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UNIV. NEGERI PADANG

Research Report
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SUATU SAAT ANAK DAN CUCU ANDA
SANGAT MEMBUTUKANNYA

A Study of the Education of Social Studies Teachers at the School of
Education, Indiana University, With Possible Application to
The State University of Padang

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Abstract

The Republic of Indonesia is in transition to becoming a democratic country. In order to support this, one aspect of national education that should be changed is civic education. Ideally, civic education should teach students to understand and to have knowledge, values and skills on democracy, multiculturalism, rule of law, equality and liberty, justice, civil society, constitutionalism and experiences in how to live in a democratic sphere. Changes needed for improved civic education include teaching materials, teaching strategies, curricula, evaluation and the requirement for teacher education.

The purposed of this study is to understand how the School of Education of Indiana University educates students to become social studies teachers. To attain this goal, the study emphasizes on five main variables: student admission requirements; the curriculum; teaching methods used; teaching experiences for student teachers; and the experiences of civic education in international perspective. A descriptive study was conducted in the School of Education. Data were gathered through library research and interviews with six faculty members. Data were analyzed using the content analysis technique to produce a narrative description of phenomena on how the School of Education educates its students.

The findings of this study were the school of education always manages to control the quality of the student entry through a set of admission requirements i.e. the students have to have 26 credit hours in general education, and have had 2.5 grade point averages and have to have the pre professional skills test (PPST) or the computer based test (CBT).

The curriculum of the School of Education consists of 40 credits hours general education, 36-52 credits hours social studies specialization, 33 credit hours professional education and 1-15 electives subjects. The students also need to complete 40-70 hours early teaching experiences and a full semester teaching experience. In teaching students to become teachers, lecturers of school of education mostly use the combination of several teaching methods like lectures, discussion, questioning, video watching, reading comprehension, presentation and paper writing.

Another finding is the experiences of civic education in international perspective, which varies in different parts of the world. The variation may be caused by different culture, values and history of the country. The implementation of civic education is with in a national context, which means that course content should be based on local, regional and national values. However, they should be linked to universal values of democracy, human rights, rules of law, constitutionalism, civil society and equal opportunity in order prevent the government in power from abusing the implementation of civic education for political purposes.

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Chapter 1

Introduction

Background of the Study

Improving the quality of human resources is the first priority of the development process in Indonesia. The purposes of this policy are to support Indonesian development in terms of exploring, utilizing and conserving the natural and physical resources for human welfare in Indonesia. In addition, the development process is also aimed at facing economic competition in regional and international setting. For these reasons, the Indonesian peoples have no choice other than to master science and technology through a strong educational system, which can adopt and adapt knowledge, values and skills in national, regional and global settings.

Moreover, Indonesians also have to have understanding and awareness of the condition and reality of their own society. Indonesian society is plural and multicultural regarding ethnicity, culture, languages, religions, beliefs and ways of life. For any development to occur, Indonesians also have to learn how to live together in a pluralistic and multicultural society, how to respect human dignity, and to put the values of democracy into daily life.

The National Educational Act (the Act No. 2/1989) states that the aim of Indonesian national education is to develop the intellectual life of each Indonesian as whole person who:

- Has faith in and full devotion to the one God;
- Possesses knowledge and skills;
- Is physically and mentally healthy;
- Has a strong and independent personality; and
- Has a sense of responsibility for their society and nation.

Therefore, the purpose of the national educational system in Indonesia is to civilize Indonesian peoples according to their own cultures. It leaves ambiguous the question of where universal human values fit.

It is apparent that the role of education in improving the quality of human resources is significant. Efforts to improve the quality of human resources and the quality of educational outcomes may correlate because one of the roles of education is to educate people in accordance with a goal or a set of goals (Marsh & Stafford 1984). Karyadi (1994) and Windarto (1996) suggested that education is a strategy that can be used to improve human resources in Indonesia.

For this reason, school curriculum, for example, should contain the characteristics of intended school outcomes that can serve national goals. Among other things, curriculum should be relevant to current community needs, encourage students to master science and technology skills, and produce students who develop a readiness to enter the workforce. Furthermore, education or schools, as leaders in society, should promote and keep pace with the latest developments in knowledge, science and technology. If education is to improve human resources, education itself should be updated to reflect national and international issues.

Related to this issue, one subject matter in Indonesia's school curriculum that needs to be updated is the curriculum of Pendidikan Pancasila dan Kewargaan Negara (Pancasila and Citizenship Education). Pendidikan Pancasila dan Kewargaan Negara (PPKN) is taught from kinder- garden through university level. Pendidikan Pancasila (Pancasila education) is a subject that covers a set of moral behaviors based on Pancasila. Pancasila is the national philosophy of Indonesia. The term means 'five principles' which can be stated as follows:

- 1) Belief in an all-powerful God;
- 2) A just and humane society;
- 3) A unified Indonesia as one nation;
- 4) Government of the people through consultative representation; and

5) Social justice for all Indonesians.

The purposes of PPKN are to educate students to (1) be good citizens, (2) understand democracy and (3) respect human rights. But during the New Order Administration from 1966-1998 (also known as President Suharto era) PPKN failed to educate Indonesian people to be democratic citizens in a multicultural society. Huda (2001) says that “Pengajaran Pendidikan Pancasila dan Kewarganegaraan (PPKN) di sekolah maupun di Perguruan Tinggi (PT) telah gagal” (The instruction of citizenship education at both schools and university level has failed) (Huda, Kompas, February, 14, 2001: 9). This failure is signified by many problems in politics, the economy, good government and the rule of law as well as many problems in social and cultural life. In addition, there has been much violence in Indonesia that also reflects the failure of PPKN in Indonesia. Violence has taken the form of riots in Banyuwangi (East Java), Pontianak (East Borneo), Aceh (Sumatra) and West Papua.

Educators in Indonesia believe that problems in Indonesia are caused by many factors. One of the factors is that the educational practice, especially in citizenship education (PPKN) is not concerned with democratic values, human rights, respect for all people and other values that follow the universal standard. In the Suharto era (New Order Administration), the entire school curriculum was determined by the central government in Jakarta. Teaching materials, teaching strategies and evaluation were determined from the central government. Civic education teachers had to teach materials even when they were not conformity with local and daily life values. The civic education teachers had a certain role in passing the central government’s messages to the young generation throughout the country. The old format of civic education or citizenship education or PPKN was full of political content aimed to develop mono-loyalty among the young generation to support the current government in order to defend the ruling-class so that it could stay in power.

The teaching materials or subject matter topics for junior high school, for example, were more likely to mention national values and not relate to universal values. Even though the

topics seem consistent with universal values, in reality teaching materials in the classroom only covered material created by government officials, which were full of political messages. Teaching democracy to the students in Junior High School, for example, the national curriculum has a topic called Pancasila Democracy. Pancasila Democracy in which the government fully believes, in practice more likely does not contain the values of democracy according to the universal values. This can be seen in how the former government managed the press and other publications. When a newspaper wrote news critical of the government policies in cases of corruption, collusion and nepotism, the government closed down the newspaper. When a scholar or author wrote books criticizing the government policies, even if the books told the truth, the government banned the books. Peoples obviously did not have freedom of speech, freedom of press or other rights that citizens have in a democratic nation-state.

Considering the problems detailed above, at least two main reforms are needed in the area of citizenship education in Indonesia. The **first** reform is the redesign of the school curriculum of civic education. The curriculum of civic education from kindergarten to university level should be designed so that students learn democracy, human rights, multiculturalism, non-violence, equality, justice and the rule of law. The curriculum should specify materials, teaching strategies and evaluation that refer not only to local and national values but also to universal values. As a result, students from kindergarten to university level will gain an understanding in democracy, human rights, multiculturalism, and non-violence. Ideally they will know how to use the values in daily life. The **second** reform that needed is in the teacher education program. The Civics Departments of all Indonesian school of education should update the curriculum, teaching materials, teaching strategies and evaluation represent new curricular approaches. In this regard, student teachers will need to study democracy, human rights, multiculturalism, non-violence and environmental conservation. In teaching strategies, for example, the student teachers must be treated in a democratic manner when they study in the civic education department. Moreover, they also should learn appropriate methods to teach civic education in primary, junior high, senior high and university level. Therefore, the curriculum of the Civic Department of the State University of Padang (Universitas Negeri

Padang) also needs to be updated in order to produce qualified and high quality civic education teachers. The Center for Indonesian Civic Education (CICED) states that the effort to improve qualifications and quality of civic education teacher needs to be conducted systematically in order to build a continuity between teacher education of pre-service and in-service and qualifications and the quality of teachers in improving the teaching-learning process (CICED, 2000: 5). Therefore, reform in teacher education is an important part of reform of civic education in Indonesia.

The State University Padang (West Sumatra) has built a linkages program with the School of Education of Indiana University in the United States of America. America is chosen as a partner in order to support the reforms of teacher education for civic education because America is well known as a democratic country. American citizens have lived in a society that promotes principles democracy, liberty, equality, justice and multiculturalism. Marciano (1997) says that "...United States is and has been a democratic and humane society, in many ways the last and best hope for freedom and justice in the world" (Marciano, 1997:31). Moreover, the School of Education of Indiana University has been chosen based on the qualifications, quality and facilities that can support the reforms of teacher education in Indonesia. "Today, Indiana University's school of education is one of America's most respected educational institution for the preparation of teachers, administrators and specialists in all areas of education" (School of Education Bulletin 2000/2002, 2000:3). Therefore, United States and School of Education of Indiana University can help to support the needed reforms in teacher education in Indonesia in general and specifically for the State University of Padang, West Sumatra, Indonesia.

Statement of the Problem

As mentioned above, Indonesia is in transition to becoming a democratic country. The process began in May 1998, when Suharto stepped down as President of the Republic of Indonesia. The process is not easy and many problems have occurred since 1998, including political, economic, ethnic and many other problems. To support the process of

Indonesia becoming a democratic country, civic education also needs to be changed. The Department of National Education is currently revising the curriculum of civic education for Indonesia's schools. Implementation of the new curriculum will require highly professional teachers. To produce professional teachers especially in civic education the teacher education also needs reform. In order to reform the pattern of civic education in Indonesia (at The State University of Padang) built the linkage program with the School of Education of Indiana University. This belief is consistent with Fisher (1999) who strongly emphasized one paradigm in reforming civic education. He stated, "civic education can be reformed when we have teachers, curriculum developers and materials ready to create a rich education environment" (Fisher, 1999:4).

Therefore, the problem investigated in this study was how the School of Education of Indiana University educates students to become good and professional social studies teachers. The teacher education program in the School of Education Indiana University is assumed to be both different from and better than the teacher education program of the State University of Padang. The School of Education of Indiana University is a school of education in a democratic and developed country. It also has had an important role in producing teachers in the United States since 1914. In order to understand how teachers are educated at Indiana University, the research will be focused on several variables. Among them are student entry selections, curriculum, primary teaching strategies, teaching experiences for student teacher and the experiences of civic education in international perspectives. By exploring the process of education in the School of Education of Indiana University, the researcher gets comparative data and information that might be useful to support reforms of the teacher education program in the Department of Civic Education of the State of Padang University (Universitas Negeri Padang) and also support reforms of the civic education curriculum in Indonesia.

Research Questions

There are five research questions that gave direction in the process of this research. The questions are:

1. How does the School of Education of Indiana University select college students to become students in the school of education and especially to be a candidate social studies teacher?
2. What curriculum does the School of Education of Indiana University use to educate students to become social studies teachers? How much content is directed at civic education?
3. What teaching strategies are used in teaching-learning processes to educate students to become social studies teacher?
4. What is the pattern of teaching experience students undergo during their studies at the School of Education of Indiana University? How does it contribute to their development as social studies teachers?
5. What are international experiences with civic education, especially in newly democratizing countries?

These questions frame the research conducted at the School of Education in Indiana University.

The Purpose of the Study

The purpose of the study is to learn about the processes of educating students to become good and professional social studies teachers at the School of Education of Indiana University. Specifically, the purposes of the study are:

1. To gather information how about the School of Education of Indiana University educates students to become social studies/civic education teachers.
2. To get data or information in order to support reforms or update the pattern of education in the Department of Civic Education at the State of University Padang (Universitas Negeri Padang).
3. To gain knowledge about theories and practices of Civic Education in the USA and other countries in the world.

The results of this study regarding the teacher education program in the School of education of Indiana University will be used to support reform of teacher education in the Civic Department of the State University of Padang in terms of student entry, the curriculum, teaching methods and student teaching experiences. Moreover, the international perspectives on civic education provide comparative data on how civic education is conducted in many others countries. It also will provide data to support reforms of teacher education at the State University of Padang West Sumatra, Indonesia.

Chapter 2

Review of Literature

A review of relevant literature is presented in this chapter to provide the background and theoretical basis for this study. There are five major areas that have been identified as relating to this study and these forms the basis of the review. They are:

- (1) basic concepts of civic education;
- (2) teaching materials for civic education;
- (3) teaching strategies used in civic education;
- (4) the impact of civic education on instruction on knowledge and attitudes; and
- (5) the experiences of civic education in international settings.

These five areas will provide the basic concepts to do analyses of whether the School of Education Indiana University prepares students to become social studies teachers at secondary school. Moreover, they also will provide a description of civic education in term of teaching materials, teaching methods, the impact of civic education on students' knowledge and attitudes and the experiences of civic education in international settings that might be of use to inform civic education program reform at the State University of Padang.

The Basic Concept of Civic Education

There are three terms that need to be defined in reference to civic education. The terms are **civics, citizenship, civic education and citizenship education**. These terms have the same meaning when authors, educators and scholars talk about civic education. In this study the three terms are used interchangeably.

Civics or citizenship is related to the status of a person or individual in an organization, namely a nation-state. The status is regulated by laws made by the people of the state through certain processes depending upon the system of the government used. The laws

determine the rights, responsibilities, and duties of a citizen in the nation-state. Therefore, civics or citizenship is a pattern of relationship between the government and the governed and both of them will be bound by rules, which they obey.

A citizen has two kinds of life, public and private life. Civics or citizenship emphasizes public life, however, it also concerned with private life because the two sphere of life cannot be fully separated. Therefore, civics or citizenship regulates individual life in terms of the relationship between individual and state. The World Book Encyclopedia explained that:

Citizenship is full membership in a nation or in some other unit of government. Citizenship also called nationality. Almost all people have citizenship in at least one country. Citizens have certain rights, such as the rights to vote and the right to hold public office. They also have certain duty to pay taxes and to serve on a jury (The World Book Encyclopedia, 1999, Vol.4, p.568).

Along the same lines, the Encyclopedia Americana asserted that

Citizenship is a relationship between an individual and a state involving the individual full political membership in the state and his permanent allegiance to it. Others person may be subject to the authority of the state and may even owe it allegiance, but the citizen has duties, rights, responsibilities, and privileges that the noncitizen shares to a lesser degree or not at all. The status of citizen is official recognition of the individual's integration into the political system (Encyclopedia Americana, 1999, Vol.16, p, 742).

Butts (1980:25) recognized that "the origins of the idea of citizenship are based upon membership in a political community regulated by man-made laws rather than upon membership in a family or tribe, kinship, religion, ethnic, background or other inherited status".

From the several meanings of civics or citizenship above, it can be concluded that citizenship is a tenet, which contains the relationship between an individual and a state. The relationship is a public relationship because being a citizen means being a member of political community. Political community has many aspects of life like ideology, politics,

economy, social, culture, security, rights and duties and the like. All aspects of life are regulated by laws, which are made through certain processes.

