CHAPTER 1: INTRODUCTION

1.0 Introduction

Character educators do not walk into their classrooms and begin teaching justice, respect and compassion but they teach fairly, respectfully, and compassionately. A teacher who teaches equally has no bias over any student. Respectful teaching requires a teacher to provide fair responsiveness to every student in demonstrating thoughts from different perspectives by not humiliating or demotivating any student. Compassionate teaching exhibits understanding for student’s diverse competence in attempting challenges by showing concern for students who have learning difficulties, thus devote their time in knowing the reasons behind. Hence, the teachers’ practices and decisions are embedded inextricably in classroom life for the students to model and thus develop sound character (Campbell, 2003).

We want students of good character. However, James Corner (2003) said that children cannot be only taught character, but rather ‘catch’ it from the adults around them and the interactions they experience. Laud (2000) also supports children observe and pick up certain personality traits from whom they associate with most frequently. This emphasizes why it is vital for teachers to exemplify certain desirable traits. Thus, teachers must be aware of to what they are doing and why they are putting those practices into action. It is important to be persistent and explicitly shown for students to observe and model. Through this actual demeanour they can, call on students to follow along. With such, we need our teachers to be good model of displaying certain desirable dispositions and personalities which in turn students could pick them up and eventually internalize those traits as their character. In addition, practices that teachers exemplify in the classroom are entwined in their positive modelling and bring about the influence they desire in developing
their students (Hansen, 2001). It signifies a paradigm shift in the justification for emphasizing the importance of focusing on the exemplary dispositions and practices of character educator instead of centering on the character development of students.

Being a character development educator is more complex. Lickona (2004) emphasizes that character education has greater complexity as compared to teaching linguistic subjects or mathematics. As character education entails personal progress and skills development. Unfortunately, teachers generally receive no training from the character development aspects to enhance their teaching and learning craft in order to develop sound character among students (Huitt, 2004; Schwartz, 2007). In addition, according to Collin (2009), many teacher educators fail to provide an authentic learning avenue for novice teachers. Character development saturates the daily life of classrooms (Hansen, 1993; Strike, 1996). Moments seized and circumstances need to occur to be handled. It is the moment when teachers need to seize and instil positive values in the actual classroom setting. Brown, Collins and Duguid (1989) claims that the negligence of situated nature of cognition means education has failed to attain its main intention to provide a transferable and robust knowledge. Nonetheless, in the recent years, educational researchers have been addressing this issue by seeking at ways to assimilate cognitive apprenticeship in the situated classroom setting and teacher education as a whole (Mary, 2012). Situated learning and cognitive models have been widely used in the field of teacher education (Alger & Kopcha, 2010, Huang, Lubin, & Ge, 2011; Lin, Hsu, & Cheng, 2011; Dickey, 2008).

Researchers of the situated learning theory emphasize that learning takes place at cognitive levels through the genuine context surrounding the learning experience (Lave, 1996). Learning takes place in an authentic context, so that it reflects how those skills will be used in the real world. The novice teachers could involve learning in a real classroom
setting alongside an expert teacher, as opposed to a more traditional lecture based at the university or higher education (Mary, 2012).

Novice teachers need practical experiences with a more experienced and erudite mentor (Ryan & Cooper, 2004). Practical experiences are strengthened during authentic learning situations and has been proven that this is where individuals acquire their learning (Feiman-Nemser & Buchmann, 2012; Fry & McKinney, 1997). In an authentic classroom setting, novice teachers are evidently able to notice the distinctive variances between the mentor teachers and the mental image developed from teacher education. When this happens, novice teachers would adopt the predominant norms of the mentor teacher (Zeichner & Tabachnick, 1981). Given the chance for novice teachers to observe and practice in an authentic classroom setting, they can adopt with great success (Mary, 2012) as an exemplary educator.

Teacher own education is a matter of significant concern as teacher plays a substantial role in implementing character education (Rajput, 2005). The question now arises as to what then are the exemplary situated teaching dispositions and practices to prepare novice teachers for character education. Thus, this study geared to explore the embedded situated teaching knowledge of identified exemplary teachers, and attempted to establish the codes of situated teaching dispositions and practices to prepare novice teachers for character education. Furthermore, this study also described the factors that affect their ‘learning to teach’ experience of the novice teachers.

