

CHAPTER 5

COURSE CONTENT, TEACHING METHODS AND COURSE EVALUATION

Practical Aims

While the specific objectives of different courses will differ, there are likely to be three broad aims which you will need to bear in mind as Course Organiser. These are:

1. The up-dating of professional knowledge and expertise.
2. The improvement of leadership performance.
3. The development of personnel to act as management trainers.

These are essentially practical rather than academic aims. A basic consideration in course construction should therefore be whether the learning and skills acquired will help the participants to do their jobs more effectively and more efficiently within the resources available. As a result of course attendance participants should not simply be more knowledgeable in relevant areas but should have increased their skills in dealing with a problem which they encounter from day to day and those with which they are likely to be faced in the future.

This practical orientation has implications for course content, for the deployment of teaching methods and for course evaluation. In this chapter these three areas are considered in turn.

Course Content

The Role of Theory

What is the status of theory in an in-service course? In spite of John Dewey's well known dictum that "theory is in the end the most practical of all things", the inclusion in the course of a substantial theoretical element, the relevance of which will only be made apparent later, is not recommended as an appropriate way of providing professional training. The connection established between theory and practice will need to be much more subtle and far-reaching as was noted in the paper "Content of Training Courses" an extract from a Commonwealth experts report, reprinted in the report of the Commonwealth Regional Training Course for Africa, Nairobi 1977 and the report of the Commonwealth Pacific Training Course, Suva, Fiji 1978:

"Courses should be essentially practical. This does not mean that they should be arranged as a series of un-related activities strung together like a string of sausages. Course design should be based on a sound conceptual framework and should be structured to help participants interpret their own experience in relation to this framework and to extend that experience through a sequence of learning situations including practical visits and attachments... Courses should therefore blend together, training in specific ways of handling specific problems and a greater awareness of the principles which underlie the problems and the techniques of problem-solving".

The underlying structure for the course could be provided, for instance, by the management model adopted in Chapter 3 whereby the processes of defining objectives, planning, organising for implementation, and exercising control are linked together in a cyclic closed loop arrangement. There are alternative conceptual schemes which one might adopt, such as an open system model which directs attention more specifically to the interaction between an organization and its environment. There are other approaches which place emphasis respectively on human relations, on differences of viewpoint or of perception among different groups, or on the political skills of negotiating, bargaining, persuading and resolving conflict. Whatever conceptual model is adopted, sufficient flexibility should be retained in the course programme to allow for consideration to be given to matters raised by participants which do not fit neatly into the predetermined pattern.

Course
Objectives
and Choice
of Topics

In the previous chapter it was suggested that one should not be unduly ambitious in setting course objectives. A course which promises more than it can deliver leads to disappointment and disillusion; a course which seeks to cover too much ground is liable to be superficial and ineffective. It is therefore important, particularly in a short course, to choose the actual topics to be considered with care, discrimination and a sense of realism. The five task areas for educational leadership as set out in Chapter 2 (curricular issues, student welfare, staffing matters, resource management and community relationships) could provide a useful starting point, but one can also easily compile more extensive lists such as the following:

1. A study of national goals, educational aims and institutional objectives and their relationship to one another.
2. The structure and organisation of the national system of education.
3. Structure and organisation within the school.
4. Curricular issues including the extent to which the school curriculum is related to national goals and to local requirements.

5. Student welfare, including information systems, pastoral arrangements, behavioural aspects, demographic issues.
6. Staffing matters, including the recruitment and selection of staff, the allocation and specification of tasks, communication and participation, staff development, establishing training and certification guidelines.
7. Resource and fiscal management, including school buildings, educational facilities, preparing and managing the budget, accounting and business procedures.
8. Community relationships, including parent involvement, the school and the community, the educational needs of adults.
9. The application of management concepts to education, e.g. the management cycle of planning, organising for implementation and effecting control.
10. Changing concepts, and new techniques of inspection and supervision.
11. Supervision as staff development and as an aspect of the management of change.
12. Evaluation, including teacher and school self-evaluation, in relation to educational programmes, teachers, teaching schools and school systems.
13. Preparing for the future, in the light of demographic trends, social changes, the impact of the microprocessor, etc.

