucial aspects of this Program to what might be termed the 'parent model'; the highly successful and internationally acclaimed Elementary Teacher Education Program.

Historically the success of the 'parent model' has generated additional programs at the University of Regina, Faculty of Education. These 'offspring' have been conceived to respond to a variety of needs in specific areas of Program Development; however, the derivation from the 'parent model' is unmistakable.

The newly implemented Arts Education Program although discipline-based has incorporated important components of the 'parent model.' Similarities and differences regarding theory and practice will be analyzed and rationalized within the body of the paper.

Included will be a brief survey of existing Arts Education Program models in North America as well as a chronicle of the enabling procedures which resulted in the implementation of the Arts Education Program in the Faculty of Education, University of Regina.

Extension education of secondary teachers training institutions in the Republic of China.

Li-ho Chyu, National Taiwan Normal University, Taipei, Republic of China.

Teacher education curriculum development in the Republic of China can be assisted by consideration of the necessary elements of theory and practice.

1 Introduction

This paragraph introduces the background and the system of teacher education which is in order to get the integration of the programs of teachers training institutions in the Republic of China.

The teacher education for elementary and secondary teachers is still on separate tracks. The Normal Junior College trains teachers for elementary schools and kindergartens. The Teacher College, College of Education, and Normal University are responsible for the training of secondary school teachers. The extension education is one of fundamental missions of teachers training institutions.

2. The evolution of extension education of secondary teachers training institutions

In China, the history of education has been for a long time, but the history of teacher education is no more than a century since the first Teacher College was set up·in 1897.

During the period, the programs of teacher education are only preparation of teachers, but there is little or nothing about the extension education. The programs of extension education were provided by the teachers training institutions until the central government moved to Taiwan in 1949.
The last three decades, the most marked development in extension education is the increase of the programs of secondary school teachers training colleges and universities.

3. The programs of extension education of secondary teachers training institutions

They fall into three patterns: day school programs, evening school programs, and summer school programs. The extension education is divided into two kinds: one is pre-service education; the other is inservice education. The former is for graduates from high school, junior college, and junior teacher college in order to cultivate the competency that a teacher needs; the latter is for teachers, professors, administrators, military officials, officers, managers, librarians and audio-visual practitioners in order to promote their professional efficiency.

Is it possible for us as teacher educators to create some distance from our own disciplines to see the relativity of the knowledge claims? What could be the role of those educational theorists who have not studied a particular discipline themselves? Is it possible and desirable to teach notions about learning without taking into account from the start the kind of knowledge it will be used for?

With some remarks about other approaches to these problems (e.g. by using the ideas of cognitive psychology) I conclude this paper, asking the group members to discuss these problems as they see them with their own experiences as teacher educator in different situations in different countries.

Customizing a needs assessment process for planning staff development: a model of collaboration.

James Greenberg, University of Maryland, U.S.A.
Maurice Erly, Prince George's County Public Schools, Maryland, USA.

Greater gains can be made when collective, multiple agency interests and resources (especially people and their specialised knowledge and skills), are focussed on customizing inservice programs based on the expressed needs of the participants.

The concepts and procedures described in this paper are notable for two reasons. First, they represent a practical yet uniquely thorough approach to assessment of staff development needs in a very large school system. Second, they are a result of a truly collaborative process involving Local Education Agency and higher education personnel in a fully cooperative endeavor from conception through planning, and administration. The underlying purpose of this process involved an attempt to combine genuine attention to the compelling mandate for involving affected parties in decisions about staff development with the massive objective of representing the views of thousands of professionals in a usable and practical form.

The concept of "involvement" is so fundamental now that it has attained a "commandment" status in staff development circles. Yet the enactment of the concept is often so superficial that it is regularly criticized by professionals as mere "lipservice" or "tokenism". The problem is exaggerated tremendously when the population to be served is so large that meaningful involvement in planning seems unattainable.

In the case described herein, a collaborative planning team was assembled to tackle the many problems involved in comprehensive staff development planning for a large school system. The team was an outgrowth of a long and productive history of Local Education Agency-Institution of Higher Education collaboration in many areas and levels of professional education, and its members were all actively engaged in successful collaborative efforts. Their task was to create a process which could produce trust, a psychological stake on the part of participants, and a valid quantifiable data base for planning.

The paper describes the following aspects of the process created by this team:

* Conception of the relationship of the perceived needs component to an overall needs assessment system for developing a comprehensive staff development master plan
* Makeup and roles of the collaborative team members
* Concept and design of pre-instrumentation seminars to gather "raw" concerns
* Field test and feedback process for final instrument preparation
* Data analysis categories
* Summary of actual results
* Implications for delivery of staff development services
* Suggestions for use of process by others

A teacher's habit of mind.

Michael Greenebaum, University of Massachusetts, U.S.A.

The world of the 1980s and '90s will best be served by a view of teaching which emphasises the creation of meaning rather than the discovery of information.

The focus of this paper will be upon the training component of the various projects, with special reference to the implementation of the training programs for Projects, 1, 11 and 111. In these projects, the Thai Ministry of Education and the Faculty of Education of The University of Alberta provided training in the philosophy, curriculum and administration of comprehensive secondary schools. The target group was chiefly school principals, assistant principals, and department heads in the project schools in Thailand. Some attention will also be paid to the in-service component of the Community Secondary Schools Project. In that project, two Alberta consultants, one located in Thailand for two years, a second, for six months, played a significant role in orienting the Principals of project schools to the philosophy and administration of community schools.

The Florida performance measurement system.
John Hansen, Florida State University, U.S.A.

In the last ten years, education research findings have begun to clarify specific teaching behaviours which ought to be a part of every teacher's repertoire of skills. The Florida performance measurement system is one compilation of such skills.

The Florida Performance Measurement System is a teacher evaluation/teacher improvement system which has been developed by the Coalition for a Performance Evaluation System in the state of Florida. The Coalition is a loosely bound consortium of public school districts, private schools, public and private universities, and the State Department of Education. Its early work was completed under voluntary financing by Coalition members; after its initial success, the state has since provided some of the funding. However, the voluntary membership and financial contributions continue. The formation and management of the coalition is a story, itself, but is not the focus for this resume.

The Florida Performance Measurement System grew out of a legislated need for a performance measurement system which was mandated as part of the Florida Beginning Teacher Program in its 1980 legislation. In that legislation, every teacher, beginning his/her career in the state's public school classrooms, had to join a district's Beginning Teacher Program. A Beginning Teacher Program had to provide a Professional Development Plan; a support team made up of a Peer Teacher, the Building Principal, and another educator with expertise in the teacher's field; and training appropriate to the needs of the beginner. At the base for most of the decisions were a mandated series of diagnostic and formative observations using a performance measurement system. Wide displeasure over the quality found in existing performance measurement system led to the efforts to create a new one. The Florida Performance Measurement System was the result.

The Florida Performance Measurement System has as its foundation, not a theory of measurement nor a theory of change, but the recent teacher effectiveness research findings. A team of educators led by B.O. Smith working for the Coalition at the University of South Florida reviewed teacher effectiveness reseach and compiled a list of teacher behaviors supported by research findings which had a direct effect on student achievement. The reader needs to note that the "filter" used this review was exclusively -- behaviors which effect student achievement. While it is admitted that there are other reasons for teacher behavior, it was determined that the sole focus for this system was to be student achievement. This focus will become obvious as the reader reviews the published materials.

After the review of research, the findings were arbitrarily divided into six clusters of knowledge -- we decided to call them DOMAINS. These are:

A. PLANNING
B. MANAGEMENT OF STUDENT CONDUCT
C. INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT
D. PRESENTATION OF SUBJECT MATTER
E. COMMUNICATION: VERBAL AND NON-VERBAL
F. EVALUATION OF ACHIEVEMENT

A document, KNOWLEDGE BASE OF THE FLORIDA PERFORMANCE MEASUREMENT SYSTEM, has been produced which describes the concepts and indicators included in each domain, the extensions and exceptions which might mitigate the conclusions, and a complete bibliography of sources used by the review team.

Authentic materials and a 1984 curriculum for modern languages in Scotland.

Jean-Jacques Pauleau, Bureau d'Action Linguistique, Glasgow, U.K.

Inservice training as an attempt at softening the conflict between political necessities and educational desirabilities.

Since 1976 extensive enquiries into curriculum and assessment - their relevance to the expected industrial society for the last decade of the century - have taken place among educationalists in Scotland. The main streams of thought have been :

- The "Munn and Dunning" enquiries, 1977-1982, whose main thrust has been on extending even further the concept of comprehensive education.

- The "Education for the Industrial Society Project", 1977-1982, outlining the needs of industry and commerce.