Overall, in order to educate the good citizen in a state (political community) requires civic education or citizenship education. Citizenship education or civic education is “the course of the study that teaches students that are necessary to live in a state or society” (USAID, 1994:10). According to this definition, the definition of a good citizen depends upon the state or society system of life. Good citizens in the US, for example, can be measured by using the rules that are put into practice in US. Good citizens in Indonesia can be measured by rules used in Indonesia. However, there are universal principles or values, which provides an umbrella over national rules in the world. A government of a state is not allowed to create a rule that violates universal values because, according to the researcher, there are universal values of democracy, human rights, justice, equality or liberty, even though the practice of them can vary among countries.

Citizenship education in this study means the pattern of civic education that educates students to live in a democratic country. The citizens have to have the ability and knowledge to participate in political life, public concerns and other aspects of society. The students should understand how “to guard against tyranny of majority, allow everyone, including those in the minority, to freely and fairly participate in political and civic life to influence their government and its public policy decisions” (Vontz, 2000:36).

Many authors and philosophers have developed democratic citizenship education from the time of Plato to recent thinkers like Amy Gutmann and John Rawls. There are two main theories relates to democratic citizenship, civic republicanism and the democratic liberalism. Aristotle, Nicola Machievelli and Jean Jacques Rousseau promoted the civic republicanism theory while John Locke, Thomas Hobbes, John Stuart Mill, Amy Gutmann and John Rawls promote the democratic liberalism theory. Civic education and political thought in the US. has been developed based on those theories from the founding era of the United States until the present (Vontz, 2000:37).

According to the researcher, in developing civic education, educators or curriculum developers have to refer to the universal theories of civic education discussed above. The absence of universal theories will result in deficiencies in the practice of civic education, allowing government in power to abuse civic education in practice to build loyalty and other forms of indoctrination of the young generation. The next section will review the two main theories of democratic civic education.

The Civic Republican theory holds that the interests of community, common good and public concerns outweigh the interests of the individual.

Vontz asserted:

For civic republicans, participation in political life on behalf of common good is superior to the individual and private pursuits of family and profession, and freedom for community outweighs individual rights to liberty. Civic republicans do not rest their theory on the autonomous individual, but on the shared autonomy of the community. Acting alone, individuals have little or no power to effectively address social problems pertaining to peace, economic prosperity, the quality of the natural environment and so forth. Such problems require individuals acting together for the common good (Vontz, 2000:38).

This theory emphasizes the importance of public life of the interests of community in citizenship. According to this theory, individuals can do nothing unless acting together. This theory stresses community or general will, it also stresses on individual interests because the common good or interests of community can not be separated from individual good or interests. "By helping to produce the general will through participation in society, citizens guarantee protection of their rights (Vontz, 2000: 41).

In contrast, Democratic liberalism theory is a theory of political thought that emphasizes individual autonomy, individual freedom and liberty prior to interests of community or common good. This theory assumes that the individual is free and has certain rights that need to be protected. To do so, individuals enter to a "contract" to create government in order to protect individual rights, freedom and liberty. Vontz stated:

Thus, they make a social contract that creates civil society and government by Consent of the governed to guarantee their rights. Participation in public life is not primarily for common good, but for protection of personal liberty and pursuit of one's self-interest. Therefore, liberals tend to emphasize the rights of citizenship against the power of government and society which citizens create and maintain to serve them. Individuals are free to choose, within reasonable limits that preclude interference with other people's rights, their own particular conception of the good life. From the liberal perspective, a good society is one in which individuals are free to choose their own values and ends (Vontz, 2000:41).

This theory says in order to secure individual rights, freedom and liberty; the government who govern public life should have a limited power. The powers of government are limited by implementation of constitutionalism, rules of law and civil society.

Civic education in Indonesia should develop in reference to those theories. The practice of civic education in Indonesian' schools during new order administration (the old curriculum) did not refer to the theory of democratic citizenship education. In teaching democracy, for example, the government created a new style of democracy, namely *Pancasila Democracy*. In *Pancasila Democracy*, there were no opposition political parties, no freedom of speech, no freedom of press and the like. According to the researcher, it was not democracy at all. Civic education in Indonesia needs to be reformed to include more democratic citizenship education and adopt the pattern of democratic citizenship education based on civic republicanism and democratic liberalism.

The Teaching Materials for Civic Education

Civic education or citizenship education is aimed to educate students to have understanding and internalize the knowledge, values and skills in democracy, human rights, multiculturalism, tolerance, nonviolence, environmental conservation and the like. Therefore, the school curricula must refer to the goals and also must be taught in appropriate ways. The following section, will review some materials and teaching strategies in civic education that are recommended by authors and educators.

Remy and Strzemieczny (1997) in conducting reformation of Citizenship Education in Poland suggested that the materials for citizenship education should include the following and units:

Basic citizenship competencies, local government, basic principles of democracy, human rights and freedom, institution of the democratic state, citizenship participation and public opinion, the free market economy and the challenge for Poland and the world (Remy & Strzeieczny, 1997: 6).

It seemed the new civic education in Poland tried to adopt and adapt the universal values to Polish system of education in order to build democracy in society.

Butts (1980) writes that civic education in America's school should include " the three basic aspects: political values, political knowledge and skills of political participation needed for making deliberate choices among real alternatives (Butts, 1980:123). For Butts, schools have a most important role: to plant the values of democracy in the young generation. He saw at least three roles of schools: a) providing continuing study of and commitment to the value claims of political democracy; b) imparting realistic and scholarly political knowledge; c) teaching the participation skills required for the maintenance and improvement of the democracy political system (Butts, 1980:126).

In order to implement the roles of school, he suggests that two main factors must be taught at school 1) To promote desirable cohesive and unifying elements in a democratic political community; 2) To promote the pluralistic or individualistic elements in democratic political community (Butts, 1980:127). Butts recommends that concepts for civic education in American Schools should include:

1. Justice
2. Freedom
3. Equality
4. Diversity
5. Authority
6. Privacy
7. Due process
8. Participation

9. Personal obligation and public good
10. International human rights

According to Butts, the tenth main basic concepts of civic education seemed aimed to promote the knowledge, values and skills of democracy to young generation in order to educate them life in a democratic society.

The US Agency For International Development (1994: 8) outlines the topics and concepts for civic education in order to promote democratic knowledge, values and skills to school students. The outline is as follows:

Knowledge

1. Knowledge based
2. History
3. Geography (cultural and economics)
4. Economic systems
5. Political system
6. Legal system
7. Social system and institutions
8. World reality
9. Humanities
10. Moral education
11. Alternative social arrangements
12. Differences (ethnic, cultural, racial, political, etc).
13. Human rights
14. Elements of true democracies (rights, solidarity, tolerance respect, etc)
15. Country constitution
16. Country's government
17. Multiculturalism

Skills

1. Critical thinking
2. Independent thinking
3. Problem Solving
4. Literacy
5. Communication/dialogue
6. Decision making
7. Assessment of political situation
8. Cooperation
9. Protection and promotion of one's interests and values
10. Productive participation in work force

11. Political, social and civic participation
12. Community service
13. Personal and Social responsibility
14. Dealing with differences
15. Leadership

Values

1. Respect (self and other)
2. Principle of democratic life
3. Respect and defend human rights
4. Care about other
5. Sovereignty of people
6. Justice
7. Freedom
8. Equality
9. Diversity
10. Authority
11. Privacy
12. Due process
13. Participation
14. Responsibility (personal, civic, social)
15. Rule of law
16. Civility
17. Truth
18. Tolerance
19. Assistance of others
20. Civic sense

Teaching materials for civic education that are recommended by USAID in 1994 covered all aspects of civic education like civic knowledge, values and skill. However, all materials that are developed to become text books, reading materials and the like should be linked to universal values and principles of democracy, human rights, rules of law, justice and the like in order to prevent the government of a state from abusing the power to civic education.

Civic education in Indonesia's school curriculum during the New Order Administration (Suharto era) also covered most of the concepts are recommended by USAID and other scholars in civic education throughout the world. (See Table No.1 for an example of the topics for Junior High School).

Table 1
Teaching Materials for Junior High School

No	Year	Topics
1	I	Devotion to God
2		Loving the Country
3		Consideration for others
4		Voluntary Collective work
5		Equality
6		Unity of Nation
7		Able and willing to Sacrifice
1	II	Beliefs
2.		Consciousness
3		Simplicity in our life
4		Co-operation
5		Family and Friendliness
6		Loyalty or solidarity
7		Cleanness
8		Self esteem
9		Ability and willingness to sacrifice
10		Discipline
11		Self-Awareness
1	III	Devotion to God
2		Attention to Societal/community life
3		Awareness
4		Obedience
5		Justice
6		Peacefulness
7		Sovereignty
8		Awareness
9		Capability
10		Rule of law
11		Respect for each other

Source: The Adapted 1994 Curriculum of Civic Education for Junior High School

However, the problems occurred in putting the curricula into practice. The Department of Education developed teaching materials that put many political messages from government into the curriculum. They have created the teaching materials not related to core values of civic education. For example, the teaching materials teach students to obey the rules even if the rules abuse the principles of equality, justice and human rights in universal values. With teaching materials about economics, for example, the government

builds a belief that Indonesia's system of economics is Pancasila Economics. But in practice the government ignores equality of opportunity, permits the monopoly and oligopolies, allowed to use force to take property from the owner and the like. There is no democracy in economics. Therefore, teaching materials for civic education should always maintain the relationship to universal principles and values. In this way, the students will have understanding and internalize the knowledge, values and skills in order to promote democracy in the society.

Diamond (1996) discussed the development of democracy in Latin American and Caribbean countries. Diamond stated that democracy is taught in order to sustain it in society. Therefore, he recommends that materials, concepts or topics for teaching democracy be as follows:

Citizens need to understand the basic principles of liberal democracy that transcend countries, cultures and historical eras. This means including certain core values and ideas. It means teaching philosophy of politics in the broadest sense: appreciation of the freedom, constitutionalism, respect for law, restraint of power, political choices, accountability of rulers to the ruled (Diamond, 1996:6).

Therefore, the concepts or topics for teaching civic education in order to promote knowledge, values and skills of democracy must reference to local, national and universal values.

These core content concepts of civic education also should be covered by curriculum of the school of education in order to prepare all students to become teachers at school. All teachers have to have deep understanding of the basic concepts of democracy, human rights, equality, democratic economy, rules of law, justice and the like. Therefore, they will be able to teach students in appropriate ways in terms of material, strategy, classroom climate and classrooms interactions.

Teaching Methods for Civic Education

Teaching methodology is an important aspect that we need to consider in improving the students' understanding and internalizing the knowledge, values and skills in civic education courses. The teaching and learning process in real classrooms should provide situations so that students can learn things and that encourage students to understand better and ask questions when needed. In sum, the teaching learning process in civic education classes must reflect the values of democracy.

Splitter (1997) suggests a form of teaching method that can foster the development of citizenship:

- * Engaging in processes of rational deliberation-specifically, being able to reason well and being open to reason.
- * The ability-and, we might add, the inclination and the opportunity-to question (the sense of Socratic inquirer rather than merely as a quest for information)
- *The disposition to examine and modify one's thought, views and opinions: to be open to "thinking again" as a safeguard against dogmatism and dose-mindedness; to understand the contestable nature of many of life's most interesting questions, and to be imbued with what some writer have called the critical spirit...(Splitter, 1997:6).

Shanker (1997: 5) says that teaching civic education is based upon a critical thinking process and learning how to learn, because the major goal of education in a democracy is developing thinking skills. Therefore, the teaching learning process that is recommended by Shanker is one in which students can interact with teachers in democratic ways. The teacher might arrange a discussion, using questions requiring higher order thinking and the like.

Patrick and Sarma (1997) report that the methods of teaching in the implementation of the new civic education curriculum in Latvia have emphasized a student active learning process. They stated that:

The method of teaching used in this new curriculum emphasizes active learning instead of the passive reception of information. Lessons require students to acquire and apply information and ideas rather than merely receive and repeat them. They are challenged to use higher-level cognitive operations involved in organization, interpretation and evaluation of subject matter. Various kinds of group work, such as role-playing exercises, simulations, and political problem-solving tasks are used to teach skills of democratic participation and decision making (Patrick & Sarma, 1997:5).

Therefore, in order to promote knowledge, values and skills in democracy, the teaching-learning process should be reflecting the values of democracy itself through process of pedagogy. By this way, students will understand, more internalize and finally put the values into daily life.

In addition, Hlebowitsh & Hamot (1999) in implementing the changing civic education in the Czech Republic recommended that teaching methods should be more oriented to student active learning. They state that:

We sought to bring the act of teaching in the Czech Republic in to a more active realm, one that countered the conservative tradition with an open commitment to questioning knowledge and encouraging the development in independent thinking and social criticism. The role of teacher in our model is to question and problematize learning rather than just transmit it, while also placing knowledge in a context that allows the learner to apply to life setting (Hlebowitsh & Hamot, 1999:4).

USAID (1994) completed research in sixteen Latin and Caribbean countries and recommended that teaching strategies in the teaching-learning process in civic education be more active and use a deep approach. Deep approaches in teaching-learning process “concerns the meaning of the material, learning for understanding and identification of relationships between concepts” (Ananda, 1998:25). The study recommends using discussions, debates, critical examination of local, national and international news, visits to institutions, visits of members of the community to schools and volunteer programs where students can do useful actions for their community. Diamond (1996) stated that civic education must motivate young people to care about, understand issues, and to

analyze and discriminate between alternative programs. It must also give them the intellectual motivation and tools to do so throughout their life. In order to achieve them, the teaching methodology must be based on student active learning.

Similarly, Vontz, Metcalf and Patrick (2000) encourage the use *Project Citizen* in teaching civic education. *Project Citizen* is “ an issue-based instructional treatment to develop the knowledge, skills and dispositions of democratic citizenship that enable and encourage participation in government and civil society” (Vontz, Metcalf and Patrick, 2000:2). *Project Citizen* consists of several steps: selecting a problem to study, gathering information from multiple resources, explaining the problem, evaluating alternatives policies to deal with problem, developing a public policy the class will support and developing an action plan to get government to accept the class policy (Vontz, Metcalf & Patrick, 2000). The authors believe that using *Project Citizen* will give students experiences and involving in public lives. The developers of *Project Citizen* claim “the best way to encourage civic development among young people is to have them participate in the public policy making process” (Vontz, Metcalf & Patrick, 2000:6).

Gaylord (2001) explored the practice of civic education teaching in Indonesia. She proposed that teaching strategy must be largely changed in Indonesian schools if Indonesia wishes more to be a democratic state. She wrote that:

Critical thinking was a threat to and not an aim of education. Now educators and students are being asked to become critical thinkers and communicators, to move from authoritarian classrooms to something more participatory and active, to construct their own meanings as well as to learn values of respect for all, self-reliance, responsibility and other things that education for democracy require (Gaylord, 2001:7).

Therefore, Gaylord believes that democratization processes in Indonesian society should be followed by the democratization of education. She suggests that specifically in teaching civic education, teachers must leave the traditional methods of teaching and adopt new ones like discussion, questions, group tasks, simulation and the like.

The teaching-learning process for civic education has to reflect the values of critical thinking skills and democracy itself in order to train and give student a model of how the values of democracy put into practice. Furthermore, the teaching-learning process should be based upon the principle of student-centered education. In this condition, students can learn actively, have freedom of speech in discussing an issue and give opinions on the topic being studied.

