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Auer, Barbara Radgowski

A NATURALISTIC INQUIRY INTO THE PERSONAL DEVELOPMENT OF TEACHER CANDIDATES DURING AN INTRODUCTORY EDUCATION COURSE

The Ohio State University

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A NATURALISTIC INQUIRY INTO
THE PERSONAL DEVELOPMENT OF
TEACHER CANDIDATES DURING AN
INTRODUCTORY EDUCATION COURSE

Dissertation

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the
Graduate School of The Ohio State University

by

Barbara Radgowski Auer, B.A., M. ED.

THE OHIO STATE UNIVERSITY
1984

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1984
DEDICATION

Chester and Josephine Marcinowski
and
Gretchen and Kurt
ACKNOWLEDGEMENTS

The act of dissertating is a time of public exposure and a time of public acknowledgement for those who have given themselves throughout the process. I have been most fortunate to have done a dissertation which allowed me to share in the lives of many people.

To the twenty-four students in the Winter, 1983 Professional Introduction Course who were:
  wise
  sensitive
  alive
  giving.
I say thank you.

To the members of my committee who:
  risked
  shared
  pushed
  cared.
I say thank you.

To my special friends Patty and Martin who were:
  available
  encouraging
  giving.
I say thank you.

To my children, Gretchen and Kurt, who were:
  tolerant
  accepting
  loving.
I say thank you.

I say I love you all.

In addition, I say thank you to the daily people who gave and allowed me to become through them.
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CHAPTER ONE

INTRODUCTION

Farmers may have the most expensive seeds and equipment and the best weather conditions, but if the soil is neglected the crop cannot be assured. Likewise, in the training of teachers it is often assumed that skills and subject knowledge make the teacher, but the very essence, the teacher's self, is ignored. Teacher education historically sees its task as a transmitter of content knowledge and as a skill builder (Rogers, 1967; Clark and Beaty, 1967; Combs, 1982); the teacher as a person has been neglected (Gilberman, 1970; Jersild, 1969; Brown, 1975; Richards, 1980).

The purpose of this study is to emphasize the importance of the soil into which the seed is placed, the personal development dimension of the professional training of teachers. This aspect of teacher education has been the focus of study of several researchers and their results confirming the significance of this dimension will be identified in this study. The importance of environment in the teacher training classroom is also reviewed and discussed here. Finally, an Experience-Reflection Model of Self Development illustrating the relevance
of the process of reflection is presented and explained in this chapter.

It should be noted that in this study the term personal development is also referred to as psychological function, maturity level, self development, and higher order competence.

Higher order professional competence can be achieved only through education which supplies the conditions for psychological function, states Dewey and McLelland in 1895 (Archambault, 1964). More recently Sprinthall (1979) has documented that effective versus ineffective functioning of adults is directly related to the maturity level of the adult. The maturity level can be increased, according to Sprinthall, by providing an environment of challenge and support. Paying heed to the needs of individuals in the environment in which they are expected to function is the basis of the metatheory of teacher education proposed by McNergney, et al (1983).

Similar research supporting the importance of the relationship between personal and professional development has been done by: McClelland, 1973; Boy and Pine, 1971; Murray, 1972; Benenson, 1971; Dussant, 1972; Garland, 1982; and Hendricks, 1981. Other notable advocates of personal development in the professional are: Rogers, 1951; Maslow, 1968; and Combs, 1982.

Combs, in his 1965 assessment of successful human service workers, cites that a positive self concept, trustworthiness,
and self revelation are the self characteristics most valued. In a study by Pottinger (1976), empathy, maturity, well developed cognition, an ability to think clearly under stress, moral reasoning skill, interpersonal effectiveness and personal motivation, enthusiasm, and conviction were listed as significant in personal effectiveness. The theory that a teacher's success or failure is more often dependent on the ability to get along with others than on the mastery of the subject matter being taught is accepted by many (Bernard, 1970; Coates and Thorensen, 1976; Miller and Wiltse, 1979; Rogers, 1967). This is not saying that knowledge is an irrelevant component in effective teaching, but rather, this study focuses on personal development as a foundation for professional development. The theories presented here approach the issue of personal development as it relates to the teaching profession.

Making a direct reference to the teaching profession, Combs (1982) describes effective teaching as,

a highly personal matter having to do with the ways in which individual teachers use themselves and their skills to carry out their own and society's purposes. How teachers use themselves, in turn, is determined by the personal system of beliefs from which they make their choices.

(p. vii)

Goldhammer (1969) confirms with Combs that teaching is a personal expression of the self. Similarly, Fuller says, "What a teacher is sometimes speaks so loudly pupils cannot hear what he
says. (In Young, 1978) Witherall and Erickson (1978) maintain that professional development is equated with personal development. Their research has found that teachers' actions reflect their theories and values. Patterns of teaching behavior and educational beliefs are associated with differences in developmental stages. Teachers who have reached higher developmental stages demonstrate greater complexity and commitment. According to Boy and Pine (1971),

Good teaching requires empathetic understanding, realness, deep respect for the worth of individuals, concreteness, and psychological investment. In order for teachers to develop these qualities optimally, they need humanizing experiences. People become what they experience and teachers are no exception.

(p. 40)

Therefore, the education of teachers should be conducted in an environment conducive to personal development (Joyce, 1975). The environment should meet the teachers' needs through planned variations that complement or supplement teacher capabilities, that support teachers in their efforts to achieve more effective personal and instructional skills (Carrier and McNergney, 1981). The profession advocates that teachers should identify and meet the needs of their students, yet often the instructional setting for teachers at both the preservice and inservice levels gives no assistance to the teacher in identifying and meeting their own personal needs (Flandres, 1980). The environment for the training of teachers should be directed to the total personality
of the individual (McKibbon and Joyce, 1980). To develop personally, one needs a balance between experience and reflection; guided integration appears to be essential (Sprinthall, 1979). "A person needs to find out what's already in him rather than reinforce or shape, or teach him into a prearranged form, which someone has decided upon, a priori" (Maslow, 1968).

Additionally, the environment requires the modeling of the way we expect teachers to interact with their students. "Treating teachers as real people with unique capabilities seems a matter of doing what is necessary to keep the best teachers best and to help the good ones get better" (Galloway, 1980, p. 233). Instruction needs to provide for both personal support and challenge (Sprinthall, 1979).

One method of instruction which provides this support and challenge is reflection. According to the literature (Sprinthall, 1979), this method is one of the strongest ways to enhance an environment that encourages personal development. Reflection is a process whereby one explores the reliability and worth of knowledge and ideas, beliefs, and values presented, testing the value in one's self system. As Dewey explains, reflection "is a state of doubt, hesitation, perplexity, and mental difficulty, in which thinking originates" (Dewey, 1933, p. 12). It is the element in the learning experience that allows for becoming and for individual choice, permitting inte-
gration of the presented material with the self. The process of reflection:

- leads toward understanding of self and self in situation
- leads toward a philosophy of teaching and learning
- leads toward development of a personal teaching style
- leads toward acceptance and respect of self
- allows for the exercising of value judgement, evaluation of one's own effort
- allows time and space to assert personal identity and feelings
- integrates the professional experience with the personal self.

(Auer, 1981)

Reflection provides time for students to analyze an experience for its meaning to self and to teaching. It encourages: students' expressions of self; learning about the make-up of their own minds; integrating their general and professional education; integrating their own personal and academic experiences.

One way to support reflection is shown in the Experience-Reflection Model of Self Development (Figure 1). This model is not one of dispensing information; it instead tries to provide an environment of personal significance and meaning through reflection, allowing for differentiation and integration. In
Preconceived values and attitudes

Experience real or vicarious

Adjustment (change)

Reflection talk and/or write

Risk experimentation

Differentiate integrate

Development of generalizations and concepts for implementation

Development of personal meaning (change)

Experience-Reflection Model of Self Development

Figure 1

(Auer, 1984 - an adaptation of Kolb and Fry, 1975)
this way, learning becomes part of individuals and changes them through conscious awareness, leading to higher levels of development and effectiveness. The development and implementation of generalizations and concepts are provided by this model, as well as the confidence to risk experimentation that will lead to a change in the individual (Auer, 1981).

In order for this change to occur, the teacher or teacher-to-be must be willing to engage in reflection to become more aware of the influencing aspects of his/her personality and how they affect the teaching function. Unless these individuals have knowledge of their preconceptions and internalized values, the variety of instructional methods may be wasted. Change can only take root when an adequate synthesis of past and current practices are seen in the light of one's own values and understanding (Lortie, 1975). "Students often just conform, even play the system, but many do not allow the knowledge presented to them to make any deep impact upon their view of reality" (Barnes, 1982, p. 17). The Experience-Reflection Model of Self Development provides the vehicle for impact and change.

Another impact provided by the process of reflection is the opportunity for self-acceptance. There is a strong relationship between acceptance of self and acceptance of others (Doherty and Parker, 1971). "If one would know what he thinks about himself and how he feels about himself, let his glance turn to others,
for the kinds of thoughts and feelings he has with regard to others are likely in one way or another to reflect his attitudes toward himself" (Pine and Boy, 1971, p. 46). This Experience-Reflection Model permits individuals to identify their feelings about themselves and about others, thus helping them to expand their own self awareness.

This concept of self awareness is important in teacher effectiveness. Ryan (1980), Moustakes (1959), and Jersild (1955, 1969) believe that the only way a teacher can better understand students, and thus be more effective, is to first understand self. Jersild (1969) expresses the idea that the best way to learn what lies hidden in the secret self of someone else is to inquire, "What lies hidden within me?" He believes that the voice of self is a universal language. "The closer any human comes to the knowledge of himself the more he is in touch with the core of humanity which he shares with all others" (Jersild, 1969, p. 280).

The Experience-Reflection Model of Self Development presented provides the opportunity for personal development -- to examine doubts and inadequacies regarding the role of teacher, to examine the values and attitudes connected with the role. It needs to be recognized and emphasized in teacher education that it is the person inside the teacher who ultimately controls the role of the teacher.
STATEMENT OF THE PROBLEM

It is the purpose of this study to inquire into the personal development of undergraduates in an introductory education course. Generally, current teacher education practices fail to incorporate adequate emphasis on personal development even though research suggests that personal development enhances professional development.

The emphasis in most teacher education programs remains on the acquisition of knowledge and on skill development, with an obvious lack of attention to personal development. If personal growth occurs in these programs it is accidental. This study will focus on making the personal development and its relationship to professional development evident within the context of an introductory education course.

The study was designed to ask the following questions:

1) How do teacher candidates perceive their personal development during an introductory course in education?

2) What curricular conditions in the context of the course affect their perceptions of personal development?

3) In what ways does the teacher candidate seem to connect personal development to professional development?
RATIONALE FOR THE STUDY

Previous references (Sprinthall, 1979; Jersild, 1969; Rogers, 1967; Silberman, 1970; Combs, 1982; Richards, 1981; Carrier and McNergney, 1981) strongly support an emphasis of personal development as essential in the process of becoming a teacher. They also stress the importance of developing an instructional environment that offers the support and challenge necessary to encourage personal development.

Sprinthall (1972) particularly advocates this environment of challenge and support. He further advocates that emphasis on personal development not be separate from the educational function but exist within the framework of the established curriculum. He recommends that an emphasis on personal development, or as he terms it, psychological education, be accomplished through an emphasis on experiencing and reflecting.

It was from this support base that this study was designed with an emphasis on personal development, in an environment of support and challenge through use of an Experience-Reflection Model within the context of a traditional introductory education course.

The study uses a naturalistic paradigm of research in order to present the perceptions of personal development from the reference point of the individuals involved - the teacher candidates. A more extensive description of the methodology will be presented in Chapter Three.
It seems appropriate to add here that the pronoun "I" will be used throughout the text rather than the term "researcher". This reference is appropriate in naturalistic research. It is also most appropriate in a study which is strongly emphasizing the development of the "I". Gay Hendricks (1981) in *The Centered Teacher* expresses quite adequately my own rationale for using "I":

> In the third grade we were told to stop using the pronoun I in our writing. My teachers meant well, I suppose; they were trying to encourage a more objective point-of-view. But now I regard the removal of my I as a symbol of much of what I found wanting in my education. I surgery takes the experiences out of the picture. Perhaps our writing did become more objective, but it also lost much of its force, spark, and authenticity.

(p. ix)

The quote of Ford Adrian's at the Introduction of Chapter Three offers another support for the use of "I" throughout this study.

**DEFINITIONS**

For the purpose of this study the following definitions are offered for terms used in the study.

**Personal Development** (specifically within a teacher education program):
- Allowing individuals to make sense of how they fit and contribute to the whole
- Accepting individuals as people with vast experiences and knowledge to contribute to the whole of others
- Trusting that individuals want to learn all they can - be the best they can - if they can see the meaning of a subject or concept
- Allowing meaning to emerge for individuals in their own system
- Learning within a meaningful context which allows the information to become internalized by individuals and to create change as they effectively use the information
- Providing an environment to risk and test self in order to become more aware of otherness thus more accepting and supportive of each individual in the environment
- Providing a sense of importance that can be experienced and passed on to others
- Strengthening professional commitment through a new awareness of what one's self is within the context of the profession
- Awareness of self as a strong part of the whole of
things rather than seeing the whole superimposed on the self.

(Auer, 1981)

In more operationalized terms personal development is:

- Increased empathy
- Increased value of self and others
- Valuing importance of personal contribution to the class and the field of education in general
- Increased commitment to the profession
- Realization of the complexity of the teaching act
- More awareness that others have similar feelings
- Increased self-reflection
- Clearer goals
- Freer self-disclosure
- More self awareness
- More aware of others
- More outgoing or ingoing
- Increased self-confidence
- More willing to take risks: unafraid to make mistakes.

(Auer, 1981)

Professional Development:

Teacher competency - any single knowledge, skill, or professional value position which: (1) a teacher may be said either to possess or not possess; and (2) the possession of
which is believed to be relevant to the successful practice of teaching.

Teacher competence is conceived as a matter of degree. Some teachers are more competent than others; teachers grow in competence with training and experience. Teacher competence is defined in terms of repertoire; how competent teachers are depends on the repertoire of competencies they possess (Medley, 1982).

The dichotomy between "the personal" and "the professional" should not exist. Both can be combined under personal development which is the "wholeperson"; this includes professional development, intellectual competence, ego development, moral and ethical development, humanitarian concern, interpersonal competence, capacity for intimacy. This study separates personal and professional because traditional institutional learning has basically geared itself to the development of the professional self, basically knowledge and skill development rather than to the whole self which would include an emphasis on personal development.

**INTENDED OUTCOMES**

When all is done, it is hoped that the material presented in this study will aid in the development of:

1) A model of teaching and learning which emphasizes personal development.
2) A theory of teacher education which emphasizes personal development.

3) A method of research and teaching that can be merged to support and strengthen each other.

4) An environment of teaching and learning that supports and challenges the learning styles and developmental levels of individual students and instructors.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The first chapter is comprised of an introduction to the study and is followed by a statement of the problem, rationale for the investigation, definition of terms, and intended outcomes. A review of the literature and research comprises the second chapter, which provides a philosophical and psychological framework on which the study is developed. The third chapter describes the methodology used in the study. A description of personal development as perceived by the teacher candidate throughout the quarter of an introductory education course is presented in the fourth chapter. Finally, the fifth chapter concludes with a summary of the study together with conclusions and recommendations.
The educator . . . must give all his thoughts, all his care and affection to the creation of right environment and to the development of understanding, so when the child grows into maturity he will be capable of dealing intelligently with the human problems that confront him. But in order to do this, the educator must understand himself instead of relying on ideologies, systems and beliefs.

(Krishnamurti, 1953, p. 25)
The first chapter of this work establishes the need for an emphasis on personal development. This chapter focuses on a review of the literature that supports the philosophical and psychological foundation on which the instructional environment considered in this study was established by the instructor. It is a major thesis of this study that the teacher in training needs to experience an environment for learning that concerns itself with the whole movement of life. To educate is to guide toward the total process of integrating the mind, and the heart, and the soul in everyday actions leading to an intelligent and inward growth. Ultimately this change will extend beyond the individual toward a transformation of education and the society.

Change is happening all around. We are, as Willis Harmon claims, in the midst of a new Copernican Revolution; a revolution that involves looking through unfamiliar windows of feeling and being (Leonard, 1972, p. 37).

Teihard de Chardin in *Phenomenon of Man* wrote:

> Life, being an ascent of consciousness, could not continue to advance indefinitely along its line without transforming itself in depth.

(de Chardin, 1959)

More recently, books such as the *Aquarian Conspiracy* (Ferguson, 1980); the *The Turning Point* (Capra, 1982); *The Holographic Paradigm* (Wilber, 1982); *Megatrends* (Naisbitt, 1982)
and the writings of Ross Mooney (1983) also address this issue of change away from the mechanistic Cartesian world view that puts persons in struggle and conflict toward a movement to a sense of balance among the various components of the organism and between the organism and its environment (Capra, 1982).

Typically, it has been society's method to shape and mold the young to meet its needs. This goal is antithetical to the "desire to empower and release persons to seek their own meanings, to be," (Greene, 1982).

This emphasis on individual personal development does not, as Chickering (1981) states,

espouse a self-centered, narcissistic, glorification of individual needs and desires over the hard realistic requirements for effective social contribution. On the contrary . . . it is to prepare persons for the kind of service as workers and citizens, required by the social changes rushing toward us.

(p. 9)

The chapter will continue with a review of the literature to establish the goals of education in personal growth; a summary of the teacher characteristics that enhance and inhibit effective teaching which provide the foundation for a diagnosis of personal needs and abilities; a description of the healthy personality, or the process of personal development; a brief survey of adult developmental theory and its usefulness in offering support and challenge for growth; a classification of learning styles; and finally, implications for instruction in
creating a learning environment that emphasizes personal development.

GOALS OF EDUCATION IN PERSONAL GROWTH

Hubbard (1982) thinks that responsible and creative change can occur only as individuals understand the processes and principles of evolutionary transformation, both on the macroscale and in our own personal lives. Education, according to Hubbard, should be based on the awareness that each person is a formative part of an evolving process. The individual is seen as a conscious co-creator whose human potential has barely been tapped. In reviewing the components of a metacurriculum for the university of the future she recommends that each student design a course of personal growth as a natural component of the growth of the whole planetary system.

In Education and the Personal Quest, Lloyd Kline (1971) lists the following as goals of education:

- Within the individual, heighten awareness of life, including sanctification of humanity
- Exchange of knowledge, perception and belief
- Development of wisdom

Martin (1982) writes that our model of education has been based on an educational philosophy that has made the influence of women invisible, ignoring the reproductive processes which include feelings and emotions such as caring, compassion,
empathy and nurturance. The male dominated philosophy emphasizes the productive which includes thought and reason, the impersonal content and procedures of which are enshrined in public traditions. The reproductive processes have been viewed as irrelevant to the desired end of education and in many ways incompatible to it. An adequate ideal would be a welding together of thought to action, and reason and feeling to emotion.

In Mooney's (1967) terms education is a conscious effort to afford the nourishment toward the growth of consciousness in the human species. As learning grows, "more meanings are included in more integrative structures to increase the value of predictions guiding actions, thus seeking resolutions more inclusive of the total composition—of man, himself and the wombing universe in which he is an emergent creature" (p. 209). He urges the creation of a psychic environment so that we can take charge of our physical and social environment that will lead to health and growth (Mooney, 1965).

Carl Rogers (1975) considers the goal of education to be the facilitation of change and learning. Rogers believes that the man who is educated has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.

Addressing specifically the issue of the education of teachers, Combs (1972) lists the following basic concepts:
1) effective teacher education is highly personal and dependent on the prospective teachers development of an appropriate system of beliefs.

2) educating effective teachers is a process of promoting the "becoming" of a teacher, rather than one of educating a person how to teach.

3) "becoming" a teacher has its origin in security and acceptance.

4) teacher education should emphasize meanings rather than behaviors.

5) teacher education should focus on the teacher's subjective impressions, with less emphasis on objectively gathered information about the processes and effects of teaching.