- The Council of Europe recommendations on the teaching of modern languages and publication of the "Threshold Level" by Van Eck, "Un niveau Seuil" by D. Coste and J. Courtillon, advocating a more learner-centered approach.

The philosophy behind the implementation of the new methodology and assessment procedures places the emphasis strongly on the side of learning a language "for use". It relies therefore on the provision of materials based on authentic social situations and on communication of social skills in the target language.

The emphasis on authentic communicative situations instead of on the traditional (translation/prose) methods makes heavy demands on INSET. Co-operating in providing the inservice courses for teachers of French are the Scottish Education Department, Cultural Services of the French Embassy, and Local Education Authorities.

The aims of INSET are threefold:

1 To upgrade the linguistic proficiency of teachers faced with a communicative syllabus.
2 To develop with them the teaching techniques inducing communication in the target language.
3 To develop assessment procedures retaining or enhancing communication through the use of authentic materials and/or situations.

The "Education 14-16" curriculum may, at first sight, have seemed to be an implementation of the recommendations of the Council of Europe on the teaching of modern languages. However, this is not the case. National and local constraints give it a distinctive and indigenous flavour. They provide an opportunity to identify factors effecting change towards authenticity, as well as the channels of communication that are of greatest moment in a decentralised system of education.

Educational qualification of personnel for teacher continuing education.

Karlheinz Rebel, German Institute of Distant Studies, Tubingen, Germany.

Continuing education will grow in importance for adult learners. Adequate teaching-learning designs are needed which are relevant to the requirements of day-to-day practice and reflect the possibilities of academic research. For these tasks, the teachers of continuing education to teachers, as professionals, must be adequately qualified. Their specific occupational field is the pedagogic meta-level as point of reference for selecting and structuring continuing learning opportunities. Besides a solid knowledge of educational science a high degree of self-determination is necessary to help to develop a professional identity and self-concept.

For the choice and weighting of the contents to be studied the following guiding criteria are valid:

-"They must be relevant and up-to-date with regard to the daily practice of further education: - they must be suitable for an academic treatment and have a certain status within the systematic structure of the science of further education: - they should match the learning interests and qualification requirements of the addressees."

5. Possibilities of using distance study (independent/open learning) materials for the education of teacher continuing educators - a brief survey of a DIFF -project.

The cornerstone of modern studies as developed by the DIFF is the pedagogic principle of guided, open, independent learning. The element of guidance is not spoon-fed to each student in equal doses, but must be traded and differentiated according to the learning habits and potential of the individual. The DIFF offers its services to its partner institutions, which organize and run the courses for the further educators, in such a way that
- distance study materials: whole modules or part of them including external productions are selected and put together by the DIFF to cover the thematic area needed by the partner institution and the individual learner, or it makes suggestions for material packages on particular problems specified by its partner institutions which know the needs of the learners in their neighbourhood best and are able to offer options to them.

Research Issues in Teacher Education.
        Chairman: Janet Powney, North East London Polytechnic, U.K.

Papers were presented by

        Safder Alladina, University of London, U.K.
        Bibiane d'Anjou, University of Montreal, Canada.
        Albert Buisman, State University Utrecht, The Netherlands.
        Jaap Buitink, University of Groningen, The Netherlands.
        Doug Coulson, University of Maryland, U.S.A.
        Len Gusthart, University of Sasketchewan, Canada.
        Bill de Lorenzo, University of Maryland, U.S.A.
        Hilda Mafud, Academia Superior de Ciencias Pedagogicas,
            Valparaiso, Chile.
        Hans Voorbach, Free University of Amsterdam, The Netherlands.

The meetings were also attended by

        George Churukian, Illinois Wesleyan University, U.S.A.
        Maria das Gracas Furtado Feldens, Universidade Federal do Rio Grande
            do Sul, Brazil.
        Edit Moltke-Leth, Copenhagen, Denmark.
        Ken Osborne, University of Manitoba, Canada.
        Toni Sheehan, University of Toronto, Canada.

In focussing on research issues in teacher education, the group considered

1   the appropriateness of methodologies used in teacher education research.
2   the influence of teacher education programmes upon the subsequent teaching behaviours of intending teachers
3   preparation for, and methods of, teaching language in the bilingual or multilingual school

Conclusions

The monolingual myths which appeared in the form of the assimilationism 'linguistic mismatch', and the linguistic interference have been sufficiently discredited now. In addition to recognizing the intrinsic value of languages, all teachers have to become aware of the psychological, economic and legalistic arguments in support of multilingualism. We have to start valuing our 'ethnolinguistic diversity' in the way suggested by Fishman (1982) and approach linguistic diversity as an 'oceanic circle' as suggested by Pattanayak (1981).

Observing in an educational context: the essential function of subjectivity in participant-observation.

Bibiane d'Anjou, Universite de Montreal, Quebec, Canada.

Research report including a description of the process by which teachers have adopted a joint role of intervener and observer.

In this presentation, I shall explore dimensions of participant-observation (P/O) in teacher-education, from the data of an on-going research with specialized teachers.

Participant-observation, a relatively new avenue among the research to get data from the direct observation has been used and applied mainly by sociologists and anthropologists, in the field of education. The research works of Rist, R. (1976), Belanger, J.T. (1979), Bogdon, P. (1973), Bruyn, S. (1966), Pine, G.A., Glassner, B. (1978), Glaster and Schwartz (1972) are among the best known publications in the USA. Very, very little work has been done by education specialists.

After a 200 day experience of participant-observation in a classroom in order to study the function of interactional processes in teaching (1979), I came to consider the idea that teachers would gain much knowledge and experience in becoming participant-observers, and part of a research team (action research).

A strong belief among teachers contributes to make them identify observation and action as two parallel processes. The representation of concomittant processes (action and observation) seems very difficult for them to attain.

In this presentation, I would like to describe for discussion the process along which teachers have adopted a joint role of intervener and observer. The training method was inspired by the work of Glasner and Schwartz (1972) who have identified five steps for the acquisition of participant-observation abilities. At the present moment, the two first steps have been worked out successfully. They pertain to the familiarization with situations and the acquisition of a "controlled subjectivity". This second step brings into light a new avenue for the use of knowledge and experience; mainly it leads to a high sensitivity to the contextual dimensions which bring a a new understanding of cues. The last contribution seems to promote a change in the definition of the role of teachers...

Promises and difficulties are going to be demonstrated and discussed; questions will be used to promote the discussion.

Teacher education: the relation between child-centred and student-centred orientations.

Albert Buisman, State University Utrecht, The Netherlands.
Wim Westerman, Christelijk Pedagogisch Studiecentrum, Hoevelaken, The Netherlands.

The relative importance of contacts with children, and the development of a familiarity with youth culture, and interaction with adults, to practice cooperative techniques and develop personal interests, in teacher training programmes.

By means of interviews, recordings of discussions between the students about their experiences in school practice, observations of lessons and students' reports, we investigated the causes and nature of the changes of 6 students. In describing these qualitative aspects of development we used the so-called 'subjective educational theories'. Heymann (1982) studied the implicite motives of teaching-behaviour. These (implicite) motives were called 'subjective educational theories'.

A subjective educational theory contains all the aspects of knowledge, attitudes and skills that are at work and are used during teacher-activities. Those 'theories' are indissolubly connected with the teaching person. The subjective educational theory also contains personal preferences and disfavours, prejudices, irrational thinking, intuitions and values. The 'theory' is situational: it can differ in different situations. The 'theory' is not a theory in the scientific way. The theoretical character of the theory is given in the ability to reflect on acting. The theory functions not merely as a guide for acting but as 'map' by which one orientates his actions.

The results of the quantitative part of the survey were as follows; Changes in teacher anxiety occured. The anxiety decreased significantly during the period of teacher-education. In regard to teacher-concerns, a slight change was measured from concern about 'self' and 'task' towards 'task' and 'pupils'.

Results of the qualitative part of the study indicate the following conclusions:

The content of the subjective educational theories

Each student has his own frame of reference. Such a frame indicates the main 'coloring' of subjective educational theory: One student sees teaching in the light of previous experiences as a pupil. He changes his frame during his teacher-education toward "experience of the pupils in the classroom". Two students see teaching in the light of fear for disciplinary problems. And two students have open, many-sided, frames. The six students have in general four main directednesses in their theories. Each of them differs in the content and valuation of these directednesses. The four directednesses on teaching are: own performance, their relations with pupils, the learning of pupils and the methods of teaching.

