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ABSTRACT

This study was undertaken to discover the extent to which Canadian teacher education institutions were adopting proposals for change and innovation. A 10-section questionnaire (included in the document) was developed. Three sections are open-ended questions; the remaining seven are 1) planning and administration, 2) overall program design, 3) special courses or parts of courses, 4) practice teaching, 5) school-faculty cooperation, 6) teaching practices employed by faculty members, and 7) building design and equipment. Of 42 institutions approached, 35 completed the questionnaire. Tables were prepared to provide two-way frequency distributions with differences reported according to enrollment, location, or type of institution. Two special tables were prepared, "Future Adoption Index" and "Innovativeness of Practice Index," to determine which of the innovative practices were likely to become part of the regular program and which practices represented innovation to the majority of the institutions surveyed. The results of the study are included in the document in tabular form. The research indicated that programs are becoming more flexible with a trend towards interdisciplinary approaches. Greater cooperation between departments, faculty, and students is being sought, and closed circuit television and videotape recorders are widely used. (MBM)

C-71301

INNOVATIONS IN TEACHER EDUCATION IN CANADA

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CHAPTER ONE

INTRODUCTION

Teacher associations in Canada have maintained a consistent interest throughout their existence in the programs offered for the training of future teachers. In recent years this interest has, if anything, intensified, as may be demonstrated by the proliferation of teacher-sponsored conferences, studies and briefs. These activities have been accompanied by a ferment of ideas and proposals for change within the institutions themselves.

The Canadian Teachers' Federation, since 1965, has been sponsoring a continuing project in teacher education and certification which has included several conferences and resulted in some sixteen publications of various types. In particular, the project was highlighted by publication of The Discernible Teacher, by John Macdonald.

In considering the development of the project to 1969 it was agreed by the CTF Committee on Teacher Education and Certification that CTF should undertake a study of the extent to which Canadian teacher education institutions were adopting into their programs the various proposals for change and innovation which were being advanced in both Canada and the United States. It was felt that a study in this area could be of assistance to both teacher associations and training institutions in assessing the strengths and weaknesses of present programs. As well, the findings might indicate areas of interest in which CTF could concentrate further activity. In view of these considerations, the present study received approval from the CTF Board of Directors and was begun in the fall of 1969.

Purpose and Design of the Study

Six specific purposes for the study were identified:

1. To determine the extent to which certain types of innovations had become part of the regular program of the institutions surveyed.
2. To determine which of these innovative practices were likely to become part of the regular programs of the institutions in the near future.
3. To determine which practices represented innovations to the majority of the institutions surveyed.
4. To determine whether the different rates of adoption of particular innovations were related to size, location or type of institution.
5. To draw some conclusions regarding the general trends illustrated by program changes within the institutions.
6. To examine these conclusions in the light of needs and problems which have been identified within the educational systems.

The approach used in this study is illustrative rather than comprehensive. That is to say, the intent was not to obtain a complete description of every teacher education program in Canada, but to ask, if possible, key questions which would indicate whether there was any trend toward certain types of innovative practices.

The possibility of simply asking the institutions for lists of their recent changes was considered. However, this approach tends to create difficulties of analysis, since respondents may use different terms to express the same idea, or may neglect to mention items which would be of interest to the researcher. It was decided, therefore, that a more structured approach, using a questionnaire, would better serve the purposes of the study.

The Questionnaire

A major purpose in the design of the questionnaire was to prepare an instrument which could be filled in with a minimum of time and effort, yet would be reasonably clear to respondents and cover a fairly wide range of items. A form was therefore developed which required the respondent to do little more than place a check mark in the appropriate column opposite each item. Since it was assumed that an innovation for one institution could be regular practice for another, respondents were in most sections given a choice of replies ranging from "not planned at present" through "in experimental or planning stages" to "regular practice." As appropriate, provision for a comparable range of replies was made in other sections of the questionnaire. Several replies indicated that a column should perhaps have been included for "discontinued."

Since it was thought that the use of the word "innovations" in the title might introduce some bias into the replies, several items were included which named innovations which could not reasonably be expected to have been adopted into the regular program because they were not at a sufficient stage of development to permit adoption. The response on these items was quite low, suggesting that respondents were not in general prompted by the name of the study to report impossibilities.

The most important and difficult task in designing the questionnaire was to choose a selection of innovations which would be representative of the many proposals advanced for the reform of teacher education. There were several major sources for the items finally selected. These included:

1. The "model programs" of elementary teacher education proposed to the U.S. Office of Education.

2. Various publications of NCTEPS and AACTE, including Teachers for the Real World.

3. The COFFE Report of the University of British Columbia.

4. John Macdonald's The Discernible Teacher and other documents from the CTF project.

5. Papers delivered at a variety of Canadian and international conferences.

References to most of these sources are given in Appendix E, Selected References. In addition, calendars of Canadian institutions were studied and discussions held with persons in some of the faculties.

The items selected were grouped into seven sections: (1) Planning and administration; (2) Overall program design; (3) Special courses or parts of courses; (4) Practice teaching; (5) School-faculty cooperation; (6) Teaching practices employed by faculty members and (7) Building design and equipment. A total of 58 items was used.

An alternative method of grouping of items might have been used. This type of grouping would involve placing in conjunction innovative practices which appear to cluster about certain themes. The themes which might be identified in the questionnaire items include individualization, disadvantaged groups in society, systems analysis and planning, technological aids, the interaction of the school system and the training institution, human relations, and teams, group work and specialization. Chapter 9 will be devoted to a discussion of the replies in terms of these clusters of innovations.

Another problem in developing the questionnaire was to condense into short items some fairly complicated innovation ideas without destroying their meaning for respondents. The items initially developed were first checked with professional staff members of CTF and amended according to their suggestions. After this first check, the questionnaire was sent to several institutions to see if difficulties in interpreting any of the items arose. Following this trial run, the questionnaire was again amended. It is of interest that in the full study only four of the items were questioned as to meaning by any of the respondents. These were items (9) "computer-based instructional management system," (27) "staff management (management of the teacher's staff)," (22) "information retrieval," and (13) "study of the structure of academic disciplines." Item (9) was questioned by two respondents, the others each by one. "No replies" for these items may, of course, represent question marks.

While the questionnaire was basically of the structured type, space was provided in each section for respondents to add items or comments. Very few items were in fact added. Three open-ended questions were also asked. Two of these dealt with admission requirements and faculty retraining procedures. The third asked for "the most significant change made in your program during the past year."

The questionnaire used in the study and the covering letter are to be found in Appendices C and B respectively of this report.

The Population

There are two main types of teacher education institutions in Canada: (1) the faculty or college of education which is part of a university and (2) the government-administered teachers' college. Almost all of these institutions are currently involved in an ongoing process through which the total length of the academic and professional program for teachers is being increased, with a view to making a degree the minimum requirement in the near future. In addition, most of the teachers' colleges are destined to become integrated with universities over the next few years. In fact, since the date this study was commenced, one teachers' college amalgamated with an already existing faculty of education of a neighbouring university and another became itself a faculty of education. It would appear at present that only one of the teachers' colleges is likely to remain separate from the established universities and become a four-year college in its own right.

Three main types of teacher education programs are to be found in Canada. In British Columbia, Alberta, Saskatchewan, English-speaking Quebec, Prince Edward Island and Newfoundland the dominant pattern is the Bachelor of Education program in which academic and professional studies are combined over a 4-5 year period. Manitoba also is in the process of adopting this pattern. In all of these provinces the alternative of a professional year following graduation from another faculty is also available.

In Ontario the patterns of a professional year at the university following a degree for secondary teachers and of a professional year at teachers' college following high school for elementary teachers have been retained. However, secondary teachers now receive a B.Ed. on completing the professional year. As well, teachers' college entrants in September 1971 must have a year of university. For 1973 entrants the minimum requirement will be a degree. It is also expected that over the next few years the rest of the Ontario teachers' colleges will be transferred to university jurisdiction.

Nova Scotia and New Brunswick have both retained their teachers' college, but have lengthened the programs. As well, their universities offer the professional year of training for students with academic training beyond matriculation.

The institutions in French-speaking Quebec are also in a period of transition. Until a few years ago there were approximately 70 normal schools in Quebec, many of which were tiny institutions operated by religious orders. In the past few years many of these institutions have been closed and the remainder are being integrated with the system of CEGEPS and universities which is to characterize Quebec education in future. Because of the existence of this transition period when this study was commenced, and also of the difficulties in translation posed by the questionnaire, the French-speaking institutions of Quebec were not included in the study. Also excluded are institutions such as the Ontario Institute for Studies in Education and Sir George Williams University which, while offering graduate programs in education, do not offer the preservice professional year.

The population for this study, then, was 42 teacher education institutions, representing all provinces but excluding the French-speaking institutions of Quebec. A list of these institutions is provided in Appendix A.

Three general characteristics of this population were investigated through the questionnaire:

(1) enrolment in education

(2) geographic location

(3) type of institution (university or teachers' college).

Table 1 summarizes these characteristics for the institutions which responded to the questionnaire. It may be seen from this table that most of the teacher education institutions in Canada are rather small. Only 12 of the 35 institutions responding to the questionnaire had undergraduate enrolments of 1,000 or more. Most of these larger institutions were located in the western provinces of Canada. The typical institution in Ontario appeared to be a teachers' college or university faculty with an enrolment of 1,000 or less. In the Atlantic provinces most of the institutions had enrolments in education of 500 or less.

Table 1. Characteristics of Teacher Education Institutions Responding to the Questionnaire

Type of Institution	Region	No. of Institutions with Enrolment in Education of: 500 or Less	501-1000	1001-2000	2001 or More	Total
University	Western provinces	2	-	4	4	10
	Ontario	2	1	-	1	4
	Quebec	1	-	1	-	2
	Atlantic provinces	7	-	1	-	8
Teachers' College	Western provinces	-	-	-	-	-
	Ontario	4	4	1	-	9
	Quebec	-	-	-	-	-
	Atlantic provinces	-	2	-	-	2
Total		16	7	7	5	35

Representativeness of the Replies

Questionnaires were sent to the 42 institutions described in the previous section on December 30, 1969. Within two months most of the questionnaires had been returned. Table 2 summarizes the response by geographic location and type of institution.

It should be noted that one institution which responded to the questionnaire was dropped from the study, thus reducing the total population figure to 41 and the return to 35. This institution was omitted from the analysis because it indicated that it was to be absorbed by an already existing institution in the fall of 1970.

Another point of interest is that of the six institutions not replying, one was a French-language institution and two were bilingual. Thus if these three institutions were also omitted the per cent of questionnaires returned would rise from 85 per cent to 92 per cent. The results of this survey, therefore, would appear to be representative of the total population of English-language teacher education institutions in Canada.

Table 2. Distribution and Return of Questionnaire

Province	University Faculties and Colleges of Education		Teachers' Colleges		Total		Amended Total***	
	No. Sent	No. Returned	No. Sent	No. Returned	No. Sent	No. Returned	No. Sent	No. Returned
B.C.	4	3	-	-	4	3	4	3
Alta.	3	3	-	-	3	3	3	3
Sask.	2	2	-	-	2	2	2	2
Man.	2	2	-	-	2	2	2	2
Ont.	5	4	11*	9*	16	13	16	13
Que.	2	2	1**	1	3	3	2	2
N.B.	3	2	1	1	4	3	4	3
N.S.	5	5	1	1	6	6	6	6
P.E.I.	1	-	-	-	1	-	1	-
Nfld.	1	1	-	-	1	1	1	1
Total	28	24	14	12	42	36	41	35

*One of these institutions became part of a university during 1970-71, but is analysed as a teachers' college.

**This institution became part of an established faculty of education as of September 1970 and is therefore omitted from the study.

***Excluding the Quebec teachers' college which became part of a faculty of education.

Analysis of the Data

In view of the fact that a total population was surveyed and virtually all questionnaires returned, no statistical tests of representativeness were considered to be necessary. As well, since the total number of cases available was only 35, no tests of significance appeared to be useful. In fact, considering the small number of cases in many cells, percentages were rounded off to whole numbers. The "No Replies" were not removed from the totals before calculating percentages.

Most of the tables in this report provide two-way frequency distributions, with differences reported according to enrolment, location or type of institution. In these tables two of the categories allowed in the questionnaire, "in experimental stages" and "in planning stages," have been combined in order to increase the number of cases in various cells.

The Future Adoption and Innovativeness Indexes

In addition to the usual frequency distributions, each table contains two special final tables, one headed "Future Adoption Index" and the other "Innovativeness of Practice Index." Both of these indexes were created in order to realize two of the study's purposes: (1) to determine which of the innovative practices were likely to become part of the regular programs of the teacher education institutions in the near future and (2) to determine which practices represented innovations to the majority of the institutions surveyed.

The Future Adoption Index was formed by adding together the per cent of institutions which reported a practice as part of the regular program and the per cent of institutions which reported that it was being planned or experimented with, or was used occasionally. The

underlying assumption was that this total would be a maximum estimate of the per cent of institutions which would be making this practice part of their program in the near future.

The Innovativeness of Practice Index was formed in a similar way, by adding together the per cent of institutions which reported a practice as being in the experimental or planning stages, or used occasionally, and the per cent of institutions which reported that the practice was not planned at present, or was rarely ever used. The assumption here was that the total would give a maximum estimate of the per cent of institutions for which the practice represented an innovation.

Table 3 provides an example of the two indexes in action. This table records the per cent of institutions in different regions of Canada which have faculty-student committees on overall administration of the program. The trend shown in this table is a decrease from west to east in the per cent of institutions having such committees. The per cents shown in the final column suggest that creation of such committees would represent an innovation for 90 per cent of the institutions in the Atlantic provinces, compared with 60 per cent of the institutions in the western provinces. However, when the second last column, the Future Adoption Index, is considered, one finds the trend line disrupted. If all of the institutions which are planning or experimenting with faculty-student committees adopt them as regular practice, and none of the institutions which now have them disband their committees, then in the near future the per cent of Atlantic province institutions with such committees will be higher than the per cent of institutions in Ontario and Quebec which have such committees.

Table 3. Faculty-Student Committee on Overall Administration

Location of Institution	Per Cent of Institutions Reporting this Item as: Regular Practice	In Experimental or Planning Stages	Not Planned at Present	Future Adoption Index Cols.2+3	Innovativeness of Practice Index Cols.3+4
1	2	3	4	5	6
Western provinces	30%	40%	20%	70%	60%
Ontario & Quebec	27	20	53	47	73
Atlantic provinces	10	50	40	60	90

The two indexes are convenient means of reporting the results of the study in terms of its purposes and will be referred to frequently throughout the report.

Organization of the Report

For the most part, this report follows the structure of the questionnaire, with one chapter devoted to each of the seven sections. In addition, a chapter has been added to deal with the results in terms of the "innovation clusters" referred to on page 4. A chapter containing general conclusions and recommendations also appears. The replies to the open-ended questions have been fitted into the chapters to which they seem most relevant.

Within each chapter, the general pattern of organization which has been followed is to place the tables related to the chapter at the end of the text. In each of Chapters Two to Eight the group of detailed tables which follows the text is preceded by a summary table which provides an overview of responses for all of the items in the section of

the questionnaire which is being discussed.

The five appendices at the end of the report provide a list of the institutions surveyed, copies of the covering letter and questionnaire, a list of selected references on teacher education, and the responses by each institution to the open-ended question on "most significant recent change."

CHAPTER TWO

PLANNING AND ADMINISTRATION

Four items were included in the section of the questionnaire which dealt with the planning and administration of teacher education programs. These four items dealt with two major types of innovation:

1. Formal student involvement in the administration and development of the program.
2. Systematic approaches to budgeting for present programs and planning for future programs.

Table 4 provides an overview of the responses for each of the four items. Tables 5 to 8 offer analyses of each item according to the enrolment, type and location of the institutions.

Student Involvement in Planning and Administration

The results reported in Table 4 show that faculty-student committees on program development are already regular practice in nearly half the teacher education institutions in Canada. As well, the Future Adoption Index for this item is 92 per cent. That is to say, in the near future committees of this type are likely to be formed as a regular practice in nearly all of the institutions. By contrast, the creation of a faculty-student committee on the overall administration of the program would appear to be a much more innovative practice. The Innovativeness of Practice Index for this item is 74 per cent and the Future Adoption Index only 57 per cent.

Some idea of the range of committee activities in which student representatives nowadays participate can be gained from the explanatory

notes which were added to this section by questionnaire respondents. At the University of Manitoba, for example, students are represented on the Dean's Committee, the Student Teaching Committee, the Undergraduate Curriculum Committee, the Library Committee and the Faculty Committee. The University of Alberta noted that it is regular practice to have student representation on the Council of the Faculty of Education. Similarly, McGill University noted that students are members of the Standing Committee of Faculty and that 15 students have full rights at faculty meetings.

Formal student involvement in the program would in general appear to be becoming a regular practice in Canadian teacher education institutions. However, questions as to its desirability still remain. For example, one student committee recently recommended that students not sit on high level administrative committees.[1] As well, some opposition to student participation evidently exists on the part of faculty members. One respondent commented that "I question the wisdom of allowing people who have never taught the right to make decisions on what they should do when those who have taught 40 or 50 years are in doubt about it."

Tables 5 and 6 provide analyses of the two student involvement items by enrolment, type of institution and location. The results in Table 5 show that the existence of a faculty-student committee on overall administration bears little relationship to size or type of institution. However, it does appear that such committees are regular

[1] The COFFE Report 1969 (Vancouver: University of British Columbia, 1969), p. v.

practice in a higher per cent of the institutions from Quebec west. It is also interesting to note that while the Innovativeness of Practice Index for the Atlantic region institutions is 90 per cent, the Future Adoption Index is 60 per cent. Thus it seems likely that in the near future the per cent of institutions with such committees will be higher in the Atlantic region than in the central region.

By contrast, results reported in Table 6 regarding the existence of a faculty-student committee on program development show little relationship to size or location of institution. However, it does appear that this type of student involvement has been more readily adopted as a regular practice by the universities than by the teachers' colleges. On the other hand, the Future Adoption Index shows no difference between the two types of institution.

Program Budgeting and Cost-Effectiveness Analysis

Turning to the second pair of practices, it may be observed from Table 4 that over half the institutions have adopted some form of program budgeting. Of the remaining institutions, however, very few indicate any intention of adopting program budgeting. Table 7 analyses this practice by enrolment, type of institution and location. The only variable for which a trend appears is location. Program budgeting is apparently more widespread in the Atlantic and western regions than in the Ontario-Quebec region. One may speculate whether this finding is related to the organization of teacher education in the various regions. The typical teacher education institution in the west, and to a lesser degree in the east, tends to have a program extending over several years and offering training for both elementary and secondary teachers. By contrast, the Ontario institutions offer only one-year programs and

concentrate on either elementary or secondary teacher training. As a consequence, there might appear to be less need for program budgeting in these institutions.