Finally, in the area of goals in education Young (1978) encourages the University to make the personal growth of teachers a priority so that they will clarify their own needs and identify ways to satisfy those needs in a manner that does not exploit the children they teach.

TEACHER CHARACTERISTICS THAT ENHANCE AND INHIBIT EFFECTIVE TEACHING

Knowledge of the characteristics of both effective and ineffective teachers is important to teacher educators for the three reasons provided by Carrier and McNergney (1981). Such knowledge:

1) provides a foundation upon which teacher education can diagnose personal needs and abilities.
2) offers a guide for ways to support teachers

3) helps to select teacher developmental objectives that focus on short-term or long-term personal growth.

This section will deal with those personal, affective characteristics that have been determined to inhibit effectiveness of teachers and with those characteristics that have been determined to enhance effectiveness of teachers.

Ryan's massive study in the 1940's still remains a classic in describing effective and ineffective teachers. Ryan came up with a composite which portrays a fairly well adjusted individual:

1) Cooperative, democratic attitude
2) Kindliness and consideration for the individual
3) Patience
4) Wide interests
5) Pleasing personal appearance and manner
6) Fairness and impartiality
7) Sense of humor
8) Good disposition and consistent behavior
9) Interest in pupil problem
10) Flexibility
11) Use of recognition and praise
12) Unusual proficiency in teaching a particular subject

Ineffective behaviors were listed as:
1) Apathetic
2) Depressed, pessimistic, appears unhappy
3) Loses temper, is disorganized, is easily disturbed in the face of classroom demands
4) Too serious, too occupied for fun or humor
5) Impatient
6) Rigidity of procedure

(In Witty, 1955, p. 320)

Other research shows that teachers who show anxiety in a classroom may cause students also to be anxious, and therefore, the students may react in an aggressive way (Keavney and Sinclair, 1978).

Teachers, on the other hand, who are relatively free of anxiety promote a classroom atmosphere that promote a desire for learning and an eagerness for life. By their actions these teachers convey that life is worth living and learning about. Since the teachers feel confident, they can be more child oriented. They are freer to be that way because they are not defeated by their own personal inadequacies. These teachers probably also show a strong relationship between acceptance of self and acceptance of others (Doherty and Parker, 1977).

The Doherty and Parker report also refers to the work done by Burns that shows a correlation between acceptance of self and others and teaching method. Those teachers who were more accepting tended to personalize and unstructure learning. On the other hand, those with less positive attitudes concerning
self and others tended toward a more formal, structured, and less personalized approach to learning.

Empathetic understanding, prizing, acceptance, trust, realness—these are the attitudes, or characteristics of teachers which according to Carl Rogers (1975, 1983) facilitate learning.

Researchers at the University of Florida and the University of North Carolina found that good teachers can be clearly distinguished from poorer ones with respect to the following beliefs about people:

(A) Internal-External frame of reference. Tends to have an internal frame of reference. Seems sensitive to and concerned with how things seem to others with whom he interacts and uses this as a basis for his own behavior.

(B) People-Things Orientation. Central to the thinking of the good teacher is a concern with people and their reactions rather than with things and events.

(C) Meaning-Fads Orientation. The good teacher is more concerned with the perceptual experience of people than with the objective events. He is sensitive to how things seem to people rather than being exclusively concerned with concrete events.

(D) Immediate-Historical Causation. The good teacher seeks the causes of peoples' behavior in their current thinking, feeling, beliefs, and understandings,
rather than in objective descriptions of the forces
exerted upon them now or in the past.
(Combs and Soper, 1963)

Two principles that determine behavior or characteristics
are: (1) People do not behave according to the facts as others
see them; they behave in terms of what seems to them to be so
(Combs, 1959). This put more keenly in a truism: "It's not what
people don't know that causes trouble; it's what they do know
that ain't so that prevents learning and growth" (Athos, 1978,
Introduction). (2) The most important ideas which affect
peoples' behavior and those ideas they have about themselves-
their own self-concept (Combs, 1959). So, a teacher's healthy
perception and positive self concept are characteristics which
effect the process of teaching; therefore, "to change another
person's behavior it is necessary somehow to modify his beliefs
or perceptions. When he sees things differently, he will behave
differently" (Combs, 1974, p. 15).

The teacher characteristics reported have been basically
those personal and affective in nature rather than more "skill
oriented" characteristics found in studies like Rosenshine and
Furst (1971). These have not been reported, not because they
are not considered important, but because the emphasis in this
study is that unless attention is given to personal development
first, and concurrent with skill development, the net result
will be insignificant improvement over the long term (Combs,
1974).
A HEALTHY PERSONALITY AS A PRE-REQUISITE GOAL

The positive characteristics of effective teachers reviewed in the previous section reflect healthy personalities. The healthy personality fosters personal growth and sustains health and well being. The healthy personality is life giving and not destructive (Jourard, 1980).

Many have described the healthy personality or the process of personal growth, growth being that state of becoming while remaining healthy. A brief summary of the contributions of these influential individuals follows:

The healthy personality:

- has an increase in self-awareness which increases the sense of vitality and fosters continuing personal growth (Perls, 1969).

- affirms one's personal worth (Berne, 1964)

- has a freedom to choose between revealing or hiding one's real self and letting others know one as one is (May, 1961)

- entails mastery of the many problems involved in communication with others. Frank and free communication makes possible the fulfillment of love and growth (Ruesch, 1973)

- entails liberation from effortful constraint on, and
control over, spontaneous thinking, feeling and action (Watts, 1977)
- has competence and self-control (Skinner, 1953)
- has the ability to love and do productive work (Freud, 1949)
- has a feeling of oneness, a brotherly feeling toward one's fellow human beings (Adler in Ansbacher, 1956)
- has the courage to become a separate, distinct person, the courage to express and celebrate one's difference from others, and the courage to be inventive and creative in various spheres of existence (Rank, 1932)
- entails the endless struggle to transcend one's initial socialization in order to discover and express one's own repressed possibilities of functioning (Jung in Jacobi, 1953)

The process of the healthy personality can be achieved in four stages as outlined by Assagioli (1973):

1) thorough knowledge of one's personality
2) control of the various elements of personality. This is achieved by a technique referred to as disidentification which is similar to Jung's idea of socialization.
3) realization of one's true self, the discovery or creation of a unifying center. At this stage one quests for the best, works toward full functioning through commitment to a worthwhile mission.
4) psychosynthesis, the formation or reconstruction of
the personality around the new center. This phase
calls for commitment, study, struggle, and action to
actualize the mission and, thereby, the image of the
best possible self.

According to psychosynthesis as defined by Assagioli (In
Jourard, 1980) "the task of the human being is to free them­selves from enslavement by ignorance and unconsciousness, to
attain a harmonious inner integration, true self realization,
and right relationships with others" (p. 27).

It is perhaps Carl Rogers (1951, 1961) who addresses the
issue of the healthy personality with the most understanding.
Rogers describes growth as moving from incongruent to congruent
thinking. It is he that depicts growth clearly as a movement
from what is unhealthy to healthy. He describes growth of the
congruent personality as:

<table>
<thead>
<tr>
<th>moving away from</th>
<th>and</th>
<th>moving toward</th>
</tr>
</thead>
<tbody>
<tr>
<td>feelings that are unowned,</td>
<td></td>
<td>feelings that are experienced with immediacy and</td>
</tr>
<tr>
<td>unrecognized and unexpressed</td>
<td></td>
<td>spontaneously communicated</td>
</tr>
<tr>
<td>rigidly held judgements,</td>
<td></td>
<td>a sense of integrity,</td>
</tr>
<tr>
<td>nailed down by facts and</td>
<td></td>
<td>wholeness, reconciliation,</td>
</tr>
<tr>
<td>external evaluations, which</td>
<td></td>
<td>relief from tension, and</td>
</tr>
<tr>
<td>ache with contradiction,</td>
<td></td>
<td>a trust in one's own</td>
</tr>
<tr>
<td>owing to the segregation of</td>
<td></td>
<td>organism</td>
</tr>
<tr>
<td>self from experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The movement toward the more congruent person also involves
a shift, developing a sense of positive worth, personal direc­
tion and a capacity to take risks.

To foster this change and the growth of the congruent personality involves:

- an increasing self-awareness of one's entire field of experience
- the realization of one's ideals
- a greater independence from social pressures to conform, combined with a capacity to understand other people's frames of reference
- an increasing acceptance of one's self and others
- and the expansion of consciousness into richer and more complex fields of meaning.


Along with Roger's, of course, must be mentioned Maslow and the self-actualized individual. In his study of self-actualizing persons, he found them to be:

- more efficient in perceiving reality
- more accepting of themselves and others
- more spontaneous in their relationships
- more able to center on problems and their solutions
- more able to have a quality of privacy and detachment
- more able to have an autonomy from cultural influence, a freshness of appreciation
- more able to transcend
- more of a deep identification with humanity
- more of a profound human attachments
- more of a humorous and democratic character structure
- more of a rare capacity to resolve moral dichotomies and dilemma.

(Maps of the Mind, 1981, p. 18)
In a recent article by Geller (1982), he takes to task the theories of both Rogers and Maslow. His major argument against the authenticity and self-actualization theories is that they exhort individuals to find their standards of living within themselves. Geller states, "far from finding direction from within, we can only find it from without." The internal search is necessary, but insufficient according to Geller. It reinforces dogmatism, blindness, and deception in individuals whose critical self-reflection is minimal and nonexistent. He further argues:

Genuine human growth is impossible without a desire to move beyond the level of straightforward pre-reflection awareness to a level of critical self-consciousness in which one's most fundamental assumptions and preconceptions are subject to honest and rigorous self-examination.

By "critical self-examination", I do not mean the facile self-absorption so popular today, but rather radical inquiry ("radical" in the sense of "penetration to the roots") into the truth and adequacy of the foundational cognitive framework through which we interpret and understand ourselves and our world and upon which we act and organize our lives.

Finally, according to Geller is a concept of the self which is emergent out of the transaction between the human organism and its environment.

The argument is not whether the growth is within or without but that it involves the movement from the inside to the outside
and back again. This movement can be best illustrated by Mooney's model (Figure 2).

Maslow says that he offers a description, not a prescription, that self-actualization could come only to those people concerned with something beyond themselves (Maps, 1981). It doesn't happen overnight, as in the *Veileteen Rabbit*, "you become, it takes a long time" (Williams, 1981, p. 12). Our concerns in teacher education is for this process of development, for the process of becoming for growth of self - within and without.

**DEVELOPMENTAL THEORY**

This section will address the issue of growth using the present knowledge of adult developmental theory. Teacher candidates enter our programs at all stages of development. At each stage their needs are different, with varying degrees of support and challenge necessary to move on to higher stages of development. It is agreed that teachers who have reached higher developmental stages demonstrate greater complexity and commitment (Young, 1978; Witherall and Erickson, 1978; Sprinthall, 1979).

A few of the theories will be reviewed to encourage a holistic view of the teacher candidate. It is again emphasized that an environment which facilitates personal growth will support and challenge growth in a variety of "whole-some" direc-
Model of a Life System

Through selective fittings, an organism, open and interactive, interacts with the environment giving and taking with the environment.
tions; neither prescribing limits, nor boundaries, but facilitating the growth of each individual from where they are in the present moment.

The term development is used to signify a temporal process rather than a product. The original meaning of the word connotes an unfolding or unwrapping. In the human personality, it is a sequence of continuous changes built upon an earlier stage of the process (Nagel, 1957). Growth is an appraisal of the process of change, and is often used to include the concept of increased complexity (Olson, 1957).

The process of differentiation and integration are seen as important to development. This is proceeding from states of relative globility and lack of differentiation to a state of increasing differentiation, articulation and hierarchial integration (Werner, 1957). This is similar to Jung's (1968; Singer, 1973) process by individuation in which the various elements, such as the shadow, the self, and the several archetypes, has specific, though complex and interrelated, functions in the system, and individuation proceeds only as these parts and functions become more thoroughly differentiated and integrated.

A theme which consistently runs through the different theoretical views: Rogers (1961), Maslow (1968), Perls (1969), is that over time, development is marked by a persons' own decision making coming to control more and more of his/her
activities. There is an increased self-direction, autonomy, and decreased confluence with and dependence on the outside environment.

Mooney (1965) and Bugental (1965), Carrier and McNergney (1981) emphasize the aspect of the self in situation, the individuals impact on the environment and vice versa. The individual in the process of development needs to remain in a state of openness, a state of exchange with the environment, as illustrated in Figure 2 (see p. 34).

Mooney's description of the model:

The circle is to suggest an integral entity (a person, an organism, an institution, etc.). The breaks in the circle are to suggest the openness of the entity. The infinity sign is to suggest transactions continuously going on between the entity and its surroundings, i.e., inputs coming in and outputs going out, connected as sequentially relevant in sustaining the system. The plus, minus and equal signs at both ends of the infinity sign are to suggest the selections of some things from among other things for inclusion, exclusion, or toleration in the transactional operation, forming selective fittings.

(p. 232)

Carrier (1981) uses a modification of Lewin's model of interaction to explain that a teacher's behavior or development is a function of person and the environment and the task in which the teacher engages or \( B = (f) P, E, T \); behavior is a function of the person, the environment and the task.

Amerikaner (1981) summarizes that all personality growth
theories contain these basic elements:

- maintenance of open, permeable boundaries
- movement toward increasing order and complexity
- and achievement of goal states (p. 50)

Having reviewed some aspects of personality development in general terms it seems necessary to devote some space to specific adult developmental theories that have emerged over the past twenty years which shed enlightenment on the education of teachers in the college classroom.

Loevinger's (1966) ego development schema shows the process of change on a continuum that encompasses a sequence of ten stages:

- Pre-social
- Impulse
- Self-protective
- Self-protective/conformist transition stage
- Conformist stage
- Conformist to conscientious transition stage
- Conscientious stage
- Conscientious to autonomous transition stage
- Autonomous stage
- Integrated stage

This table developed by Weatherby (1981, p. 55) provides an overview of the milestones in ego-development (Table 1).

Loevinger's view of ego is a "holistic" construct, regarded
<table>
<thead>
<tr>
<th>Stage</th>
<th>Impulse Control, Character Development</th>
<th>Interpersonal Style</th>
<th>Conscious Preoccupations</th>
<th>Cognitive Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impulsive</td>
<td>Impulsiveness, fear of retaliation</td>
<td>Receiving, dependent, exploitative</td>
<td>Bodily feelings, especially sexual and aggressive</td>
<td>Stereotyping, conceptual confusion</td>
</tr>
<tr>
<td>Self-Protective</td>
<td>Fear of being caught, externalization of blame, opportunism</td>
<td>Wary, manipulative, exploitative</td>
<td>Self-protection, trouble, wishes, things, advantage, control</td>
<td>Conceptual simplicity, stereotypes, clichés</td>
</tr>
<tr>
<td>Conformist</td>
<td>Conformity to external rules, shame, guilt for breaking rules</td>
<td>Concerned with belonging, superficially nice</td>
<td>Appearance, social acceptability, banal feelings, behavior</td>
<td>Multiplicity</td>
</tr>
<tr>
<td>Conscientious-Conformist (Self-Aware)</td>
<td>Differentiation of norms, goals</td>
<td>Aware of self in relation to group, helping</td>
<td>Adjustment, problems, reasons, opportunities (vague)</td>
<td>Conceptual complexity, idea of patterning</td>
</tr>
<tr>
<td>Conscientious</td>
<td>Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and labels</td>
<td>Intensive, responsible, mutual, concerned with communication</td>
<td>Differentiated feelings, motives for behavior, self-respect, achievements, traits, expression</td>
<td>Add: Distinction of process and outcome</td>
</tr>
<tr>
<td>Individualistic</td>
<td>Add: Respect for individuality</td>
<td>Add: Dependence as an emotional problem</td>
<td>Add: Development, social problems, differentiation of inner life from outer</td>
<td>Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity</td>
</tr>
<tr>
<td>Autonomous</td>
<td>Add: Coping with conflicting inner needs, toleration</td>
<td>Add: Respect for autonomy, interdependence</td>
<td>Vividly conveyed feelings, integration of physiological and psychological, psychological causation of behavior, role conception, self-fulfillment, self in social context</td>
<td></td>
</tr>
<tr>
<td>Integrated</td>
<td>Add: Reconciling of inner conflicts, renunciation of unattainable</td>
<td>Add: Cherishing of individuality</td>
<td>Add: Identity</td>
<td></td>
</tr>
</tbody>
</table>

Note: "Add" means in addition to the description applying to the previous level.

Source: Adapted from Loevinger, 1976, pp. 24-25.
by her as a master trait that provides the organizing framework through which a person perceives and structures the world. This structure determines the meaning the world holds for an individual and how he or she will interact with it (Carrier and McNerney, 1981).

Weatherby (1981) has found that most traditional college age students enter their freshman year at the Conformist or Self-Aware Stage and exit after four years generally at the Conscientious Stage. It is noted, of course, that the proportion of students at each stage will vary across programs and institutions. The students will exhibit a wide range of individual differences in ego levels, they will exhibit both the highest stages and the greatest range of diversity.

William Perry (1970) provides a cognitive scheme of development which provides sequential interpretations of meaning characteristic of the development of student's thinking. Table 2 provides a synopsis of cognitive and ethical development (Perry, 1981, p. 79).

Table 3 gives an evolving view of ways of seeing the world, knowledge and education, values, and oneself (Perry, 1981, p. 79).

Perry's model of cognitive development and Loevinger's model of ego development provide a valuable structure for locating the stage of a student's development and following him
| TABLE 2 |
| A Synopsis of Perry's Cognitive and Ethical Theory of Development |

**Dualism**

Division of meaning into two realms - Good versus Bad, Right versus Wrong, We versus They, All that is not Success is Failure, and the like. Right Answers exist somewhere for every problem, and authorities know them. Right Answers are to be memorized by hard work. Knowledge is quantitative. Agency is experienced as "out there" in Authority, test scores, the Right job.

**Multiplicity**

Diversity of opinion and values is recognized as legitimate in areas where right answers are not yet known. Opinions remain atomistic without pattern or system. No judgments can be made among them so "everyone has a right to his own opinion; none can be called wrong."

**Relativism**

Diversity of opinion, values, and judgment derived from coherent sources, evidence, logics, systems, and patterns allowing for analysis and comparison. Some opinions may be found worthless, while there will remain matters about which reasonable people will reasonably disagree. Knowledge is qualitative, dependent on contexts.

**Commitment (uppercase C)**

An affirmation, choice, or decision (career, values, politics, personal relationship) made in the awareness of Relativism (distinct from lowercase c of commitment never questioned). Agency is experienced as within the individual.

(Perry, 1931, p. 30)
TABLE 3

A View of Seeing the World According to Perry’s Scheme

<table>
<thead>
<tr>
<th>Position</th>
<th>Authority</th>
<th>Transition</th>
<th>Authority</th>
<th>Transition</th>
<th>Authority</th>
<th>Transition</th>
<th>Authority</th>
<th>Transition</th>
<th>Authority</th>
<th>Transition</th>
<th>Authority</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authorities know, and if we work hard, read every word, and learn Right Answers, all will be well.</td>
<td>But what about those Others I hear about? And different opinions? And Uncertainties? Some of our own Authorities disagree with each other or don't seem to know, and some give us problems instead of Answers.</td>
<td>True Authorities must be Right, the others are frauds. We remain Right. Others must be different and Wrong. Good Authorities give us problems so we can learn to find the Right Answer by our own independent thought.</td>
<td>But even Good Authorities admit they don't know all the answers yet!</td>
<td>Then some uncertainties and different opinions are real and legitimate temporarily, even for Authorities. They're working on them to get to the Truth.</td>
<td>But there are so many things they don't know the Answers to! And they won't for a long time.</td>
<td>Where Authorities don't know the Right Answers, everyone has a right to his own opinion; no one is wrong!</td>
<td>But some of my friends ask me to support my opinions with facts and reasons. Then what right have They to grade us? About what?</td>
<td>In certain courses Authorities are not asking for the Right Answer; They want us to think about things in a certain way, supporting opinion with data. That's what they grade us on.</td>
<td>But this &quot;way&quot; seems to work in most courses, and even outside then.</td>
<td>All thinking must be like this, even for Them. Everything is relative but not equally valid. You have to understand how each context works. Theories are not Truth but metaphors to interpret data with. You have to think about your thinking.</td>
<td>But if everything is relative, am I relative too? How can I know I'm making the Right Choice?</td>
</tr>
</tbody>
</table>

Perry, 1981, p. 79
through the instructional setting.