The changes in subjective educational theories

Changes in statements about teaching do occur. When also changes occur in the teaching behaviour one may say that changes have taken place in the subjective educational theories. In looking at these changes of 'theories' we found three different types of 'status of subjective educational theory', each student having one certain status:

1. The subjective educational theory is empty. The student has only few ideas about education. His approach is one of: "I'll see what happen". During the teacher-education the theory is getting shape, is built up.
2. The subjective educational theory has a certain content and has a dynamic character. Perceived laws of events, expectations and feelings about education change easily as result of new experiences. The student will adapt his behaviour to the perceived situation.
3. The subjective educational theory has a certain content and has a stable character. The student is certain about his ideas and is now inclined to change that. New experiences are other confirmation of his ideas or being rejected. His theory is a filter, his perceptions are very selective. The statuses as described can be seen as polarities

Furthermore we found that changes in directednesses which students did not forsee occur as a result of 'critical incidents'. These critical incidents are incidents within the educational theory. This means that an incident in a classroom can become critical in reflecting on that incident and something unexpected shows up. Other people, like fellow-students, teachers or the supervisors of the Teacher-training centre, play a very important role in these critical incidents. Things said by those people have the effect of 'lighting a fuse'. Changes that are forseen by the student do occur without critical incidents. Development of (the theory of) the student is gradually instead of shock-wise.

The terminating of subjective educational theory proves to be a very adequate means to describe individual changes of teacher-students. So it is a contribution to the development of more objective methods to evaluate the individual effect of a course on teacher-training for a student.

Immersion education: a viable curriculum for establishing near-native competency in a second language.
William de Lorenzo, University of Maryland, U.S.A.

A report of a survey of parents whose children were attending second-language immersion education programmes.

Second language immersion education which, in North America, had its origin in St. Lambert, Quebec Canada, has been adopted by selected elementary schools in at least fourteen states in the U.S.A. The new approach to "early second-language acquisition in the U.S. is gaining in popularity and has currently been implemented in selected school systems in California, Louisiana, Maryland, Massachusetts, New York, Ohio, Oklahoma, Oregon, Texas, Utah and Wisconsin.

Immersion Education as defined in the U.S., encompasses the presentation of elementary school (K-6) subject matter in a language other than English. Immersion programs may be classified as total or partial. Total immersion is characterized by the presentation of all subject matter in the second language (L2) during the first two years of instruction with a gradual introduction of the negative language (L1) in the third year, until a 50/50 (L2/L1) ratio is achieved in the sixth grade. Additionally, the emphasis in total immersion programs is on the learning of subject matter in L2 rather than language instruction per se. Partial immersion advocates teaching some subject matter in L2, however, emphasis is placed on the learning of L2.

Parents, a crucial factor in the growth and continuation of immersion education in the U.S. were surveyed during the 1982-1983 school year. The preliminary results of that survey showed that two major reasons for enrolling youngsters in immersion classes were to promote cross-cultural communication and to challenge their intellect. This survey also revealed that parents with varied educational backgrounds and careers choose immersion programs for their youngsters. In general, immersion parents are quite satisfied with their children's progress in immersion classes. Many have noted improvement in their youngsters listening skills and self esteem. The numerous anecdotes which parents shared through the vehicle of the survey instrument attest to the pride and pleasure which many are experiencing as they observe their youngsters mastering and utilizing L2 to a degree of competence which is far beyond that which they (the parents) were able to achieve in their own linguistic persuits.

In addition to the native-like mastery of L2, a most welcomed universal observation in immersion education is that the immersion youngsters do not suffer any permanent loss of native-language skills or knowledge. Indeed, in some programs, the students oral skills were found to be far superior to those of their non-immersion peers. Additionally, immersion students' achievement in regular academic subjects; e.g., math, science, social studies, revealed that they perform equal to or above their non-immersion peers.

Instruction or teaching English as a second language?
Hilda Mafud, Academia Superior de Ciencias Pedagogicas, Valparaiso, Chile.

Contrasting approaches adopted in the teaching of English as a second language.

A common assumption in the teaching of foreign languages, most of the times unconscious, is that it is enough to hand in to the students a complete set of lexical and syntactic structures to assure the learning of the language. It seems, most of the times, that the teacher of languages views the programme as a list of compulsory requirements which must be covered within a fixed time.

The modern challenge for a teacher nowadays is to view each subject as part of the whole process, and to acknowledge that the educational process is progressive.

Teacher Education in a Changing Society.
        Chairman: Olivia Miquel, North East London Polytechnic, U.K.

Papers were presented by
        Harley Adamson, Weber State College, Utah, U.S.A.
        Gordon Fulcher, West Sussex Institute of Higher Education, Bognor
        Regis, U.K.
        David Kuhlman, University of Papua, New Guinea.
        Art Mehaffey, Cuttington University College, Monrovia, Liberia.
        Kjell Nesse, Bergen College of Education, Norway.
        Blaine Parkinson, Weber State College, Utah, U.S.A.
        Richard Riggle, Coe College, Iowa, U.S.A.
        Frances Slater, University of London, U.K.
        Livinus Ukachi, University of Jos, Nigeria.

The meetings were also attended by
        Seth Bansa, Cuttington University College, Monrovia, Liberia.
        Anna Mae Golden, Italy, (based in U.S.A.)
        Amy Mazur, George Washington University, Washington, U.S.A.
        Svatopluk Petracek, Charles University, Prague, Czechoslovakia.
        Mohammed Zafer, King Abduloziz University, Madinah, Saudi Arabia.

The papers presented were concerned with the processes of teacher education.
Political and economic constraints on this process were described in both
positive and negative terms. The articulation of theory and practice in
the organisation of initial teacher education and the relative importance
of field-based teaching experience were considered. Teacher competence
and desired teacher behaviours were related to elements in teacher training
programmes. Humanistic and mechanistic approaches were contrasted.

Experiencing competency-based teacher education at Weber State College.
        Harley Adamson, Weber State College, Utah, U.S.A.
        Blaine Parkinson, Weber State College, Utah, U.S.A.

A description and evaluation of the Weber State competency-based teacher
education programme after twelve years of accreditation.

      A number of teacher training institutions in the United States experimented
with competency-based approaches to teacher education in the late 1960's
and early 1970's. One of those which received substantial recognition
was Weber State College in Ogden, Utah, where the teacher education program
was selected for the prestigious AACTE Distinguished Achievement Award
in 1971. Since that time, interest in the CBTE movement has declined to
some extent, although many of those characteristics which distinguished
the movement are still in evidence in teacher education programs throughout
the U.S. today.

      The Weber State College CBTE program is the only route to certification
available on the campus, and has retained its commitment to the competency-
based approach since its inception, though a number of evolutionary changes
are evident in the present program, and a major overhaul is currently in
progress in an effort to substantiate the teacher behaviours sought through
training in the program with a sound research base. Over that period of
years the faculty in the Weber State program has gained many insights into
the operation and applications of a competency-based system. Several cate-
gories of questions regarding the development and use of a competency-
based teacher education program seem to recur. A few of those are included
here:

Other questions range through the relative cost of a CBTE system, its impact upon the total college campus, the transferability of such a system, and specific operational details such as the conduct of field experiences. The answers to such questions provide insights not only to Weber State's approach to a competency-based system, but also into the general nature of CBTE. Many of the answers vary from one setting to another, while others are still changing. It is possible to draw some significant conclusions, however, after fourteen years of operation of such a system. Briefly, those include:

1. The theory and philosophy behind CBTE are sound, and proven in practice, both in teacher education and in a variety of other areas.
2. Although they may differ widely in practice, CBTE systems have common identifying characteristics.
3. Adjustments on the part of both faculty and students are required in order to accommodate a competency-based approach.
4. The very nature of the competency-based approach gives it broad applicability. Such a system can supplement limited resources in faculty and materials; and define and maintain quality in developing countries, outreach programs, and even in traditional classes. Its implications for certification, college graduation standards, and possibly even teacher selection and retention are as yet unexplored.
5. The operational process in competency-based systems assumes significance in the impact the experience has upon students and faculty.
6. The public nature of objectives and instructional materials is a valuable quality in competency-based systems.
7. Administrative support is essential to the success of a CBTE program.
8. The competency-based approach is fundamentally humanistic, rather than mechanistic, as is often suggested.

Personal evaluation and teaching qualities.

Gordon Fulcher, West Sussex Institute of Higher Education, Bognor Regis, U.K.

Relates a description of work with students and teachers, in which methods are used which elicit personal constructs in order to evaluate individual teaching quality, and to examine carefully critical areas of the curriculum, to recent government recommendations.