The results reported in Table 8 show that very few institutions regularly use cost-effectiveness analysis in their planning. The Future Adoption Index for this item is also very low. This result is not too surprising, for while costs may, with some difficulty, be ascertained, no acceptable methods for determining effectiveness have as yet been developed. It is of interest that the need for cost-benefit analysis is stressed in a number of the "model program" proposals prepared for the U.S. Office of Education.[2] However, its difficulties may be illustrated by the fact that at least one group chose it as suitable for an urgent nationwide cooperative study by Canadian researchers.[3]

[2] A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers, ed. by J. L. Burdin and K. Lanzillotti (Washington: ERIC Clearinghouse on Teacher Education, 1969), pp. 70-73, 182.

[3] Canadian Council for Research in Education, Towards a Canadian Educational Research Policy (Ottawa: the Council, 1969), p. 9.

Table 4. Planning and Administration of Teacher Education

Item	Number and Per Cent of Institutions Reporting Item As:										Future Adoption Index	Innovativeness of Practice Index
	Regular Practice		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.3+5	Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Faculty-student committee on overall administration	8	23	12	34	14	40	1	3	35	100	57	74
Faculty-student committee on program development	16	46	16	46	3	8	-	-	35	100	92	54
Program budgeting	19	54	3	9	12	34	1	3	35	100	63	43
Use of cost-effectiveness analyses in planning program revisions	5	14	5	14	24	69	1	3	35	100	28	83

Table 5. Faculty-Student Committee on Overall Administration

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Faculty-Committee on Overall Administration As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	7	44	8	50	-	-	16	100	50	94
	501 - 1000	4	57	1	14	2	29	-	-	7	100	71	43
	1001 - 2000	2	29	1	14	3	43	1	14	7	100	43	57
	2001 or more	1	20	3	60	1	20	-	-	5	100	80	80
Type of Institution	University	5	21	9	37	9	37	1	5	24	100	58	74
	Teachers' College	3	27	3	27	5	46	-	-	11	100	54	73
Location	Western provinces	3	30	4	40	2	20	1	10	10	100	70	60
	Ont. and Que.	4	27	3	20	8	53	-	-	15	100	47	73
	Atlantic provinces	1	10	5	50	4	40	-	-	10	100	60	90
Total		8	23	12	34	14	40	1	3	35	100	57	74

Table 6. Faculty-Student Committee on Program Development

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Faculty-Student Committee on Program Development As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	5	31	9	56	2	13	-	-	16	100	87	69
	501 - 1000	4	57	2	29	1	14	-	-	7	100	86	43
	1001 - 2000	5	71	2	29	-	-	-	-	7	100	100	29
	2001 or more	2	40	3	60	-	-	-	-	5	100	100	60
Type of Institution	University	13	54	9	38	2	8	-	-	24	100	92	46
	Teachers' College	3	27	7	64	1	9	-	-	11	100	91	73
Location	Western provinces	5	50	5	50	-	-	-	-	10	100	100	50
	Ont. and Que.	7	47	7	47	1	6	-	-	15	100	94	53
	Atlantic provinces	4	40	4	40	2	20	-	-	10	100	80	60
Total		16	46	16	46	3	8	-	-	35	100	92	54

Table 7. Program Budgeting

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Program Budgeting As:										Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total			
		N	%	N	%	N	%	N	%	N	%	Cols.4+6 %	Cols.6+8 %
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	9	56	-	-	7	44	-	-	16	100	56	44
	501 - 1000	4	57	1	14	2	29	-	-	7	100	71	43
	1001 - 2000	4	57	-	-	2	29	1	14	7	100	57	29
	2001 or more	2	40	2	40	1	20	-	-	5	100	80	60
Type of Institution	University	13	54	2	8	8	33	1	5	24	100	62	41
	Teachers' College	6	55	1	9	4	36	-	-	11	100	64	45
Location	Western provinces	7	70	1	10	1	10	1	10	10	100	80	20
	Ont. and Que.	6	40	1	7	8	53	-	-	15	100	47	60
	Atlantic provinces	6	60	1	10	3	30	-	-	10	100	80	40
Total		19	54	3	9	12	34	1	3	35	100	63	43

Table 8. Cost-Effectiveness Analysis as a Basis for Program Revision

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Cost-Effectiveness Analysis as a Basis for Program Revision As:										Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total			
		N	%	N	%	N	%	N	%	N	%	Cols.4+6	Cols.6+8
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	3	19	1	6	11	69	1	6	16	100	25	75
	501 - 1000	1	14	-	-	6	86	-	-	7	100	14	86
	1001 - 2000	1	14	1	14	5	72	-	-	7	100	28	86
	2001 or more	-	-	3	60	2	40	-	-	5	100	60	100
Type of Institution	University	3	12	5	21	16	67	-	-	24	100	33	88
	Teachers' College	2	18	-	-	8	73	1	9	11	100	18	73
Location	Western provinces	1	10	2	20	7	70	-	-	10	100	30	90
	Ont. and Que.	2	13	2	13	10	67	1	7	15	100	26	80
	Atlantic provinces	2	20	1	10	7	70	-	-	10	100	30	80
Total		5	14	5	14	24	69	1	3	35	100	28	83

CHAPTER THREE

OVERALL PROGRAM DESIGN

The section of the questionnaire dealing with the overall design of the programs of teacher education contained nine items. These items form three main groups:

1. Items dealing with the focus of the core professional program.
2. Items related to the individualization of instruction.
3. Items related to the development of more flexible and less traditional programs, including reorganization of the school year, use of an interdisciplinary approach and study of the structure of academic disciplines.

Table 9 provides an overview of responses to the nine items. Tables 10 to 18 provide analyses of the individual items by size, type and location of institution.

Certain findings from other parts of the study appeared to be particularly relevant to overall program design and have therefore been reported in this chapter. In particular, two tables, Tables 19 and 20, have been included to report the extent to which various courses and various parts of the practice teaching program are compulsory. (Detailed analysis and discussion of the items in these tables appear in Chapters Four and Five.) As well, relevant replies to the open-ended questions on "most significant recent change" and "special features of admissions requirements" are reported in this chapter.

Core Professional Program

The results reported in Table 9 show that the per cent of institutions with a core program emphasizing practice teaching is higher than the per cent of institutions with a core program emphasizing educational psychology. The Future Adoption Index suggests that this difference will continue into the future. From Table 10 it may be seen that a higher per cent of teachers' colleges report emphasis on educational psychology as part of the regular program. This difference disappears, however, when the Future Adoption Index is considered. In general, it would seem that in future the regular core professional program in over 60 per cent of the institutions will emphasize educational psychology.

The results reported in Table 11 show that a core professional program emphasizing practice teaching or internship is not a particularly innovative practice. Over 70 per cent of the institutions now have this type of program, with the exception of institutions in the Atlantic provinces. It is interesting to note, however, that all but one of the institutions in the Atlantic region are planning or experimenting with this type of program, with the result that the Future Adoption Index is 90 per cent, or approximately the same as for the other regions of Canada.

Only one institution added a comment regarding these items. This institution reported that its core program emphasizes general methodology.

Individualization of Instruction

Four items in the program design section of the questionnaire dealt with practices related to the development of individualized

instruction in teacher education. These items are numbers (8) individually-prescribed programs, (9) computer-based instructional management system, (10) adjustment of program length for individual students on the basis of performance criteria and (11) replacement of methods courses by on-demand seminars, workshops and lectures. An overview of replies to these four items appears in Table 9. Detailed analyses of the individual items are to be found in Tables 12 to 15.

The results reported in Table 9 show that all four items represent innovative practices to a high per cent of the institutions. The Innovativeness of Practice Index ranges from 74 per cent for individually prescribed programs to 92 per cent for a computer-based instructional management system.

The item identified as individually prescribed programs is the most general item in the group of four. The results reported in Table 12 show that one quarter of the institutions reported such programs as regular practice and that another quarter were planning or experimenting with them. The Future Adoption Index suggests that individually prescribed programs will be more prevalent in larger institutions, in universities, and in the western provinces. The Future Adoption Index for all responding institutions is 54 per cent.

The results in Table 13 show that no institution reported a computer-based instructional management system as part of the regular program. Of the institutions which reported experimentation with this type of system all but one were universities. The Future Adoption Index for this item suggests that computer-based instructional

management systems will mainly be found in the near future in large institutions, in universities and in the western provinces.

The Future Adoption Index for the item dealing with adjustment of program length for individual students on the basis of performance criteria is, as may be seen from Table 14, even lower, although four institutions reported that such adjustments are currently made as part of the regular program. One of these four institutions, it should be noted, indicated that this adjustment was in the practice teaching component only. Once again, the Future Adoption Index was higher for universities, for large institutions and for the western provinces.

As may be seen from Table 15, only three of the institutions reported that methods courses had to any extent been replaced by on-demand seminars, workshops and lectures. The Future Adoption Index for all institutions for this item is 34 per cent. It is of interest to note that variations related to size, type and location of institution are less pronounced for this item.

Flexibility of Program

The three items included under this section describe changes in program which would represent a trend away from traditional ways of arranging course work and a trend toward increased flexibility for the teacher education programs. The trimester organization of the school year, for example, has been suggested as a means of permitting students to undertake an extended period of practice teaching without seriously disrupting their course work. The second item, an interdisciplinary approach in professional courses, would also involve an increase in flexibility since it would, for example, permit instructors

to draw upon the resources of a number of related social science disciplines to illustrate perennial problems in education. Finally, the third item, the study of the structure of academic disciplines as part of the professional program, would be an increase in flexibility in that it would allow students to study their subjects in a way which is more relevant to teaching.

The results reported in Table 9 show that there is a strong trend toward adoption of an interdisciplinary approach, a moderate trend toward study of the structure of academic disciplines, but only a slight trend toward the trimester school year. The respective figures in the Future Adoption Index are 88 per cent, 65 per cent and 25 per cent.

Tables 16 to 18 provide the detailed analyses of each item. From Table 16 it may be seen that the trend toward a trimester system is more pronounced for universities than for teachers' colleges, although it is not very strong for either type of institution. Several of the respondents noted in regard to this item that their institutions were really operating on a year-round basis through the provision of summer schools. As well, one respondent noted in the open-ended section of the questionnaire that the introduction of a semester system had been one of the most significant changes in their program during the previous year. It seems probable that if the questionnaire had included an item on use of the semester system plus a summer session, the number of responses in the regular practice column would have been higher than for the trimester system. One may speculate that at present the two-semester system plus a summer session arrangement carries advantages similar to the trimester

system but avoids some of the disadvantages of total year-round operation.

It has already been noted that the institutions reported a strong trend toward adoption of an interdisciplinary approach in professional courses. The detailed results reported in Table 17 show that regular use of an interdisciplinary approach is found in a higher per cent of the smaller institutions and in a higher per cent of teachers' colleges. This difference is the opposite of most of the differences among institutions found in the study. One may speculate that an interdisciplinary approach can be more readily implemented in smaller institutions. Or it may be that an interdisciplinary approach is more in keeping with the philosophy of the teachers' colleges. At any rate, the difference between the two types of institutions remains when future adoption is considered, although it is much reduced.

The results reported in Table 18, by contrast, show little difference between the types of institutions reporting study of the structure of academic disciplines as part of the regular professional program. However, the Future Adoption Index shows differences on all three variables. The institutions likely to adopt this approach in future appear to be the larger institutions, the universities, and the institutions in the western provinces.

A number of the replies in the open-ended section dealing with the "most significant change" were related to the overall design of program. In particular, six institutions indicated that a much greater range of options was now available to students. Four institutions noted that increased flexibility in their program was the most significant recent change. Two institutions also reported that

improved cooperation with other university departments was a significant change. In general, these comments would tend to support the trends pointed out in connection with the structured section of the questionnaire dealing with overall design.

Compulsoriness of Program

If the institutions are indeed becoming more flexible in program, one might expect to see this approach reflected in the extent to which various parts of the program are compulsory. Provision was made in sections 3 and 4 of the questionnaire for respondents to indicate whether certain items were a compulsory or an optional part of the regular program. Tables 19 and 20 summarize these replies for sections 3 (special courses) and 4 (practice teaching)

Flexibility may perhaps be said to be demonstrated in Table 19 in that only 5 of the 16 items are reported by more than half of the institutions to be a compulsory part of their regular program. Judging from Table 20, however, less flexibility is displayed in regard to the outlines of the practice teaching program. There is only one item in this table which is not reported as a compulsory part of the regular program by a majority of the institutions.

Admission Requirements

Another aspect of overall program design which was covered by the open-ended section of the questionnaire was admission requirements. The institutions were asked whether there were any "special features to the admissions requirements for the teacher education program (e.g., special tests, interviews, specific high school options required)." It would appear that the major criterion for admission to teacher education is still academic standing. A 60 per

cent or better average is usually required and English is compulsory. However, 14 institutions reported the use of interviews as well and three reported that they were testing a questionnaire for use as a selection device. Two mentioned participation in a general university program of mature adult admissions and one that applications are considered by a faculty committee.

The University of Saskatchewan at Saskatoon reported that it was considering the possibility of a different entrance requirement for Indian pupils, with limited certification to follow. The University of Manitoba reported that it used weighted criteria including undergraduate grades, experience with children, recommendations, honours or post-graduate degrees, components of major and minor programs and interviews. Mount Allison University reported that it had just instituted the practice of interviewing each applicant in order to become acquainted with his interests and aspirations; so that an individualized program might be designed for him.

Summary

The results reported in this chapter suggest that there is a trend toward increased flexibility and choice in the teacher education programs, including some departures from the traditional ways of dealing with content. On the other hand, there appears as yet to be only a limited trend toward individualization of instruction.

Table 9. Overall Program Design

Item	Number and Per Cent of Institutions Reporting Item As: Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Future Adoption Index Cols.3+5	Innovativeness of Practice Index Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Core professional program emphasizing educational psychology	19	54	3	9	11	31	2	6	35	100	63	40
Core professional program emphasizing practice teaching and/or internship	25	71	6	17	3	9	1	3	35	100	88	26
Individually-prescribed programs	9	26	10	28	16	46	-	-	35	100	54	74
Computer-based instructional management system	-	-	9	26	23	66	3	8	35	100	26	92
Adjustment of program length for individual students on the basis of performance criteria	4	11	4	11	27	78	-	-	35	100	22	89
Replacement of methods courses by on-demand seminars, workshops and lectures	3	8	9	26	22	63	1	3	35	100	34	89
Trimester organization of university year	4	11	5	14	25	72	1	3	35	100	25	86
Interdisciplinary approach in professional courses	13	37	18	51	3	9	1	3	35	100	88	60
Study of the structure of academic disciplines as part of professional program	19	54	4	11	10	29	2	6	35	100	65	40

Table 10. Core Professional Program Emphasizing Educational Psychology

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Core Professional Program Emphasizing Educational Psychology As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	10	63	-	-	6	37	-	-	16	100	63	37
	501 - 1000	3	43	-	-	4	57	-	-	7	100	43	57
	1001 - 2000	4	58	1	14	1	14	1	14	7	100	72	28
	2001 or more	2	40	2	40	-	-	1	20	5	100	80	40
Type of Institution	University	12	50	3	13	7	29	2	8	24	100	63	42
	Teachers' College	7	64	-	-	4	36	-	-	11	100	64	36
Location	Western provinces	5	50	1	10	2	20	2	20	10	100	60	30
	Ont. and Que.	8	54	2	13	5	33	-	-	15	100	67	46
	Atlantic provinces	6	60	-	-	4	40	-	-	10	100	60	40
Total		19	54	3	9	11	31	2	6	35	100	63	40

Table 11. Core Professional Program Emphasizing Practice Teaching and/or Internship

Background Variable	Ranges	No. and % of Institutions Reporting Core Professional Program Emphasizing Practice Teaching and/or Internship As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	11	69	5	31	-	-	-	-	16	100	100	31
	501 - 1000	4	57	-	-	3	43	-	-	7	100	57	43
	1001 - 2000	7	100	-	-	-	-	-	-	7	100	100	-
	2001 or more	3	60	1	20	-	-	1	20	5	100	80	20
Type of Institution	University	17	71	6	25	-	-	1	4	24	100	96	25
	Teachers' College	8	73	-	-	3	27	-	-	11	100	73	27
Location	Western provinces	8	80	1	10	-	-	1	10	10	100	90	10
	Ont. and Que.	12	80	1	7	2	13	-	-	15	100	87	20
	Atlantic provinces	5	50	4	40	1	10	-	-	10	100	90	50
Total		25	71	6	17	3	9	1	3	35	100	88	26

Table 12. Individually Prescribed Programs

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Individually Prescribed Programs As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present							
		N	%	N	%	N	%	N	%	N	%	Cols.4+6	Cols.6+8
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	4	25	5	31	7	44	-	-	16	100	56	75
	501 - 1000	1	14	2	29	4	57	-	-	7	100	43	86
	1001 - 2000	2	29	1	14	4	57	-	-	7	100	43	71
	2001 or more	2	40	2	40	1	20	-	-	5	100	80	60
Type of Institution	University	8	33	7	29	9	38	-	-	24	100	62	67
	Teachers' College	1	9	3	27	7	64	-	-	11	100	36	91
Location	Western provinces	4	40	4	40	2	20	-	-	10	100	80	60
	Ont. and Que.	2	13	5	33	8	54	-	-	15	100	46	87
	Atlantic provinces	3	30	1	10	6	60	-	-	10	100	40	70
Total		9	26	10	28	16	46	-	-	35	100	54	74

Table 13. Computer-Based Instructional Management System

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Computer-Based Instructional Management System As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	-	-	1	6	14	88	1	6	16	100	6	94
	501 - 1000	-	-	2	29	5	71	-	-	7	100	29	100
	1001 - 2000	-	-	3	43	3	43	1	14	7	100	43	86
	2001 or more	-	-	3	60	1	20	1	20	5	100	60	80
Type of Institution	University	-	-	8	33	13	54	3	13	24	100	33	87
	Teachers' College	-	-	1	9	10	91	-	-	11	100	9	100
Location	Western provinces	-	-	6	60	2	20	2	20	10	100	60	80
	Ont. and Que.	-	-	2	13	13	87	-	-	15	100	13	100
	Atlantic provinces	-	-	1	10	8	80	1	10	10	100	10	90
Total		-	-	9	26	23	66	3	8	35	100	26	92

Table 14. Adjustment of Program Length for Individual Students on the Basis of Performance Criteria

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Adjustment of Program Length for Individual Students As:										Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total			
		N	%	N	%	N	%	N	%	N	%	Cols.4+6	Cols.6+8
		%		%		%		%		%		%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	2	13	13	81	-	-	16	100	19	94
	501 - 1000	-	-	1	14	6	86	-	-	7	100	14	100
	1001 - 2000	2	29	-	-	5	71	-	-	7	100	29	71
	2001 or more	1	20	1	20	3	60	-	-	5	100	40	80
Type of Institution	University	4	17	2	8	18	75	-	-	24	100	25	83
	Teachers' College	-	-	2	18	9	82	-	-	11	100	18	100
Location	Western provinces	3	30	1	10	6	60	-	-	10	100	40	70
	Ont. and Que.	1	7	2	13	12	80	-	-	15	100	20	93
	Atlantic provinces	-	-	1	10	9	90	-	-	10	100	10	100
Total		4	11	4	11	27	78	-	-	35	100	22	89

