## **CONTENTS**

LIST OF TAB	LES AND FIGURES	xvii
FOREWORD		xix
INTRODUCTIO	ON CONTRACTOR OF THE CONTRACTO	xxi
CHAPTER 1:	Lifelong Education	1
	RATIONALE AND PURPOSE OF THE BOOK	1
	THE CHALLENGE OF CHANGE Scientific-technological change Sociocultural change	2 3 4
	THE NEGATIVE CONSEQUENCES OF CHANGE The threat of obsolescence Psychological threats Threats to society	5 5 6 6
	DEFECTS IN TRADITIONAL EDUCATION Restriction of education to childhood Excessive emphasis on knowledge of facts Pre-eminence of schooling Dissociation of education and life	7 7 8 8 8
	THE ALTERNATIVE: LIFELONG EDUCATION	9
	Vertical integration - Education throughout life	9
	Horizontal integration - Linking education and life	10
	Pre-requisites for learning - The	11

viii Contents

	Educability Motivation and self-image	12 12
	Characteristics of a lifelong education system Totality Integration Flexibility Democratization Self-fulfilment	13 13 13 13 14 14
	THE PRACTICABILITY OF LIFELONG EDUCATION The ability to learn throughout life The skills and the will to learn Communication systems	14 15 15 17
	LIFELONG EDUCATION AND THE SCHOOL  The systems through which learning occurs Independent existence of lifelong	18 19
	education Lifelong education and lifelong learning Implications for schooling Role of the school Content and structure of curriculum Implications for teachers and teacher training	19 20 20 20 21 22
	STRUCTURE OF THE REPORT	23
	SUMMARY	24
CHAPTER 2:	Lifelong Education and the Teacher	27
	WHO IS A TEACHER? Teachers in everyday life Teaching networks in life Concentration on professional teachers	27 27 28 29
	NEW ROLES AND RESPONSIBILITIES FOR TEACHERS The teacher and knowledge The teacher and pupil growth Relationships with pupils Mastery of learning and teaching skills Personal qualities of teachers	29 30 31 32 33 35

	Contents	ix
	CHARACTERISTICS OF THE TEACHER AS A LIFELONG LEARNER Knowledge of lifelong education The teacher's role Integration of school and community Attitudes towards formal curricula	36 37 37 38 38
	RELATIONSHIP WITH REMAINING CHAPTERS	39
	SUMMARY	39
CHAPTER 3:	Lifelong Education and the Training of Teachers	41
	CONCEPTS IN TEACHER EDUCATION Applicability of lifelong education Continuity of teacher training Concentration on pre-service training	41 41 42 43
	IMPLICATIONS FOR TEACHER TRAINING CURRICULUM Curriculum content and structure Knowledge about lifelong education The structure of curriculum Learning skills Teaching and learning methodology Variety of methods Learning from real life Evaluation processes Formative evaluation Continuous evaluation Loci of evaluation Evaluation of the institution	44 44 45 45 46 46 47 47 48 48 49
	IMPLICATIONS FOR TEACHING PRACTICE Linking theory and practice Living the role of the teacher Recognition of a broader range of activities The role of simulated teaching	49 50 50 51
	experiences  IMPLICATIONS FOR STRUCTURES AND ORGANIZATION Support for varied ways of learning Links with the community	51 52 52 52 52

x Contents

	Provision of in-service training Qualities of instructors	53 54
	BALANCE OF THE REPORT	55
	SUMMARY	55
CHAPTER 4:	Background and Procedures of the Empirical Project	57
	RATIONALE AND SIGNIFICANCE OF THE STUDY Lifelong education as the master concept Outline of the project	57 61 61
	OBJECTIVES OF THE PROJECT	62
	STRUCTURE OF THE CHANGES	63
	ACTIVITIES IN THE PARTICIPATING INSTITUTIONS Torrens Trier Szeged Gandhi Shikshan Bhavan H.J. College Singapore	65 68 72 75 78 82
	THE STAGE OF SYNTHESIS The institutional syntheses The international synthesis	84 84 84
	VARIABILITY IN THE FORM OF THE PROJECT Differences in experimental design Differences in level Differences in types of course Differences in extent of change	85 87 88 88 89
	LIMITATIONS OF THE PROJECT	90
	SUMMARY	91

	Contents	хi
CHAPTER 5:	Changes in Theory Courses	93
	CONTENT OF THE CHANGES  Core courses  Theoretical foundations of education  General and special methods of education	93 93 97 98
	TEACHING AND LEARNING PROCESSES Activity Self-learning Self-directed learning Inter-learning Learning to improve Non-classroom-oriented learning Evaluation Use of media	103 103 104 104 104 105 105 107
	SUMMARY	109
CHAPTER 6:	Changes in Practice Teaching  BROADENED CONCEPT OF PRACTICE TEACHING New settings Different age groups	111 111 111 111
	Special methods and procedures  TYPES OF CHANGE Teaching practice with school age learners Individualized teaching and learning Classroom methods Out-of-the-classroom activities Out-of-school activities	112 112 112 113 115 116 117
	Practical experience with learners beyond school age Co-operation with parents Co-operation with other educational agencies Participating in community learning	117 117 118 118
	FOSTERING EDUCABILITY Self-directed learning Use of learning resources Media and teaching aids	118 120 120 120

xii Contents

	Resources in the community  Varied learning modes     Individual learning     Group learning     Inter-learning  Developing evaluation skills     Self-evaluation     Co-operative evaluation     Self- vs. external evaluation     Diagnostic evaluation     Formative vs. summative         evaluation     Evaluation  Evaluation  Evaluation  Evaluation  Evaluation  Evaluation  Evaluation  Evaluation  Evaluation  Evaluation	121 122 122 123 123 123 124 124 125 125
	SUMMARY	126
CHAPTER 7:	Changes in the Institutions Themselves	129
	NEED FOR INSTITUTIONAL CHANGES	129
	INSTRUCTIONAL CHANGES Changes in teaching and learning strategies Alternative forms of teaching Practical work Independent learning Group learning Alternative forms of communication Use of microteaching Use of media Changes in the role of instructors "Energizers" Resource persons Co-learners Members of a community Changes in evaluation procedures Self-evaluation Group evaluation Continuous evaluation and feedback Evaluation of instructors	129 130 130 130 131 131 131 132 132 132 133 134 134 135 135

