A STUDY OF SELECTED EXISTING AND PROPOSED

TEACHING TECHNIQUES IN ALL BLACK, WHITE,

AND INTEGRATED TECHNICIAN

EDUCATION CLASSES

By

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Thesis Approved:

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Thesis Adviser

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# ACKNOWLEDGEMENTS

The investigator wishes to take this opportunity to express his appreciation for the advice and encouragement given him by several members of the faculty of Oklahoma State University. Special and sincere gratitude is extended to Drs. Cecil W. Dugger and Donald S. Phillips, whose patience, assistance and understanding during the study as well as throughout the graduate program made possible this accomplishment. The writer expresses a personal feeling of indebtedness to his Master's degree advisory committee members. Space prevents the writer listing all of the faculty members at Oklahoma State University who unselfishly assisted him throughout his graduate program.

Thanks also goes to many persons on the faculty of Langston University for their willingness to cooperate in this endeavor. Special thanks also goes to the administrators of Langston University who encouraged the writer to continue his education.

The writer is grateful for the interest and cooperation of the respondents who provided the data for this investigation. Thanks also goes to relatives, friends and colleagues whose professional advice, counseling, and encouragement proved to be invaluable.

Last but not least, the writer wishes to thank his wife, Mary, who bore the brunt of the catharsis.

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CHAPTER I

INTRODUCTION

For decades questions have been raised and philosophies voiced
about the effectiveness of teaching techniques in multiracial classes.
One question which stands out is: "Can blacks and whites be taught
equally effectively using the same methods when there are differences
in their respective backgrounds?" There is some evidence that the
teaching techniques used in multiracial classes are designed primarily
for middle class whites. Much information on the differences in back-
grounds of the races is available. Many studies have been conducted
which have dealt with teaching effectiveness in various situations, but
few studies have attempted to compare the appropriateness of teaching
techniques when used with different races.

Statement of the Problem

Schools often use the same teaching techniques with black and
white students even though they may have very different backgrounds.
In such a situation some of the students may be challenged while others
are not. Some may be held back while others move forward. It may be
possible that education could be improved by using different techniques
with different racial groups. Therein lies the problem with which
this study deals.

## Purpose of the Study

The purpose of the study was to examine selected existing and
proposed teaching techniques in predominantly black, white, and
integrated technician education classes.

## Need for the Study

All facets of contemporary life are tending toward a multiracial
society.  Education is no exception.  Bringing people together with
different backgrounds into a classroom can pose problems regarding the
appropriateness of the teaching techniques used.  If differences in
techniques used with blacks and whites can be identified, perhaps the
quality of education for all can be improved.

## Scope of the Study

This study was limited to technician education instructors at six
colleges in three states.  The areas of technologies were electronics
and data processing/computer technology.  The institutions chosen were:
in Oklahoma, Langston at Langston and Cameron University at Lawton.
In Texas, Prairie View A. and M. college at Prairie View and Texas
State Technical Institute at Waco.  And in Louisiana, Grambling State
University at Grambling, and McNeese State Univerity at Lake Charles.

## Assumptions

Assumptions made by the investigator include that the schools
surveyed would be representative of the same type of schools in other
geographical areas.  It was also assumed that the respondents replied
in a way that accurately reflected their teaching practices and their

beliefs regarding teaching techniques.

## Definition of Terms

<u>Black Classes</u> - Classes with predominately black students.

<u>Instructors</u> - Members of the faculty who teach technician courses.

<u>Technician Education Program</u> - A planned sequence of classroom and laboratory experiences at the post-secondary level designed to prepare students for a cluster of jobs in technology.

<u>White Classes</u> - Classes with predominately white students.

<u>Teaching Techniques</u> - The instructor's interpersonal behavior used in teaching students.

<u>Current Teaching Techniques</u> - Teaching techniques which the instructors reported they are presently using.

<u>Proposed Teaching Techniques</u> - Teaching techniques which the instructors reported should be used.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains a review of the literature relative to the effects of teaching techniques in technician education for black and white classes. For ease of presentation, this chapter is presented in the following order: (1) the rationale which provided the framework for the design of the study, (2) a survey of existing and proposed teaching techniques in black, white, and integrated classes, and (3) a summary.

In reviewing the available literature it was found that while much has been written about teaching techniques in general, little is found which deals with technician education specifically. Some related studies were reviewed and found to be particularly helpful in preparing this study.

The Rationale

This compilation is from several significant studies. The results bring into focus educational factors important to technician education, utilizing teaching techniques in black and white classes. During recent years, many investigators have completed surveys in technical education. Many important findings have been published concerning issues in such areas as: recruiting students, socio-economic background of students, financing, program evaluation,

program planning, and teacher training. However, none of these pro-
jects has specifically considered teaching techniques for technician
education.

