

**THE IMPLEMENTATION OF ACTIVE LEARNING APPROACH
IN THE TEACHERS' COLLEGES OF
OROMIA REGION**



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The Implementation of Active Learning Approach in Teachers' Training
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ACRONYMS

AED	Academy for Education Development
BESO	Basic Education Strategic Objective
MOE	Ministry of Education
EMA	Educational Media Agency
ICDR	Institute for Curriculum Development and Research
NGOs	Non Governmental Organizations
OECB	Oromia Education and Capacity Building Bureau
SAIDE	South African Institute of Distance Education
TTI	Teachers' Training Institute
TTC	Teachers' Training College
TESO	Teacher Education System Overhaul
TGE	Transitional Government of Ethiopia

ABSTRACT

The main purpose of the study was to assess the implementation of active learning approach in the Teachers' Colleges of Oromia Region. To deal with the problem, five fundamental research questions were formulated that stress on the extent to which active learning methods have been practiced, perception on active learning, attitudes towards active learning, the adequacy of training materials and factors affecting the implementation of active learning.

To conduct the study, descriptive survey method was employed. It was carried out in the Teachers' Colleges of Oromia Region and the sample covered three teachers' colleges among five, namely, Adama, Jima and Robe. Purposive sampling was used in the selection of the three colleges and the stream of Social Studies. Random sampling was employed to select prospective teachers (300). Similarly, all teacher educators (35) and all curricular material writers (12) in the stream of social studies were included. The main instrument of data collection was questionnaire. It was also substantiated with interview, observation and documentary analysis in some respects. Then, the data was analyzed using percentage.

The findings of the study revealed that the magnitude of practicing active learning in the respective teachers' colleges was low. The main implementers of active learning in the colleges, namely, prospective teachers, teacher educators and writers of curricular materials had no adequate knowledge and skills on the issue. In spite of their low perception, the respondents have developed positive attitudes towards the approach. The curricular materials for training were found to be inadequate to implement active learning approach. Among factors that influence effective implementation of active learning: tendency towards lecture method, dependency of the majority on minority in group work, unfair grading in continuous assessment, shortage of time, shortage of finance, and unavailability of instructional materials were the major ones.

Finally, the recommendations were forwarded based on the major findings so as to minimize and gradually solve the problems encountered in the effective implementation of active learning approach.

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH

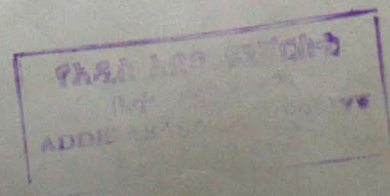
The first chapter focuses on the problem of the study; methodology to be employed and procedures followed to carry out the research.

1.1 Background of the Study

There have been many underlying theories of learning that laid the foundation for modern teaching and learning. But basically (Glasgow and Seels, 1998:179), there are three major theories of learning, namely, behaviorism, cognitivism and constructivism, which explain learning differently.

According to these scholars, the behaviorists emphasize the study of observable behavior and deal with discovering the relationship between stimuli and responses to predict and control behavior. They explain learning as change in overt behavior due to conditioning. The other groups, the cognitive theorists, are interested in how learners acquire knowledge and skills rather than how behavioral responses are conditioned. They usually associate human thinking to computer programming by comparing the techniques of information processing in the brain with computer simulations. They explain learning as programming of a new rule for information processing. On the other hand, the constructivists' views of learning are different. They stress that in the process of learning, there should be active role of students for understanding and discovery. They believe as learning is more than conditioning or acquired knowledge. Rather, learning is a constructed knowledge that occurs when learners can interpret information in the context of their experiences. Thus, learning is an individual set in authentic context and oriented to problem solving.

To put more specifically, learning theories of behaviorism put emphasis on active teaching than active learning. The teacher is actively devising techniques to alter the learner's behavior because the change of behavior is the evidence of learning. In this assumption, learning is passive. On the contrary, theory of constructivism emphasizes



✓ on active learning than active teaching; the learner is in focus than the teacher. The learner is actively constructing his/her own knowledge out of the materials that are around. Thus, the teacher acts as a facilitator who provides an environment that is rich in materials for learning.

✓ Supporting the preceding constructivist's explanation of learning, Capel et al (1995:229) state that learning can occur only when the pupils are active partners throughout the activity to develop a sense of ownership and personal involvement for successful learning. In other words, unless the task that pupils do is believed to be individually important and seen to have purpose little of benefit will be learned.

✓ Similarly, Silberman (1996:4) reminds that real learning is not memorization due to the fact that most of what we memorize is lost in hours; that is, learning cannot be swallowed. Thus, to retain what has been thought, students must chew on it. They must put together what they hear and see into a meaningful whole. They should get the opportunity to discuss, debate, argue, do and perhaps even teach someone else so that long lasting and real learning occurs, which represents active learning.

In short, from the above discussions and the views of scholars, one can easily deduce that pouring of facts and concepts into students' heads and masterfully performing skills and procedures is not an effective learning. Rather, it demands several exposures to material, to chew on them, to understand them, not just repetition of inputs.

④ The curriculum reform initiated in Ethiopia after the adoption of the education and training policy has led to the extensive changes in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to participatory, active learning and a shift from a linear curriculum to an integrated one in the lower grades (Leu, 1998: 1). This change has brought a major paradigm shift in our thinking about education and in the meaning of knowledge and learning. ✓ As to instructional approaches, the underlying ideas like active learning approach, learner-centered, participatory, problem solving, discovery, student sensitive learning and the practice of higher-order thinking skills have been introduced through this reform.

To elaborate more precisely, the major changes or paradigm shifts in the curriculum reform of Ethiopia embrace the shift from the traditional, passive and rote learning to the new model of participatory, active learning approach, which reveals a shift from positivist epistemology to constructivist epistemology. It is a shift from learning through memorization or repeating of information to learning through discovery, analysis, evaluation, problem solving, etc. to create new knowledge and understanding (Ibid).

Now, therefore, this new approach is practiced in schools and higher education institutions in the country, including colleges of teachers' education. But successful implementation of curriculum results from careful planning that focuses on three factors, namely, people, programme and organization (Hunkins and Ornstein, 1988: 293). This discloses that the implementation of curriculum or instruction seeks the coming together of people, material and programme into cohesive organizational unit so as to carry out the stated aims and goals. Particularly, the implementation of new instructional model like active learning approach depends upon the perception and feelings of the organizational members, namely, students, teachers, administrators, curriculum experts and other external community at large, including parents.

In other words, if these members respond to the influences other than the intentions of the developers, then even the most carefully planned and supported curriculum is unlikely to be implemented as intended (Adams in Fullan and Pomfret, 1977: 335-336). Teachers, for instance, are the final decision-makers in the actual learning. Students' awareness, interaction and reaction is also vital. Besides, the way curricular materials designed, either appropriately or poorly, all can influence the effective implementation in addition to other factors like time, finance, instructional materials, etc.

In short, naturally, after a new curriculum or teaching method has been introduced as Lewy (1977:156) elaborates, it is essential to undertake regular and systematic assessment on its effectiveness. Thus, it is the intention of this study to assess the implementation of active learning approach in the Teachers' Colleges of Oromia Region.

1.2 Statement of the Problem

As critically indicated in the Ethiopian Education and Training Policy document, the previous curriculum design and instructional process suffered from old and traditional approach (TGE, 1994). The curriculum organization emphasized academic knowledge and instructional methods, which initiated memorization and simple recall of facts by learners that was provided through official curriculum and presented by teacher's explanation or "chalk and talk" lecture method. Teachers dominated the classroom instruction, where students are passively listening. This encourages the concept of banking information into the brain of the learner. It is an approach where emphasis is given to quantity of learning instead of quality, where scope is more important than depth. In other words, how much information retained was the intention than to what extent it became meaningful and related to the past experience of the learner. In response to these problems, the new Policy of Education and Training (TGE, 1994: 4) emphasizes the development of problem solving capacity and culture in the content of education, curriculum structure and approach, which focus on the acquisition of scientific knowledge and practicum.

According to the views of Leu (1998: 1), to make practical this policy document, extensive changes have been made to reform the curriculum in different ladders of education, including teacher training institutes and colleges. Based on the general curriculum reform in the country, teachers' training institutes for certificate programme, which now mostly upgraded into teachers' colleges, have developed curriculum guides and training modules under the supervision of Ministry of Education and respective Regional Education Bureaus. There have been also continuous revisions in the instructional approaches to offer quality training and make practical the interactive, active learning approach.

In addition, presently, the policy document entitled as the "Teacher Education System Overhaul (TESO)" programme was introduced. In this document, among other major programmes one emphasizes on the implementation of participatory, active learning in the pre-service and in-service programmes of teacher education (MOE, 2003: 22).

On the other hand, the researcher of this study is doubtful whether or not the underlying ideas or paradigm shifts in the methods of instruction, that have been introduced recently to teachers training institutes and colleges are well understood by all groups implementing them, particularly, prospective teachers, teacher educators and curricular material writers. The researcher raised this problem from the fact that most teacher educators who are currently conducting training in the teachers' colleges might have been interested to teach in the way they have been taught while they were in schools or higher education institutions.

Therefore, in order to implement the new instructional approach of active learning, teacher educators should possess the necessary perception and willingness. Because, it is agreed that most teachers are made, not born. As a result, the only safe way to become an effective teacher is to know the why and how of educational process, to know the process of curriculum development, implementation and evaluation in general and to the different approaches of teaching in particular, which reveals the ability to teach like any activity is an acquired experience (Callahan, et al., 1988: 176).

Moreover, it could be said that the effectiveness of instructional process or teaching and learning is a function of different activities and skills that have been displayed in particular classroom. To implement these all, teacher educators ought to have a profound knowledge and skill that help them to act in ways that are conducive to the development of basic knowledge, understanding, skills, desirable attitudes and adequate personal adjustment to pupils (Sharma, 1990: 499).

In the same way, prospective teachers should be acquainted with the new approach of active learning to practice as intended. Because prospective teachers with necessary knowledge, skill and willingness are actively involved in the classroom, they are seeking something new, they are interested to ask and answer, need information to solve a problem or searching for a way to deal with life tasks. However, if they were not well-informed, the learners come to the encounter without curiosity, without questions and interest in the outcome that leads to passive learning (Silberman, 1996: 4).

Being devoid of the necessary information, as Evan and Nation (1996) stressed, most prospective teachers fall into the old cultural trap and expect their instructors to lecture them in traditional classroom manner. Sometimes, even surprisingly, it is observed that prospective teachers may categorize their instructors who initiated the students to practice participatory, active learning method in the class as incompetent and not well-prepared. When teacher educators regularly assign them to be involved in different activities of active learning strategies like group discussion, group work, project work, etc, prospective teachers assume as invalid and wastage of time.

In one way or another, implementation of any new program requires good communication and provision of the necessary resources, which is true in the implementation of active learning approach in the teachers' colleges. Equally, the other problem observed is that even if prospective teachers, teacher educators and curricular material writers acquire the required knowledge and develop the appropriate skills to implement active learning approach, it is not easy to change into practice. The reason is that most prospective teachers and teacher educators have been accustomed to the traditional lecture method of the conventional system, which seems difficult to break away from it with in short period of time. In other words, prospective teachers' and teacher educators' preferences or dislikes affect the choice of the methods, which is partly related to their personality, philosophy, style of teaching and learning.

In relation to this issue, an indigenous researcher, Amare Asgedom (2000), explains that the prospective teachers could get the exposure to new instructional perspective but the problem is partly explained by the conflict between what the would be teachers (prospective teachers) are "told to do so" and by what their instructors (teacher educators) "actually do". He further elaborates, in theory an instructor may advocate two-way communication, which is active learning; where as in practice he/she may limit to one-way communication, which is teacher-dominated, or passive learning.

All the above reviews and discussions clearly disclose that there is a gap between theory and practice in the implementation of participatory, active learning instructional approach. Thus, it seems imperative to assess the implementation of active learning approach in the teachers' colleges where TESO program has been practiced in all

regions throughout the country, since 2003. The researcher is also interested to conduct on the Teachers' Colleges of Oromia Region because the present prospective teachers will be assigned in the second cycle, primary schools where active learning is expected to be widely practiced. So the effectiveness of their training should be continuously assessed in order to produce well- trained teachers.

To this end, the main objectives of the study are to:

1. investigate the degree to which active learning is exercised in the teachers' colleges.
2. look into the knowledge and attitudes of the prospective teachers in the implementation of active learning approach.
3. assess the degree to which teacher educators have the necessary knowledge and attitudes to practice active learning approach.
4. identify the way training modules were prepared to implement active learning approach.
5. assess factors that may affect the implementation of active learning approach.

To attain the objectives stated above, the study ought to answer the following basic research questions.

1. To what extent active learning methods are practiced in the teachers' colleges?
2. Do prospective teachers, teacher educators and writers of curricular materials have the necessary knowledge to implement active learning?
3. What are the attitudes of prospective teachers, teacher educators and curricular material writers towards active learning?
4. Are the curricular materials prepared in a way suitable to implement active learning?
5. What factors may affect the implementation of active learning?

1.3 Significance of the Study

The researcher aims to assess the implementation of active learning approach in the teachers' colleges. Accordingly, the result of this study may have the following significances.

1. It might help MOE, Regional Education and Capacity Building Bureau of Oromia and Teachers' Colleges to design a viable strategy, which can promote the implementation of active learning in the teachers' colleges.
2. It will contribute to the improvement of instructional design in general and active learning process in the classroom in particular.
3. It will contribute to direct participants in the teachers' colleges, particularly to prospective teachers, teacher educators, curriculum developers and administrators so that they can appropriately use the approach.
4. It will pinpoint factors that hinder the implementation of active learning approach in the teachers' colleges.
5. It may also encourage those who are interested in carrying out the research on the topic and similar issues.
6. It may help as a reference to concerned policy-makers and researchers in the future.

1.4 Delimitation of the Study

Even though the researcher believes that it would have been better to conduct the study in a wider scope, this research was limited in its dimension to tertiary education that is rarely touched by researchers in comparison to primary and secondary education.

As to its area coverage, due to researcher's wider experiences to these colleges and due to various constraints, particularly time and other resources, the study was confined to Oromia Regional State. It also embraced only teachers' training colleges in the region. Accordingly, among the five governmental teachers' training colleges in the region, three were the area of study and one was used for pilot study. Again, among five major fields of study or streams in these colleges, only the stream of Social Studies was the concern of

the study. Because the researcher believes that due to their nature, subjects in the Social studies (Geography, History and Civic Education) relatively invite students' passivity in their learning in comparison to other subjects such as Languages and Natural Sciences. Furthermore, the study was delimited to the implementation of active learning approach from different instructional models.

1.5 Limitations of the Study

It is difficult to mention all the limitations of the study from the outset. However, the study is obviously limited in its scope to one region and only to teachers' colleges. Furthermore, only the stream of Social studies was the focus of the study owing to unavailability of time, resource and other variables. In addition, the researcher faced the shortage of relevant materials with respect to the topic under study. Despite all these limitations, the study was plainly managed and completed.

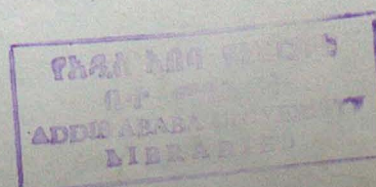
1.6 Research Design and Methodology

1.6.1 Method of the Study

As it has already been mentioned in the out set of this section, the purpose of this study was to assess the implementation of active learning approach in the Teachers' Colleges of Oromia Region. Accordingly, the descriptive survey method was employed on the ground that it would help to disclose the current status in the implementation of active learning approach in the teachers' colleges, where the new reform of TESO has been exercised.

1.6.2 The Sources of Data

In the selected teachers' colleges, the primary sources of data were obtained from prospective teachers, teacher educators and writers of curricular materials through questionnaire. Additional data were also gathered from the same sources through open-ended interviews to strengthen the information by triangulation. Moreover, the researcher made unstructured observation when the prospective teachers were engaged in different individual and group activities in the classroom, in the library and



pedagogical center. Thus, the writer believes that these primary sources of data help to get first hand information and enable to draw valid inferences.

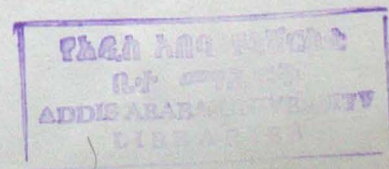
1.6.3. Sample Population and Sampling Procedure

1.6.3.1 Sample Population

In the Oromia Regional State, there are five governmental Teachers' Colleges (OECEB, 2004). Among these, the sample of the study includes three of them, namely, Adama Teachers' Training College (in East Showa Zone), Jima Teachers' Training College (in Jima Zone) and Robe Teachers' Training College (in Bale Zone).

This covered 60% of the total governmental teachers' colleges in the region. In the selection of these sample colleges, the researcher considered their experiences in the standard of college. From five streams in the colleges, the stream of Social Studies was selected for the study. Because the researcher believes that courses of Social Studies (Geography, History and Civic Education) relatively invite the passivity of students' learning than other courses or subjects, for instance Languages and Natural Sciences that initiate learners' participation.

The respondents were selected in the following ways. First, prospective teachers who were selected as respondents from Social Studies were second year students. These groups were selected based on the fact that second year students with three semesters stay in the colleges have more experience than first year students who have stayed only for a semester. Unfortunately, third year students were not included because they can be available only in 2006 according to TESO program. Among 686 second year prospective teachers in the stream of Social Studies in the selected three colleges, 300 respondents were included that covered 43.7% of the total population. Second, regarding teacher educators as respondents, there were totally 35 instructors in this stream and all of them were included which covered 100%. Third, there were 15 writers of curricular materials in the selected stream and all of them were included that accounted 100 %.



1.6.3.2 Sampling Procedure

As sampling technique, purposive and simple random sampling techniques were used. In selecting sample colleges, sample streams and sample years of study, purposive sampling technique was employed. Accordingly, the two colleges (Adama and Jima) were purposely selected based on the assumption that they have long years of experience in the level of college in comparison to others. Robe and Nekemte teachers' colleges have equal years of experience but the latter was used for pilot study. Thus, Robe was selected as the third sample area. Asella was excluded because it has an experience of only a semester. Thus, the other three, which were mentioned above, are the focus of the study. The stream of Social Studies was selected purposively because the researcher believes that by their nature, subjects in the Social Studies invite students' passivity in their learning. Second year students were also purposely selected because they have stayed for three semesters and can give reliable information on the implementation of active learning in the teachers' colleges than first year students who have stayed only for a semester.

Where as, sample respondents from second year prospective teachers were selected using simple random sampling technique to avoid subjectivity or bias. Thus, the above sample population of respondents from prospective teachers, teacher educators and training material writers can serve as adequate representative of the population to conduct the study.

1.6.4 Instruments and Procedures of Data Collection

1.6.4.1 Instruments

In this study, one main instrument of data collection, namely, questionnaire was employed. In addition, unstructured interview, unstructured observation and documentary analysis were also used to strengthen the data. Particularly, the questionnaire was used as main data collection instrument in this study because the number of respondents were large (347), which made appropriate and mandatory to use it. So the required and reliable information could be obtained from such a large number of respondents through the questionnaire.

Few prospective teachers, teacher educators and writers of curricular materials were also interviewed either individually or in small group to get additional information through open-ended questions. In addition, the researcher observed prospective teachers while they were attending the class, when they were in the library and pedagogical center. Documents were consulted only to get the personal data of respondents and grade reports of prospective teachers. On top of these, other policy documents and important sources pertinent to the topic were examined.

1.6.4.2 Procedures

The researcher adopted three steps in collecting the data for the study. First, relevant literatures were reviewed so as to get adequate information on the topic. Second, basic research questions were formulated, which helped to show the direction of the study. Third, data gathering tools were developed and the necessary questions had been set. For prospective teachers, the English version of the questionnaire was translated to Afan Oromo to make smooth communication and on the ground that this language is the medium of instruction in these teachers' colleges. Before fully using the tools, a pilot study was conducted. Then, the questionnaire was administered and gathered by the researcher. Lastly, the interview, observation and referring documents were also made.

1.6.5 Methods of Data Analysis

Based on the type of the instrument employed and the nature of questions set, the percentage was selected for analysis of the data. This percentage was used to explain both the personal characteristics of the respondents and the main data in the questionnaires. For the sake of convenience, the rating form was prepared with a three-point scale, namely, frequently, occasionally and not at all. Similarly, two types of checklist were prepared. The first involves yes, no and uncertain whereas the second includes agree, disagree and undecided. Also few Choices with three alternatives were used.

The values that have been given for each item were tallied in to one of the three scales. Then, frequency counts were changed into percentage to make the figure easily understandable.

Furthermore, the interviews, observation and documentary analysis were qualitatively analyzed to strengthen the finding.

1.7 Operational Definitions of Terms/Phrases

- **Approach:** is a perspective, an assumption, a way of thinking or a way of dealing with a nature of teaching and learning.
- **Curricular materials (training modules):** the main materials of training, which serve as both trainee's textbook and instructor's teaching material in the teachers' colleges.
- **Implementation:** is how teaching-learning activity put into practice in /out of a classroom by teacher educators and prospective teachers in the teachers' colleges.
- **Prospective teachers:** the would be teachers or student teachers who are attending the training in the teachers' colleges and expected to be assigned as teachers in the 2nd Cycle primary schools after the completion of the three years diploma teachers' training.
- **Teachers' College:** an institute/ college that gives a pre-service teachers' training of three years to qualify in diploma level.
- **Teacher educators:** instructors who teach/train the would be teachers/ trainees in the teachers' colleges.
- **Writers of curricular materials:** instructors in the teachers' colleges who have been assigned to prepare training materials/modules in their respective fields either individually or in-group.

1.8 Organization of the Study

The study comprises four chapters. The first chapter deals with the problem and its approach, consisting of background of the study, statement of the problem, significance of the study, delimitation, limitations, research methodology and procedures, definition of terms and organization of the study. Chapter two focuses on the review of the related literature, which lays the conceptual framework on the instructional technique in general and active learning approach in particular including the perception and reaction on active learning, the way teaching materials prepared and factors affecting active learning. The third part presents, analyses and discusses the data. In chapter four, brief summaries of the finding and conclusions were forwarded and finally possible recommendations were provided.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter focuses on review of related literature and research findings, which lays the conceptual frame work on the instructional approach in general and active learning methods in particular. It revises perceptions and reactions on active learning, the way active learning materials prepared and some factors that may influence the effective implementations of active learning.

2.1 Notion/Philosophy of Instructional Approaches

Every instructional approach has its own basic notion or philosophical epistemology. In this sense, notion or epistemology is simply a philosophical term used to describe the concept of knowledge or the theory of knowledge that guides the way we think, the system we design and our action. The term instructional approach is interchangeably used with terms like instructional method and instructional technique. Of course, these terms are confusing. To avoid this confusion, ICDR (1999:61) defines them in the following way.

Approach is a set of assumptions dealing with the nature of teaching and learning. **Method** is an overall plan for the systematic presentation of knowledge based up on a selected approach. Whereas, **technique** refers to specific activities manifested in the classroom that are consistent with the method and therefore in harmony with the approach. These three terms are thus related in hierarchical manner, with approach being the most general and technique the most specific. In reality, however, it doesn't matter what term is chosen to be used, rather, the fundamental point is the activities that the teacher/instructor does in the classroom grounded in approach, methodology or technique that reflect understanding of how children learn and how they can be best taught.