The Impact of Civic Education on Knowledge and Attitudes

Many authors believe that major goal of education in democratic countries is to educate students in the principles, practices and commitment of democracy (Patrick, 1999:1). Several countries have revised their citizenship education in order to promote knowledge, values and skills of democracy. There is evidence that shows that a democratic pattern of government serves human dignity, human rights and freedom better. Therefore, citizenship education should be one other subject given priority to prepare students to live in society locally, internationally and globally.

Many countries have reformed their citizenship education and most of the reformations had a positive impact on student knowledge and attitudes. In Poland, Remy and Strmiczny (1997) reported the EDCP (Education for Democratic Citizens in Poland) reformation of citizenship education had a positive influence on students' knowledge and attitudes toward aspects of democracy. Remy and Strmiczny (1997: 12) stated that, "The results of this work indicate that students' engagement in democratic games and market simulations, as well as intensive discussion of democratic and market principles, produced more moderate support of these principles than did much less active participation characteristic of traditional curriculum". The short-term impact reported positive development of democratic dimensions, such as knowledge, values and skills, on students after reformation of citizenship education in Poland.

Along these lines, Banks (1997) asserted that schools must help students to acquire the knowledge, values and skills needed to participate in society. He reported that study by Trager and Yarrow concluded that “students who experience a democratic curriculum are more likely to develop democratic attitudes and values than students who experience a non-democratic curriculum (Banks, 1997:6). It is clear that a positive impact on students’ knowledge and attitudes attained when citizenship education promotes democracy itself.

Vontz, Metcalf and Patrick (2000) intensively and extensively studied the impact of *Project Citizen* on students’ knowledge, values and skills of citizenship education in three different political areas Indiana, Latvia and Lithuania. *Project Citizen* is “an issue-based instructional treatment to develop knowledge, skills and dispositions of democratic citizenship that enable and encourage participation in government and civil society” (Vontz, Metcalf & Patrick, 2000:2).

In this study, they used a Non-Random Pretest-Posttest Comparison Group design of experiment. The study involved 1,412 students range in age from 10 to 18 years and from grade 5 to 12. They arranged 712 students (51 Classes) as treatment group and 700 students (51) classes as comparison group. The study found that there is a significant impact of *Project Citizen* toward improvement of civic knowledge, civic skills and civic dispositions of students in project citizen. They state, “...Project Citizen promoted significant improvement in students’ civic knowledge, self-perceived civic skills and the civic disposition of propensity to participate in political and civic life...” (Vontz, Metcalf & Patrick, 2000:134).

Ridley & Hidveghi (1997) reported on the reform of the civic education in Hungary. They report that *Project Citizen* held a national competition and the final group met with the Hungarian President at the Parliament Building. The participants expressed opinions on issues of democracy and the constitution. The president responded positively and asked that the *Project Citizen* would move out all over the country and involves more youth (Ridley &Hidveghi, 1997:70).

Torney-Purta, Lechmann, Oswald & Schulz (2000) have completed a study of civic education in 28 countries, from Australia, Europe, Asia and America. Among the findings of this study is that there is a positive impact of civic education in schools on civic attitudes, skills and knowledge. They report from the study that “They agree that students learn to understand people, to cooperate, to solve the problems, to protect the environment, to develop concern about the country, and to know the importance of voting...development of feelings of patriotism and loyalty” (Torney-Purta, Lechman, Oswald & Schulz, 2000:169).

According to these authors, civic education is very important to teach at school because it will provide students’ knowledge, values and skills in civic life in society. Torney-Purta et.al asserted that, ”educational practices play an important role in preparing students for citizenship”. Therefore, in order to promote values of democracy the young generation should teach about these values.

Moreover, changing the materials of civic education in written curriculum does not guarantee that students learn the values of democracy in appropriate ways. Change is needed in teacher education programs. Teacher education programs also should incorporate the values of democracy and other values in order to produce teachers who have understanding of democracy, human rights, justice, equality and so forth.

Therefore, the reforms of teaching materials, teaching strategies and the like in civic education should be done on both school curricula and in teacher education in order to foster positive impact on students’ knowledge and attitudes. Students understandings of democracy taught by democratic teaching methods give positive influences on students’ insight in order prepare them live in democratic way of live like respect to human rights, recognized multiculturalism, avoid violence, be peaceful, free and independent.

The Experiences of Civic Education in International Setting

Civic education is a very important part of education in order to build the national character of the citizens of a country. Civic education is aimed to teach the young generation of a country to know and understand the history, patriotic events and a set of values like democracy, human rights, tolerance, multiculturalism, respect for each other, non violence and so forth. Many scholars believe that the system of government that conforms to human dignity is a democratic system of government (Patrick, 1999). Engle & Ochoa (1988:23) asserted that, "Democracy is the best among social system if one accepts the idea that respect for the worth of the individual human is the most highly valued of all human attributes". For this reason, democracy must be taught in school in order to trigger the values of democracy put into practice in daily life (Morse, 1989; Marciano, 1997; Patrick, 1999,). " If we are going to build or strengthen democracy, we must teach democracy" (Shanker, 1997:2). The following section will review the experiences of civic education in international perspectives.

Civic Education in the United States of America

The United States of America is a famous and pioneer of democratic states in the world. In America, the schools teach civic education to the students. Butts (1980) explained that American schools, from early America until today, teach civic education to young generation. Butts has explored the history of civic education in US from early America until the end of 19 century. Researcher will outlines civic education in US in the next section.

1. Revolutionary Ideal: 1770s – 1820s

The founders of the US mentioned the importance of civic education for the young generation in order to build the national character. In this era, civic education stressed cohesive civic values, knowledge, obligation required of everyone in a democratic

republican society (Butts, 1980). Civic education in public school seemed to prepare the youth of America to defend the country from an outside enemy because the US. just got political independence from Great Britain.

Educational policies in civic education have emphasized to building loyalty to the state, love of the country, patriotism and unity of the US as one nation. Butts (1980:55) recognized that the core values of civic education in this era “attach the child’s loyalty to the state and nation. The sentiment of patriotism, love of the country, vics with the love of God as the cornerstone of virtue: patriotism...must be considered as the noblest of the social virtues”. Moreover, Butts asserted that the “ primary goal of civic education to achieve a higher form of *unum* for the new republic” (Butts, 1980:56).

2. The Middle Years: 1820s – 1870s.

In this period the core of civic education did not change much from the prior era. It still stressed cohesive civic values, patriotism, loyalty to the state and the principles of the moral government. Butts recognized the civic education was composed of multiple values like “hard work, honesty and integrity, the reward of property and even riches for individual effort and obedience to legitimate authority” (Butts, 1980:57).

The purpose of civic education of this era seems be to educate the young generation to love the country, be loyalty to nation in order to nurture the sentiment of patriotism because at that time the US still face a big movement namely the westward movement. The war with Mexico also happened in this era. The contents of civic education were influenced by the political situation of the country.

3. Aggressive Modernization and Progressive Reform: 1870s – 1920s

In this period, there was big a change in civic education in US schools. Educational policies extended civic education to become the subject social studies. The reason behind this change was to “promote civic education as more than the study of government” (Butts, 1980:65). Social studies are a combination between geography, history, civics

and economics. The committee for the reform of social studies in 1913 stated, as quoted by Butts:

Good citizenship should be the aimed of social studies in the high school. While the administration and instruction throughout the school should contribute to the social welfare of the community, it is maintained that social studies have direct responsibility in this field. Facts, condition, theories, and activities that do not contribute rather directly to the appreciation of methods of betterment have no claim. Under the test the old civics, almost exclusively a study of Government machinery, must give way to the new civics, study of all manner of social efforts to improve mankind. It is not so important that pupil know how the president is elected as that he shall understand the duties of the health officer in his community. The time formerly spent in the effort to understand the process a passing a law over the president's veto is now to be more profitable used in observation of the vocational resources community. In line with this emphasis the committee recommends that social studies in the high school shall include such topics as the following: community health, housing and homes, public recreation, good roads, community education, poverty and the care of poor, crime and reform, family income, savings banks and life insurance, human rights versus property rights, impulsive action of mobs, the selfish conservatism of tradition, and public utilities (Butts, 1980:65)

Since this period, civic education has become integrated with social studies rather than being taught as separate subject. It was reasonable that students need to know not only government but also every aspects of public life.

4. Reform of Civic Education (1920s – 1970s)

There were many big events in national life in this period. Among them: World War I, Vietnam war, Watergate, economic depression and civil rights movement. These contributed to a changing of civics instruction in the school. The Vietnam War, for example, has been protested by many Americans regarding the involvement the American troops to defend the Vietnam.

Responding to these conditions, the National Educational Association, a teacher union and the American Association of School Administrators jointly created a commission on civic education in 1935. The commission published the goals of civic education as follows

1. Social Justice. The educated citizen is sensitive to the disparities of condition.
2. Social activity. The educated citizen acts to correct unsatisfactory conditions.
3. Social understanding. The educated citizen seeks to understand social structure and social process.
4. Critical judgment. The educated citizen has defenses against propaganda
5. Tolerance. The educated citizen respects honest differences of opinion
6. Conservation. The educated citizen has regard for the nation's resources.
7. Social Applications of science. The educated citizen measures scientific advance by its contribution to the general welfare.
8. Law Observance. The educated citizen respects the law
9. Economic Literacy. The educated citizen is economically literate
10. Political citizenship. The educated citizen accepts his civic duties.
11. Devotion to democracy. The educated citizen acts upon an unswerving loyalty to Democratic ideals (Butt, 1980:69).

5. Crisis of Civic Literacy 1980s -1990s.

Civic education in this period characterized by several reports: High School: a Report of Secondary Education 1983 by Carnegie Foundation; The Education for Democracy Project Report, 1987; American Memory: A Report on the Humanities in the Nation's Public School, 1987; and Report on the First National Assessment of History and Literature, 1987 (Marciano, 1997). All the reports indicate that civic literacy of American society is in decline (Marciano, 1997).

Based on these reports, Marciano (1997) suggests that American schools need to revitalize civic education. Teaching civic education can be used to improve the civic knowledge, civic values and civic skills to the students and they can participate in civic life in their society. Participation is based on critical thinking even when students criticize government policies toward aspects of public life. Marciano states " Students cannot challenge anything if they do not know anything, they cannot criticize national and international policies if they don't have the basic information upon which such judgments are made" (Marciano, 1997:14). Moreover, Marciano also stressed the importance of civic education to inform the student about American history especially the people, ideas and issues that have shaped the nation (Marciano, 1997:12). Therefore, in this era,

American educators are aware that American schools need to revitalize the civic education.

In US, civic education is very important part of the school curriculum although rarely taught as a separate subject. The data shows that from early America the founders of the republic have been aware that civic education is important to pass on the national values like patriotism, history, democracy, participation on community life and so forth to the young generation.

The Researcher wanted to learn about civic education in State of Indiana schools, where this project was completed. In Indiana, civic education has been taught in the schools since 1937 (Vontz, et.al, 2000:105). In 1995, the Indiana Department of Education developed a comprehensive plan for Good Citizenship Instruction that provided three to four citizenship lessons per grade to be integrated into the existing curricula. The 1996, Indiana Social Studies Proficiency Guides, state that the fundamental purpose of social studies “is to provide preparation and practice for active, lifelong citizenship” (Vontz. et al, 2000:195) Therefore, In Indiana, civic education is integrated into the Social Studies, according to Vontz, et al, with civic education normally stressed in grades 5, 8 and 12.

Civic Education in Emerging Democracy Countries

The emerging democracy countries are countries that are moving from an authoritarian system of government to a democratic system of government. The process to become a democratic country needs a transition era in politics, economics, society, culture and education. The researcher argues that the transition era should be characterized by changing of education and most important of civic education because civic education will introduce knowledge, values and skills of democracy to students.

The experiences of emerging democracy countries are important for Indonesia because Indonesia is struggling to move from an authoritarian government to a democratic system of government. This data will provide comparative experiences for Indonesia’s teacher

and civic education programs in order to support the moving of Indonesia to be a democratic country. The following section will review civic education in several emerging democracy countries.

In Poland, Civic education has been revised since 1989 when Poland conducted the first free election. EDCP (Education for Democratic Citizen in Poland) by cooperation with AFT (American Federation of Teachers) and Ohio State University developed the curriculum of civic education for schools and schools of education. They also developed teacher training throughout the country for the new pattern of civic education. In 1991, the New Educational System Act was passed by legislation as the basis for the reform of school curriculum in the post communist era. In the new Civic Education, curricula presently being developed and disseminated embody democratic content, skills and pedagogical technique for teaching civic education.

Therefore, in Poland, the new civic education curricula and contents are consistent with what many authors believes that to build democracy, school students must be taught democracy (Shanker, 1997; Patrick, 1999).

In Latvia, civic education is also taught at school since the country become independent from the Soviet Union in 1991. Among major goals of compulsory education in Latvia are to build good Latvian citizens. The goals of the Latvian educational system are as follow:

1. To promote students' sense of responsibility towards themselves, their family, their community, their nation, their native land and towards all peoples and the highest moral values.
2. To ensure the acquisition of knowledge and skills necessary for personal and public life (Vontz, et al, 2000:114).

The two major goals of education in Latvia link to the civic education teaching content For this reason, Latvia created the new content for civic education that include Latvian constitution, institutions of government and the rights and responsibilities of citizens and the like.

In this lines, the Lithuania Law of Education (1991) says that “civic education is considered to be one of the essential goals of the educational system: to foster citizenship, understanding of person’s duties toward family, nation, society and the state of Lithuania as well as the need to participate in the cultural, social, economy and political life of the republic (Vontz, 2000:120). Therefore, civic education seems to be the basic and compulsory education in Lithuania schools in order to build democracy as well as good citizens.

We can see the changing from an authoritarian system of government to a democratic system of government; one important thing to do is changing the civic education at schools to be more democratically oriented. The students (young generation) should be educated to understand the knowledge, values and skills in democracy in order to support the democratic system of government.

In Latin America and the Caribbean, a collaborative study between USAID and local teachers in sixteen countries (Argentina, Bolivia, Chile, Columbia, Costar Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, Panama and Peru) in civic education was completed in 1994. The study reports that most of the countries teach civic education in schools whether it is a separate subject or integrated on the social studies. The content of civic education focused on how to protect the country and patriotism. For this reason, the study recommends that civic education instruction need to be reformed in content and teaching methods as follows:

1. Redesign curricula (or design them in countries where they do not exist) for civic education and education for democracy to change their emphasis from knowledge about civics and democracy to practice of democratic and civic values and behaviors. In addition, these curricula should be participatory, democratic, and responsive to the realities of each country.
2. Involve more people in this process of designing and revising the curricula. Teachers, community members and leaders, representative from different ethnic groups in the country, students, members of nongovernmental organizations, other school members, university faculty, etc. should work side by side with staff from the ministry of education.

3. Give more emphasis to the teaching of civic, democratic, and social values in school settings. To accomplish this, civic education and education for democracy should be taught more hours per week and in more grades through the education system. In addition, the teaching of values could be included (integrated) in other subjects, such as history and literature (USAID, 1994:38).

Therefore, in Latin and Caribbean countries, the civic education needs to be reformed because it focuses on theories rather than in daily life. The Latin America and Caribbean countries must teach democracy if the countries will become democratic in the future.

Summary

The review of literature in this chapter suggests that civic education should be taught in the schools in order to educate the young generation to have good understanding of basic concepts of democracy, human rights, rules of law, justice, obey legitimate government and the like. To attain the goals, there are several aspects of civic education that should be revised. The first is the content of civic education. Teaching content for civic education must cover all basic concepts that are needed in democracy like democracy, human rights and rule of law. All the concepts have to relate to universal values to prevent people in power from abusing the civic education in the country. The second that reform needed is in methods that have to promote the values of democracy and develop students' critical thinking. The classroom interaction also should reflect the values of democracy.