The results of a study by anthropologist, George Kneller (1965)
indicated that in order for educators to surmount the cultural differ-
ences that interfere with communications, they must study the cultures
in which the students were reared.

The effects of education on social conditions was discussed by
sociologist, Charles E. Silberman (1964). He quoted the celebrated
American Horace Mann ". . . Education is the great equalizer of the
conditions of men--the balance wheel of the social machinery . . . ."
(pp. 249-250).

Today in America, these words mean more than they did when first
spoken, especially when the conditions of minorities are related to
them.

From the study, Silberman (1964) concluded that "the wheel is out
of balance" (p.249). He further stated that education was the one
institution that offers blacks the greatest opportunitiy to break down
cultural barriers that block them from the main stream of American
life.

Havighurst (1970) presented research that was promising. His
Growing Up in River City drew the conclusions that talented minority
students seldom do well in school as middle class white students of
equal or lesser ability. A percentage of the minority students become
dropouts even when they are capable of continuing their education. He
further found that for every drop-out from the upper and upper-middle
class, there were approximately thirty-two dropouts from the lower

and lower-lower class. This revelation included a significant proportion of minority students.

Havighurst (1970) released a comprehensive study dealing with Indian education. This report attempted to evaluate the situation relative to Indian education. This research should well serve as a guideline toward other minority groups' education. Havighurst asserted:

> . . . the major purpose of the National Study of Indian Education was to look at the education of Indian children and youth through the eyes of the people most involved in the process—students, parents, local leaders, and teachers . . . . (pp. 50-53).

Samples of communities surveyed were chosen on the basis of geographic representation and socio-economic level. The researcher felt it was most useful to study a limited number of communities and schools intensively than to make a superficial study of a larger population. A team of investigators was sent to live and work in the various communities for weeks. The teams observed, interviewed, and administered questionnaires. Four dimensions were used in gathering information from teachers: (1) Teachers' experience and knowledge of the local community, (2) teachers' scope of comprehension, and of sympathy for the local people, (3) attitudes toward assimilation versus maintaining a separate culture, and (4) teachers' attitudes toward teaching Indians.

Even though results of the teachers were positive on all dimensions, Havighurst (1970) concludes:

> . . . there is a significant difference between what we say we believe and our actual behavior. It may be that teachers of Indian children are more 'enlightened' in their verbal attitudes than in their actual classroom and community behavior . . . . (pp. 80-88).

Cenci (1960) cited the following in his book, Applied Teaching

Techniques:

1. The instructor must develop and follow clearly understood aims and objectives.
2. The instructor must recognize those things the student should learn which the analysis indicates.
3. The instructor must know and understand fully the implications of several principles of teaching which apply to organization:
    a. Material should be presented from simple to the complex.
    b. Material should be presented step by step.
    c. Skill and informational material should be presented in the best learning sequence.
4. The instructor must be aware of the resources and devices for learning and put them to use.
5. The instructor must be aware of and implement the principles of learning and teaching (pp. 22-23).

He further observed that learning to be a teacher takes years of training and actual experience. No textbook can serve as a satisfactory substitute for experience. A good text can, however, help any teacher learn to teach. It can save time, energy and help prevent wasteful errors. An effort has been made in this text to include all those techniques, methods and skills with which all teachers should be familiar. In a summation, it can be stated that teaching techniques in technician education must be constantly re-evaluated.

Van Dalen (1966) stated that there are at least four types or factors with regards to the effectiveness of teaching techniques. In short, he listed: (1) an almost inexhaustible number of human characteristics (personality and training factors), (2) school environment which modified and influences the whole complex of behaviors that enter into the educational process, (3) crucial significance in assessing effective teaching techniques stemming from teacher-student behavior, and (4) standards or criteria against which the whole educational effort must be evaluated or judged. Thus, the

net results involved four independent variables. Each particular
variable had sub-variables which characterized suitable teaching
techniques.

## Teaching Techniques

Adams (1970) attempted a study to assess changes in classroom
teacher behavior. He involved the Flanders Interaction Analysis.
The procedure included evaluations of the classroom behavior of
teachers such as: (1) accepts feelings, (2) praises and encourages,
(3) accepts or uses ideas of students, (4) asks questions, (5)
lectures in a manner that is not totally outmoded, (6) giving di-
rections, (7) critizing or justifying authority or system, (8) student-
talk response, (9) student-talk initiation, and (10) silence or
confusion.

## Summary

After reviewing several studies, it appeared that the teaching
techniques in technician education could be related to some of the
information presented in the review of literature. An attempt was
made in this chapter to indicate relationships associated with
teacher behavior. No study was reviewed that investigated overt
behavior that could be related to the effectiveness of current or
proposed teaching techniques for technician education classes.

CHAPTER III

METHODOLOGY

The primary purpose of this study was to examine existing and
proposed teaching techniques in black, white, and integrated technician
education classes.