**STYLES OF LEARNING**

Understanding of the various learning styles with an understanding of stage development aids an instructor in the presentation of course objectives in a manner that takes into account the individual needs and differences within an instructional setting.

The classification of learning styles have been taken from The Myers-Briggs Learning Style Inventory. Table 4 provides descriptions of these four categories which are based on Jung's Theory of Psychological Types.

It was determined by a study of teacher education students done by Ryan, Phillips and Peters at The Ohio State University, College of Education (1982) that over 80% of the females classified into one of the two "feeling" (SF or NF) orientations to life and learning. Males in their study tended to be more evenly divided within the classifications. Within this present study, a survey indicated that 18 of the 24 students were an SF classification. Table 4 provides a profile of the Sensing-Feeling (S-F) learner. The description describes the type of learning environment that is most appropriate for an S-F learner. The description of the instructional environment in Chapter Three and the comments of the teacher candidates in Chapter Four provides evidence that the class environment was one that enhanced the development of the S-F learner more specifically than other types of learners. Table 4 indicates the
### TABLE 4

**Descriptions of the Four Learning Styles from the Myers Briggs Learning Styles Inventory**

**SENSING/THINKING** learners tend to be realistic, practical, matter-of-fact, work- and efficiency-oriented. Sensing Thinkers like action and have a high energy level for doing things which are practical, to the point, and down to earth. They want to make things happen and to see results. They learn best when they can directly experience with their five senses what it is they are being asked to learn.

**SENSING/FEELING** learners tend to be empathetic and people oriented. They tend to make judgments based on feelings (and the consideration of the feelings of others) rather than on logic or correctness. They prefer not to deal with ideas or theories, but rather with immediate and interpersonal tasks. They rely heavily on previous personal experiences, and on trial and error as the preferred way to solve problems. S-F learners need to participate with others in the creation of a supportive social climate which enhances positive self concept.

**INTUITIVE/THINKING** learners tend to be theoretical and intellectually oriented. They enjoy learning new things, especially abstract concepts or theories. They are interested in possibilities beyond what is present, obvious, or known, and approach these analytically and impersonally. They are adept at organizing and assimilating ideas into an integrated explanation, and they are skilled at developing long range plans and theoretical models.

**INTUITIVE/FEELING** learners tend to be imaginative and creative. Their greatest strength lies in their ability to look at situations from many perspectives. They enjoy situations that call for the generation of new and different ideas -- "divergent expression". They have broad cultural interests and tend to specialize in the arts. They are inventive and interested in new ideas for solving problems and for improving the quality of life.
type of learning environment appropriate to these learners.

**IMPLICATIONS FOR INSTRUCTION**

This section will attempt to answer the question: How is an instructional environment established that encourages personal growth? The basic aim is to create a course structure in which the assignments and interpersonal interactions foster growth. The role of the instructor ranges from transmitter of knowledge and socialization, to role models helping develop cognitive skills and mastery, to facilitators of personally relevant, transforming knowledge.

The most often used teaching method in the higher education instructional system is the lecture and exam. This basically meets the needs of those students at the conformist stage of ego development or lower, in which the instructor is the transmitter of knowledge, functioning as the judge and certifier of a student's mastery. Rather than such a limiting instructional method, it is recommended by Weatherby (1981) and Lindquist (1981) that methods that involve discussion and other forms of active participation which require individuals to make decisions around goals, activities, and standards or methods of evaluation are more suited to students beyond the Conformist Stage. These instructional methods are more likely to create the interpersonal interactions and self-questioning that facilitate growth. There is within this type of structure sometimes a powerful unleashing of energy associated with such facilitative teaching practices (Weatherby, 1981).
Chickering (1976) supports an experiential model of instruction which permits students to live through various work settings and social situations, and then to enlarge their perspectives on those situations by systematic observations, reading, discussion, reflection, and self-observation. This type of learning situation provides for interpersonal competence, development of purpose and expansion of caring.

The experiential learning theory seeks to integrate cognitive and socioemotional factors. It is a model of the learning process that is consistent with the structure of human cognition and the stages of human growth and development (Kolb, 1981).

The instructional setting described will help students reorganize past conceptions on the basis of new experience and develop personally generated insights and paradigms (Weatherby, 1981). Such a process is necessary for real change to occur within each individual, and Lortie (1975) argues to make a real change in the education of teachers to be able to do things differently than just the way they were taught.

Lindquist (1980) relates that communication theory tells us observability and trialability enhance openness, that active inquiry and problem solving can supplement or replace passive absorption of the didacticism of higher learning. He supports activities such as peer teaching, classroom demonstration and simulations to enhance the process of teaching and learning. Lindquist (1981) believes that as technology frees the instructors from information dispensing, drill and elementary
problem solving, they will have more time to devote to individual student development.

Chickering (1981) asks powerful questions concerning learning and the environment of learning:

Does learning in higher education institutions help students build knowledge from personal experiences and personally generated synthesis and paradigms, rather than treating truth as objectively real, given by authority or "discovered" by logical or scientific analysis? How many teachers not only help students acquire basic concepts, competence, and knowledge but also help them apply this learning through responsible action or use these ideas to make better sense of life and of themselves and generate their own personal insights through subjective and dialectical processes? And how many students, as a result, conceive of the nature of knowledge - where it comes from and how it can be used - as acquiring information or competence in order to satisfy immediate needs, obtain recognition, do a job, or fill a role, rather than as the process of becoming and transforming themselves?

(p. 780)

If a goal of education is believed to be this process of becoming, a transformation of self, it needs an atmosphere of freedom and trust, an atmosphere such as Moustakes (1959) describes:

Where individuals are valued, fully accepted, and respected. A group of learners become its own best resource and serves as the primary basis for emerging insights and the resolution of problems. The instructor initially creates the atmosphere and provides the occasion for learning. Through denoting or pointing to a philosophy of self-being and self-growth, with related themes, concepts, and principles, he initiates a structure in which expression of the real self of the learner flourishes and each member of
the group becomes fully alive and growing. Once the instructor completes his final responsibility, the group functions on its own and the instructor becomes a learner.

(p. 156).

Trust between two individuals or among a group of individuals provides a foundation stone on which one can have the freedom to discover and create one's own being. Jack Gibbs (1978) lists four primary and highly interrelated elements of trust which he calls by the acronym - TORI:

(T - Trusting)

discovering and creating who I am, tuning into my own uniqueness, being aware of my own essence, trusting me - being who I am

(O - Opening)

discovering and creating ways of opening and revealing myself to myself and to others, disclosing my essence, discovering yours, communicating with you - showing me

(R - Realizing)

discovering and creating my own paths, flows, and rhythms, creating my emerging and organic nature, and becoming, actualizing, or realizing this nature - doing what I want

(I - Interdepending)

discovering and creating with you our interbeing, the ways we can live together in interdepending community, in freedom and intimacy - being with you.

(p. 20)

The trust process also allows other people to be where they are, to join them in an attempt to see together who is, and to
collaboratively look at what might be.

Gibbs further describes six ways of describing a high
good quality environment:

1) High trust level
2) Low constraint
3) Optimization of the four TORI discovering
   processes
4) Self-esteem
5) Range of enrichment
6) Reduced defensiveness

(p. 50-51).

Speaking and acting together within a group, individuals
come to realize the power they have in simply being together.
They discover as Maxine Greene (1982) writes, "that they have
the capacity to reach out and attain feelings, thoughts, and
ways of being that were hitherto unimagined" (p. 6). In this
article she stresses the importance of the opportunity to be
able to "articulate what they have to say against the background
of their own biographies, they may well be in a position to
listen to others - and be listened to - if those others are also
speaking for themselves" (p. 7).

The instructional setting that encourages growth will
emphasize that

We have the power, here in our space of
appearance and our power will be significant
if we speak with one another in our own
authentic voices and disclose reality as we
do so, if we act so as to establish what
holds us together anew. We have the power
because we are together in speech and
action, because possibilities spreads before
us, and because there are boundaries to
break through"

(Greene, 1982, p. 9).

Chapter Two is an attempt to indicate those philosophical
and psychological constructs that influence my own personal philosophy for developing an instructional setting. The goals, characteristics, theories, and implications present in this chapter represent only a few of the influences available now, in this time and space. It can only be in a total reconstruction of one's life that one can begin to understand all the influences that we pass on to others. Each of us is very unique in what has made us what we are and what we continue to become.
CHAPTER THREE

METHODOLOGY

The most important problem science has yet to face is that one thing always seems to lie outside the tidy and familiar materialist framework—the "I" who does the perceiving, the thinking, the acting...


This study's focus is on how the "I" perceives what is happening to self and others in a particular instructional setting. It is a study of:

- How the teacher candidate perceives personal growth during an introductory course
- What curricular conditions enhance personal growth throughout the course
- What connections are made by the teacher candidate between personal and professional growth.

This chapter describes the methodology, general setting, the population used, the instructional philosophy, instructional setting, method of data collection and data analysis.

METHODOLOGY

This study is a process of creating a self development
experience, of remaking, of redefining self in the sense of self education and self knowing within an instructional setting in which I'm given the role of teacher. It is a process of understanding the student within this situation. It is as Ross Mooney calls a dissertation, a personal venture, a self realization, an understanding. He also refers to the dissertation process as an investment of self to consciously realize personal values in order to more "profoundly penetrate universality" (Mooney, 1957, p. 171).

This dissertation is a struggle to make theory from practice, using theory in the Greek sense (theoria) an act of viewing, contemplation and consideration (Webster's Unabridged Dictionary). Van Manen (1982) refers to theory as a "wakefulness of mind," a contemplation of truth. Truth being, also in the Greek sense, to make meaning, to make real my teaching experience with undergraduates in teacher education and to focus on the development of the self in the professional education process. Theorizing, to quote Van Manen again, is "... a transformation of the flesh into word, lived experience into language." (p. 48).

This dissertation uses an ethnographic or naturalistic approach, as a means of learning from people (Spradley, 1980). Ethnography is an attempt to describe a culture or aspects of a culture (Biklen and Bogden, 1982). It embraces what people do, what people know, and things that people make and use (Spradley,
1980). Geertz (1973) describes culture as:

Interworked systems of construable signs, culture is not a power, something to which social events, behaviors, institutions, or processes can be casually attributed. It is a context, something within which they can be intelligibly - that is thickly described (p. 14).

This study may also be considered as an ethnomethodology. This term, developed by Harold Garfinkel, refers to the study of how individuals create and understand their daily lives—their method of accomplishing everyday life. Ethnomethodologists try to understand how people go about seeing, explaining, and describing order in the world in which they live (Bogdan and Biklen, 1982).

Garfinkel in describing the work of ethnomethodologists says:

"I would say we are doing studies of how persons, as parties to their ordinary arrangements, use the features of the arrangements to make for members the visibly organized characteristics happen."

(In Biklen and Bogden, 1982, p. 37).

This study of undergraduates in an introductory course is a process of understanding through their own explanations, descriptions and interpretations of what happened to them throughout the ten weeks of the course. It is a study of the "culture" of the course. It is also a study of the individuals within that "culture", to learn how their personal and professional lives were affected by the educational or cultural pro-
Interest in this type of an inquiry resulted from comments made by the undergraduates during my first year of teaching this course. (This past year was my third year.) Their general comments were:

"I've grown so much during this quarter."

"This course has really had an impact on my life personally as well as professionally."

"I have really changed because of this course."

"I've really had a chance to look at myself for the first time."

The inquiry into this process of personal development is to better understand what this change is and why it occurs, to build my own foundation on which to develop courses for undergraduates from a personal understanding of their perceptions of what is happening to them; to become articulate about this process of growth that is occurring because I believe it to be important to the development of effective teachers; to develop this process of personal growth into more than a mushy, illusive concept; to attempt to make the process of personal development tangible, explainable, and real so that I can then pass what I have come to understand on to others.

GENERAL SETTING

The setting for this study is The Ohio State University, a comprehensive major land-grant university committed to an exten-
sive program of instruction, research, and public service activities. Geographically, the university is located in the central part of the state, in the capitol city of Columbus. Approximately 54,000 students attend the main campus. Ohio State offers more than 7,000 courses in 152 instructional units, with 202 undergraduate majors leading to a baccalaureate degree. Students may enroll in one of the degree granting colleges, schools and divisions. This study was conducted within the College of Education. The College of Education is divided into four units: School of Health, Physical Education and Recreation; Department of Educational Policy and Leadership; Department of Human Services Education; and Department of Educational Theory and Practice. Undergraduates can be admitted to all units with the exception of Educational Policy and Leadership.

During the winter quarter of 1983, when this study was conducted 3,931 undergraduate students were enrolled in the College of Education. 172 undergraduates were enrolled in the first Professional Introduction course, Education 450.

**POPULATION**

The general population to which this research was delimited consisted of the 172 undergraduates enrolled in the first course of the Professional Introduction Program (PI) in the College of Education. This course, the first in the sequence of profes-
sional education courses, is a six-quarter hour course generally meeting two hours per day four days a week. It is the first course required after admission to the College of Education. This typically means after 45 quarter credit hours and a GPA of at least 2.25. However, students range from second quarter sophomores to post degree students working on a teacher certificate.

A recent study conducted by the College of Education (Ryan, Peters, Phillips, 1982) using a random sample of 296 students found that education majors at the Ohio State University were mostly white (97%), mostly female (70%), and that a vast majority (89%) were from Ohio. More than two thirds (71%) came from middle class families. Almost half (49%) held part-time jobs. The average GPA was 2.89. Their mean ACT score was 19. This study provides a sample profile of the general population from which the actual population for this study was drawn.

The actual population for this study consisted of 20 females and 4 males. These twenty-four individuals made up one of eight sections of Professional Introduction, Education 450. The students were randomly assigned to this particular section by means of the University's computer system. Students ranged in age from 19 years old to 34 years old. The students can be classified into three major categories:

- Traditional (19-22) 17
- Older/Returning 5
There were no minority students represented in this section. One male and one female student were married; fourteen of the students held part-time jobs. Three of the students were in the Dental Hygiene program at the University and were enrolled in the College of Education for degree purposes since the Dental Hygiene program does not award baccalaureate degrees. Upon graduation it is assumed that these individuals will work in dental offices but will have a teaching certificate which will allow them the option to teach health in the public schools should they choose not to work as dental hygienists. In addition to the dental hygienists, ten students were in Elementary Education, ten students were in Secondary Education and one student was in Art Education (K-12).

INSTRUCTIONAL PHILOSOPHY

In Education 450 (PI), the direct relationship of theory to practice is emphasized through an experiential curriculum which has components from clinical, on-campus, and field situations. Microteaching, reflective teaching, and human relation activities are offered on campus. Field experiences are provided in area elementary and secondary schools.

A handout provided to the student from the program office gives the following rationale for the course:
... it is to help students develop an integrated understanding of themselves both as teachers and learners, and to facilitate in the development of their own teaching styles. An integrated understanding is a comprehension of the multitude of variables which are occurring and being manipulated simultaneously in the education process, that is, the complex interaction of the environment, the learner, and pedagogy...

Equally important to effective teaching is an opportunity to develop one's own approach to the educating process. This notion is based on the belief that mere acquisition of technical skill ignores the larger issue of professional growth. One's own view of human development and the environment, as well as personal needs, shape pedagogical style. For these reasons understanding of the "self" in relation to the multiple occurrences in the educating process form the underlying structure of PI.

(See Appendix B for the complete handout which also contains a description of the general course delivery and core curriculum. Also in Appendix B is a syllabus of the instructors' delivery of the course).

INSTRUCTIONAL SETTING

In developing the instructional setting for the delivery of this course I kept the following principles in mind:

1) The most valuable information available in the course may well come from student-to-student communication. Students need to get to know one another.

2) The students have a wealth of knowledge and unver-
standing. The teacher needs to get to know the students.

3) Each member of the class has a responsibility to be prepared and to participate in the class activities. It is unfair to take from class members and not to give back anything in return.

4) It is believed that the students want to do their best in the profession they have chosen; therefore, assignments are not graded. Students are expected to do their best. A method of self-evaluation is used.

5) Assignments are given to support personal and professional growth. Mid-term and final projects give individuals an opportunity to pursue their own areas of interest within the field of education.

6) The teacher's role within the classroom is one of a facilitator. The main actor of the class is the individual. Each individual's importance and value is emphasized.

7) Respect and trust are the basis for a growthful learning environment.

8) An acceptance of and even a celebration of individual differences is encouraged.

One of the most important principles on which the course is established is that learners learn best by doing, by experiencing. Within the class their learning is reinforced by
reflection, talking, and writing about these experiences which can be real, such as reflective teaching or a field experience, or a vicarious experience through a film, a book, or another's report on his experience.

To facilitate this process, two structures were imposed on the class: systematic reflection partners, and study groups. The systematic reflection partners, generally assigned by randomization, talked together about important professional and personal occurrences on an average of twice a week. These discussions generally followed some activity within the class about which the students were required first to write for ten minutes and then to share orally with their partners.

The study groups consisting of four or five members were used to practice verbalizing theoretical knowledge obtained from readings and to discuss practical implications of such knowledge. The study group also functioned as a support group for other activities such as microteaching and reflective teaching. Although this group functioned as a "home" group it was my goal that students get to know all class members so I often arranged other groups for other activities. Students were also often paired with another class member other than their systematic reflection partner for a variety of activities. I often arranged seating to assure that students were able to be with different people, and to thus have different experiences, and gain different perspectives. Outside activities such as going
to breakfast and lunch together were also encouraged. The intention of all this was to create an environment in which the students belonged and felt comfortable so that perhaps they would take more opportunities to risk, to share themselves, to get to know themselves better by getting to know others.

Figure 3 provides a schema of interactions that influenced growth throughout the quarter. Figure 4 illustrates the in-class activities. Figure 5 an overview of experiences within and beyond the classroom. Table 5 provides an explanation of activities conducted during the ten week introductory course.

COLLECTION OF DATA

Data used to describe this process of self growth as perceived by the undergraduates consisted of:

1) Pre-Post taped open-ended interviews consisting of a few guided questions, conducted with all class members.

2) More extensive open-ended interviewing. With four class members representing a cross section of the class.

3) Weekly critical incident forms in which the students wrote about the most impactful event of the week.

4) Reaction papers following films, reflective and microteaching.
INTERACTIONS INFLUENCING GROWTH

WITHIN THE CLASSROOM

THE LARGE GROUP AND THE INSTRUCTOR
THE SMALL GROUP AND THE INSTRUCTOR
THE INDIVIDUAL AND THE INSTRUCTOR

THE INDIVIDUAL AND THE LARGE GROUP
THE INDIVIDUAL AND THE SMALL GROUP
DYADIC INTERACTION
THE INDIVIDUAL

OUTSIDE THE CLASSROOM

PROFESSIONAL:
INDIVIDUAL AND THE FIELD
INDIVIDUAL AND STUDENT GROUPS
INDIVIDUAL AND STUDENTS (INDIVIDUALLY)
INDIVIDUAL AND THE COOPERATING TEACHER
INDIVIDUAL AND TEACHING PARTNER
THE INDIVIDUAL

NON-PROFESSIONAL:
INDIVIDUAL IN SOCIAL SITUATIONS
INDIVIDUAL AT WORK
INDIVIDUAL AND SIGNIFICANT OTHERS
THE INDIVIDUAL

PERSONAL DEVELOPMENT

FIGURE 3

(Auer, 1984)
Other Activities: Lectures, Films

Systematic Reflection

Activity: In-Class Participation

Large Group Work

Small Group Work

In-Class Activities

Figure 4

(Auer, 1984)
Overview of Experiences Within and Beyond the Classroom

Figure 5

(Auer, 1984)
TABLE 5

COURSE ACTIVITIES

Systematic Reflection consists of three parts: (1) intensive writing in a journal; (2) re-reading of and reflection of what one has written, and (3) dialogue with another person about the journal entry or one's thoughts or feelings about it.
(Developed by Clark, 1981)

Critical Incident Form - a form provided for use by the Student Information System of the College of Education at The Ohio State University. It is a reporting form used by the teacher candidate on an ongoing basis for analysis of critical events and experiences.

