

UNIVERSITY OF CAPE TOWN

FACULTY OF EDUCATION

AN EVALUATIVE STUDY
OF A UNIVERSITY COURSE FOR PROFESSIONAL ADULT EDUCATORS
USING AN EXPERIENTIAL LEARNING METHODOLOGY

A dissertation
presented in fulfilment
of the requirements for the Degree of

MASTER OF PHILOSOPHY

by

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ABSTRACT

This study explored the use of the experiential learning methodology and the concept of learner responsibility within a course for the professional preparation of adult educators at university level. The research methodology was illuminative evaluation using case study research and participant observation.

The study described the problems and issues that arose when the students, on the 1982 Diploma Course for Educators of Adults at the University of Cape Town, were faced with the responsibility for the designing, managing and teaching of their own curriculum. The analysis of this showed an ability and willingness on the part of most students to engage in this responsibility. For some students the required role as "curriculum constructor" contradicted with their expected and preferred stance of a learner receiving mediated knowledge from a teacher. The role of assessment diminished the freedom to engage in responsibility, and the difficulties of decision making and management led ultimately to the formation of a management committee. The study went on to examine learner responsibility and experiential learning in more depth. The students' preference for other methodologies and their own perceived ability and confidence to engage with both learner responsibility and experiential learning were major hindrances for the course. The conflict of roles experienced by both the staff and students at a variety of points required a way of clarifying and resolving this conflict, otherwise it continued to block involvement for the students or staff. For learner responsibility the access to

/learning....

learning resources was a further problem. The introduction of experiential learning and the apparent non-openness of it to other methodologies were also problems experienced in practice.

The research concluded with an attempt to address these problems. It was proposed that experiential learning and learner responsibility needed to be reconceptualised. Developments such as "learning contracts", "a learning community", new forms of assessment, "learning conversations" and increasing the reflective capacity of experiential learning were proposed. The research ended with a series of implications for practice for those adult education programmes which were committed to a learning process which maximised learner responsibility and autonomy and took seriously the life experience of the students.

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PREFACE

This study was an attempt to come to grips with the concepts of learner responsibility and the experiential learning methodology within a course for the professional preparation of adult educators. Having completed the study, I am aware of the research still required, but I am confident that the questions and dilemmas raised are important for all who are involved in adult education.

During the writing of this thesis I have been aware of my own dilemma about the pronoun problem, the "he-she" issue. I am not happy about my use of the masculine pronoun when speaking in general of a human being, but know of no better solution. For me, "himself/herself" or even "s/he" destroys the impact of a sentence and so my apologies therefore to any person who may be offended by my seemingly sexist use of words.

I wish to thank all those who have not only encouraged and helped me with the study but have in many ways made the journey possible. To the students of the 1982 Diploma Course, thank you for your acceptance, challenges, support and time. To my supervisor and colleague, Professor Clive Millar, thank you for your guidance, patience, encouragement and wisdom which have enabled me to learn so much about research and adult education in the past four years. To my academic colleagues and the administrative staff at the Centre for Extra-Mural Studies, thank you for your support, encouragement and the many tasks you did to lighten my load. To Terry Smith, who typed the thesis, thank you for your skill, energy and the sacrifices you made to make the final copy possible.

/To...

To Kate McCallum, who proof-read this study, thank you for the many hours you spent not only correcting errors but also re-educating me in the use of the English language. To my wife, Marianne, thank you for your love, encouragement and the sacrifices made during the writing of this thesis.

CHAPTER ONE

INTRODUCTION TO THE RESEARCH

1.1 THE PURPOSE OF THE STUDY

1.2 THE THEORETICAL AND INSTITUTIONAL BACKGROUND
TO THE STUDY

CHAPTER 1

INTRODUCTION TO THE RESEARCH

This chapter introduces the research in two ways.

Firstly, the purpose of the study is outlined as an attempt to evaluate a particular form of curriculum innovation, and an exploration of the use of the experiential learning methodology and learner responsibility.

Secondly, the theoretical and institutional background to the actual case under consideration is described so that the rationale for this particular curriculum innovation and its institutional context is clear.

1.1 THE PURPOSE OF THE STUDY

This is a study of a particular form of curriculum innovation used in the professional preparation of adult educators, within which the learners were given responsibility for the curriculum. The study aims to evaluate this innovation; to develop a better grasp of the concept of learner responsibility and the practice of experiential learning; and to identify implications for practice in the professional preparation of adult educators.

The development of non-formal education has only recently been given renewed emphasis in both educational thinking and educational budgets after its long domination by formal education or "schooling" (Simkins, 1977 : 1). In South Africa this is particularly true following the publication of the 1981 De Lange Committee Report on Education, within which non-formal education was seen as an important response to the educational needs of the country. In examining the research priorities of the Non-Formal Education Work Committee of the HSRC Main Committee of Educational Research and the 1982 Urban Foundation Design Study for the Provision of Non-Formal Education in South Africa it is clear that the major focus of research has concentrated on the provision and organisational structures necessary for the development of

/non-formal....

non-formal education. (The Urban Foundation Education Report, 1984). Very little attention has been given to problems of methodology, where there are major conceptual issues to resolve. In particular, there is the problem of the difference between child and adult learning.

Within non-formal provision the majority of learners are adults, and there is a growing sense, both locally and overseas, that the teaching-learning methodologies applied to children in formal contexts are inappropriate for adult learners in non-formal contexts. Two of the issues identified are the appropriateness of adults to take more responsibility than children would within the teaching-learning process, and the value of the rich reservoir of life experience that adults bring with them to an educational programme. (Knowles, 1973; Ruddock, 1980; Morphet and Millar, 1981).

Adult educators need to use methods of practice which take seriously these issues of learner responsibility and life experience. The professional preparation of these adult educators and, therefore, the academic study of adult education must likewise take cognisance of these issues and develop methodologies which attempt to take them into account.

One methodology which maximises the rich resource of experience in the adult learning process is "Experiential Learning". In this methodology the learners tap their own experience and analyse it as a resource for learning. This reflective mode involves the

/learner....

learner in "sorting things out for himself - i.e. he restructures his perceptual experiences and hence gains insight, or learning" (Boydell, 1976 : 17). The term "methodology" is used in the sense of a theory of method rather than a sense of a technique. The experiential learning methodology is a grounded theory of method and not just a technique or tool for learning from experience.

Experiential Learning, whilst widely used in non-formal education, is seldom attempted in the "formal" study of adult education in the preparation of adult educators themselves. (Grabowski, 1981; Jensen et al, 1964).

The professional preparation of adult educators at university level is relatively new in South Africa. The first professional course in adult education to be offered by a South African university was the "Diploma Course for Educators of Adults" initiated in 1980 by the University of Cape Town. This post-graduate diploma course is a teaching programme which attempts to give import to both the learner's experience and learner responsibility. For this reason it was chosen as the site for this research.

This study, then, is an attempt to explore the use of the experiential learning methodology and the concept of learner responsibility within a formal course of study of adult education. In particular it was the professional preparation of adult education in the 1982 Diploma Course for Educators of Adults which became the focus of the study.

/The study...

The study has five aims :

- (i) To evaluate a particular form of curriculum innovation;
- (ii) To identify within that innovative curriculum some of the problems adults face in taking responsibility for the designing, managing and teaching of their own curriculum;
- (iii) To develop a better theoretical understanding of the practice of experiential learning;
- (iv) To develop a better theoretical understanding of learner responsibility in adult education; and
- (v) To identify curriculum principles for the professional preparation of adult educators.

The first aim is to grasp as fully as possible the experience of the 1982 Diploma Course. This will give an overview of the case as it occurred as well as an interpretation and analysis of key incidents. The second aim is prompted by the need to identify more clearly some of the problems that occur when learners take a major share of responsibility for the teaching-learning process as opposed to that taken by learners in "schooling".

Aims three and four relate directly back to the focus of the study. Once the first two aims have been achieved, the necessary data, interpretation and analysis will be available to begin to reach conclusions and build theory not only about the use of experiential learning and learner responsibility within this particular diploma course but also about adult education in general.

/The final....

The final aim builds on the first four and will make recommendations based on the findings of the study. The recommendations, whilst indicating the areas in which research is still required, will make the implications for practice accessible to those involved in the professional preparation of adult educators.

1.2 THE THEORETICAL AND INSTITUTIONAL BACKGROUND TO THE STUDY

Introduction

In this section the institutional context of the Diploma Course for Educators of Adults and the staff experience of the previous diploma course are described. This will provide a basis for understanding the final part, in which the staff's theoretical position and decision regarding the specific curriculum innovation under study are defined.

The majority of the material used in the writing of this section of the research was drawn from various files and records of the Centre for Extra-Mural Studies (particularly those on the 1980-1981 Diploma Course) and numerous interviews with the two key staff members of the 1980-1981 Diploma Course. (Clive Millar and Tony Morphet).

- 1.2.1 THE INSTITUTIONAL BACKGROUND
- 1.2.2 THE FIRST DIPLOMA COURSE : 1980-1981
- 1.2.3 THE STAFF'S DECISION AND THEORETICAL POSITION
- 1.2.4 THE KEY CONCEPTS

/1.2.1 THE...

1.2.1 THE INSTITUTIONAL BACKGROUND

Adult Education in the form of University Extension began at the University of Cape Town in 1854 with a series of public lectures. The first extra-mural course of lectures was given in 1901. From these beginnings grew what is today the Centre for Extra-Mural Studies. In 1984 the Centre arranged 97 courses, which attracted over 10,900 registrations. The Centre has not been concerned with extension work alone. Adult Education Development work began in the late 1960s in the form of community education projects. These projects gave the Centre staff an area in which to teach non-formally and to undertake research and evaluation studies related to adult education.

In 1974 the then Director, Robert Tobias, and university colleagues in the Education Department began the groundwork for a post-graduate diploma course in adult education. A proposal was then submitted to the Board of the Faculty of Education for a diploma course which was to become the first professional course in adult education to be offered by a South African University. (Appendix 1). In 1979 the task of formal teaching in adult education was given recognition by the decision of the Senate and Council of the university to create a Chair of Adult Education, to

/grant....

grant academic conditions of service to the staff of the Centre and to extend the aims of the Centre to include the teaching of adult education.

The first Diploma Course for Educators of Adults was offered in 1980. This course heralded the arrival of adult education as an academic subject field for the Centre. Cooperation with the Education Department gave the Centre staff a clear mandate to teach and conduct research in adult education while also being responsible for the extension work of the university and engagements in numerous adult education development programmes outside of the university. Since 1980 the staff has expanded its formal teaching by involvement in the teacher education programme of the Education Department and by supervising advanced degree work in Adult Education. In 1983 the university granted full academic departmental status to the Centre and applied to the Minister of National Education for the creation of the Department of Adult Education and Extra-Mural Studies.

1.2.2 THE FIRST DIPLOMA COURSE : 1980 - 1981

The first Diploma course was offered by the Faculty of Education in February 1980. (Appendix 2). The course was offered on a part-time basis over two years. It was "geared to the needs of those professionally engaged in the education of adults within formal or non-formal settings," and the students were all adult educators engaged in various forms of education, mainly in non-formal settings. The entrance qualifications were a university degree, or a full-time, two-year post matriculation certificate qualification approved by the University Senate for the purpose, or any other qualification of a standard accepted by the Senate as the equivalent of either of the previous two options. According to the brochure and prospectus advertising the course (Appendix 3), the general aims were:

- "(1) Development of the kind of theoretical understanding of the purposes, processes and contexts of adult education that will illuminate professional action.
- (2) Development of those skills and techniques that are required for effective work in adult education with special attention being paid to those appropriate to the student's own work situation.
- (3) Development of the knowledge and skills that will enable students to undertake their own investigations and continue their own learnings in the field of adult education."

The original curriculum (Appendix 1) which was approved by both the university and in due course by the Department of

/National.....

National Education, envisaged the two-year course as including a number of perspectives on adult education: its history, sociology, psychology, philosophy and methodology as well as practical engagements by means of a research paper, field trips and skills in programme planning, administration and research. This curriculum in its later revisions took on the form of 4 components namely Adult Education IA, IB, IIA and IIB where IA was the Social Context of Adult Education; IB was on Teaching and Learning; IIA was on General Theory and Theory and Practice; and IIB was a substantial applied research project within the context of the students' engagement in adult education. IA and IB were examined at the end of year one and IIA and IIB at the end of year two. This revision was seen as integrating theoretical study with practical work, so that the study of philosophy and sociology of adult education was related to such tasks as analysis, evaluation and design of education policies and programmes; whilst the study of psychological and methodological perspectives was related to the design of teaching and learning skills and resources. This revision, it was hoped, would allow for greater student participation in the learning process, with emphasis on individual and group assignments. Here again the attempt was to tie the formal teaching to the practice of adult education outside of the university.

/A total....

A total of 20 students registered for the first "Diploma Course for Educators of Adults". It began on 11 February 1980 with an intensive week focusing on "Education in South Africa : Contexts for Development". The remainder of the first semester was divided into 5 phases, with the focuses of the lectures, case studies and seminars being "Education in South Africa : Contexts for Development"; "Historical and Comparative Perspectives"; "Philosophical Perspectives on Adult Education"; "Modernisation and Innovation"; and "Case Studies of selected Adult Education Institutions".

The second semester began with two phases of lectures on "Philosophical Perspectives" and "Psychology of Adulthood". Then an intensive week focused on "Group Dynamics" and "Experience-based learning". The remainder of the first year of the course was on "Teaching Skills and Strategies" and "Case Studies". During this year staff of the Education Department participated in the teaching programme as a part of their commitment to this new Diploma Course.

The first year's syllabus was tightly structured, although towards the end of that year student needs and interests had started to shape the curriculum. The assessment of Adult Education IA and IB was by means of a take-away exam paper which was then written at a set time and place with notes and resources available to students. The external examiner of

/these....

these papers noted that "...the work overall is far better than just a 'promising start' to the new venture" and went on in his letter to describe the syllabus as being designed in a way that had developed both professional competence and sensitivity to the context of the students' work. (Appendix 4)

In the planning of the second year (Appendix 5) the staff saw a need to link theory and practice more strongly, so the structuring of the classes was an alternating one between theory (lecture-discussion) and practice (tutorials with no fixed agendas). The year was divided into three phases. Phase I was entitled "General Theory" and aimed to explore Development Theory and Curriculum Development. Phase II, (entitled "Theory and Practice") took four different forms of adult education and attempted to give an understanding of how theory in fact was worked out in practice and whether it was valid. Phase III - the second half of the year - was unplanned and was seen as an area where together staff and students could construct the curriculum.