The next section describes the background of the study, rationalizing why the researcher has been so passionate in emphasizing character education instead of other academic subjects.
1.1 Background of the Study

The attentiveness of societal problems and value deterioration is embodied in the various writings found in printed media, interviews, and dialogues, speeches in electronic media and in various studies. In addition, community leaders, educational experts and social specialists have discussed the issues of culture and character in various forums and seminars, not only at the local and national level, but also at the international level (Ramly, 2010).

A good solution to overcome, or at least reduce the problem of culture and build sound character is through education. Education is a preventive solution as it involves the character development of a new generation and resultantly in a better action (Battistich, 2008). In the history of the education field, there are two real objectives: to help people to be intelligent and smart and to help them shape character. It is easier to help them to be intelligent and smart, but difficult to make them be good and wise. The fact that the problem is seriously critical has made the management of character education highly crucial (Battistich, 2008).

In Malaysia alone, crime and moral loss in children are increasing as evidenced by the presence of child abuse, rioting, stabbings watching of pornographic movies, being victims of drug abuse and an increase in abortion and dumping babies. The Social Welfare Department of Malaysia (2012) reported that three thousand eight hundred and thirty one (3,831) children as abused victims in 2012. It was an increase of 403 cases compared to year 2011. The common cases of child abuse were physical, emotional and sexual. These moral dilemmas have drawn keen attention from the community, especially with regards to the issues of cherishing the infusion of a positive culture and moulding good and strong characters which can withstand the onslaught of negative influences.
The decrease of moral quality of human life in Malaysia especially among the students’ demands that character education be implemented. Schools are required to play the role and be responsible to inculcate core values and grow the go values as well as to help students to mould their character in a good manner. Nonetheless, has character education been showing effective outcomes?

Researchers (Williams & Guerra, 2007; Bren-nan & Foster, 2004; Dahlberg & Butchart, 2005; Hahn, 2007; Wilson & Lipsey, 2007) suggest that superior and comprehensive character education does not only develop good character effectively, but also a promising way prevent numerous social issues. These include criminal activities, aggressiveness, anti-social, school failure, sexual activities and bullying. The problems have been tacked with diverse approaches. Although not all scientifically found proven, some of the approaches have been found effective (Grossman, 1997; Flannery, 2003; Greenberg, 2004). Hence character education is really necessary to shape sound character among students.

Character education arouses different perspectives that are reflecting on the predominant questions of the nation educational system (BluePrint, 2013). Inescapably, in a pluralistic and democratic society, masses of voice express that the solution to many societal problems is character education. As an academic research field, character education in Malaysia needs to be researched into with greater depth with suitable research approaches. These studies should be benchmarked against selected developed countries such as the United States, where there are centres for character education research (Character Education Partnership; International Centre for Character Education).

Kilpatrick (1992) and Lickona (1992) are the earlier proponents of character education, and they believe that the concepts of morals need to be instilled to the younger generation so that they can truly understand what is right or wrong. According to Erkal
(2009) cultural education on the teaching of traditional values that are treasured conducts must be protected, developed and studied by the younger generation according to their traditions and cultural background. I-Chung Ke (2008) stressed the need for a change in the education to solve problems by way of raising children’s awareness through teaching.

Noddings (2002) sees modeling as the first component of such teaching. This is supported by Fenstermacher (1990) who proposed that the purpose of teacher modeling is first to be imitated and later to be influencing in guiding student development. Being good role models advocate basic social and moral values (Merle, 2007). In the progression of shaping students’ identities, students look for role models to understand what it takes to be an active citizen and a person who possesses good value. Teachers play an influential role in such process (Bandura, 1997). The price of paying for an effective character education is putting heavy onus on teachers’ responsibility and their development. In our current society, we need numerous character educators in order to have widespread learning outcomes. Nonetheless, the focus does not lie only on the quantity but also the quality of those character educators. Hence, it is necessary to have a comprehensive and effective approach to prepare novice teachers for character education.