Microteaching and Reflective Teaching - clinical teaching experiences which allow teacher candidates to plan, implement, and evaluate their teaching under controlled circumstances.

Perception Lab - a program provided through the university that presents the psychology of visual perception through a slide presentation and other exercises.

Bombardment Exercise - a get-acquainted activity in which individuals are requested to divide their lives into three major sections providing the most meaningful events under each section. Each individual is then requested to talk about the sections. As the individuals relate their experience, the other group members (usually 4 or 5) write six positive adjectives to describe the individual. These adjectives are placed on the individual's target and an oral explanation is provided by each of the group members.

Autobiographical Scrutiny - an essay that helps students develop their own definition of an educational experience by relating three educational experiences from their own lives.

Self-Lesson - a teaching presentation in which the subject is one's own life from birth to death presented in third person terms.

Ropes Course - an outdoor education adventure provided through The College of Health, Recreation and Physical Education. The purpose of the course is to place individuals into a challenging situation to encourage the stretching of one's own limits.

Paideia Proposal - an educational manifesto by Mortimer Adler which outlines an educational reform for the country.

(Examples and additional information on these activities are provided in Appendix A.)
5) A student written summary of their field experience.

6) A final self summary explaining where they saw themselves at the beginning of the quarter and where they saw themselves at the end of the quarter.

Data were collected almost on a daily basis. Because of the overwhelming amount of data collected it was necessary to be selective concerning which materials would be used to describe the students' perceptions in this study. It seemed that the final self summaries, final interviews, final field summaries and critical event form, provided a good overview and often included references to films, micro- and reflective teaching, field experiences and other events throughout the quarter as they were significant for each individual. For those individuals who provided too brief of a self summary or who had difficulty expressing themselves in the final interview it was necessary to refer back to all the pieces of data collected on a daily basis.

Throughout the quarter I also kept a journal of my own perceptions of events that occurred within the class and contacts with certain individuals outside of class.

ANALYSIS OF DATA

The analysis of data did not depend on a predesigned instrument, or plan of interpretation. The interaction with the data dictated the process which gradually unfolded the multiple
realities, or categories of meaning presented in Chapter Four.
The process continued and was not complete until it was arbitrarily terminated as time and resources dictated. The material in this section was compiled through a process of interaction with the data, or what Kaplan (1964) refers to as "reconstruction of logic-in-use" (p. 13).

The logic-in-use can be referred to as an intuitive process which Kaplan (1964) further explains as: (1) preconscious, and (2) outside the reference schema for which we have already available reconstructions (p. 14). The material presented in Chapter Four is a result of an evolutionary, intuitive process which began with the awareness of guidelines of the constant comparative method of Glaser and Strauss (1968). This method consists of four stages:

1) **Comparing incidents applicable to each category** - this includes a method of coding data and arranging those data into as many categories of analysis as possible, as categories emerge or as data emerge that fit an existing category.

2) **Integrating categories and their properties** - this includes accumulation of knowledge pertaining to a property of the category which begins to show a pattern that results in a unified whole.

3) **Delimiting theory** - this includes a process of curbing an overwhelming task of pulling together the mass of data into an integrated whole by taking out non-relevant properties, integrating details of properties into the
major outline of interrelated categories, and finally reduction of data.

4) **Writing theory** - this includes that which emerges after the data are collected, categorized, interrelated, and integrated.

   (p. 105-113)

Spradley (1980) provided further specifics for analyzing the data. It was his framework that was used to develop the schema for analyzing the data presented in Figure 6 which provides the organization and structure for Chapter Four.

The top of Figure 6 theme analysis is the overarching focus of the study. Theme analysis pulls together the whole of the study to focus on personal development. Breaking down the theme into the three workable questions of the study resulted from componential analysis or a systematic search for how meaning was given to personal development in the course through students' perceptions, curricular condition and personal and professional connections. Each of these three areas were further broken down through domain analysis of each area by asking: What were the perceptions? What were the curricular conditions? What were the connections? The bottom of the figure, taxonomic analysis provides the final breakdown of definable units that explain the dimension of personal development as experienced in the course. The schema is then basically a break down of the term personal development into units of meaning to be defined and illustrated through the data collected and presented in Chapter Four.
Schema for the Analysis of Data
In a Study of the Personal Development
of Undergraduates in Teacher Education

Figure 6
The steps presented from both Glaser and Strauss (1968) and Spradley (1980) were not as Spradley warns, "a substitute for our own intuition and ingenuity" (p. 92). Indeed, these guidelines were adjusted and modified by the demands of the study.

 McCutcheon (1981) gives support to Spradley's warning when she asserts:

> Interpretations are constructed through our active mental work; they are not part of the immediate environment. They grow out of our theories, our past experiences and our present observations.

(p. 5)

Kaplan (1964) refers to this as autonomy of inquiry. Sanders (1981) explains this to mean:

> What is essential for inquiry to be scientific according to that principle is not that some particular method be used or that scientific paradigms used in other fields be borrowed. Quite the contrary, investigators searching for reliable knowledge must be urged to use whatever constructs, logics, operations and theories they can use, given their purpose and the nature of the phenomena studied.

(p. 11)

This study is naturalistic, therefore it is based on a paradigm of inquiry rather than on any specific method. It is a paradigm based on the assumptions of multiple realities that diverge rather than converge as in rationalistic inquiry (Guba, 1980). Figure 7 provides an illustration of Guba's showing the difference between the two approaches to phenomena. In the
"REALITY" VERSUS SCIENTIFIC ABSTRACTION: TYING AND UNTYING VARIABLES

(Guba, 1981)
reality of research there are many variables with twists and
turns that can develop in many directions, that cannot neces-
sarily be predetermined. It is not a neat, clean, precise
figure as may be presented in a rationalistic inquiry which can
be neatly defined and directed.

It is Guba (1980) who, recognizing the intuitive and
individualistic approach that is inherent in naturalistic
research suggests a set of procedures that provide evidence of
credibility while preserving the wholistic situation of natura-
listic research. The procedures he recommends and their imple-
mentation in this study are outlined here:

1) **Prolonged Engagement at the Site** — is suggested to
provide sufficient opportunity for the researcher's
preconceptions to be thoroughly challenged by the data
collected (Guba, 1982). This study occurred during
one quarter consisting of a minimum of eighty-in-class
contact hours. A pilot study was also conducted
during a previous quarter. Involvement with teaching
this course and observing the phenomena of personal
development has been ongoing for eight quarters.

2) **Persistent Observation** — is repeated and regular
observation. Observation and systematic collection of
data was conducted on a daily basis during the two-
hour class period and scheduled interviews.
3) **Peer Debriefing** - is a method of constantly checking oneself to make sure that "objectivity" is being maintained through discussions with uninvolved peers. This occurred not only during the quarter of data collection but throughout other quarters as well. I was involved in three quarters of a qualitative research practicum in which I focused on the phenomena of personal development of undergraduates during an introductory education course. I have also had systematic observations, audio and visual tapings of my class during previous quarters with peer and instructor debriefing. During the quarter of this study, members of the research practicum functioned as peer debriefers. Regular weekly meetings with one professor also facilitated this aspect of the debriefing of the data collected.

4) **Triangulation** - is a combination of methodologies in the study of the same phenomena (Patton, 1980). A variety of data sources were used:

A) **Taped Interviews:** pre and post interviews were conducted with all class members. In addition to these interviews, every-other-week interviews were conducted with four class members chosen as representative of the class and their progress was followed throughout the quarter.
B) Written Work - this included weekly critical incident forms; reaction sheets for films, discussions and clinical teaching experiences; final summaries of field experience and final self-evaluation of the course experience.

C) Weekly Student Debriefs - these debriefing sessions were conducted by a graduate student. These were conducted on a weekly basis with three different students each week. The purpose of these interviews was to obtain the students' perceptions of the class through the questioning of an outside evaluator. The students were assured that I would not have access to these tapes until the quarter was completed.

D) Member Checks - to accomplish this check, a representative sample of four members were interviewed every other week throughout the quarter. Other interviews were conducted with other members as well but on a more random selection and schedule. One class member has read and reacted to the compilation of the data in Chapter Four.

5) Structural Corroboration - is a method of testing every datum and interpretation against all others to be certain that there are no internal conflicts or
contradictions. The three parts of Chapter Four represent the different types of data collected. Each part attempts to offer structural corroboration or coherence to the other sections by providing a different perspective from different types of data collected throughout the quarter.

The data presented in Chapter Four describe the multiple realities that emerged to explain the phenomena of one class in which the personal development of individuals was nurtured and encouraged. The arrangement of the data centered on the three questions posed in the problem statement. The questions actually emerged only after the struggle to interpret the data by sorting through and categorizing statements made by students throughout the quarter. Referring back to Figure 6 will provide a complete overview of the conceptual arrangement of Chapter Four based on the recommendations of Spradley (1980).

The statements selected to be included in Chapter Four were selected because of their clarity and also because they generally expressed the ideas of the other students' statements in that category. Those excluded were done so because they lacked clarity or were not divergent from other comments.

This chapter described the setting of the study, the population involved, the instructional philosophy, the collection of data and analysis of the data. Chapter Four will provide the students descriptions of their involvement in a class designed
to emphasize their personal development. Chapter Four is the result of the activities described in this chapter.

What is present in Chapter Four is not complete but in reality is continuing to develop. What is present is not the perfect product but one which represents a baseline of study, a theory in process.

Spradley (1980) writes:

Doing ethnography always leads to a profound awareness that a particular cultural meaning system is almost inexhaustibly rich. You know a great deal about a cultural scene but you realize how much more there is to know. It is well to realize that what you write is true to every ethnographic description: it is partial, incomplete, and will always stand in need of revision.

(p. 160)
CHAPTER FOUR

THE REPORTING OF TEACHER CANDIDATES’ PERCEPTIONS

This chapter is a presentation of data related to student
growth throughout one quarter of a professional education
course.

These data are organized in three parts, answering the
three questions:

PART 1: How do teacher candidates perceive their personal
development during an introductory education course?

PART 2: What curricular conditions in the context of the
course affect their perceptions of personal develop­
ment?

PART 3: In what ways does the teacher candidate seem to
connect personal development to professional develop­
ment?

Figure 6 in Chapter Three provides a complete overview of
the categories listed in this chapter.
This section gives an overview of student perceptions of changes that have occurred in them during the course. It gives evidence for the first question of the problem statement: How do Teacher Candidates perceive their personal development during an introductory course in education? The data for this section were gathered from an exit interview with each student and from a final self-summary written by each student that explained their development throughout the quarter. A content analysis of the interview organized the data into the categories that appear throughout this chapter. The first of the major categories are:

- Self Concept
- Awareness
- Acceptance
- Conflict
- Relationships

SELF CONCEPT

Self Concept is the mental image one has of oneself. This section contained forty-seven (47) references from students. This number was almost double that of references obtained for any other section. Changes in self concept seemed to be an area of greatest development.

This section is divided into seven categories of self-description:

- Communication
- Extension
- Limitation
- Feelings of Well Being
Students in general expressed an improvement in communication skills. These are a few specific examples:

I've really learned a lot, even just about myself - developing different skills like eye contact, being able to give my opinion, communicating- can get across what I'm thinking better than I ever had before.

I feel more relaxed when I'm talking in front of a group and I talk louder. When I went to the schools, I really projected. I learned to have better eye contact.

I communicate better with students, instructors, employees, etc.

I'm able to argue with my husband better. Used to be he could shoot all this information at me and I'd just sort of sit there. O.K. Now, I throw things back at him. I think he enjoys it as much as I do that I'm a little more assertive.

When I walk into this class I know something about everybody - and a little bit about their personality. Now, if I see them on campus, instead of walking by and lowering my head, I can talk to them.

EXTENSION

This part will describe how students perceive themselves growing beyond previous self-imposed limitations. Several referred to their learning on the ropes course. New perceptions
of themselves as a result of the course were:

I guess that's what the ropes course did, (forced me to risk). I saw that I could do those things - regardless of what I thought - that I couldn't do it. Sometimes I have to be pushed to do things.

As a result of the encouragement and group involvement during the ropes course, this student felt she could now begin to open up and take other risks with this group. She explains:

I found it really easy to talk with all those people - just - I don't know. That is something I want to change in myself - of letting go more . . .

This same student goes on to explain the impact of the ropes course:

I did learn that I am capable of things I don't think I can do. I saw in myself determination. Once I was up on the course it suddenly became very important for me to finish the stations before getting down.

Another student expresses her evaluation of the ropes course:

I have to say I have never been so impressed with my self as I was that day. It kinda got me to see myself in a new light. I had a huge amount of respect that I never knew existed in me.

After explaining that the ropes course helps individuals to see their strengths and weakness a student writes:

I grew in understanding myself and will look back on this experience when I come up against something that I think I am not able to accomplish or succeed at.

Another student expressed that the ropes course made her
Fantastic! It was such a good experience - a lot of it was tough - hard - but once I got through it - I was so happy. Very first part where my feet wouldn't move - got support from people - it was so good. And then it felt good to help others.

This student also was a ropes course participant but related that many of the class activities also were difficult for her at the beginning.

I have grown stronger and wiser in Education 450. Even though it lasted one quarter, the activities planned contributed the most.

With many of the exercises, I was hesitant to participate. For example, on the very first day of class we had to get into groups of five. For five minutes each person talked to the group about their own lives and then each group member wrote down five adjectives to describe that person. I found it hard to talk to strangers about myself.

Now that the course is over I understand that its the harder things that makes you grow. Also, that fears are sometimes silly and once you challenge your fears and face them they aren't bad.

LIMITATIONS

As the previous students felt an exhilaration from pushing beyond their limits, there were times when students also seemed to accept certain limitations. One relates:

I learned to talk a little more freely in a small group and on an individual basis but I know I still have a problem with speaking in larger groups. I feel, however, that this is a part of my personality which will never
Another student described herself at the ropes course as getting angry:

that I was saying I can't do so much - and that everyone was saying I can't do so much. Gosh, I heard so many, "I can't do this, I can't do that", when you know you can.

Not feeling very successful at the ropes course this student wants:

to try it again and maybe I will be more successful. I guess I was very disappointed in myself in the end.

FEELING OF WELL BEING

These students amply express the emotion of having positive self feelings:

I just feel different. I feel better. Everybody thinks of themselves a little different now - opening up more.

I just feel good about myself. I really do. I feel like I can do it (teaching).

I have learned to enjoy growth and not look at it as a monster. I am very happy.

CONFIDENCE

Within this section on self concept fifteen students made reference to an increase in self confidence. Four of these students describe their growth in confidence:

1) I came into the class at the beginning of the quarter feeling unsure about myself,
lack of confidence, and full of fear. Now I know that I had these feelings because I didn't have the knowledge or experience to be confident, sure and fearless about myself or my teaching career. Through the field experience, ropes course, Biehler (the text), film, reflective teaching, microteaching, I have made a step forward in my own development and professional development.

2) This course has given me that confidence I needed to get up in front of a class, and my peers and actually teach. The field experience I gained in the school was probably the single most valuable component of this course. I learned a lot about myself in a classroom situation. For example, I was much more relaxed teaching than I expected to be.

3) Another way in which I have changed, since the beginning of the quarter, is my confidence level has increased. The positive reinforcement that I received in class has made me feel much better about myself as a person.

4) When we started in 450 I had a terrible fear of speaking in front of people. When I read the syllabus on the first day I wished that I could drop the course. I saw the microteaching and reflective teaching and that made me miserable. I was very nervous during both microteaching lessons, however, it surprised me when I watched the tape. I didn't look as nervous as I felt. Also, it really surprised me to read the comments people in the class wrote. They gave me confidence.

Towards the end of the quarter I had to give a 15 minute presentation on health. Well, because of my experience in 450, I got rid of my distorted fears and it helped me tremendously. I was well prepared with case histories and medical facts. Most importantly I did not stand up in front and read from my notes as I would have done before.
I spoke from what I learned and I used eye contact!

Other students speaking about confidence made statements such as:

I learned to handle myself in front of students.

I feel more confident about teaching.

I just feel more sure of myself, my value and my outlook on life. It has helped getting to know people, doing the teaching and getting feedback.

The group discussion seemed to be an important vehicle for open communication:

I felt that our class discussions were very open and uninhibited. I liked being able to generate our own discussion as a class relating to certain issues on education. I felt this was a good experience for the entire class.

OTHERS PERCEPTION OF SELF

We don't often get a chance to get others view of how they see us. For one student, others' perceptions made him feel good and more confident in himself. He shares the knowledge of self he received from others:

One of the things that I learned about myself in this class is that others perceive me the way I want to be seen. Too many times before this class, others would tell me that I was conceited, only concerned with myself, too demanding, impatient, and oversensitive. I really doubted myself. But when we got into our groups and others would say that I seemed like I was caring, sensitive, concerned, and hard working, this
gave me some confidence in myself because this is the person that I see myself being and that I want others to see me as.

However, two other students felt in conflict by the way they were perceived by other students. The first one responds to her systematic reflection partners comments:

She thought of me as someone who would always keep composure - not that I could care or feel about anyone else but that I could always keep myself distant if I wanted to and not get emotional. I thought that was really funny because if anything, I think I'm too emotional, get too emotionally involved, throw myself in too much and she said totally the opposite. This showed me that you can convey yourself in a different way than you are - even if you don't realize it - that you have to be more aware of that because in class you don't want to convey yourself - I don't know - a personality that you are really not.

Another student also feels she was perceived incorrectly:
He made it sound like the only quality I had was being crazy. I guess it's more of a laid back thing. I was so keyed up and tense - ulcer woman my freshman year. The others would do weird off the wall things - they influenced me. I admired it a lot because I was so keyed up and tense. I think I'm becoming that in a lot of ways and that is what he sees and comments on. I think he thought I had no personality, no mind - sometimes I'd just fly into class. I hope he feels differently now.

Yet another student asserts that the way people perceive is not actually how she is. She says:

I think I put up this - say something funny all the time. People say, "oh you're so funny". When I get nervous it is just joke after joke. They just laugh. It's not the way I really am.
AWARENESS

Awareness is a basic knowledge of self as though one were an observer looking at one's self. It is knowing one's needs and one's influence.

This section will present perceptions of:

- General self awareness,
- Awareness of needs of others and accommodation of those needs, and
- Awareness of personal needs and ways of satisfying those personal needs
- Lack of awareness.

GENERAL SELF AWARENESS

A student provides a good summary statement of awareness:

This class has been most of all a course in awareness. There were so many attitudes and values I had which were so ingrained that I didn't know they were there. I only knew that my actions and judgements reflected them. Throughout this class, these deep-rooted ideals surfaced. And they became apparent to me, I could deal with them as concrete, and change and alter them as needed.

Recognizing the importance of self awareness a student explains:

I learned about myself. I had never had quite this type of opportunity before. I feel it is essential for educators to know about themselves. They must understand who they are before they can possibly understand others. I thought I knew what I liked, disliked, and what made me tick. Well, I learned more about myself; such as the values and how I prioritize them, the goals I set (long and short-term) for myself and others and my views on educational settings.
Another student also emphasizes the value of a class that stresses self awareness:

I learned so much from this class. Not only about teaching but more about myself than I have in any other class, or any other time in my life which is really good for me. I think its good that we learn a lot about ourselves because I think you have to know a lot about yourself before you can help others and deal with others.

Finding a special gift is related by this student:

This P.I. class has helped me discover and uncover myself. I can say that I have discovered a gift I have. That gift is my friendliness and ability to make people smile. I guess I have always done this but the class has brought to my mind that I do have this gift and that I should use it.

