

USABILITY OF TEACHING-RELATED FIELD WORK AMONG M ED STUDENTS FOR THEIR PROFESSION

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Abstract :

Professional programs like B Ed and M Ed having Inclusion of practical component along with sound theoretical base. Master of Education (M Ed) is the basic qualification needed to become eligible for teaching in colleges of education. The need to include the practical experience, in the form of microteaching, practice teaching. Internship or field experience has been always emphasized through various researches and literature. Teaching related field work is given weightage at the master's level programme of YCMOU. Deliberate efforts are taken in order to ensure the inclusion of field work at higher levels. For doing this work supportive material was developed. The presenter took feedback from the students become a Teacher Educator. This experience was very useful for them to conducting the practical component in B.Ed. Programme.

Introduction

Open and Distance Learning System (ODLS) has been established to empower the person to study their own convenience- “Anyone, Anywhere and Anytime,” the 3 As are the main philosophy behind it. The Yashwantrao Chavan Maharashtra Open University (YCMOU) was established in 1989 by an act XII of the Maharashtra State Legislature with the vision to become a “Mass Varsity”. (University Act 2006pg5) YCMOU, Nashik is Mega Open University in India. The University has eight schools. School of Education (SOE) also has different level programme like SHG, ECCE, B. Ed, M. Ed, M.Phil, Ph.D etc.

Criteria of authentic pedagogy

Leach, J. Moon, B. (2009) mentioned Criteria of authentic pedagogy

- Is invariably political, although its political nature is rarely taken into account explicitly;
- Is explicit about values, vision and educational purposes and addresses ‘big ideas’

about learning and teaching ;

- Is a collaborative, iterative process between teacher, learners and other member of the community;
 - Evolves over time in the ebb and flow of real settings, and is constantly open to change, negotiation and revision;
 - Acknowledges teacher as intellectual;
 - Is a complex interplay between theory and practice;
 - Requires teachers to be researchers of their own settings;
 - Seeks to bring out learners’ best selves, working with (rather than despite) institutional barriers such as race, gender and class;
 - Acknowledges the intimate relationship between learning and identity;
- Must be relevant to all possible context

Concept of Field Work Study

In field based learning, teaching is extended to a site outside of the classroom, laboratory, exposing students to a real world. Students learn through direct interaction with an environment or a real world rather than lecture of text books. Desale, S. (2014)

Field based learning extends the walls of the classroom, students learn from direct experience such as service learning practicum, internship and experimental in the major field of study. Steps of Planning for Field Based learning strategy - Prepare, Awareness, Engage, Meta - Learning, Discussion, Illustrate, Assess

Researches on Inclusion of Practical Component in Teacher Education

1. As Morine-Dersheimer and Leighfield (as quoted by Anderson, L: 1995) state, “student teaching and field experiences are the major vehicles for providing practical experience in any teacher education program. This is the program area, therefore, where the traditional conflict between theory and practice is felt most strongly.”
2. As Lortie (1975: as quoted by Lanier, and Little, J 1986: 550) documented, experienced teachers also stress the importance of field experience for learning practical skills.
3. In depth, defensible evaluations of students field performances, thought very much needed, are rare (Stwffebeam, D &Nevo, D (1994).
4. Daharankar, M.D. & Joshi, A. N. (2012) reported that

- Understanding about Teaching – related Field work
- Made me realize the mistake committed
- Developed a thought and a feeling that ‘this is my work’
- Developed a vision for field work
- Got a judgment of to what extent I have understood the task

Even if there are some researches and almost all of them points towards the need of inclusion of the field work in teacher education, almost no studies are focused on the inclusion of fieldwork at master(MEd) level. But, the findings of researches at B Ed level can be extrapolated to the M Ed level and thus the need of inclusion of fieldwork can be underlined even at M Ed level.

Recommendations of Various Committees for Inclusion of Practical Component in Teacher Education

1. NCTE framework (1978, 1988) suggested that field work and practicum be one of the major components of curriculum of teacher education.
2. NCTE framework (1988) stresses the importance of field experience. It says, “This component is of critical importance in the entire design of teacher education curriculum as it is concerned with the fulfillment of the central objective of teacher education, viz, development of professional competencies with respect to
 - a. The different functions of teacher teaching
 - b. Organizing co-curricular activities
 - c. Guiding students and several other activities, which take the teacher outside the bounds of the classroom and schools.
3. NCTE (1998) As for practice teaching, the main thrust has to be on a variety of teaching such as team teaching, micro-teaching, panel discussion, seminar, demonstration etc. as integral part of classroom – teaching – learning – evaluation procedures.
4. NCTE (2010) has spoken about the inclusion of field work at bachelor’s level.
5. UGC (2001) Field based experience related to supervision and evaluation of practice – teaching and other aspect of school experience of B. Ed. Programmes.