Furthermore, the literature review reveals that there were positive impacts of civic education on students' knowledge and attitudes. The international perspectives of civic education describes the importance of civic education teach to students to educate them to have knowledge, values and skills in democratic ways of life. Therefore, civic education should be taught in schools to prepare students have civic knowledge, values and skills to participate in civic life in the society.

Based on this review, it seems that the civic education is an important subject in the school program. To carry out the important subject requires professional and good teachers. This review elicited three main questions that the study attempts to answer:

1. Does the School of Education Indiana University educate students to become professional social studies teachers in regarding student entry selection, the curriculum, teaching methods and teaching experiences for students' teacher?
2. What aspects of the teacher program at the School of Education of Indiana University can be used to support particular reforms in the teacher education program at the Civic Department of the State University of Padang, West Sumatra – Indonesia?
3. What international practices and experiences might be used to support particular reforms of the teacher education program at the Civic Department of the State university of Padang, West Sumatra-Indonesia?

In order to answer these questions, study was conducted at the School of Education of Indiana University, Bloomington, Indiana.

Chapter 3

Methodology

Setting for the Studies

The study was conducted at Bloomington campus. The researcher worked collaboratively with the School of Education faculty, staff and several graduate students.

The School of Education of Indiana University consists of five departments. They are the departments of Counseling and Educational Psychology, Curriculum and Instruction, Educational Leadership and Policy Studies, Instructional Systems Technology and Language Education. This study was conducted involved faculty and staff from several departments in the School of Education of Indiana University.

Data and Data Collection

The data for this study relates to how the School of Education of Indiana University educates students to become good and professional teachers in social studies/civic education. The data include the pattern of student entry, school of education curriculum, teaching methods commonly used, the pattern of conducting school teaching experience as social studies/civic education teachers and the experiences of civic education in international perspectives.

The data on the pattern of student entry and on the school of education curriculum was gathered through library research from Handbook of School of Education and the Home Pages of School of Education and interviews with professors, and staff members. Data on teaching methods commonly used in teaching at the School of Education was gathered from observation of classes where researcher sat in the classroom. An interview also was held with six professors and staff. These data were also gathered by studying the syllabuses of the courses. Data on the student teaching experiences in real classrooms

was gathered from the library research on the Home Pages of School of Education and interview with several teaching faculty and staff. Finally, data on the civic experiences in international perspectives were gathered from library research.

Data Analysis

This study is a descriptive study of how the School of Education of Indiana University educates students to become a good and professional of social studies teachers. The collected data of this study are in the forms of the notes, summaries, conclusions, quotations of books, home pages, handbooks, observations and interview recordings. Data of this study were analyzed by using content analysis technique (Crowl, 1993). The content analysis technique can be used to analyze data in various forms of communications (Crowl, 1993). Crowl (1993) states that:

Content analysis differs from other forms of descriptive research in that instead of using people as subjects in a study, various forms of communications, such as books, films and speeches are used. As the term implies, the purpose of content analysis is analyze the content of some piece of communication (Crowl, 1993:127).

Based on these reasons, the content analysis technique is appropriate to use in data analysis in order to describe the teacher education program at the School of Education. Finally, the results of the analyses form a narrative description of the phenomena of how the School of Education of Indiana University educates students to become good and professional teachers of social studies subject (Crowl, 1993:121).

Chapter 4

Results and Preliminary Analyses

The first three chapters of this study provided the theoretical framework for the research as well as a description of the data and data collection process. This chapter will describe the results with some preliminary analyses related to the research questions in Chapter 1.

The major aim of this study was to investigate how the School of Education of Indiana University educates students to become good and professional social studies/civic education teachers. To attain this aim, data of this study include student entry, the curriculum, teaching strategy, teaching experiences for student teachers and experiences of civic education in international setting. This study provides a comparative data in order to reform or update the system of education in the Civic Department of the State of Padang University.

In this chapter, the results are reported in five sections corresponding to the research questions in Chapter One. The explanation begins with a description of the School of Education, the pattern of student entry, the curriculum, teaching strategies, teaching experience for student teachers and experiences of civic education in international perspective respectively.

The description of school of Education of Bloomington Campus Indiana University

Indiana University has been training teachers since 1851. The School of Education at Bloomington campus began granting degrees 1914 and the Indianapolis campus granted its first degree in 1969. In 1975, the School of Education of Bloomington campus merged with division of education of Indianapolis and become single school of education with two campuses. Students can earn degree from Bloomington campus or Indianapolis or combine credit to get a degree. " Today, Indiana University's School of Education is one

of America's most respected educational institution for the preparation of teachers, administrators and specialists in all areas of education" (School of Education Bulletin 2000/2002, 2000:3). School of education has full equality with others professional schools of the university and grants bachelor, master, specialist and doctor degrees in education.

School of Education of Bloomington campus consists of five departments. The Departments are:

1. **Counseling and Educational Psychology.** This department contains programs
 - a. Counseling and counselor education
 - b. Educational inquiry
 - c. Educational psychology
 - d. School psychology
 - e. Learning, cognition and instruction
 - f. Developmental psychology
2. **Curriculum and Instruction**
 - a. Art education
 - b. A community teachers
 - c. Curriculum studies
 - d. Elementary education
 - e. Mathematic
 - f. Science
 - g. Secondary education
 - h. Social studies
 - i. Special Education
3. **Educational Leadership and Policy Studies**
 - a. Higher education and Student Affair
 - b. Higher Education
 - c. Historical, Philosophical and Comparative Studies
 - d. Educational Leadership

4. Instructional System Technology

5. Language Education

- a. English
- b. Foreign Language
- c. Reading.

The School of education Indiana University Bloomington campus employs 104 regular faculty members and 34 active emeritus professors. All of them have doctorates (PhD or Ed.D). The school of education has 2217 under graduates students and 1200 graduate students.

The Pattern of Student Entry

The pattern of student entry in this study means how the freshmen (graduates of high school) enter the School of Education of Indiana University. Transfer and international admissions are not included in this study.

All freshmen register through Indiana University admissions office and the freshman receive from the university the program of orientation and academic advising. The orientation takes place in June and July. The students who are unable to come to campus on June or July still have a chance to have orientation in August before classes begin. The freshmen can enroll in Indiana University twice a year. The application deadline is February 15 for Fall Semester and November 15 for Spring Semester.

Academic Advising is very important for students at Indiana University. The School of Education Bulletin stated that:

The main function of the academic advisor are to discuss with each students the content of the semester's course work, to discuss future course work in term of interests and aptitudes, to discuss ways to improve and enrich academic performance and to explain academic policies as needed. Freshmen typically see their advisors for minimum of two conferences each semester. Sophomore, junior or seniors are urged to see and advisor before registration for each new semester

in order to plan course work. Students may initiate conference with an advisor at any time (School of Education Bulletin 2000/2002, 2000:2).

All freshmen in year one of university academic year take at least 26-semester hours credit of general education. The program and course work that students will have for year one is determined by the students and the academic advisor, considering of students' interest, aptitudes and future program that will be followed by student.

A student who has 26 semester hours credit and a minimum 2.5 grade point average (GPA) and all basic courses grade – B, can enter the School of Education. The students enrolled to the School of Education are not automatically enrolled to teacher education program. However, the school of education allows students to study or take courses in education fields.

When students plan to become the teacher the students must also enrolling a teacher education program. Admission to a secondary teacher education program requires that student: 1) Have 2.5 GPA overall; 2) Have 2.5 GPA in 12 hours minimum in the major area; 3) Have PPST passing score: reading 176, math 175 and writing 172. PPST stands for pre-professional skills test and CBT stands for computer-based test.

Indiana Professional Standard Board requires both of these tests in order control the quality of teachers and school services persons.

Table 2
The Minimum Score Require to Pass PPST and CBT Tests

No.	Test Section	PPST Score	CBT Score
1.	Reading	176	323
2.	Writing	172	318
3.	Mathematic	175	320

Therefore, School of Education of Indiana University does not receive freshmen (people graduated from high school) to be students but School of Education get Student after one-year of study at Indiana University. The meaning of the pattern is the students have

studied most general education subjects required by Indiana University before entering the School of Education.

The Curriculum of School of Education of Indiana University

The curriculum in this section means the structures of curriculum that should be taken by the candidate who will be a social studies teacher. The elaboration begins with structure of curriculum for social studies, accreditation, graduation and degree requirements and teaching licenses. It describes the process of education that the students experience the program in order to become teachers in social studies subject.

The curriculum for social studies subjects consists of 124 credits hours. The 124 credits hours are divided into four main fields: general education, subject specialty, professional education and electives (the distribution as in table 2).

Table 3.
Distribution of Subject of Social Studies Major Area

No	Subject Areas	Credits Hours
1.	General Education	40
2.	Subject Specialty (Major Area)	36-52
3.	Professional Education	33
4	Electives	1-15
	Total Credits Hours for BS Degree	124

As mentioned in table 2, students should have 40 credit hours in general education. General education consists of subjects such as English communication, public speaking, sciences, math (statistics, calculus, etc.), social studies and humanities. It can be stated that students of social studies major area have a strong basic education. This strong basic education will provide and help them to learn

theories in education and major areas. The researcher argues that students having multiple perspectives are more likely to become professional teachers in social studies because they can think, analyze and develop teaching content properly.

The students also have to have 36-52 subjects in social studies. This field consists of several subjects with titles like: Human origin; prehistory; culture and society; introduction to Microeconomics; introduction to Macroeconomics; physical system of environment; introduction to human geography, introduction to American politics, introduction to political theory, comparative politics, world politics, introduction to psychology and so forth (see appendix 1).

It is interesting to note that most subject specialties are core basic fundamental theories in several fields, like: political sciences, economics, anthropology, geography, history, sociology and environment. In this way, students will have strong basic concepts regarding social studies. Based on the strong fundamental basic concepts, the students can develop their intellectual, ability and achievement to become professional teachers.

Moreover, students have to have 33 credits hours in professional education. These subjects are: Teaching methods, Microcomputers for education, Teaching for a pluralistic society, Teaching experiences and the like (see appendix 1). It seems that the School of Education prepares the students sufficiently to become social studies teachers at secondary level. They receive a strong basic education, a strong major subject specialization and enough professional education.

However, Indiana University faculty members have different comments on the curriculum. Dr. Margaret (Peg) Sutton said, "Overall yes. I think having a combination of education in multiculturalism, education in American culture, which I teach, and social studies methods makes a good solution" (interview on April 2, 2001). Dr. Terry Mason stated, "We prepare students to begin. We provide the foundation, a strong foundation" (interview on April 2,2001). An interesting comment has been made by one faculty who wants has a better

curriculum for the School of Education: “ To be very honest with you, I do not think we do enough. I think, we need to do more than that. We have only one methods class right now to prepare a secondary teachers” (interview on March 28,2001). All the comments indicate that they need a better curriculum for the School of Education (even one of the faculty said she is continuously preparing the curriculum for twenty first century teachers).

It is most important to note that the School of Education only has responsibility to serve the students for professional education field (33 credits hours) and the rest (91 credits hours) are taken by students from other schools at Indiana University like: the College of Arts and Sciences; the School of Health, Physical Education and Recreation; and the School of Music. The School of education serves more or less 25 % of total coursework for social studies teachers. The researcher considers this a better system than the Indonesian owned because students will have multiple perspectives on teaching materials and will learn subjects specialized from the experts.

Accreditation

The School of education is allowed to educate students to become teachers when the school of education gets permission and the curriculum is accredited by the Indiana Professional Board (IPSB) and the National Council for Accreditation of Teacher Education (NCATE). Therefore, every five years school of education gives the curriculum to the NCATE and NCATE come to visit School of education to evaluate the curriculum, faculties, library, administration staffs and the like. Then the NCATE and IPSB conduct a meeting whether school of education accredited or unaccredited to produce teacher. In fact, School of Education Indiana University is accredited to produce teachers for five years. After five year, school of education must be reaccredited. The last accreditation for school of education was the 1995 accreditation and in 2002 school of education must be reaccredited.

Degree Requirement

A student can graduate and be awarded the B.S (Bachelor of Sciences) in education when he/she fulfills several requirements that are stated in the rules of Indiana University. The secondary education graduates can teach at junior, middle and senior high school in their major areas. All in these include English, foreign languages (Chinese, French, Japanese, Latin, Russian, Spanish), journalism, mathematic, sciences (biology, chemistry, earth-space science, general sciences, physical science, physics, **social studies** (history, government, political science, etc) and speech communication and theatre.

The Bachelor of Sciences (BS) in education require 40 credit hours in general education, 36-52 credit hours in subject matter specialty, 33 credit hours in professional education and several electives to total 124 credit hours. The professional component includes early field experience (40-70 hours in the classroom) and a full semester of supervised student teaching (Adapted from School of Education Home Pages). Other requirements are that the student has GPA 2.5 in teaching area, admitted to a teacher educational program (Bulletin of School of Education).

Teaching License

Even when a student has graduated from school of education where the curriculum has been accredited by government (IPSB and NCATE), that person cannot be a teacher directly. The student should get a teaching license from the State of Indiana. To get teaching license the students have to pass the verification test, namely professional knowledge test or pre professional skills test (PPST) required by Indiana Professional Standard Board (IPSB). After the students pass the test, in order to get teaching license, they also are required to get recommendation from the School of Education. If the School of Education does not give a student a recommendation the student cannot get a teaching license from the State of Indiana.

The School of Education will not give the recommendation to the students who have demonstrated the bad behavior during the educational process, such as cheating, having criminal case, convicted of felony and the like. Therefore, when students have graduated, pass the verification test and received recommendation from the School of Education, they get a teaching license from the State government (An example of the Teaching License in Appendix 2).

A teaching license is valid in the state of Indiana for five years and teachers should renew it every five years. In order to renew a teaching license a teacher must get a recommendation from the School of Education, by completing 6 credit hours of courses. For a teacher who cannot come to campus in Bloomington or others campuses, the School of Education provides distance-learning programs for teachers in remote areas. Therefore, the teaching license is the way government and society through the Indiana Professional Standard Board control the quality of teachers.

Teaching Experience for student Teacher

During educational program at the School of Education, students are required to complete two teaching experience programs. The programs are the early field teaching experiences and the student teaching program. Both programs are prepared to give experiences to student teachers in real classrooms.

The Early Field Experiences

The early field experiences means the courses that requires students to complete 40-70 hours of observation and participation in schools. The early field experiences are designed to provide college students with an opportunity to examine the daily lives of teacher (the School of Education Home Pages). This course is a co requisite to educational psychology and methods courses. The students are given satisfactory/fail grades for 2 credit hours. The early field experiences require several visits to school for each semester.

The purposes of early field experiences are: 1) To learn if teaching is the right career for students; 2) To see teaching in actual classroom; 3) to observe diverse aspects of children's lives: academic, social, physical and emotional; 4) to experience teaching small and large groups before student teaching; 5) to integrate theory and practice; 6) To learn from experienced teacher; 7) to observe and reflect on different teaching and management strategies (School of Education home pages). Therefore, this program gives students a good orientation and insight while they come to study professional education subjects in classroom.

The Student Teaching Program

The student teaching program requires that students teach in a school setting full-time, off-campus, supervised, uncompensated and school-based for a whole semester (16weeks) to provide opportunity for acquisition and demonstration of instructional competence for further professional development. The student involvement and responsibility rests upon the mutual agreement of student, the cooperating teacher and the university supervisor. The student teaching program is as realistic and intensive as actual teaching.

