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Variable 1 – *didactical characteristics of instruction*

- acceptance of pupils – positive motivation,

- criticism, negative statements towards pupils – negative motivation,

- giving questions as a means of stimulating pupil's cognitive function,

- teacher's communicative pattern – explanation of topic.

Variable 2a) **– transmissive model of teaching**

Transmission (according to *Tonucci, 1991*) is understood as a means of passing knowledge from the one who knows (teacher) to the one who does not know (pupil). The pupil's role is to listen, remember and reproduce.

- the dominant methods of work and interactions are based on the reception and reproduction of information.

- almost no horizontal interaction between pupils is involved; the basic pattern of interaction is communication between the teacher and each pupil.

- teaching is organised as a sequence of independent subjects, cognitive schemes ordered from the simple to the complex.

- the pupil's own experience, personal background, cognitive style, way of expression etc. is not relevant.

- the teacher acts as an authority, relying on a range of means to make the pupil learn.

- assessment of academic achievement is based on normative scheme.

Variable 2b) **– experiential model of learning**

Experience here is gained by using the methods of drama in education, more specifically by:

- eliminating strict division lines between subjects and by designing projects that encompass integrated areas of knowledge,

- respecting differences and the individuality of the pupil, and introducing different situational contexts,

- organising group and co-operative activities as a meeting for different viewpoints,

- shifting the position of the teacher from one who has authority to one who holds the methodology.

We focused in particular on the following educational goals:

To develop a personality with:

- its own identity, balancing a strong perception of self with pro-social feelings,

- positive attitudes to life and people based on critical thinking,

- self-conduct determined by personal belief and intrinsic ethical norms,

- ability to react well in unexpected and complicated situations.

Among the main focus was the following educational range:

1. open communication,
2. self-respect, positive values,
3. initiative and creativity,
4. expressing feelings,
5. empathy,
6. assertiveness,
7. real and pictured role models,
8. pro-social behaviour – helping, contributing, sharing, co-operation and friendship,
9. ethics and religion – tolerance and respect.

The project was arranged into two four-lesson blocks of classes in the 1st stage of basic school.

Block A comprised four lessons integrating parts of syllabus of Maths, Slovak Language, Science and National History and Music using experiential learning strategies. The units were ordered as in Drama Structures. The characteristic features of the classroom subject patterns of education were eliminated.

Block B was of four lessons (Maths, Slovak Language, Science and National History and Music) which followed the traditional model of transmissive education, with no elements of experiential or alternative education.

We analysed the two different approaches with the same group of pupils. Both models, A and B, integrated the syllabus of Citizenship Education as set out in the legislation for the 2003/2004 school year.

The research aims included:

1. observing didactical characteristics (particularly experiential and transmissive teaching) in citizenship education for pupils at the junior stage of basic education,
2. analysing the findings from the observation,
3. making a comparative analysis of respective 'real' aspects of experiential learning (using the methods of drama in education) and of transmissive, more traditional learning.

The methods used in the project

We used the following two methods:

- Observation: direct and non-participational in each class, video-recording with a wide-angle camera; the recordings then being transcribed using observation protocols.

● Selected didactical characteristics were categorised using an analytical scheme AS8 (Zelina and Alberty) to microanalyse teaching. This scheme combines Flanders' approach to determine the teacher's level of direction with other approaches to analysis and evaluation of the teaching. Applying this scheme it was possible to explore, categorise, evaluate and interpret the following four teaching related characteristics:

A: Acceptance, Positive Motivation, represented by the following indicators:

A1. Affirmation, acceptation of pupils' answer

A2. Compliment, reward, good mark, positive evaluation

A3. Confidence in and stimulation of pupil's activities

A4. Original exposition of knowledge, "appealing" task

A5. Challenging pupils' activity not relying on directives

A6. Teacher's communication with pupils through playing the role of someone else

Q: Teacher's Questions to Pupils, the development of cognitive functions

Q1. Questions checking the progress of work, personal questions not related to subject knowledge

Q2. Questions stimulating perception, sensory motor co-ordination and memory

Q3. Questions stimulating convergent thinking

Q4. Questions stimulating critical thinking

Q5. Questions stimulating divergent thinking

Q6. Questions in reply given to teacher

R: Criticism, Negative Statements and Negative Motivation

R1. Negative statement, criticism and disapproval

R2. Corrections

R3. Irony, sarcasm, ridicule and scolding

R4. Missing immediate evaluation of pupils response

R5. Overstressing of backing of teacher's authority

T: Teacher Talking, Explaining and Communicating

T1. Giving instruction to work, organisational directions

T2. Commands, orders, directives

T3. Explanation, presentation and lecture

T4. Reasonless talking, repetition of what was said

T5. Mentoring and moralising

T6. 'Echoes', speech 'consoles' and linguistic shortcomings

Research Sample

The project was carried out in the fourth class of basic school during the 2003 – 2004 academic year. There were 11 boys and 9 girls in the class. Six pupils were of Romany background, 4 boys and 2 girls. Three of the pupils (2 of these Romany) had stayed in the fourth class from the previous academic year.