When we come to instructional notions, in the contemporary literatures, we find two general notions as the basis of knowledge in general or learning of the individual in

particular. These are positivist and constructivist epistemologists, which have been explained below (Leu, 1998).

A positivist epistemology assumes that knowledge exists separately from the learner. It explains knowledge as fixed and belonging to separate areas out there. According to this outlook, which believes that knowledge is outside there; the room for interpretation on the part of the individual or the learner is very little because knowledge is seen as being primarily fixed or stable. In this notion, the learner's task is to absorb or memorize facts or pieces of information usually taken from academic disciplines for the purpose of repeating them. There is less emphasis on linking facts and making a coherent and meaningful whole. Of course, positivism has played an important role in the development of science in that it has emphasized the use of objective evidences. But teaching is both science and an art, which also has to do with interpreting the various learning environments. It is in this respect that many educators have criticized the assumption of positivists, "the memorizing of facts and thoughts would be sufficient for successful learning". Because, if the teacher's task is to repeat or give prescribed pieces of information from the syllabus or textbook as efficiently as possible this usually means using pedagogy of rote learning or chalk and talk in stead of andragogy that involves two-way communication.

On the other hand, a constructivist epistemology assumes that knowledge is produced, constructed and made meaningful through interaction between the individual or the learner and the world around him/her. This interaction leads to interpretation, understanding, not just memorization. It believes that the world is not seen as being made up of fixed facts; rather it is viewed as unstable depending up on the interpretation of the observer or the learner. It is seen as being unified, coherent and interrelated rather than being made up of separate bits and pieces of information which is indicating its belonging to separate academic subject areas. Thus, one can easily infer that the constructivist perspective emphasizes on analysis and interpretation, the use of available facts in a creative, analytical or critical way rather than just observing them for the purpose of repetition or memorization. The learner's task is to interact with the world around him/her to understand, think, make linkage, interpret, draw conclusions and

communicate about what he/she is learning; not just to absorb or accurately repeat information. In the same way, the teacher's task is to use classroom methods that encourage the pupils to be as active as possible by analyzing and interpreting knowledge through the use of active learning, higher-order thinking skills, problem solving and communication based methods in their teaching.

In the real education system, children enter the formal school, either kindergarten or grade one, with ideas and understandings of their world, which are known as concepts. They learn these concepts from their daily life experiences. These preschool concepts are their educational foundations up on which children build further concepts and it is build up on when they enter school, which they continue to develop them throughout their lives. For instance, it is very likely that children have learned that fire is dangerous because it burns. They also know that they drink water, use it to wash. Thus, they know the usefulness of water. In short, students' daily experiences and the knowledge they acquired become the foundation for their school learning. And as students gain new knowledge and have new experiences in the classroom, they will continually be making links to what they already know. They naturally try to see how it fits into what they already know. It is this continual process of making or constructing meaning that is said to be constructivism (AED/BESO II, 2004: 2).

Other authors, Dary and Terry (1993: 88-89) elaborate the belief of both positivists and constructivists. These writers stress that according to positivists, knowledge is external to individuals and is viewed as not coherent body of ideas but it is proven and factual. Here, the major intent of teaching is to transfer this knowledge from the teacher to the student. Where as, according to constructivists knowledge is considered to be internal to the learner, and the particular linkages among ideas and learners from what is learned and from previous experiences construct theories. Accordingly, the intent of teaching is facilitating the learning environment for learners.

To sum up, a conceptual analysis of the various philosophical ideas underlying the use of instructional approaches is very vital to curriculum designers, textbook writers and classroom instructors because, directly or indirectly these perspectives influence the

theories or concepts of instructional material developers and the methods used by classroom instructors.

2.2 Classification of Instructional Approaches

Different scholars use different types of classifications when referring to instructional methods. Sometimes, these different classifications are confusing and it is hard to differentiate. According to ICDR, (1999: 68) the following are among the common classifications of teaching-learning approaches.

- Teacher-centered versus student-centered method.
- Direct instruction versus indirect instruction.
- Conventional versus non-conventional method or
- Traditional versus non-traditional method

Though these classifications of instructional methods use different terminologies, mostly they have a similar conceptual frame of reference in that the degree of students' participation in the instruction process is the common bases of all the above classifications. In this part of the review, only the first two types of classifications will be briefly discussed, for the last other two classifications would be virtually included in them.

2.2.1 Teacher-Centered Methods of Instruction

In the old models of instruction, often called teacher-centered, the teacher is the center of classroom activity. The teacher has been thought to hold most of the knowledge necessary for students to be successful. In this model, the teacher used the lecture method "chalk and talk" or other methods of teaching in which he/she is active and the students remain passive. Here, the teacher either writes notes on the board, which the students passively copy in their exercise books or the students memorize the information from their textbooks. When the teacher asks questions, the students were usually expected to recall or repeat information from the lecture or from the textbooks. This is thought to be the most effective method of teaching in order to get most of the information to the students (Borich, 1984).

The teacher-centered model includes three main teaching methods: lecture, demonstration and question and answer. Usually, it follows a logical sequence. The specific activities or instructional functions connected with such teaching can include a daily review, checking home work, presenting new contents or skills, providing students with a chance to practice and set feedback and evaluating student's performance. In other words, teacher-centered methods of instruction are not only straight lecture. A lesson could be begin with some review of the previous day's work including homework and revision when necessary. An overview of the new material is given, with the material so structured that it is taught in small steps at a rapid pace. A great deal of instruction takes place between students and teachers, much of it involving questions asked by the teacher. Guided practice and applications are included with corrections and revisions. At last, independent seatwork is assigned when students know their work and receive weekly and monthly reviews. Evaluation is done through classroom achievement tests (Kaplan, 1990).

In general, two specific assumptions are made in a teacher-centered instruction method. First, there is a common body of knowledge that all learners need to know and second, learners know about the same amount of material as they enter the learning situations. But practically, the first assumption can be easily met, while the second is rare. Thus, if teacher-centered instruction is to be effective, the instructor must be certain that the learner is ready for the information he/she is going to teach.

2.2.2 Direct Versus Indirect Methods of Instruction

Some educators classify teaching methods as direct and indirect instructional methods. One of these educators is Borich (1984), who characterized direct and indirect instructional methods as follows:

1. Direct Instructional Methods

The direct instructional methods are those methods used mainly by teachers to convey information directly to the learners. Here, the teacher mostly uses the lecture method. There are also some other methods that can be included in the direct instructional methods. Some of these are:

- Programmed instruction
- Computer-assisted instruction
- Peer and crosage tutoring
- Criticism
- Giving directions

2. Indirect Instructional Methods

The indirect instructional methods are, generally speaking, learner-centered. These methods include:

- The guided-discovery method
- The inquiry method
- The group discussion
- The use of advance organizers in the process of teaching
- Using students ideas
- Employing inductive and deductive methods
- The project method/activity-based method, etc.

It is generally claimed that the indirect instructional methods could promote the development of critical thinking unlike the direct instructional methods that are used for disseminating information. These classifications tend to be obsolete today in the light of new approaches towards teaching-learning process. Many countries including Ethiopia, try to promote the development of the new approach known as "active learning/teaching" methods, which is to be elaborated below.

2.2.3 Active, Learner-Centered Methods of Instruction

2.2.3.1 Definitions and Concepts

Many educators have noticed that teachers have not used the term active learning with any consistency because in relation to teaching methods or learning activities, it is some times used to refer to the "mental experience" of learning. But, Kyrincou (1998: 39) notices that in essence, active learning is "how pupils learn" which is as important as the "content of what they learn". It consists of any learning activities where pupils are given a marked degree of autonomy and control over the organization, conduct and direction of the activity. Most usually, activities in active learning involve problem solving and investigational work. It may be individualized or involve small group collaboration. Thus, basically, active learning is contrasted with expository teaching in which pupils are largely passive receivers of information, which is tightly under the teacher's control.

The constructivist perspectives of learning mainly initiate the need for active learning in the classroom. To them, active learning is a meaningful learning in which something of interest and value to the learner has been accomplished and understood. This implies that the teacher cannot do the learning for the pupil and that in order for understanding to occur the pupil has to be active in the learning process (Capel et al., 1995: 229). These authors further explain that active learning is deep and meaningful by contrast to passive learning which is shallow and devoid of understanding on the part of learners.

In the concepts of active learning, unless the activities that a learner does are seen to be individually important and are believed to possess purpose or those student's ideas, contributions and findings are valued, the learner will learn little of benefit. In other words, learning is active to the extent that the learner is an active partner throughout the activity, within the class and outside the classroom. In line with this, Silberman (1996: ix) states that when learning is active, students perform most of the activities or the works, use their brains, analyzing ideas, solving problems and applying in their daily life what they have learned. He further extended his explanation that active learning is interactive, supportive, fun, fast-paced and personally engaging every learner thus become effective when employed.

Another indigenous researcher, Temechegn Engida (2002) explains active, student-centered learning in this way. He states that whether or not a given activity is learner-centered depends largely on who is in charge; who decides what should be learned; who should learn it; what methods and resources should be used and how the success of the effort should be measured. To him, to the extent that the learner makes those decisions, the approach is generally considered as learner-centered method, for it promotes active involvement of the learners.

In general, in the active, learner-centered method, the learner has the responsibility for his/her learning, the content has relevance and meaning for the learner, the involvement and participation of the learner in learning is mandatory and the teacher acts as a facilitator than as a controller. In other words, in active learning, the teacher does not regard himself as a guardian of knowledge. His role is rather to facilitate the process of learning. In active learning, the students are not passive recipients of knowledge rather they are active learners. They not only receive information from lecturers and books, they also rearrange systematically, discuss, compare, analyse, draw conclusions and communicate.

2.2.3.2 Origin of Active Learning

The development of methods of teaching has been traced back to ancient Greece in various literatures. The most long-lived and widespread sets of teaching methods are those associated with the study of language and literature, Singh, 1989 (in ICDR, 1999: 62). Ancient educational methods emphasized memorization and analogical reasoning, a form of reasoning in which one thing is inferred to be similar to another thing in a certain respect, on the bases of the known similarity between the things in other respects.

The scientific approach to teaching methods began in the 16th century by the Czechoslovakian educator J.A. Comenius and developed further by such educators like Johan Heinrich, Pestalozzi, Jean Jacques Rousseau, Friedrich Herbart and John Dewey

later on. Also the Swiss Psychologist Jean Piaget conducted a number of researches on child development. His analysis has still influenced the theories and practice of learning.

In one way or another, these educators believe that young children learn best from concrete, activity-based experiences and active learning is vital in early childhood because of the fact that children's attention span is short and their ability to sit passively is limited. Therefore, the teachers should keep children active and moving about to attract and make them active participant in the class (Silberman, 1996:x).

2.2.3.3 The Importance of Active Learning

Chet et al., (1993) notice the role of active learning in solving the loss of attention and in responding to different learning styles of learners. According to them, the importance of active learning depends on two basic assumptions:

- 1) Learning is by nature an active endeavor, and
- 2) Different people learn in different ways.

On the basis of these assumptions, they extended their argument that first students learn best when applying subject matter, in other words, learning by doing; and second, that teachers who rely exclusively on any one instructional approach often fail to help significant numbers of students learn better. As a result, both teachers and students end up with dissatisfaction. Here, it shows that by increasing activities, learning strategies in our teaching we increase the odds that students will leave classrooms with more than a notebook full of facts. When we involve students in activities that lead them to discuss, question, clarify and write about course content, we not only foster better retention of subject matter but help expand students' thinking abilities as well.

Moreover, as Silberman (1994: 4-5) states, active learning clearly addresses the different learning styles of the students, which many educators have realized. Principles of learning styles reveal that some students are visual, they like carefully sequenced presentations of information. They prefer to write down what a teacher tells them and they are quiet in the classroom and seldom distracted by noise. But the auditory learners do not bother to look at what a teacher does or to take notes. They rely on their ability to hear and remember. Where as, kinesthetic learners learn mainly by direct involvement in activity. They tend to be impulsive, with little patience. They want to move about and

do. Of course, only few students are exclusively one style of learner; rather, they share more than one. Thus, different active learning methods create the best match for students with different learning styles.

Also, practically, in the teaching-learning process, a teacher who tries to teach concepts directly is fruitless. Because, a teacher who tries to do this way usually accomplishes nothing but empty verbalization, a parrot like repetition of words by the child simulating a knowledge of the corresponding concept but actually covering up a vacuum (Vygotsky, 1986 in Capel et al., 1995: 229).

In line with the above ideas, ICDR, (1999: 65-66) lists some basic points on why active learning is considered to be so important.

These are:

- Teaching is effective only when students are learning.
- Learning is effective only when it is meaningful to students.
- Learning is meaningful only when students can use it, connect it to their lives or actively participate in it.
- Memorizing facts and bits of knowledge alone is not effective learning.
- It is to damage young learners, when one tries to teach them only by giving facts. Because it is preventing meaningful learning
- Learning facts alone does not prepare students to understand their environment or function effectively in it; it does not prepare them to understand and participate in a complex world.
- Learning must prepare students to solve problems and to use information from their environment and other sources to make a better life for themselves, their families and their communities (Dewey, 1949).
- Students must be encouraged not only to learn facts but also to investigate, to understand the world around them, to analyze, draw conclusion and communicate; in other words, to think deeply.
- We must encourage students to use higher-order thinking skills (analyzing, comparing, drawing conclusions) and move away from the exclusive use of lower-order thinking skills, which is memorizing (Borich, 1984).

- We must encourage students to communicate effectively about what they are doing and what they are learning.
- When we give students facts and knowledge to memorize, we must encourage them to use it actively and critically and connect it to the world they know.

This handbook, further elaborates why active, learner-focused methods and activities are useful to promote effective learning in the following ways.

- We all remember much more when we are active and when we participate.
- We all become more enthusiastic learners when we are active.
- Active learning is particularly important for younger learners.
- The young learners learn best when they can connect what is being learned with their own life; this makes it meaningful.
- Activities help to make meaningful connections.
- Learning how to learn or thinking is more important than memorizing facts.
- Active learning leads to long last knowledge.
- Active learning encourages participation, analysis and critique, which are higher-order thinking skills.
- Active learning prepares students for participation in a democratic society.

Another educator, Kyrincou (1998: 39) mentions the following educational benefits of active learning activities.

- They are intellectually more stimulating and there by are more effective in eliciting and sustaining pupil motivation and interest in the activities.
- They are effective in fostering a number of important learning skills involved in the process of organizing the activities, such as when pupils organize their own work during individualized activities and interaction and communication skills during cooperative activities.
- They are likely to be enjoyed, offer opportunity for progress, are less threatening than teacher talk activities and there by foster more positive attitudes in pupils towards themselves as learners and towards the subject.

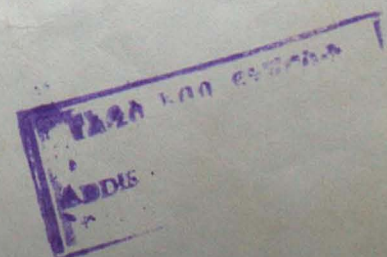
- Cooperative activities in particular enable pupils to obtain greater insight into the conduct of the learning activities through observing the performance of their peers, sharing and discussing procedures and strategies.

To sum up, the uses of active learning approach are many and diversified, but the basic contribution is that if students are actively involved in the learning, they will better able to understand new concepts and will learn more which is applicable, long lasting and meaningful in their lives.

2.2.3.4 Research Findings on Active Learning

Research findings consistently have shown that the traditional lecture, demonstration and question and answer methods, in which teachers talk and students listen dominate higher educational institutions namely colleges and universities and even widely practiced in the schools. These directions naturally do not encourage students to be actively participating in teaching-learning. But practically, all learning is inherently active and that students can learn to the extent that they are actively involved in it. In connection to the significance of active, participatory learning, Chickering et al., 1987, (in Bonwell and Eison, 2003) suggest that students must do more than just listen. They must read, write, discuss, or engaged in solving problems. In other words, to be actively involved in learning, students must engage in such higher-order thinking tasks as analysis, synthesis and evaluation. According to the context of this research, instructional strategies that are promoting active learning can initiate students to involve in activities, or doing things and critically thinking about what they are doing that reveals the real learning.

Cross (1996), delivers a keynote that addresses a challenging issue to develop an environment in which students become actively engaged in learning. Thus, after decades of research focused upon teaching and learning strategy, the effectiveness of active learning model has been clearly documented. However, in the institutions of higher learning there have been challenges to incorporate the new model of active learning into their classrooms. Thus, some have embraced this approach to instruction with enthusiasm while others seem more cautious in moving towards adoption.



Anyway, active learning occurs in an environment where the student is at the center and the instruction is student-centered. On the other hand, passive learning occurs in a setting where the teacher is the focus, as a result described as teacher-centered instruction.

Another researcher, Halperin (1994), comments on the domination of old instructional approach in most higher education institutions. He suggests that most activities, today in a majority of higher education continue to reflect an "old style" of instruction where students sit quietly; passively receiving words of wisdom being professed by the lone instructor standing in front of the class. He explains that certainly teacher-centered, passive learning seems richly to describe the minor orbs of the cosmos (students) revolving eternally about the earth (the teacher).

In the teacher-centered passive learning, the teacher becomes the manager of the classroom with the learning process heavily dependent upon the pronouncement and enforcement of rules. Here, note that little is required or expected from the students to the very end. The students are presumably expected to ride the assembly line quietly and dutifully accepting all data transmission in a similar manner as an automobile's skeletal frame moves towards the new car dealer's showroom. But practically, most cognitive psychologists and educators agree that instruction is effective when students are encouraged to become actively involved in their own learning. Besides, an allowance of time must be made for meaningful open interaction between students and teacher and groups of students that nurture the student's natural curiosity.

Other researcher, (Grinder, 1991, in Silberman, 1996: 5) stresses on different styles of learning. He points out that in every group of 30 students, an average of 22 are able to learn effectively as long as a teacher provides a blend of visual, auditory and kinesthetic activity through active learning technique. The remaining 8 students, however, prefer one of the modalities over the other two in that they struggle to understand the subject matter unless special care is taken to present it in their preferred mode. This implies that in order to meet these learners needs, teaching has to be multi-sensory and filled with variety, which is possible through active learning approach.

Moreover, the research finding of Sirak Demelash (2000) indicates that about 58% of class activities in the teachers' training institutes were inclined to teacher-centered while 42% were identified as learner-centered. Regarding factors hindering the implementation of active learning, the study of Fiseha Aberha (2001) reveals that among other elements, teachers' lack of adequate pre-service and in-service training as well as the way training materials prepared negatively affected the implementation of active learning in primary schools.

2.2.3.5 Active Learning in the Ethiopian Education Context

The curriculum reform initiated in 1994 in Ethiopia after the adoption of the New Education and Training Policy has led to extensive changes in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 1998: 1). This change has brought a major paradigm shift in our thinking about education and the meaning of knowledge and learning. In relation to instructional methods, the underlying ideas like active learning approach, student-centered method, problem solving, discovery learning, student sensitive learning, the use of higher-order thinking skills, etc. have been introduced through this reform.

To state more precisely, the major changes or paradigm shifts in the curriculum reform include the shift from the traditional passive learning to the new model of participatory, active learning. In other words, the shift is from positivist epistemology to constructivist epistemology, which involves a shift from learning through memorizing and repeating information to learning through discovery, analyzing, problem solving and evaluating to create understanding and new knowledge.

Similarly, in the teacher education system, there have been continual changes in the curriculum and teacher's profile since the new educational reform in the country. Particularly, at present, the teacher education program is guided by the TESO document (MOE, 2003). This document states that in the teacher education rote, passive learning has to be replaced with active, learner-focused education. It advocates a teacher education system that develops and inculcates higher-order thinking skills in graduates

and it emphasizes, as teachers are essentially agents for positive societal change. Thus, the paradigm shift in teacher education is expecting to exercise teaching which makes changes in ideas and directly in people's lives that takes the real world into the classroom and brings teachers out into the real world.

Also, this document strongly criticizes the previous teacher education system, as traditional where the subject content has been treated as a separate entity and the practice of teaching and instructional methods have been treated in a theoretical basis. As a result, according to the document, it has produced teachers who although well-grounded in their individual subject knowledge are not necessarily good at teaching in schools using active learning methods because, in the past, the trend was to emphasize the knowledge or contents, to the neglect of methods. And this negligence can no longer be justified, particularly owing to the demanding nature of problem-solving skills required by the New Education and Training Policy.

Thus, its intention is to prepare teachers who can confidently promote active learning and the development of problem-solving skills through a learner-centered approach, using a curriculum where content and methods are integrated. In this assumption, teachers must be able to use a range of teaching strategies including active, student-centered learning; interactive teaching and independent study and thus, be able to select strategies according to students' needs, topic under focus and subject content.

Also, the New Education and Training Policy of Ethiopia requires the development of the physical and mental potential and problem-solving capacity of individuals. It is expected to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environmental and societal needs (TGE, 1994:4): Thus, teacher educators in particular need to model classroom teaching skills and methods that reflect and go in line with the goals of the new Education and Training Policy. In real situation, however, there is an epistemological separation between theory and practice. Because, mostly, it seems teacher's performance in teaching skills is not adequate as the result of their inadequate training. Of course, teacher educators/trainers were less dogmatic about curricular modifications and active methods in the classroom, although their standing in the classroom indicated otherwise. Because teacher's

pedagogical positions are quite traditional; giving great emphasis to presentation of knowledge and pupils' abilities to think in abstract terms than concrete ways. Also it should be known that the narrow meaning of pedagogy, which stresses on the science or techniques of teaching has to be substantiated by a systematic procedures for advancing learners, to act in ways that empower learners than teachers (Smyth, 1987:2).

2.2.3.6 The Application of Active Learning

2.2.3.6.1 To Make Students Active in the Class

For effective instruction, in the beginning of any class, it is crucial to get students active from the start; otherwise, there is a risk of passivity. A new class opening activities are necessary to get students to become acquainted with, move about, engage their minds and hook their interest in the subject matter.

These experiences of getting students active at the out set of the class as Silberman (1996: 32) puts are considered as appetizers to the full meal; because they give students a taste of what is to follow. Nevertheless, usually, on the contrary, most teachers choose to begin a class or a course merely with a short introduction, which does not help to develop a learning environment that involves students, promotes their willingness to take part in active learning and creates positive classroom norms.

To accomplish the above objectives and to get students active from the start in the class, Silberman suggests three techniques, namely, team building, on-the –spot assessment and immediate learning involvement.

- 1. Team Building:** team building helps students to become acquainted with each other and create a spirit of cooperation and interdependence. This technique promotes an active learning environment by getting students to move physically, to share their opinions and feelings openly and to accomplish something in which they can take pride, being active from the start in the class by developing the team spirit.
- 2. On-the-Spot Assessment:** this technique helps to know about the attitudes, knowledge and experience of the students Prior to the new class. It is designed to help the teacher knows about his/her class while at the same time involving students

right at the beginning. It allows the teacher to assess specific activities about the students and helps to get an overall picture. It is especially useful when the teacher has not had the opportunity to learn about the characteristics of his/her students before starting date of the class. Further, it is also used to corroborate information that the teachers have gathered prior to the class.