Each of the above items clearly has some relevance to the exercise of educational leadership in schools and education offices and the list could be further extended and elaborated without much difficulty.

Participants Experience

With so many possibilities to choose from it is desirable to keep firmly in mind both the specific objectives of the particular course and the pedagogic precept that learning more readily occurs when one begins with specific problems within the experience of the students than with general principles. There will still be a place for the panoramic view and the inspirational address, but the major time of the course should be spent on topics and activities which can be directly related to the behaviour of participants in their daily work. This rules out a heavy theoretical input, as already suggested, and in the same way it may be unwise to spend too much time on the aims and organisation of education at the national level if this is at the expense of dealing with the mundane problems and preoccupations of course members at a local level.

These are all issues on which your Planning Committee can make an invaluable contribution. Members of the Committee belonging to the target group should be encouraged to inquire in some depth into the perceived training needs of their professional colleagues and report back in time to influence decisions on the content of the course programme.

Technical
Training
Competence

The idea of systematically determining training needs could be taken further if one adopted the behavioural objectives approach described in Chapter 1. Advocates of what is usually called competency-based administrative training claim that the competencies required by administrators can be precisely defined and measured. Programmes of instruction can then be provided and their effectiveness assessed by comparing standards of performance before and after course attendance. Such a scheme would be highly controversial in education and is not recommended; with some justification it could be seen as encouraging an exclusive concentration on technical competence to the detriment of the professional development which is also necessary if imaginative and creative leadership is to be provided within the school community.

Nevertheless, technical competence for those with managerial responsibilities in education is not to be despised and is a necessary prerequisite for good leadership. Hence the importance of the role of the Planning Committee or of a special sub-committee in defining training needs and in developing and assessing means by which they might be met. The Committee might well conclude that there are specific matters, such as conducting interviews and formal meetings, preparing budgets and accounts, fulfilling legal requirements and obligations, establishing and maintaining appropriate office routines and information systems which might benefit from a competency-based approach.

Course
Outlines

Draft outlines of possible content for short courses intended for different groups were produced at the Commonwealth Regional Workshops 1973-1975. The following examples from the 1974 Georgetown Workshop are given, not as recommended models (which would be undesirable as what is appropriate will vary according to circumstances) but for illustrative purposes.

A Three Day In-Service Course for Experienced Primary School Principals

Three broad areas were proposed and sketched out as follows:

1. Administration and organisation

Administrative structure of the Ministry

The Principal as an administrator in the school;

(a) Delegation of responsibilities and job specification.

(b) Deployment of staff.

- (c) Decision-making.
 - (d) Time-tabling.
- Planning and Organising the Programme of Work.

2. Supervision

- The Principal as Supervisor.
- The Principal as Counsellor.
- The Principal as a Teacher Trainer.

3. Communication and Relationships

- The Principal in relation to his/her:
 - (a) School: staff, pupils, boards of managers.
 - (b) Community: parents, etc.
 - (c) The Ministry (with officers, and in dealing with correspondence.

A Two Day Induction Course for Newly Promoted Senior Inspectors

1. Policy

- Overview of existing educational policy
- Role of the Senior Inspector in executing and transmitting policy.

2. Preparation of Annual Estimates and control of allocations.

3. Reporting

- Collection and presentation of information
- Editing reports.

4. Accountability

- The place and function of the Senior Inspector within the administrative structure:
 - (a) Adviser to his immediate senior;
 - (b) Progress reports on staff, projects etc.

5. Communication

- Personal relations and personnel management.

6. Techniques of Staff Development

- Organisation of courses and seminar/workshops.

7. Methods of assessment

8. Evaluation

Teaching Methods

Lectures

The most common teaching method is the lecture presentation followed by an opportunity for questions and discussion with the lecturer. A course programme which consists entirely of formal lectures one after the other will be of diminishing

effectiveness, but there may still be a place, as already indicated, for a few carefully chosen and well planned lectures interspersed by other activities.

