

RESEARCH IN THE UNIVERSITY OF KEELE

INSTITUTE OF EDUCATION

Godfrey N. Brown
University of Keele. Institute of Education

Summary

Reference: Not yet listed in the Commonwealth Research Register

Research in this institution tends (as in the third world) to be oriented to development, hence, it is directed to teaching programmes, and concerned with administration of teachers' pre-service and in-service courses within the Area Training Organisation. Increasingly it is internationally oriented. Keele has carried out research in areas such as -

- a) "Integrated studies" - a project which highlighted the co-operative use of subjects and co-operation between teachers to make this possible.
- b) An assessment of Teachers' vacation courses.

It is hoping to mount a project in world studies on teacher education curricula, and embark upon a training, and pilot study in the use of guided self analysis for teachers. Out of studies like these have developed other and related studies. The main concentration, however, is on teacher education.

Report

Research in the Keele Institute of Education as in the 'Third World' tends to be 'development oriented'. It arises from, and contributes to the teaching programmes being undertaken, and the concern of the Institute with the overall administration of teachers' pre-service and in-service courses within the Area Training Organisation. Increasingly the work has reflected an international orientation.

All of these characteristics of the Keele Institute's research programme are exemplified by the Keele Integrated Studies Project which for the past four and a half years has been financed by the Schools Council. Under the direction of David Bolam, the team comprised an assistant director and four co-ordinators supported by the local authorities of Cheshire, Shropshire Staffordshire and Stoke-on-Trent. Additionally, overseas fellows supported by the Ministry of Overseas Development joined the team for a year at a time: two from Ghana, one from Kenya and two from Nigeria.

"Integrated Studies" was essentially the development of Lord Lindsay's ideas of the relatedness of subject disciplines as exemplified in Keele's well-known Foundation Year course. The team saw this development as meaning "the exploration of any theme, area or problem which requires the help of more than one school subject for its full understanding, and the interest of more than one teacher in achieving this." It followed, of course, that the Project was concerned with "the co-operative use of subjects and co-operation between teachers to make this possible". (1)

The Project developed a number of themes illustrating possible approaches to integration and prepared "packs" of materials for each theme. These were intended to be used across the ability range with pupils aged 11 to 16. For the more junior forms three packs were developed: 'Exploration Man', 'Communicating With Others' and 'Living Together'. These have now all been published by Oxford University Press. For more senior pupils three further packs are being prepared: 'Development in West Africa', 'Groups in Society' and 'Man Made Man'.

All of the materials developed were put on trial for two school years from September 1969 to July 1972 in 36 schools within the area of the four local educational authorities supporting the project. Secondary modern, grammar and comprehensive schools were all involved. Now with the publication of curriculum materials including books, pamphlets, illustrations, slides and tapes, the implications of Integrated Studies in terms of team teaching, time-tabling, and the banking of resources are being widely explored by schools in the U.K. There are many indications that the Project which has cost something of the order of £100,000 is likely to make a significant contribution to curriculum innovation in schools.

Arrangements are now being made to extend the field of operations to (a) the colleges of education of the Keele Institute and (b) to institutions of teacher education overseas. Integrated curriculum studies have now become main courses of study in two Keele colleges: Crewe and Madeley Colleges of Education.(2) Thus, in the University, the colleges and the schools there is co-operation in promoting the development of a subject which has its *raison d'être* the development of co-operation. It is now necessary that this work should be extended at an international level and this involves another element in the overall research programme - co-operation with counterpart institutions overseas.

In the summer of 1970 Mr. Sam Moore of the Overseas Development Administration of the Ministry of Foreign and Commonwealth Affairs and the Director of Keele's Institute of Education carried out an assessment of the Teachers Vacation Courses held in West Africa under the auspices of ODA, the British Council and the Ministries of Education in the Federal Republic of Cameroon, Ghana, Nigeria and Togo.(3) As part of this assessment 765 questionnaires were returned by participants, representing a response rate of 84 per cent. Of these respondents 86 per cent found that the course that they had attended was "very valuable". Notwithstanding this very favourable response, the assessment showed the need to plan teacher vacation courses on a more long-term, less *ad hoc* basis. "The kind of scheme that might be contemplated would be to plan units consisting of 3 one-month vacation courses held in successive summers, with tuition correspondence undertaken in the intervals between courses". It was further suggested that "links" such as that pioneered by the University of Durham with Lesotho should be promoted.

The Keele Institute of Education has now negotiated such a link with the Faculty of Education of the University of Cape Coast. As a result of this link staff from both institutions will undertake a course for training college tutors in Ghana in August 1972. This will take as its theme the organisation, supervision and evaluation of 'teaching practice. This, however, is seen only as the beginning of a form of co-operation that is likely to embrace curriculum research on the lines of the Integrated Studies Project. Here the advantages of inter-cultural research, particularly on such a theme as "Development in West Africa", are likely to be exemplified.

The Keele Institute has some experience of this co-operation in research as a result of a pattern of a course that it has organised for overseas students taking its Diploma in the Advanced Study of Education. This involves such students (usually very experienced, well qualified teachers) spending a year at Keele updating their knowledge of various Education disciplines and being introduced to research procedures. They then return to their own countries and prepare a dissertation which is jointly supervised by Keele and a university in the country of the student concerned.(4) Thus it is possible for Diploma students to relate directly the knowledge and skills that they have acquired at Keele to a specific problem in their own country.