- 3. Immediate Learning Involvement:** this technique is designed to plunge students immediately into the subject matter in order to build their interest, arouse their curiosity, and stimulate their thinking. Because, students can do nothing, if their brains are not ready. Thus, many teachers make the mistake of teaching too early, before students are engaged and mentally ready.

To sum up, to make practical the above three techniques of new class opening, the level of threat, appropriateness to student's norms and relevance to the subject matter need to be considered. Furthermore, any class new or regular should avoid hesitation and reservation from students and open to new ideas and activities. It is also important that the teacher should consider his/her audience and plan accordingly. Thus, a successful class opening set the stage for a successful instruction. However, an opening that seems threatening, silly or unrelated to the rest of the course can create an awkward atmosphere that is difficult to overcome and leads to ineffective learning.

2.2.3.6.2 Using Different Forms of Active Learning

In involving the students, active learning can take different forms. According to EMA (1999: 53), active learning takes three forms, namely, thinking, writing and doing.

- 1. Thinking:** through active learning, the learners may be stimulated to think by being required to do different activities. For example, asked to answer the questions, make mental notes, summarize, interpret facts, make connections between facts, transfer knowledge, relate knowledge and information to daily life, solve problems and make inferences.
- 2. Writing:** involving the learners in writing activities is perhaps the most frequently used method in active learning. In this task, when required to do a written activity, the learners do not have chance to be passive and dull; instead writing helps to consolidate learning and fix it in the learner's mind. It also tests comprehension.

Thus, there must be a variety of written work and that it must always have an instructional purpose in giving the learners an opportunity to work properly and apply them to their own situation and to the new one.

- 3. Doing:** the third major activity in the active learning is doing. Through doing, the instructor must try to improve the learners' skills in a practical way. The instructor may ask the prospective teachers to do different activities such as doing experiments, making arts and crafts, reading, interpreting and drawing maps, interpreting and constructing tables, charts, and graphs, carrying out a project, conducting a research, writing a report, undertaking educational visit, solve problems and apply their skills in real life. In relation to this, Heinich et al., (1996) discuss a number of activities that can be performed by learners using a variety of instructional media. Prospective teachers also must develop the knowledge and skills of employing instructional media in teaching.

In short, these three forms of active learning require every learner to actively involve in different activities in the classroom or out of the class so that avoid passivity and simple absorption of knowledge or facts.

2.2.3.6.3 Using the Major Active, Learner-Centered Methods

To be effective, teachers must use different active learning methods. Because, current thinking and practice in education highly advocates the need to actively involve the learners in different active learning techniques. To this end, there are a wide range of methods and techniques for active, learner-centered learning. The major methods were explained below.

- 1. Inquiry Learning:** the inquiry learning method places a great emphasis on the process of learning; where students learn by conducting an investigation. The experience itself is important than the results that are found. Inquiry experiences can take place in the classroom, in the library, or outside on a field trip. In inquiry learning, there must be a problem to solve, questions to ask and data to collect. The basic idea behind inquiry learning method is that all people have a natural instinct for curiosity when come across any problem or puzzling idea or event. Our mind

questions and demands more details. This natural curiosity is used to motivate learners and encourage love of learning. For any experience or activity to be considered inquiry, there must be a focus on some problem and one of the great strengths of inquiry is its emphasis on experience (Kaplan, 1990). On the other hand, inquiry learning does not work efficiently for learning lots of facts, it consumes time and requires more preparation and continuous monitoring of learning by the teacher.

- 2. Discovery Learning:** Psychologists like Bruner (1966), who were well known advocates of discovery learning, argued that education should emphasize the structure of a particular discipline and important cases rather than fact. Instead of just memorizing certain facts, to discover them for ourselves, will be interested because, the information will stay with every individual long lasting and most importantly. Thus, one will know how to learn more information, that is, he/she will learn how to learn.

The discovery method of teaching is a frequent description of mode of instruction that is contrasted with other forms of instruction like traditional expository, guided, didactic, teacher-centered, deductive or dogmatic. Discovery learning is the opposite of reception or being told or being passive. It is commonly equated with inductive learning when the subject proceeds from the specific to the general.

Bruner advocates that students should be taught the structures of academic principles or their major concepts, principles and methods of inquiry. Each field of study has its own way of thinking and of going about solving problems. He argues that lessons must be structured so that students can actively use their cognitive abilities to learn new material. It encourages using of inductive reasoning, which occurs after being given many examples, a student formulates an overall rule or principle, i.e. the student discovers the principle and the teacher provides guidance.

In short, according to Bruner, students should be taught key principles and concepts; while teachers must organize their teaching materials around central concepts and principles, connected in a meaningful manner. This implies that students should be allowed to discover principles inductively which leads to a particular way of teaching

concepts. In other words, the teacher does not answer all the questions for the students, rather students must be allowed to suggest ways to answer the questions or solve problems themselves.

3. Problem-Solving: the problem-solving approach is not a single strategy; rather it is a general strategy in which many different techniques are found. Problem solving is a process of producing or closing a perceived problem gap. When a solution is proposed, its effect on reducing the gap can be evaluated and adjustments made accordingly, which is known as means-end analysis. In the process of problem-solving activity, the most important thing is that pupils should generate more ideas about the stated problem for major stages of the process (Newell and Simon, 1972, in ICDR, 1999).

According to Clark and Starr (1986), the problem-solving approach has the following stages:

- The learner becomes aware of the problem
- The learner defines and delimits the problem
- The learner gathers evidence that may help to solve the problem
- The learner forms a hypothesis as the solution to the problem
- The learner tests the hypothesis and
- The learner solves the problem or restarts, if not solved.

To sum up, problem solving involves formulating new answer, going beyond the simple application of previously learned rules to create a solution. This method happens when routine or automatic responses do not fit the current situation. It is derived from the conviction that the learner is active and creative who has the ability and willing to seek knowledge and solve problems. Thus, a learner educated through problem-solving method will be able to fit into the ever-changing world.

4. Role-Play: role-play is all unrehearsed dramatization, which involves presenting a small spontaneous play that describes possible real-life situations. In role-play, the students rely on information in the classroom and real life (Melese Bedane, 1999). Players in role-play try to act out what they would do and how they would feel in a

certain situation. It is particularly useful for motivating and developing learners' feeling and attitudes. It helps to clarify attitudes and concepts, to deepen understanding of Social situations, to prepare for real situation and also to practice leadership. Role-play could also be seen as part of the simulation method (Heinich, et al., 1996).

- 5. Brainstorming:** brainstorming as explained by Melese Bedane (1999) is a technique in which everyone's response that applies to the topic is acceptable. The technique helps to generate diversified ideas bearing upon a particular problem or issue. After some period of time for brainstorming, reflection, prioritization, combination and improvement of ideas are sought. Usually, brainstorming is effective for sensitive and controversial issues that need to be explored, for encouraging students who are hesitant to enter a discussion, for gathering a lot of ideas and for developing group dynamics.
- 6. Field Trip:** it may include variety of methods like field visit, attachment and internship. This method involves moving the learners out of the classroom. It aims at promoting the experience of the learners and assisting them to acquire knowledge and skills directly from the real world. It requires selecting appropriate and relevant topic, meticulous planning and guidelines, arrangement and cooperation of host organization and sometimes-material input. Field trip has got paramount importance, in that its learning value is high as it relates to real situation. There is more opportunity to gain wide range of knowledge and skills. In this method, learning becomes more lasting as it is practice-oriented. Also it gives a chance to learners to apply and test in practice what has been learned in theory (Melese Bedane, 1999). However, educators like Aggarwal (1996) points out that field trip could also be very expensive to use as instructional method.
- 7. Panel Discussion:** Panel discussion is one of participatory methods of instruction. In panel discussion or debate, there are generally two sides, each with opposing views (Walklin, 1989:95). Usually, a question or proposition is put forward and each side takes it in turn to speak for or against the assumption. The participants (learners) are

mainly concerned with destroying one another's arguments or putting forward opposing interpretations of evidence under review during the debate. The debate is formally organized by the proposer of the issue, it could be the teacher or the students, even the outsider.

As method of instruction, it helps to welcome different and opposing views on a topic. It encourages learners to express their views and other learners point of view, because it brings different ideas or knowledge about a topic and helps to consolidate learners' understanding and critical thinking (SAIDE, 1998: 47-48). In a debate, if possible, voluntary selection of panelists is important and effective.

- 8. Group Work:** group work is a part of collaborative strategies of teaching/learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in-group. It can take many forms involving pairs of students working together, up to ten learners work together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (Kyrincou, 1998:39).

It could be organized inside the classroom, in the school compound or outside of the school compound. This method can be done in a number of ways from simple group activities that can take few minutes to more complex activities, which take the whole period and possibly continue over a week or more. Moreover, group work suits almost all types of subject areas across the curriculum and fits into all kinds of learners in order that they acquire and develop desired knowledge, skills and attitudes (Melese Bedane, 1999).

- 9. Discussion:** one of the important learner-centered activities is discussion in the classroom. Discussion can be organized by groups or for the whole class. There are three kinds of discussions: prescribed, guided and open. Prescribed discussion is characterized by predetermination of ideas concerning the content and outcome of the discussion by the teacher. There could be the intervention of the teacher where appropriate to steer the discussion along the line he/she wishes. At last, the teacher summarizes the results of the discussion, emphasizing to the direction, which he/she

wishes to reach. In the guided discussion, the teacher gives key points or raise question to the group to be discussed, no intervention during discussion except to point the discussion procedure. The teacher encourages selected students/trainees to summarize the ideas and freely comments on the results of the discussion. In the open discussions, the teacher even sets or negotiates the title for the discussion, he/she states his/her viewpoint with respect to the point raised and encourages the students to evaluate their discussion (ICDR, 1999:92-93). Generally, discussion is the most widely used technique of instruction, especially as active learning method.

- 10. Peer Teaching:** peer teaching is a participatory, active and democratic strategy integrated into the student's own experience that results in deep learning. Peer teaching involves occasional use of students in the class who have experiences because of their good background in particular area. Peer teaching is also appropriate method of teaching to apply methodology in training program. The merit of peer teaching is that each group or member benefits from each other's activities, sharing the experience. Peer teaching can solve the problem of large class size and it may release instructor's time for personal research or for producing resource-based learning materials (Bennet et al., 1996:38).

- 11. Project work:** project work can bring into the classroom aspect and dimensions of life that the textbooks or other instructional materials do not. A project can emanate from the classrooms or at home depending on the role that the teacher plays in the origin of a project. In other words, whatever be the original conception of the material that goes into the project belongs to sources outside the classroom. In project method, tasks or topics are selected, worked, organized, and presented to the class. Thus, projects do the function of bringing into the classroom aspects and dimensions of experiences (Dewey, 1949) that are not ordinarily available to the classroom. The teacher may employ project method to directly enhance classroom teaching, when he/she chooses areas that are part of his/her work in the class (Mukalel, 1998: 77).

Similarly, Walklin (1987: 235) notices that a project work may be set either as an individual task or as a small group undertaking. It is designed as learning process in which group members are faced with new concepts and unfamiliar activities or as a device for integrating of several previously mastered individual skills.

2.3 Knowledge and Attitudes on Active Learning

For effective implementation of any new perspective, including active learning model, positive attitude on the issues and sound knowledge and skills in the area are very important. Particularly, the underlying ideas, concepts, merits and demerits of the new approach should be clearly understood by teachers, students, principals, parents, decision-makers and the community at large. In this review, the researcher only stresses on teachers and students.

2.3.1 Teacher's Knowledge and Attitudes

It is critical that teachers/instructors have a thorough understanding of the nature and characteristics of the appropriate teaching-learning methods to be used in conjunction with curricular materials. Because, although to a certain extent some decisions may be determined for teachers/instructors by official syllabi, student's textbooks or teacher's guide, it is the teacher/instructor who is the ultimate implementer of the curricular materials (ICDR, 1999:60). But, unfortunately, knowingly or unknowingly, some teachers discourage active, student-centered learning with the ground that it brings an extra demand in the planning and preparation of lessons. Some teachers feel as it is bounded by over-crowded subject matter and thus pressurized by the limited time they have to teach. The belief persists that active learning takes too much time and thus covering the portion is difficult or impossible. Even, they come to the conclusion that active learning may be nice in theory but unrealistic in practice. These all show that there have been no enough and concrete perception about how to install active learning in classroom, which may lead to negative reactions (Capel et al., 1995:229 –230).

These misconceptions show that teachers have not understood as active learning enables them to spend more time with groups and individuals to give access to special needs of students and contribute to better and quality learning.

There may be many factors that contribute to low perception and negative attitudes of teachers on application of active learning in the classroom, but few of them are the following.

1. Inadequate Teachers' Training: Temechegn Engida (2002:40), explains that there is a strong need for training teachers in how to apply the active, learner-centered method in classrooms. He has stressed that even the theoretical background of learner-centered method is not yet clear to most Ethiopian teachers. It is suggested that many of practicing teachers seem not to be able to meet the classroom requirements. They are either de-motivated or incompetent. Thus, if classroom learning is to be effective, teacher educators must be well trained and should be ready to assume the responsibility of teaching. They require adequate knowledge in the subject areas they teach and the necessary training in methodology (Hailom, 1998: 401).

Furthermore, supporting the above idea, Altam 1998, (in Hailom, 1998: 401) states that successful teaching is any activity, which facilitates learning while unsuccessful teaching is an activity, which fails to facilitate learning either by failing to effect learning or by affecting it negatively.

The other problem according to Altam is that, teaching is perceived by many teachers as a transmission process where the teacher transmits knowledge to students and the students receive knowledge based on specified official syllabus. This notion implies that the effective teacher is the one who follows the syllabus and covers the portion as determined by designers of the syllabus. Here, the basic misunderstanding is that it has wrongly been considered that the duty of teachers is teaching and the duty of students is learning which led to emphasis on content (knowledge) at the expense of procedural/process that results in meaningful learning.

To sum up, if teachers are to be effective in their practices, the pre-service teachers' training must be underpinned through the principles of learning which gives emphasis on students activities than teacher's competency. These all lead as to the conclusion that a well-oriented teacher education system produces a well-trained teacher educator who creates a productive and conducive learning environment. In such climate, the students feel positive about themselves, their peers, and the classroom as a group. Students persist with academic tasks and work in cooperative ways with teachers and other students. They will acquire the necessary group and interpersonal interaction skills to accomplish the academic and group demands of the class. Therefore, to provide the students /trainees the best education, first, there must be the provision of best education and training to those who train them.

2. Teachers' Fear of Loosing their Authority/Control: Many teachers, including teacher educators feel that the students are allowed too much freedom and power in the new model of active, learner-centered classroom with the subsequent undermining of teacher's authority (Plass, 1998:316). This discloses that before it becomes an accepted way of thinking, active, student-centered approach is certainly difficult and frustrating. This hinders teachers not to prepare them, to ask their students open-ended questions, help their students to articulate, define, modify their opinions or feel confident about their knowledge and experience.

But in real concept of active learning, when the teacher encourages active, participatory learning or when he/she encourages the students to argue or raise questions in the classroom, the students are being initiated not to challenge the teacher or teacher's authority, rather they get the opportunity to argue on a series of principles and practices in order to make an informed judgment of their own. Thus, teacher should avoid feelings of inadequacy and fear of losing status or power.

3. Teachers' Resistance to Change: most often, resistance to change is natural, but in the application of active learning, perhaps, it is the greatest challenge. These resistances may come from all corners; from the external pressure, from the internal psychological drives of teachers and teachers' perceptions about "who does what" in the classroom (Plass, 1998:316).

What widely observed is the old traditional ways of teaching, in which they were taught. In other words, the previous teachers whom they admired or hated had a strong effect on them at present to resist change towards the new model of active learning. These previous teacher's school experiences can greatly influence his/her beliefs about teaching and learning either negatively or positively.

Therefore, Practically, to implement the new instructional approach, it requires a commitment to change. To make these effective, educators at all levels must be allowed to form their opinions of the benefits and limitations of active learning methods. Teachers need a short term training, a forum, workshops, model projects, videos, etc. as a means by which they can focus on the issues concerning quality learning that could be achieved partly through use of appropriate instructional methods. In such occasions, teachers need to be able to debate, discuss, investigate, and above all learn to articulate their beliefs. Also, orientation should be given to the large community because different groups particularly students and parents have certain old traditional belief about what teaching consists of, what makes a good teacher, about how students learn effectively, about the process of teaching-learning in general, which are the main sources of resistance to change (Plass, 1998). Thus, to practice active learning in the classroom; the teacher should remove the idea of considering students as a blank page, an empty vessel and an anonymous entity. Rather, the teacher should consider his/her students as active and creative being full of imagination and creativity.

2.3.2. Students' Knowledge and Attitude

The new instructional model, active learning, intends to produce active and motivated learners who can cope with the demands of the modern world. Active learning methods encourage student's autonomous learning and problem-solving skills. It provides pupils with greater personal satisfaction, more interaction with peers, promotion of shared activity and teamwork, greater opportunities to work with a range of pupils, and for all members of the class, to contribute and respond (Capel et al., 1995: 230).

Similarly, other authors (Dary and Terry, 1993:88) have stressed the importance of students' past experience, which is a transformative rather than passive accumulation of knowledge. They notice that unless learners consider the implications of the ideas for them in their own lives and decide to act, know and believe in new ways; they are likely to adopt a passive acquiescence to the teachers' knowledge structure. And ultimately, this passive students' learning has not made a difference because it has not been transformative and at best resulted in some accretion of knowledge. Thus, it is possible to suggest that active learning approach seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century.

On the contrary, in spite of all contributions of active learning methods discussed above, the students may not have appropriate perception and have developed negative attitudes from various reasons. For example, students may look shy and uncooperative at the beginning of student-centered classroom activities. Because, students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what have learned for the purpose of examination. This discloses that they do not try and have no access to use their prior experience. They do not challenge their old assumptions and creating new meaning or perspectives that are more inclusive, integrative and open to alternative views, which can emancipate them from strong belief on stimulus-response mechanisms (Dary and Terry, 1993:93).

2.4 Curricular Materials in Active Learning

Most textbooks and manuals do not incorporate active learning. They only use one-way instruction. In one-way communication, the learner reads what has been written but in no way responds to the material. An effective instruction design, however, consists of a two-way process. That is, to say there is interaction between the writer's text and the learner. The learner is therefore, actively involved in the learning process (EMA, 1999:50).

2.4.1 Comparison of Active and Passive Learning Materials

Table 1: Comparison of Active Learning and Passive Learning Materials

No	Active Learning Materials	Passive Learning Materials
1	Two-way communication	One-way communication
2	Learner is actively involved	Learner is passively read
3	Learner is aware of structure	The structure is hidden
4	Learner is guided	Learner is self – directed
5	Dialogue is emphasized	Lecture is emphasized
6	Friendly and encouraging relationship	Impersonal relationship
7	Learner applies new knowledge and skills	Little application of new knowledge and skills
8	Activities and exercises throughout the text	No activities or only few activities at the end of the chapter
9	Content is divided into small chunks	Content is organized in chapter or large blocks
10	Assignment for marking	No assignments, or very limited
11	Feedback is provided on learners progress	No feedback

Source: EMA (1999:50)

2.4.2 The Need for Active Learning Materials

There are a number of reasons for using active learning curricular materials as noticed in the manual. First, learners should not be forced to learn, thus the developer of the curriculum or the writer of the text needs to make every effort to make learning likely. In other words, for effective learning, the learner should be encouraged and motivated. Consequently, the writer of the curricular materials has the responsibility of making the text interesting and lively. Moreover, active learning is best done a little at a time. This shows that the writer of the material must take this into consideration when developing the materials. In other words, activities, questions and exercises that have been incorporated in the text should ensure the learning that proceeds in small steps. Also, to ensure the understanding of student's, exercises, self-tests and assignment are essential components to be included (Mukalel, 1998:118-119).

Generally, active learning material helps the learners learn effectively. It enables the curriculum developer and the learner build up a dialogue, it motivates learners

continuously and encourages them through successful completion of their work. It checks the learner's progress and enable them to pause and make mental notes of important information.

2.4.3 Principles in Writing Active Learning Materials

EMA (1999:51-53), lists five major principles in writing active learning materials.

These are:

- 1. Stating objectives:** the learner must be able to perceive the writers intentions. The best way for the writer to convey his/her intentions are to include clear, well-stated objectives at the beginning of each unit.
- 2. To use advance organizers:** advance organizers are explicit statements of the writer's intentions, which indicate to the learner what is coming next. It is a method by which curriculum developer can encourage his/her learners to take an active part in their learning. It is an initial statement about a topic to be learned that provides structure to the new information and relates it to information that students already had (Mccartney, 1994: 103).
- 3. Building interactive learning into the unit:** in active learning method, the learner must actively be involved into learning process. In order to do this, writers must write in such a way that they are continuously talking to the learner in a friendly and encouraging dialogue. This dialogue includes guideline on what to do and how to do it, encouragement to the learners so that they do not give up studying, reinforcement and praise.
- 4. Using bridges and links:** bridges and links carry the learners from one topic to the next and help them to relate what they are studying to what they have learned previously, and what they will learn next.
- 5. Recapitulation:** at the end, the writers should revise what they have been teaching. This should be done after every main section of the text, in the form of summary since it is helpful in reminding what have been learned.

In general, presently, it seems there is lack of appropriate and relevant activities in the curricular materials in the different levels. But, at least, theoretically, in active learning model, the curriculum developers' task is to design the curriculum in such a way that it

provides opportunities for the learners involved in various activities. Curriculum developers do not just give information in curricular materials but also they must design activities to ground them. When they give facts and information directly, they should ask the learner to do something active with it. The students are expected to describe, analyzes, evaluate and communicate it in their world in a holistic manner.

Curricular materials in this approach of active learning must look under-crowded, particularly when compared to materials based on traditional method. Textbooks on active learning approach usually have fewer pages of facts and information and they contain instructions and guidelines in order that the learners discover facts and information on their own. They may look shorter and less in providing information but it is important to remember that some active learning methods like inquiry and discovery activities consume time (Melese Bedane, 1999:5-6).

2.4.4 Continuous Assessment and Active Learning

Continuous assessment is a type of assessment in which an individual learner is assessed throughout course of instruction (Taneja, 1996:59). Continuous assessment is used to get information about students' achievement. Its effective use helps for further improvement of teaching and learning. Thus, it has to be considered as part of every lesson to ensure that instruction is planned, meaningful and relevant to the learner's real life situations (OEB, 2000). As much as possible, it should happen in the course of the students' regular engagement in activities rather than being sporadic and unnatural. It is expected to be interesting, engaging and motivating learners for further reading. It must evaluate a process and product and includes the three domains of education, namely, cognitive, affective and psychomotor.

In line with continuous assessment, marking or grading is an important issue. Grading is a method where by grades are determined. It is a process of using a system of figures or symbols for reporting various aspects of pupils' progress (Taneja, 1996: 122). The marking can be either subjective or objective. Usually, whether or not the mark given corresponds with the pupil's efforts and abilities is debatable because the covert behavior of pupils cannot be easily assessed perfectly and fairly by the techniques

teachers use. As a result, there is difficulty in evaluating educational achievements for there are differences among educators or teachers in evaluating and reporting student's progress, which leads to judging on students. Many of these judgments are difficult and unpleasant experience to make; for instance, giving low grades to students who have not succeeded in the assessment (OEB, 2000: 25-27).