This chapter will describe the methodology used in attempting
to accomplish the purpose of the study. This chapter is divided into
the following sections: (1) Subjects and (2) Instrumentation.

Subjects

The subjects used in this study were selected using the following
criteria:

1. They must be employed as technician education teachers
   in either electronics or data processing/computer science
   technology.

2. They must be employed in institutions at the post-
   secondary level.

3. The instructors must have teaching experience in black
   or white classes. They could have experience in both
   categories.

4. An equal number of colleges having predominantly black and
   predominantly white students are included.

Three predominantly black schools were located in Oklahoma,

Texas, and Louisiana. Likewise, three predominantly white schools were

included from the same states. Identification codes were assigned to

each of the two areas of technician education and to each school. In

no instance was there an effort to identify the individual participant.

However, Appendix B does contain some personal data of which partici-

pants voluntarily reported. This data did have a bearing on the

qualifications of the subjects or participants. Thirty-six technician

education teachers were contacted. Appendix A contains copies of the

transmittal letters.

## Instrumentation

For the purposes of the study a questionnaire was devised and

distributed to the participants. The initial questionnaire was

followed by a second questionnaire. The first problem encountered in

the investigation was to identify instruments that would identify

current and proposed teaching techniques in technician education

classes. A review of the literature revealed that an appropriate

standardized instrument was not available. "The Classroom Integration

Inventory" lists several situations which involve blacks and other

minorities, however, nothing was available on techniques used in

technician education.

What was needed was an instrument whose purpose would be to

identify the current and the proposed teaching techniques in technician

education of black and white classes. The investigator conducted

several discussion sessions with faculty members of the Technical

Education Department of Oklahoma State University. Dr. Walter Jones,

Dean of Academic Affairs arranged for assistance from several members

of the faculty of Langston University. The process produced over 100

questions. The questions were phrased so as to be answerable with

"Yes," "No," or "No Opinion." From the 100 initial questions, 45 were

selected as being most appropriate. A complete copy of the initial

instrument is given in Appendix C and a copy of the follow-up question-

naire is in Appendix D.

CHAPTER IV


PRESENTATION AND ANALYSIS OF THE RESULTS


The purpose of this chapter is to present and analyze the results

relative to the purpose of the study.  As stated in Chapter I, the

purpose of the study was to examine selected existing and proposed

teaching techniques in predominantly black, white, and integrated

technician education classes.  The initial questionnaire inquired about

current techniques, while the follow-up questionnaire dealt with

proposed techniques.

Only two curriculums were chosen from the many technician pro-

grams available.  These two areas were electronics technology and

data processing/computer science technology.  Of the six institutions

chosen, four offered only these two technician education programs,

while the remaining two offered programs in several additional areas.

The study involved six institutions that were senior colleges.

Therefore, the curriculums were on the post-secondary level in techni-

cian education.  Half of the colleges were predominantly black and

the other half were predominantly white.  The selected colleges were:

In Oklahoma--Langston University at Langston, Cameron University at

Lawton; in Texas--Prairie View A. & M. University at Prairie View,

Texas State Technical Institute at Waco; in Louisiana--Grambling State

University at Grambling, McNeese State University at Lake Charles.

There were thirteen black instructors in the two technician education areas included in the study. They were all found to be employed at the three predominantly black schools. There were sixteen white technician education teachers situated at the predominantly white colleges with the exception of one white instructor at a predominantly black school. The respondents who listed their race as being other than black or white numbered four. One was situated at a predominantly black school, while the other three were instructors at predominantly white institutions. Appendix B presents an overall summary of the instructors' personal data, while Appendix E shows the instrument used to gather the instructor's personal data. The investigator made it clear that returning of the instrument was purely voluntary, but the respondents were very cooperative, and all thirty-three responded.

The 45 different questionnaire items were classified in eight categories. These categories were: (I) lecture, (II) classroom, (III) students, (IV) communication, (V) black, (VI) white, (VII) integration, and (VIII) laboratory.

Table I presents the results as to how respondents replied to the following questions:

    I.  When giving a lecture, do you make gestures with your hands for added expression?

   II.  Do you occasionally share some of your personal experiences as a student with your class?

 III.  Do you sometimes tell a joke, or permit a student to tell a clean joke in class, to improve instructor-student relations?