At the end of May the staff organised an evaluation which aimed to review the relevancy of the course thus far and to discuss what the students wished to do in Phase III. The evaluation discussion highlighted, amongst other things, the weak linkages between the tutorials and the theory sessions and that the tutorials were badly structured, rambling and their focus needed to be more practical and relevant to the South African situation. The list of topics created for

/Phase III....

Phase III included practical application, skills emphasis, field work, third-world educational models, practical teaching skills, case studies, micro-teaching, communication skills, industrial adult education and conflict management. At the end of Phase II, in an attempt to engage the students in planning Phase III, a planning meeting was scheduled and a three week period was structured in which small groupings of students engaged in teaching the class. This planning was an attempt to make the final phase more satisfying and a building up to a point where the students would engage in concrete tasks with a clear theoretical grounding. The need to link theory and practice was again strong.

The actual three week period of "teaching" was, however, not a success. The staff came to see it as a "collusion" between the presenters and the class. (Morphet and Millar, 1981).

The students were letting the presenters off - absorbing their mistakes and confusions - because of the need to defend themselves. The way the task of teaching was taken on revealed that the students were engaged in another task - that of meeting course requirements. The whole experience was seen as a form of "practice" teaching and not a serious teaching opportunity. (Morphet and Millar, 1981).

A further unsettling event in Phase III was a session with an overseas lecturer, who caused both frustration and excitement by his behaviour in not taking on an "expert" teacher role and

/through....

through a process of discussion revealed in a very short time the restrictive power of staff and student roles. The remainder of the year was spent on an ongoing discussion of this experience and the completion of the research projects. The first Diploma course ended in December 1981, with the awarding of diplomas to the eighteen students who had completed the two year course.

1.2.3 THE STAFF'S DECISION AND THEORETICAL POSITION

The three week "teaching" period and the visit of the overseas lecturer highlighted for the staff the ruling pattern of staff dominance and student submission. The staff felt that they had clearly been in "full and undisputed possession" of the course content. Certainly students' needs and interests had shaped the course content and the form of assessment more than is usual but the lecture programme in both years had been "decided in advance and delivered on assigned dates" and the course had all the characteristics of a typical academic programme. Whilst the course was seen by most of the students as stimulating and successful, as it drew to a close the staff in particular became increasingly aware that the course's potential value had been limited by the student dependence on staff for knowledge, for course design, for validation of achievement and for leadership. Though the students as professional adult educators carried substantial responsibility in their own areas of work, this responsibility did not extend at all deeply into their participation in the course. With staff fully in control there was no reason why it should have, the staff-student relationship was a complementary one. But what this relationship was doing was denying students access to precisely those areas of control and responsibility that they required if they were to engage fully and seriously in the course. Compliance, or doing things to please others, had become the barrier to full engagement. It had undermined the capacity of the students to take responsibility for their own learning, and staff had come dangerously close to doing their learning for them.

/As a result....

As a result of this experience the staff reached a decision that
 "... we cannot enter that (the following) course as the owners of
 a curriculum or as the designers of a programme. Our first
 obligation is to an extended negotiation with students about what
 we all wish to do." (Morphet and Millar, 1981)

This decision was not easy to translate into curriculum terms.
 The staff's first attempt was to divide the programme into alter-
 nating blocks of theory and experiential work. (Appendix 6)
 "Open" blocks were scheduled, which would be used for curriculum
 revision. The "Theory" blocks were seen as staff responsibility
 whilst the "Experiential" blocks were to be student responsibility.
 Everyone was to get an equal share of responsibility and control.
 The staff believed that this programme was both an "acceptable"
 academic curriculum and a way of implementing their decision.

However, an underlying sense remained - the staff would still be in
 control of the curriculum - they might not design and control each
 session but they had given form and design to each block's content
 by naming the content area to be covered. The staff would still be
 seen as the designers of the curriculum, and therefore also as the
 "owners" of the curriculum, even if students were co-opted to plan
 the sessions. It became difficult to distinguish between what had
 just been done in Phase III and what was being planned. The staff
 were creating "sponsored" spaces and would be holding the curriculum
 from beginning to end - in direct opposition to their decision
 not to be the owners or designers of the curriculum. The need to

/implement....

implement their decision in a much more radical way resulted in the notion of taking away the constraints - of creating a clean space - where together staff and students could engage in a process of curriculum negotiation. The staff and students, as equals, would design, manage and teach the curriculum.

The staff's theoretical position in making this decision was summarised in the following terms:

- "(1) Adult education requires adults to take responsibility for their own learning.
This is the truism in adult education theory. It was our conviction that in our previous course we had created a latent process of dependency that had acted to oppose this principle of personal responsibility for learning. The decision to create a curriculum through negotiation was thus a decision to give radical expression to this principle, in what we saw as structural terms.
- (2) Personal responsibility for learning is blocked or diminished to the extent that control is located outside the learning group itself.
In broader terms, we took the view that the nature and location of control constitute a major force in any curriculum.
- (3) The benign and voluntary nature of liberal adult education masks the operation of such external control while inviting student collusion in a relationship of dependence.
Blunt and visible control can be opposed; not so control that is embraced as freedom. No form of control is more rewarding to both parties and therefore more likely to be defended.
- (4) This collusion erodes the seriousness and the quality of the enterprise of learning.
In essence, this collusion entails a substantial surrender to others of responsibility for learning, sustains a relationship of "being provided for", and prevents both processes from disturbing the surface of classroom activity.
- (5) Therefore the control and development of an adult education curriculum should not be accepted as a unilateral staff responsibility but as the shared responsibility of all members of the learning group.

- (6) And the continuous processes of negotiation in shaping the curriculum, including issues of control and responsibility must be themselves visible aspects of the curriculum." (Millar et al, forthcoming).

1.2.4 THE KEY CONCEPTS

The staff's theoretical position described above, their decision to enter the course as neither the owners nor designers of the curriculum, and their commitment to a process of curriculum negotiation contained two powerful organising concepts - learner responsibility and reflection on learner experience.

The first, learner responsibility, can be seen in the staff's theoretical position of shared responsibility for the control and development of the curriculum and their endorsement of the requirement in adult education for adults to take responsibility for their own learning. This position was practically demonstrated by the staffs' informing the students before the course began, in interviews and in a letter (Appendix 7), that there was no planned or set curriculum and that what they were embarking on was a process of curriculum negotiation.

The second concept, reflection on learner experience, has two understandings of experience contained within it. The first kind of experience is that which was required for the making "visible" of the curriculum processes. This experience was found as students engaged in the process of curriculum negotiation. Students, because there was no curriculum plan, would participate in the negotiation of their own curriculum and would be able to use this participation as an experience to be reflected upon. In courses where the curriculum is owned and

/presented....

presented by staff these processes of curriculum negotiation and construction are normally hidden from students.

The second kind of experience was the life experience that each student as an adult educator would bring into the course. Reflection on that life experience would make available a rich resource for curriculum content. Since the curriculum would be owned by both staff and students there would be no prescribed content and the students would therefore be free to make their own reflected life experience available as part of the course content.

The use of learner experience in adult education has attracted growing interest, so for the purpose of this study, in discussing the processes of reflecting on life experience and reflecting on the curriculum processes, I am going to focus on a particular methodology within which learners reflect on their own experience, and from that reflective process draw learnings. This methodology has come to be labelled as "Experiential Learning".

CHAPTER TWO

THE THEORETICAL CONTEXT : A REVIEW OF THE LITERATURE

- 2.1 LEARNER RESPONSIBILITY
- 2.2 EXPERIENTIAL LEARNING

CHAPTER 2

THE THEORETICAL CONTEXT : A REVIEW OF THE LITERATURE

This chapter explores how learner responsibility and experiential learning have been discussed in the literature. In the previous chapter I argued that learner responsibility and reflection on learner experience were the key concepts within the staff's theory of educational practice. I further stated that for the purpose of this study I would, in considering this reflection on learner experience, focus on a methodology called experiential learning. My review of the literature therefore concentrates on learner responsibility and experiential learning, and provides the theoretical context to the study.

2.1 LEARNER RESPONSIBILITY

In this part of the literature review I wish to examine why learner responsibility is seen as an important value for adult education. I then discuss ways in which a commitment to learner responsibility is given expression in adult education practice. The benefits and the difficulties of emphasising learner responsibility are also considered. Finally, I focus on the particular form of practice that is the focus of this research study, and show its relationship to other forms of practice which support the use of learner responsibility.

Learner responsibility as a value

In the field of adult education the concept of learner responsibility operates as a powerful value position. Responsibility is part of a whole cluster of value terms assigned to the adult learner, and the cluster includes terms such as "participation", "autonomy", "involvement" and "self-directing" (Paterson, 1979; Apps, 1979; Lippitt, 1974; Heron, 1974).

These value positions are very closely connected to the status of the learner as an adult. (Knowles, 1970). The status of an adult is one with "inherent obligations and rights". (Paterson, 1979:5). One of these obligations for an adult is responsibility.

"an adult is expected to take a full share in the tasks of the society to which he belongs, and to bear some responsibility for the internal life and external acts of his society." (Paterson, 1979:6)

/This.....

This obligation on an adult to bear some responsibility means that within the learning process opportunities must be given for learners to take, in fact, responsibility. This taking of responsibility by the learner is often restricted by the teacher's and educational institution's behaviour, methods, norms and procedures. (Wight, 1970).

This diminishing of responsibility contradicts the principal goal of adult education, which is to help learners become autonomous adults. (Apps, 1979; Chené, 1983). The concept of autonomy as it is used in adult education has two meanings. (Chené, 1983). The first meaning is psychological as it defines adults as being able to learn on their own and as having a natural ability to do this. (Knowles, 1975; Chené, 1983). This sense of autonomy allows us to define adults as "originators" of their own thinking and feeling. (Allman, 1982). Learning for the adult in this sense of autonomy is "the process by which we have moved every step of the way since we first breathed." (Ferguson quoted in Smith, 1982:35).

The second meaning of autonomy is methodological as it assumes an adult can learn how to learn. He can develop a method of learning, and through this become autonomous. (Lennung, 1974). This sense of autonomy is defined by some writers as becoming "self-directing" (Heron, 1974; Knowles, 1970). As the learner takes on responsibility, so he becomes more autonomous and self-directing. (Apps, 1979).

/This concept.....

This concept of the learner as a "self-directing human being" capable of controlling and directing his own life also means that the learner in the learning process has the right to demand that he be recognised by others as such a person and be given the opportunities to take on this responsibility. (Knowles, 1970). Research into the amount of time that adults put into efforts to learn shows that the major percentage (73%) of this effort is in fact "self-planned". (Tough, 1978). The learner who is restricted by the teacher or institution from participating responsibly in the learning process will in fact be hindered in his learning. (Rogers, C., 1969).

Clearly, the concept of learner responsibility is an important value in adult education and has clear implications for practice.

"It is clearly more appropriate that adults should be entrusted with a greater degree of responsibility for the shape of their own education, since it is on the presumption of precisely such attributes as responsibility that their status as adults rests." (Paterson, 1979:33).

Learner responsibility in practice

The major way in which this commitment to learner responsibility is given expression in educational practice is through giving the learner an active role.

"The literature abounds with reputable professionals who advocate the importance of involving adult learners in the planning process". (Cole and Glass, 1977:77)

The potential areas for an active involvement by the learner are in :

- (1) the creating of the learning climate and the procedures for planning;
- (2) the determining of the learning needs and formulation of goals;

- (3) the designing of a curriculum;
- (4) the selecting of the appropriate methods and resources;
- (5) the conducting and controlling of the learning experiences;
- and
- (6) the evaluating of the educational programme.

(Knowles, 1975; Kerwin, 1981; Wesseler, 1981).

The sense of sharing a wide range of responsibilities through involving the learner in the whole learning process is supported by the description of an autonomous learner as one who will :

"assume most of the responsibility for planning...strategy, maintaining...motivation, and making certain throughout the learning process that everything necessary for success is done. The initiative, responsibility and control reside in the learner, not in someone else." (Tough quoted in Chené, 1983:40)

When learners take this responsibility for the planning, operation and assessment of the learning process, then forms of practice are required which provide opportunities for this kind of engagement. Whilst there is a variety of forms of educational practice which encourage the use of responsibility by the learner, not all see it as appropriate in every area of the learning process, and restrict it to particular areas. The area of assessment and evaluation is more commonly believed to be the responsibility of the teacher. Most forms of practice encourage learners to take some responsibility in the planning or resourcing of the curriculum but not in the teaching of it.

A form of educational practice which requires learners to take responsibility is "participative education". Participative education focuses on the process of learning, and actively involves

/the learner....

the learner in the learning process. (Wight, 1970). Whilst there are different varieties of participative education, the basic core is that learners acquire a self-directing competency and teachers engage in a consultative and collaborative relationship with the learners. (Heron, 1974). This self-directing competency is at the core of "learning how to learn"-a primary aim of education. (Rogers, C., 1969). Participative education can be contrasted with the more traditional form of educational practice as follows :

"Participative	Traditional
1. Students and instructor define and redefine objectives, using provisional objectives established by instructional staff as a base.	1. Instructor decides on objectives. These may be more implicit than explicit and may or may not be communicated to the students.
2. Students and instructors identify significant problems and questions.	2. Instructor lectures to students or assigns reading on things he thinks they should know.
3. Students identify and make use of available resources to obtain information they need to solve problems.	3. Instructor conducts demonstrations; students observe.
4. Students explore alternative solutions to problems.	4. Instructor assigns practical exercises or problems. Students complete the assignment.
5. Students and instructors examine, compare, and evaluate the various solutions.	5. Instructor prepares tests for knowledge and understanding. Students take the tests.
6. Students and instructors evaluate individual performance and learning needs, and redefine objectives.	6. Instructor evaluates the student's performance and assigns grade".

(Wight, 1970:253).

/Participative.....

Participative education is based on certain assumptions about the facilitating of learning, which include clear reference to the value of learner responsibility. Whilst the full list of the assumptions undergirding participative education is given in Appendix 8, some of the assumptions are that learning is facilitated when : (1) the learner is trusted as a responsible person; (2) the learner is actively responsible for his own learning; and (3) the learner is involved in the discovery of knowledge and is not dependent on the teacher for providing this knowledge. (Wight, 1970).