2.5 Factors Affecting Active Learning

It is common that like any educational issue in the teaching-learning process, active learning too may come across constraints during its implementation in the real classroom conditions. Some of them include: classroom, shortage of instructional materials and the impact of time.

2.5.1 Classroom

Silberman (1996: 9), points out that the physical environment in a classroom can make or break active learning. Of course, no one set up or class arrangement is ideal; rather there are many options. The interior decorating of active learning is fun and challenging, especially when the furniture is less than ideal. In some cases, furniture can be easily rearranged to create different setups. If the furniture is movable, it could be possible to use different layouts for active learning even in the most traditional classroom environments.

The same author has suggested ten different types of classroom layouts, which facilitate active learning approach. These layouts include: U shape, team style, conference table, circle, group-on-group, work station, breakout groupings, chevron arrangement, traditional classroom, and auditorium.

Similarly, as Amare Asgedom (1998:294) explains, over-crowdness of classroom is one of the two highly observed critical problems of education in Ethiopia context. This problem has hindered student follow up, student participation, teacher-student communication and feedback in the classroom.

2.5.2 Shortage of Instructional Materials

As explained by Mukalel (1998:137), instructional materials are all those materials that the teacher brings in to the classroom from time to time to facilitate his/her teaching and to make the work more creative and effective. The same author classifies instructional materials that help the teacher and students as resourceful devices in the teaching and learning practices into three categories: 1) visual aids; 2) audio aids; and 3) audio-visual aids.

He further noticed that instructional materials help the teacher add a new and concrete dimension to classroom teaching. Because, teachers and students dependence on the materials in the textbook and supplementary books can easily lead to stereotyped mode of teaching. Thus, introducing teaching aids to the classroom helps to add a new dimension to teaching.

Instructional materials may be commercially available or need to be prepared by the students and teachers. Thus, to make learning more concrete and enhance learner's participation, a conscientious teacher educator has to develop a conviction with regard to the usefulness of instructional aids of a feasible kind.

On the other hand, most teachers shrink away from the use of teaching aids chiefly because teaching aids have unique problems of their own such as 1) the preparation of aids or their procurement including their cost; 2) preserving these aids including cumbersome maintenance; 3) procuring these for specific classroom purposes. In practical situation, the above factors tend to cause inconvenient feelings, especially when one thinks of their cost and the facility for preservation. But for the creative and resourceful teacher, these pose no problems because; the present day concept of low cost instructional aids has come as a boon to the teachers to meet such problems. Therefore, teachers or students should try to prepare low cost instructional aids on their own initiative with considerably less cost than any institution can afford (Ibid).

In broader terms, the problems of instructional materials may involve a shortage of textbooks, teacher's guide, pedagogical centers, libraries, reference books, laboratories,

audiovisuals etc. The presence or absence of these materials may facilitate or hinder the implementations of active learning in the classroom.

2.5.3. The Impact of Time on Active Learning.

The distribution and use of School time is important in the implementation of active learning. According to McCartney (1994: 159), time in learning is classified in to two, namely, allocated time and engaged time. Here, allocated time refers to the time during which students have the opportunity to learn. Whereas, engaged time is the part of allocated time when Students are actually exhibiting on-task behavior. In the classroom instruction, there are five ways in that allocated time can be maximized. They include 1) avoiding lost time; 2) avoiding late starts and early finishes; 3) avoiding interruption; 4) handling routine procedures smoothly and quickly and; 5) minimizing time spent on discipline.

He further suggested six strategies for increasing students' time on task. They include: 1) teaching through engaging lessons; 2) maintaining momentum; 3) maintaining smoothness of instruction; 4) managing transitions; 5) maintaining group focus during lessons and; 6) maintaining group focuses during seatwork.

In short, to minimize the impact of time shortage in the practice of active learning, the allotted time need to be used as effectively as possible. This could be achieved through avoiding interruptions and wastage of time and minimizing time spent on discussing the unnecessary or cough and sneeze issues.

CHAPTER THREE

3. PRESENTATIONS AND ANALYSIS OF DATA

The third chapter, presentation and analysis of data, has three parts. The first part presents the characteristics of the respondents while the second part analyses the main data gathered. The third part discusses the major results of the study.

3.1 The Characteristics of Respondents

The major categories of respondents involved in this study were three, namely, prospective teachers, teacher educators and writers of curricular materials in the teachers' training colleges. The researcher believes that the respondents are direct stakeholders and as a result they were considered to be relevant as main source of information for the study.

At the beginning, the questionnaires were administered to 362 respondents and 347 copies of completely filled questionnaires were returned. Of these, 315 copies of the questionnaire were administered to prospective teachers and 300 copies were properly filled and returned. Similarly, 35 copies were administered to teacher educators, where all returned. Again, 12 questionnaires were distributed to writers of curricular materials and all returned. In other words, totally 347 (95.9%) copies of the questionnaire were returned. Of these returned copies, 300 (95.2%) were from prospective teachers, 35 (100%) from teacher educators and the remaining 12(100 %) copies from writers of curricular materials. Thus, the returned copies of questionnaires were found to be sufficient to draw inferences for the study.

When come to the three teachers colleges, among prospective teachers, 100(33.3%) were from Adama College, 104(34.7%) from Jima College and the remaining 96 (32%) respondents were from Robe Teachers' College. Similarly, among 35 teacher educators, 12 (34.2%) respondents were from Adama, 12(34.2%) from Jima and 11 (31.4%) respondents from Robe. Again, among 12 writers of curricular materials, 4 (33.3%) respondents were from Adama, 5 (41.6%) from Jima and 3 (25%) respondents from

Robe Teachers' college. The major characteristics of respondents that have relevance to the study were presented in the following 3 tables.

Table 2: Prospective Teachers

N o.	Items	Responses	
		in no.	in %
1	Sex:		
	a) Male	128	42.7
	b) Female	172	57.3
2	Age:		
	a) 18 – 20 years	251	83.7
	b) 21 - 25 years	40	13.3
	c) 26 - 30 years	9	3
	d) 31 years and above	-	-

According to Table 2, among prospective teachers, 128(42.7%) were males while the remaining 172(57.3 %) of them were females. This discloses that the participation of females in teachers' training colleges is exceeding males, which have created a conducive atmosphere for females to engage in-group activities either with females or males.

With respect to the age of prospective teachers, the majority, 251(83.7%) fall in the age category of 18-20. The remaining 40(13.3%) and 9(3 %) were between the age groups of 21-25 and 26-33 years respectively. This shows that the majority of prospective teachers were in the youth age group and they can give dependable data.

Table 3: Teacher Educators

No.	Items	Responses	
		in no.	in %
1	Sex:		
	a) Male	34	97.1
	b) Female	1	2.9
2	Age:		
	a) 18 - 25 years	10	28.6
	b) 26 - 33 years	13	37.2
	c) 34 - 40 years	6	17.1
	d) 41 years and above	6	17.1
3	Qualification:		
	a) Diploma	-	-
	b) Degree	28	80
	c) Masters	7	20
	d) Any other	-	-
4	Field of Study:		
	a) Geography	13	37.1
	b) History	10	28.6
	c) Civic Education	-	-
	d) Any other	12	34.3
5	Teaching Experience out side TTI/TTC		
	a) 2 years and below	12	34.3
	b) 3 - 6 years	9	25.7
	c) 7 - 10 years	9	25.7
	d) 11 - 15 years	2	5.7
	e) 16 years and above	3	8.6
6	Teaching experience in TTI/TTC		
	a) 2 years and below	18	51.4
	b) 3 - 6 years	12	34.3
	c) 7 - 10 years	2	5.7
	d) 11 - 15 years	3	8.6
	e) 16 years and above	-	-
7	Teaching load per week		
	a) 10 and below	2	5.7
	b) 11 - 15	17	48.6
	c) 16 - 20	16	45.7
	d) 21 years and above	-	-

Regarding the sex of teacher educators, Table 3 shows that the majority of them, 34(97.1 %) were males and only the remaining insignificant number, 1(2.9%) were females. This reveals that the participation of females as teacher educators in the selected teachers' training colleges were very low. Therefore, there are no female teacher educators who serve as role models for female prospective teachers so as to make them participate actively in the class.

With respect to their age, the majority of them, 13(37.2 %) fall in the age category of 26-33. Also 6(17.1 %) and 6(17.1%) were between the age groups of 34-40 and 41 and above respectively. The remaining 10(28.6%) fall in the age category of 18-25. This shows that the majority of teacher educators were found in the adult age group with long years of life experiences that lay the foundation for active learning.

With respect to their educational background or qualification, 28(80 %) and 7(20 %) of them had degree and master respectively. This depicts that the majority of teacher educators have no masters on the one hand and there are no instructors with qualification below degree, which is a favorable condition.

Concerning to their field of study, 13(37.1%) and 10(28.6%) were graduated in Geography and History respectively, which is appropriate to these courses. Where as, the other 12(34.3%) of teacher educators teaching Civic Education courses did not graduate in the field of education. Rather, they graduated in other relevant fields like Political Science and International Relation, Sociology, Social Anthropology, Geography, History, etc. This indicates that instructors of Civic Education Courses in the Teachers' colleges of Oromia Region had no the necessary knowledge and skill in the instructional methods in general and methods of teaching Civic Education courses in particular, which greatly affects the implementation of active learning.

As to the experience of teacher educators in teaching profession outside TTI /TTC, more than half; 21(60%) fall below six years. The other 9(25.7%) fall in the service year category of 7-10. The remaining 2(5.7%) were in the service year category of 11-15. The last 3(8.6%), have 16 and above years which is a better experience. This reveals that the majority of teacher educators have served for many years outside TTI/TTC, i.e. in the schools, in comparison to their service in the TTI/TTC.

When we come to their teaching service in TTI/TTC, 18(51.4%) were with below 2 years of service. Besides, 12(34.3%) were between 3-6 service years. The other 2(5.7%) were in the service year category of 7-10 while 3(8.6%) in the service year category of 11-15. This evidence reveals that most instructors recently teaching in their respective teachers'

colleges of the region have no adequate experience as teacher educators in comparison to their services out side TTI/TTC.

As to their teaching load, 2(5.7%) of the teacher educators have periods below 10 per week and 17(48.6%) of them were between 11- 15. Besides, 16(45.7%) of them were found to teach 16 - 20 teaching load per week. Here, it was observed that the majority of teacher educators have the teaching load ranging from 11-20 per week, which can overburden them to facilitate active learning in their respective colleges.

Table 4: Writers of Curricular Materials

NO.	Items	Responses	
		in no.	in %
1	Sex:		
	a) Male	12	100
	b) Female	-	-
2	Age:		
	a) 18 - 25 years	1	8.3
	b) 26 - 33 years	7	58.3
	c) 34 - 40 years	2	16.7
	d) 41 years and above	2	16.7
3	Qualification:		
	a) Diploma	-	-
	b) Degree	7	58.3
	c) Masters	5	41.7
	d) Any other	-	-
4	Field of Study:		
	a) Geography	4	33.3
	b) History	3	25
	c) Civic Education	-	-
	d) Any other	5	41.7
5	Teaching Experience (inside & out side TTI & TTC)		
	a) 3 years and below	-	-
	b) 4 - 10 years	5	41.7
	c) 11 - 15 years	3	25
	d) 16 years and above	4	33.3
6	Experience in Module Writing		
	a) 1 years and below	-	-
	b) 2 - 3 years	9	75
	c) 4 - 5 years	2	16.7
	d) 6 years and above	1	8.3

As Table 4 indicates, 12(100%) of module writers were males, which again uncovered the absence of females who wrote training module in the stream of Social studies, which may lead to gender-biased curriculum.

As far as their age is concerned, the majority of them, 7 (58.3 %) fall in the age category of 26-33. The other 2(16.7%) and 2(16.7%) were grouped in the age category of 34-40 and 41 and above respectively. Also, 1(8.3%) of them was grouped under the age category of 18-25. From this, it is possible to deduce that relatively many module writers are adults.

With regard to educational status, 7(58.3%) of them had degree. The remaining 5(41.7%) had masters. This shows that relatively large number of module writers had degree, which is a minimum requirement in the college level, and also those with masters are not undermined because they covered a considerable number.

Similar to teacher educators, many module writers were assigned to prepare the material in their field of study, 4(33.3%) in the field of Geography and 3(25%) in the field of History; while writers of Civic Education courses, 5(41.7%) were from other related fields than Civic Education, which may contribute to the inadequacy of curricular materials in the courses of Civic Education.

As to total years of teaching experience, 5(41.7%) and 4(33.3%) of curricular material writers fall in the service year category of 4-10 and 16 and above respectively. The rest, 3(25%) were grouped under 11-15 years. Thus, module writers have relatively long years of experience in comparison to instructors in these colleges.

With respect to their experience in curricular material writing, the majority of them 9(75%) had experience ranging from 2-3 years and the other 2(16.7%) of them have served for more than 4 years, both in the college and outside. The remaining 1(8.3%) had an experience of 6 and above years. This shows that most of module writers had no adequate experience in module writing, which may lead to the production of low quality training materials.

3.2 Analysis of the Data

Under the analysis of data, five main themes were analyzed in line with the five basic research questions formulated in the introductory section.

3.2.1 The Practice of Active Learning

Table 5: Prospective Teachers

No	Items	Responses	
		in no.	in %
1	Teacher educators give more emphasis to		
	a) theoretical knowledge	160	53.4
	b) practical skill	100	33.3
	c) theoretical knowledge and practical skill	40	13.3
2	The method of instruction widely employed in the teachers' college is		
	a) active learning, where prospective teachers' active participation (either in group or individual) is observed more than teacher educators' explanation	21	7
	b) active teaching, where teacher educator's explanation is more emphasized than prospective teachers' active participation	267	89
	c) a and b	12	4

As indicated in Table 5, 160(53.4%) of the respondents replied that their instructors give more emphasis to theoretical knowledge than practical skill. Where as, 100(33.3%) of them suggested that the emphasis of teacher educators is on practical skills; and the remaining 40(13.3%) expressed that they observed the practice of both theoretical knowledge and practical skills.

Regarding the method of instruction widely used, only 21(7%) of the respondents replied that active learning is employed at the colleges, where as the majority, 267(89%) of them asserted that their instructors were using active teaching. On the other hand, 12(4%) of the respondents replied that their instructors have been using both active learning and active teaching; when necessary.



Table 6: Teacher Educators

No.	Items	Responses	
		in no.	in %
1	The extent of practising participatory, active learning approach in the teachers' college by both prospective teachers and teacher educators is		
	a) high	2	5.7
	b) moderate	9	25.7
2	To what extent the common instructional methods used in Social studies like field trip, project work, panel discussion, role-play, etc. have been practiced in the teachers' college?		
	a) high	-	-
	b) moderate	13	37.1
3	How often lecture or explanation method is used?		
	a) frequently	26	74.3
	b) occasionally	9	25.7
4	How often demonstration method is used?		
	a) frequently	14	40
	b) occasionally	17	48.6
5	How often question – answer method is used?		
	a) frequently	33	94.3
	b) occasionally	2	5.7
6	How often brainstorming method is used?		
	a) frequently	-	-
	b) occasionally	25	71.4
7	How often discussion method is used?		
	a) frequently	32	91.4
	b) occasionally	3	8.6
8	How often group work method is used?		
	a) frequently	35	100
	b) occasionally	-	-
9	How often role-play method is used?		
	a) frequently	-	-
	b) occasionally	4	11.4
10	How often panel discussion method is used?		
	a) frequently	-	-
	b) occasionally	8	22.9
11	How often peer teaching method is used?		
	a) frequently	6	17.2
	b) occasionally	25	71.4
12	How often field trip method is used?		
	a) frequently	-	-
	b) occasionally	4	11.4
13	How often project work method is used?		
	a) frequently	16	45.7
	b) occasionally	12	34.3
14	How often inquiry-learning method is used?		
	a) frequently	-	-
	b) occasionally	2	5.7
15	How often discovery-learning method is used?		
	a) frequently	33	94.3
	b) occasionally	-	-
16	How often problem-solving method is used?		
	a) frequently	6	17.1
	b) occasionally	29	82.9
	a) frequently	-	-
	b) occasionally	10	28.6
	a) frequently	-	-
	b) occasionally	25	71.4

As can be seen from Table 6, the majority of respondents, 24(68.6%) asserted that the magnitude of practicing participatory, active learning approach in the colleges was low and only few, 2(5.7%) responded as they use "widely".Whereas,9(25.7%) of them have shown its moderate application.

Furthermore, many of respondents, 22(62.9%) judged that the use of instructional methods, which are predominantly employed in Social studies to apply active learning, as "low". But the other 13(37.1%) asserted that the methods under question are used "moderately".

In the same Table, fourteen different instructional methods were provided as representatives of either active teaching or active learning methods. Accordingly, the views of the respondents towards these methods were presented as follows.

The teacher-focused methods provided were lecture, demonstration and question and answer. The first teacher-centered method, that is, lecture was reflected by the majority, 26(74.3%), as it has been used "frequently". Where as, the remaining 9(25.7%) replied as practicing "occasionally". The second, teacher-centered method (demonstration) was answered by 17(48.6%), 14(40%) and 4(11.4%) as employed "occasionally", "frequently" and "not at all" respectively. Regarding question and answer method, as the third teacher-centered method, surprisingly, the majority of the respondents, 33(94.3%) witnessed as it has been employed "frequently" and the rest, 2(5.7%) reported as used "occasionally".

On the other hand, among common participatory, active learning instructional methods presented in the same Table, discussion and group work were positively reacted by the majority, 32(91.4%) and 35(100%) as employed "frequently" respectively. The rest 3(8.6%) depicted as discussion was employed "occasionally". This fact reveals that the two methods are most predominantly employed in the teachers' colleges as active learning methods in comparison to others.Where as, the other active learning methods which are believed to develop prospective teachers' critical thinking and higher-order skills such as inquiry, discovery and problem solving methods were not "frequently" employed. Rather, they were used either "occasionally" or "not at all". These three

instructional methods (inquiry, discovery & problem solving) are similar in this study in that the majority of respondents depicted as they have not been employed “at all”; 33(94.3%), 29(82.9%) and 25(71.4%) respectively. In addition, none of the respondents reported as these methods have been used “frequently”. But a few, 2(5.7%), 6(17.1%) and 10(28.6%) respectively employed them "occasionally".

The other instructional methods that were mentioned as active learning such as brainstorming, role-play, panel discussion and field trip were employed either “occasionally” or "not at all" as depicted in the Table 6. They responded that brainstorming has been used either “occasionally” 25(71.4%) or “not at all” 10(28.6%). In the same way, role-play was used “occasionally”, 4(11.4%) or “not at all”, 31(88.6%). Similarly, panel discussion and field trip, which have been expected to be widely used in the courses of Social studies, were not observed in this study. Because, panel discussion was depicted to be used either “occasionally”, 8(22.9%) or “not at all”, 27(77.1%). Likewise, field trip has been described as employed “occasionally”, 4(11.4%) or “not at all”, 31(88.6%).

Lastly, project work and peer teaching in comparison to other instructional methods, relatively widely employed as asserted by the majority. As Table 6 shows, project work has been employed “frequently” 16(45.7%), “occasionally” 12(34.3%) and “not at all” 7(20%). In the same way, peer teaching has been employed “frequently” 6(17.2%), “occasionally” 25(71.4%) and “not at all” 4(11.4%).

Table 7: Writers of Curricular Materials

No.	Items	Responses	
		in no.	in %
1	Have you practiced instructional methods that promote learner’s participation like active learning in the teachers’ college?		
	a) yes	12	100%
	b) no	-	-
	c) uncertain	-	-
2	If your response to question 1 is “yes”, how often they have been practiced?		
	a) frequently	3	25
	b) occasionally	9	75
	c) not at all	-	-

Table 7 shows the views of curricular material writers on the extent to which active learning has been implemented in the teachers' colleges. And all respondents, 12 (100%) asserted that instructional methods that enhance learner's participation like active learning have been practiced in the teachers' colleges. Regarding the degree of their practice, the majority of them, 9 (75%) reported as used "occasionally" and the remaining 3 (25%) "frequently".

3.2.2 Knowledge on the Active Learning

Table 8: Prospective Teachers

No.	Items	Responses	
		in no.	in %
1	When you were in the school, the most widely used methods of instruction is		
	a) teacher's explanation, demonstration, question and answer, etc.	294	98
	b) students active learning through group or individual activities	1	0.3
	c) a and b	5	1.7
2	Since you have joined the training, did you get any orientation /training on common instructional methods or how to learn actively either in group or individually?		
	a) yes	52	17.3
	b) no	248	82.7
	c) uncertain	-	-
3	If your response to question 2 is "yes", how did you get the orientation /training?		
	a) During general orientation, by administrators before starting regular classes	-	-
	b) During the first classes, by teacher educators before beginning each course	49	94.2
	c) a and b	3	5.8
4	Again, if your response to question 2 is "yes", your understanding based on the orientation is		
	a) high	-	-
	b) moderate	50	96.2
	c) low	2	3.8
5	Do you think that your lack of the necessary training / orientation affected your full implementation of active learning method?		
	a) yes	278	92.7
	b) no	22	7.3
	c) uncertain	-	-
6	Do you think that teacher educators lack of the necessary training on active learning affected their full implementation of the method ?		
	a) yes	96	32
	b) no	204	68
	c) uncertain	-	-
7	Do you think that module writers lack of adequate training on the active learning affected the effective implementation of active learning ?		
	a) yes	152	50.7
	b) no	148	49.3
	c) uncertain	-	-

To investigate the knowledge or understanding of prospective teachers on active learning approach, seven questions were raised in the Table 8. To this effect, the first question tries to remind them the most widely used instructional method while they were in schools, before joining teachers' colleges for training. Accordingly, the majority of respondents, 294 (98%) reported that lecture method, demonstration and question-answer were the most widely employed instructional methods in the schools. On the other hand, a single respondent, 1 (0.3%) reacted as student's active learning was employed either in-group or individually. Similarly, other insignificant number of respondents, 5 (1.7%) suggested that both student's active participation and teachers' explanations were practised in the schools. This reminds us that the majority of prospective teachers were accustomed to the traditional and conventional instructional method dominated by teachers instead of the modern learner-focused one.

To see any effort that was made by different bodies to orient the new prospective teachers on how they can adjust themselves to the new instructional methods conducted in the teachers' colleges, the question raised was responded by the majority, 248 (82.7%) as they didn't get such opportunity. But the remaining insignificant number of respondents, 52 (17.3%) reported as they have been pre-oriented on the styles of teaching-learning process in the teachers' colleges.

Moreover, to differentiate the techniques used to orient those few respondents, they were asked to suggest the one who took the initiative to orient them. Accordingly, the majority of them, 49 (94.2%) insisted that teacher educators made the orientation, mostly during the first classes before beginning the new courses. On the other hand, very insignificant number of respondents, 3 (5.8%) reported as the orientation was made through both course instructors and administration of the colleges.