Two recent publications in Britain within the last twelve months have provided evidence of radical initiatives to be taken with reference to teacher training. The White Paper Teaching Quality attempts to advance the quality of teacher training by furthering professional links between schools' training institutions, validating bodies and employers. The White Paper stresses that 'qualifications and training alone do not make a teacher. Personality, character and commitment are as important as the specific knowledge and skills that are used in the day to day tasks of teaching'. (Crnd 8836, para 26). Again a recent survey by Her Majesty's Inspectors 'found that the personal quality of the teachers were in many cases the decisive factor in their effectiveness' (HMSO 1982). In the White Paper the Secretaries of State set out criteria against which current and future initial training courses would be approved by the D.E.S. Thus a clear distinction is made between validation and accreditation.

The Secretaries of State have established the principle of consistency in the assessment of courses and therefore it is the intention to establish a Council for the Accreditation of Teacher Education. The membership of the Council will comprise of practising school teachers, teacher trainers and employers of teachers and the aim will be to advise the Secretaries of State as to the best practice in teacher education. Under the specific criteria there is an expectation that 'institutions will seek to identify students who are satisfactory academically but unsuited to teaching (para.6)

Again there is a clear statement that students should be able to adopt the flexibility of response necessary given the diversity of children and schooling. What is necessary is that 'opportunities should be provided for students to reflect on and learn from their own classroom experience' (para 12).

The Goroka Teachers' College model has demonstrated over the last nine years the value of a block or extended student teaching period. A review of the literature related to the rationale for block teaching practicums would seem to support, on educational grounds, the inclusion of an extended teaching practice in teacher education programmes. This argument is further supported by the uniqueness of teacher education programmes in LDC's. There exists both pedagogical and practical grounds for teacher education programmes in less developed countries to demand that sizeable portions of teacher education programmes be devoted to extended field-based experiences. There may even be some lessons for developed countries.

Liberia's priority for the '80s: inservice education for elementary teachers.
Art Mehaffey, Cuttington University College, Monrovia, Liberia.

A report of Liberian inservice teacher education programmes designed to upgrade untrained and uncertificated elementary teachers.

One of the basic problems of education in Liberia is the presence of a large number of untrained uncertificated teachers in the educational system. Untrained and uncertificated teachers have neither had any professional training nor had any certification to teach according to the terms and conditions set out by the Ministry of Education in Liberia. In a recent publication by the Ministry of Education, it is noted that only 29% of a total teaching force of 7,182 teachers are trained and certificated. (Ministry of Education 1979: 10)

The Liberian Ministry of Education received a loan from the World Bank to assist in upgrading these teachers. The Ministry of Education contracted with the University of Liberia and Cuttington University College to carry out this upgrading program. This paper presents aspects of the Cuttington In-Service Teacher Education Program (CINSTEP) to upgrade 900 in-service elementary teachers from 1984 through 1988.

The CINSTEP Philosophy is based on the active participation of the teachers. It is a "hands on," "make it," "take it," and "use it" philosophy aimed at improving the competencies and professional performance of the untrained and uncertificated teachers. The untrained and uncertificated teachers have not had the opportunity to participate in in-service courses, workshops and seminars where they can develop professional knowledge, skills and attitudes for effective teaching. The opportunity is also provided for the continual monitoring of the adaptive behaviour of the participant during his/her supervised teaching.

The courses have been divided into two areas: the professional courses necessary for the Grade "C" certificate; and subject matter courses. The program is divided into three phases: two eight-week sessions held during the long vacation period; and one semester of supervised teaching in the local schools. The professional courses include Educational Psychology, Foundations of Education, Instructional Methods, and Supervised Teaching. The subject matter courses include Science, Language Arts, Mathematics, and Social Studies.

The first year of the CINSTEP has been completed in January and February, 1984, with over 200 teachers completing Phase 1. The activities included arrival on campus, an opening program, a reading placement test, an orientation to campus, and the beginning of classes during the opening week. Classes, some soccer matches, visits from educational personnel, and movies took up most of the typical week's schedule. The final week saw final exams, evaluations, a picnic, and departure.

The faculty were all holders of educational degrees with five doctorates, seven masters, and eight bachelors in total. The faculty performed very well in general. The staff were mostly regular members of the institutions. The staff was also an asset to the program. The students, or participants, were mostly in-service elementary teachers who were high school graduates who were from Bong, Lofa, and Nimba counties but had no teacher training.

With this background we will try to organize the first year of education for class teachers in a way that may give the teacher students an experience with co-operation between the involved departments. At the same time we will look at possible benefits with a better co-ordination between the different school subjects and between these and educational theory and practice.

To achieve these aims we will form groups consisting of

- 20-25 students
- 5-6 practice teachers
- 1 teacher of educational theory
- 1 teacher of religious education
- 1 teacher of Norwegian language
- 1 teacher of methodology

Within the group we will try to give information about planning, content, working methods, how to prepare the practice periods (student teaching) etc.

It is also a question how the theory teachers can be more involved in the students' teaching practice, and also how these teachers can make use of the practice teachers with their long and "up to date" school experience.

Decisions based on analytical thinking: a critical issue in education for excellence.

Richard Riggle, Coe College, Iowa, U.S.A.

Teacher training programmes, acting in concert with the public schools, must structure the learning environment to increase the probability of student teacher responses including analytical assessment and matching of curriculum material and individual student needs.

During 1983 a series of reports critical of public education in the United States received considerable attention from the national media. Regardless of the motives, procedures or conclusions derived from the studies, such criticism gave educators cause to reflect upon the present state of our educational system. Although a wide variety of possible solutions have been recommended, this paper will focus on a position generated by Tupper (1983) in her cover letter to the membership of the Iowa State Education Association:

> We advocate a transformation of schools and teaching so that the needs of the average child can be met on a personalized basis. Schools need to be places where teachers are free to diagnose the learning needs of individuals and to prescribe individual remedies. What we are calling for is universal personalized instruction instead of universal mass instruction.

It is, therefore, Tupper's belief that excellence in education is accomplished through the implementation of personalized instruction. Such a strategy is contingent upon the classroom teachers ability and willingness to perform child-centered diagnosis and treatment (i.e. clinical teaching).

Assuming that Tupper's position is valid, and desirable, the establishment of clinical teaching as a prefered model of instruction would require a number of changes in teacher training programs, as well as a modification of the school environment.

Perhaps the most fundamental prerequisite for operationalizing clinical teaching is the way teachers process information when confronted by learning problems. At present, the dominant mode of thinking is not specific enough to accommodate the "cognitive gaps" between a students current level of functioning and the school's anticipated goals. Adults tend to think in the most economical fashion by clustering bits of information into more manageable generalizations and principles. The prevailing policy for servicing children who fall outside the mainstream of academic performance is to place them in a category and then identify a treatment program based on the categorical designation. Clinical teaching, in contrast, is differentiated from more conventional methods of instruction by its base in analytical thinking.

A central weakness of the document and its limited view and limited response
to the needs of teaching and teaching quality lies in its atheoretical
stance. It is not a document which takes as guidelines, ideas and lines
of thought developed in educational theory itself though it is very much
concerned with that ever present divide in education, theory and practice.
The white paper adopts a means to end view. It lacks any of the insight
which a view of educational theory as normative theory could give. A cons-
ideration of what should be, what ought to be is lacking apart from resource
management considerations. Equally lacking is any sense that the writers
of the paper are engaging in a critical and systematic reflection on educa-
tional practice and building theory from there. A critical reflection
upon practice would yield more for defining an adequate concept of quality
than the resource management view which prevails.

The tone of the paper is managerial and the concepts are management conc-
epts. This may be a necessary stance for those representing a central autho-
rity to take but it is not a sufficient one. The language is management
language, the language of managing a business. A paper called Teaching
Quality is concerned only with supply and demand, costs and budgets, match
and mismatch, training and provision, criteria and qualifications. The
paper views teaching and teachers as products and fails to be sensitive
to teaching as a process and to teachers engaged in a process. There is
a mismatch, a mismatch between a document purporting to be about teaching
quality and the range of variables it regards as linked to teaching quality.
The concept of quality is limited to those aspects of the concept which
can be managed at the most general level. If such a limited concept of
quality becomes the working, managerial concept of teaching quality, orien-
ted to the provision of products, then the notion of teaching and educating
of what is involved in the process is thereby blotted out, ignored. Much
more thought needs to be given to what constitutes quality in teachers,
teaching and teacher training. The paper could have been more honestly
called "Managing Teaching", and as such it would have been seen to be clear-
ly about resource management and provision. To blur that concern by linking
it to quality puts the document squarely in the centre of present government
metaphor and rhetoric. We are to believe that the national cake is only
so big, that tightening the belt, more careful management of resources
(assuming a past profligacy), balancing the budget, matching resources
and provision are necessary control procedures and not only necessary con-
trol procedures but quality control procedures. Such strictly economic
and managerial concepts must not be allowed to stand in for and to dominate
a view of teacher education and training.