  IV.  Do you utilize clean slang phrases as used by minorites as a technique to communicate with them?

TABLE I

HOW ELECTRONICS INSTRUCTORS RESPONDED TO THE
EIGHT CATEGORIES RELATING TO EXISTING
TEACHING TECHNIQUES

| Item | Yes | No | No Opinion | Total | Per Cent Yes | Per Cent No | Per Cent No Opinion |
|------|-----|----|-----------|-------|-------------|-------------|---------------------|
| I    | 8   | 6  | 1         | 15    | 53.3        | 40.7        | 6.0                 |
| II   | 14  | 0  | 1         | 15    | 94.0        | 00.0        | 6.0                 |
| III  | 13  | 2  | 0         | 15    | 87.0        | 13.0        | 0.0                 |
| IV   | 4   | 11 | 0         | 15    | 27.0        | 73.0        | 0.0                 |
| V    | 2   | 10 | 3         | 15    | 13.0        | 67.0        | 20.0                |
| VI   | 7   | 5  | 3         | 15    | 57.0        | 33.0        | 20.0                |
| VII  | 9   | 2  | 4         | 15    | 60.0        | 13.0        | 27.0                |
| VIII | 7   | 4  | 4         | 15    | 47.0        | 26.5        | 26.5                |

V. Do you resent minority students in the classroom, such as blacks, for exhibiting what they term "cultural identity," in attire, language and hair style?

VI. Do you believe most teaching materials are geared for middle class white students?

VII. As an instructor, would you say that most teaching materials should be geared for a multiracial student group?

VIII. Do you pair a strong student with a weak one in laboratory situations?

While these questions were intended to explore current teaching techniques in technician education, the follow-up questionnaire looked into proposed techniques.

There were 120 responses from the electronics instructors who responded to the questionnaire. A breakdown of the results reveals that 64 answered yes, 40 answered no, and 16 had no opinion. The results show that the majority seem to be satisfied with the current teaching techniques. However, percentage wise, the results show that only 53.3 per cent indicated approval of current teaching techniques. Approximately 13.3 per cent reported that they had no opinion on the matter.

The following data indicates how data processing/computer science technology responded to the battery of questions. Those who answered yes totaled 73 or 57.1 per cent. Those answering no totaled 45 or 35.1 per cent. Finally, the participants with no opinion numbered 10 or 7.8 per cent. The total answers, 100 per cent, numbered 128.

Analysis of the data processing/computer science technology instructors' returns shows the same pattern as did those of the electronics teachers.

Table II shows the results returned by data processing/computer science technology teachers.

TABLE II

HOW DATA PROCESSING/COMPUTER SCIENCE TECHNOLOGY
TEACHERS RESPONDED TO EXISTING
TEACHING TECHNIQUES

| Item | Yes | No | No Opinion | Total | Per Cent Yes | Per Cent No | Per Cent No Opinion |
|------|-----|-----|-----------|-------|--------------|-------------|---------------------|
| I | 15 | 1 | 0 | 16 | 94.0 | 6.0 | 0 |
| II | 14 | 2 | 0 | 16 | 87.5 | 12.5 | 0 |
| III | 13 | 3 | 0 | 16 | 81.0 | 19.0 | 0 |
| IV | 9 | 5 | 2 | 16 | 56.0 | 31.0 | 13.0 |
| V | 2 | 13 | 1 | 16 | 13.0 | 81.0 | 6.0 |
| VI | 5 | 7 | 4 | 16 | 31.0 | 44.0 | 25.0 |
| VII | 9 | 7 | 0 | 16 | 56.0 | 44.0 | 0 |
| VIII | 6 | 7 | 3 | 16 | 37.0 | 44.0 | 19.0 |

Analysing Table I reveals that items four and five received marginal percentages in favor of changing teaching techniques for technician classes, while for items one and six approximately equal numbers indicated _yes_ and _no_. Items four and five dealt with, respectively, communication--language barriers or difficulties--and black students. The questions were as follows:

IV. Do you utilize clean slang phrases as used by minorities for a technique to communicate with them?

V. Do you resent minority students in the classroom, such as blacks, for exhibiting what they term "cultural identity," in attire, language, and hair style?

Referring to Table III, the results are not the same for data processing/computer science technology instructors. Item four received a _no_ response, approximately a 56 per cent margin. Item five, on the other hand, received an 81 per cent _yes_ response.

Item seven came close to receiving equal _yes_ and _no_ responses. Items six and eight showed only slight favor of the respondents towards the _No Response_. These items were:

VI. Do you believe most teaching materials are geared for middle class white students?

While the foregoing item dealt with white students, item eight was concerned with laboratory practices.

VIII. Do you pair a strong student with a weak one in a laboratory situation?

Thirty-eight per cent of the respondents indicated that they did the pairing while forty-four per cent indicated that they did not.