1.2 Statement of the Problem

Weissbourd (2003) asserts that teachers’ character development skills and dispositions are necessary to support the effective outcome of character education. In recent times, many teachers are in a dilemma due to the standardization of curriculum, heavy emphasis on assessment, strong focus on subjects such as mathematics and science (Zhao, 2010) have neglected the emphasis on value in order to balance out the material world. The responsibility of preparing students for global competence lies on the teachers’ shoulder.
Nonetheless, it is imperative for students to instil values from the teacher’s inculcation (Wang et al., 2011).

Teachers play an important part in moulding certain forms of social life and experience of students within the classrooms, thus affecting students’ development regardless of emotional or mental aspects. Classroom setting is intrinsic to character formation. Character formation is notably inescapable from teacher’s craft (Lapsley & Narvaez, 2006). Nonetheless, Enkenberg (2001) strongly criticizes teacher education because the learning to teach tends to occur disjointedly from exemplary or expert practices. This separation is challenging because exemplary practices are crucial to real-world performance. It is the tacit knowledge which is simply problematic to transcend through lecture or explanation. The implications of this issue taken to the extreme, are that teacher education could merely transmit information and deliver methods of instruction but are ill prepared to apply them in a practical setting. Although many educational researchers have been dealing this problem by seeking ways to adopt cognitive apprenticeship in the classroom practice and teacher education as a whole (Mary, 2012), but character education is scarcely to be seen (Schwartz, 2007).

Fenstermacher (2002) claims that exemplary teaching requires teachers to have good coherence between morality and teaching pedagogy. This is supported by Campbell (2003), who also describes the significance of a teacher’s classroom experience and expertise in grounding to make pedagogical decisions to shape sound character among students. These experiences ought to be valuable as a source for preparing novice teachers with those exemplary situated teaching practices for character education. Hence, it is essential to recognize not only exemplary dispositions but also exemplary practices in a situational classroom setting for character education. This is supported by Schwartz (2007) who stated that if our society is to have active citizens with sound character contributing to
the advancement of humanity, it must have teachers who possess sound character. There must be a clear awareness of identifying what they do, how they do, why they do, to develop sound character in their students. However, if institutional leaders are also unaware of the existing knowledge and expertise grounded in the classroom experience, they stand to lose valuable in-house potential for establishing exemplary practices and dispositions for character education (Dawn, 2008).

Scrutinizing such problems in preparing novice teachers for character education, the researcher found the above problems similarly occurring within her organization, Prokidz Institution. Figure 1.1 presents the researcher’s postulated problems of this study to her organization. The huge rectangle represents Prokidz Institution, the sample site which was chosen by the researcher. The rationale of this study is explained in Section 1.5 and of why Prokidz Institution was selected.

![Figure 1.1: Representation of the present researcher’s postulated problems of this study](image-url)
In Figure 1.1, each cloud shape (T) represents the exemplary situational teaching dispositions and practices possessed by the teachers. As such, the bigger the cloud shape, the more exemplary situational teaching dispositions and practices the teacher possesses. The inner curved corner rectangle is the 30-Hour Cognitive Apprenticeship Training which the researcher implemented in this study to prepare novice teachers for character education. The dotted cloud shape is the ‘learning to teach’ experience gained by the novice teachers through the 30-Hour Cognitive Apprenticeship Training. The arrow represents the coaching process throughout the training by having the identified Exemplary Teacher as the coach while a Novice Teacher played the role as an apprentice at Prokidz Institution. Based on Figure 1.1, problems were postulated by the researcher. Each of these problems is further explained below.

Firstly, the embedded situational teaching knowledge of these exemplary teachers, their successes in the classroom and the tacit knowledge of learning that they intuitively use to make decisions in their everyday practice of teaching are important to be recognized (Dawn, 2008). If the researcher could recognize the value of this understanding as credible insight into exemplary practices in a situated classroom setting, the researcher could make a powerful case to facilitate the learning of novice teachers for character education. However, the researcher who was also the institutional leader, was unaware of the existing embedded situational teaching knowledge and expertise grounded in the classroom experience of these exemplary teachers.

Secondly, there was a problem preparing novice teachers to have consistent learning to teach outcomes, as there was no clear agreement on what constitutes exemplary dispositions and practices in a situated classroom setting for character education. There remained a societal and professional expectation that teachers would know ‘it’, have ‘it’ and model ‘it’ in their practices or dispositions (Schwatz, 2007). The purpose of the
researcher in utilising different thicknesses of the arrows is to illustrate the possibility of exemplary teachers who model different dispositions and practices to the novice teachers based on their own individual’s embedded situational knowledge. Such an approach may lead to different learning outcomes and may vary much depending on the exemplary teacher who coaches the novice teacher.