Thus, the various committees speak about inclusion of field work in teacher education program, but thrust on field work at M Ed level has been given only from NCTE (1998) framework. Thus, it is not a very old formalization at the formal level.

6. NCTE(2014) Field attachments / internship / immersions shall be facilitated with organizations and working and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education, and to provided an opportunity for reflection and writing on the same. Systematically planned field internship / attachment in teacher education institution, and in the specialization area chosen by the student shall be organized during the programme.
7. Bennett, N. Carr’e C. (1993) report two figure in the chapter “Learning to Teach” that are given below. Strating of any work any person work following way

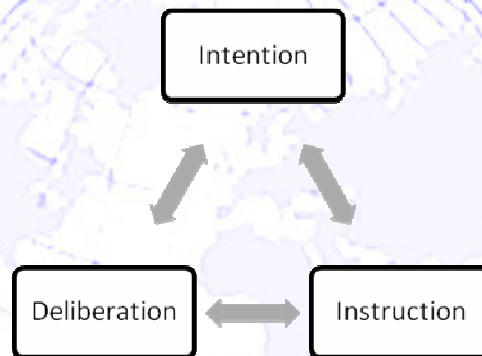


Fig1 A Model of early pedagogical reasoning

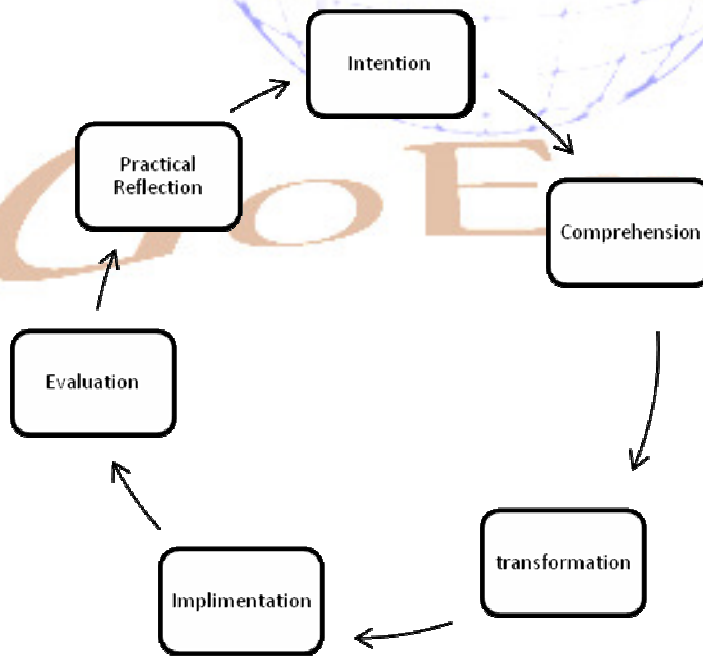


Fig2 A model of second stage of Learning to teach

Master of Education Program at YCMOU

YCMOU being an Open University, the M Ed program on offer is necessarily for the in-service and qualified (B. Ed) teachers. These teachers are in service either in teaching (primary, secondary, higher secondary or at D T Ed levels) or in educational research or administration. The program is of two years' duration. The major components of this program have been theory and research & Teaching related field work.

Objectives of the Fieldwork in M Ed at YCMOU

1. To develop the skill to elaborate theory and to demonstrate, to guide, to observe and to give feedback on microteaching skills.
2. To develop the skill to demonstrate, to guide, to observe and to give feedback for practice-teaching in schools.
3. To develop the capability to plan and organize psychological experiment.
4. To develop the skill to lecture B Ed students.
5. To develop the capacities to acquire knowledge and skills from the field and practical work.

Details of the Fieldwork

The following sub-sections give the details of the nature of fieldwork included in YCMOU M Ed program.

- **Field – The Venue:** The M Ed students are expected to carry out their field work by being associated with any NCTE- recognized B Ed College.
- **Components, Duration and Weightage:** The components of teaching-related field work are chosen on the basis of task analysis of the responsibilities of a teacher educator. The fourteen major tasks identified by Mahale (2005). School of Education finalized the five components which are very much essential for teacher educators. The table 1 below gives the details of the components, the exact role/s expected from M Ed student, the estimated time needed for the same and the weightage.