The lecture is more likely to contribute to effective learning if four conditions are observed:

1. The lecturer is well briefed beforehand on:
 - (a) The audience and the assumptions that can be made about their previous knowledge and experience.
 - (b) The area to be covered in the lecture.
 - (c) How the lecture will fit into the programme as a whole.
2. A summary of the lecture is available to the course participants beforehand, preferably a day or two before the lecture.
3. The lecture is illustrated as appropriate, making efficient use of the audio visual equipment available, which should be set up and tested beforehand.
4. The chairman should firmly but tactfully insist that ample time is available for questions and discussion. It is also his responsibility to ensure that the question time is not monopolised by a few highly articulate individuals and that the discussion takes account of most of the salient issues raised by the speaker. Formal votes of thanks should be avoided if at all possible, the lecturer being briefly thanked from the chair.

However effective the lecturer may be and however attentive his audience there is a limit to the new knowledge that can be absorbed under lecture conditions. If the aim is not only to impart knowledge but to improve practice by influencing behaviour and developing the management skills of the course members the formal lectures will need to be supplemented by group and individual activities.

Group Work

An arrangement which often works quite well is for a formal lecture to start the days proceedings when everyone is relatively fresh. This is then followed by work in small groups, which may involve discussions and activities which have a bearing on issues raised in the main lectures, but may also allow for the consideration by members with similar interests of problems and cases which they themselves have brought with them to the course. Each group should have a chairman and a rapporteur to record proceedings. Brief reports can subsequently be made to a course plenary session, but a better procedure may be for the reports to be pinned up on a large notice board so that members can read them at leisure. An optimum number for each group might be seven or eight and many would agree that ten members should be regarded as an absolute maximum if all members, and not only the more assertive ones, are to participate actively in the group activities.

Syndicates
and Working
Parties

At other times there might be a different division into syndicates or working parties which would tackle case studies and simulation exercises planned and prepared as an integral part of the course programme. Each participant would thus be time tabled on some occasions as a member of a discussion group and on other occasions as a member of a syndicate or working party and thus have an opportunity of working as a member of two small groups.

Visits

Visits to selected institutions can also be instructive and rewarding if the time can be spared, while suitable films can be presented to widen experience and form the basis for purposeful discussion and analysis.

An obvious point which is sometimes overlooked is that group and syndicate activities need to be relevant to the learning intended during the course and not merely a respite from formal lectures in plenary session. This applies particularly to the use of case studies and simulation exercises which should focus attention on matters of general significance rather than on idiosyncratic detail. At the same time, they must be acceptable to course members as authentic portrayals of real life situations. Case studies and simulations are in fact somewhat different learning techniques.

Case Studies

For our purpose a case study is a descriptive account of a series of events which have relevance for education and which give rise to difficulties which need to be resolved. The account may lead up to the posing of a specific problem, terminating abruptly at the point of decision, or it may simply describe how one or more problem arose, how they were dealt with, and the consequences that followed.

The following are two brief examples of the first kind, taken from the Penang Case Book.*

A Problem of Discipline

A case of a teacher M who has punished a standard three pupil by pulling her hair has been reported to the principal of Primary School XY by her father, in the form of a letter of protest, a copy of which has also been sent to the local M.P. The latter then makes a telephone call to the principal, seeking an explanation and requesting him to take disciplinary action against the said teacher.

* The Penang Case Book - a set of case studies produced by participants in the Penang Conference of the Commonwealth Council for Educational Administration and edited by H.T.B. Harris, December 1975.

What is the principal to do?

A Language Difficulty

Mr Tham, a senior English master at Farquhar High School was anxious that all his first form pupils should do well at the annual examination which was, of course, based on the official curriculum.

He was finding that the English staff were having difficulty in meeting that objective because the students at Farquhar came from three different elementary schools, one teaching in Malay medium, one in Chinese medium and one in Tamil medium. In each elementary school English was being taught as a second language, but the number of years being devoted to this differed from school to school.

Mr Tham was aware that his principal, Mr Khoo, was under pressure from all the parents to implement the official curriculum, but he felt that some curriculum changes ought to be made. Mr Tham, therefore, raised the issue with Mr Khoo.

In examples of this kind the learner has the task of identifying possible decisions, envisaging the likely consequences of each alternative, and choosing the course of action which he regards as most appropriate. If time permits each member of the syndicate should commit himself on paper as to the solution which he favours before the discussion begins and should then be prepared to give reasons for his decision to the syndicate. It will often be found that different members, though they are all experienced educationists, will advocate quite different solutions, and this sometimes comes as a shock to participants. The subsequent discussion will explore to what extent a consensus view can be reached; if it cannot, it will still be useful to identify the differences within the syndicate and the differing assumptions or beliefs on which these are based.