The entrustment of the learner with these various responsibilities requires him to engage in a range of roles and tasks. The learner needs to become an information-seeker, a problem-solver and a question-poser. He also needs to define his own learning goals and to develop his ability to learn how to learn. (Wight, 1970).

Ultimately it is possible for learners to develop the skills and understandings necessary for taking on the responsibility for their own curriculum with its planning, administration and operation. (Rogers, C., 1977).

When the teacher is prepared to implement learner responsibility his role becomes one of sharing the responsibilities for the learning process. (Rogers, C., 1977). His basic task is to help the learner achieve his own learning goals, and their relationship is one of "open and free inquiry". This means that the interaction between learner and teacher is based on "evidence and logical argument" and not on "authority, love or fear". (Boyd, 1966:181). The teacher, whilst

/providing....

providing learning resources, also encourages the learner to add his own resources to a common resource for learning. Resources include books, materials and personal knowledge and experience. (Rogers, C., 1977). A comparison between the roles of the teacher who does not make use of learner responsibility and the teacher who does, shows a change in the focus of the learning process from being teacher-centred to being learner-centred. (Rogers, J., 1977). Whilst an extensive comparison of the two roles is given in Appendix 8, some of the key role differences are to be found in the teacher being a facilitator, a resource, a catalyst and a negotiator rather than an expert, an instructor and a transmitter of knowledge. (Wight, 1970; Allman, 1982).

Because the roles of both teacher and learner are affected by the use of learner responsibility it is important in practice that the learner and teacher together clarify the conditions and limits of this responsibility. (Chené, 1983). The responsibility offered learners as they engage in the learning process, no matter at what level, needs to be genuine and not a "purely formal alteration in procedure, aimed at overcoming more elegantly resistance to innovations" (Wessler, 1982:46).

Teachers who offer a small segment of responsibility to the learner through marginal participation in the learning process do so occasionally because participation in the learning process is not only "socially and morally desirable but (also) functionally necessary". (Wessler, 1982:46). This type of responsibility, whilst it may

/enhance....

enhance the learning process momentarily, will more likely be seen by the learners as a form of social control which maintains the one-sided dependence and power relationship of the traditional classroom. (Wesseler, 1982). The sharing of responsibility, which is a sharing of power, does not necessitate an "abrogation of power" by the teacher, as he will still have a range of responsibilities in the roles he must play from which he cannot simply withdraw. (Allman, 1982:12).

Benefits of emphasising learner responsibility in the learning process

When adults exercise responsibility within the learning process there is a range of benefits. The two major benefits are a more favourable attitude towards the learning process and a greater perceived relevance of the actual learning. (Ewert, 1982; Douglass, 1970; Cole and Glass, 1977; McLoughlin, 1971).

As the learner takes responsibility and becomes involved in the learning process, so he is likely to view what is happening either favourably or, if not, to take steps to make it so. The learner who has no responsibility within the learning process is less able to bring about any changes in that process than the learner who retains his "power and control over himself (and) shares in the responsible choices and decisions" to do with the learning process. (Rogers, C., 1977:74). This sense of responsibility and involvement in the learning process gives the learner a greater satisfaction in and a more positive attitude towards what is happening, and will result in a stronger commitment and less resistance to the learning process. (Douglass, 1970; Ewert, 1982; Cole and Glass, 1977; McLoughlin, 1971).

/The second....

The second major benefit is that the learning will be perceived as being more relevant to the learner's own needs. (Ewert, 1982; Douglass, 1970). As the learner takes more responsibility for the defining of the learning goals and the planning of the curriculum, so he is able to shape that curriculum in such a way that what he learns is more relevant to his own needs than if the curriculum were shaped by someone else. A further benefit from this sense of relevancy is that the learner's confidence, morale and self-concept as a learner are increased and developed (Ewert, 1982; Douglass, 1970). With this growing sense of self as an autonomous and self-directed learner he is also likely to risk more, to be more spontaneous and to be more creative. This sense of greater creativity, confidence and engagement will improve the effectiveness of the learners as they take more responsibility within the learning process. (Rogers, J., 1977).

Further possible benefits which have been researched lie in the areas of learner achievement and the retention of information. Earlier studies show little difference in information acquisition between learners who participate in the learning process and those who do not (McLoughlin, 1971). However, more recent studies show a significant effect on learner achievement when the learners are involved in the learning process and are taking responsibility within it. (Cole and Glass, 1977). There is little evidence in the literature that learner responsibility makes any difference to the retention of information, but the likelihood of more positive attitudes, higher student achievement and involvement in the learning process in some way negates this. (Cole and Glass, 1977; Rogers, C., 1969).

Whilst none of these benefits is dependent upon the learner's exercising total responsibility for the learning process, it is clear that the greater the responsibility, the greater the likelihood is of these benefits occurring.

Difficulties inherent in emphasising learner responsibility

The belief in the value of learner responsibility and the commitment to helping learners to discover how they can take on this responsibility leads educators into a series of problems. Whilst the implications of encouraging learner responsibility through participation in the learning process have not been well researched, it is possible to identify some of the difficulties an educator will face as he attempts to encourage greater learner responsibility.

(Ewert, 1982; Cole and Glass, 1977).

One of the first problems a teacher faces is that of how to guide a learner out of a dependent relationship whilst still respecting that person's right to choose not to take on more responsibility in the learning process. Adult learners have been socialised into this dependent relationship throughout their formal schooling and need encouragement and reassurance if they are to break this dependency on the teacher for the organising of their learning. (Heron, 1974; Boyd, 1966). There is a direct relationship between learner dependence (i.e. teacher control) and learner responsibility. (Tannenbaum and Schmidt, 1958). The greater the use of control, the less the responsibility, and vice versa. However, creating a free space by removing control does not necessarily mean that the learners will take on that responsibility (Lennung, 1974). Because the

/learner....

learner is viewed as being responsible, his choice in the matter needs to be taken seriously, irrespective of whether his choice goes against that which the teacher had hoped to foster. The degree of teacher control versus learner responsibility will be an ongoing dilemma for the teacher to resolve.

A second difficulty occurs as teachers attempt a learner-centred approach and then find themselves under pressure from the learners to revert to the role which places the teacher at the centre of the learning process and encourages the learners to be passive and dependent. (Rogers, J., 1977). The need for learners to take on responsibility in the learner-centred approach violates the traditional roles of learners and teachers. Until its value has been recognised and accepted by the learners it may cause frustration, resentment and even psychological distress (Ewert, 1982; Heron, 1974). In the traditional teacher-centred model an authority relationship exists between the teacher and the learner because the learner believes he is dependent on the teacher for what he needs to learn. (Stenhouse, 1983). Even when the teacher is replaced by another learner or source in a learner-centred approach this dependency remains. (Chené, 1983). The learner still wants something that the other person in the relationship has.

"The adult's self-concept of self-directivity is in direct conflict with the traditional practice of the teacher telling the student what to learn. It is even in conflict with the social philosophy that society has a right to impose its ideas about what he needs to learn on him".
(Knowles, 1970:41).

/Teachers....

Teachers are often viewed as the source of knowledge, the "great sage", by learners, and when an attempt is made to change this dependent relationship the learners may feel that the teacher is withholding his wisdom and frustrating them. (Rogers, J., 1977).

Allowing greater learner responsibility can also bring the teacher and learners into conflict with both the institution and society. The values and norms of the external systems may be in direct opposition to the values and norms being exercised in the learning setting and the freedom to share responsibility may therefore meet pressure to conform (Ewert, 1982; Chené, 1983; Rogers, J., 1977).

This is particularly true when the learner, through his participation in the learning process, reduces his level of dependency on the "established order". In such cases the external authority may feel threatened and exert either direct or indirect pressure on the teacher and the learning situation. (Ewert, 1982).

A final difficulty lies in the need for standards or norms by which to measure or evaluate the learner's learning. These standards are required by the individual to enable him to give value and meaning to his own learning and also because to function in society requires that his learning receive recognition and be accredited. (Chené, 1983; Tough, 1978). These external criteria by which learning can be and are evaluated have to be learnt by the learner, but this external source can conflict with his concept of himself as an independent and self-directed learner.

/"The value.....

"The value of independence or self-reliance is an illusion and adults are trapped in other forms of dependence if they are not aware of the necessity of mediation by others and of recognition in learning." (Chené, 1983 : 46).

It is clear that the application of this value position, learner responsibility, is not without its difficulties and dilemmas.

When learner responsibility is translated into total independence and autonomy, this absolute position conflicts with the communicative nature of learning.

"Self-directed learners often need assistance because they do not know what resources are available or what activities are necessary for learning, nor are they able to estimate their current level of performance or the required level of performance." (Chené, 1983 : 42)

Learner responsibility therefore needs to be seen as a value position which requires a complex sharing of responsibility between teacher and learner rather than a one-sided taking on of responsibility by the learner.

Responses to learner responsibility in curriculum terms

A wide range of forms of practice occurs in adult education. Some of these emphasise the importance of learner responsibility more than others. In discussing various forms of practice and their emphasis on learner responsibility the Tannenbaum-Schmidt leadership grid is helpful. (Tannenbaum and Schmidt, 1958). An important question in any learning group is the relationship between teacher authority and learner responsibility. This relationship is expressed in a simple form in the following diagram, where the diagonal line

/suggests....

suggests a "ratio" between such authority and responsibility.

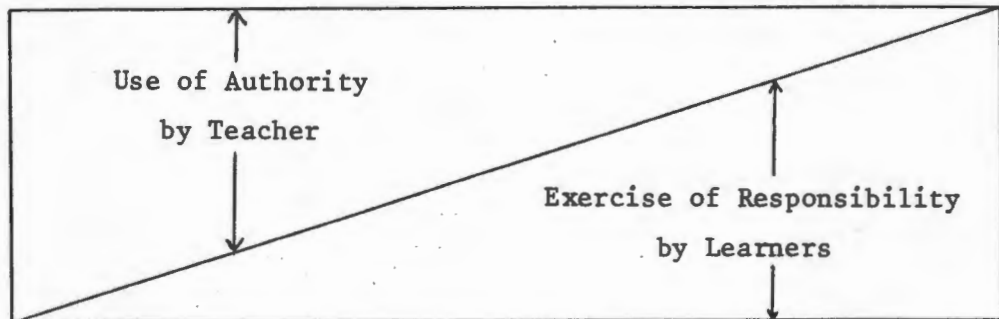
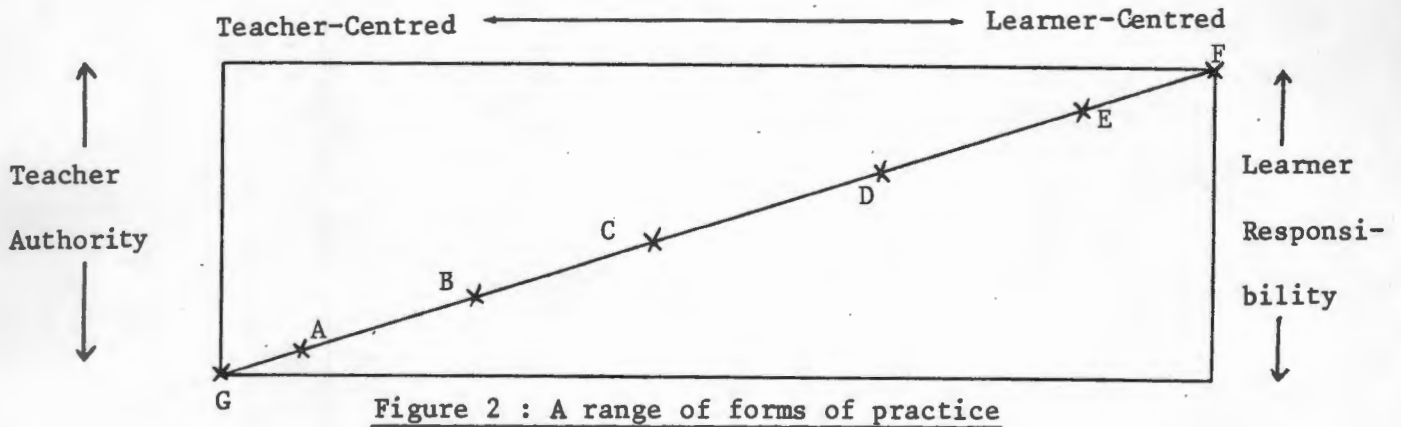


Figure 1 : Modified version of Tannenbaum-Schmidt Leadership Grid

The diagonal line provides us with a continuum of positions expressing particular relationships between the use of authority by the teacher and the exercise of responsibility by the learners. The more the teacher exercises authority, the less will be the amount of freedom and responsibility remaining for the learners, and vice versa. The relationship between the teacher's authority and learner responsibility can be represented by a point somewhere on the diagonal continuum.

There is no "right" place on the continuum - rather it is a question of the appropriate stance to be taken by both learner and teacher in relation to the factors inherent in the learning process. Factors include the teacher's preferred educational practice and his view of learner responsibility as well as the learner's readiness to assume such responsibility. Clearly a tension exists when the teacher wishes to be at one point on the continuum whilst the learners are at a different point. The gap, or overlap, created can be bridged by a change of approach by both learners and teacher to the degree of responsibility which the learners will exercise.

Using the above diagram and imposing upon it a range of forms of practice from teacher-centred to learner-centred one can identify particular forms of educational practice:



The forms of practice illustrated in Figure 2 are:

- "A": The teacher is seen as the expert and the learner is dependent upon him. This is typically the position of learner and teacher in traditional forms of education where the responsibility given the learner is very limited. (Knudson, 1973; Pedler, 1974; Wight, 1970).
- "B": The teacher, whilst still holding the major responsibility for the learning process, invites learner contribution to the planning and the content of the curriculum. This is typically the position of the learner and teacher in a seminar or discussion situation where the teacher is still viewed as the "one who knows". (Knudson, 1973).
- "C" The teacher invites the learner to assume responsibility in most parts of the learning process and views himself as a facilitator of that process. The learner helps with the defining of objectives and with the planning and operation of the curriculum. The learner is "learning how to learn" and this position is certainly one form of participative education. (Pedler, 1974; Wight, 1970; Heron, 1974; Boydell, 1976; Lippitt, 1974).