Thirdly, it is unclear if there are certain characteristics of the learning approach and environmental factors that affect novice teachers’ ‘learning to teach’ experience in acquiring the required knowledge and skills throughout the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution. There has been little research to describe the coaching process provided to novice teachers by coaches (exemplary teachers) and descriptions of how coaching changes over time is lacking (Collet, 2012). Factors that affect not only novice teachers learning during the process, but how they learn and how much of what they learned are worth studying. These factors, specifically the novice teachers’ perceptions were viewed as most beneficial to their learning to teach (Jennifer, 2009).

In conclusion, there is no general understanding on what constitutes exemplary dispositions and practices in a situated classroom teaching for character education. It is difficult to develop sound character among students without exemplary standards. It will be challenging to prepare novice teachers to be an exemplary character educator (Schwatz, 2007). It was important to investigate these issues and that is why the current study had been undertaken; the two-fold purpose of this investigation, therefore, was to explore and establish codes of exemplary situated teaching for character education as well as to scrutinize the factors that affect the ‘learning to teach’ experience from the novice teachers as they learned from their exemplary teachers who were their coaches during the training.
1.3 Objectives of the Study

The general intention of this research study was to investigate how (if possible) a novice teacher could be guided by an exemplary teacher for character education. In order to do so, this study was divided into two aspects, namely the establishment of codes of exemplary situated teaching and infusing the codes in preparing novice teachers to identify the factors of ‘learning to teach’. The objectives of this study are listed as the following:

1. To explore the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education
2. To establish the codes of exemplary situated teaching for character education at Prokidz Institution
3. To identify the factors that affect ‘learning to teach’ experience from novice teachers at Prokidz Institution

When this study was initially conceived, the researcher intended to only understand the factors that affect the ‘learning to teach’ experience from novice teachers as a result of the 30-Hour Cognitive Apprenticeship Training. However, at the end of the training, it gave the researcher the impetus to carry out an evaluation phase. In this phase, novice teachers were evaluated using the established codes that were developed from this study. The emergence of this phase saw the formulation of an added objective:

4. To describe the performance of novice teachers using the established codes after the training at Prokidz Institution
1.4 Research Questions

Based upon the objectives stated above, this study investigated the research questions as listed below:

1. What is the situated knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience in relation to character education?
2. What are the codes of exemplary situated teaching for character education at Prokidz Institution?
3. What are the factors that affect the ‘learning to teach’ experience from novice teachers at Prokidz Institution?
4. How is the performance of novice teachers after the training programme at Prokidz Institution?

1.5 Rationale of the Study

It is vital to explain about researcher’s interest in-depth and how this study came to be. The researcher’s previous educational experience has provided her with many opportunities to form her own opinions about exemplary teacher practices and the learning through situated classroom setting. That experience, over nine years, includes time spent as a Kumon Principal, trainer for soft skills, parent consultant and programme designer for Prokidz Institute. As a character building coach for the past 5 years, she has had the opportunity to observe many teachers as they interact with their students. In addition, she often has to mediate with parents who are hoping to shape their children to possess positive character, working to find effective solutions that the students require.

Three years ago, she founded Prokidz Institution. Prokidz Institute’s vision is to educate students to take responsibilities as an active citizen of their local, national and international communities through leading students to be confident and outstanding persons
with the possession of positive values. It believes true investment is surely to be found in
the enhancement of a child's confidence and the building of sound character. In order to
accomplish these goals, she counts on the efforts of the teachers in the institute who work
with students in classrooms. At Prokidz Institute, she has a particularly advantageous point
from which to view the interrelations and communications between students and teachers.
In addition, she could constantly monitor students’ learning and teachers’ teaching progress.
She hopes that all her teachers are all teacher experts, able to meet the goal of developing
sound character among students; however, the reality is that not all teachers are created
equal. This is an issue which has been concerned to her for some time. Having the content
(lesson plan) as a constant variable, the progress of students varies according to the class
teachers. Moreover, through direct observation, different teachers have different
instructional practices, characteristics and ways to create the learning atmosphere in their
classes. Of course, students who are taught by some teachers tend to develop better
character and skills as compared to novice teachers.