In international research on teacher education curricula it is hoped to mount a project in World Studies in which the Keele Institute will be linked with Teachers' College, Columbia University, and the Faculty of Education of the University of Ibadan. In this context World Studies will take as its basic unit of study the world seen as a global entity. This involves the inter-disciplinary study of the problems of world order. It has a time dimension exemplified in development studies, and a space dimension in comparative studies. It is made possible by global data now made available by the United Nations, its specialized agencies and other international organisations. These data need to be incorporated in programmes of teacher education as a matter of world welfare.

Additionally, the Keele Institute is hoping to embark upon a Training and Pilot Study in the use of Guided Self Analysis for Teachers.(5) This involves the individual teacher in analysing a video-tape of his classroom behaviour and the use of schedules devised by Professor Theodore Parsons, Director of the Institute of Applied Anthropology in the University of California at Berkeley, who has kindly agreed to co-operate with the Keele Institute.

Space does not permit more than a sketch of other research work with which the Keele Institute is involved, but most of this has been conceived within the research and development strategy outlined. There has been considerable concentration on teacher education. Thus one research project undertaken by Dr. E.P. Duggan and sponsored by the Department of Education and Science has investigated(6) the choice of work area by teachers. It showed that in the six areas investigated teachers based in industrial regions tended to go to colleges of education within 50 miles of their homes, whereas graduate teachers (82%) went to universities outside this limit. The majority of teachers from industrial localities returned to them to teach whereas a smaller proportion did so from rural areas. Another project also undertaken by Dr. E.P. Duggan under DES sponsorship has compared concurrent and consecutive courses of Education Studies in teacher preparation and drawn up profiles of the kind of person who is involved in these two forms of professional preparation. The conclusions of this research

emphasise the difficulties involved in this comparative investigation and show that claims for the superiority of either concurrent or consecutive training need to be treated with great caution. A further research project under the same authorship and sponsorship has investigated the advantages of a modified college year designed to make maximum use of 'plant' and increase the output of teachers by 50 per cent.(8) The findings of this project are of considerable significance at a time when the demand for higher education is at an all-time high and there is need to satisfy this demand as economically as possible.

Another research project under grant from the Social Sciences Research Council has investigated the work assignments of trained counsellors in secondary schools. Along with the University of Reading, Keele has pioneered the training of school counsellors in the U.K. and this research project has been of great value in enabling the Institute to respond to demonstrated needs of schools and make good some deficiencies in their training programme (e.g. in respect of handling emotional disturbances in adolescence).

Finally, in the University Department of Education, one of the constituent bodies of the Keele Institute the DES is sponsoring a study of the structure and function of the Youth Service in England and Wales(9) and the Schools Council is sponsoring a research and development study of design and craft education(10) with special reference to the needs of older secondary pupils. Both projects are directed by Professor J.S.Eggleston. The University Department of Education is also carrying out an evaluation study of the Schools Council "Project Technology".(11)

A short article can only give an indication of the research that is going forward but perhaps enough has been said to indicate the commitment to the proposition that "if the Keele Area Training Organisation is to function as an effective Learning Community, a carefully conceived and publicised programme of research and development is essential". 12

REFERENCES

- (1) Schools Council Integrated Studies: Exploration Man, An Introduction to Integrated Studies, Schools Council Publications/Oxford University Press 1972 p7.
- (2) Further information will be found in the University of Keele Institute of Education Handbook published annually and in G.N. Brown: "Integrated Studies at Keele" in the Educational Forum (USA) Vol. XXXVI No. 4 May 1972. pp. 479-488.
- (3) Summaries of the resulting report will be found in the Conference Report of the Renth Overseas Tutors Conference held at University College Cardiff, April 6-8 1971, pp.3-10 and in the Commonwealth Education Liaison Committee News Letter Vol. III No. 2 pp. 1-2.
- (4) Examples are: Ng Lian Timn (Andrew): Education and Ethnic Problems in Singapore 1969; S.A. Shabbar Kazmi: The Development and Reconstruction of the Social Studies Curriculum for the Secondary Schools of West Pakistan; G.O. Falade: 'An Assessment of the Potential Relevance of Keele-type "Integrated Studies" to the School Curriculum and Educational System of the Western State of Nigeria'.

- (5) See T.W. Parsons: Professional Development Systems Materials.
- (6) See E.P. Duggan and W.A.C. Stewart: The Choice of Work.
- (7) See E.P. Duggan: Report on Concurrent and Consecutive Courses in Education. University of Keele Institute of Education 1971.
- (8) See E.P. Duggan: The Alsager Experiment: An investigation of the advantages and disadvantages of the modified three term year. University of Keele Institute of Education 1971.
- (9) A DES report will be published in 1973.
- (10) Schools Council Working Paper No. 26: Education Through the Use of Materials. First printed in 1969, reprinted 1970.
- (11) See D.A. Tawney in "Bulletin of Curriculum Studies" to be published by the Schools Council, 1973.
- (12) G.N. Brown (ed.): Towards a Learning Community, The Report of the Review Committee of the ATO of the Institute of Education, University of Keele. Darton Longman and Todd 1971 p109.