The ropes course made very clear to many of the participants the dilemma posed between real and perceived danger. One student describes the situation and the awareness she gained:

I found out that things aren't like we perceive them. I thought it would be easy - no problem. I got up there - and I asked myself why I had come. I was really nervous and I'm usually pretty self controlled. It was very enlightening.

AWARENESS OF OTHERS

It is often the case that as we become more aware of ourselves we also become more aware of others. One student describes that:
Through the classwork, the incident forms, the autobiographical scrutiny, and the midterm and final projects I have realized the one thing of great importance in my life. My interaction with others, I never realized how significant my relationships with others were, until I looked back at my writings. In seeing this I decided to change in ways that would enhance my friendships with others.

Viewing a film made one student aware of those children who may be "lost" in a classroom. She explains the film's impact:

. . . not to always pick a favorite and disregard everybody else because, well, just like in Cipher in the Snow, you might not even know you are doing it but you block certain kids out and you pay attention to smart ones or the ones who dress real nice and cute - ones that you know or you know their parents - and kids you don't have any real attachment to are just blocked out. You can't do that to kids, and you can't do that to people in our classroom - within our group. I kinda could see where I learned that too.

AWARENESS OF PERSONAL NEEDS

These two students particularly illustrate personal needs that they became aware of during the course of the quarter:

1) I've become more aware of myself and my life. One main thing which has really become apparent to me is that I need to take more risks in dealing with people. I realize I have a tendency to hold things instead of speaking out. I've been told I'm not an easy person to get to know, and I think this stems from fear of rejection. I'm afraid if I voice my opinion people will reject what I have to offer. I've started to try and work on this. I've really begun to notice when I do refrain from saying
something I would like to. I know its not something I can change overnight, but I'm going to work on it.

2) I don't need a significant other to be pushing and nudging me so much anymore because I do that myself but what I do need is a softer side and to sort of comfort me a little bit more.

LACK OF AWARENESS

Even though most students could discuss in some detail what they have become more aware of during the quarter, there were a few students that indicated no apparent new awareness. One relates:

I do not feel as if I have changed a whole lot personally in this quarter. I am sure I have changed somewhat, but perhaps someone else could spot differences better than I.

Another student struggling with the question of change or new awareness answers saying:

I never really thought about it - I suppose I have changed. I don't know in what way - I don't know.

ACCEPTANCE

Acceptance is a willingness to allow for differences in self and in others. It is valuing the uniqueness of an individual perspective and is generated by circumstances of attitudes and values they have individually encountered. It is also a willingness to accept situations as having different
meanings for different individuals.

Acceptance is a basic allowance of differences without judgment of right or wrong.

This section on acceptance is divided into:

- Acceptance of others
- Acceptance of situations
- Acceptance of self

ACCEPTANCE OF OTHERS

One student expresses her acceptance of others as refraining from labeling - a practice she admits to readily doing in the past without having much awareness of how to shut her off from a number of people.

Upon introduction, I usually had already assigned values and characteristics to a new acquaintance. After only one brief encounter, I knew if they were caring, selfish, considerate (to name a small number of adjectives), and immediately had decided what type of person they were, or could be. All, of course, within the course of minutes. And all of my labeling was made in relation to myself. I assigned my judgments and values to others. For example, academics being an important aspect of my life, when meeting someone who put their efforts into social activities, I would make the judgement, "This person doesn't know what's important in life. He's obviously too immature to realize that college is the most critical thing in life." Now, I realize how narrow this statement is. Just because school is important to me does not mean that it should be to everyone (or anyone) else. I realize now that everyone is at a different place in life - different values and attitudes. And I am certainly not now, nor will I ever be in a position to
decide what is ultimately important for every individual I meet. Unfortunately it took me a long time to realize this. I'm not saying that the problem of judging is completely eliminated, but I have recognized labeling as a weakness of mine, and am consciously attempting to adjust.

This same student later adds:

In my awareness of others as special through their uniqueness, I have become better able to control my tendency to judge, curb my impatience with peers, accept conflicting viewpoints and attempt to understand them, and view personality differences as positive.

Two students indicated that the exercises in the perception lab had a profound effect on understanding that others see the same situation differently.

I learned that people perceive things in different ways, and just because I see something one way, doesn't mean that others will.

... every individual is different, not only physically but also in the way we perceive things. For example, one person may see a cow and another person will see a bird in the exact same picture. Not all students look at an object and see the same thing. Each and every student can perceive the same thing in a different way.

Two other students expressed acceptance as just being willing to give people a chance before deciding to like them or not like them.

(Within the class) ... I met people I probably would not have spoken to or had the opportunity to meet. I realize that I should be sensitive to others thoughts, beliefs and feelings.
I've got a problem stereotyping people when I walk in — and now I think maybe that what they feel — what they are — you got to give them more than one chance. For awhile I can look at them different, just to see — maybe there is a reason for what they're saying or doing — not just my personal reason for why they are doing something.

A few students identified others in the class as people they had a change of feeling toward. They were more willing to accept them for who they were after getting to know them.

I felt like she was really cold. After we worked together I felt differently towards her. She isn’t cold at all.

Another student relates that she was confused by a particular action of a student she thought she knew well. She concluded:

... then I thought that might be the way I would feel. I tried to listen to what she was saying.

Until working together on a project a student felt another’s negative attitude was intolerable. She began to see this student from another perspective.

... a lot has to do with the pressures. I think a lot of people have a lot more pressures. Seemed like she did. It was good to see people in a different situation.

Systematic Reflection partners often got to see each other from a different perspective than the rest of the class. A partner relates her situation:

I don't label people like I did. I try hard not to, where before I just didn't think about it. I try really hard at this point.
My systematic reflection partner is ___. I know there were times when I wrote things or said things and I know they were going right over her head. Well, last quarter I would have said - this person is such a ___ - she is so superficial. I told her things and she was so surface - She couldn't even see them. Where now I can see that we are in different places - that these things are important to me but they aren't things important to her. Its not that I'm better; we are just different - that's a big one.

**Acceptance of Situations**

In addition to individual acceptance a few students made application to wider situations:

I don't work well with people I don't think are very bright. Not so much any more. It was really bad at the beginning of the quarter.

As a member of a university varsity team, one student wrote:

This class has helped me. There are times when people do stupid things with the ball - but now I don't worry about it. Praise that I didn't do before comes easier.

One student discovered:

A lot of people were like me. The people who were different, I liked them; they were just a little different. Not that I thought they were weird or anything, just kinda interesting.

About elementary education, one student tells of her change of perspective:
I don't think I really had a condescending view of elementary education, well to a point I did but I don't any more. I can respect them for being able to work with little kids because I can't stand to.

Getting the views of other students sometimes helped to examine individual beliefs more closely.

I was always interested as to what other people thought - other people's experience but now I think that I take what they say and kinda relate it to myself and compare it myself and think, well maybe they see things better than I do - or I don't like how they do it - it makes me feel more sure of what I'm doing or change if I'm doing something I don't think is right to other people. I don't think that in any other class that we have had the opportunity to do as much group work and to talk back and forth and share ideas. I think that really helped me.

ACCEPTANCE OF SELF

Students' acceptance statements often dealt with their own acceptance of self:

I used to be much too critical about myself. This class has taught me not to be so hard on myself and to realize that I don't have to be perfect.

Expressing and valuing one's own opinion seemed to be a major point of growth for these two students:

I'm getting to where I can give my opinion and be able to accept the fact that someone might not agree with me and not having the fear of not saying because they may not go along with me.

The other student stated:
Now I feel like I can give my opinion and it may make some difference at one time or another. I also feel that I have a responsibility to give my "two cents" when the time is right.

CONFLICT

Conflict will be defined in this study as a point in an interaction either with a person or a situation with self, or another individual, or the group where there is disagreement, misunderstanding or lack of acceptance. A conflict is generally unresolved, at least for a time, which allows it to fester, causing more distortion and additional pain.

Descriptions of the conflicts within the course will be divided into five categories:

- Conflict with Self
- Conflict with Another Individual
- Conflict within the Group
- Conflict with the Situation
- Conflict Resolution

CONFLICT WITH SELF

One individual chose not to continue with the ropes course after she had begun. She talks of her conflict:

I remember being up there and saying to the group, "I'm sorry you guys", because at first I felt like I was letting them down because I wouldn't go through with it. And even though (the ropes course instructor) did make me feel bad for a while - the more I thought about it the more I thought it was his problem, not mine.
At first I thought nothing came of going there Saturday but everyday I think about it - I really did learn a lot - even though the course is to make you think about yourself - your limitations and things - and even though I didn't do the course I still thought about my limitations - and myself a lot - so it was good just to go. Later my mother said she was surprised I even got up to go. I stopped at my girlfriends and we talked about it. I've done a lot of talking about it.

This same student related also that she would try an event like this again. She feels that one day she'll get over this. But if not she has resolved not to let it bother her. She mentioned that she felt confident in her decision not to continue but then later in the interview stated that:

Now that I look back maybe I should have just stayed up there and just kept going back and forth across the log. I don't know.

Another individual in the ropes course had a problem with her partner who depended too much on her. This reminded the individual of situations in "real life" where she takes on too much of other peoples burdens. She relates:

I tend to get these friends who just drain me or something.

For another student the ropes course presented a different personal challenge:

Before attempting this great task, I thought I wouldn't have any trouble at all, but once I got up to 25 feet, I began to play a different tune. Fear began to overwhelm me and I became so disappointed in myself for being afraid of something that I knew
couldn't possibly cause harm. This made me realize how ones fears and anxieties can hold them back from accomplishing the very things one wants to do in life. If one lets their fears get in the way of goals, then how can one ever succeed. The ropes course was one valuable experience I will never forget. Now since I am able to recognize how fear can conquer one's achievements, I will be sure to try to defeat fear as soon as it appears, instead of giving up or throwing away the very things I want to try to strive for.

A dental hygienist in the class expressed her conflict over her career choice:

Another thing I'm starting to understand is the reason I enjoy education more than dental hygiene. It wasn't supposed to turn out this way. For one thing I've put myself through some big traumas for dental hygiene.

When I chose dental hygiene in the beginning I knew it would be a struggle, however, making it through was a way of proving something to myself. At the time I needed to do that.

Education on the other hand was something I never thought about. I thought of it just as a fill in for dental hygiene. Once the classes began I found myself enjoying them. It's not much of a struggle for me because you're able to be creative. It's interesting and I know I would be good at teaching.

I'm realizing that it's O.K. to choose a profession that's not a battle and that it is alright to have fun with your job.

Now I'm thinking of dental hygiene as a fill-in for education.
CONFLICT WITH ANOTHER INDIVIDUAL

As in most groups where individuals get to know one another there is eventually conflict between certain individuals. It is an inevitable stage of group development. This course was not an exception to the conflict rule.

A major point of individual conflict that involved two students during a reflective teaching lesson.

The designated teacher tells her side of the conflict:

I started my reflective teaching lesson but then ran into a huge roadblock when one of my learners came in after I had already begun the lesson.

I received nothing but rejection and uncooperation from this one learner.

The learner relates her side of the conflict:

One of the most memorable was unfortunate, but I hope not seriously damaging or permanent. This is the incident that occurred during a reflective teaching lesson when I got really angry. I realized then that that might be why a lot of children just turn off the teacher ... because they aren't meant to learn just to do what the teacher does, without showing any personal creative thinking.

Later the designated teacher told of this incident:

apologized to our group for causing any friction or problems that may have occurred during our last reflective teaching lesson. She explained how she was raised on criticism. So she has always been used to getting or receiving negative comments instead of positive ones.

Within one study group two group members apparently had
some antagonism towards a third member. The one member wrote:

This member didn't seem to care much for the content of Biehler, and for the other academic experiences offered through the course in general.

The other group member had mentioned the conflict in a previous interview and was going to deal with the problem directly with the individual involved. However, the group member did nothing about the conflict within the group.

I just let it pass. I talked with ____ and she said it happened to her too with the same person. I don't know what the conclusion of that is. I don't feel like confronting her. It isn't that significant.

A discussion between teaching in the elementary or secondary school led to a "catty" remark about sororities:

She told me she was sorry - and we talk now. I think she still feels funny and so do I.

In a discussion of systematic reflection partners one student was disappointed that when I would try to talk about personal things my partner talked on the surface. I didn't learn anything about my partner.

Every time we had systematic reflection I just cringed - because we were so different. I didn't feel that I could be just stuck with someone and be expected to really relate with them because some personalities just clash.
CONFLICT WITHIN THE GROUP

Two students related feelings they experienced as conflict among some members of the group. The first student relates a change in discussions:

I thought at the beginning and even into the middle of the quarter that we had a pretty good group on the whole and then it got to the point where the discussions weren't as good as they had been - as walking out people would say they didn't agree with something but they wouldn't bring it up in class. I think it has to do with a few people not being able to accept other people - not even willing to listen - and take it for what it's worth. A couple of conversations individuals just refused to hear anyone else and I think that scared other people from talking - because they might be jumped on.

The other student related a sense of division in the class after the ropes course:

The ones on the ropes course – I noticed it yesterday. The class was just split down the middle - those that went and those that didn't.

CONFLICT WITH THE SITUATION

Demands of the course were on occasion a source of conflict to students.

During our discussion with Randy two people really came down hard on all the work and everything. The interview was really bad for me because I felt pressured - because I didn't think everything was all that bad.

There were a number of complaints about the field
arrangements particularly because some cooperating teachers were not available to meet the teacher candidates.

I couldn't get a hold of my cooperating teacher until the Monday of teaching week.

My cooperating teacher didn't even know we were coming or what was expected of us.

Still others found the biggest burden of the teaching week imposed by the instructor:

So many little things I had to do during my teaching week that I did not have enough time to get the feel of how the classroom really functioned.

One student had a difficult time accepting the fact that students who handed in late assignments would still get an "A" like her when she was really conscientious about getting assignments in on time. This individual, it seemed, felt "gipped" even though the same option was available to her. As a policy of the course no credit was lost for late assignments.

Most people, however, adhered to the suggested due date.

It is so annoying that these people gave themselves "A's" and probably will get "A's" and will hand everything in on Tuesday. I just don't understand the point of a due date.

CONFLICT RESOLUTION

Another source of the greatest conflict was my practice of manipulating where people sat and who they were grouped with. A few individuals in the class thought this manipulation was
basically to keep them separated. They were offended by the
procedure but it took several weeks into the quarter before the
issue was brought to the surface and explained. This conflict
was eventually resolved. One of the individuals involved wrote:

Before you take things personally check out
the situation totally and not jump to
conclusions. I made a big mistake in
assuming I was hated and being singled out
and picked on. At first I was really angry
but once I began to put things into
perspective I realized I was very wrong.

This same individual was later able to comment on the value
of manipulating the social structure to avoid cliques:

I learned how much more effective a class
would be if the formation of cliques is
prevented. Everyone gets to know everyone
else and everyone is equal. No one gets
shoved in a corner and no one is a zero.

RELATIONSHIPS

This section deals with the development of relationships
within the class and the impact of those relationships. It will
also illustrate that human relations within the class also
influenced relationship beyond the class.

This section is divided into four categories:

- Systematic Reflection Partner
- Small Group
- Special Groups
- Beyond the Classroom
SYSTEMATIC REFLECTION PARTNER

The systematic reflection partner is an individual assigned to act as a sounding board throughout the quarter. Generally the partners would get together twice a week for brief discussions. The procedure was also used as a method to emphasize effective communication skills such as active listening, awareness of body language.

As a result of this particular practice one student discusses being more aware of people and their feelings:

I feel just being more aware of people and their feelings - and trying to listen more because that was so stressed in our class - to listen. The systematic reflection was good because you were forced to listen to somebody - I've become more aware of listening to people and what they are saying. I've developed that more.

Another student writes of the value of systematic reflection:

The systematic reflections have helped me grow a great deal. I have been able to learn about non-verbal communications. I have become more open and aware of people around me. I have learned to listen and respond to people around me. I have learned how to open my feelings up to people and share myself with people. Working on eye contact I could feel my partners emotions, and almost feel exactly what she was thinking. Systematic reflections have helped me to think and respond to what had happened to me that week or day. The reflections helped me get my anger, depression, and happiness released from my system.

Initial response to the systematic reflection is often
negative as this student explains:

I thought it was silly in the beginning of the course. This activity allowed me to express my thoughts and feelings throughout the course and also helped me to learn about my partner and her feelings. I felt that we grew kinda close and shared a lot of the same ideas and attitudes about education. Through this activity I also began to open up and feel more comfortable in the class, because I had gotten to know somebody fairly well and could relate to her on a personal level as well as things pertaining to the class.

Generally, with few exceptions discussed in the conflict section of this chapter, the partners had a positive relationship; one they were sad to see end.

It was so hard to talk to a "stranger". Today it is hard to say goodbye. We have shared a lot over the quarter and we have built a friendship that I feel will continue to grow.

SMALL GROUPS

In addition to being assigned a reflective partner each student was assigned to a small study group of five or six students. These groups were used for reflective teaching and small group discussions which were generally over reading assignments from the text.

This student relates:

I felt comfortable in my group and did not feel intimidated when I had a question or wanted to express my point of view. I also feel that due to these small groups I got to know everyone a lot better..
Within the context of the small group this student feels:

I learned how I learn and I learned how I react to other people in situations that I'm going to be putting myself into later.

SPECIAL GROUP

The special group was basically those 15 students who participated in the ropes course. This activity created a special bond among those people.

I got to be so close with the people who were there. I feel terrible saying it but I think I'm going to feel closer with those people than with the ones who didn't go.

There was a special feeling of support they received at the ropes course that they seemed to carry over.

It was great how we supported one another. It was interesting just to talk people through things. I felt more joy helping people through things they were having problems with.

The carry over from the ropes course was that many of the students tried to get into the same time block for the follow-up course. One student discusses the development of the group:

Most of us (those who did the ropes course) have the same time block next quarter and the people who don't are trying to move. It's just at the point where we are really starting to form these friendships - none of us want to say goodbye spring quarter - you know - see ya whenever. We were talking about how you mixed everyone up how - just at first it was - come on give us a break but how in the end we are glad. I've never come out of a course and had this many relationships.
The emphasis on human relations within the course had impact for many of the students beyond the classroom. Learning more effective communication skills a student:

... has been able to be more aware and sensitive to my own family and friends needs. I have found that I have learned to communicate better and am more able to understand feelings that they express to me.

One point that is stressed within the course is that you can't expect others to be mind readers. If you need something or something is bothering you the only way to bring about change is to tell people what is on your mind. To that a student responds:

I always put things off. If I wanted to tell someone something I would put it off - now I just tell them. I'm not afraid to tell them.

The experience within the class has had the effect of helping people be more open, or giving of themselves.

I've opened up to many people and made new friends. In fact, I have become much closer to many of my old friends.
PART II

This section will address the second question of the problem statement: What curricular conditions in the context of the course affect teacher education students perceptions of personal development?

The data for this section were obtained from weekly critical event forms. The instructions to the students were:

Describe an event that has had the most impact on you during the week. The event does not have to be something that happened within the class. (See Appendix for form.)

Table 6 provides a schedule of the weekly hand-ins of the event forms. The schedule shows that the hand-in rate for the forms was 97%. There were 209 forms handed in during the quarter.

Table 7 records those events discussed on the event forms. From this table it can be concluded that the events considered most significant within context of the course were

1) The Field Experience
2) Films
3) Reflective Teaching
4) Microteaching
5) Ropes Course (only 15 members participated)
# TABLE 6

**HAND-IN SCHEDULE FOR CRITICAL EVENT**

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**Handed-In = 209**

**Requested = 216**

**Hand-In Rate = 97%**
### TABLE 7

**SUMMARY OF CRITICAL EVENT FORMS**

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* A - Cipher in the Snow  
  B - Brown Wolf  
  C - Love  
  D - Non Verbal Communication  
  E - Why Man Creates  
  F - Pege  
  G - Summerhill
For the remainder of Part II, I will present a week-by-week summary of the curricular events and the comments given by students which relate the significance of the particular event to their personal development. I will provide comments for one or two events that are written about by the largest number of students for that particular week.