With the second kind of case study, in which all the decisions made are revealed, the situation is somewhat different. Here the task is one of analysis rather than of decision making. The syndicate is expected to seek agreement on the issues involved and to evaluate the decisions made. It is also relevant to consider - and this applies to both kinds of case - whether all the information necessary for understanding the issues involved in the decision have been provided by the author, whose account of the situation is inevitably selective.

Cases may be quite short, as with the two examples given above, or they may be substantial documents amounting to a whole chapter or even a book. A case book on school administration, edited by H T B Harris, is being produced by the Commonwealth Council for Educational Administration for the Commonwealth Secretariat. It contains both extended

cases and some mini-cases, and should also be consulted for a further discussion of the nature and use of case studies.

Simulations

Whereas a case study is a narrative account of an actual situation, possibly with minor changes for purposes of simplification or to avoid identification, a simulation presents a fictitious situation, or a series of situations, which may be based on real events but claims only to be a good imitation of reality. Simulations of schools and school districts have sometimes been very elaborate, providing rich background material, films and tapes. In contrast it has been found by some course organisers that a simple simulated situation, with less than a page of background information and leaving much to the participant's imagination, can also provide a valuable learning experience.

Let us consider, for instance, what is often call an in-tray exercise, in which the learner is asked to assume that he is, say, the principal of a school with stated characteristics or the education officer or inspector of a district which is briefly described. In his new role he is provided with a dozen or so letters, memoranda and messages which have accumulated in his in-tray, and on which he now needs to decide what action, if any, to take.

The following are two items from a District Inspector's In-Tray Exercise produced for the Commonwealth Regional Workshop on Administration and Supervision in Education, held in Freetown in 1973:

Memo from Chief Primary Inspector, Eastern Region

MEMORANDUM NO. RC/12/73

Date: 8/6/73

To: All District Inspectors of Primary Schools

1. It has been brought to my notice that some primary school staff in the Eastern Region are having considerable difficulty in the introduction of the New Maths Syllabus to their classes.
2. Please let me know if this is true of schools in your district and if so, what the specific problems are.
3. I would also like to know how much support could be expected if weekend "workshops" were organised to help those teachers.

Letter from Teacher

District School Inspector
4th District,
Murana,
EASTERN REGION

3rd June, 1973

Dear Sir,

I am a teacher in Luwando Upper Primary School. I obtained my Primary Teachers Certificate from Murano Teachers College in 1970 and I have been teaching here since then.

Most of my time is spent teaching cookery and needlework, nutrition and house care to girls who are in their last two years at school. Although I took these subjects at college, I would like to better my qualifications in them. Are there any courses I could take, especially overseas, which would help me to teach these subjects more efficiently? If so, how do I apply?

I would be glad to have information on this matter.

Yours faithfully,

Peral Thati

P.S. I have not told Mr Shamo, the headmaster, about this because I don't think he will be sympathetic.

As a further example the following is an item taken from the Penang Case Book which might appear in an in-tray exercise for secondary school principals:

Memorandum

From: Mrs Jean Holliday
(Librarian)

To: Mr. J. Hobbs
(Headmaster)

John Adams came to the library today at 10.30 a.m. and tore up a library book. He was not seen to do it but I am sure he did it. This was confirmed by Robert Burns (6A) and David White (5B)

John was sent to the library as a form of punishment by Mr James Dunn. I believe that many students are being sent to the library as a result of being sent out of classes.

When I spoke to Mr James Dunn about this he seemed rather indifferent to the matter at hand. When I questioned John, he said he had every right to be in the library as his teacher had given him permission to do so. He became offensive and challenged my suspicion that he took the book.

I hope you will look into this matter and advise accordingly.