Analysis and Interpretation of the Research Findings

Graph 1: Comparison of summary values of variables (Comparison of EX and TR as a whole)
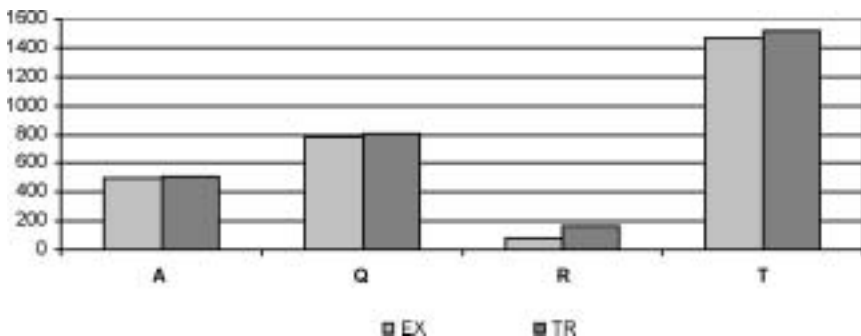

**Graph 2: Summary values of partial variables in the item Acceptance**
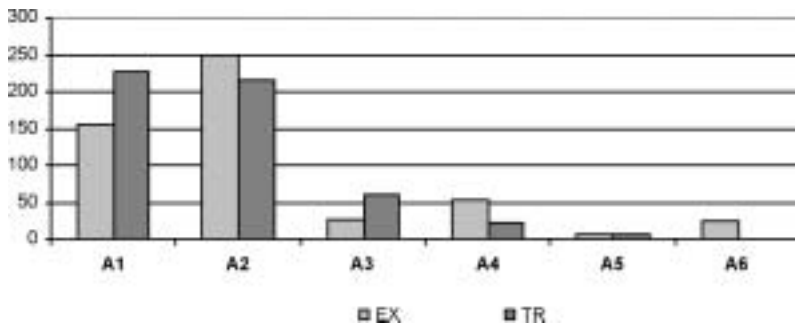
The sub-variables in the Acceptation category (A) showed positive motivation for particular teaching blocks. Experiential learning showed more frequent interactions of appraisal, reward, good marks or other examples of positive evaluation. It can also be seen as bringing more interesting tasks and the original exposition of knowledge. Both EX and TR models are characterised by almost the same representation of challenging and appealing tasks of a non-directive approach. The proportion of appeals and challenges is low in both models: the teacher motivates pupils in other ways than these. The teacher positively motivates pupils in both teaching models, but the expression of affirmation differs: it is only in EX that teacher communicates with children through entering a role, and this sub-variable is absent in the TR model.

Graph 3: Summary of values of partial variables in the item Teacher's questions given to pupils
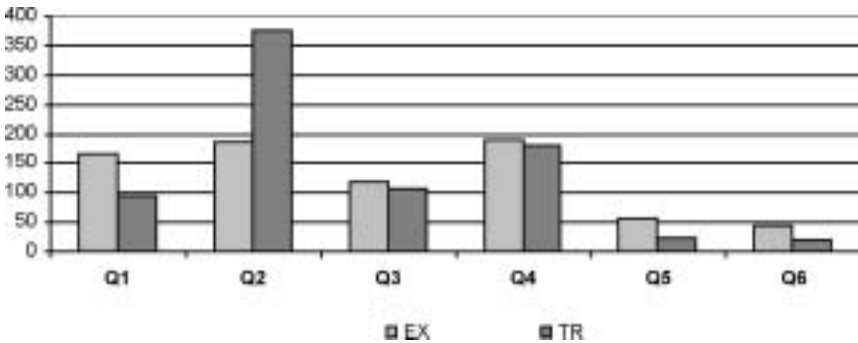
The sub-variables in the Teacher's questions group (Q) also showed differences according to teaching style. Because immediate experiences or acute problems of pupils can serve as a motivation for dramatic play, EX opened a larger space for interpersonal communications, thus allowing pupils to share their previous experiences, problems and pleasures. These interactions improved the climate during the teaching, helping condition pupils' personalisation and socialisation. In the EX block we registered more questions that aimed at developing cognitive functions and divergent thinking. Less frequent were questions that aimed at developing sensory-motor abilities and memory. There was more frequent two-way communication between teacher and pupil in EX. Our results suggest that EX opens a larger space for developing higher cognitive functions.

