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REPORT OF THE UPP TRAINING CONFERENCE

**Conducted in Johannesburg
June 25 through July 7, 1984
Prepared by Larry V. Hedges**

The Consulting Group, Incorporated

This is a report of the UPP Training Conference for South African tutor trainers conducted in Johannesburg from June 25 to July 7, 1984. The purpose of this Conference was to train South African trainers in the methodology of the UPP so that they can conduct tutor training workshops for tutors involved in UPP. We believe that this goal of preparing South African trainers was successfully achieved by the Training Conference as detailed below.

American Training Team

The American training team consisted of five American educators with substantial experience in teacher training and in academic support programs for the educationally disadvantaged. The team members and their academic specializations are:

1. Michael Flanigan (English)
Department of English
University of Oklahoma
2. Larry V. Hedges (Evaluation and Mathematics)
Department of Education
University of Chicago
3. James H. Mosenthal (English and Reading)
Department of Education
University of Chicago
4. Dorothy S. Strong (Mathematics)
Bureau of Mathematics Curriculum
Chicago Public Schools
5. Melvin R. Webb (Science)
Academic Dean
Clark College
Atlanta University

The team was selected on the basis of national visibility and experience in academic support activities. A preparatory session was held for all team members from June 1 to 3, 1984 in Chicago. This session included an orientation to South Africa and the UPP. It also involved a thorough analysis of UPP training materials and assignment of training responsibilities to team members.

South African Trainers

A total of 10 South Africans were nominated by their regional committees to be tutor trainers for the UPP in their respective regions.

Committees in the Eastern Cape, Transvaal, and the Western Cape supplied four, three, and two trainers respectively. The Natal region elected not to send trainers to the Training Conference at this time. The trainers from each region and their academic specializations are:

<u>Eastern Cape:</u>	Motlapele M. January	(English)
	Noma Lisa	(English)
	Tandeka Li Mbopa	(Math)
	Zola Topo	(Physical Science)
<u>Transvaal:</u>	Nic Mogatusi	(Physical Science)
	Michael Monyokolo	(Math)
	Cynthia Rabotapi	(English)
<u>Western Cape:</u>	Ismail N. Fillis	(Math)
	Obed Norman	(Physical Science)
	Jacobus A. Spangenberg	(Physical Science)

Each of the trainers is currently involved in educational activities and has some involvement in nonformal education programs for black South Africans. A complete list of trainer names and addresses is given in Appendix A.

Training Activities

The training activities were based on the UPP tutor Training Manual. This Manual serves as a textbook for the tutor training activities. The objective of the Training Conference was to enable the participants to use the training materials in their own tutor training programs. Consequently, the Training Conference had two functions: 1) to teach the content of the Training Manual to the South Africans, and 2) to prepare South Africans to teach the content of the Training Manual to their tutors.

Each day of the Training Conference was divided into two sessions. In the first session, the American team presented the content to the South Africans. In the second session, the South Africans engaged in role playing and practised presenting the content themselves. The final activity of the Conference was the development of a training schedule and detailed lesson plans for the tutor training programs in each geographic region.

The trainers from each region (Eastern Cape, Transvaal, and Western Cape) worked together to develop the schedule and lesson plans for their region. Each regional plan was presented, evaluated by the group and then revised. Each regional group also presented a sample lesson segment to the group who acted as tutors based on their revised lesson plans. A summary of each day's activities in the Training Conference is given in Table 1.

TABLE 1**Schedule of Johannesburg Training Workshop**

DAY	CHAPTER/TOPIC	LED BY
1 25th June	Chapter 1 : Intro to UPP Chapter 2 : Intro to Individualised Instruction	Fanyana Mazibuko James Mosenthal
2 26th June	Chapter 3 : Instructional Procedures for the UPP	James Mosenthal
3 27th June	Chapter 8 : Probing Skills and Questioning Techniques	Mike Flanigan
4 28th June	Chapter 4 : How to be an Effective Tutor	Larry Hedges
5 29th June	Chapter 5 : Task Analysis and Instructional Objectives	Dorothy Strong
6 2nd July	Chapter 6 : Using Task Analysis	Dorothy Strong
7 3rd July	Chapter 9 : A Strategy to Help Students Solve Problems	Melvin Webb
8 4th July	Chapter 7 : Creating a Positive Learning Atmosphere Chapter 10: Mastery Test Scoring Procedures	Mike Flanigan Mike Flanigan
9 5th July	Chapter 11: Evaluation	Larry Hedges
10 6th July	Evaluation of Schedules, Lesson Plans, and Lesson Segments	Larry Hedges

Note: Each day was divided into two sessions: a morning session starting at 9:00 AM, ending at 12:00 noon; and an afternoon session starting at 1:00 PM, ending at 4:00 PM.

