

DOCUMENT RESUME

ED 415 214

SP 037 723

AUTHOR Gee, Jerry Brooksher  
TITLE Curricular Changes Graduates and Undergraduates in Education Perceive To Be Necessary in Their Professional Preparation for Teaching.  
PUB DATE 1997-11-13  
NOTE 6p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).  
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS College Seniors; \*Computer Literacy; Computer Uses in Education; \*Curriculum Development; Education Majors; Educational Technology; Elementary Secondary Education; Graduate Students; Higher Education; Preservice Teacher Education; Student Attitudes; Teacher Attitudes

ABSTRACT

Graduate students (N=72) and undergraduate seniors (N=84) enrolled in education courses were surveyed regarding their perceptions of future professional curricular needs. Comparisons between the two groups revealed a general consensus regarding practical curricular changes perceived to be necessary in professional preparation for teaching. Both groups believed that preservice teachers should begin their field experiences as early as the sophomore year. Graduates recommended emphasizing instruction in computer hardware and software use. Undergraduates felt that instructional technology presented in the freshman year would help students complete assignments in methodology courses. Graduates believed that computer literacy had already become an integral part of learning in the very early grades. Both groups concurred that interdisciplinary, team-taught classes in behavioral management, exceptionalities, and learning disorders would be more effective than conventional instruction as separate subjects. Graduates believed this should be combined with practical field experience. Both groups suggested that courses for elementary education majors should be less content oriented and be presented as broad field integrated studies emphasizing methodology and interrelationships and that, regarding multiculturalism and diversity, core curricular requirements in the social sciences should be less restrictive. Graduates with teaching experience believed that an awareness of principles and practices of school law would be useful. (SM)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

CURRICULAR CHANGES GRADUATES AND UNDERGRADUATES  
IN EDUCATION PERCEIVE TO BE NECESSARY  
IN THEIR PROFESSIONAL PREPARATION  
FOR TEACHING

A Paper

Presented to  
The Mid-South Educational Research Association  
1997 Annual Meeting  
Memphis, Tennessee  
November 12-14, 1997

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

*J. B. Gee*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Jerry Brooksher Gee, Ed.D.  
College of Education  
Nicholls State University  
Thibodaux, Louisiana

**BEST COPY AVAILABLE**

Increasing societal problems and rapid advances in technology have been prominent among factors which have had considerable impact on the curricula currently being offered in professional preparation programs for teaching. Among reflections in the literature are changes in curriculum designs with adaptive parallel blocks and utilization of diversified assessment techniques. The need for multimedia in instructional presentations has become necessary in order to address the complexities involved in teacher preparation. In general, a more collaborative effort in a broad-field approach among teacher educators has departed from the separate-subject content orientation. Readjustment in the professional area of the curriculum has appeared to replace rigid reproduction of past professional practices. In addition, alternative forms of professional curricula have been designed for nontraditional students with baccalaureate degrees other than education, in an attempt to meet the need for more qualified teachers in the classroom.

In recent years colleges of education have been confronted with a demand for courses regarding technology, classroom management, multiculturalism, and students with special needs. As reported by the National Association of Scholars in March of 1996, the percentage of mandated core credits in arts and sciences undergraduate curricula among the nation's fifty best-known colleges and universities has diminished to approximately one-third of that which was required in 1964. Specialized curricula has been revised without significantly increasing the number of fused and separate subject areas. To the contrary, the number of professional courses in teacher education has increased due to conditions existing in elementary and secondary classrooms and mandates by governing boards, even though standards set by accrediting

agencies have supported a reduction in the total number of credit hours required for a baccalaureate degree in education.

The purpose of this study was (1) to review the related literature relative to recent changes in professional curriculum in teacher education, and (2) to survey graduate and undergraduate seniors currently enrolled in education, to gain insight regarding their perceptions of future professional curricular needs.

An extensive review of the literature was pursued to ascertain national trends in formulating professional curricula. Responses of the graduates and undergraduates surveyed reflected much of which is found in the literature.

This study surveyed one-hundred fifty-six graduates and undergraduates majoring in education; graduate students (72) with teaching experience enrolled in seminars in curriculum and instruction, and seniors (84) in their final semester completing professional education requirements prior to student teaching. A comparison of perceptions between the two groups of students revealed a general consensus regarding practical curricular changes perceived to be necessary in professional preparation for teaching.