Hence, the researcher realized that it was essential to establish standard yet
exemplary situated teaching dispositions and practices of teachers to ensure consistent
development of sound character among students. The following few excerpts are examples
stated by the teachers at Prokidz Institute during an informal conversation with the
researcher.

Teacher A: *I welcome each student at the door. I like the friendliness and energy
level that I put forward. It is fun to be with children because of their energy level.
Many started off timidly and treated it as weird practice. Many of them are not
taught at home. However, they now feel normal and it has become a cultural norm
at the centre. It is happy to see them greeting each other when they arrive the
centre.*

*(Oct-2013)*
Teacher B: *I can’t stand when students just ask for something without a polite request. Instead of raising their hand to request, they would just blur out with a demanding tone. ‘Hey, I need that’. It is important to deal with it. If a student behaves such a way, and no one deals with it, we are literally telling the students it is alright to do so.*

(Oct-2013)

Teacher C: *Teacher A who always say positive words. No one heard her complain or moan. She is positive who always looks for the good, talks the good and acts the good. I was in her class once. She really helps her students by excelling her students best. She has definitely influenced many students.*

(Oct-2013)

Teacher D: *I see myself as a facilitator and coach in the classroom. Whenever I see students are engaged and asked questions related to the subject areas, I know they are learning. I also like to have cooperative learning opportunities for students. They are cooperative and work together to achieve the same goal.*

(Oct-2013)

As a character educator, it would be good to have a clear idea of what exemplary situated teaching dispositions and practices look like in a classroom setting for character education. The researcher labels these exemplary practices as codes. The situated knowledge of exemplary teachers, their successes in the classroom and the tacit knowledge of learning that they intuitively use to make decisions in their everyday practice of teaching and learning were definitely worth studying. These experiences ought to be valuable as a source for building standard but exemplary situated teaching dispositions and practices for character education. By recognizing the value of this understanding as credible insight into exemplary practices that achieve learning, the researcher could make a powerful case to facilitate the learning of novice teachers for character education. More novice teachers can be trained by referring and implementing the established codes of exemplary situated teaching dispositions and practices for character education. Thus, supporting the researcher’s mission to spread and implement character education widely.
1.6 **Significance of the Study**

The researcher established the codes of exemplary situated teaching dispositions and practices for character education named as CRAMVIL Mode of Teaching. CRAMVIL Mode of Teaching has seven teaching modes. The content presentation of the codes includes (i) description of the code (ii) teachers’ roles and practices (iii) real life example of practices and dispositions and (iv) indicators from students’ actions and behaviours in class. The codes are a written guideline to facilitate a teacher’s understanding to be an exemplary character educator. The uniqueness of this code is established through a situated classroom setting of character education quoted with real life examples that are exemplified by exemplary teachers at the institute.

The researcher was very excited and pleased to find that even though there were only two exemplary teachers involved in this study, the established codes of exemplary situated teaching for character education was useful for the novice teachers. Eight functions of the codes have been identified by scrutinizing the ‘learning to teach’ experiences through the Novice Teacher Interview (NTI). The codes can be used as different kinds of tools which include Explanation, Guidance, Focus, Feedback, Self-Monitoring, Evaluation, Booster and Achieving. The codes serve as important tools in enabling an institution to support the student learning by ensuring all teachers can teach and guide students. The codes of exemplary situated teaching for character education at Prokidz Institution not only provided a clear description of what constitutes exemplary dispositions and practices but have various functions to prepare novice teachers to position themselves (novice teachers) as exemplary teachers.

In addition, the researcher identified the factors that affect the ‘learning to teach’ experience from the novice teachers in this study who went through the 30-Hour Cognitive Apprenticeship Training. Factors that affect learning include having an avenue to engage in
an active learning situated classroom, learning through constant feedback given by their coach/mentor/supervisor. Modelling, articulation and journaling also serve as learning tools in their (novice teachers) learning process, interpersonal relationships between coach (exemplary teacher) and apprentice (novice teacher) and also the change of coaching support (interactive changes) given by the coach (exemplary teacher). The infusion of codes enables authorities/institutions to achieve a conducive balance between the responsibility of the teachers (exemplary teachers and novice teachers) to maintain an effective learning environment. If the impact of teacher education is elevated, by knowing the factors of learning, then it is promising to have teachers to enrich the pedagogical situation in the actual teaching environment (Jabeen, 2010). This will thus improve the student’s character development.