Evaluation

The Training Conference was evaluated in several ways. The purposes of the Conference were to teach the content of the Training Manual and to help the participants develop plans for training community organization tutors. Exercises in the Conference were designed to ensure that participants mastered the content of the Training Manual.

The participants also developed (with the help of the American team) training schedules and detailed lesson plans for their training sessions. Consequently, the design of the Conference essentially guaranteed that its goals would be met. It provided for immediate and specific assistance for any participants who might otherwise have failed to meet the goals of the Conference.

The opinions of the participants were solicited at the end of the Conference by requiring them to respond (anonymously) to six open-ended questions about the workshop.

The questions were:

1. Was the Conference valuable? In what ways?
2. Did the Conference meet your expectations? Please explain.
3. Was the Conference content useful? Please explain.
4. Do you think that you will be able to train tutors? Please explain why or why not.
5. In what ways were your instructors effective or ineffective in helping you understand the material?
6. How could the Conference have been improved?

The complete responses of all ten participants are given in Appendix B.

All of the participants felt that the Conference was valuable and that it exceeded their expectations. Typical comments were that the Conference was "of great value to me" or that the Conference was found to be "valuable in a very tremendous way." In addition, all of the participants indicated that the Conference was useful in helping them to prepare to train tutors.

Several participants also commented that the use of the techniques of individualized instruction in the Conference was a particularly effective way to demonstrate the effectiveness of UFP techniques of individualized instruction.

APPENDIX A

List of Participants in Johannesburg Training Workshop

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6200

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Obed Norman
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FAIRWAYS
OTTERY
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Jacobus A. Spangenberg
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Zola Topo
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NEW BRIGHTON
6200

APPENDIX B

Participant Evaluations of the Training Workshop

QUESTIONS

- A. Was the Conference valuable? In what ways?
- B. Did the Conference meet your expectations? Please explain.
- C. Was the Conference content useful? Please explain.
- D. Do you think that you will be able to train tutors? Please explain why or why not.
- E. In what ways were your instructors effective or ineffective in helping you understand the material?
- F. How could the workshop have been improved?

ANSWERS

Trainee #1:

A, B, C, D, E:

I think the workshop was valuable in the sense that now I have a clearer understanding of how to effectively make use of the Study Guides. Skills acquired during the training workshop will prove valuable in attending to student problems, not only in the three subjects handled, but also in other subjects as well. The workshop made me realize that the conventional teaching method does not necessarily hold the key to effective teaching. I also realized the importance of individualized instruction in the nonformal setting. My instructor effectively presented the material by getting me actively involved in the solution of the problems--this I think is the thing that most tutors overlook when giving instruction to their students. They tend to lecture rather than require response from students. I also think the manner of asking questions helped in clearing misconceptions about the study material. I feel confident that I can ably train my tutors following the methodology I went through. The only problem might arise when there are not enough training manuals, and to convince them to break away from the traditional teaching method.

E:

The workshop could also have been improved if we could have been given an opportunity of practising what we acquired in the actual tutoring session and having trainers observe what is going on.

Could you also give us references on the PSI?

Trainee #2:

A:

The workshop was of great value to me. It transformed my attitude such that I realise now how much one can gain by PSI.

B, C:

As far as expectations are concerned, it is difficult to comment on them because this course was unique. Nothing of its kind has ever taken place. However, the standard of presentation and content were excellent.

D:

I can hardly wait to train my tutors, and I am certain that they will find this a worthy contribution in education.

E:

The section on probing skills was very impressive because of the use of a video to demonstrate. Some demonstration of this kind should have been included in all chapters.

Trainee #3:

A:

The value of the workshop lies in the fact that I have learned a lot more than I have perceived.

B, C:

I did not expect what I found. I was surprised by the way you handled the content of the manual.

D:

If we as trainers work together as a team and try to do the way you did it, then I think we will be able to train our tutors.

E:

Because of the fact that the material was not presented in the traditional way, but by questioning and discussion, role play and even by acting as students, the tutors, I think, succeeded in helping us to understand the material.

F:

I do not think I will be able to comment on any improvements at this stage.

Trainee #4:

A:

Very valuable. Bringing together people from various programmes in informal sector in South Africa. Interaction with American scholars.

B:

Had no idea what to expect. Can only say the workshop was worthwhile.

C:

The Training Manual content can be tightened in many areas. It might even have been useful to have included in the manual a bibliography, listing referenced sources so that one could take a closer look at certain of the suggested approaches which appeared unusual to some of us. A case in point is the section on problem solving where the suggested approach is not even adhered to in the Study Guides. It does not appear as though the manual has been subjected beforehand to an adequately rigid critical review.

D:

Yes.

E:

I was impressed by what I consider a group of very competent and very approachable people. The answer to the question is a definite yes. Perhaps the instructors did not have quite enough time beforehand to look very closely at the manual and individualize their contributions sufficiently. This might explain the fact that sometimes contributions amounted to little more than one might pick up oneself by reading the manual.

