

ADAP Faculty Needs Assessment For Improvement Of Resident Instruction



A D A P
PROJECT

Agricultural Development in the American Pacific
Pacific Land Grant Programs

A publication of the Land Grant institutions of the Pacific:

American Samoa Community College, College of Micronesia, Northern Marianas Community College, University of Guam, and University of Hawai'i, through the Agricultural Development in the American Pacific (ADAP) Project. Funded through the US Department of Agriculture Cooperative Extension Service.

**ADAP Faculty Needs Assessment
For Improvement Of Resident Instruction**

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Printed December 1992

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PREFACE
C O N T E N T S

The research reported in this publication provides an examination of the inservice training needs for land grant faculty in the U.S. affiliated Pacific region. was conducted to prioritize the topics in a series of

under the Agricultural Development of the American Pacific (ADAP) initiative. These inservice training

described herein.

The appendices include an agenda from a symposium

faculty from UOG, Northern Marianas College (NMC) and the College of Micronesia (COM). Other symposia were

Sanas Community College (ABCC). Also included is a sample evaluation form and summary of the results

the initiative is strengthening its focus within a long range strategy. The ADAP Directors are charged with the

Staff Development plan. This report can assist in the planning through identification of needs and a

characterization of what can be accomplished.

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We also wish to thank the support of this project.

UH - Sylvia Yuen
COM - Ruben Davitt (Fonpelt)
NMC - Regina Agnon
Victor Artero

PREFACE

The research reported in this publication provides an examination of the inservice training needs for Land Grant faculty in the U.S. affiliated Pacific region. It was conducted to prioritize the topics in a series of "Symposia for the Improvement of Resident Instruction" under the Agricultural Development of the American Pacific (ADAP) initiative. These inservice training events were presented in 1991 based upon the results described herein.

The appendices include an agenda from a symposium held at the University of Guam (UOG) for Land Grant faculty from UOG, Northern Marianas College (NMC) and the College of Micronesia (COM). Other symposia were held at the University of Hawaii (UH) and the American Samoa Community College (ASCC). Also included is a sample evaluation form and summary of the results.

As the first five years of ADAP draw to a close, the initiative is strengthening its focus within a long range strategy. The ADAP Directors are charged with the responsibility to establish a new five year Faculty and Staff Development plan. This report can assist in the planning through identification of needs and a demonstration of what can be accomplished.

Pemerika Tauili'ili
Chair, ADAP Faculty-Staff
Development Task Force

ACKNOWLEDGMENTS

We wish to acknowledge the invaluable assistance of those who helped to implement the distribution and collection of needs assessment surveys and the coordination of regional symposia sites.

COM - Reuben Dayritt (Pohnpei)
 Joel Miles (Belau)
UH - Sylvia Yuen
UOG - Marie Deloso
 Victor Artero
NMC - Regina Aguon

We also wish to thank the ADAP Directors for their support of this project.

S Y N O P S I S

The Land Grant programs in the tertiary educational institutions of the U.S. affiliated Pacific islands provide integrated agricultural instruction, research and extension to improve the lives of people in the region. There is a documented need for faculty and staff development within these institutions. Inservice faculty training is one effective and efficient means to that end.

This report identifies priorities of topics, implications, and recommendations for inservice training in agricultural education. The results are based upon the faculty needs for fulfilling their instructional responsibilities; their perspectives on the goals of the agricultural instruction program; as well as descriptive data on faculty characteristics.

The topics most needed for inservice training were extremely similar amongst and between the regional institutions. "Motivation factors" was ranked the highest by a composite of all Land Grant faculty in the study, and either the first or second choice amongst all of the five separate institutions. Similarly, the topic of "hands on learning" was ranked highest by the composite and first or second by four institutions. Four topics ranked second highest by the composite group; "obstacles to learning, curriculum development, student feedback, and teaching improvement plans".

The data from descriptive questions show that seventy percent of the faculty have more than five years classroom teaching experience. They also have a great deal of technical expertise, with over eighty percent holding a masters or doctoral degree in their content area. A large amount of faculty work time is spent in instructional responsibilities, however results show greater than forty percent of the faculty without any formal teacher training.

Faculty perceptions of each institution's primary instructional goal were very divergent. This could result in confused objectives and understanding within institutional programs and the region. Additional research on this problem is recommended.

EXECUTIVE SUMMARY

Agricultural redevelopment in the U.S. affiliated Pacific islands has been initiated with the establishment of the Land Grant system in the tertiary level institutions of the region. However if this effort is to continue in the face of the national trend in decreasing enrollments of agriculture students, the agricultural education component must be strengthened.

A review of literature demonstrates that through out the U.S. Land Grant system there is a need for improvement of faculty competencies in agricultural education and instruction. The characteristics of Land Grant faculty in the affiliated Pacific islands which are shown in this study identify a similar need. Inservice faculty training is an effective and efficient means to that end.

This research assessed and determined priorities of topics for inservice training in agricultural education based upon the importance which Land Grant Program faculty in the U.S. affiliated Pacific islands placed upon the needs for fulfilling their instructional responsibilities. A separate research question addressed the respondents perspectives on the goals of the agricultural instruction program in their institution. Descriptive data was also collected with respect to years of teaching experience, formal teacher training, and the percentage of work time spent in instruction; as opposed to extension, research, or other responsibilities.

The subjects in the sample were all faculty of the Land Grant institutions in the U.S. affiliated Pacific islands during the 1989-90 academic year. The faculty who voluntarily returned their survey instruments constituted a sample of convenience.

The sample was composed of 77 respondents. The small numbers from some institutions limited the opportunity for statistical investigation. However, the data represents the real world situation. It is the researchers belief that identifying the needs of the subjects as they exist is the primary aim of the study.

A total of 29 topics for inservice training were presented in the survey. When these were rank ordered for a composite of all respondents in the region the topics given highest priority were "motivation factors" and "hands on learning". Four topics were given the next highest ranking. These were; "obstacles to learning", "curriculum development", "student feedback", and "teaching improvement plans". It is noteworthy that all of the remaining topics were ranked between the midpoint and high priority demonstrating that respondents considered every topic of importance for inservice training.

Analyzing the responses from each separate institution shows that "motivation factors", was ranked either first or second by every discrete Land Grant institution in the region. Another topic, "hands on learning", was also ranked either first or second by 4 out of the 5 discrete institutions. Only UOG ranked a different topic, "obstacles to learning", as either first or second priority. From these findings it is possible to infer that the highest priority needs for inservice training are relatively consistent across the discrete institutions in this study.

Responses to the separate research question regarding each institution's instructional goal were much less consistent. The data reported as a composite of all institutions in this study show that less than one quarter of the faculty shared the same response to this survey item. Even when a greater common response is found within a specific institution these responses are actually a combination of goals in most cases.

The greatest percentage of response for an instructional goal from a composite of the entire region were for the categories of "technical employment" or "uncertain". The second greatest percentage of response represents a combination of all three possible choices; "self employment, technical employment and academic pursuits".

Analysis of the responses to this question from each discrete institution were somewhat more consistent. The greatest consistencies were reported at ASCC for a combination of all options, COM for self employment combined with academic pursuits and at UH for technical employment.

From these findings it can be inferred that lack of a consistent view of the primary instructional goal amongst the Land Grant Program faculty in the U.S. affiliated Pacific islands may be a barrier to providing inservice training.

With regard to the characteristics of Land Grant Program faculty in the U.S. affiliated Pacific islands responses show that the greatest percentage (71.4%) of the Land Grant Program faculty in the U.S. affiliated Pacific islands have been teaching for 5 or more years, while the next largest group (10.4%) have been teaching for two years.

Responses also show that the greatest percentage (61.0%) of the Land Grant Program faculty in the U.S. affiliated Pacific islands have completed Ph.D. degrees in the areas of Agriculture, Science, or Home Economics. The next largest group (19.5%) completed Masters degrees in the same content areas.

