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AUTHOR Brouwer, Niels
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ABSTRACT

In this paper the first descriptive results of a longitudinal study of organization and learning effects of 24 preservice teacher education programs are reported. Between August 1982 and November 1986 different kinds of qualitative as well as quantitative data were collected among 357 students and their 31 university supervisors and 128 cooperating teachers from the College of Education, University of Utrecht, the Netherlands. The paper opens with an introduction of the research questions and the policy context from which they arose. Then, after dealing with the model and the design used in the study, it presents research results about three issues: (1) conditions of the integrative curriculum design; (2) implementation of integrative curriculum design; and (3) "transition shock" and beginning teachers' classroom performance. As this study is still in progress, the paper concludes with a discussion of some tentative answers to the research questions. (Author)

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COOPERATION STRUCTURES IN PRESERVICE TEACHER EDUCATION PROGRAMMES
AND THEIR EFFECTS ON BEGINNING TEACHERS' CLASSROOM PERFORMANCE

Niels Brouwer
College of Education
University of Utrecht (PDI-RUU)
The Netherlands

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Please send requests for reprints and other information to:
drs. C.N. Brouwer
c/o Didaktiek van de Biologie RUU
Opaalweg 20
3523 RP Utrecht
The Netherlands

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In this paper the first descriptive results of a longitudinal study of organization and learning^(effects) of 24 preservice teacher education programmes are reported. Between August 1982 and November 1986 different kinds of qualitative as well as quantitative data were collected among 357 students and their 31 university supervisors and 128 cooperating teachers from the College of Education, University of Utrecht (PDI-RUU), the Netherlands. The paper opens with an introduction of the research questions and the policy context from which they arose. Then, after dealing with the model and the design used in the study it presents research results about three issues:

- conditions of integrative curriculum design,
- implementation of integrative curriculum design and
- 'transition shock' and beginning teachers' classroom performance.

As this study is still in progress, the paper concludes with a discussion of some tentative answers to the research questions.

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