If the simulation exercise is to be useful it is particularly desirable that, as suggested with regard to case studies, the participants should commit themselves on paper as to the action which they personally would take before they come together as a syndicate to discuss the various items. The kind of question they should be asking themselves are as follows:

1. Does the item pose problems for me? What are they?
2. Are there any underlying issues to which I should give further consideration?
3. Should I act alone or should I involve others in dealing with this matter? Which others? What kind of involvement?
4. What assumptions about people are implicit in the action I propose to take?
5. What are likely to be the effects on others of my proposed action?
6. What steps will I be taking to monitor and evaluate my course of action?

After allowing half-an-hour or so for individual study the syndicate should be brought together to discuss in detail at least some of the items. Participants may need to be reminded from time to time by the syndicate leader or consultant that in many cases there will be no single and definitively "correct" solution to a particular problem. Rather than seeking complete agreement on a best course of action time may be better spent considering the varying circumstances in which different modes of proceeding might be advantageous and linking the discussion to matters raised in the course lectures.

Role Play

Another type of simulation which can be used as an extension of an in-tray exercise or which can be set up as an independent activity is a role play. Members of the syndicate are each given a part to play, for instance;

- (a) A chairman and members of an interviewing board and the persons to be interviewed; or
- (b) The principal and members of staff holding a staff meeting on a controversial issue.

Each member of the syndicate is given individual instructions not seen by other members as to how he, or she, is to play the part.

It is the responsibility of the chairman or consultant to ensure that the occasion is a learning experience rather than simply an opportunity for a hitherto unsuspected acting ability to be discovered (though this can add to the interest of the occasion). This is usually achieved by holding a post-mortem to consider how different aspects were handled, and whether they might have been dealt with more effectively. The activity might be linked with a course lecture or syndicate session on interviewing techniques, on the chairmanship of meetings, or on staff relationships. A further refinement where facilities are available is to video-tape

the role play, playing back the tape as appropriate to illustrate points during the subsequent analysis or lecture.

Planning

Whether case studies, in-tray exercises, or role playing are used, a general point which can be made in conclusion is that for maximum benefit there must be adequate time for careful planning. It may be simply a matter of selecting and possibly adapting material which is already available. It may well be, however, that new material for this particular course has to be prepared, involving consultation with practitioners who are involved in the kind of situation depicted. It may also be desirable to have a "pilot" run in which the new material is tried out on some willing "guinea-pigs" before being used on the actual course.

Examples of Course Programmes

To give an illustration of how courses can be planned to include both lectures and group activities, such as those discussed above, two draft programmes are given from the Reports of the Commonwealth Secretariat Workshops 1973-1975.

1. A two-day in-service course for secondary school principals (Freetown Seminar/Workshop 1973.)
2. A three-day in-service course for secondary inspectors (Kuala Lumpur Seminar/Workshop 1974.)

Both of these drafts could easily be adapted to the needs of primary school principals and inspectors.

Course for Heads (Principals) of Urban Secondary Schools

<u>Theme</u>	Communication and Relationships in School Administration.
<u>Objective</u>	To help the Heads towards harmonious working relationships in school and to improve the administration of their schools.
<u>Duration</u>	2 Days
<u>Participants</u>	12-15 Heads
<u>Staff</u>	The local inspector, a social psychologist and the headmaster of an innovative school.

First Day

1. Opening session by the Minister of Education.
2. Plenary: Lead Paper on "Human Relations in School Administration", presented by the Inspector of Schools (Secondary).
Group discussion.
Groups reports on plenary session.

3. Group discussion - Case Studies:
Conflicts between (a) Head and Staff
(b) Staff and Pupils
(c) Head and Parents

Group reports.

4. Presentation by Head of Personal Experiences and Problems in their schools, followed by plenary discussion.
5. Evening session - Film Show - "Adolescence".
Group discussion.

Second Day

1. Lead Paper - "Group Dynamics", presented by a social psychologist.
Group discussion.
2. Role playing of a problem involving a teacher and pupil which requires intervention of the Headmaster.
Role playing of a problem involving the refusal of a Sixth Former to participate in a school agricultural programme.
Group discussion.

Course for Secondary School Inspectors

Participants Up to 30 inspectors who have had 6 years or less experience

First Day

1. Talk on "Aims and Objectives for the Course" by the head of the inspectorate or the course organizer.
2. Talk on Lead Paper 1 - "Government Policy in Education" with special reference to secondary schools, by officer from the department; followed by a question time.
3. Talk on Lead Paper 2 - "Theory and Practice in Modern Education" by a person from the University; followed by question time.
4. Talk on "Problems in School Inspection" by course organizer to introduce case studies.
Case studies in groups.
Report of findings of case studies.
5. Evening Session - Educational film on teaching developments in other countries.