"D" : The teacher joins the learner in the responsibility for the learning process. Together they decide on the learning objectives and the planning and managing of the curriculum. Teaching is a joint responsibility and even assessment can be shared. Much of the initiative and control is in the hands of the learner. (Allman, 1982; Knudson, 1973). There is no "detailed ready-made plan for the learning process - this is developed as the process goes on". (Skertchly, 1981: 17)

"E" : The teacher's role is one of consultant to the self-directed and autonomous learner. He provides or guides the learner to the resources necessary for his self-chosen learning goals. (Rogers, C., 1969; Tough, 1978).

"F" & "G" : These are probably "mythical" positions. The totally authoritarian teacher is not able to function if the learners do not in some way respond and participate, and any response is a marginal form of taking responsibility. The fully autonomous learner can also not say that he is able to learn without any outside resources or experiences, as every experience is an interaction with something or someone.

Conclusion

Whilst examining the value of learner responsibility, the benefits of a more favourable attitude, a higher perceived relevancy, a stronger commitment and improved effectiveness have been highlighted. The difficulties in emphasising learner responsibility and the dilemmas present in the relationship between teacher control and learner

/responsibility....

responsibility suggest that the sharing of responsibility between teacher and learner is a complex task. The forms of practice that emphasise learner responsibility have included a wide level of involvements for the learner.

The form of practice examined in this research study was having the students share responsibility with the staff for the control and development of the curriculum. The staff did not enter the learning process as the owners of a planned curriculum but wished to join the students in the responsibility for the negotiation and implementation of that curriculum. The staff were not entering as the "holders" of the content but wished for the staff and students to pool learning resources. This staff-held position is closest to position "D" on the continuum and is supported by writers on adult education practice and theory (Allman, 1982; Skertchly, 1981; Knudson, 1973; Rogers, C., 1977). The course began therefore with this particular expression of learner responsibility as a clear value for the staff.

/2.2....

2.2 EXPERIENTIAL LEARNING

In this section of the literature review I firstly consider how some educational theorists view the part that learner experience plays in learning theories and why the relationship between this experience and learning has brought many writers to the view that education should be about learning how to learn so that life experience may be of use to the learner. (Wight, 1970; Boot and Reynolds, 1983; Knowles, 1975; Apps, 1979; Rogers, C., 1969 and Rogers, J., 1977). I then examine "Experiential Learning" and how this methodology is applied in practice.

2.2.1 EXPERIENCE AND LEARNING

2.2.2 EXPERIENTIAL LEARNING

2.2.1 EXPERIENCE AND LEARNINGIntroduction

The high priority given to reflection on learner experience by the staff is not new in adult education theory and practice. The intrinsic tendency of people to draw upon their own experience for both knowledge and skills, and the vast accumulation of experience that an adult has compared to a child, makes learner experience an important concept in adult education theory and practice. (Kilty, 1982; Smith, 1982; Knowles, 1973). Whilst learner experience is valued within most theoretical traditions of adult education the degree of emphasis placed on this experience varies with each tradition.

For the purpose of this study, following with some modification what has become an established classification, I have grouped the main traditions of adult education theory and practice into five areas - "Liberal", "Progressive", "Humanistic", "Radical" and "Technological". This grouping follows the distinctions within adult education proposed by John Elias and Sharon Merriam (1980) except that I have relabelled "Behaviourist" as "Technological", a term used by some writers to describe this approach aimed at the development of a "technology of teaching and behavioural management and control". (Tobias, 1982). I also omit "Analytical Philosophy", as it is the only tradition which does not have a field of practice, and is more an attempted philosophical basis for adult education

/in general....

in general than a distinctive tradition. (Elias and Merriam, 1980).

Any consideration of the theoretical traditions of adult education is a major piece of work. It is important, therefore, that I state at the outset what I will not be doing. I will not be dealing in any depth with the historical background or the social contexts within which the traditions arose, nor will I be attempting a comprehensive overview of each tradition. Rather, I will be examining the use of learner experience within each of the traditions. It will be a tentative "stock-taking" of the role of experience in adult education theory and practice as preparation for the section on experiential learning.

The Liberal Tradition

The central concern of the liberal tradition is the cultivation of the intellect through a study of certain academic disciplines (Darkenwald and Merriam, 1982; Apps, 1979). Liberal education is not, however, about mere transmission or absorption of factual knowledge nor is it about the development of technical skills. The development of wisdom, moral values, a spiritual or religious dimension and an aesthetic sense is gained through a dialectic conversation between the learner and teacher. (Elias and Merriam, 1980). This dialectic process occurs in varying degrees. Initially the learner is merely increasing his interest in a particular area of study; then he increases his knowledge and understanding; and only at a later stage when he has "mastered" the area of study is

he able to use the skills necessary for critical judgement and enter into full dialogue. (Apps, 1979).

Some of the best known forms of liberal education are the "Great Books Programme" and the liberal art programmes offered as non-credit courses by universities and colleges. (Apps, 1979). One of the most powerful components of the programmes is voluntarism - the desire on the part of the learner to study. (Tobias, 1982).

The experience of the learner has a place in this cultivation of the intellect only in so far as it allows him to participate in the process of learning. Liberal education requires of its learners a basic ability to engage in the dialectic process and thereby understand and grasp the concepts being taught. This ability is an academic ability which in turn requires a certain level of understanding and knowledge. Life experience therefore is useful inasmuch as it provides the capacity to engage in meaningful discussion. (Apps, 1979). When life experience is recorded in books, then this coding of experience gives it a validity which allows it to be seen as valid knowledge. (Elias and Merriam, 1980).

The Progressive Tradition

The progressive tradition in adult education grew out of a reaction to liberal education in an attempt to respond to the social changes in the early decades of the 20th century. The emphasis of education was changed from the intellectual development of the mind to a focus on individuals having a responsibility

/towards...

towards the society in which they lived. Education was seen as an instrument of social and political reform which had a major role in the maintenance and extension of democracy. (Darkenwald and Merriam, 1982). Because progressive education is pragmatic, it places human experience at its centre and is about developing methods of solving human problems. Leading progressive educator John Dewey argued for education to be both liberal and practical. (Elias and Merriam, 1980).

This centrality of experience means that the learner's experience is highly valued and is at least equal to the experience of others stored away in the written word. (Tobias, 1982).

Knowledge is seen as inseparable from life experience and finds its validity in the degree to which it can be linked to or integrated with the experience of the learner. This focus on what is useful to the learner changes the role of teacher to one of guide. (Elias and Merriam, 1980). He is not the sole source of knowledge but can also learn from the knowledge and experience of the learner - he is a partner in the learning activities. "The teacher is a learner, and the learner is, without knowing it, a teacher". (Dewey, quoted in Elias and Merriam, 1980: 162).

Because the progressive tradition sees education as life-long, mastery of the tools of learning is important for the learner, as he can then continue to use both the knowledge he gains from his own experience and the knowledge he gains from others and books in

/solving...

solving problems and bringing about social change. (Darkenwald and Merriam, 1982). Common forms of progressive adult education include community development, participatory planning, community education, group dynamics and experimental learning. (Tobias, 1982; Elias and Merriam, 1980).

The humanistic tradition

The humanistic tradition is concerned with the development of the whole person. Learning is therefore a process of discovery and experimentation with the principal goal being "self-actualisation". (Darkenwald and Merriam, 1982). Self-actualisation is "helping the person become the best he is able to become" and is also termed becoming a "fully-functioning individual". (Elias and Merriam, 1980). In this adult education tradition the focus is on the learner, with the teacher acting as a facilitator of the learner's growth. Learner freedom and autonomy are linked to the concept of self-directed learning in the drive towards personal enrichment and liberation. Forms of humanistic education include growth groups, encounter groups, self-directed learning groups and experiential learning approaches. (Tobias, 1982).

Experience in humanistic education is the source of knowledge and the content of the curriculum. (Elias and Merriam, 1980). As the learner reflects on his own experience so he takes possession of it in a new way and gains for himself knowledge which is authentic because it is true for him and his life-world. This repossession of experience is a personal discovery of knowledge which enables

/the learner...

the learner to become more whole. (Rogers,C., 1977).

With the focus in humanistic education on personal discovery and experimentation, the use of the experience of others, actual or recorded, is limited and useful only as it supports the learner's own discoveries or poses questions which require further reflection upon his own experience. (Darkenwald and Merriam,1982).

The Radical Tradition

This tradition in adult education has two main strands - the Deschooling Movement (Illich) and Paulo Freire's theory of conscientization. With the exception of Freire, the main concern has been with schooling. Illich (and others) write from an anarchist philosophical position when they call for an elimination of schools because they felt that the mandatory nature of education oppresses and dehumanises people. (Elias and Merriam,1980). Illich's concern is for personal autonomy and the freedom to choose to learn. He proposed "resource centres" as places where learners could freely choose to pursue their own learning goals.(Darkenwald and Merriam,1982)

At the heart of Freire's work is the belief that societal and individual liberation are interdependent. The focus of education is on bringing about a new social order by changing the structures of society and liberating the individual from a false consciousness which is unaware of the structural and historical forces which domesticate him. (Tobias,1982; Apps, 1979). The teacher is a facilitator who guides and questions instead of providing answers

/and directions....

and directions for the learner. Freire describes the true function of education as radical conscientization and calls for a problem-posing approach to education as opposed to the more traditional "banking" form of education. (Elias and Merriam, 1980).

The life experience of the learner and a critical analysis of this are at the centre of the process of conscientization. As the learner interrogates his own experience so he is able to reinterpret this experience and understand the societal context within which he finds himself. This understanding leads the learner to action, which again becomes experience to be reflected upon. Life experience is therefore the source of the learner's knowledge which liberates him and provides him with the tools for changing the society in which he lives. (Darkenwald and Merriam, 1982; Elias and Merriam, 1980).

Both strands of radical adult education believe in the need to develop forms and practices within the context of revolutionary action but few examples of their practice are to be found. The major exception to this is Freire's work in Brazil, Chile and a few other third world countries where the main thrust is literacy.

The technological tradition

This tradition with its roots in behavioural psychology ensures that people are able to adapt and fit into society. (Apps, 1979). The emphasis is on the acquisition of skills and learning how to learn so that the learner can successfully adapt to a changing environment. (Elias and Merriam, 1980). This model

/of teaching....

of teaching has a "systems" concept of education in its design. Learning is based on the needs of the learners and a systems approach of setting objectives and programmed learning experiences is used. This learning process is devised and controlled by the teacher; knowledge is therefore external to the learner in this tradition. The learner's task is to go through the objectives efficiently, and thereby gain the new skills or desired behavioural changes which are required to survive in society. (Tobias, 1982). The typical forms of practice of this tradition of adult education include systems analysis, human resource development, organisational development training and workplace training programmes. (Tobias, 1982).

The life experience of the learner is useful only in so far as it determines the entry point of the learner. The testing or measuring of the learner's experience, i.e. his skills and knowledge, will determine where in this stepwise training process he will begin. A lack of experience merely starts the learning process at an earlier stage. The experience of the learner within the learning process is useful to the teacher, who, on observing it, can provide the learner with feedback which aims to either reinforce or modify the learner's behaviour or skills. (Elias and Merriam, 1980).

Conclusion

The place of experience within each of the above theories of learning varies dramatically. In the liberal and technological traditions in adult education learner experience provides the capacity

/to engage....

to engage and helps determine the level or entry point for the learner. In the progressive, humanistic and radical traditions learner experience is valued highly. Knowledge for the humanist and radical Freirian traditions has its source in the experience of the learner, and whilst their educational goals differ, the development of the learner's ability to reflect upon the experience is the key to their learning potential. They see experience as providing the learner with a "rich resource" to learn from and a "base" upon which to base new learnings. (Knowles, 1973: 45; Rogers, C., 1977; Smith, 1982).

For the learner to be able to learn from his own "rich resource" of experience he needs to develop skills of inquiry which will enable him to reinterpret and appropriate his experience. (Pope, 1983; Knowles, 1975). When he is able to discover the meaning of his life experience he becomes a "meaning-maker". (Lindeman, quoted in Smith, 1983: 41). This making sense of experience is a major task for adult educators, and was what Freire called "critical reflection" when he described education as :

"a creative act in which undisciplined knowing gives way to a form of knowledge that emerges from critical reflection on the concrete practice of work". (1978 : 100).

A methodology which encompasses this critical reflection and enables the learner to make sense of and learn from his own experience is "Experiential Learning". (Pedler, 1974).

2.2.2 EXPERIENTIAL LEARNINGIntroduction

Experiential learning is a process in which an experience is reflected upon and then translated into concepts which in turn become guidelines for new experiences. (Kolb et al, 1971; Kilty, 1982). The root meaning of experiential learning is "learning through or by experience" (Gray, undated). Experiential learning can also be defined in terms of a learning model

"which begins with the experience followed by reflection, discussion, analysis and evaluation of the experience. The assumption is that we seldom learn from experience unless we assess the experience, assigning our own meaning in terms of our own goals, aims, ambitions and expectations. From these processes come the insights, the discoveries, and understanding. The pieces fall into place, and the experience takes on added meaning in relation to other experiences. All this is then conceptualised, synthesised and integrated into the individual's system of constructs which he imposes on the world, through which he views, perceives, categorises, evaluates and seeks experience."
 (Wight, 1970 : 255 (emphasis in original))

The common theme in the definitions of experiential learning is the learner making sense of things and sorting things out for himself. (Boydell, 1976).

Whilst experiential learning is receiving growing attention in the literature it is not new to adult education where it has deep traditions. (Houle, 1976). Observation and

/personal...

personal discovery by trial and error in apprenticeships and internships throughout the ages were in many ways a form of experiential learning. (Houle, 1976; Weathersby and Henault, 1976).

In examining experiential learning further I will concentrate on:
 /experiential learning as problem-solving; the experience;
 reflection; the roles of learner and teacher; costs and benefits;
 and the relationship between experiential learning and other approaches to learning.

Experiential learning as problem-solving

One of the reasons adults enter education is to apply their learnings to life problems. This application of learning to life problems suggests that a problem-centred approach is required (Knowles, 1973; Lippit, 1974). In the literature on experiential learning several problem-solving learning models are proposed. The model whose current use finds wide support is referred to as "Kolb's Experiential Learning Cycle". (Hunsaker, 1981).