The same insignificant number of respondents reacted that even though they have been oriented on the instructional methods that have been practiced in the teachers' colleges from the out set, their level of perception on the issue, based on the orientation was not adequate. Rather, it was either "moderate", 50 (96.2%) or "low", 2 (3.8%). This reveals that as parts of the program, teachers' colleges in the region do not orient their trainees on the new instructional methods or paradigm shifts introduced through TESO.

In relation to teacher educators' lack of adequate training in application of active learning, the positions of teacher educators and prospective teachers are quite different. The majority of prospective teachers, 204 (68%) have no doubt on the knowledge and skills of teacher educators to practice active learning in the teachers' colleges. It is only insignificant number, 96 (32%) that accepted teacher educators' lack of the necessary training to practice active learning.

On the other hand, prospective teachers' lack of appropriate training, which depicted the absence of necessary orientation to apply the approach effectively, was responded positively. As to this factor, the majority of prospective teacher respondents, 278 (92.7%) reacted positively with the exception of 22 (7.3%) that disagreed on the assumption. The responses towards the perception of module writers on the active learning were reacted both positively and negatively almost proportionally; 152 (50.7%) and 148(49.3%) respectively.

Table 9: Teacher Educators

No.	Items	Responses	
		in no.	in%
1	When you were a student in the primary, secondary or tertiary level of education, the instructional method widely used was		
	a) teacher-centred	33	94.3
	b) learner-centred	-	-
	c) a and b	2	5.7
2	Did you attend methodology courses in your pre-service training?		
	a) yes	28	80
	b) no	7	20
	c) uncertain	-	-
3	If your response to question 2 is "yes", which methodology did you attend?		
	a) General methodology	2	7.1
	b) Subject methodology	-	-
	c) a and b	26	92.9
4	Did you get any in-service-trainings (workshop, seminar, etc) on the new curriculum reform in Ethiopia, since 1994?		
	a) yes	30	85.7
	b) no	5	14.3
	c) uncertain	-	-
5	If your response to question 4 is "yes", the focus of the trainings were on		
	a) Curriculum development/evaluation	-	-
	b) instructional methods/evaluation technique	5	16.7
	c) a and b	25	83.3
	d) If any other, specify	-	-
6	Again, if your response to question 4 is "yes", the contributions of these trainings were		
	a) high	3	10
	b) moderate	7	23.3
	c) low	20	66.7
7	Have you got in-service training (like workshops, seminars, etc.) on the application of participatory, active learning?		
	a) yes	5	14.3
	b) no	30	85.7
	c) uncertain	-	-
8	If your response to question 7 is "yes", the level of your understanding /knowledge on this instructional approach is		
	a) high	-	-
	b) moderate	2	40
	c) low	3	60
9	Since you have started teaching in the TTC/TTI, did you get any in-service training on active learning instructional approach or techniques of evaluation in the teachers' college?		
	a) yes	10	28.6
	b) no	25	71.4
	c) uncertain	-	-
10	If your response to question 9 is "yes", the contributions of the trainings were		
	a) high	1	10
	b) moderate	2	20
	c) low	7	70
11	Did you attend the higher diploma program for teacher educators?		
	a) yes	9	25.7
	b) no	26	74.3
	c) uncertain	-	-
12	If your response to question 11 is "yes", is there any significant difference in your perception to apply active learning in the teachers' colleges?		
	a) yes	9	100
	b) no	-	-
	c) uncertain	-	-
13	Do you think that your lack of the necessary training on active learning affected effective implementation of active learning ?		
	a) yes	33	94.3
	b) no	2	5.7
	c) uncertain	-	-
14	Do you think that prospective teachers lack of orientation on active learning affected their full participation on the new instructional approach ?		
	a) yes	23	65.7
	b) no	12	34.3
	c) uncertain	-	-

Similarly, in Table 9, teacher educators' perceptions on active learning approach were assessed in detail for the reason that teacher educators play key roles in instructional process either in facilitating or hindering. Accordingly, among fourteen questions presented to teacher educators, the first deals with assessing teacher educators' experience to different instructional methods while they were in schools or higher education institutions. Thus, like prospective teachers, the majority of teacher educators, 33 (94.3%) asserted that they were accustomed to teacher-dominated lecture method while they were in schools or in higher education institution except few, 2 (5.7%) that disclosed their experience to both teacher-oriented and student-oriented instructional methods.

They were also asked whether or not they attended methodology courses in their pre-service training and the majority of them, 28 (80%) proved as they had taken these courses. But the remaining 7 (20%) did not attend the methodology course. These groups are most probably Civic Education instructors. Again except few, 2 (7.1%), the majority of teacher educators, 26 (92.9%) reflected as they had taken both subject methodology and general methodology. Thus, it could easily be inferred that in their pre-service training, the majority of teacher educators took the methodology courses, which is believed to enhance their perception on instructional methods. But this does not mean that they have been well-oriented towards the modern instructional models.

Further more, teacher educators experience on the implementation of new curriculum reform in the country was assessed, to know their perception of active learning that has been emphasized in the reform. In line with this, the majority of respondents, 30 (85.7%) proved that they took different in-service trainings (workshops, seminars, etc.) on the new curriculum reform since 1994. But the remaining 5 (14.%) did not get any training. According to the reports of respondents who had participated in the training, the emphasis of that in-service training was on curriculum development, instructional methods and evaluation technique that accounted 25 (83.3%). The rest 5 (16.7%) took training only on instructional methods /evaluation techniques. On the other hand, the contribution of these in-service trainings was "low", 20 (66.7%); "moderate", 7 (23.3%)

and "high", 3(10%). Therefore, it is possible to deduce that the training offered had no depth to provide them adequate knowledge and skill.

In addition to their knowledge and skills on the general instructional methods, the respondents' Perception on participatory, active learning approach was specifically presented to teacher educators as depicted in Table 9. Surprisingly, the majority of respondents, 30 (85.7%) reflected as they didn't get any in-service training on the application of active learning approach. As observed, only few, 5 (14.3%) have attended trainings on the implementation of participatory, active learning. Still, their level of understanding was either "low", 3(60%) or "moderate", 2(40%), which have shown the inadequacy of the trainings.

After they have started conducting training in the teachers' colleges or teachers' training institutes, only 10 (28.6%) of them have got the opportunity to attend short-term training on the application of different instructional methods that enhance the active participation of prospective teachers. On the other hand, the vast majority of teacher educators, 25 (71.4%) did not get any in-service training, particularly on the application of active learning. Even the majority of respondents who attended short-term trainings reacted as their understandings were "low", 7 (70%). Only the insignificant number of them acknowledged the contribution of the training either "moderately", 2 (20%) or "highly", 1 (10%).

Among teacher educators in the stream of Social Studies, only the minority of them, 9 (25.7%) attended the higher diploma program introduced by TESO for teacher educators and surprisingly, all, 9 (100%) who attended the program appreciated its contribution to make practical the new reform on instructional approaches, particularly on active learning which was also reflected during the interview.

The majority of teacher educators, 33 (94.3%) accepted their lack of necessary training with the exception of 2(5.7%) that did not accept the problem. Teacher educators too, accepted the absence of the necessary orientation for prospective teachers. To this end, the majority of them, 23(65.7%) reflected the presence of the problem. The remaining

12(34.3%) respondents believe that the prospective teachers have got the necessary orientation to practice active learning in the teachers' colleges.

Table 10: Writers of Curricular Materials

No.	Items	Responses	
		in no.	in%
1	Did you get in-service training (workshops, seminars, etc) on the new curriculum reform in Ethiopia since 1994?		
	a) yes	8	66.7
	b) no	4	33.3
	c) uncertain	-	-
2	If your response to question 1 is "yes", the focus of the in-service trainings were on		
	a) curriculum development implementation	-	-
	b) instructional methods /evaluation techniques	2	25
	c) a and b	6	75
	d) If any other, specify	-	-
3	Did you get any in-service trainings (Workshops, seminars, etc) on the nature and the application of active learning in the teachers' colleges ?		
	a) yes	5	41.7
	b) no	7	58.3
	c) uncertain		
4	If your response to question 3 is " yes", the contributions of these trainings on the implementation of modern instructional approaches and preparation of training modules is		
	a) high	1	20
	b) moderate	2	40
	c) low	2	40

The perception of curriculum material writers is briefly assessed in Table 10. It should be known that these module writers are at the same time instructors in the teachers' colleges. Thus, they provide information on both classroom instruction and the way training modules have been prepared.

As depicted in the Table 10, most module writers, 8 (66.7%) have got training on the new curriculum reform, which includes the preparation of curricular materials. But the remaining 4 (33.3%) did not get the training. The focus of the trainings was widely, 6 (75%), on curriculum development, instructional methods and evaluation technique. But the remaining 2 (25%) of respondents asserted that the trainings were limited on the curriculum issues.

Among writers of curricular materials, only 7 (58.3%) of module writers did not participate in long-term or short-term trainings on the application of participatory, active learning. Where as, 5(41.7%) of them have got the training. Also, the respondents who participated in the workshop or seminars disclosed that the trainings that they attended were not adequate to give the necessary knowledge and skills on the issue. Because they reacted as "high", 1(20%), "moderate", 2 (40%) and "low", 2 (40%) respectively.

3.2.3 Attitudes Towards Active Learning

Table 11: Prospective Teachers, Teacher Educators and Writers of Curricular Materials

No.	Items	Responses					
		Prospective Teachers		Teacher Educators		Module Writers	
		in no.	in %	in no.	in %	in no.	in %
1	Participatory, active learning approach is appropriate to be used in the teachers' colleges						
	a) agree	285	95	35	100	11	91.7
	b) disagree	15	5	-	-	-	-
	c) undecided	-	-	-	-	1	8.3
2	Teacher educators' lack of interest has affected implementation of active learning.						
	a) agree	282	94	4	11.4	5	41.7
	b) disagree	18	6	31	88.6	7	58.3
	c) undecided	-	-	-	-	-	-
3	Prospective teachers lack of interest has affected implementation of active learning.						
	a) agree	57	19.3	29	82.9	5	41.7
	b) disagree	243	81.6	6	17.1	7	58.3
	c) undecided	-	-	-	-	-	-
4	Module writers' lack of interest has affected implementation of active learning.						
	a) agree	60	20	7	20	-	-
	b) disagree	240	80	28	80	12	100
	c) undecided	-	-	-	-	-	-
5	Active learning enhances prospective teachers' level of understanding and involve them in problem solving						
	a) agree	265	88.3	32	91.4	8	66.7
	b) disagree	35	11.7	3	8.6	4	33.3
	c) undecided	-	-	-	-	-	-
6	Active learning creates the opportunity to share experiences and encourages friendship among prospective teachers						
	a) agree	158	52.7	30	85.7	11	91.7
	b) disagree	142	47.3	5	14.3	1	8.3
	c) undecided	-	-	-	-	-	-
7	Active learning decreases prospective teachers' and teacher educators' task load and then saves time						
	a) agree	11	3.7	9	25.7	5	41.6
	b) disagree	289	96.3	26	74.3	7	58.3
	c) undecided	-	-	-	-	-	-
8	Active learning decreases prospective teachers' frustration, docile or timid behavior.						
	a) agree	285	95	29	82.9	9	75
	b) disagree	15	5	6	17.1	3	25
	c) undecided	-	-	-	-	-	-
9	Active learning enhances active involvement of prospective teachers in learning instead of passive listening.						
	a) agree	247	82.3	34	94.1	10	83.3
	b) disagree	53	17.7	1	2.9	2	16.7
	c) undecided	-	-	-	-	-	-
10	Active learning enhances self- confidence and independent learning of prospective teachers.						
	a) agree	291	97	30	85.7	11	91.7
	b) disagree	9	3	2	5.7	1	8.3
	c) undecided	-	-	3	8.6	-	-

As Table 11 shows, the majority of prospective teachers, 285(95%); teacher educators, 35 (100%); and curricular material writers, 11(91.7%) "agreed" that participatory, active learning approach is appropriate to be used in the teachers' colleges. The remaining 15 (5%) of prospective teachers "disagreed" with the assumption, where as 1 (8.3%) of module writer yet "not decided".

Again the interests of the three groups towards active learning were assessed in the same Table. Surprisingly, the position of prospective teachers and teacher educators is opposing one another on the interests of employing active learning. Prospective teachers, above all other factors, commented teacher educators' lack of interest towards the application of active learning, 282 (94%). It is only 18(6%) that opposed teacher educators' lack of interest to practice active learning. On the contrary, the majority of teacher educators, 31 (88.6%) did not accept their own lack of interest to apply active learning except 4 (11.4%) that agreed on the idea. Many of module writers, 7(58.3%) in the same way did not accept teacher educators' lack of interest towards active learning. But the remaining 5 (41.7%) supported the argument. This shows that teacher educators do not want to expose their lack of interest or they really develop positive attitude.

Another area of opposition among respondents was on the assumption of prospective teachers' lack of interest towards active learning. The majority of prospective teachers opposed the assumption that reflected their lack of interest towards active learning, 243 (81 %). Only the remaining 57(19%) accepted their lack of interest to practice active learning.

Many teacher educators, on the other hand, disclosed prospective teacher's lack of interest towards the implementation of active learning, 29 (82.9%). The insignificant number of respondents from teacher educators, 6 (17.1%) insisted that prospective teachers develop the necessary positive interest towards the approach. Most of module writers, on the other hand, suggested that prospective teachers possess the necessary positive attitude to practice active learning in their training; because, the majority of them, 7 (58.3%) refused the assumption of prospective teachers lack of interest. Again a

considerable number of module writers, 5 (41.7%) agreed on the above assumption. This makes the finding difficult to reach to the inferences.

Furthermore, in the same Table, the respondents were asked to reflect their attitudes towards other items on active learning. Among them, "active learning enhances prospective teachers' level of understanding and involve them in problem solving" was one that have been supported by the majority, 265 (88.3%) of prospective teachers. In the case of teacher educators, the majority, 32 (91.4%) of them have agreed on the assumption. Similarly, from module writers 8 (66.7%) have supported. On the other hand, relatively low proportion, 35 (11.7%) of prospective teachers, 3(8.6%) of teacher educators and 4(33.3%) of module writers disagreed with the assumption.

The other item that states as "active learning creates the opportunity to share experience and encourages friendship among trainees" was also reacted by the three groups. In line with this, large number of prospective teachers, teacher educators and module writers: 158 (52.7%), 30(85.7%) and 11(91.7%) respectively accepted the assumption. Where as, 142(47.3%)of prospective teachers, 5(14.3%) of teacher educators and 1 (8.3%) of module writer disagreed on the idea. This reveals that all groups understood the role of active learning in promoting cooperation and share of ideas among prospective teachers. However, there is reservation by a considerable number of prospective teachers, which may be attributed to the conflicts that have been created during group work.

The other component, "active learning decreases prospective teachers' and teacher educators' task load" is not widely supported almost by all groups. This has been deduced from the fact that 289(96.3%) of prospective teachers, 26(74.3%) of teacher educators and 7 (58.3%) of module writers disagreed. Where as, only 11 (3.7%) of prospective teachers, 9(25.7%) of teacher educators and 5 (41.7%) of module writers agreed. From this one can infer that active learning approach does not save time rather it over-burdens prospective teachers and teacher educators according to their position.

With respect to the other item that states "as active learning decreases prospective teachers' frustration or docile behavior", the respondents reacted positively. Particularly, prospective teachers highly supported the idea, 285 (95%) and only 15(5%)

disagreed. Teacher educators also have similar position, because 29 (82.9%) agreed and only 6 (17.1%) disagreed. Curricular material writers responded like the other two groups in that 9 (75%) of them agreed and only 3 (25%) did not.

Another item, "active learning enhances active involvement of prospective teachers in learning instead of passive listening" was reacted almost in similar way. Because, the great proportion of prospective teachers, 247(82.3%) strongly supports the idea and only the remaining 53 (17.7%) disagreed. Similarly, 34(94.1%) of teacher educators agreed while 1 (2.9%) did not. Also among curricular material writers, 10 (83.3%) agreed and 2(16.7%) disagreed. This reveals that directly or indirectly, the contribution of active learning instructional approach is gradually replacing the old tradition of students' passive listening to the teacher as understood by all stakeholders in the teachers' colleges. In other words, this implies that some significances of active learning are understood by respondents that helped them to develop positive attitudes.

The other point that states the role of active learning in "enhancing self-confidence and independent learning of prospective teachers" is reacted positively by the majority of respondents. With respect to this, the majority of prospective teachers, 241(97%)have agreed and only 9 (3%) did not accept the idea. Likewise, 30 (85.7%) of teacher educators agreed and 2 (5.7%) did not. The remaining 3(8.6%) did not decide. In the case of module writers, the same is true. Because the majority of them, 11 (91.7%) responded positively but the remaining 1 (8.3%) did not accept the assumption.

3.2.4 Adequacy of Curricular Materials to Implement Active Learning

Table 12: Prospective Teachers, Teacher Educators and Writers of Curricular Materials

No.	Items	Responses					
		Prospective Teachers		Teacher Educators		Module Writers	
		in no.	in %	in no.	in %	in no.	in %
1	There are problems of inadequacy in the training modules to practice active learning.						
	a) yes	290	96.7	34	97.1	11	91.7
	b) no	10	3.3	1	2.9	1	8.3
	c) uncertain	-	-	-	-	-	-
✓ 2	There are bulky and over-crowded contents in the modules.						
	a) yes	296	98.7	31	88.6	6	50
	b) no	4	1.3	4	11.4	6	50
	c) uncertain	-	-	-	-	-	-
3	The contents are not organized into small units or chunks.						
	a) yes	181	60.3	29	82.9	9	75
	b) no	119	39.7	6	17.1	3	25
	c) uncertain	-	-	-	-	-	-
4	The training modules do not encourage trainees to enhance their knowledge and skills through active participation.						
	a) yes	266	88.7	25	71.4	5	41.7
	b) no	34	11.3	10	28.6	7	58.3
	c) uncertain	-	-	-	-	-	-
✓ 5	There are no adequate activities and exercises in the modules.						
	a) yes	272	90.7	32	91.4	6	50
	b) no	28	9.3	3	8.6	6	50
	c) uncertain	-	-	-	-	-	-
6	The modules are not interactive and friendly to prospective teachers.						
	a) yes	192	64	24	68.6	2	16.7
	b) no	108	36	11	31.4	10	83.3
	c) uncertain	-	-	-	-	-	-
7	The modules emphasize one-way communication than two-way communication.						
	a) yes	268	89.3	26	74.3	3	25
	b) no	32	10.7	9	25.7	9	75
	c) uncertain	-	-	-	-	-	-
8	The contents in the modules do not match with prospective teachers' maturity level.						
	a) yes	56	18.7	4	11.4	-	-
	b) no	244	81.3	31	88.6	12	100
	c) uncertain	-	-	-	-	-	-

Table 12 presents the other area of the study, which focuses on adequacy of curricular materials for implementation of active learning. In relation to this idea, there were eight

questions presented to the three groups of respondents. Accordingly, the presence of problems in the materials and possible factors indicating adequacy or inadequacy of curricular materials were provided and respondents' reactions to the assumption have been analyzed as follows.

As the data revealed, the majority of respondents in three groups: prospective teachers 290 (96.7%), teacher educators 34(97.1%) and module writers 11(91.7%) complained the inadequacy of the training modules. It is only the remaining 10(3.3%) of prospective teachers, 1(2.9%) of teacher educator and 1(8.3%) of module writer who refused inadequacy of the materials.

Regarding "the presence of bulky and overcrowded contents in the training modules", the majority of prospective teachers agreed, 296 (98.7%) and only a few, 4(1.3%) refused. In the same way, many of teacher educators, 31 (88.6%) accepted the problem and only the remaining 4 (11.4%) rejected. In the case of module writers, positive and negative reactions were nearly proportional; in that both who agreed and who did not accounted 6 (50%) each. This shows that half of module writers did not believe on the bulky contents of training modules unlike prospective teachers and teacher educators who highly criticized the quality of the materials.

As to the other item that deals with the "absence of contents that are organized into small units instead of large chapters", the reactions of prospective teachers and teacher educators are relatively similar. The majority of prospective teachers, 181(60.3%) supported the assumption and the remaining 119 (39.7%) opposed it. Also about 29(82.9%) and 6 (17.1%) of teacher educators agreed and disagreed respectively. Again, the majority of module writers have the same assumption with others' position in that 9 (75%) agreed and 3(25%) did not. In short, from this it can be easily deduced that the training modules in use are not organized in such a way that contents are divided in to small units so that trainees learn piece by piece.

Concerning the factor that states "inadequacy of training modules to enhance prospective teachers' knowledge and skills through active participation", the position of prospective teachers and teacher educators is almost similar by widely supporting the

assumption. That is, among prospective teachers 266 (88.7%) and among teacher educators 25(71.4%) have agreed. The remaining 34 (11.3%) and 10 (28.6%) disagreed. The third group of respondents, module writers have shown different position. Because the majority of them, 7(58.3%) were offended by the problem of training modules in enhancing knowledge and skills of prospective teachers through active participation. But the rest, 5(41.7%) agreed with the above group in reflecting the deficiency of the materials.

In relation to other item that deals with "inadequacy of activities or exercises incorporated in the training modules", the position of all the respondents in three groups is almost similar. The majority of prospective teachers, 272(90.7%) reacted positively to the assumption with the exception of few numbers, 28 (9.3%) that have refused. Teacher educators have similar stand in that 32(91.4%) and 3 (8.6%) of them agreed and disagreed respectively. In the case of module writers, the proportion of respondents that opposed and supported are proportional, 6(50%) each. In this assumption, half of module writers believe that the necessary exercises and activities were not provided in the training module to fully practice active learning, either individually or in-group.

The other assumption or possible problem for inadequacy of training modules is that "they are not interactive and friendly to prospective teachers". As this problem is concerned, the three groups varied in their position. In the first group (prospective teachers), the majority of respondents, 192 (64%) agreed and thus, there is great support on the assumption because from this group, only 108 (36%) opposed it. Where as, from the second group of respondents (teacher educators), 24(68.6%) of them responded positively and the remaining 11 (31.4%) reacted negatively. The position of module writer respondents were different in that a large number of them, 10(83.3%) reacted negatively to the assumption as disclosed in the Table and only the remaining 2 (16.7%) reacted positively.

The other item, "one-way communication in the organization of training modules", was suggested as a defect too. With respect to this, the reactions of respondents in three groups go together or support one another.

The majority of prospective teachers, 268 (89.3%) noticed that the training modules emphasize one-way communication; but the rest 32(10.7%) witnessed that the materials emphasize two-way communication. In the same way, most teacher educators, 26 (74.3%) insisted that the materials reflect one-way communication than two-way communication. But the rest 9 (25.7%) support the idea of two-way communication. The position of module writers is again different from prospective teachers and teacher educators in that the majority of them, 9 (75%) reported that the material is organized in two-way communication, with exception of few others, 3 (25%) that witnessed one-way communication.

The other idea on which all groups of the respondents agreed is in their reaction to the judgment on "relationship between trainees' maturity and difficulty level of the contents" in the curricular materials. Thus, among prospective teachers, the majority, 274 (81.3%) disagreed with the idea of mismatch and 56(18.7%) agreed that there is mismatch. Similarly, 31(88.6%) of teacher educators disagreed with the assumption and only few, 4(11.4%) agreed with the assumption. In the case of curricular material writers, all of them, 12(100%) reflected that there is match between the contents of the curriculum and maturity level of prospective teachers.