WEEK ONE

The two events referred to most frequently during Week One were the Strength Bombardment Exercise and the two films, Cipher in the Snow and Brown Wolf.

The Strength Bombardment Exercise is a group building exercise that was done within the small study group of five or six individuals. A student who at first felt uneasy with the exercise wrote:

I felt uneasy at first, explaining the events to people I had just met especially since I went first. But, when I heard their positive opinion of me the uneasiness went away. I agreed with most of the adjectives that the others used to describe me such as honest, sensitive and involved. But I was very surprised at some of the adjectives like good speaking habits. So, from this exercise, I learned some things about myself that I didn't know before and what others see in me.

The realization of a lack of priorities stuck out as a learning experience for this student:
I realized later that I don't have any priorities in my life. When I talked about myself, I skimmed over everything, not giving emphasis to anything.

The two films of the week inspired these comments:

The film (Cipher in the Snow) magnifies the fact that teachers are more than just dispensers of knowledge. I feel that the personal side of teacher responsibility is extremely important.

The film Brown Wolf was about a wild dog who was adopted by a young couple... I feel this film showed me we must accept people as they are. We must be open minded because every person is unique... we cannot push our beliefs on others.

WEEK TWO

Leo Buscaglia's book Love, and the follow-up video tape, Love in the Classroom rated most significant during the week. The students were enthusiastic about the message given by Dr. Buscaglia.

One expresses:

After seeing his lecture I felt like going out and smiling at every person I see. I wanted to go home and hug my family and friends to appreciate everything they have done for me. I find myself all too often not living each day to its fullest.

The message one student values from Buscaglia is that:

humans need to share a little more of ourselves with our neighbor. We should be less afraid to give.

One student who has seen Buscaglia on T.V. five times and
has read a few of his books was inspired to write:

We need to share, reach out, we need to give, to hurt, to cry, to laugh and just experience all we can.

This student began to realize things about herself that she never admitted before:

Leo Buscaglia helped me admit that I am afraid of relationships, that I am embarrassed to show my emotions, and that I regret my failures.

She writes further:

This particular event has helped me grow developmentally by enabling me to stand up and not be ashamed. I am going to stop regretting my failures, being afraid, and start showing my feelings.

WEEK THREE

Microteaching was an important experience during the third week. Fourteen of the twenty-four students directed their comments to this event. They write:

I felt it was an excellent experience for myself, and I think that everyone else felt the same way. It was good to see that I could plan a lesson and be able to execute it. Watching myself on tape was interesting. I couldn't get over the feeling that it wasn't me though I knew it was.

I feel this experience gave me more confidence being in front of people.

This was a significant learning experience for me. To be able to get feedback from your peers and then see yourself on tape gives me a good idea of what I do well and
what I need to work on. I learned a lot about myself and from myself. From this event, I know I have a lot of work ahead for me to become a good teacher.

The microteaching lesson was a good way to judge my teaching because it gave me feedback both visually and auditorily how I come across to others. I also thought that the observer response forms were helpful to point out strengths and weaknesses.

I learned that it takes a long time to prepare a lesson - even if the lesson is only five minutes long!

It was helpful to practice like that. I think what I realized most was how important preparation is to teaching. Preparation breeds confidence.

WEEK FOUR

During Week Four both reflective teaching and the visit to the perception lab ranked as important events.

The experience in the perception lab brought out clearly that two people can be looking at the same object but see two different images. This was an impactful experience:

I was amazed how each individual's perception of a particular slide was different. Some people saw the same thing and others saw things differently. I think this is what struck me the most. How could I see a cow, why couldn't or didn't everyone else see that cow!

This student's conclusion:

People perceive things differently. This might be a result of each of us having different backgrounds. An understanding of this is very important.
As a result of this lab a student learns:

I must listen and be open to other people's views. All things in life are viewed differently by each person.

The experience made a strong statement about first impressions for this student:

The most crucial element I learned from this experience is how each person perceives different experiences. More importantly was the realization of how what is perceived FIRST dominates the rest of the viewing. The most notable case is the explanation of how I could not see the cow because all I could see was the bird. It makes an incredible statement about how deceiving first impressions can be. The lesson I learned from this is to look beyond.

Sometimes teaching lessons just don't go right. Students learn this and relate their learning from their mistakes:

It taught me that teachers are human and that if a teacher gets in a jam they should seek help from someone, even his students.

I learned that it is difficult to know how much, or how little explanation is needed for students to understand a lesson. When I know how to do something, I think, I assume that my learners will grasp it easier than they all do.

WEEK FIVE

Back-to-back reflective teaching lessons have no competition during the fifth week. This is the third lesson presentation of the quarter. Generally after the presentations suggestions are made for improvement. For a particular indi-
vidual suggestions that he approach the subject other than using a lecture format brought this reaction:

Bushwash! I felt like a second grader. If I were to bring in books, articles, pictures, etc. the kids with books would be sitting in their desk asking themselves "What do I do with this?" "Do I read the table of contents, should I memorize the title and date, scan the chapter headings, scan Chapter One, read the introduction?" "What do I have to do?" Ditto for articles and pictures (for my part it would've been too much effort for a ten minute lesson). Doing this the kids will either: a) pay attention to me and disregard the books, in which case they're useless, or b) pay attention to the books and disregard me, in which case I may as well go home.

The student further emphasizes:

Learning isn't always fun. If they want to look at books and pictures I'll give them a bibliography and they can go find them. I'm getting paid to supply them with certain information in the best way I know. For certain things that still means lecture.

WEEK SIX

This week was packed with microteaching, mid-term projects, and teaching lessons in which students had to present their whole life up to their death as though someone else talking about that story. The lesson was to include their accomplishments and goals. Many students had difficulty dealing with thoughts of their own death. They considered it morbid and unnecessary to accomplish the objective of the lesson. Two students almost echoed each other about making up exciting
things and dying:

I really didn't like this lesson very much because the thought of predicting your own death seems to morbid to me. I think it should have been like reflecting on your life at retirement. I also don't think we should have to be famous for something. I'd rather have been more realistic and included the fulfilling of my own real personal goals which don't include being famous.

I didn't want to do this assignment. I thought it was horrible to think of my own death. I also felt that I had to make up many exciting and spectacular things to make my life better. It made me feel that being a teacher wasn't glamorous enough.

A student who had mixed feelings about the assignment suggested:

Maybe the lesson would have been more beneficial if we would have just written down things that we wanted to do, things that we wanted to be and accomplishments that we want to make in our lifetime - looking ahead and planning (setting goals) then we could have discussed these plans with our group.

Another student enjoyed the lesson:

I felt very good after I presented the lesson, because I was able to see that these events could happen in the future. Presenting the lesson opened my mind to setting goals for my future. This event made me feel more sure and excited about my future.

WEEK SEVEN

This week brought an overwhelming response concerning the field placement and the first visit to the school. Some
students were quite satisfied with the way things turned out, others were confused because they weren't able to talk with their cooperating teachers. Some students didn't feel welcomed by the cooperating teacher, one student in particular was upset with her placement in a math class rather than in her major which is English.

The students provide their own interpretation of the event:

I was extremely upset to be put originally in Algebra and then to social studies, when several language arts teachers are participating.

I think this is going to be a good experience for me.

I saw that the teacher had a good relationship with her students. Observing the classroom made me more excited about teaching the class next week.

The school seems to be well run and the students seem to interact well with each other.

My cooperating teacher seems nice, though I wish we had had more time to talk to him. We really didn't have time to ask him the questions we wanted to. At this point I'm wondering what I'm exactly supposed to get out of only one week at the school.

It was great seeing the faces of the kids. My teacher seemed to be very enthusiastic about her class and very encouraging to our visit.

Getting a hold of our cooperating teacher has been difficult.

I'm anxious to start teaching here.
I was disappointed that I did not get to observe the class. I am more nervous now about teaching a lesson because I don't know what to expect.

I was not upset that I was unable to meet the teacher that I will be working with.

Students were bored with the slide program on China.

The visit did seem a bit disorganized.

I was kinda bummed that we didn't get to see our teacher, but it was good just to tour the school.

I wondered what good the students were getting out of the presentation.

I've never seen students who acted so disinterested.

Sometimes the kids were really eager to answer her questions.

I'm just a little discouraged about my first day in the school. Things seemed to be such a disarray!

The field situation isn't always so confusing. One grade level was on a field trip and another grade level was viewing a slide presentation on China. This was only a get acquainted visit and most problems were resolved before going out for the teaching week.

WEEK EIGHT

Three different events rate a mention during the eighth week: the films, Peege (about an elderly lady in a nursing home), Summerhill Neil's experimental school, and a student led
discussion of the recent proposal by Mortimer Adler and his
committee, called The Paideia Proposal.

In writing about the movie, Summerhill, a student shares
her skepticism:

I am very skeptical about this kind of
school. I don't feel that the students get
the amount of education they need to go out
into the real world and be successful.

Another student found her reaction to Summerhill surprising
(shocking!):

I was shocked to realize that I, who had
always believed in open education, was a
little bit disturbed with the concepts and
programs of Summerhill. To me, although the
idea is good, it doesn't seem like much
learning could take place in that
atmosphere.

The reaction to the film, Peege was generally very
personal. It reminded students of parents and grandparents.

I loved my dad. I'll miss him. I hope that
I'll be as aware of this situation
throughout all of my life as I am now.

This film made me wish that I could see my
grandmother one more time and tell her I
love her. I feel that this film opened
doors for me, and unleashed thoughts that I
never really thought about before. I got a
lot from this film.

The discussion on the Paideia Proposal mostly focused on
the idea of tracking and sparked a spirited class discussion.
Those who wrote about it seemed rather torn:

I'm torn both ways concerning this issue. I
can see points on both sides and I'm not
really sure which would be the better route.
I thought the discussion was very enlightening. I got to see both sides of the issue of tracking.

I'm not sure how I feel about the issue of tracking.

WEEK NINE

The ropes course was the most written about event during this week (see Appendix A for description). Most comments were from the participants but a few expressed regrets about not being able to go to the ropes course. There were mainly positive reactions to the ropes experiences:

The ropes course helped point out my strengths and weaknesses.

I found myself doing things I never thought I would do. I am not an athletic person. I did experience frustration and challenge, yet also a sense of accomplishment.

I was surprised to find myself saying, "I can't do this" when I usually tell myself that one should never say that. I was also surprised to find that I could in fact do it. I was most pleased to see the group working together.

After completing the course I felt really good about myself. I felt I had accomplished something I wouldn't normally have done and I tried my best.

I gained a positive feeling about myself. Although I was scared (especially on the flea jump) I convinced myself that I could do it and did.

I learned a lot about group efforts and how well we needed to work together.
The one student who didn't finish the ropes course wrote:

I have a problem with the course being a major event in my life. You see, to become the person I am today, to take on the task of going to college, of commuting so far and at the same time have a daughter and husband to keep happy. To be changing daily and still keep harmony in my life and theirs, that's an accomplishment to me and getting through that is more important to me and has more value than the ropes course. I would say that even though I didn't finish the course if that's what I got out of it, that's good.

Being unable to go gave a feeling of disappointment to this student:

I was really bummed out at work. It was such a beautiful day outside and I had to sit inside and make telephone calls. I wanted so much to be at the ropes course with the rest of the class.

CONCLUSION

This section provided a chronological perspective of the course as well as reflection from the students on the impact of various curricular activities on their own development.
PART III

This section will concentrate on the third question: "In what ways does the teacher candidate seem to connect personal development to professional development?" The data from students were taken from the final course interview, a written self-summary, and a summary of their field experience.

These data are classified in seven categories:

- Observation of other teaching situations
- A more realistic view of teaching
- Description of effective teachers
- A change of attitude
- An increase confidence in self as teacher
- An appreciation for the complexity of teaching
- A sense of commitment to the profession

Observation of Other Teaching Situations

The students showed evidence that they were beginning to view other teaching situations as learning possibilities:

Now sometimes in my classes I'll watch how the teacher teaches - instead of just listening to the lecture, I'll look at the teacher - try to figure out if I'm interested and why I'm interested. One thing that helped me with that was when we had to look back to a time when we learned something in the autobiographical scrutiny. It was kind of funny - there must have been a reason why they were important and what was the method of teaching in that kind of learning.

One student finds it difficult that her instructors use so little praise and encouragement:

One thing we have learned in this class is praise and encouragement. Some teachers
don't know what that is. Most know only negative remarks; it gets so frustrating.

In observing a teaching situation this student asks:

I wonder if the teacher ever learned about eye contact, establishing trust with students, treating pupils fairly, advantages of positive reinforcement, importance of feedback from students, giving responsibility, using grades and other evaluations to increase each students self-esteem and the promotion of creativity through questioning techniques or assignments. Viewing this teacher I was able to appreciate and begin to understand things I've learned in 450.

A More Realistic View of Teaching

Teaching is not just the subject for this student:

I was always kinda idealistic about teaching. I thought if I went in there and had a good attitude and I tried to teach that everything would be peachy and rosey. I guess I never thought about the students. There are so many different kinds of students and how one does not get through to all of them no matter what you do. I guess it is always going to be challenging.

The teaching experience gave this student confidence in herself but it also:

helped me realize a lot of things teachers go through. When I was in front of the class I could see bored and inattentive students.

This was the first time I had experienced this and I began to get nervous. I worked myself out of this by getting to the experiments then I found out how loud students can get when they work in groups. I need a lot more practice developing my skills and I'm looking forward to working on them.
Another student puts it very succinctly:

Teaching is not a 9 - 5 job!

Description of Effective Teachers

This student feels that being satisfied with oneself is important to a teacher:

I feel that it is very important for a teacher, or anyone who works with people, to be satisfied with themselves. If they are not then it seems very unlikely that they will be much help to the people they work with. Confidence, that's the key, and I think that is something I am beginning to develop more because of this class.

A give and take attitude of a cooperating teacher impressed this student:

This teacher let's her students know from the beginning that she cares about each of them as individuals, and that she is always willing to help them, as long as they do their best in class, and not interrupt the other students' progress.

This is an attitude I have never observed in a teacher - a give and take, with respect to both parties. In all experiences in education from kindergarten through high school, I never saw this type of relationship. Usually the teacher was omnipotent and unyielding, and never wrong. This teacher is very much a human being, and her students respect her a great deal. Observing this relationship between teacher and students was a fascinating experience.

The school experience provided this student with a realization of the environment she would not want to promote:

I feel that I observed and learned of many things that I would not want to do in a
classroom of my own. The first thing I will be sure to remember is how drastically the attitude of the teacher effects the atmosphere of the classroom. The teacher who is cold, insensitive, quiet, and outwardly uncaring draws little from her students in any way. The students were detached and disinterested most of the time, but who could blame them? The lessons they faced were boring and monotonous, and the environment in the classroom was so strict that they didn't dare share ideas or talk with neighbors. They were not allowed to leave their seats, and what was so interesting about this was how they seemed to be at a point where they didn't even need to. A large majority of the class looked like they were lost in space right at their own desks, and it seemed that daydreaming had become an essential science for many of them.

Again, a student expresses the value of mutual respect as a quality valuable to a class environment:

She had established an attitude of mutual respect with her students. They know what their limits are - because she respected them enough to tell them - talk to them - about what she expects of them and what they should expect of her. This care came through loud and clear in the student interviews I did. "We like _____ because we know she cares about us. She doesn't just tell you what to do and then give you detention if you don't do it. She'll always give you a chance to tell your side of what happened." This from a big black kid who is apparently a notorious trouble-maker in other classrooms. This same kid gave a graphic demonstration of this respect when one day he created a disturbance in class by some bit of clowning. He knew that he had irked _____ and she told him so at least by her glance. What was his reaction? He apologized loud and clear right then in class, "I'm sorry, ______." And it was obviously sincere. He didn't have to do
that, it just rolled out because he really was sorry to have upset her. That single action made as big an impression on me as anything.

So, I guess the greatest learning experience for me was seeing that such an attitude can be achieved in a classroom, that they will do more for teaching if both is willing to trust and respect them and treat them like people. ____ was not lavish in her adulation and laudation of her class but she did manage to convey both to them and us that she liked them regardless of their abilities, and therefore them.

A Change of Attitude

More of an acceptance of differences in classmates had larger application to the real teaching situation for this student:

This tolerance and acceptance of differences has aided me professionally as well. I believe that as a result of these experiences in conflict with my classmates I will be more open to differences in classes as an educator. I will have to realize, however difficult it may be, that just because English is not the most important thing in a child's life, he is not a worthless bundle of matter. Along those lines, when a student and I have conflicting views on a subject, be it school, life, literature, positive results can occur. I can learn more about an issue through attempting to understanding his attitudes. This has definitely proven true in my personal life, presumably it will generalize to my professional life as well.

A ten week period can change a student's perspective:

My views of teaching are very different today than they were ten weeks ago. Ten
weeks ago when PI began I was very naive about being a teacher. Even though I had FEEP* and watched, observed, and helped a teacher everyday, I didn't realize all the things that went in to being a teacher. I just didn't think about it. I guess I thought that being a teacher came natural, that one just got up in front of the room and taught. Boy, I don't believe that I had no idea what teaching was all about!

*Freshman Early Experiencing Program - students spend four half days/week during one quarter in the schools as a teacher's aide and one half day discussing these experiences with a college instructor.

Expanding options in teaching occurred for this student:

I also expanded my opinions and outlooks on teaching the upper elementary grades. Before my experience in the school this quarter I wouldn't even have considered taking such a position. My placement was in the 6th grade and I realize now that they aren't the smart-mouths I had anticipated them to be.

This student found that her thinking about a career in teaching to include urban settings:

Before I was a part of ____ 6th grade class I was unsure, scared, and nervous about an urban middle school. After I experienced my week at the school my views changed on my future teaching at such urban schools. Now, I see that there is a need for good, qualified professionals at these schools. Maybe the need is even greater. I am glad I had this experience. It caused my mind to be a little more open and less narrow.
An Increased Confidence in Self as Teacher

The on-campus teaching experiences seem to provide a base for confidence in the field.

You reinforce yourself by doing micro-teaching and reflective teaching and you get up enough confidence in yourself that you play it up in the field.

I felt well prepared for the lesson once it was over, not beforehand. All the practice we have done throughout the quarter was helpful.

I feel I have a little better background in teaching. I don't think I'd be that afraid now to teach a lesson. I feel a lot more competent.

I feel a lot more professional. Before I never thought of myself as being that.

Because of having practical teaching a number of lessons to my classmates I became more aware of my problem speaking too softly, no varying speech and made a special effort to overcome my problem when teaching in the field.

Summarizing the field experience:

I felt the whole experience was beneficial to me. It gave me some idea what it is like to get in front of a group of students. Also it helped to relieve some anxieties that I had about being a teacher. I learned both from my accomplishments and my mistakes.

An Appreciation for the Complexity of Teaching

Before entering this course I was extremely confident in my abilities to be a teacher. I was so bold as to believe that if I were to receive my teaching certificate right
now, I could be a very effective teacher regardless of whether or not I had my degree. You might say that the only thing which was holding me back was the required formal education and my teaching certificate. Other than that I was ready. WRONG! After taking 450 I realized the knowledge and experience I was lacking to become a competent teacher.

A Sense of Commitment to the Profession

The course seemed to help a number of students become clearer in their career goals as teachers:

One of the ways I feel that I have grown is that my career goals are clearer for me now than they were ten weeks ago. When I started this quarter I was not definitely sure that I wanted to go into teaching. I felt I didn't know enough about what it really entailed. I feel that this class has taught me many things about education and teaching that I was previously unaware of, and it has sparked my interest more and more. Although I am still not sure if I want education to be my lifelong profession, I know that it is where I want to start. I also feel that this class has helped me to develop specific goals and ideas about what kind of a teacher I hope to be, and what type of classroom I want to work in.

Negative comments about education as a career made this student uncertain concerning her choice:

Going into Winter quarter, I was not sure about my decision of choosing education as my major. I had heard so many negative comments from my peers and people in the field that I was having my share of doubts. There were many questions that I needed answered. I was also worried about not being able to find a job and not getting enough pay.
At this point I am very pleased with my decision to go into education. I feel there is a strong need for improvement. I'll need to keep an open mind and be willing to accept change when necessary.