Concerning the data collected on current teaching techniques from predominantly black institutions, 57 per cent of the electronics teachers answered _yes_, thirty-seven per cent answered _no_, and seven

TABLE III

COMPARISON OF ELECTRONICS AND DATA PROCESSING
INSTRUCTORS ON EXISTING TECHNIQUES

| Item | Yes | No | No Opinion | Total Electronics Instructors |
|---|---|---|---|---|
| I | 8 | 6 | 1 | 15 |
| II | 14 | 0 | 1 | 15 |
| III | 13 | 2 | 1 | 15 |
| IV | 4 | 11 | 0 | 15 |
| V | 2 | 10 | 3 | 15 |
| VI | 7 | 5 | 3 | 15 |
| VII | 9 | 2 | 4 | 15 |
| VIII | 7 | 4 | 4 | 15 |
| | 64 | 40 | 16 | 120 |

| Item | Yes | No | No Opinion | Total Data Processing/Computer Technology |
|---|---|---|---|---|
| I | 15 | 1 | 0 | 16 |
| II | 14 | 2 | 0 | 16 |
| III | 13 | 3 | 0 | 16 |
| IV | 9 | 5 | 2 | 16 |
| V | 2 | 13 | 1 | 16 |
| VI | 5 | 7 | 4 | 16 |
| VII | 9 | 7 | 0 | 16 |
| VIII | 6 | 7 | 3 | 16 |
| | 73 | 45 | 10 | 128 |
| | Yes | No | No Opinion | Grand Total |
| | 137 | 85 | 26 | 248 |

per cent had <u>no opinion</u>. Fifty-one per cent of the data processing

group answered <u>yes</u> while 40.3 per cent answered <u>no</u>, and 8.6 per cent

had <u>no opinion</u>.

Comparing the above percentages with data received from the

predominantly white institutions, the investigator found that among

electronics participants, 49.5 per cent replied <u>yes</u>, 41 per cent <u>no</u>,

and 9.5 per cent had <u>no opinion</u>. Of the instructors from data

processing/computer science technology, 106 responded <u>yes</u>, 96 <u>no</u>, and

13 had <u>no opinion</u>. In terms of percentage that was: <u>yes</u> = 60 per

cent, <u>no</u> = 35 per cent, and <u>no opinion</u> = 5 per cent.

On a state by state basis it was found that Louisiana schools had

nine respondents, Texas schools had ten, and Oklahoma schools had

fourteen.

At the outset of the study the investigator set out to survey

teaching techniques used by instructors of black, white, and integrated

technician classes. Upon examination of the returns it was found

that all of the classes associated with the study were either

predominantly black or predominantly white.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine selected existing and
proposed teaching techniques in predominantly black, white, and
integrated technician education classes.

Another major concern of the study envolved an assessment of
current and proposed teaching techniques.

Summary

The objective of this research was to examine differences in
teaching technique in technician education for predominantly black
and predominantly white classes. The investigator sought to study
existing and proposed teaching techniques in two areas of technician
education, electronics and data processing/computer science.

Findings and Conclusions

The findings of this study revealed no important differences in
teaching technique for technician education classes whether pre-
dominantly black or predominantly white. An instructor whose teaching
experiences have been in a predominantly black school should be able
to teach in a predominantly white institution with little difficulty;
and instructors in predominantly white institutions should be able to
teach in predominantly black schools with little difficulty.

Cenci (1960) commented that teaching must be geared to the needs
of the majority. It should be in a sequence and in tempo with the
progress of the majority of the class. He suggested further that the
person who can make hard things easy is a real teacher. This particular
point agrees well with the results of this study. It supports the
conclusion that instructors who are capable can teach effectively
in either predominantly black or predominantly white classes.

Recommendations

Based on the findings of this study, the following recommendation
is made:

There have been studies conducted on teaching techniques in areas
other than technician education. There is a need for further studies
to be conducted on teaching techniques for predominantly black and
predominantly white technician education classes. It is recommended
that such further study be considered by future researchers.

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APPENDIX A

TRANSMITTAL LETTERS

LANGSTON UNIVERSITY
Langston, Oklahoma  73050


Department of Electronics


April 25, 1975


Dear Sir:

Some time ago I contacted you or a representative of your school
in regards to some research I am compiling for thesis.  I think you
will find the study and its results to be very interesting and may
be helpful to instructors.  Enclosed for you to complete is a
questionnaire.  Please complete and return to me as soon as possible
in the self-addressed stamped envelope.  Also a copy of the question-
naire is to be given to each person who teaches electronics, computer
and/or data processing technology.  Please see that your fellow
teachers get their copies and return all of them to me together.

All information received will be kept confidential and no personal
names used in the study.  Results of the study will be sent to each
participating person.

Thank you in advance for all your cooperation.

Sincerely,



Theodis G. Green


TGG/df

LANGSTON UNIVERSITY
Langston, Oklahoma


Department of Technology



Dear Sir:

Thank you for cooperating with me some time ago.  Your aid has been
very helpful for my study.  Now I need one more small, final favor.
Enclosed is a copy of a questionnaire for each person who formerly
participated in this research.  Please see that each former person
gets a copy of the Questionnaire.  Please return the lot to me as
soon as possible.  A self-addressed, stamped envelope is enclosed.