	Contents	xii <sup>.</sup>
	ORGANIZATIONAL CHANGES Planning and scheduling Allocation of class time Planning of courses Assemblies Age range of students Guidance and individualization of courses Linking college learning to real life	136 136 136 138 139 140 141
	RELATIONSHIPS WITH OTHER INSTITUTIONS Relationships with schools Relationships with institutions other than schools Education-related agencies "Non-Educational" institutions	145 146 148 148 149
	SUMMARY	150
CUADTED O.	Evaluation of Outcomes	153
CHAPIER O:	METHODOLOGICAL DIFFICULTIES	153
	QUANTITATIVE INVESTIGATIONS Procedures in the various colleges Szeged H.J. College Gandhi Shikshan Bhavan Results of quantitative studies Knowledge about lifelong education Attitudes to lifelong education Teaching Behaviours	154 154 154 156 161 165 165 167
	QUALITATIVE FINDINGS	176
	FINDINGS CONCERNING INSTRUCTORS	180
	SUMMARY	182

i

xiv Contents

CHAPTER	9:	Implications for Change	185
		INSTITUTIONAL IMPLICATIONS OF THE STUDY The role of lifelong education in	186
		guiding change The inevitability of institutional	186
		change	186
		The structure of changes	187
		Large- versus small-scale change	187
		Duration of change	188
		Need for a special course	188
		Time factor	188
		Implications for costs	189
		Relations with other institutions	189
		Preparatory steps	190
		Necessary pre-conditions	191
		Autonomy	191
		Readiness for change	191
		The role of the college's size	192
		EFFECTS ON INSTRUCTORS	192
		Instructors' workload	193
		Instructors' motivation	193
		Need for insight	194
		EFFECTS OF LIFELONG EDUCATION ON STUDENTS	194
		High level of pre-existing knowledge	194
		Greater amenability of students	195
		Central role of affective factors	195
		The avalanche effect	196
		Build-up of motivation	196
		Acceptance of self-evaluation	196
		Effects on morale	197
		Orientation to the external world	197
		IMPLICATIONS FOR PRACTICE TEACHING	197
		Broader concept of practice teaching	198
		Acceptance by students	198
		Need for preparation	198
		Integrated experiences	198
		Effects of school factors	199
		Inertia in the system	199
		Patterns of reinforcement in schools	200 200
		Role of key personnel	200
		Effects on pupils	201

	Contents	ΧV
	IMPLICATIONS FOR FURTHER WORK Improved research methodology Long-term studies Analysis of college features Analysis of the role of schools Determination of basic qualifications How to maintain skills?	202 202 203 204 204 205 206
1	FUTURE PROSPECTS	206
	Full Postal Addresses of Participating Institutions	209
APPENDIX B:	Key Participants in Each Institution	211
	Tables of Contents of the Final Local Reports	214
REFERENCES		223
SELECTED BIB	LIOGRAPHY	228
INDEX		239

## LIST OF TABLES AND FIGURES

				Pag
Table	1	-	Organizational Structures of the Various Colleges	60
Table	2	-	Outline of Procedures at Torrens for Further Education Students	69
Table	3	-	Outline of Procedures at Torrens for "Standard" Students	70
Table	4	-	Outline of Procedures at Trier	72
Table	5	-	Outline of Procedures at Szeged	76
Tab1e	6	-	Outline of Procedures at Gandhi Shikshan Bhavan	79
Table	7	_	Outline of Procedures at H.J. College	81
Table	8	_	Outline of Procedures at Singapore	83
Table	9	-	Summary of Change Structures in the Various Colleges	86
Table	10	-	Themes in the Core Course at H.J. College	94
Table	11	-	Topics Discussed at Szeged in the Foundations of Education	99
Table	12	-	Contents of the General Methods Curriculum at H.J. College	100
Table	13	-	Contents of the Special Methods Curriculum at H.J. College	102

xviii	List of Tables and Figures	
Table 14 -	Goals of Teaching Practice	114
Table 15 -	Goals of Practice Teaching	115
Table 16 -	Instruments Used at Szeged	157
Table 17 -	Instruments Developed at H.J. College	159
Table 18 -	Key Aspects of Attitude to Lifelong Education	162
Table 19 -	Questionnaires Developed at Gandhi Shikshan Bhavan	164
Table 20 -	Percentages of Respondents at Szeged Rating Various Properties as "Essential" for Future Teachers and for the Rising Generation	168
Table 21 -	Percentages of Respondents at Szeged Rating Various Properties as "Essential" for Progressive Education	169
Table 22 -	Mean Levels of Correspondence at Szeged Between Beliefs and the Ideal	171
Table 23 -	Percentages of Students Showing Desirable and Undesirable Attitudes at Gandhi Shikshan Bhavan	172
Table 24 -	Attitudes to Education and Learning at H.J. College	174
Figure 1 -	An example of a student's personal growth plan	108
Figure 2 -	Schematic outline of teaching organization for further education students at Torrens	137
Figure 3 -	Schematic breakdown of a three-hour class session at Torrens	138