The clear inference from these findings is that inservice training should be directed at improvement for those whom are already experienced with classroom teaching and have a high degree of content and technical expertise.

Questions which further define the target audience show that the greatest percentage (40.3%) of the Land Grant Program faculty in the U.S. affiliated Pacific islands have completed no formal teacher training courses. The next largest group (31.2%) have completed 1 to 3 teacher trainer courses. This verifies that the greatest majority (71.5%) of the population in the study have had little formal teacher training and infers that inservice training should begin with a detailed review of fundamentals within the topics selected.

Introduction

The United States (U.S.) affiliated Pacific islands are part of the larger group of Pacific Basin island entities and the diverse group of people whom inhabit this region. Their unique nature of affiliation with the United States has resulted in an increased economic vulnerability. The positive role of agriculture in the economy of the region has been in decline during the past few decades. The decrease in local food production has resulted in a growing need for food imports.

A decade old report on the U.S. affiliated Pacific islands asserted the premise that, "accelerated agricultural development may be the best means of ensuring self sustaining growth for the geographically isolated and economically underdeveloped areas where agricultural activity has declined to an almost nonexistent level" (Mark, 1982, p.1).

A congressionally supported study by the Office of Technology Assessment also stated that the constraints of size and isolation in the U.S. affiliated Pacific islands should focus the productive economy on farming and fisheries. Yet, sources of training in these areas are very limited. "The scarcity of certain educational opportunities on the islands - primarily vocational training - in combination with primary and secondary education systems which focus on liberal arts and college preparation, have reinforced a tendency to avoid agriculture and fishing in favor of bureaucratic employment" (U.S. Congress, 1987, p.116).

One means of renewing self sufficiency has been the establishment of Land Grant programs in the tertiary educational institutions of; The University of Hawaii, University of Guam, American Samoa Community College, College of Micronesia and Northern Marianas College. The introduction of the Land Grant system into the U.S. affiliated Pacific islands to provide integrated agricultural instruction, research and extension has been an important step toward improving the lives of people in the region.

However, numerous authors have commented on the lack of instructional training amongst those teaching agriculture at national and international tertiary level institutions. The focus of graduate school training for most potential college teachers is on developing subject matter competencies. New faculty are expected to learn how to teach later, while 'on the job'. Considering the pressures on new staff to obtain grants, develop research programs, and advise students; it is not surprising that many let the improvement of teaching become a low priority.

The Problem

The overall competency of an agriculture teacher is directly related to the quality of his/her training and development in the areas of technical agriculture, general education, and professional education. (Nelson, 1981, p.32).

A high degree of teacher competency is prerequisite for the operation of a first rate instructional program. It can be verified that the Land Grant faculty in the U.S. affiliated Pacific islands meet the first two requirements of competency listed in the above statement, training in technical agriculture and general education.

It is the potential lack of training in professional education which may limit the achievement of these instructional programs. Therefore the problem to be addressed by this paper is the assessment and priority of professional education topics of specific need for inservice training of the teaching faculty at the Land Grant institutions in the U.S. affiliated Pacific islands.

Significance

Without good teachers, competent at their work and possessing those qualities which enable them to inspire and develop the latent capacities of their students, agricultural education as a whole cannot function effectively. Faculty members are the most important resource of a teaching institution.

Enrollments in U.S. colleges of agriculture have been declining during the past decade. Whatever the cause, the challenge of attracting high quality students must be met by a well trained, competent teaching faculty who can strengthen the agricultural college offerings.

Research Questions

1. To what extent does a composite of the Land Grant Program faculty in all the U.S. affiliated Pacific islands consider the need for inservice training to carry out their teaching responsibilities with respect to the topics identified in this study?

2. To what extent do the Land Grant Program faculty in each of the discrete U.S. affiliated Pacific islands consider the need for inservice training to carry out their teaching responsibilities with respect to the 15 topics ranked with greatest priority in this study?

3. To what extent do the Land Grant Program faculty in the U.S. affiliated Pacific islands consider their institutions' primary instructional goal to be preparing students; to become self employed, to become technicians or managers, to transfer for higher academic studies, or other choices?

4. What are the characteristics of the Land Grant Program faculty in the U.S. affiliated Pacific islands with respect to:

- (a) number of years of classroom teaching?
- (b) highest formal degree and major area of study?
- (c) number of formal teacher training courses taken?
- (d) percentage of time spent in Instruction (as opposed to Research, Extension or Other responsibilities).

Review of Literature

The most comprehensive research on the problem which this paper is addressing was conducted by Bowman, Loynachan, and Schafer (1986) in a survey of 24 Land Grant universities from across all regions of the United States. Of the 250 respondents in this study, 66% had no formal education training, 11% had one course, 7% had two courses and 4% had three courses, and 12% had 4 or more courses.

Despite this negative picture of inadequately trained college agriculture instructors, there are opportunities for improvement. In the latter study there was overwhelming agreement, from 85% of all survey respondents, that formal courses in education should be available for agricultural faculty with teaching responsibilities.

A review of literature in the National Association of College Teachers of Agriculture Journal, conducted by Roush in 1980, was concluded with comments on the wealth of available materials for improvement of college teaching. More importantly, he expressed the opinion that, "In my work with college faculty, I have found genuine and widespread interest in teaching improvement. These interests are derived primarily from intrinsic satisfactions".

A Search for Solutions

With the information available for improving college teaching and an audience ready and willing to receive the information, what is really needed is the appropriate vehicle for delivery. A review of the literature suggests some alternative means for delivering this information beyond agricultural education degree programs. It also reveals a large cadre of college agriculture teachers in need of upgrading within their current positions and responsibilities for providing instruction. A continuing inservice program is essential for professionals in the field to remain current because agriculture as an industry and agricultural teaching and extension as professions are dynamic and changing.

A more fully expanded vision of faculty development has been proven effective in a study at the Agricultural Technical Institute (ATI) of Ohio State University. This Land Grant institution implemented an eight point program consisting of; individual consultations, seminars and workshops, credit courses, small group assistance, a newsletter, a professional library, retreats, and industry internships.

The ATI faculty were surveyed regarding their priority goals and outcomes of the new program to determine the direction of the inservice training program. After two years of monitoring faculty involvement in the eight program components it was deemed a success, with 44 out of 50 faculty members involved in one or more professional development activities. Of all delivery methods available, workshops and seminars were the most well utilized by the faculty. Nearly twice as many full time faculty with Ph.D. or M.S. degrees were involved with workshops and seminars than the next closest form of activity. (Mokma & Baur, 1980, p.25)

Consideration of Methodologies

At this point the review of literature clearly points the way toward offering an effective inservice training effort to the Land Grant faculty in the U.S. affiliated Pacific. Additionally, some studies point out successful methods to consider.

For example, a description of the efforts to orient new agricultural faculty at Michigan State University stated that, "In part the success of the program was based on participant involvement through out the stages of the program. Their involvement helped insure that the program met their needs and expectations" (Cooper, 1980, p.26). The primary success of the Ohio State University ATI faculty development program was also attributed to a greater sense of commitment stemming from the participants' involvement in planning. (Mokma & Baur, 1980). In both of these studies, as well as numerous others reviewed in the literature, surveys were used to involve the intended faculty population before implementing the training event or program.

Training Content

With the inservice training method of a workshop format in mind, and the value of participant input at the planning stage substantiated, the literature was further reviewed to search out the appropriate components for this faculty development activity. These components would be refined through professional review and presented to the target population as a needs assessment survey. The results of the survey would determine the final content of the "Symposium on Improvement of College Teaching" to be offered to the Land Grant faculty in the U.S. affiliated Pacific.