Graph 4: Summary values of partial variables in the item Criticism, negative statements towards pupils – negative motivation
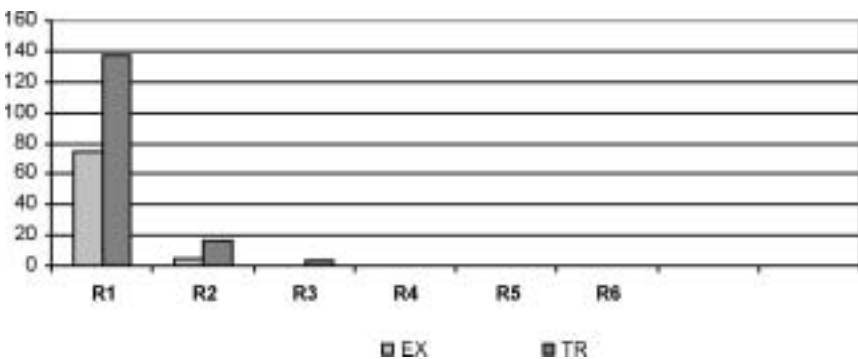
The sub-variables in the category Criticism and negative statement (R) showed that there was a lower rate of all types of negative statements in EX, and fewer corrections and expressions of disapproval of pupils. There was also much less emphasis on the teacher's authority. However, both teaching styles blocks showed none or very few interactions of

a negative stance. The most frequent interaction of this kind was criticism and disapproval of students' answers. Negative motivation is clearly an obstacle to effective education.

Graph 5: Summary values of partial variables in the item Teacher's communication – talking, instruction and explanation
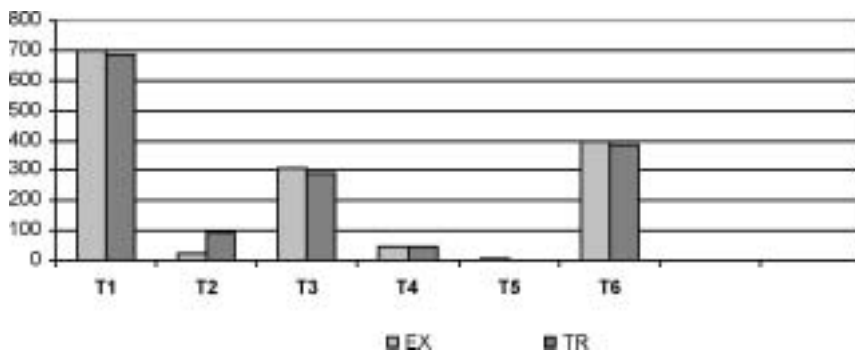
The sub-variables in the categortry Teacher's communication (T) showed that in EX there were lower rates of giving directives commands and instructions. Both teaching models showed frequent occurrence of linguistic shortcomings, and teachers in both models rely more on managing and synchronising the activities of pupils than on the transmission of facts through an exposition or lecture.

Conclusion

We conclude that the prerequisites for the effective teaching of citizenship are the utilisation of strategies that enable students' active social learning in a positive climate. Positive motivation and mutual acceptance are underlined by two-way communication and the pupil's expression of their own ideas.

Our analysis of Experiential and Transmissive models of education in the 1st stage of basic school shows more of the attributes that stimulate education towards active citizenship are found in the Experiential Model. Civic Education is not confined to a basic orientation in social science, or incorporating knowledge from other disciplines. It must be pupil-oriented if it is to help develop individual qualities, form their social self, and find their place in the world in relation to themselves and to others. Civic education can only educate citizens if it respects an individual approach and the citizen's right to take his or her own well-founded view (Petrucijova, 2002, s. 365).

However, the difference between the didactical characteristics of the two models is not substantial. Any marginal difference is probably caused by the phenomenon of the teacher's understanding of teaching. This is constant, and thus influences real didactical characteristics. In other words, educational projects taught by the two different models can show very similar didactical characteristics when they are taught by the same teacher.

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