Before participation in the program several requirements must be needed. The students must have a criminal history check and students that have a misdemeanor conviction and felony conviction are denied entry to the program. The students are also reminded that harassment on the basis of sex is a violation of Title VII. Indiana University does not tolerate sexual harassment of students and responds to every complaint.

The other requirements are stated in School of Education Bulletin are as follows:

1. Have been admitted to the teacher education program
2. Have completed all required education courses with a grade C or higher
3. Have completed 84 semester credit hours
4. Have earn minimum GPA 2.5 at Indiana University

5. Have completed all of professional education courses in the license program that have been designated as prerequisites to student teaching.
6. Have completed at least three-fourth of the number of credit hours require for licensing in major and the minor or endorsement area if student teaching is required.
7. Have completed all professional education courses and have attained a minimum GPA of 2.5 in all professional education courses (adapted from The Bulletin of School of Education 2000/2002, p. 12).

This program is very important for the induction of students into teaching in which the process of changing one's image, status and performance from that a student to professional licensed teacher (School of Education Home Pages).

The teaching faculty members of the School of Education consider that teaching experiences program is very important part of the curriculum. They supervise the program intensively. One teaching faculty tells of her experience to supervising students in on teaching experiences program. She said:

I come to visit every two weeks. We reflect right there. I often videotape. And what I do, I am observing in classroom, I am a taking notes, ok. I have a note taking guide that I follow that point. I have some questions about the planning, I have some questions about what I saw. I get questions to reflect on it (Interview on March 28, 2001).

Therefore, professors emphasize the quality of the teaching program experiences. Terry Mason said, "It is enough prepare them to begin". Teaching experiences will provide firsthand experiences for students to become actual teachers in the schools.

Teaching Methods

Teaching strategy in this study means the teaching methods used by lecturer in classroom activities in order to educate students to become good and professional civic education/social studies teachers for schools. Teachers will teach their students the way they were taught by their lecturers in the School of Education.

Therefore, teaching methodology is important to educate student become the teachers.

Data for this part was gathered in two ways. First, the researcher attended in three classes in order to observe the classroom while lecturers taught students to become teachers. Second, the researcher conducted interviews with six lecturers of the School of Education Indiana University.

Based on the data, the structure of classroom activities can be divided into three parts: introduction, content and closure. In the introduction lecturer gave some organizing comments for that current meeting, the last meeting, for the next meeting and the like. The lecturer, for example, gave feedback to students by returning the corrected papers and asking the students for comments. Then lecturer makes plans for the next meeting.

In the content phase of the core classroom activities, a lecturer may discuss some readings that were recommended a week before class. The class discusses the material deeply by asking questions, comparing with other research, comparing with other authors opinions, asking students for comments and relating the issues to daily life and the like. In the core class activities, lecturer promoted higher order thinking operations in the students' minds.

In addition, the researcher also observed the democratic classroom climate. Students sit in small groups or in a circle. The Lecturer treated the students as equals and independent. Students also have independence to speak, criticize, give suggestions and the like. All of the treatment seemed to foster student learning and promote critical thinking.

Then in closure, lecturer closed the class by drawing some conclusions and previewing the next meeting by giving recommendation of chapters of books and articles to read.

When the researcher analysis the teaching strategies that are used by lecturers in the School of Education, they are combination between lecture, discussion, questioning, video watching, reading, presentations and writing papers. The combination of teaching strategies can promote a deep learning approach and critical thinking among students.

The researcher asking about teaching methods used interviewed several faculty members of the School of the Education. Terry Mason said, "Mainly, I emphasize student active learning, and emphasize inquiry based learning. So, those students know how to approach problems and solve them. They know how to access information; they know how to connect theories and practices. So, it requires that we engage them in their own learning" (interview on April 2,2001). Another faculty member stated, "I think particularly important for social studies like inquiry, concepts acquisition, simulation, problem solving, critical thinking. It is very active orientation kind of class. I try to get them actual experiences" (summarized from interview on March 28, 2001). Therefore in the teaching-learning process lecturers tried to give actual experiences to the students. This supported by Margaret Sutton who stated that using combination methods will provide deep learning and critical thinking in students" mind (adapted from interview on April 2,2001).

Using the combination of these teaching methods are planned by lecturer systematically in a written syllabus. Lecturer and students for a semester activities use a syllabus as a contract. The syllabus consist of course overview, course objectives, topic outlines and course schedules, course assignment, course grading, recommended reading and suggested reading (see examples of syllabuses in appendix 3)

The Comparative Perspectives on Civic Education

Comparative data of the civic education in three different regions (United of America, newly democratic countries in East Europe and LAC countries) show that there are some variations between countries in practices and experiences in civic education in term of goals, contents, teaching methods and status of civic education subject. The variation may be caused by different culture, values and history. Many educators said that implementation of the civic education in national contexts means the teaching materials are based on national values (summarized from interview with Dr. Margaret Sutton on April 2, 2001). However, it can be concluded that most of the countries believe that democracy is the system that respect to and appropriate human dignity. Therefore, students in schools should be taught the civic education in order foster democracy that can serve people with human dignity and appreciate their rights and duties as a good citizen.

In addition, the practice and experiences of the civic education in Indonesia is similar to the practices and experiences of civic education in Latin America and Caribbean countries. In the New Order Administration, teaching content was not connected to daily life. The researcher beliefs, there is a big difference between what schools teach in the classrooms and what people do in daily life. Schools teach the “good things” in ideal concepts but they are not linked to “what the good things” are in reality in society. For example, schools teach students that corruption is not good. However, in reality in society corruption continues to happen. Another similarity to LAC is in teaching methods with more traditional rote learning than critical thinking.

Chapter 5

Findings and Discussions

This inquiry has been based on belief that school of education of Indiana University is a prominent institution to produce teachers in social studies subject and results of this study will support the reforms of teacher education program in the Civic Education Department at the State of Padang University in Padang, West Sumatra, Indonesia. This chapter will discuss the findings described in chapter four in more detail and trace in five main themes: (1) Pattern of student entry; (2) The curriculum; (3) Teaching experiences for students teacher; (4) Teaching strategy mostly used in teaching on teacher education; and (5) Civic education in international perspectives.

The Pattern of Student Entry

Data of this study shows that student entry to school of education should fulfill several requirements especially in academic performances. The requirements are: (1) Students have to have 26 credits hours in general education; (2) Students have to have 2.5 general point average (GPA) in 26 credits hours general education; (3) students should pass the pre professional skills (PPST) or computer based test (CBT) that recommended by Indiana State Government and Indiana Professional Standard Board.

These findings indicate that school of education always control the quality of students input in term of their academic performances. Students who have higher academic achievement might be able to become a good and professional teacher at least they can demonstrate their best performances during education process. Therefore, requirement of 2.5 grade point average and pass the PPST or CBT reflect that school of education try to get higher quality input and answer the challenge to produce good teacher for school and community services.

Another effort to maintain the higher quality of student input is the students have to have 26 credits hours in general education. School of education has students that who the quality of general education of students have had as same as students of others schools in entire of Indiana University. The students have strong basic general education in English, Math, Sciences, humanities and Social studies will give students strong foundation in order to develop their knowledge in education. Strong and good foundation in general education also will help students to absorb new theories in educational of sciences.

Overall, from this part, data of the study show that school of education always control the quality of students input through put the requirement of 2.5 GPA, strong basic education and pass the PPSTY and CBT tests. All of these requirements will help students and faculties at school of education to educate the students to become good teachers on social studies subject. Higher academic ability of students particularly needs to fulfill a part of requirements of good teachers.

The Curriculum of the School of Education.

Data of this study show that school of education curriculum requires students to complete 124 credits hours for graduation. The curriculum consists of 40 credits hours of general education; 36-52 credits hours social studies major areas; 33 credits hours professional education; and 1-15 credits hours of electives subjects.

Regarding 40 credits hours of general education means that teacher candidates will have strong basic education in English communication, Oral and written expression, Humanities, Math, Sciences, Social studies and Humanities. These coursework will provide strong academic foundation for students to explore and study educational sciences. In addition, general education is not taught in school of education but students come to the schools where the subjects offer. In Math (Calculus and Statistic), for example, students from school of education come to College of Arts and Sciences to study them. Therefore, students learn the subjects from the experts in that fields.

In subject specialty of social studies, students require to do coursework between 36-52 credits hours. It means students will have basic and advance in social studies and prepare enough them to become teachers in this area. Moreover, students also do not learn these subjects in school of education, but students come to have these coursework to others school in Indiana University where the course are offered. Study Macro economy, for example, student should come to the College of Art and Sciences to do the subjects. It is interesting to note that for subject specialty (social studies major) students learn the subjects from the experts of the fields. Therefore, students will have enough materials (theories and practices) that meaningful for them when become teachers.

The Curriculum of the school of education requires students to have 33 credits hours in professional education include early teaching experiences and a full semester teaching experiences. These subjects will supply teacher with knowledge, values, skills and experiences in education. Students will learn teaching methods, educational psychology, theory of instruction and the like. According to researcher, the 33 credits hours of the professional education is enough to prepare students to become teachers, however, the quality of teaching or practicum or teaching experiences need to be improved. It is most important to note that school of education only responsible for conducting professional education in teacher education program or around 25 percent of total of credits hours. The rests (91 credit hours) are served by others schools like school of sciences, school of business, school of law, school of environmental and public affair and the like.

Data of this study also shows that the Indiana State of Government and Indiana Professional Standard Board accredit the curriculum of school of education every five years. The result of accreditation is license to produce teachers. Therefore, the government and society through Indiana Professional Standard Board always control the quality of education can be served by school of education of Indiana University. The accreditation also can control the quality of teachers indirectly. By controlling the curriculum of school of education, government and society through Indiana Professional Standard Board, also control the quality of education in schooling because good teachers will serve better in schools.

Other finding of this part is teaching license. Teaching license is basic requirement when a students graduate from school of education to become a teacher. Teaching license issues by government and valid for five years and can be renewed through school of education of Indiana University. What is means that the government always controls the quality of teachers through department of education and school of education. It is interesting to note that teaching license only valid for five years. When a teacher needs to renew the license, the teacher should pass test namely pre professional skills test. To do so, teacher must be engage to university to keep teachers always learn at least six credits hours. Therefore, through teaching license government can control the quality of teachers and also control quality of education for society.

Teaching Experiences for Students Teacher

Data of the study shows that there are two kinds of teaching experiences programs in teacher education at School of Education of Indiana University: Early teaching experiences and a full semester teaching experiences. Both of these programs are compulsory for students to complete the teacher education program.

The early teaching experience is aimed to introduce student teacher to teachers' daily life and teacher as profession. The students can have insight on teacher job, school setting, students' behaviors and the like. Therefore, students can consider themselves whether become teacher or not. Furthermore, this program is very important because the program will give orientation to the students to the school setting at beginning of their teacher education program. The students can do observation, sit in classroom, talking to teachers, talking to students and all these will help students to learn professional education at school of education.

A full semester teaching experience means the students will work at school as professional license teachers. This program is also very important to supply students with direct experiences in teaching on actual classrooms and other school activities that should

be done by daily teachers. This program is aimed to change the students' image from students' teachers to become a professional license teachers. This program supervised by university professor and collaboratively with cooperate teacher at schools.

Teaching Strategy at School of Education

Data of the study shows that lecturers teach at school of education use combination of several teaching methodologies in teaching. The teaching strategies mostly used are lecture, discussion, questioning, video watching, reading comprehension, presentation and paper writing. The combination of these methods of teaching uses shows that students involved actively on what the materials being learned. The students' involvement indicated through active participation of students in teaching-learning process in classrooms like discuss the materials, give comments to the video watching, give comments to research reports, give comments to reading materials, give comments the other presentation and so forth. In sum, the students demonstrate active learning and deep learning process in classroom interactions.

The data also shows that the classrooms climates are very democratic, equality, freedom, enjoyable and more informal. The lecturers manage the class through democratic manners like students sit in half-circle form or on circle form. The lecturers also sit on the circle. The students are free to give comments and opinion. In sum, classroom climates are foster students to learn and engage in classrooms activities. Moreover, lecturers create a good syllabus and use them as guide to the teaching-learning process in the semester. Therefore, teaching learning process is wonderful to educate students to become teachers.

Regarding social studies teachers, teaching-learning styles practiced at school of education have given students the experiences in four years education program. Lecturers also have demonstrated to students the good model of teaching in four years of the program. The experiences and demonstration have shaped of students' schemata in terms of how to teach in best ways in four years of the teacher education program. The students will imitate their lecturers in how to manage the class, how to treat students and how to

teach successfully. According to researcher, the teaching strategies mostly used at school of education are appropriate to democratic styles of teaching. Its will be educate students to teach like their lecturer teach at school of education.

Civic education in International Perspectives

Data of this study shows that civic education is a compulsory subject in national education in many countries. The civic education is purposed to educate students (young generation) to know and understand the aspects of the country in term of history, ideology, political system, economics system and the like and how they can participate in public or civic life. In United States, for example, from the early of the republic the civic education has been taught in public schools. The contents include civic cohesive, history, governmental system, civic values and the like. In the same line, Latin America and Caribbean countries also shows that civic education is a compulsory education in the national education system. Thus, the new democracy countries in East Europe, civic education is the first priority in educating students to know and understand values of democracy.

Data also shows that the contents of civic education are national contexts. It means that teaching materials mostly contain basic values and philosophy based on what values believe in the country. The researcher agrees with this tenet because civic education is aimed to educate students to be good citizen in the certain country. Good citizens in United States might be not the same good citizens in Indonesia. However, It is important to notes that all civic values must be link to universal values in order to prevent the government in power abuse the power to imposed a set of values that not appropriate to international or universal values.

Another finding is the practice of civic education in newly democracy countries (Poland, Latvia, Lithuania). The practice of civic education in these countries have been reformed followed the reformation in political system and government system. Most of East Europe countries have been changed the system of government from authoritarian to be

democratic countries. The existing of civic education is very important because the decision makers in those countries are aware that education for democratic should be done to give young generation knowledge, values and skill to life in democracy ways of life.

In Latin America and Caribbean Countries (LAC), data shows that teaching civic education has been focused on how to educate students have patriotism and served the country. The teachers use traditional rote-learning methods of teaching like student listen, copy, memorizes, read and conduct research. Overall, teaching materials of civic education are abstract and only little focus on how educate students understand the theories democratic citizenship and how to participate in public concerns.

The practices and experiences of civic education in LCA seem that pattern of teaching, the core of materials and teaching strategies need to reforms. The reforms are intended to teach students on democratic citizenship, democracy and how they can participate in public life. In this line, civic education will teach students the theories and link them to the reality in society. In this way, civic education teaches students with concrete concepts rather than abstracts. It means teaching civic education will meaningful and useful in promoting democratic values in the society.

Sharing the experiences with newly democracy countries and Latin America and Caribbean Countries (LAC) Indonesia is going to becoming a democracy country. In Indonesia, the changed of political and government systems also should be followed by changing the civic education. Indonesia's civic education should teach students the democracy, human rights, multiculturalism, justice, to respect other people, non-violence and the like. These materials should be taught in concrete concepts or in other word, the teaching materials should link the reality in the society. Civic education can no longer contains the political messages to build loyalty to the government. Civic education also should teach students critical thinking and can participate in public life even criticize the public polices made by government if its ignore the universal principles and values.

Summary.