The most inclusive sources of literature containing information on training content components are texts and reference books in the field of agricultural education. The Handbook On Agricultural Education In Public Schools by Lloyd J. Phipps (1982) is a common foundation text used through out the United States in agricultural teacher training programs.

Another agricultural teacher training text was also extremely relevant to this review of literature. Teacher Education in Agriculture is a reference edited by Arthur L. Berkey (1981) with independent chapters written by some of the top professional agriculture teacher trainers from across the nation's Land Grant institutions.

Amongst the research reports on the topic of teacher training components, one study stands as the most relevant to this research. A Task Analysis of the Job of the Teacher of Agriculture in the South Pacific was conducted by Harold Cushman (1982) to create the foundational data for establishment of an agricultural teacher training program at the University of the South Pacific.

Research Methods

General Procedures

All of the U.S. affiliated Pacific island Land Grant institutions have an individual responsible for coordination of their instructional program. This may be a full time position, such as the Associate Dean of Instruction in the College of Tropical Agriculture and Human Resources at the University of Hawaii, or a part time responsibility as in the majority of institutions under study. Each of these persons was contacted and agreed to provide the necessary assistance.

Respondents

The subjects in the sample were all faculty of the Land Grant institutions in the U.S. affiliated Pacific islands during the 1989-90 academic year. The faculty who voluntarily returned their survey instruments constituted a sample of convenience. The sample was composed of 77 respondents.

The number of respondents from each institution varied greatly due to the differences in size across the five institutions under study. As should be expected, the number of responses was in general proportion to the size of each institution. The smallest institution had the fewest respondents, the two of medium size for the region were equal in number, and the larger universities had the greatest number of respondents.

NMC had 4 respondents.
ASCC had 6 respondents.
COM had 6 respondents.
UOG had 17 respondents.
UH had 40 respondents.

The small numbers from some institutions limited the opportunity for statistical investigation. However, the data represents the real world situation. It is the researchers belief that identifying the needs of the subjects as they exist is the primary aim of the study.

The Instrument

This study used an instrument developed by the researcher specifically for the purpose of identifying the priority needs for inservice training of the subjects. Additional items were included to obtain further information and demographic data. A brief introductory paragraph preceded the instrument items to identify the purpose of the study to intended subjects. A copy of the instrument is provided in Appendix A.

Part 1 of the instrument was composed of twenty nine items with a corresponding Likert type scale next to each item. These Likert type questions all used a five point scale which had intervals of 1, with the highest number (5) representing highest priority and the lowest number (1) representing lowest priority. An additional item was included to allow respondents to add topics not provided within the twenty nine items.

Part 2 of the research instrument was preceded by a request of respondents to complete the following information in order to fine tune the planned inservice training. Five items were included in this section.

1. An assessment by the respondent of their home institutions primary instructional goal. Five choices were provided for this item;
 - a. To prepare students for self employment.
 - b. To prepare students for employment as technicians and managers.
 - c. To prepare students for continuing academic pursuits.
 - d. Uncertain
 - e. Other
2. Number of years of classroom teaching experience. Choices of respondents to this item were open ended.
3. Highest formal degree received and major area of study. Choices of respondents to this item were open ended. However, examples were provided for clarity.
4. Number of formal teacher training courses taken. Four options responses were provided.

5. Percentage of working time devoted to instruction, as opposed to extension, research, and other responsibilities. Each of these four options was listed with a blank for response beside it.

Face validity of the instrument was considered at two times. In an initial review of the instrument, comments were received from Dr. Fred McFarlane and Dr. Ron Jacobs, both professors in the College of Education at San Diego State University (SDSU). The final draft of the instrument was also given review and comment for face validity by a contact person at each Land Grant institution in the U.S. affiliated Pacific islands.

Content validity was initially the result of a review of related literature described above; as well as one of the researchers experience as an agriculture teacher trainer, currently employed as coordinator of the agricultural instruction program at ASCC; plus work with the those in similar positions at the other Land Grant institutions of U.S. affiliated Pacific islands.

Further content validity was confirmed through an extended process of review and comment by a panel of agricultural educators. This panel was composed of Dr. Harold Cushman, and Dr. Daryle Foster both in the Dept. of Education, College of Agriculture at Cornell University; and Dr. Lafita'i Fuata'i, Head of the Agricultural Education section, College of Agriculture at the University of the South Pacific (USP); and Dr. Seumanutafa Malcom Hazelman, Director of the Institute for Research Education and Training in Agriculture, USP.

Data Collection Techniques

The needs assessment survey instrument was administered to all members of the target population by direct mailing from the individual responsible for the Land Grant instructional program at each institution. Follow up by the institutional contact was made to improve the response rate. The population sample was self selected from those willing to take the time to complete the needs assessment survey. Faculty returning their copy of the instrument did so voluntarily.

Findings

Regional Inservice Training Needs

Research Question 1 is restated below. To what extent does a composite of the Land Grant Program faculty in all the U.S. affiliated Pacific islands consider the need for inservice training to carry out their teaching responsibilities with respect to the topics identified in this study?

Table 1, which is exhibited on the next page, presents the data for the inservice training topics given highest priority need by the composite of all faculty in the population under study. A total of ten groups of topics for inservice training were identified when the mean responses for all 29 questions were rank ordered. The topics given the highest priority (mean of 4.2, with greatest possible response of 5.0) were "motivation factors", and "hands on learning". Four topics were given the next highest priority ranking (mean of 4.0). These were; "obstacles to learning", "curriculum development", "student feedback", and "teaching improvement plans".

It is noteworthy that all of the remaining topics, when ranked by mean responses, fell between the midpoint (3.0) and high priority (3.9). It may be inferred that the composite of Land Grant Program faculty in the U.S. affiliated Pacific islands considered all of the topics identified by this study to be of importance for inservice training. This inference is supported by the data showing no mean response to any topic in the "lower priority" or "lowest priority" categories.

Table 1

Ranked mean scores for inservice training topics from composite of all land grant faculty in the U.S. affiliated Pacific islands

-
- 4.2 - MOTIVATION FACTORS
 - HANDS ON LEARNING
 - 4.0 - OBSTACLES TO LEARNING
 - CURRICULUM DEVELOPMENT
 - STUDENT FEEDBACK
 - TEACHING IMPROVEMENT PLANS
 - 3.9 - VIDEO AND COMPUTER EQUIPMENT
 - PERFORMANCE TESTS
 - 3.8 - PROGRAM GOAL DEVELOPMENT
 - INTERACTIVE STRATEGIES
 - OBJECTIVE TESTS
 - LEARNING FACTORS
 - 3.7 - ASSESSING ATTITUDES
 - 3.6 - NEEDS ASSESSMENT
 - STUDENT HANDOUTS
 - 3.5 - COURSE OUTLINE DEVELOPMENT
 - AV EQUIPMENT
 - TEXTBOOKS
 - INSTRUCTIONAL PROGRAM PLANNING
 - 3.4 - SELECTION OF TEACHING PROCEDURES
 - COMMUNITY RESOURCES
 - CHARACTERISTICS OF ADULT LEARNERS
 - TEACHER CENTERED STRATEGIES
 - LECTURE NOTES
 - PEER OBSERVATION
 - 3.2 - OCCUPATIONAL TASK ANALYSIS
 - VISUAL AIDS
 - RECRUITING CLASS MEMBERS
 - 3.1 - BEHAVIORAL OBJECTIVE WRITING

Specific Institution's Training Needs

Research Question 2 is restated below. To what extent do the Land Grant Program faculty in each of the discrete U.S. affiliated Pacific islands consider the need for inservice training to carry out their teaching responsibilities with respect to the 15 topics ranked with greatest priority in this study?

Table 2 through Table 6, exhibited on the following two pages, present the data for the top 15 topics for inservice training as ranked by priority for each discrete institution in this study. These are respectively; American Samoa Community College (ASCC), College of Micronesia (COM), Northern Marianas College (NMC), University of Guam (UOG), and University of Hawaii (UH).

