Understanding CPD of Adults Through an Insider's Narrative

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UNDERSTANDING CPD OF ADULTS THROUGH AN INSIDER’S NARRATIVE

-DRAWN ON-

BARBARA J. DALEY’S PAPER:

‘A CASE FOR LEARNER-CENTRED TEACHING AND LEARNING’
Barbara J. Daley’s Paper: ‘A Case for Learner-Centred Teaching and Learning’

Reference:
What does Daley (2003) argue?

A. Learning Orientations
   - Merriam & Caffarella (1999):
     1. Behaviorist
     2. Cognitivist
     3. Humanist
     4. Social Learning
     5. Constructivist

B. Teaching Orientations
   - Pratt (1998):
     1. Transmission
     2. Apprenticeship
     3. Development
     4. Nurturing
     5. Social Reform

C. Career Stage
   - Dreyfus & Dreyfus (1985):
     1. Novice
     2. Advanced Beginner
     3. Competent
     4. Proficient
     5. Expert
1. Learning Orientations: **Behaviourist**

□ **The Concept:**

Founded by John B Watson in the 1920s and developed by B F Skinner between the 1930s and 1970s (Merriam & Caffarella, 2007).

□ Three basic assumptions:

a) **overt and observable** behaviour rather than **internal thought** processes or spirituality is the major focus of the study; in particular, learning is manifested by a change in behaviour.

b) behaviour is shaped by **environment** and not by any **motives from within**; what one learns is determined by external forces in the environment, over which one has little or no control.

c) **principles of contiguity** and **reinforcement** are of key importance to explaining the learning process.
1. Learning Orientations: Behaviourist

- **The Role of Educators and Learners:**
  
  The behaviourists believe that they have the authority and are ready to use that authority to manage the classroom and control the activities of individual learners so that they will learn whatever it is that they has been charged with teaching them.

- **The educator,** then, is a contingency manager, an environmental controller, or a behavioural engineer who plans in detail the conditions necessary to bring about desired behaviour.

- **The learners** in response, act to exhibit certain behaviours upon which they are judged.

- Some methods of teaching that behaviouristic educators use, include lecture, programmed instruction, and computer guided instruction.
1. Learning Orientations: Behaviourist

**In short:** The generally accepted concepts, principles, assumptions and recommendations that characterize behaviouristic education include:

- teacher-centred classroom;
- authoritarian classroom management;
- specific educational objectives;
- transmission of predetermined knowledge and skills;
- emphasis on the product of learning;
- carefully prepared lesson plans;
- systematic methodology;
- formal instruction;
- teacher accountability;
- emphasis on efficiency in teaching;
- desired response;
- teacher regarded as technician or engineer;
- drill, repetition, and review for memory;
- wide use of incentives;
- extrinsic motivation;
- criticized for being mechanistic, deterministic;
- emphasis on reinforcement;
- aims at producing the good citizen; performance contracts.
1. Learning Orientations: Cognitivist

- **The Concept:** -information processing theory-
- Connected with mental processes of understanding/
- Thinking or conscious mental processes/
- Related to the process of knowing, understanding, and learning something --in learners’ control—
- “the human mind is not simply a passive exchange-terminal system where the stimuli arrive and the appropriate response leaves. Rather, the thinking person interprets sensations and gives meaning to the events that impinge upon his consciousness” (Grippin & Peters, 1984, p. 76).
- The purpose of education is to help the learner develop skills needed to learner better: making connections, processing information and thinking about the information they are studying.
1. Learning Orientations: Humanist

- **The Concept:**
  Began to emerge in the late 1940s at least in part as a reaction to behaviourism and Freudian psychology and was contributed by two psychologists Abraham Maslow and Carl Rogers, and later by Malcolm Knowles.

- The fundamental assumptions (Rogers, 1983; Maslow, 1970):
  a) human beings can control their own destiny.
  b) people are inherently good and will strive for a better world.
  c) people are free to act, and behaviour is the consequence of human choice.
  d) people posses unlimited potential for growth and development for self-actualization.
1. Learning Orientations: Humanist

- **The Role of Educators and Learners:**
  The behaviourists assume a democratic relationship with learners’ self-directed learning.

- The *educators* is a co-learner or partner in the education process and facilitate learning but do not direct learning or disseminate fixed knowledge.

- The *learners* are highly motivated and self-directed as the responsibility to learn is assumed by the learner and not by the educator (to teach).