Another student reacting to negative comments concerning education states:

I got a lot of negative comments and it was depressing. What I'm doing is really important so now if someone asks me and they make a comment I'm not really defensive but I say, "What's wrong with that? Where would they be without their elementary teachers?" Now I'm happy with my decision.

CONCLUSION

This chapter presented the story told by the teacher candidates concerning their own growth throughout an introductory course in education. The responses are organized around three questions:

1) How do teacher candidates perceive their personal development?

2) What curricular conditions in the context of the course affect their perceptions of personal development?

3) In what ways does the teacher candidate seem to connect personal development to professional development?

The students provided the data; I provided the framework I thought could best represent the "process of becoming" during our time together.
CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

This chapter will be divided into three parts. Part One includes a restatement of the problem, and a brief review of the procedures used in the study. Part Two consists of the conclusions drawn from the study. Part Three provides the implications for future studies.

SUMMARY OF THE STUDY

As stated in Chapters One and Three the focus of the study was on the personal development of undergraduates in an introductory education course. This was the focus of this study because as shown in Chapter One, personal development has generally been ignored, with the emphasis in teacher education being on skill development and knowledge acquisition (Rogers, 1967; Clark and Beaty, 1967; Silberman, 1970; Brown, 1975). Research supports that personal development is important but in most cases, is not emphasized in the training of teachers (McClelland, 1973; Pine and Boy, 1971; Garland, 1982; Combs, 1982; Carrier and McNergney, 1981).

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This study therefore attempted to interject an emphasis on personal development within the context of a prescribed university course for beginning teachers. This course, Education 450, had specific content, goals and objectives that were to be consistent over multiple sections taught by regular faculty and graduate students. As I taught the course, personal development was emphasized within the course framework through a process illustrated by the Experience-Reflection Model of Personal Development on page 7.

This process was used throughout the quarter as a means of enhancing personal development. The process allowed students to examine their own belief and value systems and provided an opportunity for differentiation and integration of new experiences and knowledge into their own meaning system. This process then allowed the students to develop generalizations and concepts that fit them personally and professionally. Still further, the students could then risk experimentation within and without their own self system, and adapt it to fit.

This process was supported by an environment that was established on the philosophical and psychological dimensions discussed in Chapter Two. The environment offered a "community" of challenge and support. It was an environment sensitized to individual needs. It was an environment that attempted to celebrate and value the likenesses and differences among individuals. It was an environment that encouraged learning from one
student to another and interaction with the instructor, not just the presentation of information.

Data were collected to determine the impact of the experience-reflection process and the creation of an environment that encouraged personal development. The data analysis answered the three questions proposed in the problem statement:

- How do teacher candidates perceive their personal development during an introductory education course?
- What curricular conditions in the context of the course affect their perceptions of personal development?
- In what ways does the teacher candidate seem to connect personal development to professional development?

The method of data collection and analysis followed a naturalistic paradigm of research which seeks to understand and explain people from their own frame of reference and a system for making meaning of data once collected (Thomas and Thomas, 1970).

Data sources for the study were: pre and post open-ended, recorded interviews, weekly critical event forms, reaction forms to films, teaching experiences and discussions, summaries of the field experience, and summaries of the total course experience.

The data were analyzed using methods recommended by
Spradley (1980) and Glaser and Strauss (1968). These two researchers along with Guba (1980) appreciate the intuitive and individualistic approach necessary in a naturalistic inquiry but provide guidelines to support the credibility of naturalistic inquiry to the research community-at-large.

CONCLUSIONS OF THE STUDY

The following syllogism represents the focus of this study, the basic framework of Chapter Four and the conclusions drawn from the study:

If we believe that good teachers display positive personal characteristics and that these characteristics are encouraged in an environment that supports these characteristics, then the training of teachers needs to take place in a positive environment that gives challenge and support to developing these characteristics. In other words, we need to provide an environment that encourages and emphasizes personal development.

More specifically, Chapter Four provides support for these assumptions:

1) Personal development can be encouraged and emphasized within the context of a traditional introductory education course. Personal development need not be separate from the context of teaching and learning but it can be incorporated through the Experience-Reflection Model of Personal Development.

2) In the initial stages of professional development there is a need to focus on the primary question the teacher candi-
date is asking, "What does the decision to become a teacher mean to me?"

3) In contrast with traditional college classes of lecture-test design a course such as PI that emphasizes self-reflection and interaction has a powerful affect for change.

4) The Experience-Reflection Model of Personal Development encouraged a group involvement that enhanced personal relations. The group provided a context which gave sanctions for individuals to be and become more of what they are as individuals.

5) The instructor is not the major actor. In such an environment teaching and learning is shared with all participants.

6) A commitment to personal development within a teacher education course necessitates a structure that allows for meaningful experiences, a chance for reflection and interaction with others and an opportunity to experiment and risk.

In addition to these assumptions drawn from Chapter Four the study was able to answer the three questions presented in the problem statement by using the frame of reference of the students. Evidence is provided in Chapter Four that shows the teacher candidates could adequately perceive their own personal growth. They could identify curricular conditions that enhanced their personal growth. They were able to make connections from personal development to professional development.

The study also provided evidence that a course designed on an Experience-Reflection Model of Personal Development can be accomplished within the context of a traditional teacher education course by emphasizing the process of teaching and
learning, not just the content. This study is basically a record of what students were teaching themselves through reflection.

The study adds to the theory of teacher education by providing this model of instruction and by providing a model of research which merged research and teaching.

**IMPLICATIONS FOR FURTHER STUDY**

What universalizes or generalizes this study is that other teachers of similar courses with similar aims are offered an experience that they might find useful to implement in any part or whole. The study is a sharing on behalf of improving general professional competence by showing how the job of teaching an introductory course was done where the aim was to help students get a meaningful connection between life as it is experienced in the course and how life might be experienced in their subsequent role of teacher. It is not the particular subject to be used in teaching that is the center of concern but rather what teaching, as a way of living is like, no matter what subject is being used.

If we want to change in education; if we want change in society then attention needs to focus on the process -- the individual process. We need to make ourselves aware of what is being processed and attempt to provide an environment which
allows for positive growth and positive change through the individual to society as a whole.

Teacher education is a place to start. Unless people have experienced this acceptance of individual value it is difficult to develop it in others.

The data collected for this study and the general procedures followed in this study provide a basis for continued research. Four such possibilities are presented here:

1) This present inquiry can be the beginning of a longitudinal study which would evaluate the students through student teaching, first-year teaching, and a follow through every three years. The questions would continue to be: How do you perceive your growth? What is happening to make you successful or not successful? What connections can be made from your personal development to your professional development? Through this type of inquiry, continued over a number of years, it can be determined if any connections can be made to success and failure as teachers and the perceptions of themselves in the introductory course. Can a pattern of the successful teacher be determined?

2) Figure 8 provides a taxonomy of personal growth developed from the data analysis in Chapter Four. This taxonomy could be used to develop an instrument to more systematically measure personal growth within the context of the course. This would make possible a standard instrument to measure effectiveness of programs or instructors across sections.

Figure 8 is a result of the categorizing of data provided by the students. It provides an outline
Taxonomy of Personal Development

Figure 3
of the areas of personal growth that might be expected within a professional education course.

3) The emphasis in this study was on the perceptions of the students. Another study might focus on the perceptions of the instructors involved in the teaching of an introductory course. This would be especially appropriate at a large research institution such as Ohio State that has multiple sections and also uses graduate students who are also at a beginning stage in developing a new professional focus.

4) This method of data collection and data analysis could be used as a device for determining the practice of teacher education across a whole program. An analysis of data across a program could lead to the realization of what really is. Through this type of analysis it could be determined what is desirable and how to best achieve particular curriculum goals.
CLOSING COMMENTS

What has been presented may seem frozen on the printed page, but it represents a continuing process of becoming of students and teachers. The research procedures were a way of pushing growth, a way of becoming ever more conscious of what teaching and learning is.

I am satisfied that the research presented is as Van Manen (1982) states, "a transformation of flesh into word, lived experience into language" (p. 48).

The objective for me as the researcher was to articulate what happens in a course that emphasizes personal growth and to share that information with others. I am satisfied that I have done that . . . that I have experienced a "wakefulness of mind" (Van Manen, 1982, p. 48).
REFLECTIVE TEACHING IN ACTION

This section of the Instructor's Manual will provide you with information about how Reflective Teaching looks in action. Some college instructors and staff developers find the best way to learn about Reflective Teaching is to try it themselves. After reading this section of the manual, you may want to try a test run of an RTL found in the following section. After experiencing Reflective Teaching, you may want to reread portions of this section again.

A DESCRIPTION OF REFLECTIVE TEACHING

During Reflective Teaching, a class of undergraduate education students or inservice teachers is divided into groups of four to six. One person in each group is selected to be the teacher by the instructor. Each "designated teacher" is given the same Reflective Teaching Lesson (RTL) to prepare to teach the next time the class meets. During the interim, the designated teachers independently plan their teaching methods. They are encouraged to teach the lesson in any way they wish. The next time the group meets, designated teachers instruct their learning groups. When the brief lessons (10 to 15 minutes) have been completed, assessments are made to determine the extent that the learners learned and were satisfied.

Following teaching and assessment, the teachers and learners are guided in discussing what happened in their small groups. Finally, the small groups compare and contrast their experiences and their reactions during a large group discussion. Because the groups have shared a teaching and learning experience, there is ample opportunity to consider important and perennial issues in teaching: planning, execution, evaluation, use of instructional materials, learner satisfaction, and the role of the teacher. Since different teachers have taught the same objective, a comparison can be made of different teaching methods and results.

It is important to understand two concepts in order to fully comprehend Reflective Teaching. The first is the concept of a Reflective Teaching Lesson or RTL. More than 30 RTLs have been developed, field tested, and are included in this manual. An RTL is a set of materials which provides: a teaching objective; information the designated teacher needs in order to meet the objective; and a way to assess the teaching for learner achievement and satisfaction. The purpose of an RTL is to engage participants in a common, complete act of teaching—planning, execution of instruction, and evaluation under the watchful eye of an instructor.

The content of RTLs varies considerably and includes getting learners to make paper butterflies, teaching them how to make "magic squares," and instructing them in principles of classroom management. The selection of the RTL is made by the instructor.

The second concept that must be understood is that of reflection, or thoughtful, analytic, objective consideration of what occurred during the teaching of the RTL. The first opportunity for reflection occurs in the small group immediately after the RTL has been taught. At this point, the designated teacher and the learners can talk about the shared teaching and learning experience. More specifically, they can discuss questions such as: "To what extent did the learners learn? To what extent were the learners satisfied? What did you discover about teaching? About learning? About yourself as a teacher or learner?"

Reflection occurs next when the whole class reassembles. Now the designated teachers can describe the variety of ways they taught and tell why they decided to do so. They may also share the successes and failures they encountered. More specifically, the large group can discuss questions such as: "How was the lesson taught in your group? What happened that you believe contributed to learning and satisfaction? What knowledge, attitudes, or beliefs about teaching and learning may have changed as a result of the Reflective Teaching Lesson and the reflective session?"

Because members of the group have shared a common teaching/learning experience, it is possible for them to think about teaching in specific and concrete ways. For example, in some of the learning groups, more learners will achieve higher scores on a posttest they are given than will
others. The participants can reflect—consider in light of the evidence—possible reasons for such differences. The purpose always is to move participants toward a more clinical posture toward teaching.

In chronological order, Reflective Teaching begins when participants are subdivided and a designated teacher is selected from each group. It proceeds during the next session when the designated teacher teaches an RTL and evaluates learner achievement and satisfaction. It concludes when, during small and large group reflective sessions, the designated teacher, the learners, and the instructor discuss what happened and consider why. The cycle begins anew with the selection of a new generation of designated teachers.

**REFLECTIVE TEACHING LESSONS**

A Reflective Teaching Lesson or RTL is a short lesson, 10 to 15 minutes in length, that requires a designated teacher to teach predetermined content to a small group of peers and then to assess the extent to which they learned and were satisfied. An RTL is unique in that it provides both practice and feedback or knowledge of results. For example, one RTL, the Block Diagram Task (described in the earlier section, What Reflective Teaching in Preservice Teacher Education Is Like: A Scenario) requires the designated teacher to get as many learners as possible to draw an exact replica of a pattern of blocks within a 10-minute time limit.

The purpose of the RTL, as previously stated, is to engage participants in the complete act of teaching—planning, execution of instruction, and evaluation. RTLs are used as a means to an end, the end being reflection—thoughtful consideration of what happens during teaching and learning.

Most of the RTLs that have been developed have been field tested at The Ohio State University or elsewhere. The content of RTLs can be used to classify them. Most RTLs are referred to as content free, that is the content to be taught is not related to the professional educational curricula. The Origami Task, for example, requires the teacher to get as many learners as possible to construct a butterfly from paper. However, several RTLs have been developed that are related to the content of professional education. The Good Teacher Task requires the teacher to get as many learners as possible to name and rank order eleven teacher behaviors identified as having the greatest relationship to student achievement. The sample RTL contained at the beginning of the Participant's Guide challenges the teacher to get learners to name and define the five broad areas of teacher problems.

A second way RTLs can be classified is according to the domains of learning. Some RTLs require cognitive learning. The Good Teacher Task is an example of this type. Some RTLs require psychomotor learning. The Bowline Task requires the teacher to get learners to tie a bowline knot. Other RTLs require affective learning. The Time Task requires the teacher to get as many learners as possible to change their attitudes away from Western notions of time.

A third way RTLs can be classified is according to the types of teacher behaviors that probably are required. The RTLs developed so far seem to require that teachers do one or more of the following: demonstrate, describe, designate, explain, foster attitude change, stimulate, and practice improving students' problem-solving behavior.

Section III, "Lessons," provides further description of RTLs, how to write them, and a list of available RTLs as well as the RTLs themselves.

*Our preference is to develop and use content-free RTLs so that the focus is on teaching rather than content; content is merely a means to an end. It is our observation that RTLs having content related to professional education cause the college instructor to get caught up in the content and forget that the RTL is to provide teaching practice and opportunity to reflect on that practice.*
Many institutions are using the microteaching model to raise the level of the teachers' competencies to develop teaching skill. Microteaching is a system of controlled practice that makes it possible to focus on specific teaching behaviors and to practice teaching under controlled conditions. Competence in one skill is developed before proceeding to another skill.

Microteaching

Microteaching is a scaled-down teaching encounter. In microteaching, however, the complexities of the normal teaching encounter have been reduced and the level of feedback to the teacher has been greatly increased. Furthermore, the objectives of a given microteaching lesson are neither inadvertent, as is often the case with traditional practice teaching, nor are the appraisals of the experience purely subjective and arbitrary.

From a purely descriptive point of view, microteaching is quite simple. Its basic elements are a teacher, the microclass (usually four or five pupils), a short lesson of five to twenty minutes, and predeterm ined objectives which have been stated for the particular microteaching occasion. These seemingly limited parameters can be applied to purposes ranging from training, to diagnostic evaluation, to experiment with innovation.

The advantages of flexibility offered by microteaching are matched and indeed at some points derived from concomitant advantages in economy. If the objectives that are dealt with in the microteaching setting were attempted within the traditional teacher-training environment, the required educational resources would make such an experience prohibitively expensive.

In creating a microteaching setting, five essential conditions are combined:

1. Actual teaching takes place, even though the teacher and students are brought together specifically for practice.
2. The complexity of the normal teaching situation, including the number of students, the scope of the presentation, and the length of class time, are deliberately reduced.
3. The focus of teacher training is reduced in order to accomplish a specific task, such as the practice of instructional skills or techniques of teaching, the mastery of specific curriculum materials, or the demonstration of a particular teaching methodology.
4. A high degree of control over such diverse elements as time, the use of students, and the methods of feedback and supervision is structured into the training situation.
5. The typical feedback dimension in teaching is greatly expanded through an immediate follow-up critique utilizing sources such as the trainee's own analysis, students' reactions, and video tape, with the assistance of a colleague or a supervisor. Generally, the evaluation focuses on one particular aspect of the teacher trainee's performance, and an attempt is made immediately to translate the suggested improvements into actual practice during a second microteaching session shortly after the critique conference.

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The Critical Event in PI

Remember last year in FEEP you completed experience report forms (ERF's) frequently throughout your program? Well the ERF's were a type of critical incident record. The use of the CI technique in PI has some similarities and some differences to the ERF's you used in FEEP.

Explaination

A Critical Event is an incident that has special meaning to you. More specifically it refers to your involvement in and reaction to a professional activity which had a significant impact upon you. Such events will evoke feelings and thoughts and often learnings and/or insights. Through such incidents we begin to see ourselves as persons and as educators in a different way.

As examples of Critical Events, consider the following:

- In your first peer teaching activity you felt successful because you discovered that you can communicate and help persons learn something new.
- An exchange with a group of eighth graders made you fearful about your ability to deal with peer pressures and adolescent group activity.
- A class discussion has made you reconsider your opinion regarding the importance of basic skills in education.

Understanding the Critical Events which take place during the education of teachers is especially important to us and also valuable for you in developing greater understanding of your personal and teaching roles.

Each week during PI we would like you to complete a Critical Event Form. Keep the forms yourself and at the end of the term select the most significant event and give your instructor a copy. This one Critical Event Form will then be filed with SIS.

P.I. CRITICAL EVENT FORM

Name ____________________________

SSN ____________________________

Date ____________________________

Course No. _______________________

In one paragraph describe an event which had a significant impact on you. Describe the event, your feelings, and thoughts or conclusions.
PROFESSIONAL INTRODUCTION

Collage Exercise--Developing Individual Goals in the Course

1. Between 1/5 and 1/12:
   Be seated comfortably.
   Quiet yourself.
   Close your eyes.
   Think of yourself now. How does it feel to be you now?
   Think of yourself professionally. How does it feel to be doing what you are doing, now?
   Think of yourself developmentally. Think of an image that expresses your developmental reality now (i.e. where are you as a human being?).
   Create a drawing or collage that expresses where you are professionally and developmentally, now.

2. Before coming to the next session look again at the drawing. Write a note to me around the following questions:
   1) Describe the drawing.
   2) Develop a tentative agenda/focus/goals for yourself for the course.

   Bring your drawing and statement to the session on 1/12. We will use them for further agenda building.
Autobiographical Scrutiny of Educational Experience

Autobiography, like teaching, combines two perspectives, one that is a distanced view - rational, reflective, analytic, and one that is close to its subject matter - immediate, filled with energy and intention. Both perspectives are required in a scrutiny of educational experience. Tied to only a distanced view, we stray too far from our actual experience, lost in thought in hypothetical worlds, we forget the real one. Tied to only a close view, we are attentive to the present, to detail, to the clarity of our initial response, but we are the pawns of feelings and events, unable to perceive the relationships that exist between different portions of our experience, unable to imagine alternatives to the actions we have taken. We will constantly shift back and forth between these two perspectives so that each can inform the other, and so that both can inform our understanding of our work as teachers.

Grumet, 1979, p. 212

ASSIGNMENT - Please write an essay that develops your own definition of educational experience. Include three stories of educational experiences from your life, written in as descriptive a fashion as possible; a short summary statement of commonalities.

SUGGESTIONS

1. Define or state what educational experience means to you.

   It is not necessary to state why this was an educational experience.

2. Starting - start by jotting down your associations with the phrase, educational experience. What are the stories, the events, the relationships of your own life that you associate with that phrase? Choose those that seem most important and write about them. They may come from your life in schools, or they may not. They may be drawn from your experience as a student, a learner, a teacher, a nurse, a mother, a thief, a traveller, a woodsman, poet.

3. Suggested blocking of time:

   15 minutes Reflect on experiences.

   45-60 minutes Write three stories. Be very specific about the stories you tell; be as descriptive as possible. Try to use metaphors and analogies - whatever you can to recapture the richness of the experiences.

   17-15 minutes Read and reflect on your writing. Write a statement about what these three experiences have in common and what they seem to say, as a group, about your idea of an educational experience.