Second Day

1. Six reports on subject papers to be prepared by subject specialists. Each paper to be 15 to 20 minutes and followed by discussion.
2. Talk on "Problems in School Administration" by course organizer to introduce case studies.
Case studies in groups.
Report of findings of case studies.

3. Evening Session - Forum
Topic - "Needs of the Adolescent".
Members of the Forum - Chairman
- A community leader
- A representative from the Health
Department or Family Planning Board
- A representative from Guidance Unit
- A parent

Third Day

1. Talk on Lead Paper 3 - "Effective Communication and Human Relations" by an administrator or inspector.
2. Talk on Lead Paper 4 - "Innovation and Evaluation, with special reference to inspection, by officer from Curriculum Unit.
3. Three reports on subject papers prepared by subject specialists followed by discussion.
4. Four short talks on "Current problems in Administration and Inspection" to be chosen from suggested list of topics.
 - Examinations
 - Teacher training problems
 - Financial policy
 - Problems in primary schools
 - Problems in tertiary education
 - Selection for secondary education
 - Selection for tertiary education
 - School in the community
 - Employment prospects of secondary school leavers
 - Secondary school dropouts
 - Parental involvement in children's education
 - Health problems
 - Educational mass media
 - (a) Audio-visual aids
 - (b) Educational television
 - (c) Radio broadcast
 - Educational system in a neighbouring country

Course Evaluation

Formative and Summative Evaluation

The need for evaluation in relation to the training course is a matter which requires no special justification in view of the management standpoint adopted in the first part of this Handbook. We must clearly practice what we preach, and as Course Organiser, you will have made provision in association with the Planning Committee for formative evaluation as the course progresses, whereby the views of participants are obtained on aspects which can be changed or adjusted as the course proceeds in a way which meets more adequately the needs and expectations of members. There will also be a place for a summative evaluation at the end of the course, this being an assessment which seeks to look at the course as a whole and draw conclusions which will be helpful to the planners of future courses.

If the course lasts less than a week, it may well be that the formative evaluation is best conducted on a continuing informal basis by the members of the Course Steering Committee (previously the Planning Committee) who will talk to participants after the various sessions and read the reports prepared by groups and syndicates. It is good for the morale of the course to find justifiable criticisms of arrangements receiving a sympathetic hearing and then for some action to be seen to be taken. Such a sequence of events can also provide a timely theory-into-practice reinforcement of course teaching concerning the appropriate response for administrators to make when criticisms are made of their own arrangements. In a longer course it may be found useful to make a formative evaluation on a more formal basis, by having the participants complete a short questionnaire, such as was done at the half way stage during the Commonwealth Secretariat's ten week Regional Training Courses in Nairobi, Kenya in 1977 and Suva, Fiji in 1978.

At the end of even a short course it is a good idea to administer a formal evaluation questionnaire for it can be a valuable experience for the participants themselves to consider systematically what the course has meant to them, quite apart from the feed-back to course organisers which will be helpful in the organisation of future courses. The questionnaire itself should be prepared in advance and approved by the Planning Committee, and it is appropriate for the participants to be informed early during the course that their views will be sought later, so that they can begin to think about such matters as course content, aims and objectives, the approach and methods of instruction, the duration and proposed follow-up. It can also be valuable for the course members to be contacted some six months after the end of the course to be asked for their further views and specifically to report on the things they are doing differently as a result of attending the course. The views of course tutors should also be obtained.

A final point to remember is that as Course Organiser you will probably be expected to provide a detailed report on the course to the Ministry or Department of Education or Regional Authority which has authorised and financed the venture. The report should include a fair summary of the questionnaire responses of course participants, and of views expressed by course tutors, including recommendations with regard to follow-up activities. It should end with your assessment of what the course has achieved and what in the light of your experience you would do differently on the next occasion.