The process of articulating and documenting exemplary practices and dispositions at Prokidz Institution has provided means of bringing the value into the larger discussions or implementation outside the institution. These findings may impact the education policy about character education with credible exemplary practices of teaching and learning for character education. This can be shared with other institutions according to the context, thus strengthening practice competencies and exemplary dispositions as a character educator.

1.7 **Scope of the Study**

This research studies the establishment codes from exemplary teachers’ practice in preparing novice teachers for character education within Prokidz Institution. The researcher understands that exemplary situated teaching would cover a wide range of activities and elements that the teachers have to undertake, but it would be impossible to attain all aspects. Hence, emphasis was placed on the exemplary teachers’ exemplified practices and
dispositions during their lessons. For example, how exemplary teachers interacted with their students, how exemplary teachers instilled values and related to students’ daily life, what were the instructional practices of exemplary teachers, how exemplary teachers behaved and carried out their dispositions in class as well as the indicator of resulting attitudes and behaviours of students.

The second focus of this study was to draw out the factors that affect ‘learning to teach’ experience of novice teachers at Prokidz Institution who infused the established codes of exemplary situated teaching through the 30-Hour Cognitive Apprenticeship Training. It is essential to scrutinize how a teacher learns and what factors or circumstances maximize their learning (Dawn, 2008; Jennifer, 2009). The researcher identified the factors that affect ‘learning to teach’ experience from the perception in utilizing the codes of exemplary situated teaching, description of coaching changes over time in terms of the interaction with their coaches (exemplary teacher) as well as the reflection on how they learned.

Hence, this study established the codes of exemplary situated teaching within the scope of exemplary dispositions and practices for character education from the embedded knowledge of exemplary teachers at Prokidz Institution in the context of classroom teaching experience. It also described the factors that affect ‘learning to teach’ experience of novice teachers from the 30-Hour Cognitive Apprenticeship Training at Prokidz Institution.

1.8 Definition of Terms

The following terms are defined below as they are used in the present research study. These definitions are grounded in the review of the literature but have been contextualized in accordance to this study.
1.8.1 Character Education

According to Midle (2008), character education, often used interchangeably with the term moral education, value education, has been of interest for thousands of years. Elias (2002) suggests the terms such as values, morals, ethics as well as character are used interchangeable. All of the listed terms above focus on behaviours or characteristics that has the same purpose to enhance humanity and society as a whole. In the context of this study, character education refers to the offered programme from Prokidz Institution (case site).

In the context of the selected research site, Prokidz mission is to nurture children to be outstanding youth who pursue their life confidently with sound character (Prokidz Student Handbook, 2013). It is the development of character in the generation of youth who can attempt life challenges (Berkowithz, 2005). The researcher employed the in-house character-building programme, both at the Beginner and Intermediate Level as the situated classroom setting content. The objective of Beginner Level is to activate the interest of students to develop sound character while the Intermediate Level is to accept challenges to develop sound character. Throughout the research, the researcher utilized the classroom setting of these two levels allowing all research participants (exemplary teacher, novice teacher and student) to be on the same research setting.

1.8.2 Exemplary Teachers

A 4-week preliminary study was done to identify the exemplary teachers at Prokidz Institute to be the participants. According to the literature review, an effective teacher (also termed as exemplary) is identified as a role model, with high self-efficacy and possesses a high stake of instructional practice ability (Dawn, 2008; Merle, 2007; Hal, 2008). Hence,
the researcher utilized the three elements of an effective teacher to select exemplary research participants for this study.

In the context of the present study, sixteen Prokidz in-service teachers were given a Teacher Self-Efficacy Test and six were chosen for the next stage of selection. The chosen six teachers were evaluated on their classroom management skills during their class teaching. In addition, students (minimum age 11 years old) were given a survey to identify whether their class teacher possessed certain traits of personalities and practices in class as role models. Finally, two teachers who achieved the highest average score by employing the evaluation tools of (i) Teacher Efficacy Test (ii) Classroom Management Evaluation and (iii) Role Model Practice were chosen as an Exemplary Teachers in this study.