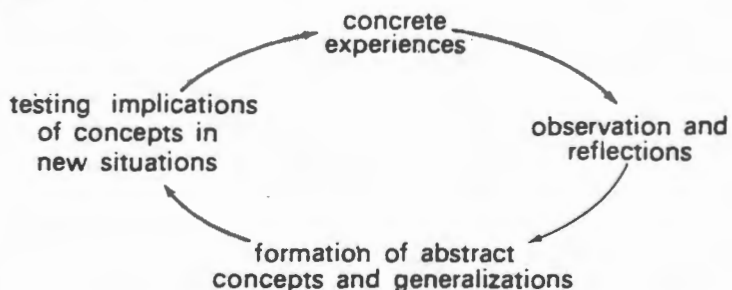


Fig:3 : Kolb's Experiential Learning Cycle (Kolb et al, 1971)

This model proposes a process which begins with an experience, which is followed by reflection. This leads to abstract conceptualising

/(i.e. the....

(i.e. the reflection is assimilated into a theory) and finally to the testing of these hypotheses in new situations. (Boud et al, 1985). The model is a recurring cycle within which the learner tests new concepts and modifies them as a result of the reflection and conceptualisation. This learning cycle is similar to Dewey's elaboration of the relationship between thinking and experience :

"Thinking includes all of these steps, the sense of a problem, the observation of conditions, the formation and rational elaboration of a suggested conclusion, and the active experimental testing." (Dewey, 1916 : 151).

Tom Boydell proposes an amended version to Kolb's experiential learning cycle. In this model experience includes abstract problems, i.e. "non-actual events", and conceptualisation is taken to include more than just cognitive perceptions of the experience, (Boydell, 1976).

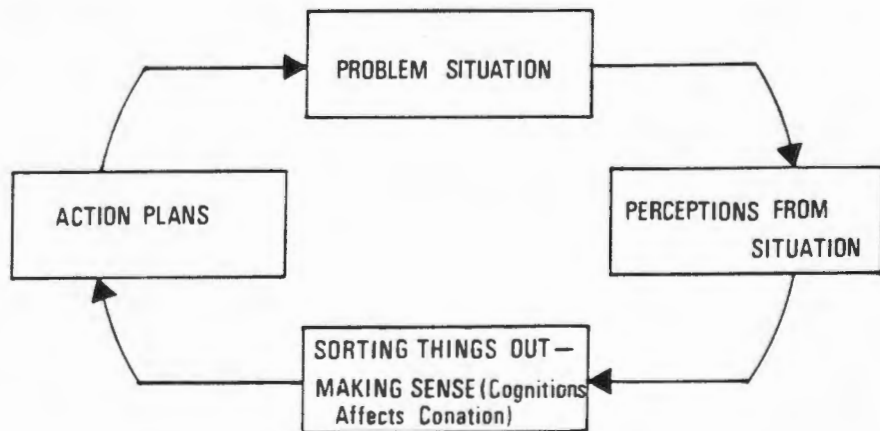


Fig. 4 : Boydell's experiential learning cycle

The essence for Boydell in experiential learning is a "problem situation; sorting things out; and action planning - implications of what has been learned." (1976 : 25).

An even simpler model is the version by Borton (described in Boydell, 1976) where the experience or problem situation and the reflection are combined into "What?". The conceptualisation or sorting things out is labelled "So What?" and the action plans and testing out of the new learnings is called "Now What?".

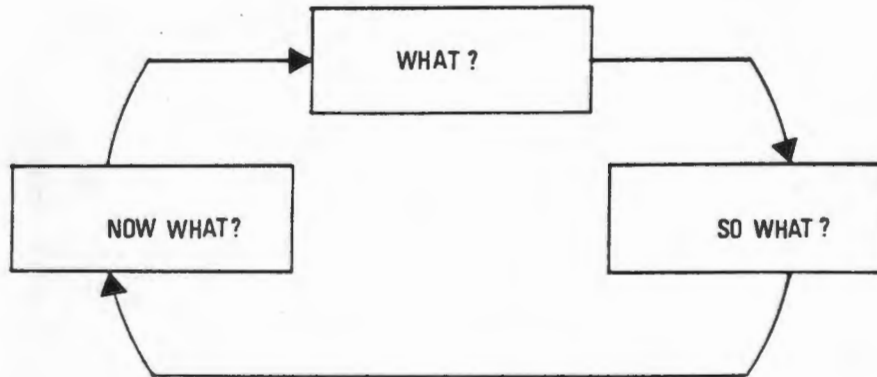


Fig.5 : Borton's Model of the learning process

Another model which gives reflection a central place is called the F E U Model. (Boud et al, 1985). This model, which was proposed by the British Further Education Curriculum and Development Unit (F E U), has three phases : an experience, reflection on that experience and the specific learning that occurs as a result of that reflecting. It is also possible that the reflection can identify a need for some specific learning.

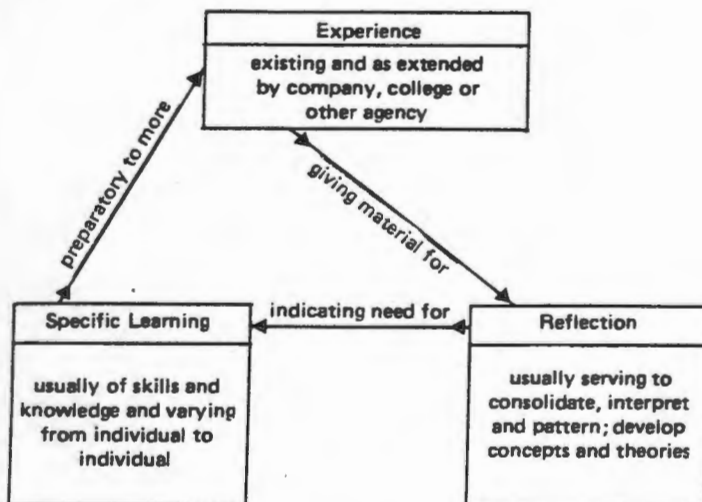


Fig.6 : F E U Model

All of these models have three basic phases: an experience or problem situation; a reflective phase within which the learner examines the experience and draws learnings from that reflection; and a testing phase within which the new insights or learnings, having been integrated with the learner's own conceptual framework, are applied to a new problem situation or experience. Whilst all these problem-solving models propose ways of using experience (or problem situations) within the learning process they tell us very little about the nature of both the experiences that can be used and what is involved in the reflective phase.

Experience in Experiential Learning

In discussing the nature of the experience it is useful to distinguish different types of experiences or problem situations that can be used in the experiential learning methodology. It is possible to distinguish between "simulated" and "real" problems, and between "then-and-there" and "here-and-now" problems. (Boydell, 1976). Simulated problems are structured exercises or simulations which the teacher sets up and from which the learners can draw learnings of a general nature which may be useful in future situations. Real problems are those which the learner is experiencing or has experienced in real life. These problems will be unique to each learner and will give each learner learnings for future similar situations. The difference between "then-and-there" and "here-and-now" is basically the difference between problems experienced individually outside the classroom and brought into that class, and those occurring within the class and which are therefore common to all learners.

/For some....

For some theorists the experiences that can be used are limited to structured exercises or simulations (Kolb et al, 1971 and others). Gray (undated) in his work on teacher education sees experience as the very "process of learning". He sees learning as being derived from this reflection on the experience of the learning process.

Experience, however, can be seen in much broader terms and can include everything that happens to a person. (Wight, 1970; Boot and Reynolds, 1983). Saul Alinsky in his work on training community organisers discusses the way in which people react to life as "a series of happenings which pass through their systems undigested" and concludes that "happenings become experiences when they are digested, when they are reflected on, related to general patterns, and synthesized". (Alinsky 1972 : 68-69). This use of real everyday experiences means that the problem-solving capacity of experiential learning can exploit every experience in life for learnings. (Knowles, 1975; Boydell, 1976).

Whilst most approaches to experiential learning focus on the learner's own experience, it is possible to expand the experience upon which a learner may reflect. This is done by making available the experience of others and the codified experience and knowledge contained in books. (Lippitt, 1974; Heron, undated).

Reflection in experiential learning

The reflective phase which follows the experience is an opportunity for the learners to "recapture their experience think about it, mull it over and evaluate it". (Boud et al, 1985 : 19). Reflection

in experiential....

in experiential learning is the critical phase, because this is when learning will occur. Experience alone does not lead to learning. In reflection the learner examines both the experience as well as his own conceptual framework. From this can come new perspectives, changes in behaviour, the development of skills and new conceptual frameworks. (Kemmis, 1985; Boud et al, 1985).

A model for reflection is proposed by Boud et al (1985):

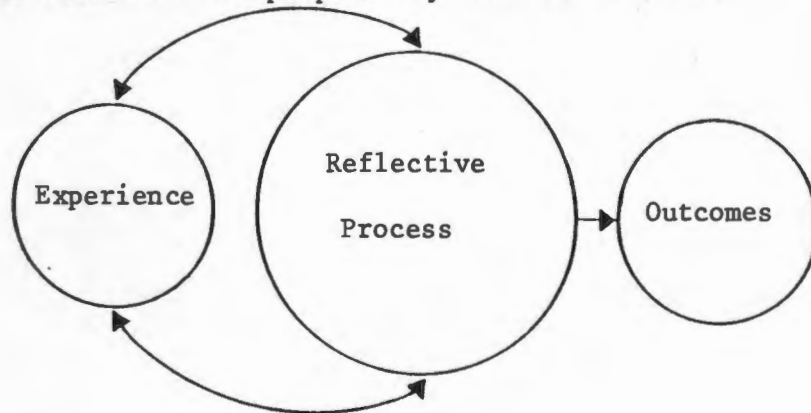


Fig.7 : A model of reflection in the learning process

This model highlights three important considerations for reflection in the learning process. Firstly, the experience - the focus of reflection - where it is important that all of the experience is considered. This includes the behaviour, ideas and feelings that were present during the experience itself.

Secondly, there is the reflective process, where the learner recounts the actual experience and attends to any feelings that may have persisted since that experience. This "attending to feelings" is an important part of reflection as it allows the learner then to reconsider rationally the experience in terms of his own learning goals and to integrate any new knowledge with his already held knowledge. This

/second...

second aspect of the model ends with an "appropriation of this knowledge into the learner's repertoire of behaviour". (Boud et al, 1985 : 27). This reflective process is the key part of experiential learning and is an "active process of construction and reconstruction of the individual". (Boot and Reynolds, 1983 : 4).

The third aspect, outcomes, is important for reflection as it completes the reflective process by designating the learner's gains. These gains may lead to changes in the learner in terms of "the clarification of an issue, the development of a skill or the resolution of a problem. A new cognitive map may emerge, or a new set of ideas may be identified". (Boud et al, 1985 : 34). It may reaffirm already held beliefs, knowledge, values or behaviour. This closure of reflection allows the learner to move into the testing phase where the new learnings are applied.

The roles of the learner and the teacher in experiential learning

The role of the learner in experiential learning is an active role which requires the learner to be responsible for his participation in the experience, in the reflection on it and analysis of it, and in combining this analysis with his own knowledge and that of others. (Skertchly, 1981; Lippitt, 1974; Knudson et al, 1973). This role can be contrasted to that required in some of the more traditional approaches where the learner is the recipient of knowledge possessed and interpreted for him by the teacher. (Pope, 1983; Wight, 1970; Rogers, C., 1977).

Because experiential learning is seen as "discovery" and not "expository" learning, the learner becomes involved in finding out for himself what must be learned. (Boydell, 1976). This requires the learner to question,

/interpret...

interpret, weigh up and finally integrate his "discoveries" into his own conceptual framework.

The role of the teacher in experiential learning is different from that of the teacher in a more traditional approach, and is crucial to the phases involved in experiential learning. His main task is to focus the learning from the experience and to create an environment in which learning can take place. (Boud et al, 1985).

"All of us learn poorly, lopsidedly, and wrongly from some experiences and not at all from others, because we do not know how to frame the kinds of questions which can be asked about an experience to make it more meaningful, or how to look for connections and inter-relationships which might be relevant to interpret experience". (Miller quoted in Smith, 1982 : 128).

Depending on the nature of the experience the teacher may set up the experience or may merely provide the conditions for reflection on an experience. Those teachers who use structured experiences need to have experienced the exercises themselves beforehand due to the open-ended outcomes of some exercises or simulations. (Kilty, 1982). During the reflection and analysis phase the teacher's role is one of facilitator: he helps the learner to use all of his knowledge and experience to make connections and to draw learnings. (Skertchly, 1981; Smith, 1982; Knudson et al, 1973; and Lippitt, 1974). Teachers need to develop sensitivity and skills in this reflection phase so that the learner gains the maximum from the experience. (Kilty, 1982).

/Costs...

Costs and benefits

The benefits of using an experiential learning methodology are high learner involvement and greater learner responsibility for both the learning process and the actual learning acquired. The active involvement of the learner in the various stages motivates him to engage, as contrasted to the more passive receptivity required in expository learning. When the learner discovers that he can learn from reflection upon his own experience he feels a "sense of accomplishment" and "mastery". Because he has been involved in discovering these learnings he is also less likely to forget them. (Coleman, 1976; Knudson et al, 1973).

The two major costs are the high time requirement compared to the relatively short time requirement of lectures and the non-uniformity of the learning, which varies from student to student. (Knudson et al, 1973). Also, because experiential learning often challenges deeply held beliefs and values, it can be seen as a threat and therefore rejected. A clear introduction is therefore important, with careful climate setting and the students' right to participate or not being made explicit. (Gray, undated; Heron, undated). A further weakness is that it is often difficult for learners to move from a learning which is true for a particular experience to a more generalizable hypothesis applicable to a range of situations. This generalizing of learnings can be assisted by the teacher, who helps the learner to interpret, develop and apply his new concepts and theories in other situations. (Coleman, 1976; Boud et al, 1985).

/Experiential....

Experiential learning and other approaches to learning

The issue is not one of experiential learning versus some other approach to learning but rather one of appropriate forms of learning. (Tumin, 1976). What is needed is a "judicious mixing" of approaches which are appropriate to the needs of the student. (Wight, 1970; Knudson, 1973).

Experiential learning is already widely employed in the education of young children in the pre-primary levels, with disadvantaged children whose learning needs augmenting and in some professional and vocational training. (Coleman, 1976). Within the traditional learning approaches, which are often referred to as "information assimilation", many important things are either not learned well or are not learned at all. (Tumin, 1976).