3.2.5 Factors Affecting Implementation of Active Learning

Table 13: Prospective Teachers, Teacher Educators and Writers of Curricular Materials

No	Items	Responses					
		Prospective Teachers		Teacher Educators		Module Writers	
		in no.	in %	in no.	in %	in no.	in %
1	Teacher educators tendency to traditional lecture /explanation method hinders the implementation of active learning.						
	a) yes	238	79.3	23	65.7	11	91.7
	b) no	62	20.7	12	34.3	1	8.3
	c) uncertain	-	-	-	-	-	-
2	Prospective teachers tendency to traditional passive listening hinders the implementation of active learning.						
	a) yes	266	88.7	32	91.4	10	83.3
	b) no	34	11.3	3	8.6	2	16.7
	c) uncertain	-	-	-	-	-	-
3	Problems of group works hinder active learning by inviting dependency of the majority on the minority.						
	a) yes	241	80.3	35	100	7	58.3
	b) no	59	19.7	-	-	5	41.7
	c) uncertain	-	-	-	-	-	-
4	The wider use of continuous assessment as evaluation technique hinders active learning by inviting unfair grading.						
	a) yes	289	96.3	17	48.6	2	16.7
	b) no	11	3.7	18	51.4	10	83.3
	c) uncertain	-	-	-	-	-	-
5	Shortage of adequate time to practice active learning hinders the implementation of active learning.						
	a) yes	276	92	28	80	11	91.7
	b) no	24	8	7	20	1	8.3
	c) uncertain						
6	Shortage of adequate finance hinders the application of active learning.						
	a) yes	289	96.3	22	62.9	8	66.7
	b) no	11	3.7	13	37.1	4	33.3
	c) uncertain	-	-	-	-	-	-
7	Improper classroom (class size, chairs and tables arrangement, etc.) hinders the practice of active learning.						
	a) yes	90	30	13	37.1	6	50
	b) no	210	70	22	62.9	6	50
	c) uncertain	-	-	-	-	-	-
8	Unavailability of instructional materials (modules, teaching aids, references, etc) hinders the practice of active learning.						
	a) yes	300	100	35	100	12	100
	b) no	-	-	-	-	-	-
	c) uncertain	-	-	-	-	-	-

As Table 13 indicates, all respondents in three groups agreed on the teacher educators' tendency to traditional lecture/explanation method than active, student-centred instruction. With respect to this, the majority of prospective teachers, 238(79.3%) revealed that teacher educators are inclined to the traditional instructional method. But small proportion, 62 (20.7%) of them did not accept the argument. In the case of teacher educators, the same is true. Except 12(34.3%) of respondents who defended, the remaining 23 (65.7%) believe on their tendency to the conventional lecture method. The position of curricular material writers is similar to the other two where 11(91.7%) accepted and 7 (8.3%) refused.

With respect to prospective teachers' tendency to traditional passive listening, all group of respondents possess similar position supporting the idea. Accordingly, from respondents of prospective teachers, the majority, 266 (88.7%) are in favour of the idea. Where as, the remaining 34 (11.3%) rejected the assumption. In the same way, among teacher educators, the majority, 32 (91.4%) agreed with the assumption. But the rest 3 (8.6%) rejected the tendency of prospective teachers to passive listening. The majority of module writers, 10 (83.3%), similarly favoured the assumption with exception of few, 2 (16.7%) that opposed the idea.

The other problem proposed as hindering factor for implementation of active learning in the teachers' college was sociological problems that might invite the dependency of the majority on minority in-group assignments. It is known that active learning is mostly practised in cooperation through peers or group works. But the major problem of group work as reported by the respondents in the interview is, during group work most students retreat from the group work and only few concerned individuals work the assignment. Mostly, the majority of students in the group retreat from the assignment and fully involve in their individual task.

In line with this, most of prospective teachers, 241 (80.3%) emphasized the problems of group works in active learning, which have invited dependency of the majority of trainees on the minority when engaged in working assignments. From prospective teachers, only small number of respondents, 59 (19.7%) are supporting teamwork as effective technique of instruction, in active learning. Teacher educators, even seriously

complained the negative impact of group work because all of them, 35 (100%) reacted positively to the dependency of the majority on the minority in-group work as one technique of active learning. Even though the proportion of curricular material writers was different from the previous ones, more than half of them, 7 (58.3%) reported the problem of group work, which is initiating the dependency of the majority on minority. Here, a considerable number of module writers, 5 (41.7%) did not accept the problem of group work as an obstacle to active learning. Rather, they suggested, if properly managed, it enhances active learning.

The use of continuous assessment as major technique of evaluation in active learning is the other problem blamed in the implementation of active learning. The three groups of respondents were complaining the unfair grading system through the use of continuous assessment. Particularly, the majority of prospective teachers, 289 (96.3%) stressed the problem of unfair grading system in active learning with the exception of very insignificant respondents, 11 (3.7%) who opposed the presence of unfair grading in the teachers' colleges. The positive and negative responses of the second group, i.e. teacher educators, on the problem are nearly proportional where 17 (48.6%) accepted and 28 (51.4%) rejected. On the other hand, most module writers, 10 (83.3%) did not accept the limitation of continuous assessment, with respect to its inviting of unfair grading except the few 2(16.7%) that believe on the presence of the problem.

The other fact commonly revealed by the respondents is that active learning needs ample time but suffered from the shortage of adequate time to practice it. In this issue, the three groups have similar stand. Many of prospective teachers, 276 (92%) complained it except very few, 24 (8%) that have opposed. Similarly, the majority of teacher educators 28 (80%) reacted positively but the remaining 7 (20%) did not support the assumption. In the same way, the majority of curricular material writers, 11 (91.7%) supported the problem of shortage of adequate time to practice active learning. It is only insignificant number, 1(8.3%) of material writer who opposed the absence of adequate time to implement active learning.

Moreover, shortage of adequate finance to implement active learning was raised as other problem. Concerning this issue, the reactions of the three groups are similar in revealing

the problem. The majority of prospective teachers, 289 (96.3%) reported as the problem has hindered the practice of active learning with the exception of a few, 11 (3.7%) that did not believe on the issue. Most of teacher educators, 27 (62.9%) also emphasized the shortage of adequate finance to practice active learning in the colleges. But the rest 13 (37.1%) of respondents did not accept the shortage of finance as the constraint in implementation of active learning. The other group, i.e. module writers, similarly reflected the negative impact of finance on the implementation of active learning in that a large number of them, 8(66.7%) stressed the problem except few, 4 (33.3%) that didn't believe on the impact of finance in hindering effective application of participatory, instructional method.

The availability of appropriate classroom is the other possible factor that hinders or facilitates active learning as shown in Table 13. But the three groups of respondents did not take classroom environment as the serious problem that hinders active learning. Because the majority of prospective teachers, 210 (70%) did not support improper classroom layout and class size as the problem; and only the remaining 90 (30%) believe on the negative impact of improper classroom. Similarly, the large proportion of teacher educators, 22 (62.9%) rejected the assumption of improper classroom as obstacle to practice active learning except 13 (37.1%) that supported the impact of the problem. Among the third group of curricular material writers, half of them 6, (50%) accepted the assumption and the remaining half, 6 (50%) did not accept. This discloses that classrooms in the teachers' colleges, which includes the accommodation capacity of classrooms, is more or less conducive to implement participatory, active learning approach according to the position of most respondents. But the researcher does not support the reaction of the respondents. Because, during his observation of the classroom, the way desks and chairs have been arranged in the classroom were not conducive to practice active learning. Of course, the class size can accommodate the students if properly utilized.

The last component as the possible factor affecting the effective implementation of active learning is unavailability of instructional materials. This factor is another area of agreement among the three groups of respondents with positive position to the factor.

Accordingly, the first group of respondents (prospective teachers) totally, 300(100%) supported that the problem of unavailability of instructional materials in the teachers' colleges hinder the implementation of active learning. Similarly, teacher educators reflected the same case where all, 35(100%) agreed in emphasizing the unavailability of instructional materials. The same is true with curricular material writers, because all of them, 12 (100%) agreed on the problems of unavailability of instructional materials to practice active learning.

3.3. Discussion of Results

In this part, the data that had been gathered and analysed were discussed under five major themes, in response to the five basic research questions formulated under statement of the problem. These major ideas/themes of the discussion are:

- The practice of active learning
- Knowledge on the active learning
- Attitudes towards active learning
- The quality of curricular materials to implement active learning and
- Factors affecting active learning

The discussions of the results were strengthened with reviews of literature that included views of scholars and other research findings.

3.3.1 The Practice of Active Learning

To assess the extent to which participatory, active learning approach has been practically exercised in the teachers' colleges, the three groups of respondents were reacted either through questionnaire or the interviews. To substantiate the data, unstructured observation and referring of documents were also made.

To this end, for the first group of respondents, i.e. prospective teachers, two questions were set to know the emphasis of training on the provision of theoretical knowledge or practical skills. Also, the magnitudes of using passive (pedagogical) and active (andragogical) methods were treated. Accordingly, more than half of prospective

teachers (53.4%) asserted that teacher educators have emphasized on the theoretical knowledge than practical skill, which was reflected during the interview too. Of course, here, the proportion of those who supported the practice of practical skill is not low (33.3%). On the other hand, the minority of prospective teacher respondents (7%) noticed that active learning, where prospective teachers' active participation is dominant has been widely observed than passive learning that was dominated by teacher educator's explanation. Where as, the majority of prospective teachers (89%) confirmed that teacher-centered lecture method is widely used than active learning.

For the second group of respondents (teacher educators), sixteen questions were presented, which gave more emphasis to instructional methodologies that have been employed in the classroom or outside. To this end, the majority of respondents (68.6%), reflected that the practice of participatory, active learning approach is low in the teachers' colleges. This position is similar to prospective teachers, which led the researcher to the conclusion that the practice of active learning, is low in the teachers' colleges. Also, the researcher, during his unstructured observation, seen that prospective teachers were widely listening the instructor than either discussing with each other or with their instructors in the classroom except in the few occasions, where group discussion is observed in the class. Even sometimes, there was an occasion where the instructor gives an explanation on the daily lesson for the wider portion of the period. The other thing is that the arrangement of chairs and tables is not in a way conducive to practice active learning except in few cases. But the number of trainees in each classroom ranges from 40-47, which seem conducive to implement active learning according to the standard.

Teacher educators were reserved to support the implementation of some common instructional methods that were expected to be widely employed in Social studies like field trip, project work, panel discussion and role-play. Because, large proportion of them (62.9%) reacted that these methods were not practised in the teachers' colleges. During the interview, teacher educators complained the administration of the colleges for the absence of field trip in the stream of Social studies. But, the stream of Social

studies has no preplanned annual program to make visit provided that the necessary conditions fulfilled by respective colleges.

The other area of emphasis was, the application of different instructional methods in the colleges, where both teacher-centred and student-centred techniques of instructions were included. The findings revealed that among the three teacher-centred instructional methods (lecture, demonstration, question and answer), surprisingly, the majority of the respondents (94.3%) asserted that question and answer has been employed in the classroom frequently. Similarly, large proportion (74.3%) of respondents confirmed that lecture method is frequently used in the teachers' college. But the remaining, (25.7%) noticed as it has been occasionally employed in the teachers' colleges.

In line with this, Helprin (1994), in his research indicated the domination of old instructional approach in most higher education institution, where a majority of activities continue to reflect an old style of instruction. According to him, instruction in higher education is equated with words of wisdom professed by lone instructor. He further explains the lecture method as the professor is prophesying while the learners are passively listening these words of wisdom.

The other fact is that, among active learning techniques of instruction, discussion, group work, project work and peer teaching were the most commonly used instructional methods. These methods were employed widely, because most probably they were familiar with both prospective teachers and teacher educators. But these methods, especially discussion and group work can help only to develop the lower levels of cognitive domain. On the other hand, other active learning methods related with higher-level cognitive domain and believed to develop critical thinking and problem solving capacity of learners were not widely employed. Because the majority of teacher educator respondents disclosed that these methods were employed either occasionally or not at all.

In line with this, Bonwell and Eison (2003) in their research noticed that students must do more than just listen. They need to read, write, discuss or engaged in solving problems. In real active learning model, students must engage in higher order thinking

skills as analysis, synthesis and evaluation. Also Leu (1998), explains that most of the materials keep with in the lower end of the Bloom's taxonomy of knowledge (recalling information) and comprehension (explaining or restating information in your own words). Much of teacher's preparation (teacher training) in Ethiopia emphasize, the acquisition of subject knowledge with too little emphasis given to creating an understanding of, and skill in the use of pedagogical approaches which encourage students to venture into areas of higher order thinking like application (applying information to new situation), analysis (breaking information down into component parts), synthesis (combining information in forms not there before) and evaluation (making judgments about the information).

Similar to the previous ones, panel discussion and field trip have been practiced either occasionally or not at all, with no special emphasis in the stream of Social studies. Theoretically, many literatures suggested that field trip ought to be widely used in the courses of Geography and History, whereas panel discussion is recommended in both Civic Education and History. But it doesn't mean that these techniques are the only methods in the Social studies or they are not confined to this stream.

Lastly, the remaining instructional methods, brainstorming and role-play, have been practised occasionally and not at all respectively, in the teachers' colleges, as depicted in the finding.

For the third group of respondents i.e. curricular material writers, two questions were raised as instructors and module writers, because they were offering the training as any teaching staff and also writing the training modules in the teachers' college. Their position was quite similar in that all of them (100%) explained as they have employed active learning. But they used to practice either occasionally (75%) or frequently (25%) to enhance prospective teachers' participation and prepare them to teach in the same way when deployed as teachers in the primary schools of 2nd cycle.

In general, based on the position of the three groups of respondents and the interview and observation made by the writer, it is possible to infer that the degree of practicing active learning in the teachers' colleges was low.

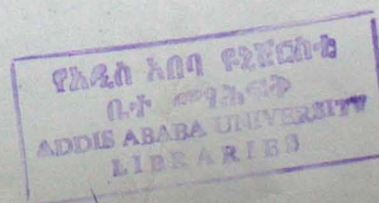
3.3.2 Knowledge on the Active Learning

According to Hailom (1998), teacher educators require adequate knowledge in the subject areas they teach and the necessary training in methodology. Also Ornstein and Hunkins (1988) elaborate that the implementation of curriculum seeks the coordination of people, material and programme so as to carryout the stated goals. Similarly, the implementation of new instructional model, active learning, depends upon the knowledge and skills of implementers within the organization like students, teachers, curriculum experts, etc. If implementers of the new curriculum respond to the influences other than the intentions of the developers, even the most carefully planned and supported curriculum is unlikely to be implemented as intended (Fullan and Pomforet, 1997).

In line with this view, the knowledge and skills of prospective teachers, teacher educators and curricular material writers were assessed through twenty-five different questions.

Accordingly, prospective teachers' previous experience on different instructional methods was the first question raised to know their background knowledge while they were in the school, before joining the college. As the findings depicted, almost all (98%) of the respondents had been exposed to teacher's explanation, demonstration and question and answer, which are the teacher-dominated instructional methods. This help us to deduce that when they were in school, prospective teachers were accustomed to the old instructional methods that emphasized passive learning where students passively listen to the teacher.

Where as, Dary and Terry (1993), notice that active learning approach seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century. They further elaborate that unless they get the necessary orientation, students do not challenge their old assumptions and cannot create new meaning or perspectives that are more inclusive, integrative and open to alternative views, which can emancipate them from strong belief on the old stimulus-response mechanisms.



The prospective teachers were, also asked whether or not they were given orientation on the styles of teaching and learning in the teachers' colleges before beginning the regular class by anybody or groups (both formally or informally). As to this aspect, the finding revealed that the large proportion of respondents (82.7%) did not get any orientation. But a few of them (17.3%) reacted as they were given orientation on how to adjust themselves on the techniques of instruction in the teachers' colleges through their instructors in the beginning of the courses, which didn't give them adequate knowledge on the issue as assessed from the data. In general, neither in the schools nor after they have joined the college, the prospective teachers did not get any conducive condition to know the nature, advantages and disadvantages of different instructional methods that lay the foundation for the training program. These led us to the conclusion that prospective teachers did not get necessary knowledge and skill on the methodology, including active learning.

Similarly, for the second group of respondents i.e. teacher educators, fourteen questions were presented, which were intended to assess their perception. Accordingly, the first question tried to assess the previous exposure of teacher educators toward different instructional methods; when they were students in the primary and secondary schools or higher education institutions.

As depicted in the study, like prospective teachers, the majority of teacher educators (94.3%) passed through the conventional teacher-focused instructional methods and only insignificant number of them (5.7%) attended both teacher-centred and student-centred instruction. This had strong impact on their style of teaching at the present, because naturally it is hard to throw away the well-established procedure. Thus, directly or indirectly, it may influence the present thinking and practice of teacher educators about active learning. During the interview, they seriously criticized their tendency to the old tradition. They noticed as they get satisfaction only when well-prepared on the daily lesson and give detail explanation on the topic under discussion than when engaging students in different group and individual activities. Some interviewees even openly suggested that by now, they do not practically employ active learning rather they are in the transition period, between the old and the new techniques of instruction.

Moreover, as the findings revealed, the majority of teacher educators, (80%) attended the methodology courses both general and subject methodology in their pre-service training with the exception of few, (20%) who did not take neither general nor subject methodology. These few respondents who did not take methodology courses are most probably those giving Civic Education course, who were graduated from non-education streams like subjects of Political Science and International Relation, Sociology, etc. because they raised this problem during the interview and their personal file support the issue. Even, the figures of graduates in non-education fields exceed this finding as referred from the document.

Azeb Desta (1984:37), noticed that education as an applied science is one of the requirements for a professional teacher. Unless one is qualified in the applied science of education, he/she cannot be a qualified teacher or professional. Thus, teacher educators are expected to know the nature and requirement of teaching profession, which is obtained from well-defined educational training for teaching.

Similarly, before entering the college, majority of them (85.7%) had got the chance to participate on short-term training through seminars or workshops on the new curriculum reform; particularly on the topics of curriculum development, evaluation technique or instructional methods and yet their understanding was still not adequate. Rather, it was either moderate (23.3%) or low (66.7%). Even those who had got the chance to participate on those seminars or workshops (14.3%), before entering the college commented that the contributions of these in-service trainings were inadequate to provide them the necessary knowledge and skills on the active learning instructional methods.

This problem was similarly not solved after they have joined the teachers' training college; because the majority of them, (71.4%) confirmed as they did not get any training on active learning instructional method or techniques of evaluation in their respective colleges. In line with this, other researchers, (Temechegn, 2002 and Hailom, 1998) noticed that there is a strong need for training teachers in how to apply the active, learner-centered method in the classrooms. Their research disclosed that even the

theoretical background of the learner-centered perspective is not yet clear to most Ethiopian teachers. Many of practicing teachers seem not to be able to meet the classroom requirement because they are either de-motivated or incompetent. Thus, if classroom participatory learning is to be effective, teacher educators must be well trained and should be ready to assume the responsibility of teaching through both pre-service and in-service training.

The new program, known as "teacher's professional development" has been introduced by TESO to enhance professional competency of teacher educators through in-service training to provide them higher diploma. As teacher educators explained during the interview, active learning and action research were emphasized in this in-service training of higher diploma program. As demonstrated in the finding, among teacher educator respondents, only few (25.7%) of them had completed the in-service training for the higher diploma program and they appreciated its contribution to exercise active learning, and to conduct action research. However, the majority of them, (74.3%) either did not start the program or did not complete. Moreover, teacher educators asserted that lack of training for both trainers and trainees greatly affected the implementation of active learning approach in their respective colleges.

All the above discussions reflected that teacher educators' perceptions on the knowledge and skills of implementing active learning were very low and the efforts made to raise their knowledge and skill by different bodies was insignificant, though in-service training for higher diploma program is encouraging to implement active learning; if all teacher educators get the opportunity to participate in the program.

The third group of respondents, writers of curricular materials, responded to four questions on the active learning as instructors. Thus, as the findings revealed, a large number (66.7%) of them followed in-service training on the new curriculum reform through seminars and workshops on the concepts of curriculum, instruction and evaluation before joining teachers' college. Particularly, the writers were also asked whether or not they have got special training (short-term or long-term) on the modern instructional methods and the preparation of training modules for teachers' colleges, so as to prepare quality training materials that help to implement active learning.

Surprisingly, more than half of them (58.3%) didn't get such chance and they were assigned to teach and prepare the materials without any training. Even the considerable number of respondents, (41.7%) which have participated in the trainings did not get the necessary knowledge and skills on the instructional methods and module preparation. Because only small proportion, (20%) of them asserted as they got adequate training while the remaining (80%) responded, as the adequacy of their trainings were either moderate or low.

3.3.3 Attitudes Towards Active Learning

The research findings of Cross (1996), reminds that in the institutions of higher education, there have been challenges to incorporate the new model of active learning into classrooms. Because, some embraced such approach of instruction with enthusiasm but others are more cautions in moving towards adoption. Also Dary and Terry (1993) have noticed that, if the students had no appropriate perception on the procedures and activities of participatory, active learning, they are liable to develop negative attitudes for various reasons. For instance, a student who is used to exercise traditional, passive instructional method, which require only listening, may look shy and uncooperative, or destructive and oppose at the beginning of student-centered classroom activities. On the contrary, according to Kyrincou (1998: 39), active learning activities are likely to be enjoyed, offer opportunity for progress, are less threatening than teacher's talk activities, thereby foster more positive attitudes in pupils towards the subject.

The main intention here is that there is a strong tie between human attitude and their effort to implement or practice any task. Similarly, in order to implement active learning, the implementers should develop the necessary positive attitude towards participatory instructional methods. To this end, ten items were presented for the three groups of respondents with the intention of assessing their attitudes towards active learning. In the finding, it was appeared that, in almost all of the items, the majority of prospective teachers, teacher educators and writers of training modules had favourable feeling towards active learning, in spite of their low perception on the nature and application of active learning.

Particularly, the contribution of active learning in the instructional process is the belief of the three groups. However, specific items intended to assess respondents' attitude reflected that there is variation in position among the groups and within a group. For instance, the contribution of active learning in enhancing prospective teachers' conceptual understanding and problem solving capacity is the belief of the majority of prospective teachers, teacher educators and writers of the curriculum, which accounted 88.3%, 91.4% and 66.7% respectively.

On the other hand, almost all the three groups developed negative attitude towards active learning in time budget. Because, most of them, that is 96.3% of prospective teachers, 74.2% of teacher educators and 66.7% of module writers disagreed with assumption of time saving in active learning in comparison to passive learning. Further, the contribution of active learning in avoiding frustration and timid behaviour, on the one hand and enhancing self-confidence and independent learning capacity of the learners on the other is the opinion of the majority of respondents in three groups.

In short, it is possible to deduce that if conducive environment is available, prospective teachers, teacher educators and writers of the curricular materials are in favour of active learning as effective instructional method to be employed in any ladder of education as the result of the finding depicted.

