

ABSTRACT

AN EXAMINATION INTO THE FACTORS WHICH INFLUENCE THE USE OF RESOURCES, INSTRUCTIONAL AND EVALUTION STRATEGIES USED BY PRE – SERVICE TEACHERS OF HISTORY DURING THEIR PRACTICUM

Knola – Lee Walters Oliphant

This study was undertaken to examine the history curriculum used in teachers' colleges to prepare student teachers for the practicum component of their Diploma programme. It entailed an examination of the present structure of the curriculum for history specialists in each teacher's college. This examination was necessary as the structure of the curriculum revealed inadequacies that were reflected in the difficulties student teachers experienced on their practicum. The study examined whether the methodologies student teachers were taught in year one adequately prepared them to satisfactorily teach history during year two practicum.

One of the methods used to gather the data for each category of respondents was a questionnaire. These were administered to student teachers, their peers, class teachers at the project schools and their college supervisors. Another was a checklist that was used to determine whether the criteria for proper lesson planning were stated and effectively used. Descriptive and inferential statistics were used to analyze the data, resulting from the four research questions.

The study revealed that numerous factors worked against the achievement of proper selection of strategies, resources and techniques in the teaching of history. These stem from a lack of planning by the student teacher to a lack of resources and shortcomings in the organization of the curricula.

The main findings of the study reveal that: -

- 1) Most student teachers were influenced by the way their lecturers and other significant others taught.
- 2) History specialists are not adequately prepared in terms of methodology for the practicum exercise.
- 3) Varied strategies and methodology for teaching and learning need to be utilized.

It is hoped that this study will stimulate others to do further work in selecting strategies and resources in the teaching of history during practicum.

Keywords: Knola Lee Walters – Oliphant; teaching strategies and techniques; resources; curriculum structure.