

## SECTION 9

### TEACHING AIDS AND TEACHING MATERIALS

Helen Coppen, in her Report on Study Visit to Six African Territories (19), advocates experimentation with 'communication materials' in the education of student teachers because "much of their experience . . . . tends to reinforce their acceptance of traditional and often passive methods of learning". She examines the use of audio-visual materials in both professional education and in schools, and considers in this connection the function of 'Regional Production Centres' and institutes of education. Helen Coppen looks further into the matter in her paper on 'Educational Media for the Development of Rural Education' prepared for the Commonwealth Conference on Education in Rural Areas (18).

Similar suggestions are put forward by others; for example, by K.M. Harrison in 'Visual Aids Centres in Africa' (43), in which the functions of centres attached to colleges of education are seen as (a) the education of teachers in the arts of communication and in the making and use of visual aids and (b) the production of materials to meet local needs. Professor L.J. Lewis in 'In-Service Teacher Training' (56) urges the need for the establishment of "teaching aid centres for the design, testing and mass production of teaching materials" as an adjunct of in-service teacher education. Mrs. Coppen's suggestion that the university institutes of education have an important part to play in this respect finds favour in many quarters. In the Report of the University of East Africa Conference on The Role of the Institutes of Education in Curriculum Development (138), Arthur French concentrates upon the establishment of 'Regional Instructional Materials Centres' for the collection of materials, advising teachers and offering loan and exhibition services. Another example is found in G.A. Auger's account, 'An Institute of Education to serve the High Commission Territories of Southern Africa: Basutoland, Bechuanaland, Swaziland' (6) which refers to a Visual Aids Centre with a permanent exhibition, a workshop and practical courses for teachers.

But this is not regarded as a matter solely for specially established centres whether attached to colleges or institutes of education: it is seen as something for all colleges of education. This is brought out in the section on Audio-Visual Education in the Terminal Report of the Contract between U.S.A.I.D. and Kent State University for the Improvement of Teacher Education in Tanzania (147) which recommends, inter-alia, that each college should have a specialist tutor qualified to instruct on visual aids and that every student teacher in training should spend at least seventy two hours in the study and preparation of visual materials. S.A. Adejunmobi in 'Student Teachers and Practical Teaching' (1) emphasizes the importance of "static, non-mechanical or non-projected aids like the blackboard, flannel board, flash cards, flip-books, wall pictures, charts and maps which can be simply made at little or no cost at all". The matter is examined in greater detail in 'Visual Education in a Ghanaian Training College' (53) by P.I. Kpeto, who describes an actual course in a Ghanaian college and argues that visual methods will not find their way into primary schools unless they are given prominence in colleges of education.

The local production of teaching materials and books is also seen

as an important function of institutes of education and the larger colleges of education: more than one writer echoes S.P. Lo's 'Teacher Training in Sabah' (58) in bemoaning the acute shortage of local reference and "background" books. In the Report of the Conference on Teacher Education for East Africa, 1965 (136) H.A. Curtis voices the need to stimulate local writers and publishers to produce appropriate, locally orientated texts, and Kyale Mwendwa in the Report of the University of East Africa Conference on Permanent Staffing of Teacher Education Institutions (137) stresses "the need to produce teaching materials which are relevant to the social and physical setting". From the West Indies the Annual Report of the University of West Indies Institute of Education (152) refers to the same point, its project to produce books and materials for primary schools, and its non-profit making organization, Caribbean Educational Publications Ltd.

While there are many references to the possible value of programmed learning in teachers education, the major account of actual experience in this field is to be found in D.G. Hawkrige's 'Programmed Learning and Teacher Education' (44), which outlines the results of research with teacher trainers, students in training, and teachers from schools, and which stresses the value of the study of programmed learning in gaining an understanding of the process of education. All this has resulted in the production of a booklet, 'Programmed Learning; A Layman's Introduction'.