Table 1 Various Activities for Field work at M.Ed. level

Sr No	Component	Rationale of Inclusion	Role/ s Expected	Time in hours	Marks
1.	Micro-teaching	<ul style="list-style-type: none"> Developing an understanding for the components and practice to demonstrate the components is crucial. 	<ul style="list-style-type: none"> Theory Demonstration Guidance (Teach cycle) Observation Feedback Observation (Re-teach cycle) Feedback 	13	30
2.	Practice-Teaching	<ul style="list-style-type: none"> Demonstration of a complete and ideal lesson is crucial Lesson guidance and giving feedback are crucial skills. 	<ul style="list-style-type: none"> Theory of teaching method selected. Demonstration of a lesson using the selected teaching method. Guidance Observation Feedback 	13	30
3.	Lecture	Many of the M. Ed students are not exposed to this aspect, (crucial in terms of time as well as that of level).	To prepare for one hour lecture from B Ed syllabus	11	10
4.	Psychology Experiment	<ul style="list-style-type: none"> The nature of activity of psychology experiment is complex. One needs to use multiple skills at a time. So the practice in this is crucial. 	<ul style="list-style-type: none"> To tell theory of a psychology experiment To conduct an experiment 	10	10
5.	Planning an Activity	<ul style="list-style-type: none"> Planning for activities like internship, social service, annual gathering & Work experience Skill of planning for a complex activity needs practice. 	Plan for two activities (infrastructural and manpower needs, implications for time, distribution of roles).	18	20
Total				65	100

- **Support System:**The students are given support in the following two forms.
 - *Printed material:*A detailed guidebook is provided to them
 - *The local guide from the college of education*they choose is allotted to them, whose specific responsibility is to look after authenticity of field work and evaluation on the field.
- **Assessment:**There are two components to this
 - *On the field evaluation by the guide on the field (B Ed college)*
 - *Field work report evaluation Viva-voce at Study center*

Feedback from the M.Ed Students

At the time of M. Ed. Admission three students are working of Primary, Secondary and College level. But when they completed M. Ed and pass SET/ NET exam, they became a Teacher Educator from last 6th to 9th year. The presenter interviewed them about Field Work exercise was useful into their profession. Component wise analysis was given below.

Micro-Teaching		
<i>Understanding level while doing</i>	<i>Thinking after Completion of fieldwork</i>	<i>Experience of Teacher Educator</i>
<ul style="list-style-type: none"> ▪ Conceptual understanding of the skill (using 1, 2 – reference books) ▪ Demonstration, Guidance and feedback gave under guidance of Teacher Educator ▪ Expected Maximum marks obtain in the specific task 	<ul style="list-style-type: none"> ▪ Helpful for understanding the process of Micro-Teaching ▪ Knowledge about references of micro-teaching ▪ Clarity about teach and reteach cycle ▪ Confidence for taking the task, 	<ul style="list-style-type: none"> ▪ Teacher Educator ask question themselves Why, When, Where, How change is require ▪ Minute Diagnosis of the students ▪ Model lesson presentation and discussion ▪ Self Responsibility

Practice Lesson		
<i>Understanding level while doing</i>	<i>Thinking after Completion of fieldwork</i>	<i>Experience of Teacher Educator</i>
<ul style="list-style-type: none"> ▪ Demonstration of the lesson ▪ Guidance ▪ Observation, give general suggestion ▪ Use references material for study 	<ul style="list-style-type: none"> ▪ Understand the process of feedback ▪ Steps of lesson planning 	<ul style="list-style-type: none"> ▪ Pinpointed observation (What happen and what not happen) ▪ Feedback about specific correction <p>Stepwise expectation in the lesson</p>
Lecture		
<ul style="list-style-type: none"> ▪ Topic wise one / two references was used ▪ Joyful experience to teach higher level students 	<ul style="list-style-type: none"> ▪ Completion of the task ▪ Thinking of andragogy ▪ Examples are require according to the age of target group 	<ul style="list-style-type: none"> ▪ Notes updating ▪ Relate with current affairs ▪ Social relevance of the topic
Psychological Experience		
Knowledge about Psychological experience Experiment took step by step	Understanding of the Educational implication of the experiment	Understand the concept behind the psychological experiment

Conclusion of Paper

- 1) Field work is useful to all of them for understanding the basic concept and process of the practicum work like micro-teaching, Practice lesson, lecture and Psychological experiment.
- 2) Build up confidence between the students to became a Teacher Educator.
- 3) Knowledge base of the field work was useful for their profession as a Teacher Educator.

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