These tables show that one inservice training topic, "motivation factors", was ranked either first or second by every discrete institution. Another topic, "hands on learning", was also ranked either first or second by 4 out of the 5 discrete institutions. Only UOG ranked a different topic, "obstacles to learning", as either first or second priority.

The topic of "curriculum development" was ranked third or fourth by three institutions; COM, UH, and NMC. While the remaining institutions, ASCC and UOG, ranked this topic sixth and seventh respectively.

The topic of "performance tests" was ranked either fifth, sixth, or seventh by; COM, NMC, and ASCC respectively. By comparison UH ranked this topic tenth and UOG gave it the lowest priority.

From these findings it is possible to infer that the highest priority needs for inservice training are relatively consistent across the discrete institutions in this study. However, if training events are to be conducted on an institution by institution basis, additional topics should be varied to adjust to the specific priorities at each location.

**TABLE 2 The Top Fifteen Inservice Training Needs
 Prioritized by American Samoa Community College**

1. - MOTIVATION FACTORS
2. - HANDS ON LEARNING
3. - TEACHING IMPROVEMENT PLANS
4. - LEARNING FACTORS
5. - ASSESSING ATTITUDES
6. - CURRICULUM DEVELOPMENT
7. - PERFORMANCE TESTS
8. - PROGRAM GOAL DEVELOPMENT
9. - STUDENT FEEDBACK
10. - OBJECTIVE TESTS
11. - NEEDS ASSESSMENT
12. - OBSTACLES TO LEARNING
13. - VIDEO AND COMPUTER EQUIPMENT
14. - INTERACTIVE STRATEGIES
14. - STUDENT HANDOUTS

**TABLE 3 The Top Fifteen Inservice Training Needs
 Prioritized by College of Micronesia**

1. - MOTIVATION FACTORS
2. - HANDS ON LEARNING
3. - VIDEO AND COMPUTER EQUIPMENT
4. - CURRICULUM DEVELOPMENT
5. - PERFORMANCE TESTS
6. - OBJECTIVE TESTS
7. - STUDENT HANDOUTS
8. - STUDENT FEEDBACK
9. - INTERACTIVE STRATEGIES
10. - ASSESSING ATTITUDES
11. - NEEDS ASSESSMENT
12. - OBSTACLES TO LEARNING
13. - PROGRAM GOAL DEVELOPMENT
14. - LEARNING FACTORS
15. - TEACHING IMPROVEMENT PLANS

**TABLE 4 The Top Fifteen Inservice Training Needs
Prioritized by Northern Marianas College**

1. - HANDS ON LEARNING
2. - MOTIVATION FACTORS
3. - CURRICULUM DEVELOPMENT
4. - STUDENT FEEDBACK
5. - VIDEO AND COMPUTER EQUIPMENT
6. - PERFORMANCE TESTS
7. - PROGRAM GOAL DEVELOPMENT
8. - OBJECTIVE TESTS
9. - ASSESSING ATTITUDES
10. - STUDENT HANDOUTS
11. - OBSTACLES TO LEARNING
12. - TEACHING IMPROVEMENT PLANS
13. - INTERACTIVE STRATEGIES
14. - LEARNING FACTORS
15. - NEEDS ASSESSMENT

**TABLE 5 The Top Fifteen Inservice Training Needs
Prioritized by University of Guam**

1. - OBSTACLES TO LEARNING
2. - MOTIVATION FACTORS
3. - STUDENT FEEDBACK
4. - HANDS ON LEARNING
5. - TEACHING IMPROVEMENT PLANS
6. - LEARNING FACTORS
7. - CURRICULUM DEVELOPMENT
8. - VIDEO AND COMPUTER EQUIPMENT
9. - ASSESSING ATTITUDES
10. - PROGRAM GOAL DEVELOPMENT
11. - OBJECTIVE TESTS
12. - INTERACTIVE STRATEGIES
13. - STUDENT HANDOUTS
14. - NEEDS ASSESSMENT
15. - PERFORMANCE TESTS

**TABLE 6 The Top Fifteen Inservice Training Needs
Prioritized by University of Hawaii**

1. - MOTIVATION FACTORS
2. - HANDS ON LEARNING
3. - CURRICULUM DEVELOPMENT
3. - TEACHING IMPROVEMENT PLANS
5. - PROGRAM GOAL DEVELOPMENT
6. - INTERACTIVE STRATEGIES
7. - OBSTACLES TO LEARNING
8. - VIDEO AND COMPUTER EQUIPMENT
9. - STUDENT FEEDBACK
10. - PERFORMANCE TESTS
11. - NEEDS ASSESSMENT
12. - STUDENT HANDOUTS
13. - OBJECTIVE TESTS
14. - LEARNING FACTORS
15. - ASSESSING ATTITUDES

Primary Instructional Goals

Research Question 3 is restated here. To what extent do the Land Grant Program faculty in the U.S. affiliated Pacific islands consider their institutions' primary instructional goal to be preparing students; to become self employed, to become technicians or managers, to transfer to higher academic studies, or other choices?

Table 7 exhibited on the following page presents the data from this question. The data is analyzed by frequency and percentage of response. Additional categories were required to report the data. The added categories represent the combinations of responses received. The greatest percentage of response (22.1%) is shown for technical employment, and uncertain/other. The second greatest percentage of response (20.8%) represents a combination of all three possible choices; self employment, technical employment and academic pursuits. The balance of choices are closely grouped. Excluding self employment, which had only 1 response.

Table 8, exhibited on page 17 presents the data from Research Question 3 as a cross tabulation of responses across the discrete institutions of each respondent. The frequencies and percentages vary slightly from Table 7 due to the removal of the no response category (5.2% of total). Analysis of results by cross tabulation were somewhat more consistent. The greatest consistencies were reported at ASCC for a combination of all options (50%), COM for self employment combined with academic pursuits (33.3) and at UH for technical employment (32.5%).

From these findings it can be inferred that lack of a consistent view of the primary instructional goal amongst the Land Grant Program faculty in the U.S. affiliated Pacific islands may be a barrier to providing inservice training. The data reported as a composite of all institutions in this study show that less than one quarter of the faculty shared the same response to this survey item. Even when a greater common response is found within discrete institutions these responses are actually a combination of goals in two out of three cases.

Table 7

Frequency and percentage data on primary instructional goal of land grant programs in the U.S. affiliated Pacific islands ($n = 77$)

#	Frequency	Percentage	Response Category
1	1	1.3	Self Employment
2	17	22.1	Tech Employment
3	5	6.5	Academic Pursuits
4	5	6.5	(1 & 2)
5	5	6.5	(1 & 3)
6	7	9.1	(2 & 3)
7	16	20.8	(1 & 2 & 3)
8	17	22.1	Uncertain/Other
9	4	5.2	No Response

Table 8

Cross tabulation of data on primary instructional goal from each discrete land grant institution in the U.S. affiliated Pacific islands (n = 77)

	1) ASCC	2) UH	3) UGG	4) COM	5) NMC	TOTAL	
1. FREQ	0	0	1	0	0	1	Self Employment
COL%	0.0	0.0	5.9	0.0	0.0	1.4	
2. FREQ	0	13	2	1	1	17	Tech Employment
COL%	0.0	32.5	11.8	16.7	25.0	23.3	
3. FREQ	0	5	0	0	0	5	Academic Pursuits
COL%	0.0	12.5	0.0	0.0	0.0	6.8	
4. FREQ	1	2	0	1	1	5	(1 & 2)
COL%	16.7	5.0	0.0	16.7	25.0	6.8	Primary Instructional Goal
5. FREQ	0	1	2	2	0	5	(1 & 3)
COL%	0.0	2.5	11.8	33.3	0.0	6.8	
6. FREQ	1	3	2	0	1	7	(2 & 3)
COL%	16.7	7.5	11.8	0.0	25.0	9.6	
7. FREQ	3	9	4	0	0	16	(1 & 2 & 3)
COL%	50.0	22.5	23.5	0.0	0.0	21.9	
8. FREQ	1	7	6	2	1	17	Uncertain/Other
COL%	16.7	17.5	35.3	33.3	25.0	23.3	
TFREQ	6	40	17	6	4	73	TOTAL

Faculty Characteristics

Research Question 4 is restated below.

