



Preparing Vocational Teachers for the Disadvantaged: *Methods Used by Teacher Educators*¹

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The non-lecture approach for the vocational teacher to teach the disadvantaged youth is stressed. Some say teaching is telling and some say teaching is showing—both approaches are seriously deficient and naïve.

The main objectives to be covered are (1) to identify methods to be used for preparing vocational teachers to work with disadvantaged urban youth (which includes interdisciplinary co-operation to accomplish teacher preparation), and (2) to develop guidelines using the non-lecture approach and giving individual instruction.

It was suggested that the peer group has a definite influence on delinquent youth and, that therefore, teachers must recognize the peer group language and base their output on this. A good way to confront the student is through games and simulations. Games and simulations are (1) the current trend in vocational education, (2) have particular value in education, (3) induce interaction and confrontation in verbal work among peers that can be substituted in terms of differences in kinds of learning in the classroom and (4) they cause things to happen.

Four learning objectives of games as presented and played by the workshop participants are as follows:

1. To be able to cite distinction between instructional games and instructional simulations:
 - a. In terms of content in which these tasks are placed.
 - b. In terms of the dynamic advantages of games and simulations.
 - c. In terms of area of games and simulation.
2. To cite components of institutional games.
3. To cite four major values of institutional games and simulation in the school.
4. To be able to design instructional games.

Institutional games follow arbitrary rules. They deal with life content, a real life situation which a student may encounter such as selling an item. Games are played for fun, but one can also learn from these games. Simulations are used for knowledge and skills. An example would be making a cabinet. There is a certain amount of reward and motivation in a simulation. Instructional simulation is a technique to be used selectively. It is a promising way to solve problems, but you must know the subject and the people in order to engage the group effectively.

¹ From the final report: Number VII, Project 9-0535, Grant OEG-0-9-480535-4435 (725), pp. 15-16. Updating the process and content of Teacher Educator Curriculum to Reach Disadvantaged Youth in Metropolitan Areas (February 1971).