A more adequate view of what consititutes quality can be built up by acknow-
ledging that teacher training and teaching is about people and not products,
it is about a human enterprise not a manufacturing one, it is an enter-
prise at many scales and a human oriented enterprise more susceptible of
qualitative evaluations than quantitative measurements in its inputs and
outputs. The organisation of a home is more analogous to the running of
a school or a teacher training programme than the running of a factory
or a business.

We need to build up the concept of teacher quality and define this in terms
of human qualities and personal qualities to set alongside the strictly
managerial concerns of central government. The result of such thinking
would be to expand and to give a different shape and emphasis to teacher
training courses and the criteria for their approval.

As I reflect on ten years of experience in teacher training I am sure of
the significance of at least two variables in the making of a good teacher.
The personal qualities possessed by students, the maturity, the stage of
their development in the process of realising their own potential and limit-
ations as people and as people in relationship to other people are preemin-
ently crucial to themselves and the children they are beginning to teach.
Many more people can acquire the necessary knowledge qualifications than
the necessary personal qualities. What kind of teacher education course,
what kind of validation criteria is needed then to enhance teaching quality?
I am sure of a second point and that is that a rapid socialization into
teaching and schools is not necessarily beneficial to students, future
teachers or children and their education. A speedy and tight syncroni-
zation into what schools presently demand can militate against an increase
in quality. The teacher training year and the probationary year would
be best handled jointly by the same institution to give students a help
and guidance over a longer period. Skilled tradesmen used to serve five
and seven year apprenticeships. The ludicrously short period of training
given to teaching stifles the birth and flowering of quality.

In the light of the scarcity of "hard facts" about the influence of popular culture, it is the style of this paper to pose questions as a way of deriving possible implications for the work of teacher educators.

*Popular culture is the combination of television, radio, recordings, films, periodicals and fad luxuries aimed at a mass market and manufactured for high financial profit.

Concept and development of ethnic minority supplementary schooling in urban centres in Britain.

Cornel DaCosta, North East London Polytechnic, U.K.

A consideration of the origins and development of black supplementary schools and the implications of this development for multicultural education.

This paper examines the growth of supplementary schooling in urban centres in Britain with special reference to black supplementary schools.

Firstly, there is an introduction to the origins, formation and growth of black supplementary schools as a phenomenon for over a decade and how their emergence relates to the reality of educational disadvantage among the Afro-Caribbean community in Britain.

Secondly, there is a discussion of their operation, and the form of their development through community initiatives.

Thirdly, the paper considers some implications of such developments for teachers, teacher educators, and initiatives in multi-cultural education.

The theoretical considerations include an examination of:

1. Economic and social reproduction in relation to dominant and subordinate groups in society.
2. The emergence of oppositional coping strategies among disadvantaged minorities to secure economic and cultural rights through the reinforcement of identity, forms of resistance and political education.
3. The role of ethnic minority intellectuals in mobilising emancipatory and liberatory forces in the contestation of hegemony.

Terms of social work experience and education by projects in the training of teachers.

Toon Dijkstra, RK Pedagogische Academie, Maastricht, The Netherlands.

An evaluative report of social work experience included in the training of primary school teachers.

Attempts are being made at the Roman Catholic Training College for Primary School teachers for children of 4 to 12 years of age at Maastricht, to give form to education by projects by means of social work experience.

Besides training in separate disciplines, approximately half of the theoretical subjects are organised in projects.

One of the chief aims of education by projects in our training college is to give the students an insight in the social reality in which they live and within which the training takes form. Within the framework of this education by projects the students carry out field work in short so-called 'terms of social work experience' in social organisation, schools, different kinds of quarters, businesses, etc.

Teacher education in developing countries.
Floresse Muriel Gill, Castries, St. Lucia.

A report of non-conventional programmes for unqualified teachers in the Caribbean. The use of school-based 'self-help' groups and distance-learning techniques are discussed.

The countries of Latin America and the Caribbean within a UNESCO forum discussed plans for a Major Project in education to nationalize their education systems and to achieve 100% literacy by the year 2000. The need for trained teachers to support the project is paramount, to deal not only with this but to counteract the unsatisfactory results of poor instruction which derives from too large a ratio of trained teacher to number of pupils in very congested classrooms.

The most urgent need is for the education system to be rid of unqualified teachers. Some strategies and approaches for resolving the problem were proposed. The proposals are based on the premise that training can be undertaken in non-traditional ways and outside of training institutions in order to expedite the programme for a large number of teachers to be trained with some urgency.

That a wider framework be provided for training is critical to the propositions. Headteachers and deputies are to be incorporated as supervisors. In the process they will be re-trained themselves. The schools must take some responsibility for school-based curriculum activities in co-operation with other schools in the same district and in collaboration with district education officers who can provide considerable professional leadership. This approach is meant to achieve some measure of decentralization and participation by a large number of teachers, each helping the other in what may be regarded as a "boot-strap" operation.

Because of the rapid increase in knowledge and information as well as the availability of computers, it has become necessary to retrain teachers in order to enable them to cope with the processing of information, the mass media and different modes of communication. It is thought that the existing Teachers Colleges and University Departments of Education could undertake these aspects of the training and to adapt their programmes to these developments in education. Distance teaching techniques now being operated by some universities could be extended for further use and that ministries of education should tap this source for the training of both undergraduate and graduate teachers.

Other sources can be effectively utilized for the training of teachers in science, and technology and technical education. Some of the sources were identified. The shortage of teachers in craft, music, drama, can be met by co-opting skilled people from the non-formal sector.

There is the hope that in-service training will be an important aspect of the whole project. Part of this training can be provided in curriculum development workshops, where teachers normally develop a high level of interest in devising curriculum for their students. They learn to select relevant content methodology and materials suitable for the peculiar nature of their classrooms. They become commited to use the programmes they have planned. As part of this in-service, it would be an advantage if the UWI/-USAID project could be extended rather than terminated.

The prospects may not be wide in scope but they present a departure from the institutional forms. And it is envisaged that through a major thrust, most countries can reach their desired targets for trained teachers in five to six years. Success is possible as can be seen from the achievement of some countries in the Caribbean region.

Towards a feminist model: some sociological and personal notes.
Moti Gokulsing, North East London Polytechnic, U.K.

An exploration of conceptual difficulties encountered in moving towards a sociological definition of a feminised society.

111. Guidance and Counseling in Teacher Education

Today, in all 12 Teachers College, they all have established guidance and counseling centers to help our will-be teachers to learn techniques and methods of the role as a guidance counsellor and to enhance the internal balance and growth of our students as well.

Educating for survival.

Harold W. Sobel, Queens College, City University, New York, U.S.A.

Reporting movements toward the development of a curriculum for the nuclear age; including the increased involvement of parents in determining school curriculums to offset the influence of government policies directly against community interests.

In a nuclear holocaust dust and soot from the world's burning cities and forests would blanket the earth, blocking as much as 95% of the sunlight and lowering the temperature to below zero. Thus, a Third World War means the end of mankind.

Each year, 15 million children under the age of five die of malnutrition and malnutrition related diseases.

It is estimated that 75-85% of all cancer in human beings is caused by man-made substances. 12,000 toxic chemical compounds are currently in use by industry and more than 500 new chemicals are developed each year.

Despite a nuclear "overkill" capacity which can destroy the Soviet Union more than twenty-five times over, the American nuclear arsenal continues to grow at the rate of three H-bombs each day.

These are but a few of the grotesque realities with which we live. Our politicians address themselves to these problems only on occasion; our schools hardly ever. Educators create curricula rich in arcane and irrelevant facts, but ignore the life and death issues which spell the survival or demise of our civilisation. We can no longer enjoy the luxury of "lecturing on navigation while the ship is going down". Today, as never before, we are in a race between education and disaster. Our schools must start educating for a changing world. They must cease being an agency for the maintenance of the status quo. While schools must transmit the cultural heritage, this by itself is too limiting a role. Schools can and should assume a reconstructionist function.

If this advice sounds familiar, it is because George S. Counts urged it in the 1930's, Smith, Stanley and Shores in the 1950's, and Theodore Brameld over four decades. Under the rubric social reconstructionism, a philosophy of education emerged which held that in times of value conflict, when confusions and contradictions beset the culture, the school's function should be to resolve social conflict through democratic consensus. It could do this by making controversial issues the heart of the curriculum. Critics of this approach charged that it was a radical scheme to indoctrinate American youth. Schoolmen, by and large, refused to implement any of the reconstructionists' recommendations. Oblivious to the real needs of society they continued to traffic in eternal verities. To borrow McCluhan's metaphor, they were driving a speeding car down a crowded street while looking through the rear-view mirror.