Table 15. Replacement of Methods Courses by On-Demand Seminars, Workshops and Lectures

Background Variable	Ranges	No.& % of Institutions Reporting Replacement of Methods Courses by on-Demand Seminars, Workshops and Lectures As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	4	25	10	63	1	6	16	100	31	88
	501 - 1000	-	-	2	29	5	71	-	-	7	100	29	100
	1001 - 2000	2	29	2	29	3	42	-	-	7	100	58	71
	2001 or more	-	-	1	20	4	80	-	-	5	100	20	100
Type of Institution	University	3	12	6	25	15	63	-	-	24	100	37	88
	Teachers' College	-	-	3	27	7	64	1	9	11	100	27	91
Location	Western provinces	1	10	3	30	6	60	-	-	10	100	40	90
	Ont. and Que.	2	13	4	27	8	53	1	7	15	100	40	80
	Atlantic provinces	-	-	2	20	8	80	-	-	10	100	20	100
Total		3	8	9	26	22	63	1	3	35	100	34	89

Table 16. Trimester Organization of University Year

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Trimester Organization of University Year As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	2	13	5	31	8	50	1	6	16	100	44	81
	501 - 1000	-	-	-	-	7	100	-	-	7	100	-	100
	1001 - 2000	2	29	-	-	5	71	-	-	7	100	29	71
	2001 or more	-	-	-	-	5	100	-	-	5	100	-	100
Type of Institution	University	3	12	5	21	16	67	-	-	24	100	33	88
	Teachers' College	1	9	-	-	9	82	1	9	11	100	9	82
Location	Western provinces	3	30	-	-	7	70	-	-	10	100	30	70
	Ont. and Que.	1	7	1	7	12	79	1	7	15	100	14	86
	Atlantic provinces	-	-	4	40	6	60	-	-	10	100	40	100
Total		4	11	5	14	25	72	1	3	35	100	25	86

Table 17. Interdisciplinary Approach in Professional Courses

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Interdisciplinary Approach in Professional Courses As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	8	50	6	38	2	12	-	-	16	100	88	50
	501 - 1000	3	43	4	57	-	-	-	-	7	100	100	57
	1001 - 2000	2	29	4	57	1	14	-	-	7	100	86	71
	2001 or more	-	-	4	80	-	-	1	20	5	100	80	80
Type of Institution	University	7	29	13	54	3	13	1	4	24	100	83	67
	Teachers' College	6	55	5	45	-	-	-	-	11	100	100	45
Location	Western provinces	4	40	4	40	1	10	1	10	10	100	80	50
	Ont. and Que.	7	47	8	53	-	-	-	-	15	100	100	53
	Atlantic provinces	2	20	6	60	2	20	-	-	10	100	80	80
Total		13	37	18	51	3	9	1	3	35	100	88	60

Table 18. Study of the Structure of Academic Disciplines as Part of Professional Program

Background Variable	Ranges	No. & % of Institutions Reporting Study of the Structure of Academic Disciplines as Part of Professional Program As:										Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	8	50	2	13	5	31	1	6	16	100	63	44
	501 - 1000	2	29	1	14	4	57	-	-	7	100	43	71
	1001 - 2000	6	86	-	-	1	14	-	-	7	100	86	14
	2001 or more	3	60	1	20	-	-	1	20	5	100	80	20
Type of Institution	University	13	54	4	17	6	25	1	4	24	100	71	42
	Teachers' College	6	55	-	-	4	36	1	9	11	100	55	36
Location	Western provinces	8	80	-	-	1	10	1	10	10	100	80	10
	Ont. and Que.	8	53	2	13	4	27	1	7	15	100	66	40
	Atlantic provinces	3	30	2	20	5	50	-	-	10	100	50	70
Total		19	54	4	11	10	29	2	6	35	100	65	40

Table 19. Compulsoriness of Special Courses or Topics Within Courses

Item	Number of Institutions Reporting Item As Part of the Regular Program on a			Column 2 As Per Cent of Column 4
	Compulsory Basis	Optional Basis	Total	
1	2	3	4	5
Action research	3	6	9	33%
Communication	12	5	17	70
Educational technology	12	13	25	48
Comparative education	3	17	20	15
Human relations	9	9	18	50
Eskimo education	-	3	3	-
Innovation processes	8	5	13	61
Field studies (with youth groups in nursery schools, etc.)	10	9	19	52
Information retrieval	2	2	4	50
Inner city children	1	4	5	20
Indian and Metis education	-	7	7	-
Preschool education	1	10	11	9
Programming of instructional materials	5	9	14	36
Staff management (management of the teacher's staff)	3	4	7	42
Sensitivity training	1	9	10	10
Social systems analysis (analysis of the school as a social system)	7	10	17	41

Table 20. Compulsoriness of the Practice Teaching Program

Item	Number of Institutions Reporting Item As Part of the Regular Program on a			Column 2 As Per Cent of Column 4
	Compulsory Basis	Optional Basis	Total	
1	2	3	4	5
Extended period of classroom experience to replace practice teaching	4	1	5	80%
University-administered internship following graduation	1	2	3	33
Practice by students in teams rather than as individuals	6	3	9	67
Simulation, educational games including decision-making	8	6	14	57
Microteaching, mini-course interaction analysis	11	8	19	58

CHAPTER FOUR

SPECIAL COURSES WITHIN THE PROGRAM

There appears to be an increasing propensity within education to fragment knowledge into smaller and more diversified pieces. This trend probably reflects not only the increasing weight of the world's knowledge, but also attempts to provide for a wider range of student interests and to meet specific problems in schools or society.

As was reported in the preceding chapter, many of the institutions in this survey pointed to the increasing breadth and flexibility of their programs. It is therefore of interest to inquire whether these expanded programs offer the student teacher any introduction to persistent problems in the school systems or open the way to innovative practice in service. The 16 items which were included in this section of the questionnaire were chosen with a view to providing a partial answer to this question. Of the 16 items, 14 can be divided into three main groups: (1) four items dealing with disadvantaged children, (2) three items dealing with human relations, and (3) seven items dealing with preparation for innovative practice. The other two items, field study and staff management, are not treated as parts of groups. An overview of all 16 items is provided in Table 21. The detailed analyses appear in Tables 22 to 37.

Disadvantaged Children

A widespread problem which has been identified within Canadian schools is the difficulty encountered by children from disadvantaged homes, particularly the urban poor, but also Indians, Eskimos, Metis

and Negroes.[1] Four of the items in this section describe topics for courses which, if available, could be interpreted as attempts to provide background for teachers of the poor and of disadvantaged ethnic and racial groups. The four topics are Eskimo education, inner city children, Indian and Metis education, and preschool education. The overview results presented in Table 21 show that the per cent of institutions reporting topics of this type as part of the regular program is very low. Moreover, the Future Adoption Index for these items is also low.

While it is perhaps understandable that Eskimo education has received attention from only three institutions, it seems little short of shocking that only 14 per cent of the institutions offer a course, or even part of a course, focusing on inner city children, and that the Future Adoption Index for this item is only 28 per cent. This finding flies in the face of the knowledge that the urban poor make up a rather large proportion of the school system's clientele.

Tables 22 to 25 provide the detailed analyses for each of the four items. The results reported in Table 22 show that there is a certain interest in offering courses or parts of courses on Eskimo education in universities in the western provinces. For all institutions, however, the Future Adoption Index is only 18 per cent.

As may be seen from Table 23, most of the institutions offering courses in Indian and Metis education are also universities in the

[1]See, for example, Canadian Teachers' Federation, The Poor at School in Canada (Ottawa: the Federation, 1970) 143 p., and Bibliography No. 9, Disadvantaged Children in Canada (Ottawa: the Federation, 1970), 15 p.

western provinces. The Future Adoption Index for that region is 90 per cent, compared with 14 per cent and 10 per cent for the central and eastern regions.

The results in Table 24 show that only 14 per cent of all the institutions had regular courses dealing with inner city children and that only a total of 28 per cent would be likely to have them in the near future. Differences related to the background variables were less pronounced for this item than for the preceding two. However, the figures in the Future Adoption Index suggest that interest in this topic is somewhat higher in larger institutions and in the western provinces.

Table 25 provides an analysis of replies to the item dealing with courses in preschool education. Ninety per cent of the institutions in western Canada reported such courses as being available, compared with less than 10 per cent of the institutions from Ontario east. This result may arise from different uses of terminology. Kindergartens are a firmly entrenched part of the public system in some of the eastern provinces and therefore preschool might be interpreted as pre-kindergarten, whereas in the west, kindergarten may be included as preschool education. These differences, which are hard to interpret otherwise, may perhaps be explained in this way. In fact, there is some support for this interpretation in the calendars of the western universities.

Human Relations

Another problem which has been identified within the schools is the apparent alienation of many young people from their schools,

families and communities.[2] Three items related to this problem were included in this section of the questionnaire. These items referred to courses in communication, human relations and sensitivity training. The offering of courses of this type might be indicative of an attempt to prepare teachers to deal with the kinds of situations which seem to lead to alienation. The overview of replies provided in Table 21 shows that the number of institutions offering courses of this type is higher than the number of institutions offering courses dealing with disadvantaged children. Forty-nine per cent of the institutions reported a course in communication as part of the program, 52 per cent a course in human relations and 29 per cent a course in sensitivity training. The Future Adoption Index per cents are 60, 66 and 63 respectively.

Tables 26 to 28 provide the detailed analyses of these items. In all three cases, adoption seems to be higher in the west, in larger institutions and in universities.

Preparation for Innovative Practice

If teachers are indeed to become the change agents of the educational system, it seems to follow that they should have (a) some idea of how changes take place or can be produced and (b) some means of studying the system in order to determine what changes would be appropriate. An innovative teacher might thus find it useful to be able to undertake action research, to view the school as a social system, to have an understanding of school systems in other countries, and

[2]See, for example, John A. Byles, Alienation, Deviance and Social Control (Toronto: Interim Research Project on Unreached Youth, 1969), 252 p.

to retrieve needed information as required. He or she might also find it useful to be well acquainted with educational technology resources, with the processes involved in educational innovation, and with the programming of instructional material. The per cent of institutions reporting present and future adoption of these courses is shown below.

	Present Adoption	Future Adoption
Educational technology	71%	77%
Comparative education	57	71
Social systems analysis	48	71
Programming of instructional materials	40	63
Innovation processes	37	51
Action research	26	43
Information retrieval	11	31

It would appear that courses dealing with educational technology are most prevalent, followed by courses in comparative education and social systems analysis. It seems surprising that there should be so little interest in information retrieval. In an era when the abundance of knowledge is a major problem, and in which teachers remain one of the major means of access to knowledge, one would think there would be a systematic effort to ensure that teachers do in fact know how to locate the information which they and their students may require.

Tables 29 to 35 provide the detailed analyses of these items. In general, courses of the type described are more apt to be found in large institutions, in universities and in the western provinces. There are some exceptions, however. For example, courses in innovation processes are more likely to be found in teachers' colleges. As well,

courses in innovation processes and comparative education are more likely to be found in the Atlantic provinces than in Ontario and Quebec.

Field Studies

The results reported in Table 36 show that field studies are beginning to form an important part of the teacher education program. This item was reported as regular practice by more than half the institutions and its Future Adoption Index is nearly 70 per cent. Furthermore, this approach has been about equally adopted by universities and teachers' colleges. However, it is more prevalent in larger institutions and in the western provinces.

Staff Management

In the past few years schools in Canada have begun to bring into the classrooms an increasing array of paid and volunteer teacher aides. It seems fairly likely that this trend toward the employment of auxiliary and paraprofessional people will continue and that it will bring with it a far-reaching reorganization of the duties and responsibilities of teachers. Many teachers already are working with assistants and must therefore be faced with questions of staff management and assignment of duties. The item on staff management (management of the teacher's staff) was included in the questionnaire in order to determine the extent to which Canadian institutions were attempting to prepare student teachers for an emerging situation of considerable significance.

The results for this item are shown in Table 37. As may be seen, less than a quarter of the institutions reported the existence of a course in this area and only two other institutions were planning one. There were also five institutions which did not provide a reply

for this item, a higher number of no replies than usual. One institution put a question mark opposite this item. Could one conclude that a fairly high per cent of institutions were not aware of the trend, or had not yet considered its implications for teacher education?

Differences related to the background variables were quite extreme for this item. For example, while the Future Adoption Index in western province institutions was 60 per cent, in the remaining provinces it was under 15 per cent.

Summary

The items included in this section were chosen to illustrate trends which might be developing in teacher education institutions to match trends in society and in schools. The results showed that the institutions had not in general moved in the direction of providing courses dealing with disadvantaged children or with problems arising from the employment of teacher aides. On the other hand, there was a strong trend toward providing courses dealing with educational technology, innovation processes and human relations. In most cases, higher per cents of universities and of institutions in the western provinces reported that courses of the type suggested were available. Differences related to type and location of institution were often quite extreme.

Table 21. Special Courses, or Special Topics Within Courses

Item	Number and Per Cent of Institutions Reporting Item As:										Future Adoption Index	Innovativeness of Practice Index
	Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.3+5	Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Eskimo education	3	9	3	9	25	71	4	11	35	100	18	80
Indian and Metis education	7	20	5	14	21	60	2	6	35	100	34	74
Inner city children	5	14	5	14	22	63	3	9	35	100	28	77
Preschool education	11	32	3	8	19	54	2	6	35	100	40	62
Communication	17	49	4	11	10	29	4	11	35	100	60	40
Human relations	18	52	5	14	8	23	4	11	35	100	66	37
Sensitivity training	10	29	12	34	11	31	2	6	35	100	63	65
Action research	9	26	6	17	18	51	2	6	35	100	43	68
Comparative education	20	57	5	14	9	26	1	3	35	100	71	40
Educational technology	25	71	2	6	6	17	2	6	35	100	77	23
Information retrieval	4	11	7	20	20	58	4	11	35	100	31	78
Innovation processes	13	37	5	14	13	37	4	12	35	100	51	51
Programming of instructional materials	14	40	8	23	11	31	2	6	35	100	63	54
Social systems analysis (analysis of the school as a social system)	17	48	8	23	8	23	2	6	35	100	71	46
Field studies (with youth groups, in nursery schools, etc.)	19	54	5	14	8	23	3	9	35	100	68	37
Staff management (management of the teacher's staff)	7	20	2	6	21	60	5	14	35	100	26	66

Table 22. Eskimo Education

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of a Course on Eskimo Education As:						No Reply		Total		Future Adoption Index Cols.4+6	Innovativeness of Practice Index Cols.6+8
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present							
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	-	-	1	6	13	81	2	13	16	100	6	87
	501 - 1000	-	-	1	14	5	72	1	14	7	100	14	86
	1001 - 2000	1	14	1	14	5	72	-	-	7	100	28	86
	2001 or more	2	40	-	-	2	40	1	20	5	100	40	40
Type of Institution	University	3	12	3	12	15	64	3	12	24	100	24	76
	Teachers' College	-	-	-	-	10	91	1	9	11	100	-	91
Location	Western provinces	3	30	2	20	4	40	1	10	10	100	50	60
	Ont. and Que.	-	-	1	7	13	86	1	7	15	100	7	93
	Atlantic provinces	-	-	-	-	8	80	2	20	10	100	-	80
Total		3	9	3	9	25	71	4	11	35	100	18	80

Table 23. Indian and Métis Education

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Indian and Métis Education As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	2	12	1	6	11	70	2	12	16	100	18	77
	501 - 1000	-	-	2	29	5	71	-	-	7	100	29	100
	1001 - 2000	1	14	2	29	4	57	-	-	7	100	43	86
	2001 or more	4	80	-	-	1	20	-	-	5	100	80	20
Type of Institution	University	6	25	4	17	12	50	2	8	24	100	42	67
	Teachers' College	1	9	1	9	9	82	-	-	11	100	18	91
Location	Western provinces	6	60	3	30	1	10	-	-	10	100	90	40
	Ont. and Que.	1	7	1	7	13	86	-	-	15	100	14	93
	Atlantic provinces	-	-	1	10	7	70	2	20	10	100	10	80
Total		7	20	5	14	21	60	2	6	35	100	34	74

Table 24. Inner City Children

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Inner City Children As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	1	6	12	75	2	13	16	100	12	81
	501 - 1000	1	14	-	-	6	86	-	-	7	100	14	86
	1001 - 2000	2	28	2	28	3	44	-	-	7	100	56	72
	2001 or more	1	20	2	40	1	20	1	20	5	100	60	60
Type of Institution	University	4	17	3	12	14	59	3	12	24	100	29	71
	Teachers' College	1	9	2	18	8	73	-	-	11	100	27	91
Location	Western provinces	2	20	2	20	5	50	1	10	10	100	40	70
	Ont. and Que.	2	13	3	20	10	67	-	-	15	100	33	87
	Atlantic provinces	1	10	-	-	7	70	2	20	10	100	10	70
Total		5	14	5	14	22	63	3	9	35	100	28	77

Table 25. Preschool Education

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Preschool Education As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	3	19	-	-	11	69	2	12	16	100	19	69
	501 - 1000	-	-	1	14	6	86	-	-	7	100	14	100
	1001 - 2000	5	72	1	14	1	14	-	-	7	100	86	28
	2001 or more	3	60	1	20	1	20	-	-	5	100	80	40
Type of Institution	University	11	46	2	8	9	38	2	8	24	100	54	36
	Teachers' College	-	-	1	9	10	91	-	-	11	100	9	100
Location	Western provinces	9	90	1	10	-	-	-	-	10	100	100	10
	Ont. and Que.	1	7	1	7	13	86	-	-	15	100	14	93
	Atlantic provinces	1	10	1	10	6	60	2	20	10	100	20	70
Total		11	32	3	8	19	54	2	6	35	100	40	62

Table 26. Communication

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Communication As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	5	31	1	6	7	44	3	19	16	100	37	50
	501 - 1000	3	43	-	-	3	43	1	14	7	100	43	43
	1001 - 2000	5	71	2	29	-	-	-	-	7	100	100	29
	2001 or more	4	80	1	20	-	-	-	-	5	100	100	20
Type of Institution	University	13	54	2	8	5	21	4	17	24	100	62	29
	Teachers' College	4	36	2	18	5	46	-	-	11	100	54	64
Location	Western provinces	7	70	2	20	1	10	-	-	10	100	90	30
	Ont. and Que.	6	40	2	13	5	34	2	13	15	100	53	47
	Atlantic provinces	4	40	-	-	4	40	2	20	10	100	40	40
Total		17	49	4	11	10	29	4	11	35	100	60	40