It takes only a few minutes to fill out the form.  This is confidential
and no names will be used.  Do not put any names on the form.
Results of the study will be sent to each participating person.
Oklahoma State University and Langston University libraries will
each have a copy of the study.

Thank you,



Theodis G. Green

APPENDIX B

PERSONAL DATA OF RESPONDENTS

| | |
|---|---|
| Participants Contacted | 36 |
| Participants Responded | 33 |
| Non-Respondents | 3 |
| Total Respondents | 33 |

Number of:
| | |
|---|---|
| Electronics Instructors | 16 |
| Data Processing/Computer Science Instructors | 17 |
| Non-Respondents | 3 |
| Total Respondents | 33 |

Highest Degree Held:
| | |
|---|---|
| Bachelor of Science | 7 |
| Master of Science | 19 |
| Doctorate | 4 |
| Other | 4 |
| Total | 33 |

Academic Rank:
| | |
|---|---|
| Instructor | 11 |
| Assistant Professor | 5 |
| Associate Professor | 10 |
| Professor | 3 |
| Other, including Teacher's Aide Craftsman | 4 |

Years Teaching Experience:
| | |
|---|---|
| One to Five | 7 |
| Five to Ten | 9 |
| Ten to Fifteen | 7 |
| Fifteen and over | 10 |

Nationality:
| | |
|---|---|
| Black | 13 |
| White | 16 |
| Other | 4 |
| Total | 33 |

APPENDIX C

QUESTIONNAIRE

|  | | YES | NO | NO OPINION |
|---|---|---|---|---|
| 1. | When lecturing to your class do you look into the eyes of your students? | ( ) | ( ) | ( ) |
| 2. | When you lecture do you mostly stand in one spot? | ( ) | ( ) | ( ) |
| 3. | When giving a lecture do you make gestures with your hands for added expressions? | ( ) | ( ) | ( ) |
| 4. | When giving a lecture do you sit at your desk most of the time? | ( ) | ( ) | ( ) |
| 5. | When addressing your class do you frequently glance at each student? | ( ) | ( ) | ( ) |
| 6. | In your class do you emphasize important points with facial expressions? | ( ) | ( ) | ( ) |
| 7. | Do you dramatize with words the points you wish students to retain in their vocabulary? | ( ) | ( ) | ( ) |
| 8. | Do you encourage vocal feedback from your students? | ( ) | ( ) | ( ) |
| 9. | Do you welcome students to contradict information you present as their instructor? | ( ) | ( ) | ( ) |
| 10. | Do some of your students encounter dialogue difficulty between you and them? | ( ) | ( ) | ( ) |
| 11. | Sometimes do you communicate with your students on their slang level? | ( ) | ( ) | ( ) |
| 12. | Do you utilize clean slang phrases as used by minorities for a technique to communicate with them? | ( ) | ( ) | ( ) |
| 13. | When you orante do you occasionally use analogies familiar to select minorites such as blacks? | ( ) | ( ) | ( ) |

|  | YES | NO | NO OPINION |
|---|---|---|---|

14. When you orate do you usually analogize information familiar to middle class whites only?   ( )   ( )   ( )

15. Do you ever use mild profane words in class to get information across to your students?   ( )   ( )   ( )

16. On a class trip, do you expect all your students to be on time at the stated hour of departure?   ( )   ( )   ( )

17. When planning a class trip, do you designate an earlier time so that all students will be on time to begin the trip?   ( )   ( )   ( )

18. As an instructor, has your experience included classes made up of all or nearly all black students?   ( )   ( )   ( )

19. As an instructor, has your experience included classes made up of all or nearly all white students?   ( )   ( )   ( )

20. Are your classes made up of both black and white students?   ( )   ( )   ( )

21. If you teach an integrated class of black and white students, do you present the information on the white middle class level?   ( )   ( )   ( )

22. If you teach an integrated class of black and white students, do you present the information as though all the students are black?   ( )   ( )   ( )

23. If you teach an integrated class, do you teach as though some of the students are black and some of the students are white?   ( )   ( )   ( )

24. Do you avoid showing race favoritism in class?   ( )   ( )   ( )

25. Do you consider the student first as a student, and second as a member of a race?   ( )   ( )   ( )

| | YES | NO | NO OPINION |
|---|---|---|---|
| 26. Do you consider race first and the student second? | ( ) | ( ) | ( ) |
| 27. Do you believe most teaching materials are geared for middle class white students? | ( ) | ( ) | ( ) |
| 28. As an instructor, would you say that most teaching materials should be geared for multiracial students? | ( ) | ( ) | ( ) |
| 29. Do you expect student performance to differ because of ethnic background? | ( ) | ( ) | ( ) |
| 30. Do you frequently change teaching techniques where it means motivating students? | ( ) | ( ) | ( ) |
| 31. Do you frequently give the student reassurance of his progress and success? | ( ) | ( ) | ( ) |
| 32. Do you plan your lessons with built-in opportunities for the slow learner to succeed? | ( ) | ( ) | ( ) |
| 33. Do you take each student (whether black or white) from "where he is" and provide him learning experiences tailored to his learning style? | ( ) | ( ) | ( ) |
| 34. Has the mixing of races in television, mail order catalogs and other media influenced your attitude towards a better understanding of minority students in your class? | ( ) | ( ) | ( ) |
| 35. Do you sometimes in class discuss briefly other matters not directly related to the course? | ( ) | ( ) | ( ) |
| 36. Do you sometimes tell a joke, or permit a student to tell a joke in class, to improve instructor-student relations? | ( ) | ( ) | ( ) |