While schools are supposed to reflect society and serve a conservative function, there is precedent for them being in the vanguard of social change. Colleges and universities have, at times, been the source of criticism and reform. The classic example was the University of Wisconsin during the LaFollette era. During the 1960's many colleges were receptive to anti-Vietnam War Activists. Universities have also been quick to introduce black studies and women's studies programs. Such courses change the traditional focus of scholarship and demonstrate sensitivity to groups which have suffered severely from discrimination.

Currently there is a significant movement underway to educate about the prospects and consequences of nuclear war. Multidisciplinary symposia have been called at the national level to investigate the role of higher education in the nuclear crisis. The number of college and university

Teacher's encouragement as a factor in adolescent development and learning.
Isabel Alarcao, University of Aveiro, Portugal.
Jose Tavares, University of Aveiro, Portugal.

A report of research in progress relating teaching strategies designed to 'encourage' students to the development of adolescents.

This paper presents a research project entitled Development, Learning, Supervision, which is being developed and coordinated by the authors at the University of Aveiro, Portugal (Departamento de Ciencias da Educacao) and is financed by Fundacao Calouste Gulbenkian. Taking Vygotsky's view of learning as a dynamic force likely to speed up human development and teacher's encouragement as a motivating factor in pupils' learning, the study focuses on four main research questions: (1) How do teachers encourage pupils to learn? (2) How do pupils perceive teachers' encouragement? (3) Do teachers' forms of encouragement vary according to pupils' age and sex? (4) Do pupils' age and sex make any difference in the way they perceive teacher's encouragement? The term "reinforcement" was avoided because of its association with mechanistic, external aspects of learning. Instead, "encouragement" was selected, though it is not frequently found in the research literature.

This investigation confines to the age level 10-17, not yet deeply studied. Forms of encouragement as used by teachers and perceived by pupils will be identified on the basis of answers to questionnaires to teachers and pupils. The relevance of the topic, the small number of studies on it, the need to investigate on adolescents' development and learning as well as to develop materials for teacher education justify this study.

The project is to be implemented in three stages. At a first stage, an exploratory questionnaire will be administered to about 320 pupils and 320 teachers in order to identify the most relevant ways in which teachers encourage their pupils. A second questionnaire to be administered to a wider sample will then be made on the basis of data collected in the first stage. Finally, materials to develop teachers' skill in encouragement will be designed. To develop the first questionnaire, a brainstorming strategy was used. The approximately 40 possible ways of encouragement which came out were then narrowed down to the 15 which appeared to be the most significant items to be included in the questionnaire. This was finally elaborated having in mind three different age levels (10-12), (13-15), (16-17).

Levels of difficulty in the texts of examination questions : implications for teaching in a second language situation.
Sybil James, University of Ibadan, Nigeria.

It is a common assumption among educators that as long as examination questions are carefully worded, "simple," and free from ambiguity, students' failure to make appropriate responses stems from inadequate preparation of the course content, a deficiency in their learning ability, or carelessness on their part. This paper sets out to draw attention to another important variable which might contribute to the candidates' failure to respond appropriately to instructions, namely, the nature of examination questions and the cognitive demands made upon students when they have to process instructions as presented through examination questions.

Personal experience as a student and teacher in various Third World countries on either side of the Atlantic, all of which were formerly colonised, shows that the reading of instructions in order to carry out specific assigned tasks is not an integral part of formal or informal education. Oral explanation by adults and/or peers tends to be the norm. When a learner brought up in this type of environment moves into an industrialised society where there is total dependence on reading of instructions for efficient functioning, the transition is not always easy.

Examination questions form a specific category of instructions. When they are viewed against this background, the extent to which they pose a problem for the candidate presents itself as an important area of academic enquiry.

Secondly, in a search for conceptual clarity the terms multi-cultural, multi-racial and multi-ethnic are examined in order to provide an adequate framework for curriculum development at all levels of education.

Thirdly, early data from case studies (in progress) investigating the interpretation and implementation of L.E.A. 'multi-something' policies at school level is analysed and implications for teacher education discussed.

Finally, some principles upon which teacher education may be based in multiracial Britain of the 1980's and 1990's are tentatively proposed.

New strategies for teacher education as conditioned by rapidly changing society.

Ekavidya Nathalang, Ministry of Education, Bangkok, Thailand.

The impact of rapid socio-economic change upon the role of the teacher and implications for teacher education courses.

1. **Introduction** In a rapidly changing society such as Thailand, teachers' traditional roles and expectations have undergone a dramatic transformation. Advanced knowledge and modern technology have combined to change the teacher's position from the source of knowledge to that of the facilitator. Yet in our cultural heritage, the teacher is highly regarded as a model of wisdom, virtue and a mentor for the path to knowledge.

11. **Current situation** The teaching profession is faced with a crisis, caused by the depletion in its ranks of the country's "top cream". Teachers are having to cope with new demands on their diminishing abilities. A new direction in teacher-training strategy, both pre-service and in-service, is therefore urgently required to respond to these extensive and complex demands.

111. **A likely scenario** Without proper incentives, in terms of remuneration social status, welfare, etc., future recruitment to the teaching profession of high-calibre candidates will be difficult. Educational quality will be badly affected throughout the country if the teaching profession teems with low-calibre manpower, despite attempts to adjust teacher education to the modern context.

IV. **The New Attempt** A progressive adjustment of teaching/learning methodology is called for. New values and teaching behaviour should be inculcated in teachers with the help of modern technology. However, the principles: "Man must grow with man," and "Man must live in harmony with nature," should be adhered to, and the machine's role will be secondary to that of man in the new attempt. An ideal combination between modern and traditional wisdom will probably save the teaching profession in the future. The teacher's dilemma in Asian countries stems from the venerated and lofty position they traditionally enjoy and their inability to maintain that veneer of respectability owing to rapid socio-economic changes. The philosophy "Practice what you preach" should, in the last analysis, underlie future training strategy of teachers in Asia.

Educational technology as a component of teacher education.

Jose Ventura da Cruz Pereira, Escola Superior de Educacao de Leiria, Portugal.

An assessment of the importance of the inclusion of educational technology in teacher education programmes.

There currently exists a certain vagueness in the policy of teacher training. The social, economic, cultural, and technological factors related to the society where this policy is going to be applied are very seldom stressed. The technological evolution became a common event within the scope of one's daily life. One may question whether this fact is taken into account and therefore followed by the integration of Educational Technology as a component of the future teacher curricula.

Education's main characteristic today is its ability to face technology's vertiginous advance.

Education's greatest task today is doubtless the emphasis it places on achieving a greater human dimension : a whole man, basically a person identified with his community but also a generator of positive, qualitative and quantitative changes.

The role of the university in increasing the quality of life among retired citizens.

Derry Timleck, University of Ottawa, Ontario, Canada.

The average age of citizens in many countries is increasing annually, as in life expectancy. In Canada, approximately four percent of the elderly are institutionalised and this represents a considerable number. This growing population of elderly as is the case world-wide, can be directly attributed to medical technology. The quest for health, the desire to control death and the eradication of sickness have all been seen as blessings while no one seems to be interested in asking at what cost. Health care systems are threatening these increasing costs of caring for the elderly and retired, many of whom live healthy and active lives in accommodation of their own choosing. Swiss studies postulate the moral question of increased longevity without a concern for improving the quality of life. Of concern for the coming decades is a need for a new category of teacher with skills specifically related to the teaching of the elderly. Teacher training institutions have a responsibility to prepare personnel to teach the elderly. Specifically, art educators should be trained not only in aesthetics, media, and the crafts of the arts, but also in gerontological psychology and indigenous ailments, both chronic and degenerative.

While art educators have been, and still are, concerned with aesthetic expressions of the elderly, there is some urgency to initiate programmes which will prepare teachers to assist with promoting creative expression and thereby the mental stability of the institutionalised elderly. Institutional care seems to cater more to the middle-old and the old-old. Because the need for institutional care is more likely to occur after age seventy-five, the prospect of institutionalization increases. Many and varied are the choices which could be available to the institutionalized persons through the services of a gerontological art educator.

Such art educators should be reliable, dependable, sensitive, friendly, and alert to individual differences. Elderly students are willing and concerned to express themselves creatively. The problem, however, is that most programmes in creative arts and crafts are integrated with the recreational activities programme, and conducted by recreation-oriented instructors. What is needed are trained art educators to fulfil the aesthetic potentials of such a unique group.