Table 27. Human Relations

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course in Human Relations As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	6	38	1	6	5	31	4	25	16	100	44	37
	501 - 1000	4	57	-	-	3	43	-	-	7	100	57	43
	1001 - 2000	4	57	3	43	-	-	-	-	7	100	100	43
	2001 or more	4	80	1	20	-	-	-	-	5	100	100	20
Type of Institution	University	14	58	3	12	4	18	3	12	24	100	70	30
	Teachers' College	4	36	2	19	4	36	1	9	11	100	45	55
Location	Western provinces	7	70	2	20	1	10	-	-	10	100	90	30
	Ont. and Que.	6	40	3	20	4	27	2	13	15	100	60	47
	Atlantic provinces	5	50	-	-	3	30	2	20	10	100	50	30
Total		18	52	5	14	8	23	4	11	35	100	66	37

Table 28. Sensitivity Training

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course Devoted to Sensitivity Training As:										Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	4	25	3	19	7	43	2	13	16	100	44	62
	501 - 1000	1	14	3	43	3	43	-	-	7	100	57	86
	1001 - 2000	3	43	3	43	1	14	-	-	7	100	86	57
	2001 or more	2	40	3	60	-	-	-	-	5	100	100	60
Type of Institution	University	9	38	7	29	6	25	2	8	24	100	67	54
	Teachers' College	1	10	5	45	5	45	-	-	11	100	55	90
Location	Western provinces	4	40	4	40	2	20	-	-	10	100	80	60
	Ont. and Que.	2	13	6	40	7	47	-	-	15	100	53	87
	Atlantic provinces	4	40	2	20	2	20	2	20	10	100	60	40
Total		10	29	12	34	11	31	2	6	35	100	63	65

Table 29. Action Research

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Action Research As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	2	12	4	25	8	50	2	12	16	100	37	75
	501 - 1000	1	14	-	-	6	86	-	-	7	100	14	86
	1001 - 2000	4	57	1	14	2	29	-	-	7	100	71	43
	2001 or more	2	40	1	20	2	40	-	-	5	100	60	60
Type of Institution	University	7	29	5	21	10	42	2	8	24	100	50	63
	Teachers' College	2	18	1	9	8	73	-	-	11	100	27	82
Location	Western provinces	3	30	4	40	3	30	-	-	10	100	70	70
	Ont. and Que.	4	27	1	7	10	66	-	-	15	100	34	73
	Atlantic provinces	2	20	1	10	5	50	2	20	10	100	30	60
Total		9	26	6	17	18	51	2	6	35	100	43	68

Table 30. Comparative Education

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course in Comparative Education As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	9	56	2	13	4	25	1	6	16	100	69	38
	501 - 1000	2	28	2	28	3	44	-	-	7	100	56	72
	1001 - 2000	4	57	1	14	2	29	-	-	7	100	71	43
	2001 or more	5	100	-	-	-	-	-	-	5	100	100	-
Type of Institution	University	18	75	1	4	4	17	1	4	24	100	79	21
	Teachers' College	2	18	4	36	5	46	-	-	11	100	54	82
Location	Western provinces	9	90	-	-	1	10	-	-	10	100	90	10
	Ont. and Que.	6	40	2	13	7	47	-	-	15	100	53	50
	Atlantic provinces	5	50	3	30	1	10	1	10	10	100	80	40
Total		20	57	5	14	9	26	1	3	35	100	71	40

Table 31. Educational Technology

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Educational Technology As:										Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total			
		N	%	N	%	N	%	N	%	N	%	Cols.4+6 %	Cols.6+8 %
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	10	63	-	-	4	25	2	12	16	100	63	25
	501 - 1000	5	71	-	-	2	29	-	-	7	100	71	29
	1001 - 2000	5	71	2	29	-	-	-	-	7	100	100	29
	2001 or more	5	100	-	-	-	-	-	-	5	100	100	-
Type of Institution	University	18	75	1	4	3	13	2	8	24	100	79	17
	Teachers' College	7	64	1	9	3	27	-	-	11	100	73	36
Location	Western provinces	9	90	1	10	-	-	-	-	10	100	100	10
	Ont. and Que.	10	67	1	7	4	26	-	-	15	100	74	33
	Atlantic provinces	6	60	-	-	2	20	2	20	10	100	60	20
Total		25	71	2	6	6	17	2	6	35	100	77	23

Table 32. Information Retrieval

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course in Information Retrieval As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	-	-	2	13	11	68	3	19	16	100	13	81
	501 - 1000	1	14	1	14	4	58	1	14	7	100	28	72
	1001 - 2000	1	14	2	29	4	57	-	-	7	100	43	86
	2001 or more	2	40	2	40	1	20	-	-	5	100	80	60
Type of Institution	University	3	12	7	30	12	50	2	8	24	100	42	80
	Teachers' College	1	9	-	-	8	73	2	18	11	100	9	73
Location	Western provinces	3	30	2	20	5	50	-	-	10	100	50	70
	Ont. and Que.	-	-	3	20	10	67	2	13	15	100	20	87
	Atlantic provinces	1	10	2	20	5	50	2	20	10	100	30	70
Total		4	11	7	20	20	58	4	11	35	100	31	78

Table 33. Innovation Processes

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Innovation Processes As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	3	19	3	19	7	43	3	19	16	100	38	62
	501 - 1000	4	57	-	-	2	29	1	14	7	100	57	29
	1001 - 2000	3	43	-	-	4	57	-	-	7	100	43	57
	2001 or more	3	60	2	40	-	-	-	-	5	100	100	40
Type of Institution	University	8	33	4	17	9	38	3	12	24	100	50	55
	Teachers' College	5	45	1	9	4	37	1	9	11	100	54	46
Location	Western provinces	6	60	2	20	2	20	-	-	10	100	80	40
	Ont. and Que.	4	27	2	13	8	53	1	7	15	100	40	66
	Atlantic provinces	3		1	10	3	30	3	30	10	100	40	40
Total		13	37	5	14	13	37	4	12	35	100	51	51

Table 34. Programming of Instructional Materials

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course in Programming of Instructional Materials As:										Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	2	13	3	18	9	56	2	13	16	100	31	74
	501 - 1000	4	57	2	29	1	14	-	-	7	100	86	43
	1001 - 2000	4	57	2	29	1	14	-	-	7	100	86	43
	2001 or more	4	80	1	20	-	-	-	-	5	100	100	20
Type of Institution	University	11	46	3	13	8	33	2	8	24	100	59	46
	Teachers' College	3	27	5	46	3	27	-	-	11	100	73	73
Location	Western provinces	7	70	1	10	2	20	-	-	10	100	80	30
	Ont. and Que.	4	27	5	33	6	40	-	-	15	100	60	73
	Atlantic provinces	3	30	2	20	3	30	2	20	10	100	50	50
Total		14	40	8	23	11	31	2	6	35	100	63	54

Table 35. Social Systems Analysis
(Analysis of the School as a Social System)

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Social Systems Analysis As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	6	38	3	18	5	31	2	13	16	100	56	49
	501 - 1000	3	43	1	14	3	43	-	-	7	100	57	57
	1001 - 2000	5	71	2	29	-	-	-	-	7	100	100	29
	2001 or more	3	60	2	40	-	-	-	-	5	100	100	40
Type of Institution	University	15	63	4	17	3	12	2	8	24	100	80	29
	Teachers' College	2	18	4	36	5	46	-	-	11	100	54	82
Location	Western provinces	8	80	2	20	-	-	-	-	10	100	100	20
	Ont. and Que.	6	40	4	27	5	33	-	-	15	100	67	60
	Atlantic provinces	3	30	2	20	3	30	2	20	10	100	50	50
Total		17	48	8	23	8	23	2	6	35	100	71	46

Table 36. Field Studies

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course Devoted to Field Studies As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	7	44	1	6	5	31	3	19	16	100	50	37
	501 - 1000	4	57	1	14	2	29	-	-	7	100	71	43
	1001 - 2000	4	57	2	29	1	14	-	-	7	100	86	43
	2001 or more	4	80	1	20	-	-	-	-	5	100	100	20
Type of Institution	University	13	54	4	17	4	17	3	12	24	100	71	34
	Teachers' College	6	54	1	9	4	37	-	-	11	100	63	46
Location	Western provinces	8	80	2	20	-	-	-	-	10	100	100	20
	Ont. and Que.	7	47	2	13	6	40	-	-	15	100	60	53
	Atlantic provinces	4	40	1	10	2	20	3	30	10	100	50	30
Total		19	54	5	14	8	23	3	9	35	100	68	37

Table 37. Staff Management (Management of the Teacher's Staff)

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Course or Part of Course on Staff Management As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	2	13	1	6	11	68	2	13	16	100	19	74
	501 - 1000	-	-	-	-	5	71	2	29	7	100	-	71
	1001 - 2000	2	29	-	-	5	71	-	-	7	100	29	71
	2001 or more	3	60	1	20	-	-	1	20	5	100	80	20
Type of Institution	University	7	29	2	8	11	46	4	17	24	100	37	54
	Teachers' College	-	-	-	-	10	91	1	9	11	100	-	91
Location	Western provinces	5	50	1	10	3	30	1	10	10	100	60	40
	Ont. and Que.	1	7	1	7	11	73	2	13	15	100	14	80
	Atlantic provinces	1	10	-	-	7	70	2	20	10	100	10	70
Total		7	20	2	6	21	60	5	14	35	100	26	66

CHAPTER FIVE

PRACTICE TEACHING

The part of the teacher education program which has received the most concentrated attention in recent years has been the practice teaching component. In responses to the open-ended section of the questionnaire 12 institutions reported that the most significant change in their program in the previous year had been a change in practice teaching arrangements. No other item in this section was reported by a higher number of institutions.

The interest in practice teaching has resulted in the development of several major new approaches to this aspect of the teacher's preservice education. One of these approaches concerns the length of time that student teachers spend in regular classrooms. Teachers have consistently seen actual experience in the schools as the most valuable part of their preservice training.[1] Yet as recently as ten years ago some institutions provided as little as 20 hours, or about five days, of actual practice in the schools.[2] The new approach, which stresses a prolonged period of experience in the schools, is often referred to as the "internship" approach, although this term may be a misnomer. In general, this approach is analogous to the apprenticeship model of training. The teacher is seen as learning the craft of teaching under the direction of a master craftsman. In

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[1]S.C.T. Clarke and Kathleen I. Kennedy, Teachers' Evaluation of Their Preparation for Teaching, Research Monograph No. 3 (Edmonton: Alberta Teachers' Association, 1962), pp. 6-8.

[2]Canadian Teachers' Federation, A Preliminary Survey of Practice Teaching Programs, Research Memo No. 8 (Ottawa: the Federation, 1961), pp. 24-25.

its most extreme form, the internship approach results in a total assignment of responsibility for this part of the student teacher's program to the local schools. In its more usual form, however, the training institution retains control over the internship experience, but seeks closer ties with the local school district and the co-operating teachers.

A second, and contrasting, approach to practice teaching may be described as the skills approach. This approach, in its present form, is derived from the intensive research which has been done in the past decade or so on the strategies which teachers employ in the classroom and on the kinds of interaction which take place between teachers and students. In this approach, distinct teaching skills are identified and taught separately. The student teacher's performance of each skill may then be videotaped and discussed, or analysed using the techniques of interaction analysis.

A complementary approach involves the development of simulated classroom situations. Student teachers may be presented, through film or other media, with a typical classroom problem and invited to explore alternative means of dealing with this problem. Both the skills approach and the problem-solving approach provide student teachers with an opportunity to practise and make mistakes in a setting more private than an average classroom could provide.

Another modification of practice teaching which is sometimes made draws its inspiration from the prediction that teaching will in future be increasingly a team effort. If this is to be so, it seems only reasonable that for at least some part of the practice teaching period students might practise together as teams, rather than always as individuals alone in the classroom.

The purpose of this section of the questionnaire was to determine the extent to which Canadian teacher education institutions had adopted any of these major new approaches to practice teaching. Table 38 summarizes response to the five items in this section. Tables 39 to 43 analyse each item separately by enrolment, type of institution and location.

It would appear from Table 38 that the approach to practice teaching which has most captured the imagination of Canadian teacher education institutions is the one which emphasizes skills development and problem-solving. Over half of the institutions are already using some form of microteaching, minicourse or interaction analysis and all but one are planning to use it in future. As well, 40 per cent of the institutions reported that they were using an approach which included simulation and educational games and an additional 30 per cent were planning to use this approach.

By contrast, respondents seemed less enamoured of the idea of replacing present practice teaching programs with an extended period of classroom experience. Only five institutions reported this as current practice. Judging from the Future Adoption Index, this approach was likely to become regular practice in little more than half the institutions.

The team teaching approach, also, was not found to be a part of the program in a very high proportion of institutions, although it appeared that in future over half the institutions might provide students with an opportunity to practise in teams.

Extensive Classroom Experience

The results reported in Table 39 indicate that it is only the universities that have so far replaced practice teaching with an extensive period of classroom experience. However, the teachers'

colleges appear to be seriously considering this approach and, if one may judge from the Future Adoption Index, differences related to type of institution may tend to diminish or disappear for this item.

It is of interest to note that the per cent of institutions using this approach in their regular program diminishes as one moves east. In terms of future adoption, however, the trend line is exactly reversed.

Practice in Teams

From the results reported in Table 41 it would appear that the existence of programs which permit students to practise in teams is not related to either size or type of institution. However, such programs appear to be more prevalent in the western provinces, a trend which remains in the future adoption column. One institution reported that practice in teams had been dropped from its program.

Problem-Solving and Skills Approaches

Table 42 records results for the item "simulation, educational games, including decision-making." In terms of current practice, this approach is more likely to be found in universities than in teachers' colleges. In terms of future adoption, this difference disappears. While the approach is currently a part of the regular program in a higher per cent of institutions in Ontario and Quebec, the future adoption column shows slightly higher proportions of institutions in the eastern and western provinces employing this approach.

Table 43 records results for the item "microteaching, mini-course and interaction analysis." Regular programs using these approaches would appear at present to be most prevalent in the universities and in the western provinces. However, these differences

virtually disappear in the future adoption column, which shows that 90 to 100 per cent of all institutions are planning to employ these techniques.

Summary

The results in this section indicate that most institutions in Canada are moving toward the adoption of a skills approach to practice teaching, involving microteaching, interaction analysis and simulation. This move would appear to be consistent with the emphasis on "performance objectives" which is currently to be found in United States plans for improving teacher education.[3]

At the same time, about half the institutions are moving toward programs in which an extended period of classroom experience replaces practice teaching. While this approach is perhaps the older of the two "new" approaches, it appears to be gaining institutional acceptance rather more slowly.

[3] A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers, ed. by J. L. Burdin and K. Lanzillotti (Washington: ERIC Clearinghouse on Teacher Education, 1969), pp. 220-230.

Table 38. Practice Teaching

Item	Number and Per Cent Reporting Item as Part of Regular Program						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
	Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.3+5	Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Extended period of classroom experience to replace practice teaching	5	14	14	40	16	46	-	-	35	100	54	86
University-administered internship following graduation	3	9	9	26	23	65	-	-	35	100	35	91
Practice by students in teams rather than as individuals	9	26	11	31	14	40	1	3	35	100	57	71
Simulation, educational games including decision-making	14	40	11	31	10	29	-	-	35	100	71	60
Microteaching, mini-course, interaction analysis	19	54	15	43	1	3	-	-	35	100	97	46

Table 39. Extended Period of Classroom Experience to Replace Practice Teaching

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Extended Period of Classroom Experience to Replace Practice Teaching As:										Future Adoption Index Cols.4+6	Innovativeness of Practice Index Cols.6+8
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total			
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	2	12	7	44	7	44	-	-	16	100	56	88
	501 - 1000	-	-	3	43	4	57	-	-	7	100	43	100
	1001 - 2000	2	29	3	42	2	29	-	-	7	100	71	71
	2001 or more	1	20	1	20	3	60	-	-	5	100	40	80
Type of Institution	University	5	21	9	37	10	42	-	-	24	100	58	79
	Teachers' College	-	-	5	45	6	55	-	-	11	100	45	100
Location	Western provinces	2	20	3	30	5	50	-	-	10	100	50	80
	Ont. and Que.	2	13	4	27	9	60	-	-	15	100	40	87
	Atlantic provinces	1	10	7	70	2	20	-	-	10	100	80	90
Total		5	14	14	40	16	46	-	-	35	100	54	86

Table 40. University-Administered Internship Following Graduation

Background Variable	Ranges	Number and Per Cent of Institutions Reporting University-Administered Internship Following Graduation As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	5	31	10	63	-	-	16	100	37	94
	501 - 1000	-	-	1	14	6	86	-	-	7	100	14	100
	1001 - 2000	1	14	2	29	4	57	-	-	7	100	43	86
	2001 or more	1	20	1	20	3	60	-	-	5	100	40	80
Type of Institution	University	3	12	9	38	12	50	-	-	24	100	50	88
	Teachers' College	-	-	-	-	11	100	-	-	11	100	-	100
Location	Western provinces	3	30	3	30	4	40	-	-	10	100	60	70
	Ont. and Que.	-	-	1	7	14	93	-	-	15	100	7	100
	Atlantic provinces	-	-	5	50	5	50	-	-	10	100	50	100
Total		3	9	9	26	23	65	-	-	35	100	35	91

Table 41. Practice by Students in Teams Rather Than as Individuals

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Practice by Students in Teams Rather Than as Individuals As:						No Reply		Total		Future Adoption Index Cols.4+6	Innovativeness of Practice Index Cols.6+8
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present							
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	4	25	7	44	4	25	1	6	16	100	69	69
	501 - 1000	2	29	1	14	4	57	-	-	7	100	43	71
	1001 - 2000	1	14	3	43	3	43	-	-	7	100	57	86
	2001 or more	2	40	-	-	3	60	-	-	5	100	40	60
Type of Institution	University	6	25	7	29	10	42	1	4	24	100	54	71
	Teachers' College	3	28	4	36	4	36	-	-	11	100	64	72
Location	Western provinces	4	40	3	30	3	30	-	-	10	100	70	60
	Ont. and Que.	3	20	7	47	5	33	-	-	15	100	67	80
	Atlantic provinces	2	20	1	10	6	60	1	10	10	100	30	70
Total		9	26	11	31	14	40	1	3	35	100	57	71

Table 42. Simulation, Educational Games, Including Decision-Making

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Simulation, Educational Games, Including Decision-Making As:										Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	8	50	3	19	5	31	-	-	16	100	69	50
	501 - 1000	2	29	3	42	2	29	-	-	7	100	71	71
	1001 - 2000	2	29	2	29	3	42	-	-	7	100	58	71
	2001 or more	2	40	3	60	-	-	-	-	5	100	100	60
Type of Institution	University	11	46	6	25	7	29	-	-	24	100	71	54
	Teachers' College	3	27	5	46	3	27	-	-	11	100	73	73
Location	Western provinces	3	30	4	40	3	30	-	-	10	100	70	70
	Ont. and Que.	7	47	3	20	5	33	-	-	15	100	67	53
	Atlantic provinces	4	40	4	40	2	20	-	-	10	100	80	60
Total		14	40	11	31	10	29	-	-	35	100	71	60

Table 43. Microteaching, Minicourse, Interaction Analysis

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Microteaching, Minicourse, Interaction Analysis As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	9	56	6	38	1	6	-	-	16	100	94	44
	501 - 1000	3	43	4	57	-	-	-	-	7	100	100	57
	1001 - 2000	2	29	5	71	-	-	-	-	7	100	100	71
	2001 or more	5	100	-	-	-	-	-	-	5	100	100	-
Type of Institution	University	15	63	8	33	1	4	-	-	24	100	96	47
	Teachers' College	4	36	7	64	-	-	-	-	11	100	100	64
Location	Western provinces	8	80	2	20	-	-	-	-	10	100	100	20
	Ont. and Que.	6	40	9	60	-	-	-	-	15	100	100	60
	Atlantic provinces	5	50	4	40	1	10	-	-	10	100	90	50
Total		19	54	15	43	1	3	-	-	35	100	97	46

CHAPTER SIX

SCHOOL - FACULTY COOPERATION

It is often suggested that there is a considerable gap between the thinking in the faculties and colleges of education and the actual practice of the schools. In the eyes of some, it is the teacher preparation institutions which are in the forefront of educational thinking, turning out graduates ready to employ all the latest techniques, and the schools which resist these changes in approach:

> They may pride themselves that they send out disciples, who will make a difference, into the schools. But what they see as enthusiasm for change may be no more than a temporary response to the authority of the teacher education institution; and when this authority is replaced by the authority of colleagues and administrative staff, there is a swift relapse to earlier values.[1]

On the other hand, it is sometimes suggested that it is in the schools that the real changes are taking place and that the teacher education institutions are merely following these trends.