School of education of Indiana University select students to become student needs to fulfill several requirements: to have 26 credits hours in general education, to have 2.5 grade point average and pass the pre professional skills test (PPST) or computer based test (CBT).

The curriculum of school of education for social studies major consists of 40 credits hours general education, 36-52 credit hours social studies major area, 33 credits hours professional education and 1-15 credit hours electives subjects. The students also require conduct two teaching experiences that are early teaching experiences and a full semester teaching experiences. The curriculum needs to be accredited by government and Indiana Professional Standard Board every five years in order to get permission to produce teachers. The graduates of school of education need to apply to get teaching license to become teachers at school.

The lecturers at school of education use the combination methods in teaching and provide a good syllabus for the students. Teaching styles use will form a schemata on the student on how to teach in appropriate ways. Therefore, the lecturers at school education have given a good model to them students in teaching.

Data on the international perspectives of civic education, especially in new democracy countries shows that the curriculum of the civic education has been changed follow the changing in political system and political practices in the countries. Therefore, civic education is important to educate students to know and understand on theories of democracy, human rights, rules of law and the like.

Finally, the civic education focuses to educate students to have patriotism and served the country. It teaches through traditional rote learning methods and more abstracts rather than concretes. Overall, civic education is used to build loyalty by the government.

Chapter 6

Conclusions and Recommendations

Conclusions

The main purpose of the study was to understand how the School of Education of Indiana University educates students to become good and professional teachers in social studies subject. The study emphasized four main variables: (1) the pattern of student entry; (2) the curriculum of the school of education; (3) teaching strategies mostly used; (4) teaching experiences for student teachers. The study also reviews international perspectives of civic education, especially in newly democracy countries. The results of the study will used to support needed reforms of teacher education program in the Civic Department of the State of Padang University, West Sumatra, Indonesia.

The findings of this study were that the School of Education always regulates quality of the student entry through a set of requirements for enrollment in the School of Education: completion of 26 credit hours in general education, a 2.5 grade point average, and passing scores on pre professional skills test (PPST) or the computer based test (CBT). Following admission to the SOE students should undergo an educational program completing 124 required credit hours for graduation.

The curriculum of the School of Education consists of 40 credits hours of general education, 36-52 credit hours social studies specialty, 33 credit hours professional education and 1-15 credit hours elective subjects. The students also need to complete 40-70 hours of early teaching experiences and a full semester of teaching experiences. These programs are supposed to introduce to student teachers to school settings and to provide students with teaching experiences in actual classrooms.

In teaching students to become teachers, professors in the School of Education commonly use a combination of several teaching methods, including lectures, discussion, questioning, video watching, reading comprehension, presentation and paper writing. These teaching methods can engage and involve students with the materials being learned in the classroom and build critical thinking skills in student minds.

Another findings of this study are the experiences of civic education in international perspective. In the United States, civic education has been taught at public schools since the early days of the republic in the 1770s. The content of civic education included cohesive civic values, knowledge and obligation required in democratic republic, security, hard work, honesty and integrity and obedience to legitimate authority. Then civic education changed to become social studies in 1918 regarding the desire to provide students with wider knowledge than government systems like solving problem in economics, participation in local community life, saving in bank and life insurance, good roads, and so forth. Social studies are a combination of geography, history, civics and economics.

Furthermore, in newly democratic countries especially in East Europe (Poland, Latvia, Lithuania), civic education has been changing in terms of curriculum, teaching materials, teaching strategies and evaluation. The change has followed the change in political system, political practices and rule of law in the countries. The change in civic education is aimed at giving students knowledge, values and skills regarding democracy, human rights, rules of law and the like. Therefore, students can participate in public life including protecting public policy from abuse of power.

Finally, in Latin America and Caribbean countries (LAC), teaching civic education has focused on building loyalty to the government and teaching content aimed at fostering patriotism and service to the country. The teachers have used traditional rote learning methods to teach civic education.

Recommendations

This study has examined how the School of Education of Indiana University educates students to become good and professional teachers in social studies. The study includes student entry requirements, the curriculum of the School of Education, teaching methods commonly used, teaching experience requirement for student teachers. In addition, a review was done of civic education in international perspectives. Several recommendations can be made drawing on the information gained from the study for reform of the teacher education program at the Civic Department of the State of Padang University. The following recommendations emerge from what the researcher learned through this study:

1. The student entry requirements should be revised in order to get a higher quality of student input. Higher academic achievement of student input is one determining factor for good teachers in civic education. One possibility for improving the quality of Civic Education teachers in Indonesia is to use more extensively the system of PMDK for selection of student teachers. Then the Civic education faculty can determine apply appropriate entry criteria.
2. The curriculum structure of the Civic Department of State University Padang needs to be reformed in two main areas. First, we propose that students of the Civic Department have a strong basic in general education, such as Math (Statistics, Calculus), Languages (Academic Writing, Public Speaking), English (Speaking and Writing), computers and other general education like humanities and social sciences. Second, we need to reform professional education subjects. We need more credits in this field to include multicultural education, conflict resolution, early field teaching experiences, macro and microeconomics and comparative ideology. These changes will provide students with a strong basic education.

3. The subjects relating to civic education (major areas of study) should be taught by the experts in the field. The teacher education program should provide student teachers with strong knowledge and theories in major areas to support them to become civic education teachers. In this line, teaching and learning process should be conducted a cross departments and cross faculties. Therefore, students of civic education, for example, can take English Course at the Faculty of Language and Art and take Statistics at the Faculty Math and Sciences.
4. The curriculum and course content must be linked to the universal values and principles. Students need to be informed universal values and principle to prevent the educational process from abuse by the government in power.
5. Teaching methods should reflect the principles of democratic education in classroom and allow students to participate in and develop critical thinking. For example, a combination of methods including lectures, discussion, reading comprehensive, paper writing, video watching, presentation is recommended. A combination of teaching methods will promote critical thinking and also provide student teachers with experiences and models of teaching that they might use in teaching civic education in school.
6. The Department of National Education should control teacher quality by requiring every teacher to have a Teaching License. The teaching license could be valid for five years and be renewed with certain requirements. The desire consequences are that teachers maintain their performance, improve the quality of their knowledge and the quality of education in general.
7. The subject specialties the in Civic Department Curriculum should cover the core principles and international practice of democracy, constitutionalism, understanding of individual rights, citizenships, civil society, economic sphere

of civic education, tension in democracy and students' experiences in democracy like political tolerance, participation and civic advocacy.

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Appendix 1

Structures of the Curriculum for Social studies Teachers.

General Education-Standard Program and A Community of Teachers (40 Credit hours)

To attain 40 credit hours, the student will have to take more than the minimum number of credit hours in at least one of the three stated categories. A maximum number also limits the number of credit hours in each category. The speech requirement may not be met by correspondence. Credit examinations are available to students who believe they have the competence required in a course, if the department chairperson agrees. See appropriate school bulletin for course description. Also, some COAS TOPICS courses may be used toward completing the general-education requirement. See an advisor for course eligibility.

Humanities (18 – 24 credit hours)

Oral and Written Expression (9 credit hours)

Oral Expression (3credit hours) (grade c or better required)

CMCL C121 Public Speaking (3cr)

CMCM C122 Interpersonal Communication (3cr)

Written Expression (2 credit hours) (grade c or better required)

AFRO A141-142 Introduction to Writing and the study of Black Literature I-II (1-1cr)

ENG L141-L142 Introduction to Writing and the of Literature I-II (1-1cr)

ENG L198 Freshman Literature (3cr)

ENG W131 Elementary Composition (3cr)

ENG W143 Interdisciplinary study of Expository Writing (3cr)

ENG W170 Project in Reading and Writing (3cr)

Select Courses from the following to meet a total of 9 credits in Oral and Written Expression

ENG W203 Introductory creative Writing (3cr)

ENG W203 Creative Writing (3cr)
ENG W231 Professional Writing (3cr)
ENG W270 Argumentative Writing (3cr)
ENG W301 Writing Fiction (3cr)
ENG W303 Writing Poetry (3cr)
ENG W350 Advance Expository Writing (3cr)
CMCL C223 Business and Professional Communication (3cr)
CMCL C324 Persuasion (3cr)

Remaining Humanities

Distribution courses are to be selected from at least two departments. Speech or English may be used as one of departments, but some course work must be taken outside of either one of these two departments to fulfill the distribution requirement. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listing of courses. Students may take higher –level courses when prerequisites are met.

Departments

Afro-American Studies (Literature and Music)
Central Eurasian Studies
Classical Studies
Communication and Culture (Speech Communication)
Comparative Literature
East Asian Language and Cultures
English
Fine Arts
French and Italian
Germanic and Italian
Germanic Studies
Health, Physical Education and Recreation (HPER R160 only)
Jewish Studies
Journalism
Linguistics

Music

Near and Eastern Languages and Cultures

Philosophy

Religious Studies

Slavic Language and Literatures

Spanish and Portuguese

Telecommunications

Theatre and Drama.

Life and Physical Sciences (9-15 credit hours)

Life Sciences

A minimum of 3 credit hours from courses offered in either anatomy and physiology or biology. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listing of course. Students may take higher-level courses when prerequisites are met.

Departments

Anatomy and Physiology

Biology

Physical Sciences and Mathematics

A minimum of 3 credit hours from courses offered in the following departments. Students should refer to the Bulletin of the college of Art and Sciences for descriptions and listing of courses. Students may take higher-level courses when prerequisites are met

Departments

Astronomy

Chemistry

Computer Sciences

Geography (Physical)

Geology

Mathematics

Physics

Electives

Sufficient electives to complete the 9 credits hours' minimum in life and physical sciences. The following are the only HPER courses that will satisfy this science requirement:

H318 Drug Use in American Society (3 cr.)

H363 Personal Health (3 cr.)

P397 Kinesiology (3 cr.)

P409 Basic Physiology of Exercise (3 cr.)

SOCIAL AND BEHAVIORAL SCIENCES (9-15 credit hours)

Distribution of the 9 credit hours to be selected from at least three of the following departments. Students should refer to the Bulletin of the College of Arts and Sciences for descriptions and listings of courses. Students may take higher-level courses when prerequisites are met.

Departments

Afro-American Studies History

(History, Culture, and Social Issues) Political Science

Anthropology Psychology

Economics Sociology

Geography

Professional Education: Standard Program (35 credit hours)

These courses may be taken before admission to the Teacher Education program: EDUC

W200 Microcomputers for Education: An Introduction (3 cr.)

EDUC P255 Educational Psychology for Secondary Teachers (3 cr.) and

EDUC M201 Laboratory/Field Experience (2 cr.)

EDUC M300 Teaching in a Pluralistic Society (3 cr.)

EDUC H340 Education and American Culture (3 cr.)

Admission to the Teacher Education Program, including satisfactory completion of the PPST exam 1 is required for the remaining professional education courses:

EDUC M314 General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) and

EDUC M303 Laboratory/Field Experience: Junior High/Middle School (1 cr.)

EDUC M464 Methods of Teaching Reading (3 cr.)

EDUC M403 Laboratory/Field Experience (0-1 cr.) (To be taken concurrently with the special methods course--see below)

Special Methods Course (3-4 credit hours)

(To be completed in the major area)

EDUC M441 Methods of Teaching Social Studies (3 cr.)

EDUC M445 Methods of Teaching Foreign Languages (4 cr.)

EDUC M446 Methods of Teaching Senior High/Junior High/Middle School Science (4 cr.)

EDUC M450 Methods of Teaching High School Journalism (3 cr.)

EDUC M452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)

EDUC M456 Methods of Teaching Physical Education (3 cr.)

EDUC M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)

EDUC M458 Methods of Teaching Health and Safety (3 cr.)

EDUC M463 Methods in Speech and Hearing Therapy (3 cr.)

EDUC M478 Methods of Teaching High School Speech and Theatre (4 cr.)

Student Teaching (10-16 credit hours)

EDUC M480 Student Teaching: Secondary School (10-16 cr.)

An application for student teaching must be filed in the office of the director of student teaching in the School of Education by December 15 of the year prior to the academic year in which student teaching is desired. Student teaching may require a full 10 to 16 weeks away from the Bloomington campus.

SOCIAL STUDIES Major (51 credit hours)

This major consists of an overall minimum of 51 credit hours in the areas listed below. At least 24 of these must be in courses numbered 200 or above. In no single area can more than 6 credit hours of course work at the 100 level be counted towards the major requirements. Advanced course work may be substituted for those courses specifically listed.

1. Choose one primary area (18 cr.) and two supporting areas (12 cr. each) from below. For each primary and supporting area chosen, the specific courses listed must be completed. Additional course work should then be selected to meet area

requirements. Primary areas in anthropology, psychology, and sociology are not available.

2. Select one course from three areas other than the primary and supporting areas.

3. Select electives to total 51 credit hours.

Anthropology

ANTH A105 Human Origins and Prehistory (3 cr.)

ANTH E105 Culture and Society (3 cr.)

Economics

ECON E201 Introduction to Microeconomics (3 cr.)

ECON E202 Introduction to Macroeconomics (3 cr.)

Geography

GEOG G107 Physical Systems of the Environment (3 cr.)

GEOG G110 Introduction to Human Geography (3 cr.)

Government

POLS Y103 Introduction to American Politics (3 cr.)

Select one:

POLS Y105 Introduction to Political Theory (3 cr.)

POLS Y107 Introduction to Comparative Politics (3 cr.)

POLS Y109 Introduction to World Politics (3 cr.)

Psychology

PSY P101-P102 Introductory Psychology I-II (3-3 cr.) or

PSY P106 General Psychology, honors (4 cr.)

Sociology

SOC S100 Introduction to Sociology (3 cr.)

SOC S101 Social Problems and Policies (3 cr.)

U.S. History

HIST H105-H106 American History I-II (3-3 cr.) or

HIST A314-A315 Recent U.S. History I-II (3-3 cr.) or

HIST A361-A362 Studies in American History for Teachers I-II (3-3 cr.)

World Civilization

HIST H101-H102 The World in the 20th Century I-II (3-3 cr.) or

HIST H103 Europe: Renaissance to Napoleon (3 cr.) and

HIST H104 Europe: Napoleon to the Present (3 cr.)

Additional course work should be completed in non-U.S. history, including courses from at least three culture areas.

State of Indiana Teacher's License

The State of Indiana in accordance with Indiana statutes and promulgated rules and regulations of the Indiana Professional Standards Board hereby grants the person named hereon a license to teach those subjects or to serve in the School Services or Administration areas as specified hereon.

ISSUED : APRIL 18, 1996

LICENSE: ~~XXXXXXXXXX~~

EXPIRES: APRIL 18, 2001

DEGREE : MASTER

LAURA KATHLEEN ~~XXXXXXXXXX~~

ENGLISH

MAJOR

5-12

SENIOR HIGH-JUNIOR/MIDDLE SCHL STANDARD

RULES 46-47

INTERNSHIP REQUIRED

ORIGINAL

~~XXXXXXXXXX~~
By Vested Authority
Director of Teacher Licensing

It is the teacher's responsibility to become informed of the requirements for renewal and/or professionalization as prescribed by statute and the Indiana Professional Standards Board. Furthermore, the teacher is responsible for providing all such evidence of eligibility to the issuing authority.