What are the characteristics of the Land Grant Program faculty in the U.S. affiliated Pacific islands with respect to: (a) number of years of classroom teaching, (b) highest formal degree and major area of study, (c) number of formal teacher training courses taken, and (d) percentage of time spent in instruction; as opposed to research, extension, or other?

Table 9 exhibited on the following page presents the data from part 4 (a) of this question. Figure 1 also on the following page shows the percentage data in graphic form. The data is analyzed by frequency and percentage of response. Responses show that the greatest percentage (71.4%) of the Land Grant Program faculty in the U.S. affiliated Pacific islands have been teaching for 5 or more years, while the next largest group (10.4%) have been teaching for two years. The smallest percentages (3.9% and 3.9%) have been teaching for 3 years, or 4 years respectively. 4 respondents (5.2%) have 1 year or less of classroom teaching experience.

The clear inference from these findings is that inservice training should be directed at improvement for those whom are already experienced with classroom teaching.

Table 9

Frequency and percentage data on years of classroom teaching of land grant program faculty in the U.S. affiliated Pacific islands ($n = 77$)

#	Frequency	Percentage	Response Category
1	4	5.2	1 year or less
2	8	10.4	2 years
3	3	3.9	3 years
4	3	3.9	4 years
5	55	71.4	5 or more years
6	4	5.2	No response

Figure 1

Percentage data on years of classroom teaching of land grant program faculty in the U.S. affiliated Pacific islands ($n = 77$)

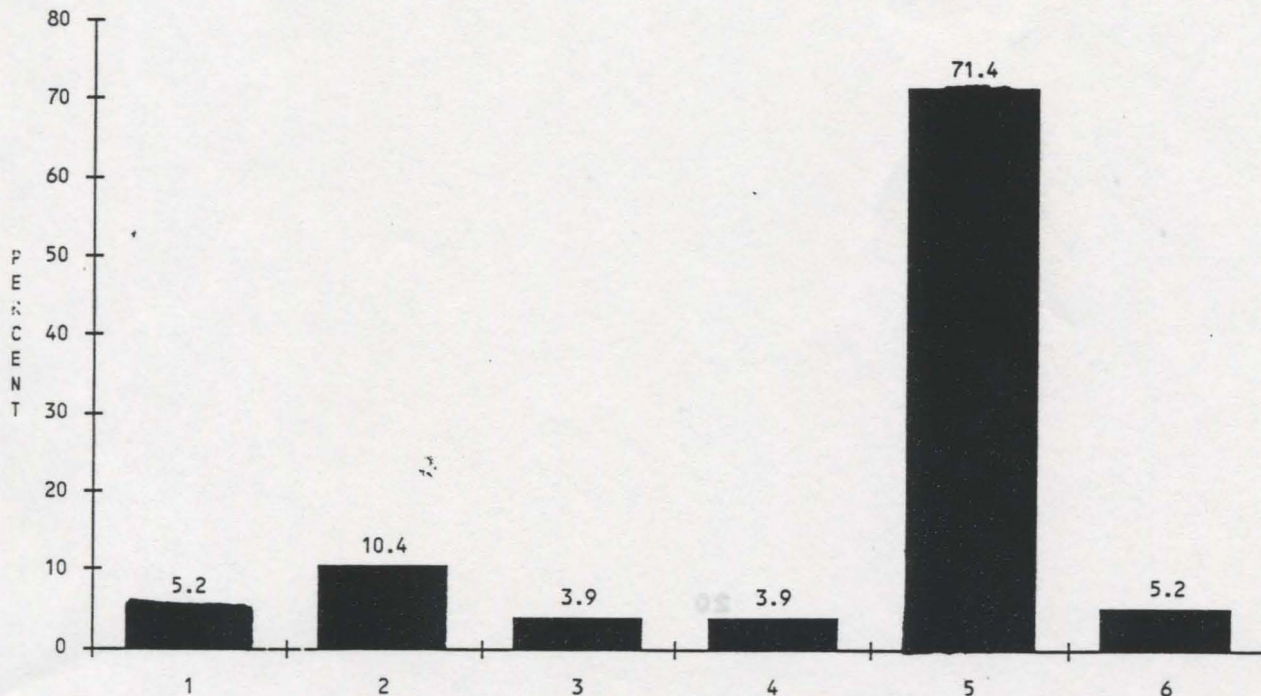


Table 10 exhibited on the following page presents the data from part 4 (b) of this question. Figure 2 also on the following page shows the percentage data in graphic form. The data is analyzed by frequency and percentage of response. The open ended responses were categorized as shown for orderly reporting of the data.

Responses show that the greatest percentage (61.0%) of the Land Grant Program faculty in the U.S. affiliated Pacific islands have completed Ph.D. degrees in the areas of Agriculture, Science, or Home Economics. The next largest group (19.5%) completed Masters degrees in the same content areas. Only a small number of the entire faculty (7.8%) have a Bachelor degree as their highest formal degree. The three areas of least response (5.2%, 1.3%, and 1.3%) were all in the Education or Extension areas of study, being the Ph.D., Masters, and Bachelors respectively.

It can be inferred from these findings that the majority of Land Grant Program faculty in the U.S. affiliated Pacific islands have a high degree of content and technical expertise. However inferences from the data may be skewed due to the high proportion of respondents from the two largest institutions, UOG and UH.

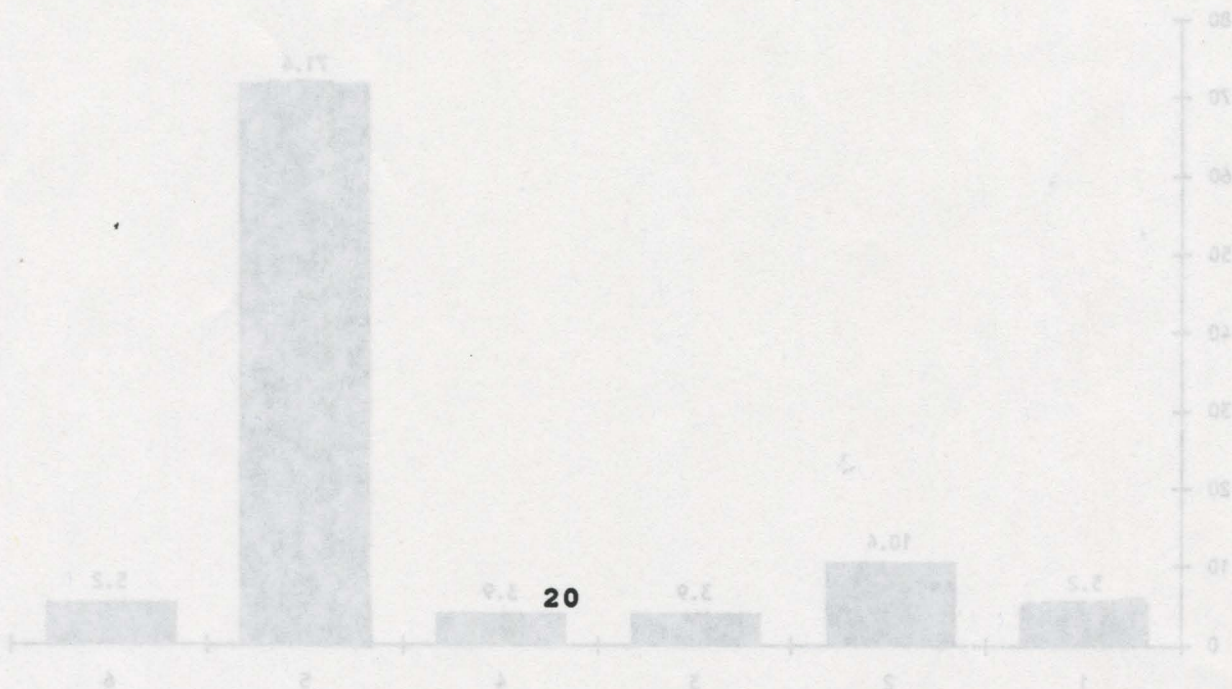


Table 10
 Frequency and percentage data on highest formal degree of land grant program faculty in the U.S. affiliated Pacific islands ($n = 77$)