A Course Evaluation Form

The final course evaluation questionnaire used at 1978 Regional Training Course in Suva, Fiji, which is a refined version of that used in Nairobi the previous year, is reproduced below. Though this instrument is more elaborate than would be necessary, or perhaps desirable, for the type of course we have been considering, it nevertheless gives some idea of the kind of approach which should be adopted.

1. CONTENT

Did you consider the syllabus course material:

- (a) RelevantYes/No
- (b) UsefulYes/No
- (c) Too muchYes/No
- (d) Too littleYes/No
- (e) Adequate in varietyYes/No
- (f) Too low pitchedYes/No
- (g) Too high pitchedYes/No

2. COURSE AIMS AND OBJECTIVES

The following were the aims and objectives of the course. How far do you think they have been achieved? Put (✓) in the appropriate column showing the degree of achievement.

Aims	Very Much	Much	Little	Very Little
(a) To broaden fundamental professional knowledge and to further develop understanding of the issues and techniques involved in the effective teaching-learning process.				
(b) To encourage a re-examination of the theory and practice of administration and supervision and their application to the improvement of the educational process.				
(c) To develop knowledge, skills and attitudes for effective professional leadership.				
(d) To promote an awareness of national aims and objectives and the role of education towards their achievement.				

Aims	Very Much	Much	Little	Very Little
(e) To develop professional competence in the planning of short and long-term in-service programmes for educators in national education systems.				
(f) To emphasize the complex roles played by people in organizations and the need for an awareness of individual and group aspirations.				
(g) To encourage a flexible and co-operative approach to problem solving.				
(h) To encourage personal development.				

Objectives	Very Much	Much	Little	Very Little
As far as possible, to enable course members:				
(a) To demonstrate an understanding of effective professional leadership in administration and supervision within the education system and the community.				
(b) To demonstrate an application of administrative and supervisory knowledge, skills and attitudes to practical institutional situations.				
(c) To prepare programmes for the further professional development of educational administrators, supervisors, head teachers and staffs in national systems.				
(d) To identify ways of promoting innovation in organizations.				
(e) To demonstrate co-operative approaches to problem solving and decision-making				

3. Course Approach and Credit

(a) How much would you say you have benefited from the following experiences? (✓) the right column after each of the following experiences:

	Very Much	Much	Little	Very Little
(i) Lectures/discussions				
(ii) Workshops/tutorials				
(iii) Assignments				
(iv) Attachments				
(v) Weekly visits				
(vii) Informal discussions among colleagues				
(viii) Library reading				

(b) Did you agree with the goals set out in this course as a non-examinable, non-diploma courseYes/No

(c) Do you feel that future courses of this nature should be examinable and earn diplomas? Yes/No

4. Methods of Instruction

(a) The following methods have been employed during the course. Indicate the degree to which you think they have been effective, by putting a (✓) in the appropriate column against each method:

	Very Much	Much	Little	Not at All
(i) Lectures				
(ii) Workshops				
(iii) Role play				
(iv) Simulations				
(v) Tutorials				
(vi) Group assignments				
(vii) Individual assignments				
(viii) Attachments				
(ix) Visits				
(x) Others - (specify)				
1.				
2.				
3.				

(b) Staff Used:

(i) Do you consider the use and variety of teaching staff on this course satisfactory?Yes/No

(ii) If 'No' state reasons
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.....
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.....
.....

(c) Catering for Different Groups:

Which of the following groups would you have preferred for better achievement of the objectives of this course?

- (i) Groups with the same background right through the course Yes/No
- (ii) Mixed groups right through the course Yes/No
- (iii) Mixed groups for core courses but groups with same background for special areas Yes/No
- (v) Mixed groups but with specialized individual attention Yes/No

5. Duration of the Course

Do you consider the duration of the course for its purpose:

- (a) Long enough Yes/No
- (b) Too long , Yes/No
- (c) Too short Yes/No

6. Follow-up

(a) What action do you intend to take in organizing national training courses for heads of schools, administrators and inspectors of schools?

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.....

(b) What are some of the improvements you plan to make in your approach to your work as a result of this course?

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.....
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(c) What recommendations would you make for a follow-up programme after the course?

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(d) In the remaining space write an open critique of the course generally. Covering the course objectives, content, organization, teaching methods and staff, visits, attachment, etc.