In "mixing" approaches the teacher needs to distinguish between learning which is aimed at "memory, understanding and application", where he can teach students with the aid of various techniques, and learning where there are no "right" answers. (Pedler, 1974). As it becomes harder to specify "learning outcomes" the teacher's own uncertainty and ignorance grows and this is when he needs to let go of his "expert" role and develop a method of learning which is a "shared co-operative enterprise". At this level of learning not only is the teacher "uncertain" and "ignorant" but the learner is also in a state of "ambiguity, anxiety and perplexity". It is here that experiential learning can best be used, whilst at the level of facts and procedures, information assimilation is more appropriate. (Pedler, 1974).

/This mixing....

This mixing of learning approaches avoids the danger of the learner becoming dependent on the teacher for knowledge; and reinforces the assumption that adult education is about selection, synthesis, discovery and dialogue, and not about transmission. (Allman, 1982).

A concern about experiential learning being used in formal education is its assessment and hence legitimisation. This concern can be met by the mixing of experiential with more "symbolic abstract" learning so that students can enhance their learning in a traditional system by using experiential learning with its application to life problems. (Cunningham, I.1983) Experiential learning will therefore not replace other approaches but will enhance learning when it is more "fully embedded" in the curriculum. (Coleman, 1976).

Conclusion

Experiential learning is not only used successfully in practice but also provides adult education with a methodology which utilises the experiences and knowledge of the learner to a greater extent than other approaches to learning.

The value and legitimacy of the knowledge gained from reflection upon experience is accepted by many theorists.

"principles derived by reflecting and conceptualising from one's own experience are legitimate knowledge if they are thoughtfully and responsibly developed and tested". (Smith, 1982 : 128).

This acknowledgement that knowledge can be found outside books as

/learners....

learners "reflect on their feelings, beliefs and experiences". (Apps, 1979 : 140) plus the more active involvement of the learner in the learning process underlines the need to develop and experiment with approaches to learning which include the experiential learning methodology in the curriculum. The Diploma Course for Educators of Adults is such an experiment.

CHAPTER THREE

THE RESEARCH METHODOLOGY

- 3.1 EDUCATIONAL RESEARCH
- 3.2 EDUCATIONAL EVALUATION
- 3.3 CASE STUDY RESEARCH
- 3.4 THE RESEARCH IN PRACTICE

CHAPTER 3

THE RESEARCH METHODOLOGY

This chapter describes the dominant paradigm in educational research and explains why another approach falling within an anthropological paradigm was chosen for this study. I then go on to discuss educational evaluation and illuminative evaluation, which was the particular evaluation tradition chosen for this research. Case study research and participant evaluation are outlined as the approach used in conducting the study. The section ends with a description of the actual procedures employed in the research and the problems experienced in practice.

The chosen approach does not claim to understand the wider social structures and processes. It neglects to consider the very setting of the course, the institutional aspects of it and the implications of the macro-context. Instead, the approach examines the micro-concepts of individual perspectives, personal constructs, negotiated meanings, role behaviour and the small group. The advantage of this approach is its ability to analyse in depth the small scale interaction present in the course, particularly the meanings and commitments that people bring and negotiate. I believe that this choice does not invalidate the findings and implications for practice, as the research has taken seriously the students who brought into the course the society, institutions and world outside the course through their own experiences, socialisation and histories.

3.1 EDUCATIONAL RESEARCH

Research is accepted as a search for truth which allows us to understand more fully the world in which we live.

Research is

"systematic inquiry made public. Such inquiry is a response to a problem and it aims to solve the problem by the achievement of understanding. Two kinds of problems of understanding to which systematic inquiry is a possible response are : problems of understanding the world in which we are called upon to act and problems of understanding what we ought to try to do".

(Stenhouse, 1980 : 1)

Educational research has as its main aim the development and influencing of educational events. It can therefore be seen as "applied" and not "pure". (Stenhouse, 1980; Ruddock, 1981).

"Education is mainly a social process. Most of it is a process between people, between teacher and student, or is the outcome of such relationship in private study. Evaluation requires investigation of this process and it is therefore a form of social research". (Ruddock, 1981 : 22).

The dominant research paradigm in education is drawn from the mainstream of social science research, where the methods used are based on those which have proven successful in the natural sciences. Empirical scientific inquiry lies at the heart of these methods. The collection of data, the formulating of testable empirical generalisations, hypotheses and models and the discovery of stable relationships provide the social sciences with scientific methods of research which are quantitative and statistical. This experimental approach of the natural scientist is nomothetic, i.e. it tries to generalise

/from the....

from the particular case(s) under study and formulate laws. Very often research within this paradigm sees the inquiry as value-free due to the objective methodology being employed. The researcher is the detached observer whose role is one of explanation and prediction. (Bernstein, 1976; Open University E364, 1982; Guba and Lincoln, 1983; Cloete, 1984).

The applicability of this research paradigm to the social sciences has been questioned. One of the shortcomings of an orthodox sociology is that it is too closely tied to a positivistic model of natural science. This "received model of natural science" is dogmatic and restrictive, whereas the explanation required in the social sciences all presuppose a "contextual etcetera clause" in that they are only explanations for solving a particular query. (Giddens, 1979). Positivism has also been rejected in some of the fields of natural science (e.g. Physics). Researchers in the social sciences, and in education in particular, need a method of inquiry which is more appropriate to the characteristics of social and behavioural phenomena. (Guba and Lincoln, 1983).

A second educational research paradigm, based on a method of observing natural social processes, is termed ethnographic. This type of research draws on an anthropological tradition where the concern is more on discovering theory than on testing it. The cases studied are natural rather than experimental and the aim is an understanding of a case. The results are qualitative and ideographic in character, rather than qualitative

/and nomothetic....

and nomothetic, and are rarely testable or repeatable owing to the unpredictable nature of social processes. (Open University DE 304, 1979; Open University E364, 1982; Cloete, 1984; Bernstein, 1976).

Research of this kind can be seen as an engagement in the social situation being studied. To gain the necessary understanding the researcher needs to interact with the case as it is happening. He cannot be the objective outside observer, as an understanding and uncovering of the unique characteristics of the case require an engagement with that social situation over a period of time. This long-term engagement enables the researcher to explore and understand the social situation of which he has become a part. This view of research as engagement raises the question of whether a researcher can ever be outside the research process as a neutral objective observer. A model based on the idea of "conversation" or "reflective discourse", which explores and seeks understanding of a social situation rather than value-free objective knowledge is more appropriate to the uniqueness of such a situation. (Morgan, 1983).

✓ This second educational research paradigm has been chosen for this research study because of its ability to uncover the unique characteristics of a situation; to understand what happened; and to give explanations about the case rather than generalisations and laws. This feature is in line with the purpose of the research study, which is to evaluate a particular case and identify the problems faced by the learners within that particular model of curriculum development.

3.2 EDUCATIONAL EVALUATION

Introduction

In education the term "evaluation" (often called curriculum evaluation) is used by many theorists interchangeably with the term "research." (Ruddock, 1981; Lawton, 1982). At its simplest, evaluation is the way judgements are made about the success or otherwise of teaching measured in terms of the students' learning.

"The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realised by the program of curriculum and instruction". (Tyler, 1949:106).

However, compare Tyler's definition of evaluation with one by Stenhouse:

"Evaluation is concerned with the explication of the relation between a curriculum, the contextual variables in a school and the teaching situation, psychological factors in pupils and teachers and the effects obtained. It attempts to evaluate the relationship between the curriculum (the content methods bundle) or a (relatively) controlled variable and the uncontrolled variables in the individual settings in which the curriculum is implemented. Evaluation, in short, is not product testing". (Stenhouse, 1977: 113)

These two definitions show that there cannot be just one evaluation method. Tyler is seeking confirmation of whether objectives have been met or not, whilst Stenhouse is looking beyond measurement and testing to an understanding of the teaching-learning process and context.

/Evaluation....

Evaluation models

There are many different ways to carry out educational evaluation. There is no one correct way. Some models do not give the full picture or are insensitive to the "uniqueness of the local conditions" and to the "quality of the learning climate. Each way of evaluating leaves some things de-emphasised". (Stake, 1983 a : 291-292). A choice which recognises the gains and losses of the method chosen is therefore essential.

The major evaluation models can be divided into two groups on the basis of an objectivist or subjectivist epistemology. (House 1983). In the objectivist epistemology models we are dealing with evaluation information which is considered to be "scientifically objective" by using instruments such as tests or questionnaires. The results are usually reproducible and they are analysed by quantitative techniques. Some of the models here are Tyler's behavioural objectives approach, systems analysis, and Scriven's goal free framework. Within the subjectivist epistemology the methodology is more naturalistic with an emphasis on qualitative interpretation rather than quantitative data. Researchers in this group are "less interested in arriving at a proposition that is true (in the generalisable sense) than in relating the evaluation to the particular experience...the evaluation is intentionally context-bound and findings are interpreted in context". (House, 1983 : 57).

/Evaluation....

Evaluation approaches can also be divided into "preordinate" and "responsive" evaluation methods. Preordinate methods can be used to check predetermined hypotheses and whether goals have been achieved, whilst responsive evaluation is particularly helpful in formative evaluation when the educational programme needs to be monitored and "no one is sure what problems will arise".

(Stake, 1983a: 303). Responsive evaluation is defined as:

"an approach that sacrifices some precision in measurement, hopefully to increase the usefulness of the findings to people in and around the programme...evaluation based on what people do naturally to evaluate things, they observe and react ... it is subjective...it orients more directly to programme activities than to programme intents".

Stake, 1983a : 292)

The transactional approach of evaluation fits within a responsive method of evaluation and focuses on

"events occurring in and around the actual programme in context...this approach concentrates on the educational processes themselves...it uses various informal methods of investigation and has been drawn increasingly to the case study as the major methodology".

(House, 1983: 47,57)

The key elements of this model are educational issues, classroom observation and case studies aimed at providing an understanding of the "activities and values" (Stake, 1983a:304). This approach provides a broad picture of the programme and fits closely with a definition of evaluation as:

"the process of marshalling information and arguments which enable interested individuals and groups to participate in the critical debate about a specific programme". (Kemmis, 1982 : 222).

This sense of collecting information and arguments which can then be used to understand what has happened and why it happened is central to the evaluative research methodology needed in this study.

Illuminative Evaluation

At the Churchill College conference at Cambridge in December 1972, a small group of non-traditional evaluators agreed that the conventional styles of evaluation had

"centred on the idea of testing educational effects under controlled conditions ... a laudable ambition... but one that is probably impossible ever to achieve technically, given the nature of educational practice".
(Parlett, 1982 : 186).

What was needed, said the conference participants, were evaluation methods that paid attention to the 'total educational process, that could illuminate these complex processes present within a learning situation and provide relevant information. (Lawton, 1982). One alternative evaluation method is seen as responsive, holistic and illuminative. These terms are defined as :

"Responsive evaluation responds to the wide range of questions asked about an innovation and is not trapped inside the intentions of the programme-builders. Holistic evaluation seeks to portray an education programme in its entirety. Illuminative evaluation seeks to open out an educational situation to intelligent criticism and appraisal". (Hamilton, 1976 : 39) (Emphasis added).

The paper by Parlett and Hamilton (1972) entitled "Evaluation as illumination : A new approach to the study of innovatory programmes" is recognised as a major step forward in the search for alternative evaluation models - a "breath of fresh air to many". (Ruddock, 1981 : 55).

The model standing within the anthropological paradigm has as its primary goal the description and interpretation of the

/programme....

programme as a whole rather than measurement and prediction.

The descriptive part of "illuminative" evaluation is an attempt to document how a particular programme operates, what influences it, how it is viewed by others and what it is like to participate in it. In the interpretative part the programme's "most significant features, recurring concomitants and critical processes" are discussed. (Parlett and Hamilton, 1972).

The 1972 paper characterises illuminative evaluation as having three stages: "investigators observe, inquire further, and then seek to explain". In the observation stage the evaluator gathers information about the day-to-day realities of the programme and records the actions and opinions of all the participants. In the second stage a more sustained and intensive inquiry is conducted which focusses on what appears to be the key issues. In the final stage there is a search for general principles and an attempt to place the finding within a broader explanatory context. The movement from one stage to the next occurs as the problem areas are clarified and redefined, and the three stages are seen as overlapping. (Ruddock, 1981; Parlett and Hamilton, 1972; Dachs, 1982).

The distinctive contribution of illuminative evaluation is its ability to:

- provide "vicarious experience" for those who could not be in the programme themselves;
- remind readers about the taken-for-granted features of an educational event;

/-highlight....

- highlight critical features of the event;
- provide a forum for a variety of viewpoints that may otherwise have been lost;
- convey an overall perspective of the event and place elements in relationship to each other;
- summarise and compare different interpretations and opinions of events;
- confront and open out for debate the complexities and dilemmas of educational programmes. (Parlett and Dearden, 1977).

Whilst these are all worthwhile priorities for evaluative studies they do not necessarily make decision-making any easier. The database and, therefore, the complexities are bigger and more evident but the decisions are hopefully "improved as a result of an increased awareness of the programme evaluated". (Parlett and Dearden, 1977).

The lack of objectivity and the possibility of researcher bias are two of the problems that face illuminative evaluation. However, precautions can be taken to reduce and even eliminate these problems. In the first stage of data collection, called "information profile", a number of sources and methods can be employed as a precaution against bias on the part of the evaluator. Sources include observation, interviews, questionnaires and documents. Precautionary tactics in the collection of data include checking of data by co-researchers, consultants who can query the data and comparisons of accounts and interpretations. In the third stage of reporting, the research

/process....

process can be described, the criteria used in making selections spelled out and the opportunity given to others to judge the research for its quality. (Parlett and Hamilton, 1972).

A further issue for illuminative evaluation is that it cannot cease at mere analysis. Whilst the 1972 paper argued that the primary concern for illuminative evaluation was information-gathering and interpretation and not decision-making, the eventual outcome of an evaluation must be to help educators to make decisions about educational policy by providing data, interpretation and comment on issues of "value and merit". (Parlett and Dearden, 1977:154)

This move beyond description to interpretation and decision-making raises the questions of values in evaluation, which many traditional models neglect. The entire process of evaluation, be it information collection, judgement making or presentation of results, is potentially "value laden", and evaluators need at least to recognise this problem. (Hamilton, 1976). One way around this is to make the evaluator's value position explicit. (Lawton, 1982).