Both views suggest a certain lack of sympathy between agencies which ought ideally to demonstrate partnership roles and responsibilities in the education of teachers. The items in this chapter attempt to gather data on various means which are being used to bring schools and faculties into closer harmony, either through individual or formal committee efforts. Table 44 provides an overview of the six items in this section. Tables 46 to 51 provide the detailed analyses for each item.

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[1]John Macdonald, The Discernible Teacher (Ottawa: Canadian Teachers' Federation, 1970), p. 5.

It may be observed from Table 44 that only one of the six items, "school-faculty committees on practice teaching," is reported as regular practice by more than half the institutions. The Future Adoption Index is 86 per cent for this item. Another practice which seems to be gaining favour is "exchange of faculty and school personnel." While only 17 per cent of the institutions do this regularly at present, the Future Adoption Index for the item is 54 per cent. These are the only two items which seem likely to be adopted by a majority of the institutions in the near future.

It is also of interest in this section to consider whether school-faculty cooperation is prevalent in only a few institutions or is spread fairly evenly over all the institutions. Data for five of the items from this section are therefore shown in Table 45 in a slightly different form. (The item on operating a local school system is omitted, since it was not reported as regular practice by any institutions.) The number of institutions reporting various numbers of the five items as regular practice is shown in Table 45.

Table 45. Number of Institutions Reporting Various Numbers of Items on School-Faculty Cooperation as Regular Practice

Number of Items	Number of Institutions Reporting this Number of Items As Regular Practice	Number of Institutions Including Committee on Practice Teaching As One of the Items
5	2	2
4	1	1
3	3	3
2	3	3
1	12	9
0	14	-
	35	18

It seems clear enough from the data presented in Table 45 that most institutions have regular formal contact with the school system regarding only that topic which is of primary mutual concern -- i.e., practice teaching -- and nearly half do not have even this much contact. On the other hand, about a third of the institutions have at least one other form of regular contact between faculty and schools.

Exchanges of School and Faculty Personnel

From Table 46 it appears that exchanges of school and faculty personnel are more likely to be found in the smaller schools and in the provinces from Ontario east. These trends persist in the future adoption column, which also shows a difference between universities and teachers' colleges in this regard. Teachers' colleges would appear to be more desirous of promoting such exchanges.

Faculty Membership for Cooperating Teachers

Similar trends appear in Table 47, dealing with faculty membership for cooperating teachers. The results suggest that the teachers' colleges are more ready to offer some form of membership in the faculty to practice teachers. One may speculate about the reasons for this finding. It may be related, for instance, to whether the staffs of the training institution view members of the teaching profession as peers and colleagues.

School-Faculty Committees

Replies for the items dealing with two types of school-faculty committees are given in Tables 48 and 49. The results reported in Table 48 show that at present school-faculty committees on practice teaching are most prevalent in large institutions, in universities and in the western provinces. However, in the future adoption column these

differences are greatly reduced. In fact the Future Adoption Index is higher for teachers' colleges than for universities.

A similar result is shown in Table 49, which reports results for the item "school-faculty committees on program planning." Such committees were reported as regular practice by a higher per cent of universities and of institutions in the western provinces. In future, however, there may be higher per cents of teachers' colleges and of institutions in the Ontario-Quebec region with committees of this type.

School-Faculty-Student Innovation Projects

If teacher education institutions are in fact the source of new and creative ideas in education, or at least a source of authoritative knowledge about new ideas, it seems likely that the institutions would soon find themselves involved in assisting the schools to implement some of these ideas. The results reported in Table 50 suggest that such involvement is still rather small. Only 14 per cent reported joint projects as regular practice. The Future Adoption Index for this item is higher for institutions in the western and eastern provinces and for universities. Only one institution, Brandon University, specifically mentioned their project -- the setting up of a continuous progress scheme in three Brandon schools.

Assumption of Major Responsibility for Operating a Local School System

While a few examples of the type of project indicated by this item are to be found in the United States, it was not expected that any would be found in Canada. It was therefore rather surprising to find, as reported in Table 51, that two institutions are in fact considering such projects.

Summary

The responses to this section of the questionnaire indicated that in general most of the regular contact between teacher education institutions and local schools is in regard to arrangements for practice teaching. Where other forms of contact exist, they appear to be more likely to take the form of exchanges of personnel or faculty membership for cooperating teachers in the teachers' colleges and of committees on program planning in the universities. Only about a third of the institutions are involved in such practices.

In general, then, one may conclude that there is rather less interaction between the training institutions and the schools than might be thought conducive to a harmonious and mutually productive relationship.

Table 44. School-Faculty Cooperation

Item	Number and Per Cent Reporting Item As:										Future Adoption Index	Innovativeness of Practice Index
	Regular Practice		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.3+5	Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Exchange of faculty and school personnel	6	17	13	37	16	46	-	-	35	100	54	83
Faculty membership for co-operating (practice, supervising) teachers	4	11	8	23	22	63	1	3	35	100	34	86
School-faculty committees on practice teaching	18	52	12	34	5	14	-	-	35	100	86	48
School-faculty committees on program planning	9	26	7	20	18	51	1	3	35	100	46	71
Joint school-faculty-student innovation projects	5	14	11	32	19	54	-	-	35	100	46	86
Assumption by faculty of major responsibility for operating a local school system	-	-	2	6	31	88	2	6	35	100	6	94

Table 46. Exchange of Faculty and School Personnel

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Exchange of Faculty and School Personnel As:										Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	3	19	5	31	8	50	-	-	16	100	50	8
	501 - 1000	2	29	3	42	2	29	-	-	7	100	71	71
	1001 - 2000	1	14	3	43	3	43	-	-	7	100	57	86
	2001 or more	-	-	2	40	3	60	-	-	5	100	40	100
Type of Institution	University	4	17	8	33	12	50	-	-	24	100	50	83
	Teachers' College	2	18	5	46	4	36	-	-	11	100	64	82
Location	Western provinces	1	10	3	30	6	60	-	-	10	100	40	90
	Ont. and Que.	3	20	6	40	6	40	-	-	15	100	60	80
	Atlantic provinces	2	20	4	40	4	40	-	-	10	100	60	80
Total		6	17	13	37	16	46	-	-	35	100	54	83

Table 47. Faculty Membership for Cooperating (Practice, Supervising) Teachers

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Faculty Membership for Cooperating (Practice, Supervising) Teachers As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	-	-	5	31	10	63	1	6	16	100	31	94
	501 - 1000	3	43	-	-	4	57	-	-	7	100	43	57
	1001 - 2000	1	14	1	14	5	72	-	-	7	100	28	86
	2001 or more	-	-	2	40	3	60	-	-	5	100	40	100
Type of Institution	University	2	8	5	21	16	67	1	4	24	100	29	88
	Teachers' College	2	18	3	27	6	55	-	-	11	100	45	82
Location	Western provinces	1	10	2	20	7	70	-	-	10	100	30	90
	Ont. and Que.	2	13	4	27	9	60	-	-	15	100	40	87
	Atlantic provinces	1	10	2	20	6	60	1	10	10	100	30	80
Total		4	11	8	23	22	63	1	3	35	100	34	86

Table 48. School-Faculty Committees on Practice Teaching

Background Variable	Ranges	Number and Per Cent of Institutions Reporting School-Faculty Committees on Practice Teaching As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	6	37	7	44	3	19	-	-	16	100	81	63
	501 - 1000	3	43	3	43	1	14	-	-	7	100	86	57
	1001 - 2000	5	71	2	29	-	-	-	-	7	100	100	29
	2001 or more	4	80	-	-	1	20	-	-	5	100	80	20
Type of Institution	University	15	62	5	21	4	17	-	-	24	100	83	38
	Teachers' College	3	27	7	64	1	9	-	-	11	100	91	73
Location	Western provinces	9	90	1	10	-	-	-	-	10	100	100	10
	Ont. and Que.	6	40	6	40	3	20	-	-	15	100	80	60
	Atlantic provinces	3	30	5	50	2	20	-	-	10	100	80	70
Total		18	52	12	34	5	14	-	-	35	100	86	48

Table 49. School-Faculty Committees on Program Planning

Background Variable	Ranges	Number and Per Cent of Institutions Reporting School-Faculty Committee on Program Planning As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	5	31	9	57	1	6	16	100	37	88
	501 - 1000	2	29	-	-	5	71	-	-	7	100	29	71
	1001 - 2000	4	57	2	29	1	14	-	-	7	100	86	43
	2001 or more	2	40	-	-	3	60	-	-	5	100	40	60
Type of Institution	University	8	33	2	8	13	55	1	4	24	100	41	63
	Teachers' College	1	10	5	45	5	45	-	-	11	100	55	90
Location	Western provinces	4	40	1	10	5	50	-	-	10	100	50	60
	Ont. and Que.	4	27	5	33	6	40	-	-	15	100	60	73
	Atlantic provinces	1	10	1	10	7	70	1	10	10	100	20	80
Total		9	26	7	20	18	51	1	3	35	100	46	71

Table 50. Joint School-Faculty-Student Innovation Projects

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Joint School-Faculty-Student Innovation Projects As:										Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total			
		N	%	N	%	N	%	N	%	N	%	Cols.4+6 %	Cols.6+8 %
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	-	-	5	31	11	69	-	-	16	100	31	100
	501 - 1000	2	29	2	29	3	42	-	-	7	100	58	71
	1001 - 2000	3	42	2	29	2	29	-	-	7	100	71	58
	2001 or more	-	-	2	40	3	60	-	-	5	100	40	100
Type of Institution	University	3	12	10	42	11	46	-	-	24	100	54	88
	Teachers' College	2	18	1	9	8	73	-	-	11	100	27	82
Location	Western provinces	2	20	6	60	2	20	-	-	10	100	80	80
	Ont. and Que.	1	7	2	13	12	80	-	-	15	100	20	93
	Atlantic provinces	2	20	3	30	5	50	-	-	10	100	50	80
Total		5	14	11	32	19	54	-	-	35	100	46	86

Table 51. Assumption by Faculty of Major Responsibility for Operating a Local School System

Background Variable	Ranges	No.& % of Institutions Reporting Assumption by Faculty of Major Responsibility for Operating a Local School System As:						No Reply		Total		Future Adoption Index Cols.4+6	Innovativeness of Practice Index Cols.6+8
		Regular Practice		In Experimental or Planning Stages		Not Planned at Present							
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	-	-	-	-	15	94	1	6	16	100	-	94
	501 - 1000	-	-	1	14	6	86	-	-	7	100	14	100
	1001 - 2000	-	-	-	-	6	86	1	14	7	100	-	86
	2001 or more	-	-	1	20	4	80	-	-	5	100	20	100
Type of Institution	University	-	-	2	8	20	84	2	8	24	100	8	92
	Teachers' College	-	-	-	-	11	100	-	-	11	100	-	100
Location	Western provinces	-	-	1	10	7	70	2	20	10	100	10	80
	Ont. and Que.	-	-	1	7	14	93	-	-	15	100	7	100
	Atlantic provinces	-	-	-	-	10	100	-	-	10	100	-	100
Total		-	-	2	6	31	88	2	6	35	100	6	94

CHAPTER SEVEN

TEACHING PRACTICES EMPLOYED BY FACULTY MEMBERS

Teacher educators are often criticized on the basis that they exhort their students to "do as I say, not as I do." The purpose of this section of the questionnaire was to determine the extent to which faculty members use certain approaches to instruction which might be classified as examples of modern teaching practices. Questionnaire respondents were therefore asked to indicate whether faculty members regularly provided such alternatives to the traditional lecture as team teaching, individual tutoring, role-playing and computer-assisted instruction. An overview of the replies is provided in Table 52. Responses for each item are reported in greater detail in Tables 53 to 60.

From Table 52 it may be seen that the following teaching practices are most likely to be employed by faculty members:

Practice	Per Cent of Institutions
Group discussion techniques	89%
Replacement of formal examinations by other methods of evaluation	43
Closed-circuit television	37
Team teaching	34
Individual tutoring	29
Role-playing	29

All of these items are regular practices in a quarter or more of the institutions and at least occasional practice in two-thirds or more of the institutions. The only two practices with very few adherents

are computer-assisted instruction and programmed instruction. If one assumes that the practices reported as occasional practice will eventually become regular practice, one may predict for each item the per cent of institutions in which that item will likely be part of the regular teaching practice of faculty members:

Practice	Per Cent of Institutions
Group discussion techniques	100%
Replacement of formal examinations by other methods of evaluation	97
Individual tutoring	89
Role-playing	89
Team teaching	88
Closed-circuit television	63
Programmed instruction	40
Computer-assisted instruction	17

It was apparent from the replies in the open-ended section of the questionnaire that some importance is attached to the teaching practices of faculty members. The following items were reported by various institutions as some of their most significant recent changes in program:

Increased use of seminars

Increased opportunity for students to undertake independent study

Elimination of some exams

Introduction of closed-circuit television

More use of the community's human resources

Team teaching approach among staff

Elimination of letter grades.

Team Teaching

The results reported in Table 53 suggest that team teaching by faculty members is more likely to be found in larger institutions, in teachers' colleges, and in institutions from Quebec west. These differences persist in the future adoption column.

Computer-Assisted Instruction

The future of computer-assisted instruction as a regular part of teacher education programs does not appear very bright on the basis of the results in Table 54. In only one institution is it used regularly, although in five it is used occasionally. It is not used in teachers' colleges at all.

Replacement of Formal Examinations by Other Methods of Evaluation

Table 55 records the extent to which faculty members replace formal examinations with other methods of evaluation. It appears that this is more apt to be regular practice in universities and in the western provinces. However, if one combines regular and occasional practice as a possible estimate of future regular practice, these differences are much reduced.

Closed-Circuit Television

Table 56 records responses to the item on closed-circuit television. This method of instruction was reported as regular practice by higher per cents of larger institutions, of teachers' colleges and of institutions in the provinces from Quebec west. When "occasional practice" and "regular practice" responses are combined the differences between types of institutions disappear, but the geographic differences persist.

Individual Tutoring

The results reported in Table 57 show little relationship between individual tutoring and size or type of institution. Tutoring would, however, appear to be regular practice in a higher proportion of western institutions. This relationship disappears when regular and occasional practice replies are combined.

Group Discussion Techniques

The results reported in Table 58 suggest, as might be expected, that the use of group discussion techniques does not in general represent an innovation for most of the institutions in the survey. It was surprising, in fact, to find as many as four institutions reporting that group discussion was only an occasional practice.

Role-Playing

Role-playing, on the other hand, appeared to be a moderately innovative practice. Table 59 records the responses for this item. It appears that role-playing is more frequently a regular teaching practice in the teachers' colleges and in the western provinces. The institutional difference is maintained in the future adoption column, but the geographic difference is not.

Programmed Instruction

As may be seen from Table 60, programmed instruction, like computer-assisted instruction, is regularly used in only a small number of teacher education institutions. It appears that it is more likely to be used, at least occasionally, in large institutions, in universities, and in the western provinces.

Training and Retraining of Faculty Members

In addition to the questions in the structured part of the questionnaire, one open-ended question was included which asked "Is there a regular program for training or retraining of faculty members?" Fifteen of the institutions answered this question with a simple "No". Another ten institutions reported that the major means of retraining available was provision for sabbatical or educational leave. Other methods of keeping faculty practice up to date which were reported were as follows:

Staff training seminars	7 institutions
Exchange with teachers in the field	2 institutions
Part-time teaching in local schools	1 institution
Attendance at seminars and conferences	1 institution

Summary

The general conclusion one may draw from this section is that the data collected in this study do not seem to support the criticisms of the teaching practices of faculty members which have so frequently been made in the past. The traditional sequence of formal lectures followed by formal examinations, although it no doubt persists, is being replaced by teaching practices which rely on other methods of evaluation and include such strategies as team teaching, individual tutoring and role-playing. Changes in the teaching practices of faculty members cannot be said to result from planned training programs, however, since only a minority of the institutions surveyed reported any such programs. Presumably, informal learning through reading and conversation is relied on as a source of improvement.