F:

As indicated above.

Trainee #5:

A:

It was valuable because firstly it is important for people (students) who are going to use the Study Guides to know how to use them correctly so that they can benefit from them to a higher extent. Thus, in training people to train tutors using the material, correct use of the material by students is ensured.

B, C:

The content was useful in that it explained thoroughly the procedures involved in the use of Study Guides material in this individualised instruction, the way in which a tutor can be effective, etc.

D:

I think I will be able to train my tutors because of the methods and techniques that I learned from the training session.

E:

They were effective in helping me understand the material by making it a point that they demonstrate most of the concepts they were dealing with, and we were also given a chance to demonstrate - through role plays, answering questions, etc.

F:

The workshop did more than meet my expectations because not only we were taught or told about this individualised instruction, and procedures involved in it, we also had a chance of pointing out or giving suggestions.

Trainee #6:

A:

Yes, it was valuable, in that it showed that there is another method of instruction than the traditional way of teaching. It showed that our emphasis should be on the student and not the tutor. It highlighted the individual in the teaching-learning situation and how the tutor should respond to the individual in the learning situation.

B:

No, it did not, because I expected (instruction) teaching by so-called experts who will prescribe and advocate a methodology which might work or might not work. I did not expect people communicating by discussion and giving us the opportunity to express ourselves because in the South African context, this seldom happens in a workshop.

C:

Yes, I think so because a lot of new ideas came about and even those things I took for granted. This will really become clear if the material is used by our tutors in our own tutor-workshop.

D:

Yes, with the training I received I should be able to train my tutors. Since we will be a group and working together, with the help of the training manual and the valuable experience gained over the last few weeks, I think I can be successful.

As explained in question 2, they gave us the opportunity to take part in discussion, making suggestions and at times even opposing their views. This led to a better understanding of the material.

More time could have been spent on Chapter 2, as I feel that the success of this programme depends on correct and effective administration. More video-material could have been used, especially on Chapter 4 and others, where possible.

Trainee #7:

A:

Yes, it was especially because it will help me deal with the problems my sons have with their school work.

B:

The workshop was not only informative for me. It was also educative.

C:

Having a written record of the workshop procedure is useful.

D:

I will be able to train the tutors. I just hope that I will make the tutors appreciate this method of instruction as much as I do. I also hope that they will benefit from the training.

E:

The tutors did not just conduct a workshop, they adhered to the principle of the method of instruction.

Trainee #8:

A:

Yes. Because we were not lectured to, but the methods and strategies we were being taught to use were actually put into practice. We were also made to participate, which gave us practice in the use of the strategies demonstrated to us.

B:

Yes. In fact it did more than that. I am used to being told what to do, not to having it done before me.

C:

Yes. Even those things I knew were reinforced and such stress laid on them that I shall do them with even more conviction.

D:

Yes. The methods and strategies I am supposed to train them in were not only demonstrated to me, but I also practised them.

E:

They made us do the things they were teaching us and were accessible to us when we needed their help.

Trainee #9:

A:

The workshop was valuable. It was enriching in a way. The little things like attitudes, patience, praise, etc., which one normally ignores, were illustrated as important in any educational set-up. Some of the things stressed here are valuable even in formal educational set-ups.

B:

I did not know what to expect when I came here but I feel I have gained a lot from this session.

C:

Content of the session was useful. It has served as an eye-opener for me.

D:

I shall be able to train my tutors. This to me has been so real that I think its application will be real also.

E:

They practised what they preached. So it means I'll also be helpful, understanding and friendly to my tutors at home.

F:

I do not think the session could have been any better.

Trainee #10:

A:

I found the workshop to be valuable in a very tremendous way. One of the things that I feel is worth mentioning is the involvement of the trainees. Most of the material or concepts that needed to be covered were actually brought up by the trainees themselves, of course, having gone through the study material. The workshop was such that it made clear the role of the tutor and also the role of the student in a tutoring learning situation and the emphasis on the student independently working was also brought out clear during the course of the entire workshop.

B:

Because of the lack of information I had about the workshop before we started, I did not really have any expectations. But one thing worth mentioning is the social interaction between tutor and student, how the tutor can help the student to be able to attend to his own problems but not actually solving them for him. I am now strongly convinced that with our students given some independence, they can achieve more during the end of the year exams.

C, D, E:

The content was extremely useful, and anything I need to mention is that it was used not as a final "stamp" to any discussion, but to give us a sense of direction. The content addresses itself to practical problems that we meet or come across as tutor/teachers in a learning situation. The whole question of role play (taking problems and role playing) was just fantastic. The way the instructors presented or helped us to understand the material by involving us actively, will help us a great deal when we are to train tutors. What came out very clear from the instructors that I think I can also do is to get trainees to build up rules and bring concepts with the trainers giving direction in terms of discussions. One more thing worth mentioning is the fact that the instructors were always prepared to help us to understand the material.