#	Frequency	Percentage	Response Category
1	5	6.5	BS- Ag./Sci./HmEc.
2	1	1.3	BS- Ed./Extension
3	15	19.5	MS- Ag./Sci./HmEc.
4	1	1.3	MS- Ed./Extension
5	47	61.0	PhD- Ag/Sci./HmEc.
6	4	5.2	PhD- Ed./Extension
7	4	5.2	No Response

Figure 2

Percentage data on highest formal degree of land grant program faculty in the U.S. affiliated Pacific islands ($n = 77$)

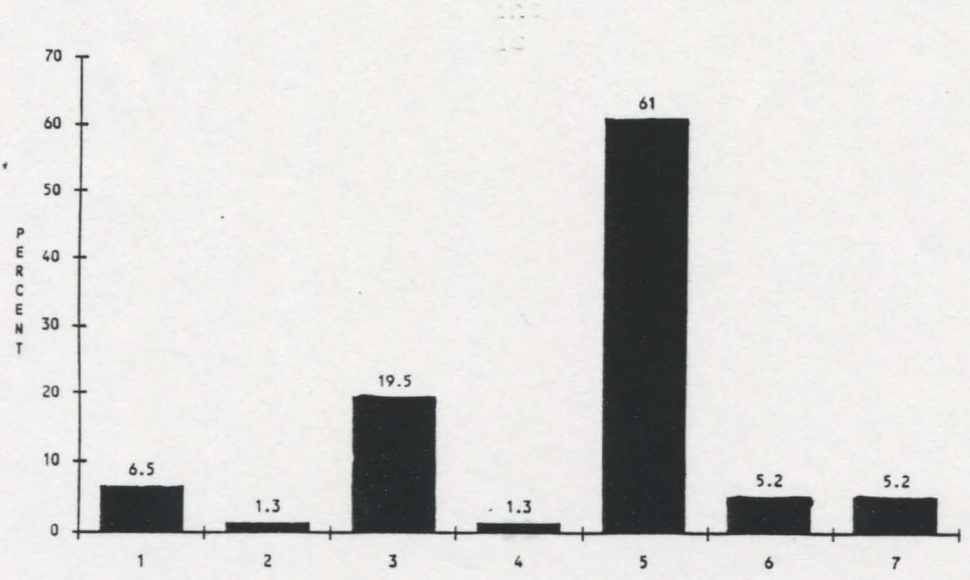


Table 11 exhibited on the following page presents the data from part 4 (c) of this question. Figure 3 also on the following page shows the percentage data in graphic form. The data is analyzed by frequency and percentage of response.

Responses show that the greatest percentage (40.3%) of the Land Grant Program faculty in the U.S. affiliated Pacific islands have completed no formal teacher training courses. The next largest group (31.2%) have completed 1 to 3 teacher trainer courses. 11.7% have completed more than 6 teacher trainer courses, while the smallest percentage (9.1%) have completed from 4 to 6 such courses.

By combining the data from conclusions for the two largest groups (40.3% and 31.2%) it can be shown that the greatest majority (71.5%) of the population in the study have had little formal teacher training. It can therefore be inferred that inservice training should begin with a detailed review of fundamentals within the topics selected.

Figure 3
Percentage data on highest formal degree of land grant program faculty in the U.S. affiliated Pacific Islands (N = 77)

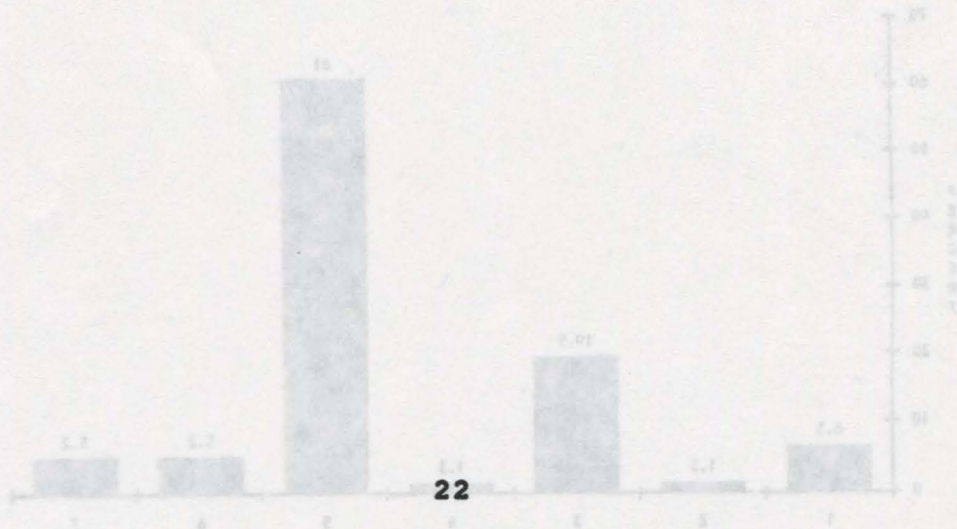


Table 11
 Frequency and percentage data on number of formal teacher training courses taken by faculty in the U.S. affiliated Pacific islands ($n = 77$)

#	Frequency	Percentage	Response Category
1	31	40.3	None
2	24	31.2	1 to 3 courses
3	7	9.1	4 to 6 courses
4	9	11.7	More than 6 courses
5	6	7.8	No Response

Figure 3

Percentage data on number of formal teacher training courses taken by faculty in the U.S. affiliated Pacific islands ($n = 77$)

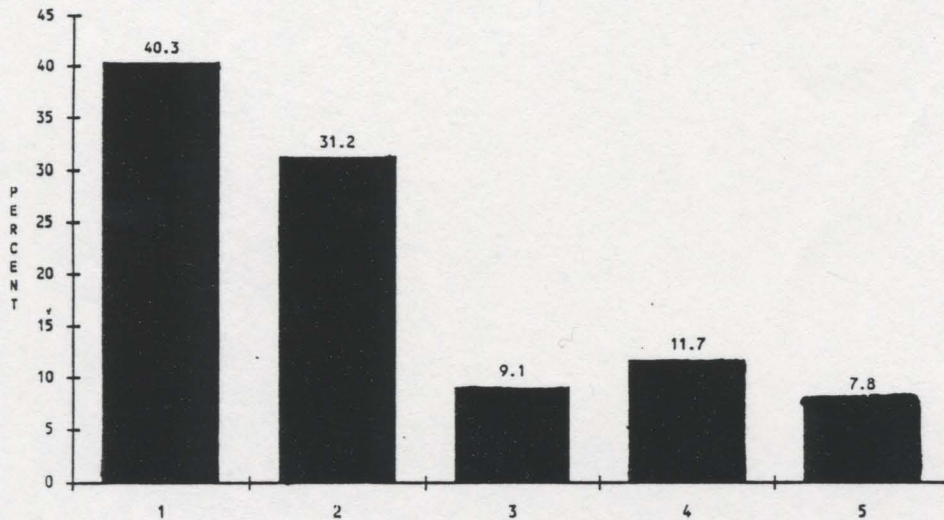


Table 12 exhibited on the following page presents the data from part 4 (d) of this question. Figure 4 also on the following page shows the percentage data in graphic form. The data is analyzed by frequency and percentage of response. Responses were categorized as shown for orderly reporting of the data.