|  | | YES | NO | NO OPINION |
|---|---|---|---|---|
| 37. | Do you consider a student's attire when assigning him a grade? | ( ) | ( ) | ( ) |
| 38. | Do you resent minority students in the classroom, such as blacks, for exhibiting what they term "cultural identity," in attire, language and hair style? | ( ) | ( ) | ( ) |
| 39. | In the classroom, do you show favoritism to students of a minority race? | ( ) | ( ) | ( ) |
| 40. | Do you value each student in class the same regardless of race? | ( ) | ( ) | ( ) |
| 41. | Do you attempt to resolve a student's grievance on the spot rather than carry the situation to the administrative level? | ( ) | ( ) | ( ) |
| 42. | Do you occasionally share some of your personal experiences as a student with your class? | ( ) | ( ) | ( ) |
| 43. | Do you pair a strong student with a weak one in laboratory experiments? | ( ) | ( ) | ( ) |
| 44. | Sometimes do you do most of the student's work on a laboratory experiment? | ( ) | ( ) | ( ) |
| 45. | Do you look over students' shoulders when you administer a written test? | ( ) | ( ) | ( ) |

APPENDIX D

QUESTIONNAIRE

|   |   | YES | NO | NO OPINION |
|---|---|---|---|---|
| 1. | Should an instructor look in the eyes of students when lecturing to his class? | ( ) | ( ) | ( ) |
| 2. | When you lecture should you stand mostly in one particular area of the classroom? | ( ) | ( ) | ( ) |
| 3. | Should gestures be made with the hands for added expressions when an instructor gives a lecture to his students? | ( ) | ( ) | ( ) |
| 4. | When giving a lecture should you sit at your desk most of the time? | ( ) | ( ) | ( ) |
| 5. | When addressing your class should you frequently glance at each student? | ( ) | ( ) | ( ) |
| 6. | Should facial expressions be utilized by the instructor to emphasize important points? | ( ) | ( ) | ( ) |
| 7. | Should points you wish students to retain in their vocabulary be dramatized with words? | ( ) | ( ) | ( ) |
| 8. | Should instructors encourage vocal feedback from their students? | ( ) | ( ) | ( ) |
| 9. | As an instructor should you welcome contradictions from students over information you present? | ( ) | ( ) | ( ) |
| 10. | In presenting information, should some of your students encounter dialogue difficulty? | ( ) | ( ) | ( ) |
| 11. | Should you sometimes communicate in the classroom with students on their slang level? | ( ) | ( ) | ( ) |
| 12. | Should you use clean slang phrases as used by minorities for a technique to communicate with them? | ( ) | ( ) | ( ) |
| 13. | Occasionally, should you use analogies familiar to select minorites such as blacks when you orate? | ( ) | ( ) | ( ) |

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|  | YES | NO | NO OPINION |
|---|---|---|---|
| 14. When you orate to your class, should you only use analogies familiar to middle class white students? | ( ) | ( ) | ( ) |
| 15. To get information across to students, should an instructor ever use mild profane words in the classroom? | ( ) | ( ) | ( ) |
| 16. At the stated hour of departure, should the instructor expect all students to be on time for a class trip? | ( ) | ( ) | ( ) |
| 17. Should the instructor, when planning a class trip, designate an earlier time to begin the trip so that all students will be on time? | ( ) | ( ) | ( ) |
| 18. Should classes made up of all black or nearly all black students be included in an instructor's teaching experience? | ( ) | ( ) | ( ) |
| 19. As an instructor, should your experience include classes made up of all or nearly all white students? | ( ) | ( ) | ( ) |
| 20. Should a class made up of both black and white students pose any special problems? | ( ) | ( ) | ( ) |
| 21. If you teach an integrated class of black and white students, should information be as though all the students are black? | ( ) | ( ) | ( ) |
| 22. If the class is integrated, should the information be presented on the middle class white level? | ( ) | ( ) | ( ) |
| 23. If the class is integrated, should you teach as though some of the students are black and some are white? | ( ) | ( ) | ( ) |
| 24. Should the instructor show race favoritism in class? | ( ) | ( ) | ( ) |
| 25. Should students be considered students first, and members of a race second? | ( ) | ( ) | ( ) |