3.3.4 The Adequacy of Curricular Materials to Implement Active Learning

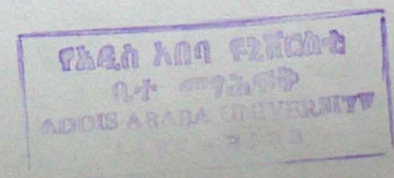
Mukalel (1998) states that teaching materials play a major role in effective teaching practices, in that these materials have a multi-dimensional function to perform. This implies that the nature and quality of the teaching materials considerably affect the learning process and the achievement of the learners whatever creative and resourceful the teacher may be. Thus, the dependence of the learners and teachers on the textbooks and other materials is considerable and inevitable, with varying magnitudes. Similarly, curricular materials in the teachers' colleges should be organized in such a way that prospective teachers could actively involve in the lessons and practice the participatory approach as intended.

In the Oromia Education and Capacity Building Bureau, the "Department of Curriculum Development and Research" has been established which is responsible for preparation and evaluation of primary school curriculum. On the other hand, although teachers' training colleges in the region are under the bureau, there is no organizational structure assigned to prepare the curricular materials for training colleges, as observed by the researcher. Rather, these materials have been prepared by teacher educators, who are offering training in the teachers' colleges either in-group or individually. In the preparation of training modules, the bureau usually coordinates the activities of module writers and arranges the workshops for discussion so that produce the final draft of the materials, which later on duplicated and dispatched to the colleges.

Accordingly, the three groups of respondents were asked to give their suggestions on the quality of training modules in line with active learning approach. Thus, the majority of respondents in the three categories (96.7% of prospective teachers, 97.1% of teacher educators and 91.7% of module writers) insisted that the present training modules in the teachers' colleges are not conducive to implement active learning approach.

Moreover, seven items were presented as the possible limitations of curricular materials in order to get the opinions of the three groups of respondents. The findings of the study revealed that almost all the possible problems provided in the items have been demonstrated in the training modules; so greatly hindered the effective implementation of active learning.

In line with the general preparation of curricular materials, EMA (1999) noticed that most textbooks and manuals in Ethiopia do not incorporate active learning approach. Rather, they emphasize one-way communication, where the material has not been written in the two-way process, that is to say, there is no interaction between the writer's text and the learner. But naturally, Leu (2000) advised that the writers of any curricular material should constantly raise the question whether or not the curricular materials and instructional methods used encourage students to solve problems, to inquire, to draw conclusions and communicate about what they have learned.



Similarly, Temechegn Engida (2002) in his research commented that lack of appropriate and relevant activities in the curricular materials was found as one of the factors that aggravated the already existing problem in the Ethiopian situation to implement active learning. This problem was investigated by the finding, in that the majority of prospective teachers (90.7%) and teacher educators (91.4%) have asserted, as there are no adequate activities or exercises in the training modules.

Furthermore, as the finding revealed, crowd-ness of the contents is one of the major problems in the training modules. In principle, however, curricular materials that have been designed in line with student- centered perspective should appear under- crowded particularly when compared to teacher- centered materials. Textbooks on active learning approach usually have fewer pages of facts. They give more emphasis to instruction, guideline, exercises or activities (Melese, 1999 and Leu, 1998).

In addition, different literatures (EMA, 1999, Mukalel, 1998 and Melese, 1999) proved that interactive and friendly curricular materials initiate participatory, active learning approach on the part of the learner. The result of the finding, on the other hand, reflected that the training modules of Social studies in the teachers' colleges are inadequate to fulfill the above requirements. Because more than half of prospective teachers (64%) and teacher educators (68.6%) agreed on the presence of the problem. But a large number of module writers were reserved to witness most problems of training modules except the absence of contents organized in to small units or chunks to facilitate active learning. This may be reflected by module writers, thinking that it may expose their faults. Also the writer of this paper came across the above problems when he roughly observed the materials. However, the content analysis was not made and it is impossible to judge without adequate evidences and deep assessment.

Therefore, the present training modules of Social studies are not adequate to implement a participatory, active learning instructional approach as the findings indicated in one way or another.

3.3.5 Factors Affecting the Implementation of Active Learning

To substantiate the preceding information, eight other factors were suggested as possible factors affecting the implementation of active learning in the Teachers' Colleges of Oromia Region.

Among these factors, teacher educators' and prospective teachers' tendency to traditional lecture method is the first. With respect to this problem, the three groups of respondents agreed that the tendency of prospective teachers and teacher educators to the traditional instructional method of teacher's explanation or lecture was the major problem, in negatively influencing the effective implementation of active learning. Supporting this fact, other researchers (like Hailom, 1998 and Plass, 1998) explain the tendency of teachers to the traditional lecture method. They stress that many teachers perceived teaching as a transmission process where the teacher transmits knowledge to students and the students receive that knowledge based on specified official syllabus. This implies that the effectiveness of the teacher is evaluated on the extent to which he/she follows the prescribed syllabus and covers the portion in the determined time schedule. Therefore, it should be known that before active, student-centered method of instruction becomes an accepted way of thinking, it is certainly difficult and even frustrating for teachers to practice it.

Similarly, Evan and Nation (1996) noticed that most prospective teachers fall into the old cultural trap and expect their instructors to lecture them in traditional classroom manner. Sometimes, even surprisingly, it is observed that prospective teachers categorize instructors who initiated them to practice participatory, active learning method in the class; as either not well prepared or incompetent.

It is known that cooperative activities are very important in active learning because they enable pupils to obtain greater insights into the conduct of learning through observing the performance of their peers and sharing procedures and strategies (Kyrincou, 1998).

Furthermore, other educators have noticed the sociological effects of group work in active learning approach. Among them, Temechegn Engida (2002) puts that certain

students always prefer to work by themselves. Where as, others prefer to work in pairs or in small groups. Even there are students who are usually interested to work only with adults, elders, well-known or authority figures. He recommends that teachers must know these problems and should vary the way they require students to work together or individually noting the number of opportunities in a given time that students are be able to work in the various Social arrangements. Otherwise, the potential of a well-planned activity may be destroyed simply because teachers may not have assigned their students for groups according to their preferences, which may even turnout to be boring and develop negative attitude on the students.

Likewise, sociological factors or group interactions are other problems in the active learning as the findings disclosed. On this issue, the three groups of respondents reported that there is the dependency of the majority on the minority. This problem was also discussed during the interview with prospective teachers and teacher educators. They explained that by its very nature, active learning approach invites cooperative work among participants or learners. But the major problem of cooperative learning in-group work was that during group work most students do not fully contribute to the group in both devotion of time and involvement in the activities. They only fully participate in financial or material contributions. Thus, in-group assignments, the majority of students retreat from the work and involved in their individual task, where as few concerned and competent students become occupied to complete the assignment. This problem is not true only in the work of the assignment but also on the presentation, because the majority of trainees were not involved during its preparation and have no ground and confidence to present on the stage in the class. Hence, it seems that group work has created problems among prospective teachers in sharing of the task and fulfill the requirements in different group assignments. It is the fear of the researcher that gradually, this tendency may develop negative attitudes among trainees, especially among competent prospective teachers in the colleges and can hinder the effective implementation of active learning.

At the present, teacher education system overhaul (TESO) program has introduced the wide use of continuous assessment as mandatory in the technique of evaluation by

providing the format and the percentage to be covered through different evaluation techniques. Also, the researcher observed from the documents of the prospective teacher's grade report that 75% of evaluation technique was uniformly based on the continuous assessment, whereas, written examination accounted only 25% of the total grade in each subject.

As one of its basic feature, active learning emphasizes on qualitative instead of quantitative assessment. It focuses on individual, on his/her unique learning pace and process than on the product. It employs continuous follow up, observation, anecdotal records, interview, group and individual assignments (Melese Bedane, 1999). In spite of its appropriateness to be used in active learning as an evaluation technique, continuous assessment may develop negative attitude among students due to subjectivity during grading. This may happen either due to the subjective nature of the technique it self or due to teacher's lenient behavior in evaluating the group or individual (Shemelis Zewdie, 2001). Thus, precaution needs to be taken to use continuous evaluation technique.

In this study, the use of continuous assessment as the major technique of evaluation in active learning, is the other problem blamed as an obstacle in the implementation of participatory, active learning instructional method by many prospective teachers and teacher educators. Of course, both teacher educators and prospective teachers believe on the appropriateness of continuous assessment to implement active learning. The problem is that it has led to unfair grading system or has invited bias or subjectivity due to its very subjective nature. This reveals that unless a solution is provided, this problem has affected and will affect the full participation of both teacher educators and prospective teachers in their implementation of active learning instructional approach. Module writers on the other hand, did not accept the problem of continuous assessment in inviting unfair grading as depicted in the finding because during the interview they noticed that it is the creativity and responsibility of individual teacher than the technique of evaluation that creates the problem. Thus, they support the wider use of continuous assessment in line with the application of active learning.

Shortage of time, shortage of finance and unavailability of instructional materials as hindering factors to fully implement active learning were supported by almost all groups with varying magnitudes. Particularly the problem of time shortage was widely raised during the interview with prospective teachers. They condemned group works and individual assignment. Because, they become too busy and over-loaded with tasks to the extent that they become frustrated, particularly at the end of the semester.

Time constraint is the major problem in implementation of active learning as many findings reflected. Capel et al., (1995) for example, explain, even some teachers discourage active learning simply because it brings an extra demand in the planning, preparation and evaluation. They believe that active learning is pressurized by limited time and overcrowded subject matter. As the result, even some come to the conclusion that participatory, activity- based learning is best in theory but unrealistic in practice. This may arise from inadequate knowledge on the area and improper utilization.

In the same way, instructional materials are other elements to be considered in the implementation of active learning, because, the availability and unavailability of instructional materials can facilitate or hamper the effective implementation of active learning (Amare Asgedom, 1998). This finding also reached to the same conclusion in that the three groups of respondents disclosed the negative influence of instructional materials on the effective implementation of active learning.

The other fact is that the three groups of respondents didn't take improper classroom arrangement as the serious problem in the implementation of active learning approach. In other words, in the teachers' colleges, class size, chairs and tables are conducive, if properly utilized by both prospective teachers and teacher educators as reported by the respondents. But the arrangements of desks and chairs are not in away to employ active learning in the classroom, as the researcher observed in the selected colleges. Rather, the traditional classroom layouts dominate in all cases.

CHAPTER FOUR

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The last part, chapter four, deals with the summary, conclusions and recommendations.

In this section, first, brief summary on the general study and the major findings are presented. Second, conclusions of the fundamental findings are made. Lastly, some possible recommendations are given on the basis of major findings of the study.

4.1. Summary

It is known that the main purpose of the study was to assess the implementation of active learning instructional approach in the Teachers' Colleges of Oromia Region. Particularly, the specific objectives of the study were:

- to investigate the degree to which active learning is practised in the teachers' colleges,
- to assess the degree to which prospective teachers, teacher educators and writers of training modules have the necessary knowledge to practice active learning approach.
- to look in to the attitudes of prospective teachers, teacher educators and writers of training modules towards active learning approach.
- to identify the way training modules were prepared to implement active learning approach.
- to assess factors that may affect the implementation of active learning approach.

To meet these objectives, five basic research questions were raised. These involved:

- 1) To what extent are active learning methods practised in the teachers' colleges?
- 2) Do prospective teachers, teacher educators and writers of training modules have the necessary knowledge to implement active learning?

- 3) What are the attitudes of prospective teachers, teacher educators and writers of training modules towards active learning?
- 4) Are the training modules prepared in line of active learning approach?
- 5) What factors may affect the implementation of active learning approach?

To gather the data on the topic, the study was conducted in three Teachers' Training Colleges of Oromia Region, namely, Adama, Jima and Robe. The subjects of the study were prospective teachers, teacher educators and writers of training modules.

From all respondents, the data were mainly gathered through questionnaire. Also, to substantiate the instrument, unstructured interview, unstructured observation and documentary analysis were made loosely.

The data obtained were analysed through the use of percentage. At last, based on the review of literature and the analysis of the data, the following findings were obtained from the study.

Major Findings:

• The Practice of Active Learning

The analysis of the data disclosed that the magnitude of practicing active learning in the Teachers' Colleges of Oromia Region was found to be low because based on the finding, the three groups of respondents confirmed that the practice of participatory, active learning instructional approach has been low in their respective colleges.

On the other hand, the practice of different instructional methods in the colleges varied as depicted from the data. Accordingly:

- a. Discussion and group work were the two most predominantly used instructional methods in the teachers' colleges.
- b. Next to group work and discussion, project work and peer-teaching were instructional methods that have been widely used.
- c. Question-answer was still employed frequently, though it is one of the instructional techniques in the active teaching than active learning.

- d. Lecture method was practised either frequently or occasionally, though it is teacher-centered method.
- e. Field-trip, panel discussion and role-play, as some of the common methodologies in Social studies were not frequently employed in the teachers' colleges of the region.
- f. Demonstration, as teacher-centered method of instruction was asserted by the majority as practised occasionally and frequently.
- g. In spite of the fact that inquiry, discovery and problem solving instructional methods are believed to promote learners' critical thinking and problem solving ability as active learning methods, they have been employed not at all except the insignificant number that asserted its occasional practice in the teachers' colleges.
- h. Also, brainstorming has been used either occasionally or not at all.

- **Knowledge on the Active Learning**

As the finding indicated, the three groups of respondents, namely, prospective teachers, teacher educators and writers of curricular materials in the stream of Social studies, had no adequate knowledge due to lack of necessary training that equip them with knowledge and skills on the implementation of active learning approach.

Particularly, the findings revealed that:

- a. Both prospective teachers and teacher educators had no exposure to active learning while they were in schools so that they lacked prior experience.
- b. Any significant effort was not made by respective teachers' colleges or other body to orient prospective teachers, teacher educators and writers of training materials through seminars, workshops, etc. on the nature and implementation of active learning. But module writers and teacher educators had participated in the in-service trainings and develop some awareness on the new curriculum reform in general before joining the college.
- c. The majority of teacher educators, currently offering training in the Teachers' Colleges of Oromia Region were graduated from field of education; so they had taken methodology courses in pre-service training. But instructors of Civic Education were largely graduates of non-education fields like Sociology, Political

Science and International Relation and Social Anthropology, which do not offer methodology courses.

- d. The higher diploma program offered to teacher educators to enhance their professional development was acknowledged by those who attended for its great contribution providing the necessary knowledge and skill on implementation of active learning. But, unfortunately, only few of them attended and completed the program.
- e. On the contrary to the above finding, prospective teachers insisted that their instructors had the necessary knowledge and skill but lacked interest and commitment to practice active learning.

- **Attitudes Towards Active Learning**

The research findings demonstrated that the majority of respondents had positive attitudes towards active learning. However, prospective teachers and teacher educators were denying each other's positive attitudes or interest in implementing active learning.

In addition, it was indicated that:

- a. The majority of them believe that active learning contributes to enhance prospective teachers' level of understanding and their ability of problem solving.
- b. The majority of teacher educators and writers of the training modules believe that active learning plays an important role in developing friendship and share of experience. But almost half of prospective teachers did not believe in this role of active learning.
- c. The majority of respondents developed negative feelings towards active learning due to the fact that it has burdened them in task load and created shortage of time.
- d. The majority of respondents believe that active learning could decrease learner's frustration and enhance their self-confidence and independent learning.

- **The Adequacy of Training Materials to Implement Active Learning**

The responses of the respondents demonstrated that the training modules are relatively inadequate and not conducive to implement active learning instructional approach

because they were not organized in such a way that the learner can actively involve in the learning task. Accordingly,

- a. The majority of prospective teachers and teacher educators also supported the major reasons suggested for inadequacy of curricular materials.
- b. The major factors proposed for inadequacy of training modules were not supported by the majority of curricular material writers except the absence of contents that are organized in to small units or chunks.

• **Factors Affecting Active Learning**

The findings on eight other factors that were suggested as affecting active learning was presented below.

- a. The majority of respondents in the three groups asserted that teacher educators and prospective teachers tendency to traditional lecture method greatly affected the implementation of active learning.
- b. Assigning the prospective teachers to work different active learning tasks in-group created the problem in that the majority of them became dependent on the minority.
- c. The wider use of continuous assessment as the major evaluation technique negatively affected the implementation of active learning in inviting unfair grading due to its improper utilization.
- d. Classroom size, the availability, appropriateness and arrangement of chairs and desks were seen as conducive elements to implement active learning. Because the respondents did not assert the negative impact of classrooms. However, the observation of the researcher depicted that the opinion of respondents become true provided that all groups properly utilized the conducive class size, chairs and desks available in the colleges.
- e. Shortage of adequate time, shortage of adequate finance and unavailability of instructional materials negatively affected the implementation of active learning.

4.2. Conclusions

Based on the major findings of the study, the following conclusions were drawn.

1. Although there have been encouraging steps in the Teachers' Colleges of Oromia Region, the findings of the study disclosed that the magnitude of practising active

learning in the colleges was found to be low. Because all groups of the respondents confirmed that the practice of participatory, active learning method was low.

2. The result of the study revealed that the main implementers of active learning in the teachers' colleges, namely, prospective teachers, teacher educators and writers of curricular materials had no adequate knowledge and skill on active learning. It was found out that this was due to lack of necessary training (short-term or long-term) that equip them with sound knowledge and profound skill in implementing active learning instructional approach in the teachers' colleges. However, most of prospective teachers did not support instructors' lack of knowledge.
3. In spite of their inadequate knowledge and skills, the three groups of respondents, namely, prospective teachers, teacher educators and writers of training modules in the teachers' colleges witnessed that they have developed positive attitude towards active learning instructional approach. On the other hand, prospective teachers did not support the assumption of instructors' positive attitudes towards active learning and vice versa.
4. The quality of curricular materials is one component in the implementation of new curriculum reform. Whereas, the finding depicted that the training modules were not prepared in a way that facilitate the implementation of active learning because they have been not organized in such a way that the learners can actively involve in their learning task.
5. In addition to the above facts, tendency towards traditional lecture method, less cooperation in the group work, unfair grading system in the continuous assessment, shortage of time and finance and unavailability of instructional materials were other major problems revealed as they have been hindering the implementation of active learning in the teachers' colleges. Whereas, class size, the availability of desks and chairs do not appear as problems, if properly utilized.

4.3. Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations were forwarded so as to see the effective implementation of active

learning in the governmental Teachers' Colleges of the Oromia Region in general and teachers' colleges under the study in particular.

1. Generally, as the findings of the study revealed, the magnitude of practising active learning in the Teachers Colleges of Oromia Region was found to be low. Similarly, the degree of exercising different active learning instructional methods/techniques in the colleges was not adequate.

Thus, it is advisable that continuous and extensive orientations should be offered to prospective teachers, teacher educators and writers of curricular materials on the both theoretical and practical aspects of active learning approach including the various techniques employed by Oromia Education and Capacity Building Bureau and Teachers' Training Colleges.

In order to bring about a positive change, Oromia Education and Capacity Building Bureau and Teachers' Training Colleges of the Region in collaboration with Ministry of Education and NGOs have to arrange short-term and long-term trainings and if possible make educational visit with in a country and even abroad to share experience on the innovative instructional approaches in line with the new curriculum reform in the country.

2. It was depicted that implementers of the new participatory, active learning approach in the teachers' colleges, namely, the prospective teachers, teacher educators and writers of curricular materials had no adequate training on participatory, active learning approach, which led them to lack of the necessary knowledge and skills on the issue. This problem was the cumulative effect of both pre-service and in-service training as disclosed in the finding except for prospective teachers.

To alleviate these problems:

- In each academic year, the administration of the colleges should arrange orientation program to new prospective teachers of first year entrants on the rules and regulations of the colleges in general and the nature and practice of instructional methods including active learning and evaluation technique, in particular. Furthermore, each subject instructor should give a brief orientation to

new entrant prospective teachers on the instructional methods and techniques of evaluation before starting the new class/new course, particularly in the beginning of first year, first semester.

- In one way or another, most teacher educators have an awareness on the general curriculum reform in the country, but had no adequate understanding particularly on the implementation of active learning in teachers' colleges. Thus, to avoid this problem, similar to that of prospective teachers, orientation should be given to each beginner teacher educator who is newly graduated from higher education institution and assigned in the college or transferred from secondary schools either by the bureau or respective colleges.
- For teacher educators offering courses of Civic Education, remedial program ought to be arranged by Regional Education and Capacity Building Bureau of Oromia on the new Education and Training Policy, on the Curriculum Reform, on the general and specific principles and application of instructional methods including techniques of evaluation. Because, they were mostly graduated from non-education streams like Sociology, Political Science and International Relation, etc. where methodology courses were not offered. In addition, efforts should be made to train teachers in the fields of Civic Education by MOE so as to assign them in teachers' colleges to offer Civic Education courses.
- All teacher educators should also be given the opportunity to attend and complete the in-service training of higher diploma program for professional development in the short time span, because those teacher educators, who have completed the program strongly acknowledged its contribution for effective implementation of active learning.
- Writers of curricular materials are also regular instructors in the colleges, according to the present conditions in the region. Thus, efforts must be made by Regional Education and Capacity Building Bureau of Oromia similar to that of prospective teachers, to provide them training on both instructional methods and principles of curricular materials preparation until the final solution is provided.

3. For effective implementation of active, student-centred instructional model, willingness and positive reactions are very important. In this study, although the efforts have not been made to enhance the knowledge and skills of teacher educators, prospective teachers and writers of curricular materials as expected; the respondents had positive attitude towards active learning. Therefore, to cultivate this fertile ground to maximum level, two points that have been condemned by the respondents, namely, increasing task load and the creation of contradictions among members in the group assignments need to be solved.

Thus, it is recommended that:

- Teacher educators must not be assigned to teach more than 12 credit hours in a week. Because they cannot effectively carryout active learning instructional model with high teaching load by its very nature. Furthermore, other administrative, co-curricular, research and other training programs like extension, distance, etc usually occupy teacher educators.
 - As much as possible, instructors should consider the depth and width of the assignments they give to prospective teachers in respective to time available. Because, the assignments can be overlapped from different courses, so they create frustration and tension over trainees.
 - All groups must aware of the fact that active learning by its very nature makes individuals busy by involving them in different practical activities. Therefore, they must be oriented to adjust themselves and to develop readiness.
 - Teacher educators' awareness and planned effort is important to avoid unnecessary conflicts among prospective teachers during group assignments because active learning is unimaginable without cooperative learning.
4. Scholars agree on the fact that the quality of curricular materials is one of the components that can influence the effective implementation of active learning. The findings of this study, nevertheless, have shown that curricular materials in the teachers' colleges were not prepared in a way that facilitate the effective implementation of active learning instructional approach.

To solve the major problems raised in relation to inadequacy of training modules, the following points were suggested.

- An evaluation should be carried out by all concerned bodies to know the quality of training modules in general and its appropriateness for implementation of the new instructional approach of active learning in particular.
 - The Oromia Education and Capacity Building Bureau has to establish "One Team" under the already functioning "Department of Curriculum Development and Research" so that it can take the responsibility to run the task and coordinate the participation of college instructors in the preparation of training materials.
 - Instructors in the teachers' colleges are subject specialists; therefore, their active role in the preparation of training modules is very important. They also possess experience-based knowledge on the different instructional methods. To use this opportunity, the necessary preconditions should be fulfilled. These include: the provision of the necessary training, minimizing of teaching load to create available time, creating means to give incentives to them for their preparation of the materials either in cash or by creating the opportunity for further education.
 - In collaboration with Teachers' Colleges and the Ministry of Education, manual or curriculum guide must be prepared that show the direction and keeps the standard of the training materials in line with the New Education and Training Policy and the TESO program, all which promote the active, participatory, student-centred instructional model.
5. In addition to the preceding points, other factors such as implementer's tendency towards lecture method, less cooperation in the group assignments, unfair grading system, shortage of time, shortage of finance and unavailability of instructional materials (references, training modules, teaching aids, etc) revealed as negatively affecting the implementation of participatory, active learning in the Teachers' Colleges of Oromia Region.