Another problem is that teachers of older adults are often volunteers with highly specific skills, but with minimal training in art teaching. Preparation of art lessons for any group can be a time consuming task, but as volunteers they do not have the time to prepare properly. Art educators would have, because of appropriate training, the professional knowledge to attack the problem. It is strongly suspected that if the instructors were professionals, they would have more positive attitudes toward art education than would volunteers.

Mistaken beliefs about art education, learning in old age, and participation of interests by the elderly are behind much of the hesitancy among the older adult population. They have been removed from formal education for many years and organized classes in any form are foreign to them. It is argued that appropriately trained art educators could advantageously expedite this situation.

Society has a responsibility for the aged. Aesthetic opportunities could assist such persons to retain active minds while enjoying productive leisure hours. Hopefully, art educators will have an opportunity to contribute to such a programme and hence be a dynamic force assisting elderly citizens in their enjoyment of lifelong learning through the visual arts. The service of art educators is critical to achieve this goal.

The result from the study showed that while Teacher Education in Geography introduces trainee teachers to certain methods and skills for effective teaching of the subject, after training, such teachers not only rarely utilize the strategies, but also use some which were not recommended at college. Such unrecommended strategies must have been beneficial within the existing conditions in the schools.

The result of this study has some value for Teacher Education. It highlights the need for summative evaluation of Teacher Education Programmes by teachers educators. Such evaluation should ascertain how far the propositions made at college are utilized by the teachers in the teaching field. The feed-back from the schools could be utilized in reconstructing teacher education programmes. Trainee teachers would therefore be exposed to strategies which will be practicable within the given school system.

4   The issues of peace education, ecology and the need for critical think-
ing in dealing with the explosion of information technology are also shared.

Svatopluk Petracek.

I feel that this kind of meeting not only contributes to raising our skills
and furnishing us with new information in the field of pre- and in- service
teacher training, it also contributes, in an efficient way, to mutual under-
standing and international cooperation.

Group B.   Chairman: Janet Powney, North East London Polytechnic, U.K.
The group meetings were attended by

        Maria Isabel Alarcao, University of Aveiro, Portugal.
        Seth Bansa, Cuttington University College, Monrovia, Liberia.
        Jim Brown, University of Western Ontario, based in U.K.
        Jack Carr, University of Maryland, U.S.A.
        Li-ho Chyu, National Taiwan Normal University, Taipei, Republic of
                China.
        LeOra Cordis, University of Regina, Saskatchewan, Canada.
        Don Frizzle, Amherst Public Schools, Massachusetts, U.S.A.
        Mike Greenebaum, University of Massachusetts, U.S.A.
        Leslie Gue, University of Alberta, Canada.
        Amy Mazur, George Washington University, Washington, U.S.A.
        Jean-Jacques Pauleau, Bureau d'Action Linguistique en Ecosse, Glasgow
                U.K.
        Hans Voorbach, Free University of Amsterdam, The Netherlands.

The group felt that there should be a closer link between the keynote addr-
esses and the discussion groups. It was suggested that this could be ach-
ieved if the keynote speaker generated questions for the groups to discuss,
and if there was an allowance for a question-time immediately after keynote
addresses.

The group would like to see the seminar playing a role in facilitating
cooperative research. The dissemination of information by a mid-year news-
letter was suggested. Ways of supporting collaborative research were disc-
ussed.

Group C.   Chairman: Maurice Erly, Prince George's County Public Schools,
                Maryland, U.S.A.
The group meetings were attended by

        Safder Alladina, University of London, U.K.
        Bibiane d'Anjou, University of Montreal, Quebec, Canada.
        Len Gusthart, University of Saskatchewan, Canada.
        Chiang Hsu, National Taiwan Normal University, Taipei, Republic of
                China
        Francesca Martin-Molero, University of Madrid, Spain.
        Carol Rundberg, University of Massachusetts, U.S.A.
        Hal Sobel, Queens College, City University, New York. U.S.A.
        Jan Waijer, University of Groningen, The Netherlands.

The group considered their individual priorities for education and their
perceptions of institutional and organisational priorities. They shared
a concern about the determination of curriculums and the relationship of
this determination to political imperatives.

Group D.   Chairman: Moti Gokulsing, North East London Polytechnic, U.K.
The group meetings were attended by

        John Hansen, Florida State University, U.S.A.

Harley Adamson, Weber State College, Utah, U.S.A.
Cornel da Costa, North East London Polytechnic, U.K.
Michael van der Dussen, University of Leydon, Leiden, The Netherlands.
Rachel Laor, Beit-Berl College, Kfar-Saba, Israel.
William de Lorenzo, University of Maryland, U.S.A.
Ken Osborne, University of Manitoba, Canada.
Jose Pereira da Costa Tavares, University of Aveiro, Portugal.
Livinus Ukachi, University of Jos, Nigeria.

The group considered the role of education in confronting the problems being engendered elsewhere in society. The consensus was that confrontation might be necessary ultimately but until then our efforts should be to maximise the quality of educational provision with the resources available.

The group considered the relationship between the aims of education and the social system which provided the context for that education.

Group G. Chairman: Joy Leitch, North East London Polytechnic, U.K.
The group meetings were attended by

George Churukian, Illinois Wesleyan University, U.S.A.
Toon Dijkstra, RK Pedagogische Akademie, Maastricht, The Netherlands.
Maria das Gracas Furtado Feldens, Universidade Federal do Rio Grande do Sul, Brazil.
Muriel Gill, Castries, St. Lucia, West Indies.
Sybil James, University of Ibadan, Nigeria.
David Kuhlman, University of Papua, New Guinea.
Blaine Parkinson, Weber State College, Utah, U.S.A.
Karlheinz Rebel, Deutsches Institut fur Fernstudien, Tubingen, West Germany.
Toni Sheehan, University of Toronto, Canada.
Mohammed Zafer, King Abduloziz University, Madinah, Saudi Arabia.

Group discussion focussed on the rift between theory and practice, but described a continuum between the two, with practice representing 'what is' and theory 'what could be'.
The nature of the professional role of the teacher was considered.

the same concerns. There were reports that previous conferences had led to joint work, and invitations to colleagues to serve as visiting lecturers.

An increase in the formal structure of the conference was vigorously discouraged. It was thought that the informality ensured flexibility. A restrictive theme was also thought unnecessary because too defined a theme might result in a reduction of the number of interested participants. ** The way in which paper groups are formed was criticised. It was seen that there was a difficulty in making a content analysis of the papers from the pre-conference precis. There must be an understandable rationale for grouping papers together. It was suggested that a 'market' of papers might be organised, each presenter giving one or two minutes of detail about their paper, in order that groupings might be compatible.

Midpoint interviews.

There was some disagreement about the accommodation. Some participants welcomed the 'hall of residence' atmosphere as being conducive to work and providing value for money. Other participants would have liked less spartan accommodation, found the trek to the lavatories difficult and would have appreciated room-service. All participants found the food excellent. All criticised the meeting rooms as being cold.

The participants were generally satisfied with their paper and discussion groups: 'excellent quality of papers and discussion', 'useable papers', 'the way in which my paper generated responses surprised me', 'my paper is controversial - I was not disappointed by the response'. However there was some frustration at papers which were 'missed' because they were presented to another group. ** Participants would have like a timetable of paper presentations to be available so that they could attend another paper group if there was a paper they particularly wanted to hear.

** There was a feeling that the keynote addresses should not be 'information orientated' but that they should consider common issues.

** At the final interviews two participants spoke of the need for papers to be circulated in advance of the conference.

An anxiety was expressed that the seminar must be structured accurately to focus on new issues or it would turn into a friendship group.

The apparent 'disinterest of teacher educators in children' was mentioned.

A dearth of papers dealing with up-to-date and applicable research was mentioned.

Interview notes are given in more detail in section 9.

Sunday 15 April
Half-day excursion, a guided coach tour of London (during which several members of the conference addressed the crowds at Hyde Park Corner from the top of a milk crate), followed by a three-hour river cruise on the Thames from Greenwich to Putney.

Tuesday 17 April
Half-day excursion to Windsor
Country dancing presented by Olive Stubbs, to the music of a North East London Polytechnic Band.