In the introduction to methods of evaluation, Ralph Ruddock (1981) calls for "carefully observed descriptions of what happens, dramatised by verbatim statements from the people involved". He sees this as the first step in evaluation. This is followed by an "enquiry based on description and illuminative evaluation, which should tell us how it happens". For Ruddock these two stages lead us to the ultimate one when we raise questions about human behaviour, society and power,

"When we know what happens and how it happens, we will be in a position to ask why it happens".

(Ruddock, 1981:40) (Emphasis in original)

/This....

This stark simplicity is very close to Parlett and Hamilton's three stage method: investigators observe, inquire further and then seek to explain.

Because illuminative evaluation is an approach which recognises the uniqueness and complexity of each educational programme and because it opens out for debate these complexities, it is the tradition which was chosen for this study. The problem with this choice is that illuminative evaluation does not give clear methodological guidelines as it is a strategy and not a methodology. (Ruddock, 1981). However, because illuminative evaluation is both adaptable and eclectic, this difficulty gives the possibility of a wide variety of methods from which to choose. (Parlett and Hamilton, 1972; Ruddock, 1981). The particular methods chosen can therefore be dictated by the specific study being conducted.

/3.3. CASE.....

3.3 CASE STUDY RESEARCH

Introduction

The first aim of this study is to evaluate a particular case of curriculum innovation. The research approach used must therefore be able to focus on a single case and provide both insights and understandings of that case for the evaluative study. This study therefore was conceived of as a "case study" because a case study is an attempt to "understand the social processes and meanings implicit in some undertaking in a restricted context". (Millar, 1983 : 115)

Case study research is a form of social research which is "the examination of an instance in action". (Walker, 1980). The context or undertaking being researched is not created for the study but is real. This is one of the advantages of the case study approach - its strength in reality. The best use of the case study is not theory building but understanding the interactions and meanings present in a particular case. (Stake, 1983b).

Advantage of case study research

Another advantage of this approach is its capacity to use a wide range of techniques. It has been called the "eclectic model of evaluation". (Lawton, 1982 : 180), Lawrence

Stenhouse, in his paper contrasting the study of samples with the study of cases, makes the point that samples rarely give us sufficient information to make refined judgements about

/what decisions....

what decisions to make in a particular context or situation. He likens the case study researcher to the historian, where the case studies collected could form an archive of cases which would be sufficiently rich to allow subsequent study and re-interpretation. (Stenhouse, 1980). Further advantages are that case studies allow a range of interpretations and meanings to be recorded; they present material in a more public and accessible form than other kinds of research and allow the reader to weigh up the study and its findings for himself. (Adelman et al quoted in Lawton, 1982).

Problems and solution

These advantages need, however, to be contrasted with the problems in the approach. The most common objection to case study research is the "generalisation problem". This problem can be seen in terms of reliability and validity, because case studies are always "partial accounts involving selection at every stage". (Walker, 1980 : 43). One solution is to present the material in a form which is open to a variety of interpretations, thus passing on the problem of reliability to the audience. Secondly, the problem of replicability, a problem within reliability, could be met if clear and explicit research procedures are given, even though educational situations are rarely replicable. (Walker, 1980).

The issue of validity is particularly hard to deal with, as any attempt to establish exactly what happened and what the truth is,

is very difficult. Differences of interpretation are not necessarily right or wrong but rather a portrayal by the case study researcher of what for him the reality is which seems to fit the situation. (Lawton, 1982).

"The case study worker constantly attempts to capture and portray the world as it appears to the people in it. In a sense for the case study worker what seems true is more important than what is true". (Walker, 1980:45). (Emphasis in original)

Case studies, as highly subjective forms of inquiry, therefore need to present their findings, procedures, basic data and own frame of reference for public scrutiny and challenge and not claim "the status of truth or last word". (Millar, 1983: 122).

A further issue in the problem of generalising the results of a case in that in case study research the only form of generalisation possible is "naturalistic". That is, it is about a particular case or a similar case and not a "population of cases". (Stake, 1983b). This "naturalistic" generalisation can be contrasted with "scientific induction" and defended on the grounds that to recognise "the similarities of objects and issues in and out of context and by sensing the natural covariations of happenings...is both intuitive and empirical". (Stake, 1983b : 282).

/Case Study....

Case Study Procedures

Most of the difficulties experienced in the use of case studies here have to do with the approach and methods used by the researcher. Rules and procedures for the conducting and reporting of the case study should be made explicit. The relationship between the researcher and the subjects should be one of trust so that the researcher is accepted and not seen as being on the side of authority. (Walker, 1980; Stenhouse, 1980). Key terms for Ruddock (1981) in this regard are "good faith", a "research ethic" and "accountability". Controlled access to information, in terms of the rights of the people being researched, and a great deal of sensitivity when interviewing is needed for the subject's privacy to be respected. (Walker, 1980; Stenhouse, 1980). In reporting it is better that the researcher be a "collector of definitions" rather than "a conductor of truth", as the risk of placing a false coherence upon the case is high. (Walker, 1980:58). There is a real danger in case studies of "imposing a conceptual order upon empirical chaos". (Ruddock, 1981 : 34)

Clearly, in conducting case study research the researcher needs to be clear on procedures and the reasons for using them as well as the danger of not reporting accurately. Three principles of procedure that could serve as guidelines and standards for case study research are :

- "accurate portrayal" - the accurate record of the data, the interviews and the perceptions held.

/- "progressive..."

- "progressive focussing" - the way in which key issues or questions emerge and are focussed on.
- "wholism" - the study of all the parts of the case. (Millar, 1983)

The Case Record

This "accurate portrayal" is a major issue for case study research and what is suggested is a "case record":

"a cautiously edited selection of the full data available, the selection depending on the fieldworker's judgement as to what was likely to be of interest and value as evidence". (Rudduck, 1984 : 202).

Case records offer the possibility of delaying the "erosion" and minimising the "mutilation" by working with a fuller and more theoretically open source than case studies which offer no data other than that supporting the researcher's findings and interpretations. (Rudduck, 1984; Stenhouse, 1977). Case records can correct some researcher bias by offering the researcher a more complete history at the end of his field work. This fuller record will also help others to verify the researcher's interpretations. (Rudduck, 1984).

Whilst case records are condensed (without it the data would be overwhelming and unmanageable) the problem of what to include and what to edit out in the condensing remains for the individual researcher, but it seems that the possibility of minimising early interpretation and prejudgement is an important gain in the use of case records which can form the basis for case study research. (Stenhouse, 1980). For this reason the data presented in this study is in the form of a case record and not a case study.

/Participant.....

Participant Observation

The method of data gathering used in the creation of the case record for this study was participant observation. This is the basic method used in anthropological field-work. In this illuminative evaluation study there was a need to build up a record of events, interactions among and remarks by the participants. This could best be accomplished by my being within the educational setting. To remain an outsider would have been to place limits on what could be gathered and hence understood. (Ruddock, 1981; Parlett & Hamilton, 1972 and Lawton, 1982).

However, participant observation has both limits and possibilities:

"Participant observation is heavily dependent on the skills and personality of the researcher. Its findings cannot claim to be valid in the same sense as can those of some surveys, or as reliable as experimental methods, because a different participant observer might come back with a quite different account of events. Nevertheless, it is generally claimed to be truer to the social realities under investigation than other methods. Its immediacy, flexibility and comprehensiveness far outreach the possibilities open to measurement and experiment". (Ruddock, 1981:54).

The participant evaluator has the great advantage of experiencing the learning milieu from within. Yet he must continually be on guard against the danger of becoming a participant. This role conflict problem can be resolved if the evaluator can play a low-key role - neither a passive outsider nor a dominant member of the group. (Ruddock, 1981; Lawton 1982). The role conflict experienced in practice will be outlined in the next part of this section. The approach of participant observation gave me a simple and direct mode of information gathering and inquiry, a desire in all evaluative research. (Ruddock, 1981).

3.4 THE RESEARCH IN PRACTICE

This section outlines my activities as researcher during the year under study. I describe how entry was negotiated as a participant observer, how the data for the case record was collected, and certain problems that I experienced in conducting the research.

In preparing for the study a document entitled "The role of Tony Saddington" (Appendix 9) was written which outlined my role as the evaluator, who the evaluation was for, what kind of evaluation it was to be, how it would be done and what its anticipated effect on the course would be. In negotiating my entry as researcher this document was handed out and discussed with the students. This initial statement of intent was very broad, but it did provide a starting point. Actual practice varied at several points from the outlined programme owing to time constraints. For example, it was not possible for each student to spend time with me each month, instead, informal conversations and a single taped interview were arranged.

The major problem faced in conducting the research was how to avoid distorting the realities of the case by introducing interpretative bias. It is a problem inherent in using participant observation as the main means of data collection, and in this study several steps were taken to control this potential for distortion.

/The first....

The first step was to follow Stenhouse's recommendation and to create a case record rather than a case study. This record served later in the analysis as a primary source and helped me resist premature judgements and interpretations. This meant that the first year of research was limited to data gathering; only after the case record was complete did I go on to the interpretation and analysis stages.

The second step was to check my data in as many ways as possible to ensure accuracy of portrayal. A variety of data sources outlined below, were used, which were then combined and edited into the case record.

The ultimate step lay in the way in which the research was presented, in that it sought to illuminate the case first - by creating a case record and then identifying and analysing the problems experienced - before moving to the questions raised and the building of theory about learner responsibility and experiential learning. By constructing the research report in this way I attempt to open up to the reader the process I went through in completing this study and reaching the conclusions. This will allow the reader to judge its validity for himself.

The data gathered and combined in the case record consisted of:

- (1) An observation record of each class
- (2) Taped interviews with each student
- (3) Written questionnaires completed by both staff and students
- (4) Informal conversations and discussions with both staff and students.

/(5) Written.....

- (5) Written documents both pre-course and during the course
- (6) Written work completed by the students.

The record of each class was the main source of data. As a participant observer I recorded each class in note form as it took place. My record consisted of the key incidents and events as they occurred as well as the responses of both staff and students to them. This gathered information was checked for accuracy with the two staff members in the informal discussions that followed each class. Their perceptions of the critical incidents were then compared to my record of the class. The advantage of this note-taking was that my data was immediate and the events were recorded as they occurred in process. A disadvantage was that key events could escape my notice either because I was preoccupied with another event or the event did not surface visibly in the class. This potential for a skewed account was to some measure corrected by reflecting with staff on our joint perceptions of each class.

After some five weeks I sought permission from the class to conduct taped personal interviews outside class time. This was agreed to and over the next few weeks the interviews were conducted either at a place of work, at home or before a class began. These interviews were open-ended and lasted for 30 to 90 minutes. I had prepared a series of questions for these interviews, but due to the open-ended nature of the interviews not all the questions were pursued with each student. (Appendix 10). Each interview was transcribed and an edited

/form....

form was used as a data source for the case record. The dangers in interviewing were that students would tell me what they thought I wanted to hear or might be concerned about overexposing themselves. The interviews were therefore treated confidentially and the edited versions were compared with other sources such as observations and other written material for accuracy. These interviews provided me with a series of student perceptions which helped in the creation of an accurate case record.

In the second semester I administered a questionnaire (see Appendix 11) which was completed by the staff and students in their own time over a three week period. The responses to the questionnaires were collated and a summary was given to the class. This summary was discussed with the class towards the end of the second semester. This summarising and discussion of the summary provided me with a tested portrayal of the course during the year against which my observed data could again be checked. (Appendix 30)

Informal conversations and discussions with students before and after class and on less formal occasions provided me with insights and perceptions of the key issues for the students. My conversations with the two staff members tended to be held at least twice weekly and usually took the form of a reflection on the previous class and a discussion on the interventions and responses that the staff might appropriately make next.

The rest of the data collected was written material. Documents prepared by the staff before and during the course and those prepared by students for the course all formed part of the

/overall....

overall picture. Two other types of documents which assisted the accurate portrayal were the individual student assignments about the course process, to which I had access, and the papers written by three students in response to a paper by myself and the staff describing the first thirty hours of the course.

One of the problems was the lack of time in which to conduct more personal interviews and to share my observational notes with the students. Had I been able to conduct these interviews on a few more occasions and had I been able to arrange time for the students to comment on my notes in terms of their accuracy and fairness I might have been able to ensure even less distortion that might be present in the case record.

A further problem was that I was seen by several of the students as a staff person. This placed me outside the student group and inside the staff group. Two reasons for this were the fact that the staff and I worked together and we were therefore seen as a group. The second reason was that because the very nature of the curriculum placed everyone in the joint roles of learner-teacher, I had also played a "teaching" role at times. This simply confirmed for some students my staff role. Because of this loss of clear evaluator role definition, I needed to take care in the process of data collecting that the students did not respond to me as a staff member who would ultimately assess them. This role confusion also required me to spend a lot of time in developing the trust relationships necessary to be the "neutral" participant observer.

/Conclusion....

Conclusion

Whilst the methods I employed do have limitations, I believe that I have "marshalled information and arguments which enable interested individuals and groups to participate in the critical debate about a specific programme". (Kemmis, 1982:222). This research was illuminative evaluation in the sense that it attempted to open out for debate the 1982 Diploma Course for Educators of Adults. The approach used was that of a participant observer conducting case study research. What was created was a case record which served as the primary source for the analysis that follows.

CHAPTER FOUR

THE CASE RECORD

- 4.1 1ST SEMESTER COURSE PLANNING
- 4.2 1ST SEMESTER COURSE PRESENTATION
- 4.3 1ST SEMESTER COURSE MANAGEMENT AND REFLECTION
- 4.4 2ND SEMESTER COURSE PLANNING
- 4.5 2ND SEMESTER COURSE PRESENTATION
- 4.6 2ND SEMESTER COURSE MANAGEMENT AND REFLECTION

CHAPTER 4

THE CASE RECORD

This chapter is the case record of the course. The purpose of this record is to provide the reader and myself with as full a primary source of data as possible before engaging in the interpretation and analysis of the case. This case record is a cautiously edited selection of the data that was available to me from the observation records of each class, the taped interviews with each student, the questionnaires completed by both staff and students, the numerous conversations, the written documents used during the course and the written work completed by the students. In describing the case I have begun with an introduction to the actual course and then I have divided the course up so as to group the data according to the major focus present at that time. These divisions centre on "course planning", "course presentations" and "course management and reflection".