To minimize and gradually avoid these problems, various measures ought to be taken. Accordingly,

- In line with the New Education and Training Policy, continuous and intensive short-term and long-term training must be offered to teacher educators so as to enhance their awareness and gradually shift their tendency from teacher-dominated to learner-focused instructional approach.
- Instructors are required to give both individual and group assignments (activities) proportionally, and make serious and continuous followup to check whether or not each member contributes to the group or stays as a burden on a few. The teacher educators are also responsible to develop team spirit among prospective teachers, besides initiating individual effort because active learning is difficult without the use of cooperative learning.
- Most often, absolutely fair grading is impractical in many evaluation techniques. But, its scope could be wider in the continuous assessment. To alleviate this problem, first, the present 75% coverage of continuous assessment has to be minimized to 60% until all groups get adequate understanding on the technique. Second, criteria should be set to give grades/ marks and transparency must be developed between instructors and trainees.
- Shortage of time can be solved in three ways: (1) by preparing less-crowded and largely activity-based curricular materials avoiding bulky contents; (2) by appropriately budgeting the allotted time and working/implementing as intended; (3) by preventing the unnecessary wastage of regular academic calendar and immediately compensating if happened.
- The Regional Education and Capacity Building Bureau of Oromia must allocate adequate budget for teachers' colleges in the region and the administration of the college must appropriately and economically use the allotted budget based on annual plan. Particularly, assigning budget for instructional materials and field trip is necessary.
- Above all, the shortage of training modules for prospective teachers (1:7), unavailability of references (in quantity, quality and up to datedness), working of pedagogical center in under capacity and small size libraries should get emphasis by both Regional Education and Capacity Building Bureau and Teachers' Colleges in collaboration with International and Local NGO's.

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APPENDICES

General Instruction to All Respondents (Prospective Teachers, Teacher Educators and Writers of Curricular Materials)

Dear respondents! The aim of this research is **to assess the implementation of active learning approach in the Teachers' Colleges of Oromia Region.** It is believed that this research becomes effective and meaningful to the extent that all the respondents show their cooperation to answer all the questions thoroughly and carefully based on their experience. Thus, as a respondent, your interest and devotion of time is vital. On the other hand, it should be known that the information you give will be used only for academic purpose and your identity including your name will be kept confidential. At last, the researcher wants to send his thanks in advance for your cooperation and devotion of time.

Thank you!

APPENDIX – A

Part One: A Questionnaire to be Filled by Prospective Teachers

A. Background Information of Prospective Teachers

Instruction: The characteristics of prospective teachers are provided below. Please, select the appropriate answer and encircle it.

- 1) Name of the TTC a) Adama b) Jima c) Robe
- 2) Age a) 20 years and below b) 21-25 years c) 26-30 years d) 31 years and above
- 3) Sex a) Male b) Female

B. Main Data

I. Instruction: Items related with practice of active learning and perceptions of prospective teachers are provided below. Please, select the appropriate answer based on your experience and encircle it.

- 1) When you were in the school, the most widely used method of instruction is
 - a) teacher's explanation, demonstration, question and answers, etc.
 - b) student's active learning through individual or group activities
 - c) a and b
- 2) According to your observation, teacher educators in the college, give more emphasis to:
 - a) theoretical knowledge
 - b) practical skill
 - c) a and b
- 3) According to your observation in the College, the methods of instruction widely employed is
 - a) active learning, where prospective teachers participation (either in group or individual activities) is observed than instructors' role.
 - b) active teaching, where teacher educators' explanation is emphasized than prospective teachers participation.
 - c) a and b
- 4) Do you believe that participatory, active learning approach contributes to the effectiveness of training in the college?
 - a) yes b) no c) uncertain

- 5) If your response to question 4 is "yes", the level of your agreement on the assumption is
a) high b) moderate c) low
- 6) Since you have joined the training, did you get any orientation /training on how to learn actively either in-group or individually instead of passively listening teacher educators explanation or lecture?
a) yes b) no c) uncertain
- 7) If your response to question 6 is "yes", how did you get the orientation /training on active learning?
a) during general orientation by administrators before starting regular classes
b) during the first classes by teacher educators before beginning each course
c) a and b
- 8) Again, if your response to question 6 is "yes", the contribution of the orientation/training to you was
a) high b) moderate c) low
- ✓9) Do you think that your lack of necessary training affected your full implementation of active learning?
a) yes b) no c) uncertain

II. Instruction: Items related with preparation/ adequacy of training modules were listed below. Please, select the appropriate answer based on your experience and encircle it.

- 1) Are there problems of inadequacy in the preparation of training modules to implement active learning?
a) yes b) no c) uncertain
- 2) Are there bulky and over-crowded contents in the modules?
a) yes b) no c) uncertain
- 3) Are there absence of contents that are organized into small units or chunks?
a) yes b) no c) uncertain
- ✓4) Do the modules encourage trainees to enhance their knowledge and skills through active participation?

- a) yes b) no c) uncertain
- 5) Are there adequate activities and exercises in the modules to practice?
a) yes b) no c) uncertain
- 6) Are the modules interactive and friendly to trainees?
a) yes b) no c) uncertain
- 7) Do the training modules emphasize one-way communication than two-way communication?
a) yes b) no c) uncertain
- 8) Do the contents in the training modules match with trainees' maturity level?
a) yes b) no c) uncertain

III. Instruction: Below eleven items dealing with opinions are mentioned. Please, select the appropriate answer based on your experience and encircle it.

- 1) Participatory, active learning approach is effective to be used in the teachers' college.
a) agree b) disagree c) undecided
- ✓ 2) Prospective teachers' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 3) Teacher educators' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 4) Module writers' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 5) Active learning enhances prospective teachers' level of understanding and involves them in problem solving.
a) agree b) disagree c) undecided
- 6) Active learning creates the opportunities to share experiences and encourage friendship among prospective teachers.
a) agree b) disagree c) undecided

7) Active learning decreases prospective teachers' and teacher educators' workload and saves time.

a) agree b) disagree c) undecided

8) Active learning decreases frustration, docile or timid behaviour of prospective teachers.

a) agree b) disagree c) undecided

9) Active learning enhances active involvement of prospective teachers in learning instead of passive listening.

a) agree b) disagree c) undecided

10) Active learning enhances self-confidence and independent learning of prospective teachers.

a) agree b) disagree c) undecided

IV. Instruction: Factors that may affect active learning are listed below. Please, select the appropriate answer among the three alternatives and encircle it.

1) Do you think that your tendency to the traditional lecture or explanation method has affected the implementation of active learning?

a) yes b) no c)uncertain

2) Do you think that teacher educators' tendency to the traditional lecture or explanation method has affected the implementation of active learning?

a) yes b) no c)uncertain

3) Do you think that cooperative work among prospective teachers in active learning has invited the dependency of the majority on minority?

a) yes b) no c)uncertain

✓4) Do you think that the wider use of continuous assessment has invited unfair grading?

a) yes b) no c)uncertain

✓5) Is there shortage of time to practice active learning?

a) yes b) no c)uncertain

✓6) Is there shortage of finance to practice active learning?

a) yes b) no c)uncertain

7) Are there problems related to classroom to practice active learning?

a) yes b) no c)uncertain

8) Is there unavailability of instructional materials to practice active learning?

a) yes b) no c)uncertain

APPENDIX - B

Part Two: A Questionnaire to be filled by Teacher Educators

A. Background Information of Teacher Educators

Instruction: The characteristics of teacher educators are listed below. Please, select the appropriate answer from alternatives given and encircle it or fill in the blank space where necessary.

- 1) Name of the TTC a) Adama b) Jima c) Robe
- 2) Sex a) Male b) Female
- 3) Age a) 18-25 years b) 26-33 years c) 34-40 years d) 41 years and above
- 4) Qualification a) Diploma b) Degree c) Master d) If any other, specify

- 5) Area of study a) Geography b) History c) Civic Education
d) If any other, specify _____
- 6) Teaching experience out side TTI/TTC
a) 2 years and below b) 3-6 years c) 7-10 years d) 11-15 years
e) 16 years and above
- 7) Teaching experience in the TTI/TTC
a) 2 years and below b) 3-6 years c) 7-10 years d) 11-15 years
e) 16 years and above
- 8) Teaching load per week a) Below 10 b) 11-15 c) 16-20 d) 21 and above

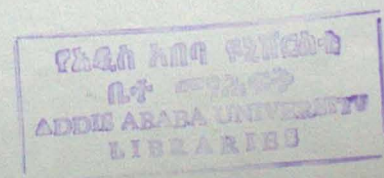
B. Main Data

I. Instruction: Items related with the practice of different instructional methods are listed below. Please, select the correct answer that represent how often these methods have been employed.

No.	Items	How often Employed		
		always	sometimes	not at all
1	Lecture/Explanation			
2	Demonstration			
3	Question and answer			
4	Brain Storming			
5	Discussion			
6	Group work			
7	Role-play			
8	Panel discussion			
9	Peer teaching			
10	Field trip			
11	Project work			
12	Inquiry learning			
13	Discovery Learning			
14	Problem Solving			

II. Instruction: Items related to your knowledge and experience on active learning are provided below. Please, select the appropriate answer based on your experience and encircle it.

- 1) To what extent active learning has been practiced in the teachers' college?
a) high b) moderate c) low
- 2) How often some of the instructional methods commonly used in the Social studies (like field trip, project work, panel discussion, role-play, etc) have been practiced in the teachers college?
a) always b) some times c) not at all
- 3) When you were a student in the primary, secondary or tertiary level of education, the instructional methods widely used were:
a) teacher-centred b) learner-centred c) a and b
- 4) Did you attend methodology courses in your pre-service training?
a) yes b) no c) uncertain



- 5) If your response to question 4 is "yes", which methodology did you attend?
 a) General methodology b) Subject methodology c) a and b
 d) If any other, specify _____
- 6) Did you get any in-service trainings (short-term or long-term) on the new curriculum reform in Ethiopia, since 1994?
 a) yes b) no c) uncertain
- 7) If your answer to question 6 is "yes", the focus of the trainings were on
 a) Curriculum development/evaluation
 b) Instructional methods/evaluation techniques
 c) a and b d) If any other, specify _____
- 8) Again, if your answer to question 6 is "yes", the contributions of the trainings were
 a) high b) moderate c) low
- 9) Have you got in-service trainings (workshop, seminars, etc) on the application of instructional methods like active learning, student-centred, or participatory methods?
 a) yes b) no c) uncertain
- 10) If your answer to question 9 is "yes", the level of your understanding/knowledge on those instructional methods is
 a) high b) moderate c) low
- 11) Since you have started teaching in the TTI/TTC, did you get any training on active learning instructional methods or evaluation technique?
 a) yes b) no c) uncertain
- 12) If your response to question 11 is "yes", the contribution of the trainings were
 a) adequate b) moderate c) low
- 13) Did you attend the higher diploma program for teacher educators?
 a) yes b) no c) uncertain
- 14) If your response to question 13 is "yes", is there any significant difference in your level of perception to apply active learning in the teachers' college?
 a) yes b) no c) uncertain

III. Instruction: Items related with preparation/ adequacy of training modules are mentioned below. Please, select the correct answer and encircle it.

- 1) Are there problems of inadequacy in the preparation of training modules to implement active learning in the colleges?
a) yes b) no c) uncertain
- 2) Are there bulky and over-crowded contents in the training modules?
a) yes b) no c) uncertain
- 3) Are there absence of contents that are organized into small units or chunks?
a) yes b) no c) uncertain
- 4) Do the training modules encourage trainees to enhance their knowledge and skills through active participation?
a) yes b) no c) uncertain
- 5) Are there adequate activities and exercises in the training modules to practice?
a) yes b) no c) uncertain
- 6) Are the modules interactive and friendly to trainees?
a) yes b) no c) uncertain
- 7) Do the training modules emphasize one-way communication than two-way communication?
a) yes b) no c) uncertain
- 8) Do the contents in the training modules match with trainees' maturity level?
a) yes b) no c) uncertain

IV. Instruction: Items dealing with attitude on active learning are listed below. Please, select the appropriate choice that reflect your opinion and encircle it.

- 1) Participatory, active learning approach is effective to be used in the teachers college.
a) agree b) disagree c) undecided

- 2) Prospective teachers' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 3) Teacher educators' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 4) Module writers' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 5) Active learning enhances prospective teachers' level of understanding and involves them in problem solving.
a) agree b) disagree c) undecided
- 6) Active learning creates the opportunities to share experiences and encourage friendship among prospective teachers.
a) agree b) disagree c) undecided
- 7) Active learning decreases prospective teachers' and teacher educators' workload and saves time.
a) agree b) disagree c) undecided
- 8) Active learning decreases frustration, docile or timid behaviour of prospective teachers.
a) agree b) disagree c) undecided
- 9) Active learning enhances active involvement of prospective teachers in learning instead of passive listening.
a) agree b) disagree c) undecided
- 10) Active learning enhances self-confidence and independent learning of prospective teachers.
a) agree b) disagree c) undecided

V. Instruction: Factors that may affect active learning are listed below. Please, select the appropriate answer among the three alternatives and encircle it.

- 1) Do you think that your tendency to the traditional lecture or explanation method has affected the implementation of active learning?
a) yes b) no c)uncertain
- 2) Do you think that teacher educators' tendency to the traditional lecture or explanation method has affected the implementation of active learning?
a) yes b) no c)uncertain
- 3) Do you think that cooperative work among prospective teachers in active learning has invited the dependency of the majority on minority?
a) yes b) no c)uncertain
- 4) Do you think that the wider use of continuous assessment has invited unfair grading?
a) yes b) no c)uncertain
- 5) Is there shortage of time to practice active learning?
a) yes b) no c)uncertain
- 6) Is there shortage of finance to practice active learning?
a) yes b) no c)uncertain
- 7) Are there problems related to classroom to practice active learning?
a) yes b) no c)uncertain
- 8) Is there unavailability of instructional materials to practice active learning?
a) yes b) no c)uncertain

APPENDIX - C

Part Three: A Questionnaire to be Filled by Module Writers

A. Background Information of Module Writers

Instruction: The characteristics of module writers are listed below. Please, select the appropriate answer from alternatives given and encircle it or fill in the blank space, where necessary.

- 1) Name of the TTC a) Adama b) Jima c) Robe
- 2) Age a) 18-25 years b) 26-33 years c) 34-40 years d) 41 years and above
- 3) Sex a) Male b) Female
- 4) Qualification a) Diploma b) Degree c) Masters d) If any other, specify _____
- 5) Field of study a) Geography b) History c) Civic Education
d) If any other, specify _____
- 6) Teaching experience, both outside and inside TTI/TTC
a) 3 years and below b) 4-10 years c) 11-15 years
d) 16 years and above e) You didn't teach out side TTI/TTC
- 7) Your experience in module writing is a) 1 year and below b) 2-3 years c) 4-5 years
d) 6 years and above

B. Main Data

I. Instruction: Items related with practice of active learning and your perception on the area are listed below. Please, select the appropriate answer from alternatives given and encircle it or fill in the blank space where necessary.

- 1) Have you practiced instructional methods that enhance learner's participation like active learning or learner centered? a) yes b) no c) uncertain
- 2) If your response to question 1 is "yes", to what extent active learning is practised?
a) always b) sometimes c) rarely d) not at all

- 3) Did you get any in-service training (workshops, seminars, etc) on the new curriculum reform in Ethiopia, since 1994?
a) yes b) no c) uncertain
- 4) If your answer to question 3 is "yes", the focus of the trainings were on
a) Curriculum development/implementation
b) Instructional methods/evaluation techniques
c) a and b d) If any other, specify _____
- 5) Did you get any in-service training (workshops, seminars, etc) on training module preparation that helps to implement active learning approach?
a) Yes b) no c) uncertain
- 6) If your response to question 5 is "yes", the contributions of these training were
a) adequate b) moderate c) low

III. Instruction: Items related with preparation/ adequacy of training modules are mentioned below. Please, select the correct answer and encircle it.

- 1) Are there problems of inadequacy in the preparation of training modules to implement active learning in the colleges?
a) yes b) no c) uncertain
- 2) Are there bulky and over-crowded contents in the training modules?
a) yes b) no c) uncertain
- 3) Are there absence of contents that are organized into small units or chunks?
a) yes b) no c) uncertain
- 4) Do the modules encourage trainees to enhance their knowledge and skills through active participation?
a) yes b) no c) uncertain
- 5) Are there adequate activities and exercises in the modules to practice?
a) yes b) no c) uncertain
- 6) Are the modules interactive and friendly to trainees?
a) yes b) no c) uncertain

- 7) Do the training modules emphasize one-way communication than two-way communication?
a) yes b) no c) uncertain
- 8) Do the contents in the training modules match with trainees' maturity level?
a) yes b) no c) uncertain

IV. Instruction: Items dealing with attitude on active learning are listed below. Please, select the appropriate choice that reflect your opinion and encircle it.

- 1) Participatory, active learning approach is effective to be used in the teachers college.
a) agree b) disagree c) undecided
- 2) Prospective teachers' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 3) Teacher educators' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 4) Module writers' lack of interest has affected the implementation of active learning in the teachers' college.
a) agree b) disagree c) undecided
- 5) Active learning enhances prospective teachers' level of understanding and involves them in problem solving.
a) agree b) disagree c) undecided
- 6) Active learning creates the opportunities to share experiences and encourage friendship among prospective teachers.
a) agree b) disagree c) undecided
- 7) Active learning decreases prospective teachers' and teacher educators' workload and saves time.
a) agree b) disagree c) undecided
- 8) Active learning decreases frustration, docile or timid behaviour of prospective teachers.
a) agree b) disagree c) undecided

- 9) Active learning enhances active involvement of prospective teachers in learning instead of passive listening.
a) agree b) disagree c) undecided
- 10) Active learning enhances self-confidence and independent learning of prospective teachers.
a) agree b) disagree c) undecided

V. Instruction: Factors that may affect active learning are listed below. Please, select the appropriate answer among the three alternatives and encircle it.

- 1) Do you think that your tendency to the traditional lecture or explanation method has affected the implementation of active learning?
a) yes b) no c)uncertain
- 2) Do you think that teacher educators' tendency to the traditional lecture or explanation method has affected the implementation of active learning?
a) yes b) no c)uncertain
- 3) Do you think that cooperative work among prospective teachers in active learning has invited the dependency of the majority on minority?
a) yes b) no c)uncertain
- 4) Do you think that the wider use of continuous assessment has invited unfair grading?
a) yes b) no c)uncertain
- 5) Is there shortage of time to practice active learning?
a) yes b) no c)uncertain
- 6) Is there shortage of finance to practice active learning?
a) yes b) no c)uncertain
- 7) Are there problems related to classroom to practice active learning?
a) yes b) no c)uncertain
- 8) Is there unavailability of instructional materials to practice active learning?
a) yes b) no c)uncertain

APPENDIX - D

Part Four: Interviews To Prospective Teachers

Basic Guiding Sample Interview Questions

1. How do you join this teachers' training college?
2. What do you know about methods of teaching? Would you please elaborate briefly?
3. What similarities and differences have you observed between secondary school and teachers' college in the activities/roles of teachers and students?
4. Did you get any orientation on the teaching and learning, on the activities of trainees and instructors, on how to use modules, libraries, pedagogical centers, etc. before the beginning of training?
5. What do you feel towards group / individual activities that increase active engagement of trainees instead of passive listening?
6. How do you observe the competency and attitude of instructors in helping and guiding trainees to learn actively in-group or individually?
7. What methods of evaluation are widely used? Why?
8. Are the training modules prepared in ways that enhance the active participation of trainees?
9. What factors may facilitate or hinder the active participation of trainees both individually and in-group?
10. Do you think that the training modules match your level of understanding?
11. What do you comment on the teaching and learning in general and the implementation of active learning in particular in the teachers colleges?

APPENDIX - E

Part Five: Interviews to Teacher Educators

Basic Guiding Sample Interview Questions

1. How do you join the teaching profession?
2. Can you tell me some of your pre-service and in-service training and experiences to apply different instructional methods?
3. Are there similarities or differences in the instructional methods between secondary school education and teacher's training college?
4. Do you think that the way you have been taught can affect your present styles of teaching? If yes, how?
5. What feelings do you have towards active, participatory learning? Can you mention its advantages and disadvantages?
6. What feelings have you observed from your trainees when engaged in participatory, active learning?
7. What techniques do you use to make trainees actively participate in the classroom / out side?
8. How do you avoid trainees' hesitation and reservation from open and free discussion and involvement in individual and group activities in the colleges?
9. Do you initiate trainees to develop team spirit or cooperative learning? If yes, how?
10. What types of evaluation techniques have you employed to evaluate your trainees? Why?
11. Do you think that the present curriculum materials for training are prepared in a way that instructors or trainees can employ participatory, active learning?
12. If you believe that there are activities in the training materials that initiate trainees to participate actively, are the activities written at the level appropriate to trainees' level of maturity?
13. Do you think that the curriculum materials can be covered if participatory, active learning is employed? Why?
14. From your experience in the college, what factors do you think can facilitate or hinder participatory, active learning?
15. What do you comment on the methods of teaching in general and the application of participatory, active learning in particular in teacher's colleges?

APPENDIX - F

Part Six: Interviews to Module Writers

Basic Guiding Sample Interview Questions

1. What is your experience as a teacher and curriculum expert/ curriculum material writer?
2. Have you got pre-service/in-service training on the development and evaluation of curriculum material?
3. Did you get any training (short-term or long-term, through seminars, workshops, etc.) on the new education and training policy in general and curriculum reform in particular? If yes, on what issues?
4. What notion/ perspective do you support in the process of curriculum design and preparation of curriculum materials including modules?
5. Did you get any training on how to develop or evaluate curriculum materials for training? Are there any guidelines to follow in the preparation of training modules in your college?
6. What is the difference between the conventional and modern methods of teaching? Can you mention their advantages and disadvantages?
7. Can you list some methods of instruction that may encourage participatory, active learning or trainee's passivity?
8. How do you incorporate the above techniques in the curricular materials during their preparation?
9. How do you make the training materials interactive and friendly to trainees so that they can facilitate two-way communication?
10. Are the modules prepared for training full of facts or provided with many practical students' activities? Why?
11. Do you think that the present curriculum materials for training are prepared in a way that instructors or trainees can employ participatory, active learning?
12. Do you think that curricular materials in general and trainees activities provided in the training modules in particular are written at the level appropriate to trainee's maturity level?
13. What factors do you think may facilitate or hinder the preparation of training modules or curriculum materials?
14. What do you comment on the design, preparation, printing, distribution and use of curriculum materials in the teacher's college to make practical participatory, active learning?