Table 52. Teaching Practices Employed by Faculty Members

Item	Number and Per Cent Reporting Item As: Regular Practice		Occasional Practice		Rare or Non-Existent		No Reply		Total		Future Adoption Index Cols.3+5	Innovativeness of Practice Index Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Team teaching	12	34	19	54	4	12	-	-	35	100	88	66
Computer-assisted instruction	1	3	5	14	29	83	-	-	35	100	17	97
Replacement of formal examinations by other methods of evaluation	15	43	19	54	1	3	-	-	35	100	97	57
Closed-circuit television	13	37	9	26	13	37	-	-	35	100	63	63
Individual tutoring	10	29	21	60	3	8	1	3	35	100	89	68
Group discussion techniques	31	89	4	11	-	-	-	-	35	100	100	11
Role-playing	10	29	21	60	4	11	-	-	35	100	89	71
Programmed instruction	3	9	11	31	20	57	1	3	35	100	40	88

Table 53. Team Teaching

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Team Teaching As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	4	25	8	50	4	25	-	-	16	100	75	75
	501 - 1000	3	43	4	57	-	-	-	-	7	100	100	57
	1001 - 2000	3	43	4	57	-	-	-	-	7	100	100	57
	2001 or more	2	40	3	60	-	-	-	-	5	100	100	60
Type of Institution	University	7	29	13	54	4	17	-	-	24	100	83	71
	Teachers' College	2	45	6	55	-	-	-	-	11	100	100	55
Location	Western provinces	3	30	7	70	-	-	-	-	10	100	100	70
	Ont. and Que.	7	47	8	53	-	-	-	-	15	100	100	53
	Atlantic provinces	2	20	4	40	4	40	-	-	10	100	60	80
Total		12	34	19	54	4	12	-	-	35	100	88	66

Table 54. Computer-Assisted Instruction

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Computer-Assisted Instruction As:										Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	-	-	1	6	15	94	-	-	16	100	6	100
	501 - 1000	-	-	1	14	6	86	-	-	7	100	14	100
	1001 - 2000	-	-	-	-	7	100	-	-	7	100	-	100
	2001 or more	1	20	3	60	1	20	-	-	5	100	80	80
Type of Institution	University	1	4	5	21	18	75	-	-	24	100	25	86
	Teachers' College	-	-	-	-	11	100	-	-	11	100	-	100
Location	Western provinces	1	10	2	20	7	70	-	-	10	100	30	90
	Ont. and Que.	-	-	2	13	13	87	-	-	15	100	13	100
	Atlantic provinces	-	-	1	10	9	90	-	-	10	100	10	100
Total		1	3	5	14	29	83	-	-	35	100	17	97

Table 55. Replacement of Formal Examinations by Other Methods of Evaluation

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Replacement of Formal Examinations by Other Methods of Evaluation As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	8	50	8	50	-	-	-	-	16	100	100	50
	501 - 1000	1	14	5	72	1	14	-	-	7	100	86	86
	1001 - 2000	4	57	3	43	-	-	-	-	7	100	100	43
	2001 or more	2	40	3	60	-	-	-	-	5	100	100	60
Type of Institution	University	14	58	10	42	-	-	-	-	24	100	100	42
	Teachers' College	1	9	9	82	1	9	-	-	11	100	91	91
Location	Western provinces	7	70	3	30	-	-	-	-	10	100	100	30
	Ont. and Que.	3	20	11	73	1	7	-	-	15	100	93	80
	Atlantic provinces	5	50	5	50	-	-	-	-	10	100	100	50
Total		15	43	19	54	1	3	-	-	35	100	97	57

Table 56. Closed-Circuit Television

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Use of Closed-Circuit Television As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent							
		N	%	N	%	N	%	N	%	N	%	Cols.4+6	Cols.6+8
												%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	3	19	5	31	8	50	-	-	16	100	50	81
	501 - 1000	3	42	2	29	2	29	-	-	7	100	71	58
	1001 - 2000	3	43	1	14	3	43	-	-	7	100	57	57
	2001 or more	4	80	1	20	-	-	-	-	5	100	100	20
Type of Institution	University	8	33	7	29	9	38	-	-	24	100	62	67
	Teachers' College	5	46	2	18	4	36	-	-	11	100	64	54
Location	Western provinces	5	50	3	30	2	20	-	-	10	100	80	50
	Ont. and Que.	7	46	4	27	4	27	-	-	15	100	73	54
	Atlantic provinces	1	10	2	20	7	70	-	-	10	100	30	90
Total		13	37	9	26	13	37	-	-	35	100	63	63

Table 57. Individual Tutoring

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Individual Tutoring As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	4	25	10	63	1	6	1	6	16	100	88	69
	501 - 1000	3	43	3	43	1	14	-	-	7	100	86	57
	1001 - 2000	1	14	6	86	-	-	-	-	7	100	100	86
	2001 or more	2	40	2	40	1	20	-	-	5	100	80	60
Type of Institution	University	7	29	14	59	2	8	1	4	24	100	88	67
	Teachers' College	3	27	7	64	1	9	-	-	11	100	91	73
Location	Western provinces	5	50	4	40	1	10	-	-	10	100	90	50
	Ont. and Que.	5	33	8	53	1	7	1	7	15	100	86	60
	Atlantic provinces	-	-	9	90	1	10	-	-	10	100	90	100
Total		10	29	21	60	3	8	1	3	35	100	89	68

Table 58. Group Discussion Techniques

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Use of Group Discussion Techniques As:										Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	16	100	-	-	-	-	-	-	16	100	100	-
	501 - 1000	6	86	1	14	-	-	-	-	7	100	100	14
	1001 - 2000	4	57	3	43	-	-	-	-	7	100	100	43
	2001 or more	5	100	-	-	-	-	-	-	5	100	100	-
Type of Institution	University	20	83	4	17	-	-	-	-	24	100	100	17
	Teachers' College	11	100	-	-	-	-	-	-	11	100	100	-
Location	Western provinces	8	80	2	20	-	-	-	-	10	100	100	20
	Ont. and Que.	13	87	2	13	-	-	-	-	15	100	100	13
	Atlantic provinces	10	100	-	-	-	-	-	-	10	100	100	-
Total		31	89	4	11	-	-	-	-	35	100	100	11

Table 59. Role-Playing

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Role-Playing As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	4	25	10	63	2	12	-	-	16	100	88	75
	501 - 1000	2	29	5	71	-	-	-	-	7	100	100	71
	1001 - 2000	3	43	3	43	1	14	-	-	7	100	86	57
	2001 or more	1	20	3	60	1	20	-	-	5	100	80	80
Type of Institution	University	6	25	14	58	4	17	-	-	24	100	83	75
	Teachers' College	4	36	7	64	-	-	-	-	11	100	100	64
Location	Western provinces	4	40	4	40	2	20	-	-	10	100	80	60
	Ont. and Que.	4	27	11	73	-	-	-	-	15	100	100	73
	Atlantic provinces	2	20	6	60	2	20	-	-	10	100	80	80
Total		10	29	21	60	4	11	-	-	35	100	89	71

Table 60. Programmed Instruction

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Use of Programmed Instruction As:										Future Adoption Index	Innovativeness of Practice Index
		Regular Practice		Occasional Practice		Rare or Non-Existent		No Reply		Total			
		N	%	N	%	N	%	N	%	N	%	Cols.4+6	Cols.6+8
		%		%		%		%		%		%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	3	19	12	75	-	-	16	100	25	94
	501 - 1000	1	14	2	29	3	43	1	14	7	100	43	72
	1001 - 2000	-	-	3	43	4	57	-	-	7	100	43	100
	2001 or more	1	20	3	60	1	20	-	-	5	100	80	80
Type of Institution	University	2	8	8	34	13	54	1	4	24	100	42	88
	Teachers' College	1	9	3	27	7	64	-	-	11	100	36	91
Location	Western provinces	1	10	5	50	4	40	-	-	10	100	60	90
	Ont. and Que.	-	-	5	33	9	60	1	7	15	100	33	95
	Atlantic provinces	2	20	1	10	7	70	-	-	10	100	30	80
Total		3	9	11	31	20	57	1	3	35	100	40	88

CHAPTER EIGHT

BUILDING DESIGN AND EQUIPMENT

Efforts by teacher education institutions to modernize and improve their programs have often in the past been hampered by the lack of suitable buildings and equipment. In one survey of teacher educators in 1966, this particular problem was cited by a considerable number of respondents.[1] The purpose of this section was to investigate the availability of the kind of space and equipment which might be needed for a teacher education institution. Thus such items as small rooms for seminars, television and computer facilities, videotape recorders and multi-media study carrels were included.

An overview of the replies for these items is provided in Table 61. More detailed analyses are recorded in Tables 62 to 71.

While a total of five institutions reported that they had just moved into new buildings, or would be doing so shortly, the replies in Table 61 suggest that sophisticated building design and equipment are by no means universally available to teacher education institutions in Canada. For example, only two types of equipment -- videotape recorders and overhead projectors -- were reported by a majority of institutions as being available in a quantity adequate for present needs. Almost half the institutions reported the availability of a language laboratory and a television studio. On the other hand, small seminar rooms and multi-media study carrels were

[1] "Current Issues in Teacher Education," pp. 93-98 in Canadian Teachers' Federation, Foundations for the Future (Ottawa: the Federation, 1967), p. 98.

available in adequate supply for only a quarter of the institutions. Particularly lacking in many of the institutions was the capacity to adjust space by the use of flexible walls.

In the open-ended section of the questionnaire, three institutions reported the establishment of a learning resources centre as a significant addition to their facilities.

Small Rooms

Replies concerning the availability of small rooms for micro-teaching and seminars are reported in Table 62. This type of facility appears to be more available in universities, in the western provinces, and in larger institutions. One small institution noted in this section that small rooms and flexible walls are not necessary when the enrolment is very small.

Flexible Walls

As shown in Table 63, results are similar in regard to the availability of flexible walls for space adjustment. This type of facility is also more likely to be found in universities, in larger institutions and in the western provinces.

Computerized Information Retrieval System

Table 64 records the results for this item. Only one institution reported a well developed system, although six others reported that one was available, though not adequate. None of the teachers' colleges had access to this type of system.

Language Laboratory

As may be seen from Table 65, only two of the 22 institutions reporting access to a language laboratory were teachers' colleges. As in other cases, an adequate supply of this equipment was more

apt to be found in larger institutions and in the western provinces.

Multi-Media Study Carrels

Table 66 records the replies for this item. Once again, it appears that it is the larger institutions, the universities, and the institutions in the western provinces which have readier access to this type of equipment. However, less than a quarter of the institutions reported the supply as adequate.

Computer Facilities

Table 67 records the institutions' replies regarding the general availability of computer facilities. There are some exceptions here to the general pattern of availability found on other items. For example, the highest proportion of institutions reporting adequate computer facilities is to be found in the Atlantic provinces.

Television Studio

Results for this item are reported in Table 68. The usual pattern of availability is found, with television studios being more available in universities, in larger institutions, and in the western provinces.

Videotape Recorder

Judging from the results reported in Table 69, the videotape recorder is a type of equipment which has found nearly universal acceptance in teacher education institutions. Access to this equipment does not appear to be strongly related to size or type of institution. However, access appears to improve somewhat as one moves west across the country.

Overhead Projector

Like the videotape recorder, the overhead projector also has won universal acceptance. Thus, as may be seen from Table 70, there is only one institution which has no overhead projectors and only three others which regard their supply as inadequate.

Demonstration or Laboratory School

As may be seen from Table 71, a demonstration or laboratory school formally attached to the teacher education institution is found only in a minority of cases. No such schools are to be found attached to teachers' colleges or to institutions in the Atlantic provinces. Several respondents noted that they had very close working relationships with specific schools in the area, although these schools were not specifically designated as demonstration or laboratory schools.

Summary

It cannot be said that all teacher education institutions in Canada have access to sophisticated equipment and buildings designed for instructional flexibility. Certain institutions, however, consistently reported greater access to an adequate supply of the equipment in question. In general, these institutions had large enrolments, were of the university type, and were located in one of Canada's western provinces.

Two pieces of equipment were found to be almost universally available -- the overhead projector and the videotape recorder.

Table 61. Building Design and Equipment

Item	Number and Per Cent Reporting Item As: Available and Supply Adequate		Available But Supply Not Adequate		Not Available		No Reply		Total		Future Adoption Index Cols.3+5	Innovativeness of Practice Index Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Small rooms for microteaching, seminars, etc.	9	26	20	57	6	17	-	-	35	100	83	74
Flexible walls for space adjustment	4	11	4	11	27	78	-	-	35	100	22	88
Computerized information retrieval system	1	3	6	17	28	80	-	-	35	100	20	97
Language laboratory	16	46	6	17	13	37	-	-	35	100	63	54
Multi-media study carrels	8	23	6	17	21	60	-	-	35	100	40	77
Computer facilities	13	37	6	17	16	46	-	-	35	100	54	63
Television studio	15	43	7	20	13	37	-	-	35	100	63	57
Videotape recorder	26	74	5	14	4	12	-	-	35	100	88	26
Overhead projector	31	89	3	8	1	3	-	-	35	100	97	11
Demonstration or laboratory school	7	20	2	6	26	74	-	-	35	100	26	80

Table 62. Small Rooms for Microteaching, Seminars, etc.

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Small Rooms for Microteaching and Seminars As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Available and Supply Adequate		Available But Supply Not Adequate		Not Available						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	4	25	10	63	2	12	-	-	16	100	88	75
	501 - 1000	-	-	3	43	4	57	-	-	7	100	43	100
	1001 - 2000	3	43	4	57	-	-	-	-	7	100	100	57
	2001 or more	2	40	3	60	-	-	-	-	5	100	100	60
Type of Institution	University	8	33	15	63	1	4	-	-	24	100	96	67
	Teachers' College	1	10	5	45	5	45	-	-	11	100	55	90
Location	Western provinces	4	40	6	60	-	-	-	-	10	100	100	60
	Ont. and Que.	3	20	8	53	4	27	-	-	15	100	73	80
	Atlantic provinces	2	20	6	60	2	20	-	-	10	100	80	80
Total		9	26	20	57	6	17	-	-	35	100	83	74

Table 63. Flexible Walls for Space Adjustment

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Flexible Walls for Space Adjustment As: Available and Supply Adequate		Available But Supply Not Adequate		Not Available		No Reply		Total		Future Adoption Index Cols.4+6	Innovativeness of Practice Index Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	1	6	14	88	-	-	16	100	12	94
	501 - 1000	-	-	-	-	7	100	-	-	7	100	-	100
	1001 - 2000	3	43	-	-	4	57	-	-	7	100	43	57
	2001 or more	-	-	3	60	2	40	-	-	5	100	60	100
Type of Institution	University	3	12	4	17	17	71	-	-	24	100	29	88
	Teachers' College	1	9	-	-	10	91	-	-	11	100	9	91
Location	Western provinces	2	20	3	30	5	50	-	-	10	100	50	80
	Ont. and Que.	2	13	-	-	13	87	-	-	15	100	13	87
	Atlantic provinces	-	-	1	10	9	90	-	-	10	100	10	100
Total		4	11	4	11	27	78	-	-	35	100	22	88

Table 64. Computerized Information Retrieval System

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Computerized Information Retrieval System As:										Future Adoption Index	Innovativeness of Practice Index
		Available and Supply Adequate		Available But Supply Not Adequate		Not Available		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	2	13	13	81	-	-	16	100	19	94
	501 - 1000	-	-	1	14	6	86	-	-	7	100	14	100
	1001 - 2000	-	-	1	14	6	86	-	-	7	100	14	100
	2001 or more	-	-	2	40	3	60	-	-	5	100	40	100
Type of Institution	University	1	4	6	25	17	71	-	-	24	100	29	96
	Teachers' College	-	-	-	-	11	100	-	-	11	100	-	100
Location	Western provinces	-	-	2	20	8	80	-	-	10	100	20	100
	Ont. and Que.	1	7	2	13	12	80	-	-	15	100	20	93
	Atlantic provinces	-	-	2	20	8	80	-	-	10	100	20	100
Total		1	3	6	17	28	80	-	-	35	100	20	97

Table 65. Language Laboratory

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Language Laboratory As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Available and Supply Adequate		Available But Supply Not Adequate		Not Available						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	7	44	2	12	7	44	-	-	16	100	66	56
	501 - 1000	1	14	2	29	4	57	-	-	7	100	43	86
	1001 - 2000	5	71	-	-	2	29	-	-	7	100	71	29
	2001 or more	3	60	2	40	-	-	-	-	5	100	100	40
Type of Institution	University	16	68	4	17	4	17	-	-	24	100	85	34
	Teachers' College	-	-	2	18	9	82	-	-	11	100	18	100
Location	Western provinces	7	70	2	20	1	10	-	-	10	100	90	30
	Ont. and Que.	5	33	1	7	9	60	-	-	15	100	40	67
	Atlantic provinces	4	40	3	30	3	30	-	-	10	100	70	60
Total		16	46	6	17	13	37	-	-	35	100	63	54

Table 66. Multi-Media Study Carrels

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Multi-Media Study Carrels As: Available and Supply Adequate		Available But Supply Not Adequate		Not Available		No Reply		Total		Future Adoption Index Cols.4+6	Innovativeness of Practice Index Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	2	12	2	12	12	75	-	-	16	100	24	87
	501 - 1000	-	-	2	29	5	71	-	-	7	100	29	100
	1001 - 2000	4	57	1	14	2	29	-	-	7	100	71	43
	2001 or more	2	40	1	20	2	40	-	-	5	100	60	60
Type of Institution	University	7	29	5	21	12	50	-	-	24	100	50	71
	Teachers' College	1	9	1	9	9	82	-	-	11	100	18	91
Location	Western provinces	3	30	4	40	3	30	-	-	10	100	70	70
	Ont. and Que.	3	20	1	7	11	73	-	-	15	100	27	80
	Atlantic provinces	2	20	1	10	7	70	-	-	10	100	30	80
Total		8	23	6	17	21	60	-	-	35	100	40	77

Table 67. Computer Facilities

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Computer Facilities As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Available and Supply Adequate		Available But Supply Not Adequate		Not Available							
		N	%	N	%	N	%	N	%	N	%	Cols.4+6	Cols.6+8
												%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	5	31	2	13	9	56	-	-	16	100	44	69
	501 - 1000	1	14	1	14	5	72	-	-	7	100	18	86
	1001 - 2000	5	71	-	-	2	29	-	-	7	100	71	29
	2001 or more	2	40	3	60	-	-	-	-	5	100	100	60
Type of Institution	University	12	50	6	25	6	25	-	-	24	100	75	50
	Teachers' College	1	9	-	-	10	91	-	-	11	100	9	91
Location	Western provinces	4	40	4	40	2	20	-	-	10	100	80	60
	Ont. and Que.	4	27	1	7	10	66	-	-	15	100	34	73
	Atlantic provinces	5	50	1	10	4	40	-	-	10	100	60	50
Total		13	37	6	17	16	46	-	-	35	100	54	63

Table 68. Television Studio

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Television Studio Facilities As:										Future Adoption Index	Innovativeness of Practice Index
		Available and Supply Adequate		Available But Supply Not Adequate		Not Available		No Reply		Total		Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	6	38	1	6	9	56	-	-	16	100	44	62
	501 - 1000	2	29	3	42	2	29	-	-	7	100	71	71
	1001 - 2000	4	57	1	14	2	29	-	-	7	100	71	43
	2001 or more	3	60	2	40	-	-	-	-	5	100	100	40
Type of Institution	University	12	50	5	21	7	29	-	-	24	100	71	50
	Teachers' College	3	27	2	18	6	55	-	-	11	100	45	73
Location	Western provinces	7	70	2	20	1	10	-	-	10	100	90	30
	Ont. and Que.	6	40	3	20	6	40	-	-	15	100	60	60
	Atlantic provinces	2	20	2	20	6	60	-	-	10	100	40	80
Total		15	43	7	20	13	37	-	-	35	100	63	57