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|  | YES | NO | NO OPINION |
|---|---|---|---|

26. As an instructor, should you consider a student's race first and him as a student second? ( ) ( ) ( )

27. Should most teaching materials be geared for middle class white students? ( ) ( ) ( )

28. Should most teaching materials be geared for classes of multi-racial students? ( ) ( ) ( )

29. Should student performance be expected to differ because of ethnic background? ( ) ( ) ( )

30. Where it means motivating students, should an instructor frequently change teaching techniques? ( ) ( ) ( )

31. Should the student frequently be given reassurances of his progress and success? ( ) ( ) ( )

32. Should lessons be planned with built-in opportunities for the slow learner to succeed? ( ) ( ) ( )

33. Whether black or white, should each student be taken "where he is," and provide him learning experiences tailored to his learning style? ( ) ( ) ( )

34. Should an instructor acquire a better understanding of minorities in his class after constantly seeing race mixing in television, mail order catalogs and other public media? ( ) ( ) ( )

35. Should the instructor sometimes discuss briefly other matters not directly related to the course? ( ) ( ) ( )

36. Sometimes in class, should clean jokes be told by the instructor or a student? ( ) ( ) ( )

|  | | YES | NO | NO OPINION |
|---|---|---|---|---|
| 37. | Should a student's attire become a consideration when you assign him a grade? | ( ) | ( ) | ( ) |
| 38. | Should the instructor resent the attitudes of minority students such as blacks for exhibiting what they term <u>cultural identity</u> in attire, language, and hair style? | ( ) | ( ) | ( ) |
| 39. | Should the instructor show favoritism to minority members of his class? | ( ) | ( ) | ( ) |
| 40. | Regardless of race, should the instructor place value on the individual student? | ( ) | ( ) | ( ) |
| 41. | Should you attempt to resolve a grievance brought on you by a student on the spot rather than let it reach the administrative level? | ( ) | ( ) | ( ) |
| 42. | Should you occasionally share some of your experiences as or when you were a student, with your students? | ( ) | ( ) | ( ) |
| 43. | Should one strong and one weak student be paired as a laboratory team? | ( ) | ( ) | ( ) |
| 44. | As an instructor do you sometimes do most of the student's assignment on a laboratory experiment? | ( ) | ( ) | ( ) |
| 45. | When you administer a written test should you look over students' shoulders? | ( ) | ( ) | ( ) |

Your teaching area:

Electronics _____ Data Processing _____ Computer Technology _____

Other Technology _____

APPENDIX E

PERSONAL DATA QUESTIONNAIRE

(This data is important to this study.  Personal names will not be used, and the information will be kept confidential.)

For instructors only:

    1.  Do you teach:

       Electronics _____ Computer technology _____ Data Processing___
       courses in any two of the above areas _____ Other
       Technology _____

    2.  The highest degree you hold is:

       B.S. _____ M.S. _____ Doctorate _____

    3.  Years of experience you have as a teacher:

       1-5 _____ 5-10 _____ 10-15 _____ Over 15 _____

For administrators or Department Chairmen:

    4.  Yes _____ No _____ Are you also a full time teacher in Electronics, Computer Technology, Data Processing, or another Technology?

    5.  Yes _____ No _____ Sometimes in the past, have you been a full-time teacher in any of the areas listed in item # 4?

    6.  Do you teach part time any area listed in item # 4?  Yes _____ No _____

For both instructors and administrators/department chairmen:

    7.  Your academic rank is:

       Instructor _____ Assistant Professor _____

       Associate Professor _____ Professor _____ Other _____

    8.  Your nationality is:

       Black _____ White _____ Other _____

VITA γ

Theodis Guy Green

Candidate for the Degree of

Master of Science

Thesis:  A STUDY OF SELECTED EXISTING AND PROPOSED TEACHING TECHNIQUES IN ALL BLACK, WHITE, AND INTEGRATED TECHNICIAN EDUCATION CLASSES

Major Field:  Technical Education

Biographical:

Personal Data:  Born in Wright City, Oklahoma, the second of six offsprings born to the marital union of Mack and Idella Green.

Education:  Graduate from Dunbar High School, Broken Bow, Oklahoma. Received an Associate Degree in Electronic Technology, Langston University, Langston, Oklahoma. Awarded the Bachelor of Science degree in Industrial Education, Langston University. Completed the requirements for the Master of Science degree at Oklahoma State University in July, 1975.

Professional Organizations:  American Vocational Association, Oklahoma Industrial Arts Association, American Technical Education Association, Oklahoma Education Association, the Oklahoma Alumni Council for Higher Education, and member of the Board of Directors of the Oklahoma Technical Society.

Professional Experience:  Electronics Instructor, Langston University, 1967 to present.