Wednesday 18 April

Seminar celebration dinner followed by the 'Seminar Follies', in which colleagues entertained each other through a range of concert presentations which included, comedy sketches, songs, dances, poetry, monologues, conjuring, and other delights. Edit Moltke-Leth organised this splendid event and both she and Maurice Erly acted as presenters.
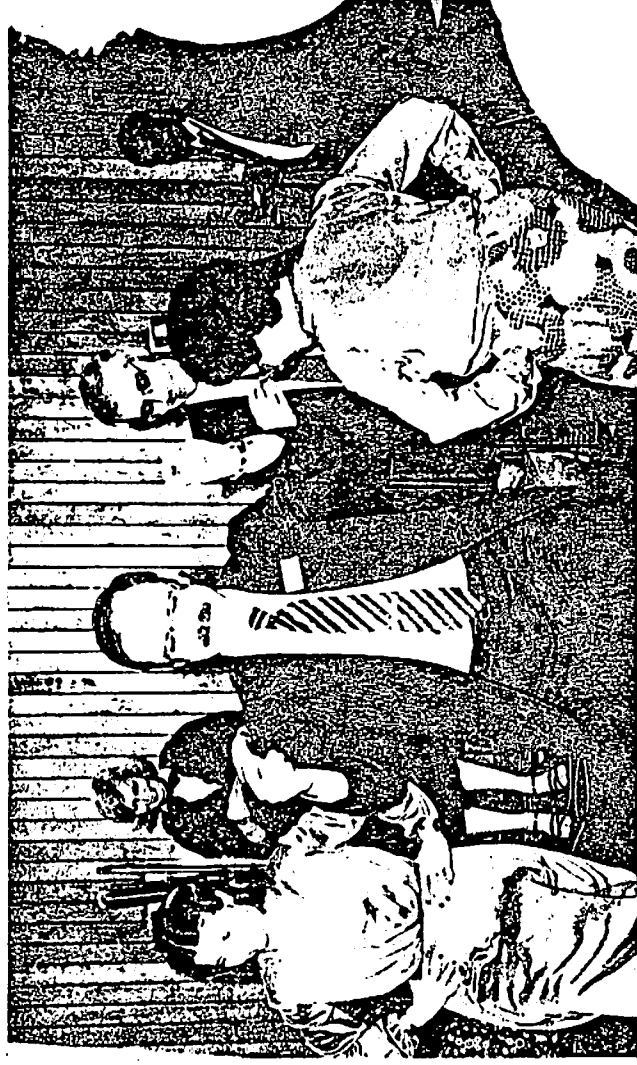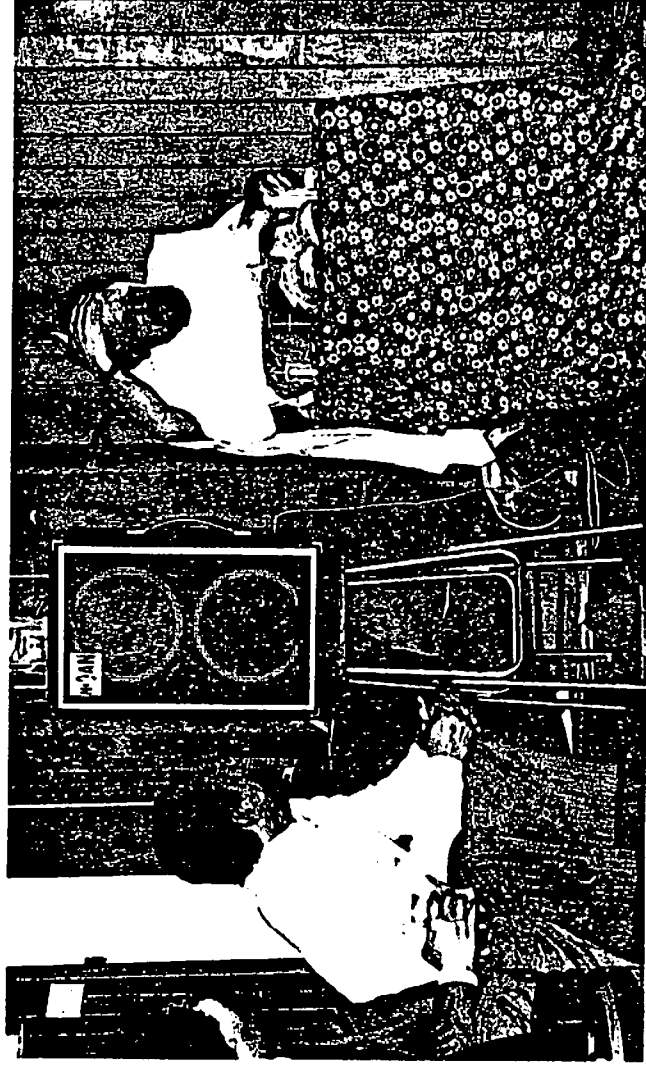
9. Evaluation Notes

1   Why have you come?

I have come because of the possibility of renewing contact with a particular group of people and of meeting new people. Colleagues I have met at previous seminars have visited my own institution as visiting lecturers.

I want to meet old friends and make new ones. The mixture of 'old and new' is a very good thing. It is always a surprise to me but the mixture works. I am very interested in models of teacher education and this conference gives me the opportunity to look at, and compare, patterns of teacher education in several countries.

I have returned to the conference because of the very happy memories I have of the first two conferences.

At the conference there are colleagues who share my humanistic experience-orientated approach to teacher education. It is easier to get information about other countries at the conference. I can get to know people and have good discussions in a good atmosphere.

The warmth of the invitation to give a paper at this time made it very important for me to attend. I am interested in extending my network of contacts.

I want to meet people and compare methods of work and 'buy off' other people's experience.

4   Are there any particular outcomes of the conference you would like to see?

I am concerned that the conference should not become too formalised.

I enjoy the informality of the conference but I am in two minds about any increased structuring of the conference. On the one hand the informality adds to the conference, on the other there is a need, from one year to the next, to pick up on recurring issues. If the emphasis is put too firmly onto one particular area of teacher education then it may restrict the number of interested participants. Recurring topics must be highlighted year by year.

This is a meeting for exchanging views, a meeting outside political discussion. Teacher educators must solve world problems as they work with the next generation.

I want to go out from the seminar being clear about and having a different perspective on my own views. I will be fresher. The conference will 'rub off the rust'.

On keynote addresses and reports to the conference

I had expected more structure of presentation. The keynotes are too information orientated, the reports are too informal.

Keynotes made me aware of how fortunate we are in my country.

I was disappointed with the reports back to the conference.

10. List of Participants

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The future of the Teacher Education in the 1980s and '90s Seminar
        George A. Churukian, Illinois Wesleyan University, USA.

Immersion education: a viable curriculum for establishing near-native
competency in a second language.
        William de Lorenzo, University of Maryland, USA.

Information and research priorities in the inservice education of teachers
in the socialist countries
        Svatopluk Petracek, European Information Centre, Charles University
        for the Further Education of Teachers, Prague, Czechoslovakia.

Instruction or teaching English as a second language?
        Hilda Mafud, Academia Superior de Ciencias Pedagogicas, Valparaiso,
        Chile.

Interactive videodiscs in primary schools: an evaluation project.
        Colin Mably, North East London Polytechnic, U.K.

Language awareness: a high priority component in teacher education.
        Safder Alladina, University of London, UK.

Levels of difficulty in the texts of examination questions: implications
for teaching in a second language situation.
        Sybil James, University of Ibadan, Nigeria.

Liberia's priority for the '80s: inservice education for elementary teachers
        Art Mehaffey, Cuttington University College, Monrovia, Liberia.

The message for teacher education in multicultural education.
        Donald Frizzle, Amherst Public Schools, Massachusetts, USA.

New strategies for teacher education as conditioned by rapidly changing
society.
        Ekavidya Nathalang, Ministry of Education, Bangkok, Thailand.

Observing in an educational context: the essential function of subjectivity
in participant-observation.
        Bibiane d'Anjou, University de Montreal, Quebec, Canada.

Personal evaluation and teaching qualities.
        Gordon Fulcher, West Sussex Institute of Higher Education, Bognor
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Political education and the preparation of teachers
        Ken Osborne, University of Manitoba, Winnepeg, Canada.

Popular culture and student response: implications for teacher education
        John Carr, University of Maryland, USA.

Principal practicum participants: a study of role perceptions for program
assessment
        James Brown, University of Western Ontario, Canada.

Priorities and pressures in teacher education - 1984
        Janet Powney, North East London Polytechnic, U.K.

The profile of a beginning history teacher
        Livinus Ukachi, University of Jos, Nigeria.

Theory and practice in teacher education: a possible approach to organisational problems.
Kjell Nesse, Bergen College of Education, Norway.

The theory-practice dyad; core in teacher education.
Francesca Martin-Molero, University of Madrid, Spain.

Towards a feminist model: some sociological and personal notes.
Moti Gokulsing, North East London Polytechnic, U.K.

Towards relevant teacher education curricula in pluralist Britain of the '80s and '90s.
Joy Leitch, North East London Polytechnic, U.K.

Towards summative evaluation of teacher education programmes: a priority in the 1980s and 1990s.
Julie I. Okpala, University of London, U.K.