Table 69. Videotape Recorder

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Videotape Recorder As: Available and Supply Adequate		Available But Supply Not Adequate		Not Available		No Reply		Total		Future Adoption Index Cols.4+6	Innovativeness of Practice Index Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	10	62	3	19	3	19	-	-	16	100	81	38
	501 - 1000	6	86	-	-	1	14	-	-	7	100	86	14
	1001 - 2000	7	100	-	-	-	-	-	-	7	100	100	-
	2001 or more	3	60	2	40	-	-	-	-	5	100	100	40
Type of Institution	University	17	71	4	17	3	12	-	-	24	100	88	29
	Teachers' College	9	82	1	9	1	9	-	-	11	100	91	18
Location	Western provinces	8	80	2	20	-	-	-	-	10	100	100	20
	Ont. and Que.	11	74	2	13	2	13	-	-	15	100	87	26
	Atlantic provinces	7	70	1	10	2	20	-	-	10	100	80	30
Total		26	74	5	14	4	12	-	-	35	100	88	26

Table 70. Overhead Projector

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Overhead Projectors As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Available and Supply Adequate		Available But Supply Not Adequate		Not Available						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	13	81	2	13	1	6	-	-	16	100	94	19
	501 - 1000	6	86	1	14	-	-	-	-	7	100	100	14
	1001 - 2000	7	100	-	-	-	-	-	-	7	100	100	-
	2001 or more	5	100	-	-	-	-	-	-	5	100	100	-
Type of Institution	University	22	92	2	8	-	-	-	-	24	100	100	8
	Teachers' College	9	82	1	9	1	9	-	-	11	100	91	16
Location	Western provinces	9	90	1	10	-	-	-	-	10	100	100	10
	Ont. and Que.	14	93	-	-	1	7	-	-	15	100	93	7
	Atlantic provinces	8	80	2	20	-	-	-	-	10	100	100	20
Total		31	89	3	8	1	3	-	-	35	100	97	11

Table 71. Demonstration or Laboratory School

Background Variable	Ranges	Number and Per Cent of Institutions Reporting Demonstration or Laboratory School As:						No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
		Available and Supply Adequate		Available But Supply Not Adequate		Not Available						Cols.4+6	Cols.6+8
		N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Enrolment	500 or less	1	6	-	-	15	94	-	-	16	100	6	94
	501 - 1000	-	-	1	14	6	86	-	-	7	100	14	100
	1001 - 2000	3	43	-	-	4	57	-	-	7	100	43	57
	2001 or more	3	60	1	20	1	20	-	-	5	100	80	40
Type of Institution	University	7	29	2	8	15	63	-	-	24	100	37	71
	Teachers' College	-	-	-	-	11	100	-	-	11	100	-	100
Location	Western provinces	4	40	1	1	5	50	-	-	10	100	50	60
	Ont. and Que.	3	20	1	7	11	73	-	-	15	100	27	80
	Atlantic provinces	-	-	-	-	10	100	-	-	10	100	-	100
Total		7	20	2	6	26	74	-	-	35	100	26	80

CHAPTER NINE

INNOVATION CLUSTERS

Up to this point, the tables and discussion have followed the original pattern of the questionnaire and have treated the various items under such headings as administration, practice teaching and buildings and equipment. There is, however, another pattern which might be followed in organizing the data from this study. This pattern employs the idea of an innovative theme, around which a number of specific practices seem to cluster. One such theme might be "individualization of instruction." Specific innovations which cluster about this theme include adjustments to program length, computer-assisted instruction, individual tutoring and so on. These items are drawn from various sections of the questionnaire.

This chapter, then, is devoted to a discussion of the survey's results in terms of several major themes. Each theme is derived from the current literature concerning needed improvements in teacher education and, indeed, in education generally. The three themes to be illustrated are as follows:

1. Individualization of instruction in teacher education.
2. Cooperation and human relations.
3. Educational technology.

One table is provided for each theme and records responses for the various items which appear to cluster about that theme. The three tables are numbered 72 to 74.

Individualization of Instruction

Table 72 records the items related to individualization of instruction in teacher education. "Individualization" is perhaps one of those fad words which appears from time to time and which subsumes under the one heading both old and new ideas. Consequently, there is a certain vagueness in the term. Nevertheless, it seems to represent a genuine search for programs which can be sufficiently varied in length, content and approach to be of value and interest to all students.

The items listed in Table 72 refer to practices which, if adopted, would indicate a trend toward individualized instruction. They are of two types, those relating to overall program design and those concerned with the teaching practices of faculty members.

The results reported in the table show that there is no item which even half of the institutions report as regular practice. The only one which comes close to being regular practice in half the institutions is "replacement of formal examinations by other methods of evaluation." About one-quarter of the institutions report that they are offering individually prescribed programs and that individual tutoring is regular practice among faculty members. Of the eight practices, only these three appear at all likely to become regular practice in the near future in the majority of institutions.

The Innovativeness of Practice Index for the remaining items is quite high. In other words, these items appear to represent highly innovative practices to most of the institutions in the study. For

example, computer-assisted instruction has been talked about a lot, but it is certainly far from being implemented in teacher education institutions in Canada. Similarly, computer-based instructional management systems are still remote from program realities. In fact, two respondents put question marks beside this item.

It would also appear that very few institutions are prepared to replace their methods courses with on-demand seminars, workshops and lectures, although there is one institution which operates rather consistently on this principle. In general, then, one might say that the trend toward a thorough-going individualization of teacher education programs is, in Canadian institutions, still rather minimal as yet, although a few signs of increased flexibility are appearing. That many of the institutions are certainly interested in this area was demonstrated by the responses to the open-ended questions. For a number of institutions, the major recent change in program was increased selection of options.

Cooperation and Human Relations

Not only in education, but in society generally, there is an increasing demand for more consultation and cooperation among different groups of people on both formal and informal levels. Emphasis is being placed on team and group approaches to solving various problems. Various groups are requesting consultation rights in regard to matters which are of concern to them. As well, improvements are being sought in the quality of the relationships established between individuals.

For the teacher education institutions this trend seems to imply the development of formal arrangements to ensure adequate

communication and consultation among faculty members, with students, and between the institution and other agencies in the community. For the teacher, the trend implies the development of appropriate ways of communicating with colleagues and establishing effective interaction with students. The teachers' needs are, of course, also a responsibility of the training institution.

The items chosen for Table 73 all concern various approaches to improvements along the human relations dimension. The results in this table indicate that there is a rather uneven pattern to the trends in this area. In general, three types of innovation are represented in this table: (1) consultation between staff and students, (2) courses intended to prepare teachers in the area of human relations, (3) consultation between faculty and the local school district. The ten items are listed in Table 75 in descending order according to the per cent of institutions for which each is reported as regular practice and the per cent for which each is likely to be regular practice in future.

In each list in Table 75 the horizontal lines are drawn to separate items reported as present or future practice by more than 50 and less than 50 per cent of the institutions. The arrows show changes in the rank of the items from present to future practice. It may be seen from Table 75 that there are quite a few changes in the rank order of the items from present to future practice. These changes suggest that certain kinds of cooperation and consultation are receiving institutional priority. For example, both items dealing with faculty-student committees rank higher in the future adoption column. By contrast, the items dealing with school-faculty committees have a

Table 75. Present and Future Rank Order of Items Dealing with Human Relations and Cooperation

Present Regular Practice	Future Adoption Index
School-faculty committee on practice teaching (52%)	Faculty-student committee on program development (92%)
Course in human relations (52%)	Team teaching by faculty (88%)
Faculty-student committee on program development (46%)	School-faculty committee on practice teaching (86%)
Team teaching by faculty (34%)	Course in human relations (66%)
Sensitivity training (29%)	Sensitivity training (63%)
School-faculty committees on program planning (26%)	Faculty-student committee on overall administration (57%)
Practice by students in teams (26%)	Practice by students in teams (57%)
Faculty-student committee on overall administration (23%)	School-faculty committees on program planning (46%)
Staff management course (20%)	Joint school-faculty-student innovation projects (46%)
Joint school-faculty-student innovation projects (14%)	Staff management course (26%)

lower rank in the future adoption column. Items such as sensitivity training and practice by students in teams have the same rank order in both columns.

The results suggest that while future practice estimates are higher than present practice for all items, there is somewhat greater emphasis on developing intra-institutional cooperation and consultation.

Educational Technology

The final theme expressed in the literature of change is the need both to bring technology into the training program and explain its uses

in teaching. The items from the questionnaire which relate to this theme are reported in Table 74. It would appear from the replies that there are well-defined trends both toward using technology for instructional purposes within the institutions and toward informing students about the uses of technology. The exceptions to the general picture of interest in educational technology are information retrieval courses, computer-assisted instruction, and multi-media study carrels.

A restriction on the use of educational technology in the teacher education institutions would appear to be the fact that an adequate supply of the necessary equipment is not yet available to all the institutions.

Table 72. Individualization of Instruction in Teacher Education

OVERALL PROGRAM DESIGN	Number and Per Cent of Institutions Reporting Practice As: Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Future Adoption Index Cols.3+5	Innovativeness of Practice Index Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Individually prescribed programs	9	26	10	28	16	46	-	-	35	100	54	74
Computer-based instructional management system	-	-	9	26	23	66	3	8	35	100	26	92
Adjustment of program length for individual students on the basis of performance criteria	4	11	4	11	27	78	-	-	35	100	22	89
Replacement of methods courses by on-demand seminars, workshops and lectures	3	8	9	26	22	63	1	3	35	100	34	89

TEACHING PRACTICES OF THE FACULTY	Regular Practice		Occasional Practice		Rare or Non-Existent		No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
	N	%	N	%	N	%	N	%	N	%	%	%
Computer-assisted instruction	1	3	5	14	29	83	-	-	35	100	17	97
Replacement of formal examinations by other methods of evaluation	15	43	19	54	1	3	-	-	35	100	97	57
Individual tutoring	10	29	21	60	3	8	1	3	35	100	89	68
Programmed instruction	3	9	11	31	20	57	1	3	35	100	40	88

Table 73. Cooperation and Human Relations

PLANNING AND ADMINISTRATION, SCHOOL-FACULTY COOPERATION	Number and Per Cent of Institutions Reporting Practice As: Regular Practice		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Future Adoption Index Cols.3+5	Innovativeness of Practice Index Cols.5+7
	N	%	N	%	N	%	N	%	N	%	%	%
1	2	3	4	5	6	7	8	9	10	11	12	13
Faculty-student committee on overall administration	8	23	12	34	14	40	1	3	35	100	57	74
Faculty-student committee on program development	16	46	16	46	3	8	-	-	35	100	92	54
School-faculty committees on practice teaching	18	52	12	34	5	14	-	-	35	100	86	48
School-faculty committee on program planning	9	26	7	20	18	51	1	3	35	100	46	71
Joint school-faculty-student innovation projects	5	14	11	32	19	54	-	-	35	100	46	86
COURSE TOPICS AND PRACTICE TEACHING	Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
	N	%	N	%	N	%	N	%	N	%	%	%
Human relations	18	52	5	14	8	23	4	11	35	100	66	37
Sensitivity training	10	29	12	34	11	31	2	6	35	100	63	65
Staff management	7	20	2	6	21	60	5	14	35	100	26	66
Practice by students in teams rather than as individuals	9	26	11	31	14	40	1	3	35	100	57	71
TEACHING PRACTICES OF FACULTY MEMBERS	Regular Practice		Occasional Practice		Rare or Non-Existent		No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
	N	%	N	%	N	%	N	%	N	%	%	%
Team teaching	12	34	19	54	4	12	-	-	35	100	88	66

Table 74. Educational Technology

COURSE TOPICS AND PRACTICE TEACHING	Number and Per Cent of Institutions Reporting Item As: Part of Regular Program		In Experimental or Planning Stages		Not Planned at Present		No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
	N	%	N	%	N	%	N	%	N	%	Cols.3+5 %	Cols.5+7 %
1	2	3	4	5	6	7	8	9	10	11	12	13
Course Topics												
Educational technology	25	71	2	6	6	17	2	6	35	100	77	23
Information retrieval	4	11	7	20	20	58	4	11	35	100	31	78
Programming of instructional materials	14	40	8	23	11	31	2	6	35	100	63	54
Practice Teaching												
Simulation, educational games	14	40	11	31	10	29	-	-	35	100	71	60
Microteaching	19	54	15	43	1	3	-	-	35	100	97	46

TEACHING PRACTICES OF FACULTY MEMBERS	Regular Practice		Occasional Practice		Rare or Non-Existent		No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
	N	%	N	%	N	%	N	%	N	%	%	%
Computer-assisted instruction	1	3	5	14	29	83	-	-	35	100	17	97
Closed-circuit television	13	37	9	26	13	37	-	-	35	100	63	63

EQUIPMENT AVAILABLE	Available and Supply Adequate		Available But Supply Not Adequate		Not Available		No Reply		Total		Future Adoption Index	Innovativeness of Practice Index
	N	%	N	%	N	%	N	%	N	%	%	%
Language laboratory	16	46	6	17	13	37	-	-	35	100	63	54
Multi-media study carrels	8	23	6	17	21	60	-	-	35	100	40	77
Computer facilities	13	37	6	17	16	46	-	-	35	100	54	63
Television studio	15	43	7	20	13	37	-	-	35	100	63	57
Videotape recorder	26	74	5	14	4	12	-	-	35	100	88	26

CHAPTER TEN

SUMMARY AND CONCLUSIONS

As was pointed out in the introduction, the major purposes of this survey included an attempt to determine the extent to which a variety of innovative practices had become part of the regular programs of Canadian teacher education institutions and, as well, an attempt to estimate the extent to which they were likely to become part of the regular programs in the near future. A total of 58 different items was included in the questionnaire. Table 76 summarizes in brief form the "present use" and "future use" results for the 58 items. From Table 76 one may see that only 13 of the items were reported as regular practice by 50 per cent or more of the institutions. However, a good many institutions reported that they were experimenting with the various items listed. Thus the picture changes considerably when one looks at the number of items which appear destined for "future adoption" (estimated, it may be recalled, by combining replies in the regular practice column with replies in the planning or experimenting column). As may be seen from Table 76, 35 of the 58 items are likely to become regular practice in 50 per cent or more of the institutions.

Another purpose of the study was to determine which of the various practices listed represented innovations to the largest number of institutions. An index of innovativeness was formed by adding together the replies in the "planning or experimenting" column and the replies in the "not planned at present" column. Table 77 lists each item from the questionnaire according to the per cent of institutions for which it represented an innovative practice.

It is of interest to note that of the five items which represented innovations to the highest per cent of institutions (90-100%), three involve the use of computers. The other two extend institutional authority beyond its usual bounds.

Of the 12 items in the next most innovative range (80-89%), it may be noted that the majority involve practices for which somewhat difficult administrative arrangements would have to be made and which are essentially concerned with flexibility of program. The practices here represent such departures from the norms of institutional life as adjustments in program length for individuals, exchanges of school and faculty personnel and provision of seminars as requested by students instead of as scheduled by faculty. Changes in these areas may be necessary, but it does not appear that they will come quickly.

The ten items in the next most innovative range (70-79%) appear to be more administratively feasible. The changes involved here could well be made without turning the institution upside-down. There are even some changes which could be made on the authority of individual instructors, such as the introduction of role-playing. The items here begin to fit in with typical institutional activities, such as committee formation and adding courses.

The practices in the 60-69 per cent range include even more items which could be attempted on the individual authority of the instructors. As well, however, there are practices in this area which involve the purchase of expensive equipment, for example, closed-circuit television. Similar items are to be found in the 50-59 per cent range.

In summary, then, the most innovative items for the institutions surveyed in this study would appear to be those practices which require a sophisticated knowledge of computers, which would extend the institution's authority beyond its usual bounds or would require large-scale administrative adjustments. By contrast, the less innovative items for most institutions involved practices which (1) fit in with such typical institutional activities as forming committees and adding courses, (2) lie within the authority of departmental committees or individual instructors, or (3) involve the purchase of audiovisual equipment.

An additional purpose of the study was to determine whether the extent to which various practices were adopted was different for institutions of different sizes, types and locations. For the most part, no consistent relationship between size of institution and adoption of a practice was noted, although the larger institutions did tend to have a greater array of equipment available. In general, however, type and location of institution were more significant variables. Tables 78 and 79 summarize the data from the survey which compare the institutions on these two variables.

The results in Table 78 show that the number of items reported as regular practice by at least half the universities is twice as large as the number of items reported by half or more of the teachers' colleges. A difference remains when items indicated as future practice are considered, but is in the ratio of four to three rather than two to one.

Differences related to geographic location are shown in Table 79. It may be seen from this table that the institutions which are employing the largest number of innovative practices are in the western provinces, followed by institutions in the Atlantic provinces. The differences remain when future practice is considered, but are less pronounced.

Since the more innovative practices seemed generally to be found in institutions sharing similar characteristics, it is of interest to consider whether most of the innovative practice was to be found in a small proportion of the institutions. Table 80 therefore reports the number of institutions which reported various numbers of items as regular practice.

The results in Table 80 show that in so far as present practice is concerned, only five of the 35 institutions have brought 30 or more of the 58 items into their regular programs. However, if one looks at future practice, one sees that over half of the institutions will likely bring 30 or more of the items into their regular program.

General Conclusions

Finally, some general conclusions may be drawn in regard to the direction in which teacher education appears to be going. The data gathered in this study suggest that the following kinds of changes are taking place in the teacher education programs across Canada:

1. The programs are becoming more flexible and students are being offered a wider choice of options.

2. There appears to be a trend toward interdisciplinary approaches to education. Some experimental programs also use thematic approaches, such as "communication."

3. Greater consultation and cooperation between departments of the institutions, among faculty members, and between faculty and students is being sought. There is also a less pronounced trend toward consultation with groups outside the institutions.

4. Emphasis is being placed on the skills approach in practice teaching. At the same time there is a somewhat less pronounced trend toward increasing the amount of time devoted by student teachers to experience in actual classrooms.

5. Dependence upon the formal system of lectures and examinations is being reduced through adoption of alternative teaching strategies and other methods of evaluation.

6. The use of certain types of equipment, particularly closed-circuit television and videotape recorders, is becoming quite prevalent.

7. Some course work is being made available which seems directly relevant to preparing teachers to undertake innovative practice in their future careers.

The study also indicated some areas which seem as yet to be receiving insufficient attention. In general, these deficiencies, if that is what they may be called, reflected a certain lack of sensitivity to growing problems and expected developments in the school systems. For example, course work on disadvantaged children was not readily available in most institutions. As well, few institutions offered preparation in staff management, although many schools already employ teaching assistants of various sorts. Few institutions offered students an opportunity to practice in teams, yet team teaching is the approach now expected in many schools. The study also showed very little trend toward individualization of the program.