J 720 - Teacher Education us Occupational Socialization
Section # 5489 - Spring 2001

SYLLABUS

Instructor: Dr. Terrence Mason Thursday – 4:00 – 6:45
Department of Curriculum and Instruction Wright Bldg. 3004
Office: 3228 W.W. Wright Building office phone: 856-8190
email: TMASON@INDIANA.EDU office hours: Thursday 3:00 – 4:00 OBA
fax: (812) 356-5116

Course catalog description: This course focuses on program components and societal factors that affect the occupational socialization of preservice teachers. It examines different orientations to occupational socialization. research on how teacher education program components influence preservice teachers, and the societal forces that affect their socialization.

Course overview: Teacher educators often refer to the axiom that "the single most significant factor influencing how teachers teach is their own experience as students." More than twenty years ago Dan Lortie, in his book *Schoolteacher: A Sociological Study (1975)*, concluded that this "apprenticeship of observation" did indeed exert a powerful impact on the manner in which teachers conceived of and carried out their professional work. Interest in the process of teacher socialization led to a number of studies and publications in the 1980's that sought to examine the relationship between the forces that influence how teachers view their roles, responsibilities, commitments, and dispositions toward their profession. Concern over the apparently weak impact of formal teacher preparation programs on how teachers actually teach in their classrooms. has prompted teacher educators to examine the connections between teacher education and the K -12 school as well as the nature of schools and their normative impact on the development of teachers. In this seminar, we will explore issues and themes related to the socialization of teachers and inquire into the recent educational literature that examines this process. In addition, we will utilize sources from popular culture (novels, plays, films, television etc.) to inquire into the image of teacher that shapes how educators, as well as those outside the profession, view the role of the teacher in our society.

This course is designed for graduate students who have an interest in teacher education and intend to pursue professional work in this field. The purpose of the course will be to develop a better understanding of the complex interplay among the forces that influence the process of teacher socialization and to understand the importance of this process in teacher development. The focus of the course will not be limited to preservice teacher education but will extend into the professional socialization and development of practicing teachers. It is intended that students taking this course will gain valuable insights that will be useful in working with both prospective and practicing teachers in the area of professional development. This course will be conducted as a seminar and, as such, class sessions will be focused primarily on the discussion and analysis of readings and presentations by participants. For the course to function well, it is therefore imperative that readings be completed prior to course sessions and that everyone come prepared to participate actively in the discussions. Readings for the class sessions described below are listed in the bibliography here and have been either put on reserve in the education library or are available at the IU Bookstore.

Topic Outline and Course Schedule
(subject to change)

Date	Topic/Theme and Assignments	Readings
1/11	Getting Started: Introductions, Course Description, Expectations Plans, Dreams, etc.	
1/18	"Sitting with Nellie (or Ned!)" and the Problem of Teacher Socialization	Zeichner & Tabachnick (1981); Liston & Zeichner (1990); Beyer (1984)
1/25	Popular Culture and the Image of Teacher	Weber & Mitchell (1990)
2/1	Socialization to What? The Cultures of Teaching	Feiman-Nemser & Floden (1986); Floden & Clark (1988)
2/8	Influences on Teacher Socialization I: <i>Institutions</i>	Rosenholtz (1989), Kuzmic (2000), Smylie (1995)
	<i>Popular Culture Analysis Project Reports</i>	
2/15	Influences on Teacher Socialization II: <i>People</i>	Slick (1997), Mason (1999), Cole (1991)
	<i>Popular Culture Analysis Project Reports (Write-ups due)</i>	
2/22	<i>Influences on Teacher Socialization III: Experiences and Beliefs</i>	Carter & Doyle (1996) Richardson (1996) Britzman (1986)
3/1	Teacher Socialization in Specific Contexts and Settings	Zeichner (1996), Mason (1997), Olmedo (1997) Brantlinger (1996)
3/8	Along the Professional Path: Changes in Image and Role	Bullough & Baughman (1997)
	Spring Break	

- | | | |
|------|---|---|
| 3/22 | Along the Professional Path: Changes in Image and Role | Bullough & Baughman (1997) |
| | <i>Socialization in Context Project Reports</i> | |
| 3/29 | Teacher Education Reform at IU - Panel Discussion:
<i>How are we addressing issues of teacher socialization in our new programs?</i> | Beyer, L. (2000)
TBA |
| | <i>Socialization in Context Project Reports Due</i> | |
| 4/5 | The "new professionalization" of teaching and and standards-based teacher education reform | Levine (1996); Wilson & Ball (1996), Delandshere & Arens (in press) |
| 4/12 | No class session - work on preparing final project reports | |
| 4/19 | Final Project Reports | |
| 4/26 | Final Project Reports | |

Course Assignments:

There will be three main written projects that will constitute 80% of the course grade and some brief reading responses that will constitute 20% of the course grade.

Popular Culture Analysis Project - (20% of course grade) - For this assignment you will need to select an example of a portrayal of teaching from popular culture (novels, plays, films, television etc.) and analyze the image of teacher as it appears in the example you have chosen. Details regarding the form and evaluation criteria for this assignment will be provided in class.

Socialization in Context Project - (20 % of course grade) - For this project you will be asked to choose a specific educational context or setting, review the educational literature related to this context, and examine one or more issues related to teacher socialization as it occurs in this context. Examples of possible specific educational contexts or settings could be: urban or rural schools, secondary, middle, or elementary schools, private or parochial schools, schools in other countries or cultures, special education classrooms, or "professional development schools." Further details on this assignment will be provided in class.

Final Course Project - "A Small Scale Empirical Study of Teacher Socialization" - (40% of course grade) - Working individually or with a partner on an issue raised in this course, you will generate a question, gather some data, and draw some (tentative) conclusions regarding your question based on your data. You may consider conducting interviews or focus groups, administering questionnaires, or conducting observations as means of gathering information for your mini-study. You can consider undergraduate teacher education students, undergraduates in other programs in the university, P-12

students, practicing teachers, graduate students in education, or teacher education faculty or other university faculty as possible sources of data for your mini-study. More details on this exciting project will be provided class.

Reading Responses - (20% of course grade) - Over the course of the semester you will be asked to write several brief responses (@1-2 pages) to questions related to the assigned readings.

Selected Bibliography

Beyer, L. (2001). The value of critical perspectives in teacher education. (to appear in the spring of 2001), *Journal of Teacher Education*.

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Britzman, D. P. (1986). Cultural myths in the making of a teacher: Biography and social structure in teacher education. *Harvard Educational Review*, 56 (4), 442-456.

Bullough, R. (1989). *First Year Teacher: A Case Study*. New York: Teacher College Press.

Bullough, R. V. & Baughman, K. (1997) *First year teacher eight years later*. New York: Teacher College Press.

Carter, K., & Doyle, W. (1996). Personal narrative and life history in learning to teach. In J. Sikula, T. J. Buttery, & E. Guyton, (Eds.) *The Handbook of Research on Teacher Education*. (pp. 120-142). New York: Macmillan.

Cole, A.L. (1991). Relationships in the workplace: Doing what comes naturally? *Teaching and Teacher Education*, 7, (5), 415-426.

Delandshere, G. & Arens, S. (in press). Representations of teaching in standards-based reform: Are we closing the debate about teacher education? *Teaching and Teacher Education*, to appear, March 2001.

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Floden, R. & Clark C. (1988). Preparing teachers for uncertainty. *Teachers College Record*, 89 (4), 505- 524.

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- Levine, M. (1996). Educating teachers for restructured schools. In F. B. Murray, *The Teacher Educator's Handbook*, San Francisco: Jossey-Bass, 620-647.
- Liston, D. & Zeichner, K. (1990). Teacher education and the social context of schooling: Issues for curriculum development. *American Educational Research Journal*, 27, (4), 610-636.
- Lortie, D (1975). *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press.
- Mason, T.C. (1999). Prospective teachers' attitudes toward urban schools: Can they be changed? *Multicultural Education*, 6 (4) 9 -13.
- Mason, T. C. (1999). Predictors of success in urban teaching: Analyzing two paradoxical cases. *Multicultural Education*, 9 (3), 26-32.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula, T.J. Buttery, & E. Guyton, (Eds.) *The Handbook of Research on Teacher Education*. (pp. 102-119) New York: Macmillan.
- Rosenholtz, S. J. (1989). Workplace conditions that effect teacher quality and commitment: Implications for teacher education. *The Elementary School Journal*, 89 (4), 421-439.
- Slick, S.K. (1997). Assessing versus assisting: The supervisor's roles in the complex dynamics of the student teaching dyad. *Teaching and Teacher Education*, 13 (7) 121-138.
- Smylie, M. (1995). Teacher learning in the workplace. In T.R. Guskey & M. Huberman (Eds.) *Professional Development in Education: New Paradigms and Practices*. New York: Teachers College Press.
- Weber, S. & Mitchell, C. (1995). *"That's Funny You Don't Look Like a Teacher."* London: Falmer Press.
- Wilson, S.M. & Ball, D.L. (1996). Helping teachers meet the standards: New challenges for teacher educators. *The Elementary School Journal*, 97, (2).
- Zeichner, K.M. & Hoelt, K. (1996). Teacher socialization for cultural diversity. In J. Sikula, T.J. Buttery, & E. Guyton, (Eds.) *The Handbook of Research on Teacher Education*. (pp. 102-119) New York: Macmillan.
- Zeichner, K.M. & Tabachnick, B.R. (1984) Are the effects of university teacher education "washed out" by school experience? *Journal of Teacher Education*, 32 (3) 7-11.

Popular Culture Analysis Project

For this assignment you are to conduct an analysis of one or more "artifacts" from popular culture (novels, plays, films, television series etc.) in which the role of teacher is portrayed. It has been suggested that powerful images related to how we view teachers and teaching; may "seep unnoticed into our unconscious musings through our interaction with popular culture" (Weber and Mitchell, 1995, p. 45). Furthermore, some of these images may have a profound effect not only on how people in general perceive the image of teacher, but also on how prospective teachers construct perceptions and beliefs about what teachers look like, what they do, what they teach, how they interact with students and colleagues, and their overall role in society. Are these popular images merely caricatures that form the basis of modern folklore and stereotypes, or do they somehow shape thoughts and perceptions in ways that have implications for practicing teachers, prospective teachers, and the public at large? Through an examination of examples of these portrayals, you will speculate on the implications of how popular notions of the teacher are formed and their impact on teaching as an occupation.

I would like to provide you with as much latitude as possible in formulating and organizing your paper but here are a few guidelines to consider:

- 1) You may select one example or more than one to compare and contrast (see my list below). (Note: It might be best to avoid some of the examples the Weber and Mitchell treat in some detail such as Kindergarten Cop and Boy Meets World). You will need to begin by describing why you choose this (these) particular example(s) and briefly summarize the "artifact(s)" you have selected to provide background of the analysis of your case. (In the case of movies, books, plays or TV, a brief synopsis of the story, characters, situation, plot, etc.)
- 2) Examine and analyze the case(s) you have chosen in terms of their contribution to the "cumulative cultural text" about teacher that society (and teachers) form. Try to focus on some of the following dimensions in your analysis: gender, power, social class, the nature and status of teachers' work, and generally how the image(s) portrayed may influence teacher socialization. (You may include other dimensions or issues if you deem them relevant or appropriate here.)
- 3) In your analysis, make reference to specific aspects, features, behaviors, and events from your case(s). Rather than only relying on broad generalizations about the image of the character(s) you choose, cite examples of what is done and said in your example case(s) to serve as evidence for the conclusions you draw regarding the dimensions of teacher's image and role outlined in #2 above.
- 4) Provide some kind of summary or conclusion. For example, discuss your cases/artifacts in terms of the thesis advanced by Weber and Mitchell or others who have theorized about the impact of cultural and popular images on teacher socialization. Or, discuss how you might use cases such as the one you have examined in working with prospective teachers in exploring stereotypes and the images society maintains about teachers and their work. Or, articulate any other conclusions you wish to draw about the value of this line of inquiry or your particular examples in the study of teacher socialization.

It is hard to know exactly how long a paper like this should be my guess is 8 - 10 typed, double, spaced pages. I will evaluate the papers on the clarity of the writing, the coherence of the arguments and the inferences you make, and the extent to which you link your cases with some of the theoretical and empirical writing from the course (see Weber and Mitchell). Use APA style for headings, references, and quotes.

Weber, S., R Mitchell, C. (1995). *"That 's Funny - You Don't Look Like a Teacher. "* London: Falmer Press.

Here's my list of some of the sources you might consider as "popular culture artifacts" (I'm sure there are many others):

Novels:

The Water is Wide
Anne of Green Gables
Avonlea

Teacher
Boy Meets World
Boston Public

Stand and Deliver
Lean on Me
187

Plays:

Miss Margarita's Way
Butley
The Children 's Hour
Master Class
Open Admissions
The Miracle Worker
Quartermaine 's Terms
Child's Play
My Fair Lady (Pygmalion)

Films:

Fast Times at Ridgemont High
Teachers
Welcome Back Cotter
The Prime of Miss Jean Brodie
Mr. Holland's Opus
Matilda
Blackboard Jungle
The Paper Chase
To Sir With Love
If
Serafina
Goodbye Mr. Chips
Conrack
Dead Poet's Society
The 100 Blows

Real Genius
Dangerous Minds
Hoosiers
Fame
Shine
Footloose
High School High
The Breakfast Club
Kindergarten Cop
Up the Down Staircase
The Corn is Green
In and Out
The Browning Version
The Class of Miss McMichael
The Bells of St. Mary 's
Light it Up
Good Will Hunting
Election
The Virgin Suicides

Television series:

Our Miss Brooks
Mr. Novak
Room 222
Saved by the Bell

Socialization in Context Project

For this project you will need to select a specific context or setting in which teacher socialization occurs. A variety of factors influence the way in which teachers influence and are influenced by the situation in which they work. The purpose of this assignment will be to explore some of the characteristics of a specific context or setting and analyze how the process of socialization occurs within it. You are not limited or restricted in the kind of context you choose. You may, for example, want to explore the particular way that teachers are socialized in urban schools, rural schools, elementary, middle, or high schools. You may be interested in how teachers learn about and adjust to the norms of the profession in other countries or cultures. Alternatively, you may want to examine aspects of the socialization of mathematics, science, history or English teachers, or those in any other subject matter area. Given the significant changes in the field of special education, the manner in which teachers adjust to new expectations and professional norms could also provide an interesting and challenging topic. Recently, some publications have appeared addressing the socialization of teacher educators in college and university settings, or within professional development schools. This would be another possibility for this project. Feel free to select these or any other specific context or group of teachers for your project topic.

The first task here will be to survey the recent educational literature addressing your chosen topic. From a review of the articles and other documentation you find, you should be able to identify some key issues or questions concerning teacher socialization in this context or setting. What are the unique features that make teacher socialization problematic, interesting, challenging or otherwise worth considering? Finally, draw conclusions or make recommendations regarding future directions in educational policy, teaching practice, university curriculum, or needed research. (Note: You may want to use this project to review the relevant literature for the final course project in which you will gather some data from a group of teachers or prospective teachers.)

Since this assignment is fairly focused, it is not expected that an exhaustive literature review will be necessary. Depending on the topic, five to ten good references should provide a solid basis for the paper (maybe fewer). Also, due to the relatively narrow focus, you should be able to effectively address the topic, identify and articulate some issues, and draw a set of relevant conclusions in six to eight typed, double spaced pages. Papers will be evaluated on their general clarity, coherence, and completeness.

If you have questions regarding this assignment or if you want to vary your project in some way, see me so we can discuss your ideas.