1.8.3 Novice Teachers

In the context of this study, a novice teacher is defined as an individual without any teaching experience within or outside the boundary of Prokidz Institution. The potential candidates had to undergo the same Teacher Efficacy Test and potential candidates needed to go through an interview session conducted by the researcher. The purpose of the interview session was to allow potential candidates to express their reason for participating in this study as well as to feel their passion and enthusiasm. Great teachers have passion for what they do and effective teaching requires enthusiasm that is contagious in creating a lively learning environment (Hal, 2008). Two candidates were chosen to participate in this study as a novice teacher to go through the 30-Hour Cognitive Apprenticeship Training gaining the experience of ‘learning to teach’ at Prokidz Institution.
1.8.4 Codes of Exemplary Situated Teaching

The codes were the central research outcome that the researcher intended to achieve for character education. The codes in the context of this study were derived from the data collection through Situated Classroom Observation (SCO) and Exemplary Teacher Interview (ETI) of those exemplary teachers. In the context of this study, the codes describe the exemplary situated teaching dispositions and practices for character education on (i) description of each teaching mode (ii) teachers’ roles and practices (iii) examples of actions to be taken to exemplify the practices and dispositions in a situated classroom (iv) indicators of resulting students’ actions and behaviours in class

1.8.5 30-Hour Cognitive Apprenticeship Training

The Situated Teaching and Learning Theory emphasizes that learning takes place at cognitive levels through genuine contexts surrounding the learning experience where the learners are able to learn from the more experienced/expert colleagues (Brown, Collins & Duguid, 1989; Lave, 1996). In this context of study, the researcher developed a 30-Hour Apprenticeship Training allowing novice teachers to gain authentic learning experiences to teach. The researcher explained the mechanism of the training to provide a clear picture of this study at Prokidz Institution. Dickey (2008) mentions cognitive apprenticeship embodies certain terms in a sequential manner which comprises modelling, explanation, coaching, scaffolding, reflection, articulation and exploration which enable learners to engage activity in the real-world as well as meaningful contexts. It is a sequential manner. However, the researcher had modified the Cognitive Apprenticeship Model and divided the training into three coaching stages and modified some terms used in the conventional Cognitive Apprenticeship Model. Each coaching stage has different learning elements signifying the learning process during the particular stage. Table 1.1 illustrates the
coaching stages with their respective learning elements. The coaching stages of the 30-Hour Cognitive Apprenticeship Training include the Observation Stage (modelling and articulation) with a duration of 6 hours; Scaffolding Stage (dependent teaching, articulation and reflection) with a duration of 12 hours, and the Exploration Stage (independent teaching, articulation and reflection) with a duration of 12 hours.

Table 1.1: 30-Hour Cognitive Apprenticeship Training (Three Coaching Stages)

<table>
<thead>
<tr>
<th>Coaching Stages</th>
<th>Learning Elements</th>
<th>Frequency</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Modelling &amp; Articulation</td>
<td>2 Lessons</td>
<td>6</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Dependent Teaching &amp; Articulation &amp; Reflection</td>
<td>4 Lessons</td>
<td>12</td>
</tr>
<tr>
<td>Exploration</td>
<td>Independent Teaching &amp; Articulation &amp; Reflection</td>
<td>4 Lessons</td>
<td>12</td>
</tr>
</tbody>
</table>

1.9 Limitations of Study

Several limitations are inherent in this study. The first is the small sample size. The data in this study was collected from only two exemplary teachers to explore the exemplary situated teaching practices and dispositions. Conducting the Exemplary Teacher Interview (ETI) with a small number of teachers provided a limited view of expertise. Nonetheless, this research study was intentionally aimed to explore only within a specific context of site - Prokidz Institution. As such, it is important to emphasize that the researcher did not aim to generalize the findings.

1.10 Chapter Summary

This chapter has the stage set for this study, namely the problem statement, the research objectives and research questions, rationale of the study, the significance of the study as well as the definition of terms used within this research context. The following
chapter contains a literature review that supports the constructs and theoretical foundations of this study. The review includes the research practices on character education, exemplary teaching as well as situated teaching and learning with cognitive apprenticeship.