   10-15 minutes Rewrite, for clarity of handwriting, if necessary.
The Visual Perception Lab has been in operation at this university since 1949. A variety of demonstrations are used in the lab setting to examine the relationship between perception, experience, and learning. It is a visual, creative experience exploring human interaction with the environment. Understanding our perceptual process is significant, as it plays such an important role in both our own personal and social development.

Perception is a process involving output and input interactions. Subjectivity and preconception affect our visual and personal experience. Sometimes confused optical signals or erroneous information cause misconceptions. The demonstrations serve to illuminate these processes and sensitize students to the significance of the differences in individual perception and world conception. To understand the process of perception is to recognize how the individual is responsible for creating his/her own reality.

Another aspect of considerable interest is how others influence our perceptions. Just about every aspect of our lives is affected by suggestions and directives regarding what we should buy, who we should vote for, even how we should feel. These activities are such a part of our daily lives we seldom stop to ponder them, and often make decisions without considered judgement. The lab demonstrations help develop awareness in this aspect of our lives.

Over the years the Visual Perception Lab has stood the test of time in proving its usefulness. It has played a major role in the training of teachers in the College of Education, the training of nurses, artists, architects, optometrists, and a score of other professions. In addition, it has been a highly valuable aid for teaching psychology students about perception in a live setting. It is useful for creating an understanding of interpersonal communications. Demonstrations are generally 50 or 90 minutes in length. The longer period allows more time for discussion and reflection during the demonstration. However, presentation formats are subject to modification according to individual needs.

For more information and/or to reserve a specific date, call 422-5163. Dave Towers, Visual Perception Lab Coordinator, will be glad to discuss your particular needs as well as those of your students.
I. PROGRAM DESCRIPTION

Professional Introduction (P.I.) is a name given to two six-hour courses, Education 450 and 451. These courses are taken in sequence by many teacher education majors upon admission to the college of education at The Ohio State University. Completion of P.I. is a prerequisite for all other professional education courses in the teacher education program. P.I. also functions as a service course to other university programs which offer teacher certification as an option and to related colleges which require a foundation in the field of education.

The core curriculum includes the impinging forces on the educating process, namely, the social and cultural environment, human development, learning differences and styles, human relations, and pedagogical skills. While there is a broad theoretical emphasis on instruction, P.I. has substantial clinical on-campus and field components. Microteaching, reflective teaching, and human relations activities are all done on-campus. Field experiences are provided in area elementary and secondary schools and local agencies to reinforce and/or practice newly acquired skills.

II. Rationale

The purpose of these courses is to help the students develop an integrated understanding of themselves both as teachers and learners, and to facilitate in the development of their own teaching styles. An integrated understanding is a comprehension of the multitude of variables which are occurring and being manipulated simultaneously in the education process, that is, the complex interaction of the environment, the learner, and pedagogy. Without an awareness of the complicated nature of the particular network of variables being confronted by the learner/teacher, the process proceeds in a somewhat narrow, mindless, haphazard fashion.
The pedagogical portion of the course provides instruction in daily lesson planning, on-campus clinical experiences, and observation with minimal participation in the middle and high schools. The qualitative evaluation techniques of observation, interviewing, and interpretation will be employed.

B. Education 451--This course examines the self as a teacher. The classroom setting, that is the forces and factors affecting classrooms such as desegregation, mainstreaming, and the family, and the classroom climate are explored. Study of development concerns infancy and childhood stages and learning style and differences in terms of modalities, creativity and exceptionality. Field activities in an elementary school setting primarily involves teaching large and small groups. Unit planning, classroom management, use of media, instructional strategies, and the quantitative evaluation techniques of measurement, testing and analysis form the core of the pedagogical component.

Equally important to effective teaching is an opportunity to develop one’s own approach to the educating process. This notion is based on the belief that the mere acquisition of technical skill ignores the larger issue of professional growth. One’s own view of human development and the environment, as well as personal needs, shape pedagogical style. For these reasons an understanding of “the self” in relation to the multiple occurrences in the educating process form the underlying structure of P.I.

III. COURSE CONTENT:

A. Education 450--The self in the educating process is examined more from a learner's perspective in Education 450, than 451. Reflection on one's own experience prior to and during the course, are emphasized. However, there is also some attention given to the P.I. student's role as a teacher. The environment component includes the differing perspectives on schooling with emphasis on current attitudes and the organizational structure of American education, school settings typically found in local and exemplary schools, and an analysis of the perceived purposes of schooling (taking into account the forces and factors in American education and the roles, responsibilities and mission of American
education). Strengths and weaknesses of the major theoretical perspec-
tive of development and their implications for teaching adolescents,
adults and the aged are studied.

IV. COURSE DELIVERY

The direct relationship of theory to practice will be emphasized
throughout the course sequence, moving from the familiar to the un-
familiar. The university instructor, and to a lesser extent the co-
operating field teacher, model and instruct in diverse teaching styles,
and coach the students as they practice and reflect on pedagogical
skills. Reflection on the performance of others, as well as oneself,
will help to integrate the students' understanding and give a sense of
immediacy and relevance to the curriculum and on-campus/field activities.
Further the delivery of the course is designed to make the students
aware of the multitude of simultaneously occurring factors involved in
the teaching/learning process: P.I. is designed to make the students
conscious of the processes occurring within themselves as they are
learning and teaching, and of the impact of their teaching procedures
on others. This kind of in-depth awareness is needed to increase the
students' ability to function effectively in the educating process.
I. Self: As Learner, As Teacher

II. Educating Process

A. Environment

1. Perspectives on Schooling
   a. Current Attitudes of American Education
   b. Organizational Structure of American Education

2. School Settings/School Climate
   a. Exemplary Schools
   b. Local Schools

3. Purposes of Schooling
   a. Forces/Factors in American Education
      b. Mission: Goals and Objectives (Roles and Responsibilities)

B. Human Development

1. Strengths and Weakness of the Major Theoretical Perspectives
   a. Behaviorist
   b. Humanist Psychology
   c. Psycho-Analytic
   d. Cognitive Theorist

2. Stages of Development
   a. Adolescence
      -- Differences in cognitive style
         -- Puberty and growth spurt
         -- Formal and political thinking
         -- Problems
         -- Substance abuse
         -- Behavior disorders
   b. Adults
      a. Aging
   c. Aging

3. Teaching Implications

C. Pedagogy

1. Planning-Lesson
2. On-Campus Clinical
   -- Microteaching
   -- Reflective Teaching
   -- Human Relations Skills
3. Field Experiences in High and Middle Schools
   -- Observation
   -- Participation
   -- Teaching a Lesson Plan

I. Self: As Teacher

II. Educating Process

A. Environment

1. Classroom Settings
   a. Forces/Factors Affecting Classroom
      -- Desegregation
      -- Mainstreaming
      -- Family
   b. Classroom Climate
      -- Teacher's Role
      -- Student's Role

2. School Setting/School Climate

3. Purposes of Schooling

B. Human Development

1. Stages of Development
   a. Infancy
      -- Cognitive
      -- Language
      -- Psychomotor
      -- Affective
   b. Childhood
      -- Moral
      -- Psychomotor
      -- Cognitive
      -- Affective

2. Learning Styles and Differences
   a. Styles/Modalities
      -- Visual
      -- Auditory
      -- Kinesthetic/tactile
      -- Creativity
   b. Exceptionality
      -- Sensory deprivation
      -- Physically handicapped
      -- Learning disabled
      -- Mental retardation
      -- Giftedness
   c. P.L. 9^-1^2

3. Teaching Implications

C. Pedagogy

1. Planning-Unit
2. Alternative Teaching Approaches
   -- Instructional Strategies
   -- Classroom Management
   -- Use of Media
3. Field Experiences in Elementary Schools
   -- Observation
   -- Teaching a Short Unit

I. Qualitative Evaluation Techniques
   -- Measurement
   -- Testing
   -- Analysis
REQUIRED TEXTBOOKS

EDUCATION 450


EDUCATION 451


P.I. CONTENT MODEL

The P.I. Content Model represents the major curricular concepts and their interrelatedness stressed in P.I. 450-451. Concepts such as "self, environment, or pedagogy," for example, can be examined individually, or they can be viewed in relation to each other.

The "self" (larger circle) is almost all-encompassing, as a teacher cannot remove himself/herself and his/her individuality from the role and process of teaching. The self's perspective (values, beliefs, and attitudes) influences classroom environment, human relations, learners, and pedagogy.

Pedagogy (the subset circle) is seen as owned primarily by the teacher, given her particular classroom environment and group of learners. However, it is recognized that there are environmental forces and factors about learners which are beyond the teacher's control and are brought to the classroom. These other forces and factors also influence pedagogy.

As a curricular component, "human relations" weaves in and out of "the self" and other concepts presented in P.I. How a teacher relates to colleagues, parents, community, or learners, and how he reflects upon the self influence the teaching/learning process. Areas of human relations represented beyond the self (outside the large circle) represent other persons' interaction skills and what they bring to these relationships with the teacher.

Individual concepts or content areas can be addressed in isolation, with alternative or subsequent overlapping of other conceptual areas. The overlapping or synthesizing represents the effects of other areas on any one component; it also represents the effects of this one component on other components. Most P.I. instructors find it difficult not to suggest implications or relationships
among other facets of the curriculum when concentrating on one component. For example, the major content area of "learners" can be addressed as a separate unit of study with a focus on psychosocial, cognitive, moral, or physical development, and learning styles or exceptionalities. But other factors influencing learners—and our understanding of learners—must be addressed. Our skill and sensitivity in relating to students, to parents, and to others who influence learners must be addressed. Knowledge of particular learners may affect the kind of environment we wish to establish in the classroom. The learners themselves will also affect this environment. A sense of self, our beliefs and attitudes about ourselves as teachers and our students as learners, will affect learners. Learners may affect our pedagogical style or skill, and our perception of learners' needs must be included in pedagogy. Pedagogy will also affect students.

The core of the P.I. Content Model is left open, representing the integration of all these forces, factors, and concepts. The center is perceived to be a focus or synthesis of the curriculum areas presented in P.I. 450-451. Instructors should assist students in this focusing-synthesizing process. Whatever the specific concern, it is believed that what could be perceived as highly specific content is actually integrated and related to all of the curricular concerns in P.I. This notion provokes an instructional approach which will recognize the complexity and interrelatedness of the course content. This suggests that we must assist students with strategies and activities that will help them appreciate the complexity of the teaching/learning process.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Introduction and Overview</td>
<td>Assignment: Packet p. 11&lt;br&gt;Film: Brown Wolf</td>
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<td>Self as Learner</td>
<td>Assignment: Packet pp. 12-23</td>
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<td>Teaching-Learning Styles</td>
<td>Assignment: packet pp. 27-42</td>
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<td>Theories of Learning</td>
<td>Assignment: packet pp. 27-42</td>
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<td>Human Relations</td>
<td>Assignment: Critical Incident Form&lt;br&gt;Biehler Chapter 1 - Handout</td>
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<tr>
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<td>Human Relations Continued</td>
<td>Assignment: Critical Incident Form&lt;br&gt;Buscaglia tape - &quot;On Being Human&quot;</td>
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<td>Lesson Planning</td>
<td>Assignment: Biehler Chapter 7&lt;br&gt;Questions from Handbook</td>
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<td></td>
<td>Introduction to Microteaching</td>
<td>Assignment: Critical Incident Form&lt;br&gt;Microteaching Lesson Plan</td>
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<tr>
<td>Week Three</td>
<td>Day Off - Enjoy!!</td>
<td>Assignment: Critical Incident Form&lt;br&gt;Microteaching Lesson Plan</td>
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<tr>
<td></td>
<td>Microteaching Rooms 022 and 016</td>
<td>Assignment: Critical Incident Form&lt;br&gt;Microteaching Lesson Plan</td>
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<tr>
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<td>Teaching As An Art</td>
<td>Assignment: Biehler Chapter 2&lt;br&gt;Questions in Handbook&lt;br&gt;Critical Incident Form</td>
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<td>Film: Why Man Creates</td>
<td>Assignment: Lesson Plans</td>
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<td></td>
<td>Introduction to Reflective Teaching</td>
<td>Assignment: Lesson Plans</td>
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<td>Teacher Effectiveness</td>
<td>Assignment: Lesson Plans</td>
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<td>Ropes Course - CAMP MARY ORTON</td>
<td>Assignment: Lesson Plans</td>
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<tr>
<td>Week Four</td>
<td>More on Pedagogy</td>
<td>Assignment: Biehler Chapter 2&lt;br&gt;Questions in Handbook&lt;br&gt;Critical Incident Form</td>
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<td>Perception Lab</td>
<td>Assignment: Lesson Plans</td>
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<td>Assignment: Lesson Plans</td>
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<tr>
<td></td>
<td>Reflective Teaching</td>
<td>Assignment: Lesson Plans</td>
</tr>
</tbody>
</table>
Jan 31

Human Development
Film: Everyone Rides the Carousel
Assignment: Biehler Chapter 3
Questions in Handbook
Critical Incident Form

Feb 1

Biehler Exam: Chapters 1, 2 and 3
Film: Adult Development
2
Reflective Teaching
Assignment: Lesson Plans
3
Reflective Teaching
Assignment: Lesson Plans

Feb 7

A Time for Reflection
Assignment: Biehler Chapter 4
Questions in Handbook
Critical Incident Form
8
Microteaching Rms. 022 and 016
Assignment: Lesson Plans
9
What Do We Know About Teaching and Learning?
10
Mid-Term Projects

Feb 14

Aging
Film: Peege
Assignment: Biehler Chapter 5
Questions in Handbook
Critical Incident Form
15
Learning Environment
Film: Positive School Climate
Communication and Motivation
16
Learning Environment Continued
Film: Summerhill
Assignment: Critique Growing Up American
or another book
17
Field Observation - Southmoor Middle School
Teacher interview to be done before this date
WEEK EIGHT

February 21  Debrief Field

Assignment: Biehler Chapter 6
Questions in Handbook
Field Report
Critical Incident Form

22 Days off in exchange for rones course and
23 teacher interview

WEEK NINE

February 28
March  1 Observation and Teaching Week
2 Assignment: Daily Critical Incident Forms
3 Lesson Plans (MUST BE TYPED!)

WEEK TEN

March  7 Debrief Field
Biehler Exam: Chapter 4, 5 and 6

Assignment: Summary of Teaching Week

March  8 Independent projects and interviews
9 Final Projects
10 Final Projects

Final: Wednesday, March 16, 8:00 A.M.

Failure to show for microteaching Reflective Teaching or
Field Assignment will mean a drop of one whole letter grade.

SUGGESTIONS FOR MID TERM AND FINAL PROJECTS

Include: Questions for professional conversation
packet p. 125
Aging
packet p. 50
Dyadic Encounter with a Friend
packet pp. 43-40
Autobiographical Scrutiny
packet p. 10
How do you see yourself
packet p. 50

Include a one page reaction or summary paper with this activity.
Visit old high school or middle school.

Four Starred
Video Taper
Macaroni at Midnight
Love in the Classroom
Rev. Jesse Jackson
Michael Harrington
Professional Introduction
Education 450 Grading Table

STUDENT

INSTRUCTIONS: Enter the grade-point equivalent score for each assignment in Column 4. The grade-point equivalents are:

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<th>Grade</th>
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<td>A-</td>
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<td>B+</td>
<td>3.3</td>
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<td>B-</td>
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<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<td>D</td>
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<td>E</td>
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Multiple the grade-point equivalent by the weight of the assignment given in Column 5 and enter this product in Column 6. When all grades are in, add the values in Column 6. This total is the student's final course grade expressed as a grade-point equivalent score.

<table>
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<tr>
<th>ASSIGNMENTS</th>
<th>DATE DUE</th>
<th>LETTER GRADE</th>
<th>GRADE-POINT EQUIVALENT</th>
<th>WEIGHT</th>
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<td>Biehler, Chapter 4</td>
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<td>B</td>
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<td>Biehler, Chapter 5</td>
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<td>Biehler, Chapter 6</td>
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<td>B</td>
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<td>Biehler Exam 1</td>
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<td>Biehler Exam 2</td>
<td>Mar. 7</td>
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<td>Love Critique</td>
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<td>Growing up American</td>
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<td>Self Summary</td>
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<td>Packet Assignments</td>
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<td>Critical Incident</td>
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<tr>
<td>Final Exam</td>
<td>Mar. 16</td>
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</table>

FAILURE TO COMPLETE ANY ONE ASSIGNMENT WILL BE AN AUTOMATIC DROP OF ONE WHOLE LETTER GRADE.

COURSE GRADE:
MIDTERM AND FINAL PROJECTS

Objective: Given a list of optional activities related to the curriculum in Education 450 the student will choose one or more of the activities that have the most value for the individual. The student will be expected to spend a minimum of ten hours on this project.

Procedure: The student will choose from the selected activities and keep a log of the time spent on the activities. The student will also summarize the activities for discussion and provide the instructor with a written copy of the summary.

Evaluation: The grade will be a self evaluation based on the individual's effort.

Activities: A. Journal Articles on Closed Reserve
B. Book Review
C. Video Tapes - Room 021 Ramseyer Hall
D. Research Paper
E. Chapter Questions
F. Other alternatives can be suggested.

10 Hours = C
13 Hours = B
16 Hours = A
ASSIGNMENTS FOR TEACHING OBSERVATION WEEK
FEBRUARY 23 - MARCH 4

Due on March 7 for the week Feb. 28 - March 4

___ 5 critical incident forms about the field specifically
___ Belief vs. Practice p. 92, 93 (with teacher)
___ Read pages 94, 95, 96
___ At least a one page report on the Physical Environment use p. 91 as guideline
___ At least a one page report on Internal Climate use page 98 as a guideline
___ Questionnaire pp. 99 - 101 short summary of any unusual findings.
___ Questionnaire pp. 102-106 short summary of any unusual findings
___ p. 107 (optional - write up used for final project)
___ p. 108 - 111 Ecocgram required - brief summary of results answer questions on page 109
___ Specific learner p. 112 (optional - write up used for final project)
___ Teacher as a teacher p. 113 (optional - write up used for final project)
___ Teaching strategies (optional write up used for final project)
___ Professional conversation p. 125 REQUIRED - these particular questions are not necessary but a written summary of your initial interview is required
___ p. 120 describes preadolescents How do your observations compare -- optional
___ Final summary paper of whole experience - 3 pages.
Professional Introduction
Education 450
BASIC FACT SHEET
Winter Quarter, 1983

Name:
Campus Address:
Campus Phone: Work Phone:
Permanent Home Address:
Home Phone:
Social Security Number:
Major Area of Study:
Schedule of Classes, Work, Etc.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
</table>

When is the best time to reach you by phone? Past experiences with teaching (PEEP, Sunday school, coaching, etc.) State age level and context.

Other work experiences:

Do you have a job? Doing what? How many hours a week do you work?

What other commitments do you have on your time?

Hobbies or areas of expertise:
1. How are you feeling right now?

2. What are your expectations of this course and this instructor?

3. How do you feel about being in the field of education?

4. Do you have any anxieties about being a teacher? If so, what are they?

5. What do you think is important for me to know about you?
6. **What three adjectives or what metaphor would you use to describe yourself? Please elaborate.**

7. **What are you most proud of in your life?**

8. **How do you feel about writing this information?**

9. **If you still have time, please continue to write about yourself.**
RESPONSE FORMS FOR FILMS

NAME ___________________________  DATE __________________
FILM _____________________________

What was the most significant learning you gained from this film? How does it relate to your professional and/or personal development?

RESPONSE FORM FOR LARGE GROUP DISCUSSIONS

NAME ___________________________  DATE __________________
TOPIC ____________________________

What was the most significant learning you gained from this discussion? How does it relate to your professional and/or personal development?

RESPONSE FORM FOR MICRO AND REFLECTIVE TEACHING

NAME ___________________________  DATE __________ ACTIVITY _________

What have you learned about teaching and learning that you will use to improve your teaching in the future?
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Greene, Maxine. Educational research and national policy. An address given at The Ohio State University Jubilee Week, August 3, 1982-A.


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