Both graduates enrolled in seminars in curriculum and instruction, and undergraduates in their final semester before student teaching, perceived that students in education should begin their field experiences as early as the sophomore year. This adjustment to present observational/participation practices would make more relevant the instruction received in college classrooms. Graduates recognized instruction in utilization of computer hardware and software should be emphasized. The undergraduates felt that instructional technology, if presented in their freshman year, would assist them in completion of assignments in

methodology courses. The graduates responded with a realization that computer literacy had already become an integral part of learning in the very early grades. Programmed instruction, enrichment and remediation activities, gaming, and use of the internet with laptop computers, are currently being used in the classroom.

Both graduates and undergraduates concurred that interdisciplinary team-taught classes in behavioral management, exceptionalities, and learning disorders would be more effective as opposed to conventional instruction as separate subjects. Additionally, the graduates ascertained this area of the curriculum should be combined with practical field experience, and more instruction should be given regarding classroom management and daily routines and responsibilities using realistic simulations and case studies.

With reference to methods and materials of instruction, both graduates and undergraduates reported courses for elementary majors should be less content oriented and should be presented as broad-field integrated studies emphasizing methodology and interrelationships.. Also cited was the desire for more collaboration among instructors of education methods courses.

With regard to multiculturalism and diversity in the classroom, the graduates and undergraduates were of the opinion that core curricular requirements in the social sciences should be less restrictive. A broader selection of above-sophomore-level elective social sciences could enhance the opportunity to learn more about diversity in the classroom.

In view of the fact that public schools are looked to for solutions to challenges derived from complex societal needs and legalities, the graduates with teaching experience were also of the opinion that an awareness of principles and practices of school law would be most useful.

The literature reflects this information is currently available only in sophomore level introduction to education survey courses.

In conclusion, while data gathered for this study were not treated statistically, perceptions of the graduates and undergraduates majoring in education, and reflections in the literature, provided valuable insight regarding curricular changes believed to be necessary in the professional preparation of teachers.

#### REFERENCES

- Hammons-Bryner, Sue and Bobbie Robinson. (1994) Excitement in core curriculum. *College Teaching*. (Summer, 1994).
- Hass, Glen and Forest W. Purkay. (1993) *Curriculum planning: a new approach*, 7th. edition. Boston: Allyn and Bacon, Inc.
- Honan, William H. (1996) Report: Colleges' core curriculum has largely vanished. *The New York Times*. (20 March, 1996).
- McNeil, John D. (1990) *Curriculum: A comprehensive introduction*, 4th. edition. Glenview, IL: Scott, Foresman/Little, Brown Higher Education.
- Puzon, Bridget, Ed. (1994) Integrity in the college curriculum. *Liberal Education*. (Summer, 1994).
- Ravitch, Diane. (1990) Multiculturalism Yes, Particularism No. *The Chronicle of Higher Education*. (October, 1990).
- Wattenbarger, James L. (1993) *The university in the 21st. century*. *Curriculum planning: A new approach*, 6th. edition. Boston: Allyn and Bacon, Inc.

November 12-14, 1997

Memphis, Tennessee



**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

Title: CURRICULAR CHANGES GRADUATES AND UNDERGRADUATES IN EDUCATION PERCEIVE TO BE NECESSARY IN THEIR PROFESSIONAL PREPARATION FOR TEACHING	
Author(s): Jerry Brooksher Gee, Ed.D.	
Corporate Source:	Publication Date: 11-13-97

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2 documents



Check here

### For Level 1 Release:

Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

\_\_\_\_\_  
Sample  
\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

\_\_\_\_\_  
Sample  
\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here

### For Level 2 Release:

Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: Jerry Brooksher Gee  
Jerry Brooksher Gee

Printed Name/Position/Title:  
Jerry Brooksher Gee  
Professor of Education

Organization/Address: College of Education  
Nicholls State University  
Thibodaux, Louisiana 70310

Telephone:  
(504) 448-4344

FAX:

E-Mail Address:

Date:  
11-5-97

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Acquisitions  
ERIC Clearinghouse on Assessment and Evaluation  
210 O'Boyle Hall  
The Catholic University of America  
Washington, DC 20064

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility**  
1100 West Street, 2d Floor  
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: [ericfac@inet.ed.gov](mailto:ericfac@inet.ed.gov)

WWW: <http://ericfac.piccard.csc.com>