The study relied heavily on the idea of combining "regular practice" with "experimenting or planning" replies to obtain an estimate of future regular practice. It would be of considerable interest to repeat this study in a few years' time to determine whether the Future Adoption Index is in fact an accurate predictor of future practice. Such a study should, however, also include new items, in order to determine whether the institutions have developed any increased capacity to respond to the needs identified in education.

Table 76. Per Cent of Institutions Reporting Various Numbers of Items as Present and Future Practice

Per Cent of Institutions	Number of Items Reported as:	
	Regular Practice	Future Practice
90-100%	-	5
80- 89	2	8
70- 79	3	4
60- 69	-	11
50- 59	8	7
Sub-total	13	35
40- 49	8	6
30- 39	6	5
20- 29	13	9
10- 19	11	2
0- 9	7	1
Total	58	58

Table 77. The Most Innovative Items

Per Cent of Institutions for Which the Item Represented an Innovation	Item	Number of Items
90-100%	Computer-based instructional management system University administered internship following graduation Assumption by faculty of major responsibility for operating a local school system Computer-assisted instruction Computerized information retrieval system	5
80- 89%	Use of cost-effectiveness analyses in planning program revisions Trimester organization of university year Adjustment of program length for individual students on the basis of performance criteria Replacement of methods courses by on-demand seminars, workshops and lectures Course in Eskimo education Extended period of classroom experience to replace practice teaching Exchange of faculty and school personnel Faculty membership for cooperating teachers Joint school-faculty-student innovation projects Programmed instruction Flexible walls for space adjustment Demonstration or laboratory schools	12
70- 79%	Faculty-student committee on overall administration Individually prescribed programs Course in Indian and Metis education Course on inner city children Course on information retrieval Practice by students in teams rather than as individuals School-faculty committees on program planning Role-playing Small rooms for microteaching, seminars, etc. Multi-media study carrels	10

Table 77. The Most Innovative Items (cont'd)

Per Cent of Institutions for Which the Item Represented an Innovation	Item	Number of Items
60-69%	Interdisciplinary approach in professional courses Course in preschool education Sensitivity training Action research Course in staff management Simulation, educational games, including decision-making Faculty participation in team teaching Faculty use of closed-circuit television Individual tutoring Computer facilities	10
50-59%	Faculty-student committee on program development Course on innovation processes Course on programming instructional materials Replacement of formal examinations by other methods of evaluation Language laboratory Television studio	6
40-49%	Program budgeting Core professional program emphasizing educational psychology Study of the structure of academic disciplines as part of professional program Course in communication Comparative education Course in social systems analysis Microteaching, minicourse, interaction analysis School-faculty committees on practice teaching	8
30-39%	Field studies Course in human relations	2

Table 77. The Most Innovative Items (cont'd)

Per Cent of Institutions for Which the Item Represented an Innovation	Item	Number of Items
20-29%	Core professional program emphasizing practice teaching and/or internship	3
	Course in educational technology	
	Videotape recorder	
10-19%	Group discussion techniques	2
	Overhead projector	
0- 9%		
	Total	58

Table 78. Number of Items Reported As Regular and Future Practice by Universities and Teachers' Colleges

Per Cent of Institutions Reporting Item as Regular Practice	Number of Items	
	Universities	Teachers' Colleges
90-100%	1	1
80- 89	1	2
70- 79	4	1
60- 69	4	2
50- 59	10	4
40- 49	3	3
30- 39	6	4
20- 29	12	8
10- 19	11	10
0- 9	6	23
Number of items reported by 50% or more of institutions	20	10

Per Cent of Institutions Reporting Item as Future Practice	Number of Items	
	Universities	Teachers' Colleges
90-100%	7	11
80- 89	8	-
70- 79	8	4
60- 69	6	6
50- 59	11	9
40- 49	4	4
30- 39	6	2
20- 29	7	4
10- 19	-	5
0- 9	1	13
Number of items reported by 50% or more of institutions	40	30

Table 79. Number of Items Reported as Regular and Future Practice by Institutions in the Western, Central and Atlantic Regions

Per Cent of Institutions Reporting Item as Regular Practice	Number of Items		
	Western Provinces	Ont. & Que.	Atlantic Provinces
90-100%	5	1	1
80- 89	7	2	1
70- 79	7	1	1
60- 69	2	1	3
50- 59	5	2	6
40- 49	9	14	6
30- 39	10	2	6
20- 29	4	13	12
10- 19	6	8	9
0- 9	3	14	13
Number of items reported by 50% or more of the institutions	26	7	12

Per Cent of Institutions Reporting Item as Future Practice	Number of Items		
	Western Provinces	Ont. & Que.	Atlantic Provinces
90-100%	21	8	6
80- 89	11	4	10
70- 79	5	3	1
60- 69	5	11	7
50- 59	6	3	7
40- 49	4	8	5
30- 39	4	4	8
20- 29	1	7	4
10- 19	1	7	7
0- 9	-	3	3
Number of items reported by 50% or more of the institutions	48	29	31

Table 80. Number of Institutions Reporting Various Numbers of Items as Regular and Future Practice

Number of Items	Number of Institutions Reporting this Number of Items as Regular Practice	Number of Institutions Reporting this Number of Items as Future Practice
50-58	-	-
40-49	2	12
30-39	3	9
20-29	10	10
10-19	14	4
1- 9	6	-

APPENDIX A

INSTITUTIONS RECEIVING QUESTIONNAIRES

British Columbia

Notre Dame University of Nelson
Simon Fraser University
University of British Columbia
University of Victoria

Alberta

University of Alberta
University of Calgary
University of Lethbridge

Saskatchewan

University of Saskatchewan (Regina)
University of Saskatchewan (Saskatoon)

Manitoba

Brandon University
University of Manitoba

Ontario

Althouse College of Education, University of Western Ontario
College of Education, University of Toronto
Lakehead University
McArthur College of Education, Queen's University
University of Ottawa
Hamilton Teachers' College
Lakeshore Teachers' College
London Teachers' College
North Bay Teachers' College
Ottawa Teachers' College
Peterborough Teachers' College
St. Catharines Teachers' College
Stratford Teachers' College
Sudbury Teachers' College
Toronto Teachers' College
*Windsor Teachers' College

Quebec

Bishop's University
McGill University
**St. Joseph Teachers' College

New Brunswick

Mount Allison University
Université de Moncton
University of New Brunswick
Teachers' College

Nova Scotia

Acadia University
Dalhousie University
Mount Saint Vincent University
St. Francis Xavier University
Saint Mary's University
Nova Scotia Teachers' College

Prince Edward Island

University of Prince Edward Island

Newfoundland

Memorial University of Newfoundland

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*Part of University of Windsor, as of 1970-71.
**Part of McGill faculty as of 1970-71.

APPENDIX B

THE COVERING LETTER

December 30, 1969

(Individually addressed to
deans of education or
equivalent)

As you may know, the Canadian Teachers' Federation has an ongoing project in the area of teacher education which has resulted in a variety of conferences and publications over the past several years. At present we are considering the future direction of the project. In view of the increased interest in the study and revision of teacher education programs that has been evident of late, the CTF Teacher Education and Certification Committee felt that it would be helpful to undertake a survey of recent innovations in teacher education in Canada.

We are therefore enclosing with this letter a questionnaire on innovations which we hope you will fill in and return to us by January 30. All but the last three sections of this questionnaire may be answered by check marks in the appropriate column. Despite its length, therefore, it should not take too long to answer. Two copies are enclosed, so that you may retain one for your files.

The innovations listed are drawn from a variety of writing on teacher education, including the U.S. Office of Education "model programs", reports of the American Association of Colleges for Teacher Education, and papers delivered at Canadian and United States conferences. As well, the calendars of a number of Canadian institutions were studied. Since the list thus obtained may not be complete, however, space is left in each section to add other items.

We hope that you will wish to assist us in this study. A compilation of the replies will be provided for all respondents.

Sincerely yours,

(signed)

Geraldine Channon,
Coordinator,
Teacher Education Project.

Encls:
GC/lm

APPENDIX C

THE QUESTIONNAIRE

CANADIAN TEACHERS' FEDERATION

QUESTIONNAIRE ON

INNOVATIONS IN TEACHER EDUCATION

Name of Institution _____

Enrolment in Education 1969-70 _____

Name and Title of Person Replying _____

_____

Please return to:

Geraldine Channon,
Coordinator,
Teacher Education Project,
Canadian Teachers' Federation,
320 Queen Street, Ottawa 4, Ont.

QUESTIONNAIRE ON

INNOVATIONS IN TEACHER EDUCATION

Please check (✓) the appropriate column for each item listed in sections 1-7. Sections 8, 9 and 10 are open-ended questions.

1. Planning and Administration

	Regular Practice	In Experimental Stages	In Planning Stages	Not Planned at Present
(1) Faculty-student committee on overall administration				
(2) Faculty-student committee on program development				
(3) Program budgeting				
(4) Use of cost-effectiveness analyses in planning program revisions				
Other (specify)				

2. Overall Program Design

	Part of Regular Program	In Experimental Stages	In Planning Stages	Not Planned at Present
(5) Core professional program emphasizing educational psychology				
(6) Core professional program emphasizing practice teaching and/or internship				
(7) Trimester organization of university year				
(8) Individually-prescribed programs				
(9) Computer-based instructional management system				
(10) Adjustment of program length for individual students on the basis of performance criteria				
(11) Replacement of methods courses by on-demand seminars, workshops and lectures				
(12) Interdisciplinary approach in professional courses				
(13) Study of the structure of academic disciplines as part of professional program				
Other (specify)				

3. Special Courses (or special topics within courses)

	Part of Regular Program		In Experimental Stages	In Planning Stages	Not Planned at Present
	Compulsory	Optional			
(14) Action research					
(15) Communication					
(16) Educational technology					
(17) Comparative education					
(18) Human relations					
(19) Eskimo education					
(20) Innovation processes					
(21) Field studies (with youth groups, in nursery schools, etc.)					
(22) Information retrieval					
(23) Inner city children					
(24) Indian and Metis education					
(25) Preschool education					
(26) Programming of instructional materials					
(27) Staff management (management of the teacher's staff)					
(28) Sensitivity training					
(29) Social systems analysis (analysis of the school as a social system)					
Other (specify)					

4. Practice Teaching

	Part of Regular Program		In Experimental Stages	In Planning Stages	Not Planned at Present
	Compulsory	Optional			
(30) Extended period of classroom experience to replace practice teaching					
(31) University-administered internship following graduation					
(32) Practice by students in teams rather than as individuals					
(33) Simulation, educational games including decision-making					
(34) Microteaching, mini-course, interaction analysis					
Other (specify)					

5. School-Faculty Cooperation

	Regular Practice	In Experimental Stages	In Planning Stages	Not Planned at Present
(35) Exchange of faculty and school personnel				
(36) Faculty membership for cooperating (practice, supervising) teachers				
(37) School-faculty committees on practice teaching				
(38) School-faculty committees on program planning				
(39) Joint school-faculty-student innovation projects				
(40) Assumption by faculty of major responsibility for operating a local school system				
Other (specify)				

6. Teaching Practices Employed by Faculty Members

	Regular Practice	Occasional Practice	Rare or Non-Existent
(41) Team teaching			
(42) Computer-assisted instruction			
(43) Replacement of formal examinations by other methods of evaluation			
(44) Closed-circuit television			
(45) Individual tutoring			
(46) Group discussion techniques			
(47) Role-playing			
(48) Programmed instruction			
Other (specify)			

7. Building Design and Equipment

	Available and Supply Adequate For Present Needs	Available but Supply not Adequate for Present Needs	Not Available At Present
(49) Small rooms for microteaching, seminars, etc.			
(50) Flexible walls for space adjustment			
(51) Computerized information retrieval system			
(52) Language laboratory			
(53) Multi-media study carrels			
(54) Computer facilities			
(55) Television studio			
(56) Videotape recorder			
(57) Overhead projector			
(58) Demonstration or laboratory school			
Other (specify)			

8. Are there special features to the admissions requirements for the teacher education program? (e.g., special tests, interviews, specific high school options required.)

9. Is there a regular program for training or retraining of faculty members?

10. What do you feel has been the most significant change made in your program during the past year?

December 31, 1969
GC/lm

APPENDIX D

RESPONSES TO THE OPEN-ENDED QUESTION "WHAT DO YOU FEEL HAS BEEN THE MOST SIGNIFICANT CHANGE MADE IN YOUR PROGRAM DURING THE PAST YEAR?"

Province	Institution	Most Significant Change
B.C.	Simon Fraser University	Addition of P.F. 499 -- a 15-hour independent study course in which the student may undertake a major of his own, choosing under the supervision of a faculty adviser.
		Elimination of ranked letter grades in favour of pass-withdraw
	University of British Columbia	Development and implementation of the COFFE report.
	University of Victoria	Increasing concern about the professional year.
Alta.	University of Alberta	Growth in flexibility and growth in co-operation between the various departments of the university and faculty.
	University of Calgary	Introduction of interdisciplinary experimental programs in first and second years.
	University of Lethbridge	More extensive use of video-taping, simulation, gaming, analysis of teaching and course in "innovation in education."
		An introductory course (Ed 3160 -- seminar in teaching) -- a prerequisite to the professional semester Ed 3160 -- theory deals with topics (a) the learner, (b) the school as a social system, (c) the curriculum and (d) teaching. The laboratory phase of this seminar requires students to spend a minimum of 30 hours in schools, observing and serving as teacher aides.
Sask.	University of Saskatchewan (Regina)	Facilities provided by move into new Education building. Operation of Children's Centre. Initiation of graduate programs.

Province	Institution	Most Significant Change
Sask.	University of Saskatchewan (Saskatoon)	(1)Program revisions involving greater flexibility of curricula, greater number of options, and a 4-month period of internship for all students following a continuous 4-year program. (2)Move to a home of our own on campus, with facilities which open up all kinds of possibilities for teaching in a different way.
Man.	Brandon University	More widespread use of tutorial facilities for individualized programs.
	University of Manitoba	(1)Locally developed microteaching project. (2)Introduction of auto-tutorial instruction in A-V and science. (3)Reorganization of student teaching.
Ont.	Althouse College, University of Western Ontario	(1)Seminar approach to our teaching rather than lecture approach. (2)Micro-teaching. (3)A 3-week period of practice teaching early in the fall term which permits early identification with the schools and the job ahead. (4)The incorporation into our program of a number of options hence providing selection and choice for the students according to their own aptitudes, interests and needs.
	College of Education, University of Toronto	(1)Introduction of B.Ed. degree. (2)Provision of very wide range of options in educational theory courses and virtual abolition of compulsory courses. (3)Introduction of "Additional Related Studies" as an extra -- with a wide variety of choices offered. (4)Emphasis on "Outdoor Education."
	Lakehead University	(1)Greater opportunity for students to concentrate on areas of interest. (2)More flexibility in practice teaching program, with responsibility of organization given to principal and staff of associate school. (3)Reduced emphasis on evaluation and more emphasis on assistance in practice teaching program.

APPENDIX D (cont'd)

Province	Institution	Most Significant Change
Ont. (cont'd)	McArthur College of Education, Queen's University	No significant change. We are only half way through our second year.
	Hamilton Teachers' College	(1)Involvement of students in out-of-school activities in conjunction with local school systems. (2)Use of closed circuit TV in instructional programs at the college. (3)Team teaching approach in courses in teaching methods.
	Lakeshore Teachers' College	(1)Reorganization of program from 10 to 5 subject areas with greater emphasis on curriculum. (2)Organization of college into three sections with separate staff, space, and practice teaching areas. Coordinators of sections elected by staff members. Greater freedom and flexibility; greater knowledge and awareness of students' needs by staff. College subject committees provide a unity of purpose to the programs of each section.
	London Teachers' College	Clinical approach to practice teaching. Integrated approach to methodology -- avoidance of unnecessary and destructive repetition of subject methods courses. Furtherance of the plans to create at this teachers' college a resource centre for practising teachers and a program for continuing education.
	Ottawa Teachers' College	Introduction of a practice-teaching program which gives greater responsibility to the college's Associate Schools and creates closer liaison between the college and its schools.
	Peterborough Teachers' College	Special methodology program Sept.-Dec. Emphasizes teaching, observing, aiding in associate school + seminars, library methods, etc. Followed by practice-teaching. Students assigned to same practice school on all occasions.

Province	Institution	Most Significant Change
Ont. (cont'd)	St. Catharines Teachers' College	(1)Sending a group of students to a school for placement by principal in practice teaching. (2)Experimental use of some optional topics in minor segments to complement core program.
	Stratford Teachers' College	(1)Longer periods of practice teaching. (2)Emphasis on workshops and seminars in September and October. (3)Reduction of examinations from ten to five: Philosophy in Education, Psychology in Education, Administration, Teaching Methods, Construction and Content.
	Toronto Teachers' College	Introduction of closed-circuit television and micro-teaching. Development of educational resource centre. Core professional program emphasizing educational psychology and practice teaching with interdisciplinary approach in professional course and study of the structure of academic disciplines as part of the professional program.
	Windsor Teachers' College	Staff have assumed increased responsibility in planning and presenting the teaching methods course. A great variety of approaches have been used, using invited pupils for demonstration, visiting speakers and panel members. This has made much wider use of the community resources.
Que.	Bishop's University	The use of seminars and independent research in special methods courses, with evaluation in these courses by projects and research papers rather than by examination.
	McGill University	Moving to new quarters in 1970 and this will make many changes possible. Internship program (McGill Elementary Education Teaching Team) was opened in 1967 and was expanded this year.

APPENDIX D (cont'd)

Province	Institution	Most Significant Change
N.B.	Mount Allison University	Development of an internship-type program. Beginning of pre-professional year experience in classrooms.
	University of New Brunswick	Improved practical work. Involvement of many officials of the provincial Department and members of other faculties in special programs. Interpretation of methods courses and relating courses to practical work.
	Teachers' College	The creation of "levels", "streams", "small groupings" in languages and in the education courses. The increase in the number and variety of optional courses.
N.S.	Acadia University	Addition of unstructured seminar groups.
	Dalhousie University	Increased time for practice teaching.
	Mount Saint Vincent University	We have been able to secure the services of regular public school teachers to provide courses in methodology.
	St. Francis Xavier University	Very little change was made in the past year. We are planning a considerable number of changes for 1970-71.
	Saint Mary's University	A decrease in the amount of class time and a corresponding increase in the amount of reading and writing required. We are also venturing into the early stages of an internship program by having students "volunteering" in school two days a week.
	Nova Scotia Teachers' College	Initiation of 3-year program, semester system and credit point system.

APPENDIX D (cont'd)

Province	Institution	Most Significant Change
Nfld.	Memorial University of Newfoundland	(1)Provision of greater flexibility in academic and professional aspects of all teacher education programs. (2)Greater emphasis on behavioral sciences. (3)Greater emphasis on student teaching. (4)Much greater use of electronic aids in teaching since the establishment of the A-V Centre in the new Education Building. (5)Introduction of graduate programs in Curriculum and Instruction and in Guidance and Counselling.

APPENDIX E

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