- Humanistic *teaching methods* contain group discussion, team teaching, individualized learning, and the discovery method.
1. Learning Orientations: Humanist

**In short:** The generally accepted concepts, principles, assumptions and recommendations that characterize humanistic education include:

- student-centred classrooms
- teacher regarded as a facilitator;
- democratic classroom management
- broad, general objectives
- promotion of each student’s individuality
- fostering self-actualization
- emphasis on the process of learning
- flexibility and adaptability
- spontaneity and improvisation
- informal instruction
- student responsibility
- more variety than repetition
- more reliance on interest
- intrinsic motivation
- emphasis on creativity and self-expression
- criticised for being romantic, overly idealistic
- emphasis on goal seeking
- aims at producing the free and happy person
The Concept: Jack Mezirow, the original founder of the theory, explains transformative learning as the process of affecting change in a frame of reference (a paradigm shift) (Mezirow, 1997): habit of mind and point of view.

- Experience, Critical reflection, Discourse, Development
- Phases or steps through which adults transform their frame of reference (Mezirow, 1997; Taylor, 1998; Cranton, 1996):

1) a disorienting phenomena
2) self-examination (with feelings of guilt or shame)
3) a critical assessment of assumptions
4) recognition that one’s discontent process of transformation are shared and that others have negotiated a similar change
5) explorations of options for new roles, relationships, and actions
6) planning a course of action
7) acquisition of knowledge and skills for implementing one’s plans
8) provisionally trying out new roles
9) building of competence and self-confidence on new roles and relationships
10) a reintegration into one’s life on the basis of conditions dictated by one’s new perspective
1. Learning Orientations: **Social Learning**

- **The Concept:** Learning occurs through observing & imitating, interacting and conversing with others, analysing problems and identifying solutions together, and meeting goals together (Bandura, 1986; Cobb & Bowers, 1999).

- **Purpose of education:** to model new roles and behaviours.

- **The Role of Educators and Learners:** In this learner-centred approach educator is a guide on the side.

- Social learning is seen in mentoring, apprenticeship, internships, peer reviews, …
1. Learning Orientations: Constructivist


- A powerful strategy in adult education (Sutherland, 1997).

- Past experience act as the baseline against which learners compare and contrast new information.
2. Teaching Orientations

- Pratt (1998):

  **POINT:** The relative importance of the learner, teacher, content, context and ideals changes in each.

1. **Transmission:** content and teacher focused; learners are in a passive role; recipient of information.

2. **Apprenticeship:** content and teacher are closely linked to a particular context of practice; teacher acts as a role model and helps the learner about how content is used in a particular context.

3. **Development:** content and student focused; development educators help learners solve problems, using their prior knowledge to create new ways of thinking.
2. Teaching Orientations

4. **Nurturing**: centres on the relationship between the learner and the teacher because this relationship fosters the learner’s personal growth and self esteem (Knowles, 1984). Content is the platform where this relationship is developed.

5. **Social Reform**: focuses on the ideal of social change and reform; learner and content are less important than the broader social agenda.
3. Career Stage

- **Novice**: teach the way they were taught.
- **Advanced Beginner**: begin to recognise the validity of their experience.
- **Competent**: acquire increased experience and ability to cope with unpredictable situations.
- **Proficient**: develop a more holistic sense of their work: a larger picture of their work including their students and their organisations.
- **Expert**: develop a great deal of common sense understanding of their work.

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Dreyfus & Dreyfus (1985):

Increasing autonomy and creativity, and relying less and less on formal structures and rules.
Narrative One (Program 1):

“I worked for four years as a lecturer in a private sector university in Pakistan. This place had a beautiful culture. There were no walls between the new and the senior teachers. People were very friendly, supportive, easy to seek, and had established a shared culture of collegial discussion and team work to facilitate the professional development of each other. Teacher learning forum, online discussion thread and the staff presentations were particularly of my interest. These platforms were excellent opportunities for all of us not only to socialise but also to engage in a professional dialogue with each other to share our ideas, perceptions, values, and understandings through the mutual disclosure of thinking and practice, feelings, hopes and even fears. This professional engagement was a source of continuous learning from the lived experiences of each other.”
“In 2005 I joined a public university and in the summer break, I was invited as an internal to sit in a professional development program: ‘Staff Development Course’.

This course was designed and offered by the Higher Education Commission to the in-service teaching staff. To my utter surprise, it was a pre-packaged professional development and was conveyed through top-down teacher training strategies. Secondly, the content being delivered lacked any connection to the current classroom context in which participants work, rather was based on remediation and quick-fix approaches which largely lacked any authentic experiences. It was painful to sit everyday in a passive role as a recipient of theoretical knowledge.”
## Comparison of teacher TPD programs

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