The findings show that the largest group (41.6%) of Land Grant Program faculty in the U.S. affiliated Pacific islands spend up to twenty four percent of their working time devoted to instructional responsibilities. The next largest group (27.3%) spend from one quarter to almost half of their time on instructional responsibilities.

Response Category	Percentage
More than 6 courses	11.7
No Response	7.8

Figure 3

Percentage data on number of formal teacher training courses taken by faculty in the U.S. affiliated Pacific Islands (N = 77)

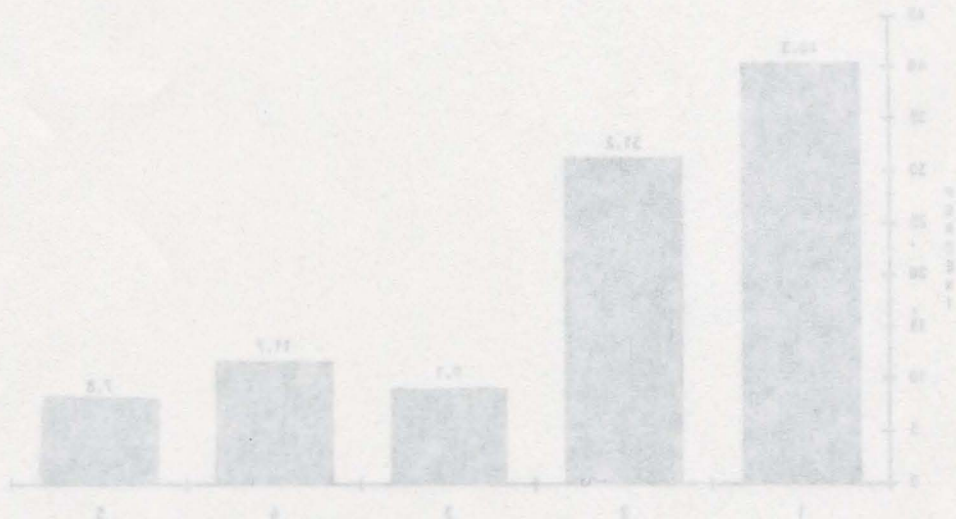
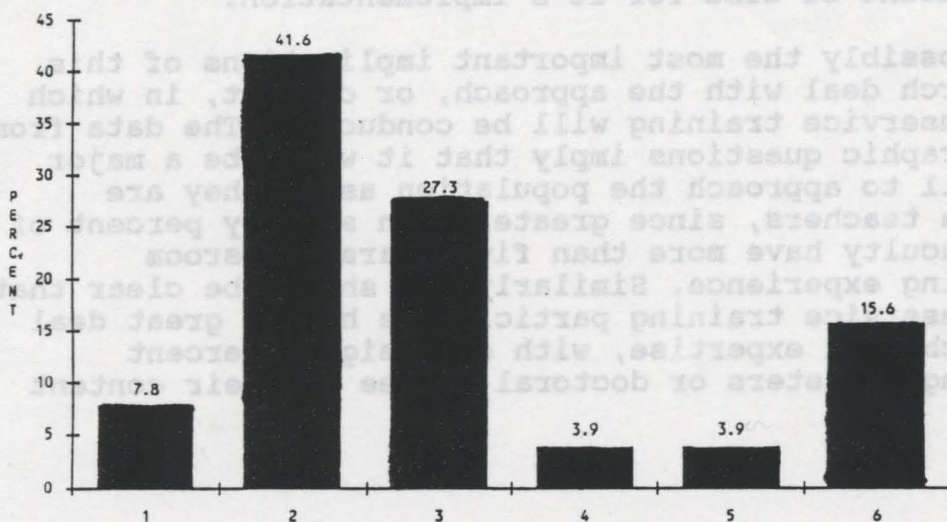


Table 12
 Frequency and percentage data on the time spent on
 instruction responsibilities by faculty in the U.S.
 affiliated Pacific islands ($n = 77$)

#	Frequency	Percentage	Response Category
1	6	7.8	0 percent of time
2	32	41.6	1-24 percent of time
3	21	27.3	25-49 percent of time
4	3	3.9	50-74 percent of time
5	3	3.9	75 or more percent
6	12	15.6	No Response

Figure 4

Percentage data on the time spent on instruction
 responsibilities by faculty in the U.S. affiliated
 Pacific islands ($n = 77$)



Implications

The implications which are drawn from the study's findings relate to planning and implementing the inservice training of Land Grant faculty in the U.S. affiliated Pacific islands. These implications refer to the content and overall approach to offering this inservice training.

The strongest implication of this research deals with the high degree of convergency exhibited by Land Grant Program faculty in their assessment of topics most needed for inservice training. The topic of motivation factors was ranked the highest by the composite of all Land Grant faculty in the study and either the first or second choice amongst all of the five discrete institutions. Similarly, the topic of hands on learning was ranked highest by the composite and first or second by four of the five institutions.

Clearly, these two topics should be addressed in the planning of an inservice training event for the population under study. The four topics ranked second highest by the composite group; obstacles to learning, curriculum development, student feedback, and teaching improvement plans; should also be strongly considered for inclusion. However, these may vary in topic and number depending on where the training is conducted and the amount of time for it's implementation.

Possibly the most important implications of this research deal with the approach, or context, in which the inservice training will be conducted. The data from demographic questions imply that it would be a major pitfall to approach the population as if they are novice teachers, since greater than seventy percent of the faculty have more than five years classroom teaching experience. Similarly, it should be clear that the inservice training participants have a great deal of technical expertise, with over eighty percent holding a masters or doctoral degree in their content area.

The data on the large amount of faculty work time spent in instructional responsibilities should be considered in the same manner. This information combined with the results showing greater than forty percent of the faculty without any formal teacher training implies that there should be an eager and motivated body of participants, if the approach and delivery are well matched to the demographics discussed in these implications.

The last implications are of a less positive nature and may even be taken as a warning. The results of the research question asking for each institution's primary instructional goal were very divergent. The greatest consistency was found within discrete institutions when respondents combined different primary goals into a single response.

One implication is that the Land Grant Program faculty in the U.S. affiliated Pacific islands perceive multiple goals within their institution. This could certainly result in confused objectives and understanding among inservice training participants.

The second implication is that these goals vary, and may be exclusive, between the discrete institutions for which the training is intended. Therefore, although topics may be consistent at different training locations the philosophy underlying them may require modification.

Recommendations

Based upon the research findings, inferences, and implications described above; two recommendations are needed to summarize this study. In addition two specific recommendations for further research were generated by the author subsequent to conducting this study.

1. It is recommended that an inservice training program in agricultural education for the Land Grant Program faculty in the U.S. affiliated Pacific islands should be fully planned and implemented.

2. It is recommended that a post evaluation of each of the training events which comprise this inservice program should be completed and assessed.

3. It is recommended that research be undertaken to assess the factors which result in the divergent perceptions of primary instructional goal, both within and between each discrete U.S. affiliated Pacific island Land Grant Program.

4. It is recommended that follow up needs assessment research be undertaken upon completion of an inservice training program in agricultural education for the Land Grant Program faculty in the U.S. affiliated Pacific islands.

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APPENDIX A

The needs assessment survey

Research Instrument

TO: All Instructors in Land Grant Institutions of the ADAP Region

FROM:

The ADAP Staff Development program is planning to conduct a workshops series on improving college teaching that will be tailored to faculty needs at each institution. Your input is needed to pinpoint the topics on which these workshops should be focused. It is requested that you respond to the following items for this purpose.