Final Course Project: "A Small Scale Empirical Study of Teacher Socialization"

As indicated in the syllabus, this project will focus on gathering some data (or information from human sources, if you prefer) related to a question or issue that has come from the themes we have addressed in this course. Many of you will have begun this project in the previous paper where you examined teacher socialization within a particular context or setting. The literature review you did for that can provide the basis for the question(s) that you identify as the focus for that paper. (For those of you who will not pursue the topic from the "Contexts" assignment, you will need to start somewhat from scratch, although many of the course readings should give you leads on issues and questions to investigate.)

The data collection methods you use should be well suited to the questions you ask. That is, if you want a broad, but relatively superficial view of a question then a questionnaire would be appropriate. If you want to delve deeper into a question, then may a semi-structured or open-ended interview would work best. The best way to think of this would be as a pilot study; one where you may be testing out some inquiry methods or research questions but not necessarily attempting to produce generalizable findings or conclusions. The purpose here is to inquire into a question or issue raised by the course and to work with data that you gather. Keep in mind this is a "small scale" project and is intended to be a learning opportunity not necessarily an occasion to produce the "definitive" study on the topic you choose.

I think the paper could be structured in the following way:

1. Articulate the question or issue you are pursuing and place it within a research and/or theoretical context. Cite some other studies or writing about the question or topic to indicate where your question came from.
2. Describe the methods you used to gather the data (subjects, methodology, etc.). Also, explain or justify why you selected the particular approach.
3. What did you find? Summarize in some way the results of your inquiry. This may require creating a table or two, creating a summary of responses to questions, identifying themes or patterns within responses etc. Come up with a way to capture what you found that "reduces" the data and accurately characterizes what you found.
4. Draw some (tentative) conclusions or implications. Realize that drawing major inferences or sweeping generalizations may be inappropriate (probably), but try to link your findings with what you came up with in the literature you reviewed. How do your results confirm or depart from what others have found, and speculate why. This is the creative, "artistic," and probably the most difficult part, but it is also the most meaningful step in research. Here you answer the question, "What does this all mean?"

This may seem like a lot to do, or a daunting task, but once you get a question, design a method, get a little data to work with, you should find it interesting to reflect on what you come up with. It is hard to

J760 Seminar - Genres of Research and Practice in Multicultural Education

Syllabus: Spring 2001

Instructor: Christine Bennett

Office: Education 3250

Phone: 856-8131

E-mail: Bennettc

Office Hours: 1-3:30 PM, Monday or Thursday, and by appointment.

Course Description: This course develops a conceptual framework of twelve genres of research and practice in multicultural education. The genres illustrate the complex multidisciplinary roots of multicultural education, illustrate the depth and breadth of scholarly inquiry in the field, provide a lens for viewing areas of emphasis and neglect, and underscore hopeful possibilities for practice. Two very central genres, *student achievement* and *ethnic identity development*, will be examined in more detail to illustrate the non-mutually exclusive and interactive nature of the genres. The class will emphasize collaborative group discussions and analysis of the genres through narratives, selected research reviews and reports, contemporary film, and ethnography. In addition, each member of the class will develop a mini-proposal for inquiry and/or practice that is guided by one of the twelve genres as well as personal professional interests and goals.

Objectives:

- A. To become informed about important genres of research and practice developed over the last three decades to address the challenges of education in a multicultural society. (*Readings and seminar discussions*).
- B. To critically analyze two selected genres in terms of your own teaching and inquiry in a multicultural society. (*Reflection papers on selected ethnography and We Can't Teach What We Don't Know*).
- C. To trace the development of research and practice in one genre that is of particular interest to you. (*Concept map & bibliography assignment*).
- D. To develop plans for your own research and/or practice based on the above genre. (*Mini-proposal for research or practice assignment*).

Required Readings:

Packet of J760 course readings for Spring 2001 (available at TIS). \$35.00

Gay, Geneva (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College Press. Intro + ~~one~~ other chapters (equity pedagogy)

Howard, Gary R. (1999). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York: Teachers College Press. (equity pedagogy)

Selected Readings (one of the following to be chosen in class):

Cornelius, Carol (1999). *Iroquois Corn in a Culture-Based Curriculum: A Framework for Respectfully Teaching about Cultures*. Albany: SUNY Press. (summary)

Lee, Stacey (1996). *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth*. New York: Teachers College Press. (one comparative ethnography reveals how school/societal race relations it equity pedagogy)

Price, Jeremy (2000). *Against the Odds: The Meaning of School and Relationships in the Lives of Six Young African-American Men*. Stamford, CN: Ablex Publishing Corporation. (Societal Equity ethnography case study)

Recommended References in the Education Library:

Banks, J. Ed. (1995) *Handbook of Research on Multicultural Education*. (Chapters 6, 7, 8, & 9 are especially recommended for this course.)

Denzin, K. & Lincoln, Y. Eds. (1994). *Handbook of Qualitative Research*.

Seminar Assignments and Percent of Grade:

- I. *Seminar participation*. (20%) Collaborative small group dialogue will be emphasized in class discussions of the assigned readings. Please be prepared to participate each day.
- II. *Concept map & bibliography*. (30%) Each of you will select a genre of research and practice that is of special interest to you. Conduct a literature search of research and practice related to this genre and prepare a concept map to describe the major themes over the past three decades. A working bibliography and a selected annotated bibliography of the ten-fifteen best sources should be attached to your map. Concept maps will be presented and discussed in class on March 19. Your map may be revised and resubmitted with your mini-proposal on April 30. (Detailed instructions will be provided in class.)
- III. *Two book reaction papers*. (30%) Guidelines for discussing these books and writing your reaction papers are attached to this syllabus.) The paper for your selected ethnography is due on February 12; the paper for *We Can't Teach what We Don't Know: White Teachers, Multiracial Schools* is due on March 26. Each paper should be about five pages in length, typed double-spaced with one-inch margins.
- IV. *Mini-proposal for research or practice*. (20%) Building upon your review of literature for the concept map, write a ten-page proposal (double-spaced and not including the bibliography or appendix) for research or practice. Your proposal should include your goals or research questions, your rationale or problem statement, a scholarly knowledge base or conceptual framework, methodology (data source, data collection & data analysis for a research proposal; strategic design or activities for a practice proposal), and statement of educational importance. Include your bibliography and attach a budget, timeline, and any additional materials in an appendix.

Schedule of Topics, Readings and Assignments:

<i>Class</i>	<i>Date</i>	<i>Topic</i>	<i>Readings /Assignment</i>
Overview of Research & Practice Genres in Multicultural Education			
1	Jan 8	Introductions & course overview Twelve Genres Small group decision making & lecture	
2	Jan 15	Individual reading & preparation for discussion (On your own; class does not meet)	
3	Jan 22	Collaborative discussion of selected genres in small groups; Reports & large group discussion	<u>1 & 3-7*</u>
4	Jan 29	Continuation of collaborative discussion of genres & reports.	9-14
5	Feb 5	Selected book discussion groups and planning for presentation.	5

6	Feb 12	Selected book group presentations (30 minute limit)	<i>Paper 1 due</i> <i>Prepare presentation</i>
<i>Genre Focus I: Student Achievement</i>			
7	Feb 19	Discussion of <i>Culturally Responsive Teaching (CRT)</i>	Ch. 1 & 2, & selected
8	Feb 26	Presentations on selected chapters in <i>CRT</i>	<i>Prepare presentation</i>
9	March 5	Conferences on concept map assignment	<i>Prepare qs & draft</i>

Spring break: no classes March 12-16

10	March 19	Presentation & discussion of concept maps	<u>Concept maps due</u>
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Genre Focus II: Ethnic Identity Development

11	March 26	Film: "The Color of Fear"	Howard & 4
12	April 2	Discussion of film and Howard book.	<u>Paper 2 due</u>
13	April 9	Film: "A Question of Color" & Cross (# 4)	
14	April 16	Conferences as needed	
15	April 23	Presentation of mini-proposals; Course evaluation	<i>Prepare 6 min. presentation</i> <i>Mini-proposals due</i>

***Course Reading Packet** (readings correspond to numbers noted in syllabus)

1. Allen, B. & Boykin, W. (1992). African-American children and the educational process: Alleviating cultural discontinuity through prescriptive pedagogy. *School Psychology Review*, 21/4, pp. 586-596.
2. Banks, J.A. (1993). The cannon debate, knowledge construction, and multicultural education, *Educational Researcher*, 22/5, pp. 4-14.

3. Bennett, C.I. (1995). A model for global and multicultural perspectives in the curriculum. Chapter 8 in *Comprehensive Multicultural Education: Theory and Practice*. Boston: Allyn & Bacon.
4. Cross, W.E., Strauss, L., & Fhagen-Smith, P. (1999). African American identity development across the life span: Educational implications. Chapter 2 in Sheets, R. & Hollins, E. (Eds.) *Racial and Ethnic Identity in School Practices*. Mahwah, NJ: Lawrence Erlbaum Associates, pp. 29-45.
5. Gonzalez, N. (1995). Processual approaches to multicultural education, *Journal of Applied Behavioral Science*, 31/2, pp. 234-244.
6. Harada, V. (1994). An analysis of stereotypes and biases in recent Asian American fiction for adolescents. *Ethnic Forum*. 14/2, 44-58.
7. Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant teaching. *Theory into Practice*, 34/3, 159-165.
8. Locust, C. (1988). Wounding the spirit: Discrimination and traditional American Indian belief systems, *Harvard Educational Review*, 58/3, pp. 315-330.
9. Orfield, G. (1999). Politics matters: Educational policy and Chicano students, Jose Moreno, Editor, *The Elusive Quest for Equality*. *Harvard Educational Review*, pp. 111-119.
10. Pewewardy, C. (1998). Fluff and feathers: Treatment of American Indians in the literature and the classroom. *Equity & Excellence in Education*, 31/1, pp. 69-76.
11. Rodriguez, A. (1999). Making ethnicity invisible in the name of equity: Standard contradictions in the national science education standards, *Multicultural Perspectives*, 1(2), 3-7.
12. Slavin, R. (1995). Cooperative learning and intergroup relations, In Banks, J.A. & Banks, C.M., *Handbook of Research on Multicultural Education*, New York: Macmillan, pp. 628-633.
13. Takaki, R. (1989). *Strangers from a Different Shore: A History of Asian Americans*. New York: Little, Brown, & Co. (Chapter 1)
14. Tatum, B. (1992). Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom. *Harvard Educational Review*, 62(1), 1-24.
15. Button, C. (1974). Political Education for Minority Groups. (class handout)

INDIANA UNIVERSITY – BLOOMINGTON
INFORMED CONSENT STATEMENT
[Civic Education in Teacher Development]

You are invited to participate in a research study. The purpose of this study is to understand how future teachers are educated at Indiana University in the content and pedagogy of civic education. This information will help to inform the current debate about reform of civic education and teacher training in Indonesia.

INFORMATION

I am planning to interview ten teachers and faculty members for this study. If you agree to participate, I will ask you a series of questions about social studies and civic education in teacher education. With your permission, I will tape record our conversation to ensure my full understanding of it. I anticipate that this interview will take about one hour. I will ask you about how students are selected, what curriculum in civic education pre-service teachers are exposed to, what pedagogical techniques are used to convey civic education materials, and how effective you believe that the curriculum and pedagogy are for shaping teachers who are knowledgeable about the principles and practices of democratic civic education. The information I gather is likely to appear in academic articles published in Indonesia.

RISKS

There is minimal or no risk to you in this study, as we will be discussing areas of your professional expertise.

BENEFITS

You may benefit from participation by looking at civic and social studies education from a comparative perspective.

CONFIDENTIALITY

Upon conclusion of this study, I will destroy the tape of this interview. You may choose to be quoted by name or anonymously in all reports and articles that might result from this study.

CONTACT

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study,*) you may contact the researcher Azwar Ananda, at room 4274, Wright Educ. Bldg., IU, and 857-5176.

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the office for the Human Subjects Committee, Bryan Hall 110, Indiana University, Bloomington, IN 47405, 812/855-3067, by e-mail at iub_hsc@indiana.edu.

Subjects initials _____

PARTICIPATION

Your participation in this study is voluntary; you may refuse to participate without penalty. If you decide to participate, you may withdraw from the study at any time. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.

CONSENT

I have read this form and received a copy of it. I have had all my questions answered to my satisfaction. I agree to take part in this study

I agree to be quoted by name in any resulting reports

I agree to be quoted anonymously only in any resulting reports

Subject's signature Margaret Suttler

Date Apr 2, 2001

Investigator's signature _____

Date _____

Consent form date (March 7, 2001)

IRB Approved **MAR 19 2001**
Approval Date: _____
Expires: ~~MAR 18 2002~~



SCHOOL OF
EDUCATION

To: Prof. Dr. A. Muri Yusuf
Rektor Universitas Negeri Padang

December 11, 2000

Dear Rektor A.Muri Yusuf,

Please accept warm holiday greetings from us here at Indiana University. As your Vice-Rektor will be able to report, we have had a very successful planning visit and feel ready to devote our full efforts to the collaboration between UNP and IU, on improving teacher education in civic education in Indonesia.

I am pleased to invite your faculty member, Dr. Azwar Ananda, to come to Indiana University School of Education from February 1 to May 15, 2001, as a Visiting Scholar. His work will be devoted to improvement of civic education in teacher education in Indonesia. As you know, this project is funded by the Department of State under its university linkages program. The project will provide for Dr. Azwar's airfare, accommodations, and per diem of \$30 per day that he is in Bloomington.

During his visit, Dr. Azwar will audit classes at IU, conduct library research, and visit educational institutions in order to understand how civic education is conducted in the U.S. As part of his activity here, he will produce a research document to be shared with his colleagues at UNP and others interested in the improvement of civic education in Indonesia.

Thank you so much for your on-going support to our joint project.

Yours sincerely,

A handwritten signature in cursive script that reads "Margaret Sutton".

Margaret Sutton, Assistant Professor
Project Director, IU/UNP linkage project

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DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI PADANG

Jalan Prof. Dr. Hamka Kampus UNP Air Tawar Padang 25131 telp. 51260

Nomor : 2713 /K12.11/KP/2000
Hal : Izin Penelitian

21 Desember 2000

Yth. Prof. Dr. Margaret Sutton, Project Director
Indiana University/Universitas Negeri Padang Linkage Project
Wendell W. Wringt
Education Building
201 North Rose Avenue
Bloomington, Indiana
47405-1006

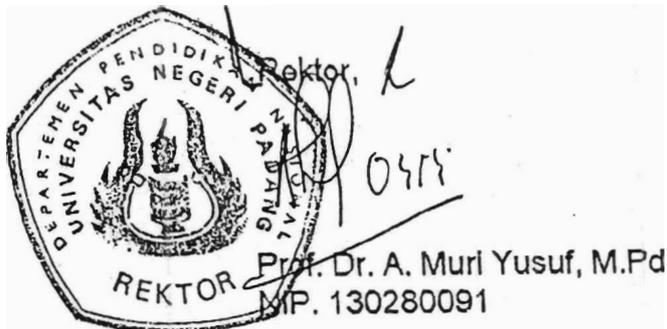
Dengan hormat,

Sehubungan surat Saudara tanggal 11 Desember 2000 tentang pelaksanaan penelitian di Indiana University, dengan ini kami memberi izin kepada Dr. Azwar Ananda, M.A, Staf Pengajar FIS-UNP melakukan penelitian dengan judul :

Study of How to Educate Student become Civic Good Education Teacher in Indiana and Possible Application In Universitas Negeri Padang (A Case Study In Bloomington, USA).

Penelitian ini akan dilaksanakan dari tanggal 1 Februari s/d 15 Mei 2001.

Demikian kami sampaikan, atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Tembusan :

1. Pembantu Rektor I
2. Dekan FIS UNP