In addition, while responding to each item please consider any topics on which you would be willing to serve as a workshop facilitator/presenter. Space is provided on page three to note down these topics.

Respondent's Name _____ Circle One: ASOC, CCM, MOC, NMC, UH, UOG

Directions:

Using the following scale; indicate by circling a number, (5 = highest / 1 = lowest), the priority that should be assigned to each of the following topics in planning a workshop for the improvement of college teaching at your institution.

(EXAMPLE)

Highest Priority					Lowest Priority
*	*	*	*	*	*
5	4	3	2	1	

A. Program Planning

1. Needs Assessment	*	*	*	*	*
	5	4	3	2	1
2. Program Goal Development	*	*	*	*	*
	5	4	3	2	1
3. Curriculum Development	*	*	*	*	*
	5	4	3	2	1

B. Course and Instructional Planning

4. Occupational Task Analysis	*	*	*	*	*
	5	4	3	2	1
5. Course Outline Development	*	*	*	*	*
	5	4	3	2	1
6. Behavioral Objective Writing	*	*	*	*	*
	5	4	3	2	1
7. Selection of Teaching Procedures	*	*	*	*	*
	5	4	3	2	1

	Highest Priority			Lowest Priority	
<u>C. Instructional Strategies and Methods</u>					
8. Interactive Strategies (ex.; role playing, problem solving)	5	4	3	2	1
9. Teacher Centered Strategies (ex.; demonstrations, supervised study)	5	4	3	2	1
10. Hands-On Learning Strategies (ex.; laboratory, practical training)	5	4	3	2	1
11. Community Resource Strategies (ex.; field trips, guest speakers)	5	4	3	2	1

D. Instructional Aids and Machines

12. Visual Aids. (models, chalkboard, etc.)	5	4	3	2	1
13. A/V Equipment (slides, films, overhead)	5	4	3	2	1
14. Video and Computer Equipment	5	4	3	2	1

E. Instructional Materials Development, Selection and Use

15. Lecture Notes	5	4	3	2	1
16. Student Handouts and Study Notes	5	4	3	2	1
17. Textbooks	5	4	3	2	1

F. Instructional Evaluation

18. Constructing Objective Tests	5	4	3	2	1
19. Constructing Performance/Skill Tests	5	4	3	2	1
20. Assessing Learning of Attitudes	5	4	3	2	1

G. Classroom Learning

	Highest Priority				Lowest Priority
21. Learning Factors	5	4	3	2	1
22. Motivation Factors	5	4	3	2	1
23. Obstacles to Learning	5	4	3	2	1

H. Teaching Adult Education Courses

24. Characteristics of Adult Learners	5	4	3	2	1
25. Recruiting Class Members	5	4	3	2	1
26. Instructional Program Planning	5	4	3	2	1

I. Professional Development

27. Student Feedback on Instruction	5	4	3	2	1
28. Peer Observation and Review	5	4	3	2	1
29. Personal Teaching Improvement Plans	5	4	3	2	1

Additional high priority topics for a workshop on improving college teaching in our institution should include:

I would be willing to serve as a facilitator/presenter on the following topics during an upcoming workshop for improving college teaching at my institution:

Please complete the following information to assist in fine tuning the upcoming workshops with regard to institutional goals and faculty demographics.

30. A primary instructional goal of the College of Agriculture at my institution is.....

- I. To prepare students for self-employment.
- II. To prepare students for employment as technicians and managers.
- III. To prepare students for continuing academic pursuits.
- IV. Not Certain
- V. Other _____

31. How many years of classroom teaching experience do you have? _____

32. What are the formal degrees you have received and major/minor areas of study in each?

(EXAMPLE) Bachelor of Science in Agriculture/Voc. Education
Master of Arts in Agronomy/Ag. Economics
Doctor of Philosophy in Chemistry/Soil Science

33. How many formal teacher training courses have you taken? (Circle One)

- None
- 1 to 3
- 4 to 6
- More than 6

34. If you are currently working on a split assignment how is your time divided?

Extension _____ % time
Instruction _____ % time
Research _____ % time
Other _____ % time

ADAP Symposium for the Improvement of Resident Instruction
University of Guam
College of Agriculture and Life Sciences
New CALS Building, Room 106
January 16 -18, 1991

January 16, 1991; OBSTACLES TO LEARNING & MOTIVATION FACTORS

I. Introduction

8:00 - 8:30 am

ADAP activities related to Resident Instruction:
Articulation, Curriculum Development & Instructional Material
Needs Assessment Survey
Review of Agenda

II. Obstacles to Learning

8:30 - 9:30 am

Barriers to Effective Communication Language Interpretation
Culture, Status and Position, Resistance to New Ideas

Brainstorming Session

Discussion

BREAK 9:30 - 9:50 am

III. Motivation Factors

9:50 - 10:50 am

Maslow's Hierarchy of Human Needs
McGregor's Theory X and Theory Y (Role Playing)

BREAK 10:50 - 11:00 am

IV. Motivation Factors continued

11:00 - 12:00 pm

Human Motivation, D.C. McClelland;
- Conscious and Unconscious Motives

Discussion

Closing

ADAP Symposium for the Improvement of Resident Instruction
UOG College of Agriculture and Life Sciences

January 17, 1991; CURRICULUM & INSTRUCTIONAL MATERIALS

I. Review of Regional Curriculum Projects (Panel Discussion)

8:00 - 8:45 am

II. Curriculum

8:45 - 9:30 am

BREAK 9:30 - 9:50 am

III. Curriculum Development

9:50 - 10:50 am

IV. Instructional Materials Development

11:00 - 12:00 pm

Review of Regional Projects
Chye Hean Teoh's Dissertation
Future ADAP Projects/Training

Discussion
Closing

January 18, 1991; HANDS ON LEARNING

I. Three Learning Domains

8:00 - 8:45 am

Cognitive, Psychomotor, and Affective

II. Instructional Objectives / Hands on Learning

8:45 - 9:30 am

Preparing Instructional Objectives; by R.F Mager

BREAK 9:30 - 9:50 am

III. Instructional Objectives practice session

9:50 - 10:50 am

BREAK 10:50 - 11:00 am

IV. PRIMARY INSTRUCTIONAL GOALS

11:00 - 11:30 am

V. SYMPOSIUM WRAP UP

11:30 - 12:00 pm

Evaluation
Closing

C. Curriculum and Curriculum Development

1	2	3	4	5
Least				Most
Appropriate				Aproprate
ADDITIONAL COMMENTS _____				

D. Instructional Materials Development

1	2	3	4	5
Least				Most
Appropriate				Aproprate
ADDITIONAL COMMENTS _____				

E. Hands On Learning

1	2	3	4	5
Least				Most
Appropriate				Aproprate
ADDITIONAL COMMENTS _____				

Evaluation Data from the ADAP Regional
Symposia for the Improvement of Resident Instruction

A sample evaluation form provided on the previous page shows that five topics presented in the Symposia at each location were evaluated. Respondents were asked to evaluate how appropriate the information in each topic was in meeting their responsibilities for resident instruction.

A five point Likert type scale was used. The scale had intervals of 1, with the highest number (5) representing "Most Appropriate", and the lowest number (1) representing "Least Appropriate". An area for additional comments was also provided for each topic.

The composite evaluative responses were as follows:

A. Obstacles to Learning	4.3
B. Motivation Factors.....	4.2
C. Curriculum and Curriculum Development.....	4.2
D. Instructional Materials Development.....	4.1
E. Hands on Learning.....	4.0

The majority of additional comments stressed the need for more time and more information. This suggests that although evaluations were positive the three half days were not sufficient for the amount of detailed material required by the participants.