Introduction to the case

The second Diploma Course for Educators of Adults offered by the University of Cape Town began on 15 February 1982. The time span of the case was the first year of the diploma course from February to September. This was a total of 28 weeks and 119 hours of class time. The 53 classes were normally held twice per week on Mondays and Thursdays from 5 p.m. to 7 p.m. (Appendix 12).

The course was advertised by means of a brochure and prospectus entry. (Appendix 13). The brochure was prepared in mid-1981 and the changes in the staff's thinking and theoretical formulation for the design of the course occurred only during the latter half of that year. By January 1982 the 18 students who had applied had all been interviewed and received a letter welcoming them and informing them of an intensive period in which they (the staff and the students) would "...begin the process of meeting and working together on planning the course of study we will follow." (Appendix 7).

The students, 14 female and 4 male, were all adult educators engaged in various forms of education, mainly in non-formal settings. They were teachers (primary, secondary and remedial), a primary school principal, literacy teachers (both community based and in industry), a researcher, a careers counsellor, a leadership trainer in the church, a priest, a university lecturer, a librarian (Secondary School),

/a training...

a training officer in commerce, a warden of a university residence and a book buyer (involved in reading projects).

The Centre for Extra-Mural Studies provided two staff members for this course, the Professor of Adult Education and one of the Senior Tutors in the Centre. The other person present throughout the course was myself as researcher. Besides these three people, six outside lecturers were invited in on a number of occasions.

The remainder of the case record that follows has been divided according to the three focuses proposed in the introduction to this chapter - "course planning", "course presentations" and "course management and reflection". As these three groupings occurred within each semester, there are therefore six divisions which span the entire year of the course. (Figure 8).

/Figure 8.....

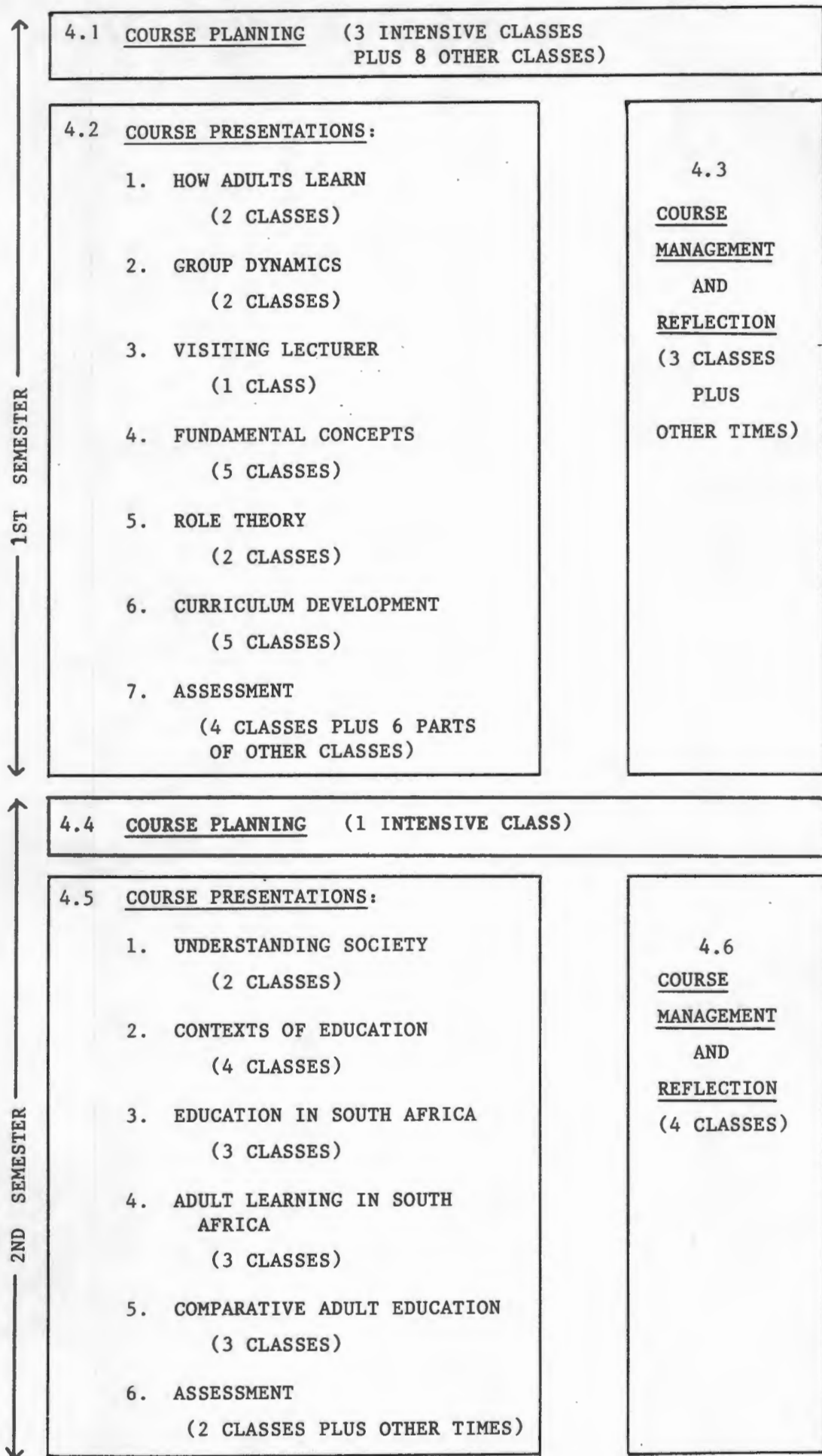


FIGURE 8 : 1982 DIPLOMA COURSE DIVISIONS

4.1 1ST SEMESTER COURSE PLANNINGIntroduction

This period of time covered the first six weeks of the course and included an intensive block of class time - three days of six hours each, all within the first week and before the formal process of registration. The idea was that students were free to decide whether to proceed with registration after having attended the intensive.

The Intensive

At the first class the students gathered in a lecture room seated in a square. A member of staff welcomed everyone, gave out a list of students and announced that as nothing was planned, he had nothing to start with or to give to the group and the course was therefore in the hands of the group. He posed the questions "What are we going to do?" "How are we going to decide to do it?" and "How do we get the resources and skills here to work together?"

Some students attempted to start by suggesting exercises to get to know each other. Others remained silent or raised questions about what to do. Two comments from this time period were: "The leader is refusing to lead...opted out of his responsibility" to which another student responded: "playing a well designed game...(the staff) he wants us to decide what he has already decided." These comments were not responded to and thirty minutes into the first class a student started a process of pairs sharing who they were. After the first hour a staff member suggested "a stock-taking of the last hour". Some of the responses were : "a struggle for leadership", "role of

/expectations....

expectations were blocking us", "good lessons in how to educate adults to be adults", "lack of trust in self", "what last year's students wanted you are imposing now?", "why structure it this way this time?", "are we not battling with decision-making as a group?".

In answer to the way it was structured, a staff member shared how the previous course was seen as "owned by the staff who had ushered the students into the presence of a body of knowledge which they (the staff) had possessed." This process he felt was not Adult Education and hence the unorthodox beginning. The students were asked if there was not present a strong assumption that what happened thus far had been planned, for "to believe it wasn't planned is terrifying...you might believe there is no course!" Before the supper break questions were raised on assessment, the time slot and the staff's role.

After supper a blank timetable (Appendix 14) for the year was given out and some administrative questions responded to by a member of staff. An idea of three small groups focusing on how to make decisions and to get to know one another was proposed, supported and begun. After a report back from the group a staff member suggested that the discussion needed to be translated into "terms" or a "contract" about the course content and procedures as to how the group would work. A student suggested that for the next class everyone identify what was important for them and what was "absolutely non-negotiable" in terms of the course. The class ended with the appointment of a student as chairperson for the next session.

/The second....

The second class chaired by the student began with the gathering of expectations from the staff and students and created a list of some 73 items (Appendix 15). After this, questions about manipulation surfaced and the need for reflection on the process of the intensive was proposed. The staff's response to manipulation was that they had seen themselves acting in a "principled way...(they) told everyone there is no curriculum and we will create it together". The staff said that this method of working was more "respectful" to the concept of Adult Education.

After this, groups of three were formed to create headings under which the 73 items could be placed. The six groups gave a variety of headings which were eventually consolidated under headings of "Content", "Process", and "Standards - Intellectual and Group". The problem of then listing the items under these three broad headings was eventually given to a volunteer group consisting of the two staff and four students. An initial response to this problem had been to ask the staff to take it on but this was refused. The second class ended with the small volunteer group meeting on its task. This group was led by the staff and in just under an hour had ordered a curriculum under the headings mentioned above. A student took the list away and had it printed ready for the next class (Appendix 16).

At the third class the "curriculum" was distributed and a new chairperson appointed. An agenda was compiled which included discussion on and approval of the curriculum document, timetabling of content, dates and evaluation of the three day intensive. The curriculum

/document....

document was discussed, and modifications made by both staff and students. In the discussion the difference between a private and a common curriculum arose as well as the interpretation of various phrases. Whilst not everyone participated to the same degree during the discussion there was a sense of general acceptance of the document as a starting point. The students were reassured by the staff that "this course will grossly exceed university requirements". A student again agreed to have the document retyped ready for the next class. (Appendix 17).

In the remaining time of the third class the staff was asked to take responsibility for the sequencing of the content for the first semester and then deliver it. These tasks were not accepted by the staff. A concern was raised that the majority of the class were silent - the main speakers had been the staff and the four students who had been involved in the volunteer group the night before - to which some replied in terms of "confusion", "fast pace", "difficulty of seeing staff as the experts and wanting to hand it over". The issue of reflecting back on the experience of the intensive was discussed and it was agreed that each person would work on this reflection for the next class in terms of the questions "Where am I now, and how did I get here?". The class ended with a proposal that I lead this reflection and also discuss my role in the course of the next class.

Before classes began in the second week the students had to complete the formal university registration process if they wished to continue with the course. This act of registration was seen as both a

/commitment....

commitment to doing the course and to the curriculum framework created by the class. Quite a few students showed the curriculum to people outside the course to "vet it" before registering.

Planning the curriculum

The fourth class began with an explanation and questioning of my role. (See Appendix 9 for document given out at this time). After discussion, my position as a participant observer in the class was accepted. The class then shared in small groups the questions posed in the previous class. In the plenary discussion that followed, the sense of "feeling manipulated" resurfaced whilst for others they were "happy to just talk...two conditions - a certificate and it (the course) must be meaningful and worthwhile". It was agreed that the reflection needed to continue to give a chance for the underlying theory to emerge, and a student was proposed as the next chairperson.

The fifth class started the process of reflection on the intensive with the question "What is the theory that last week was based on?". A tension was identified between the two feelings present of "let's get started" and "we have started". A sense of aimlessness and insufficient organisation prompted the comment "I didn't come on this course for an encounter group!". A charge of being manipulated through "group dynamics" was rejected by staff who later agreed to chair the next class and give a theoretical clarification to the intensive.

As it was seen to be important to structure and block the curriculum, a student volunteered to take on this task. She was joined by a second student, and the remaining class time was spent discussing what the

/blocks....

blocks for the curriculum could look like. There was also some discussion about reading - "please share what people are reading" "do I need permission to distribute an article (to the class)", "never been as motivated to read as now". Students also began sharing administrative details they had found out with the class at this and later classes.

The sixth class consisted in the main of the debate on the theory underlying the course. This debate was between staff and students and between student and student. The staff person who was chairing suggested that the challenge of "manipulation" put at the previous class by a student could be expressed in the following terms:

- "1. I don't understand you - you use jargon.
2. I feel manipulated and excluded - you have not taken me into your confidence and you are doing things to me - you are using a technique on me.
3. Relevance to my needs lacking - How can I use this technique in my own situation?
4. Many others are in the same boat - I speak for them.
5. I am angry with you for making me feel like this. Stop it and do something different.
6. You are not respecting my adulthood.
7. You are not listening to me."

and that the questions being raised by the students were :

- "1. What is the academic or psychological theory behind the group dynamic method?
2. What are the techniques that are normally applied and why?
3. What gambit of emotion is to be expected of a group?
4. What are suitable situations for the employment of this method?
5. Why did the Education Department decide to use this method to introduce the course?"

This last question was seen as the main one, and in the response it was stated that the Education Department did not decide to use a group

/dynamics....

dynamics technique but rather took responsibility for a decision not to devise a curriculum unilaterally. The class discussed the two views of "let's get started" and "we have started" again, and the questions of whether adults learn better if they take responsibility for the curriculum and whether adults learn best through an experiential learning methodology were posed by a student. The staff agreed to the former but questioned the word "best" in the latter. They felt that an experiential learning methodology had been chosen when the class decided to reflect on the experience of the intensive. There was also discussion on the comments and actions which were perceived by staff as an attempt to place them in a teacher role. Some students questioned whether the staff were not avoiding the responsibility they were paid to take on and whether the staff were not unwilling to "deliver". Some students responded by saying "I've realised that I need to direct my own learning ...not given a chance to think (in other systems)". At the end of class there was a call for everyone to work on a list of learning resources that each could offer to the class in an effort to orchestrate all the resources present. As the class emptied a student shared that she was excited because "I have learnt that I have to do the learning".

Class 7 was chaired by a student who began with three sheets of newsprint on one wall headed "Resources", "History" and "Oppositions". These sheets, designed by the staff, were an attempt to capture the learning resources everyone had, the great moments, words, discoveries that happened in the class and the important oppositions to learning

/that occurred....

that occurred. The resource's sheet was used by only one staff person and myself.

The student chairing then posed the four issues :

- "1. What is adult education?
2. What role should the teacher have?
3. What role should the student have?
4. Does the group need a job description/contract?"

The questions came from her own unease with the fact that after 22 hours of class time there was still no sequenced curriculum and yet she felt the questions needed answers before the curriculum could be planned. The staff shared their sense of being blocked from participating by being shunted into a teacher role - a role that they did not want. This led into a discussion on control and roles. Control was seen by the staff as robbery - a taking away from the group of the space that had been created for the students to take on responsibility for their own learning. Also discussed was the staff's concern about the burdens they sensed they were expected to carry.

The fact that when people missed a class it was difficult to "get on board again" was considered and it was decided that each class should begin with a summary given by the person chairing the session.

The idea of design teams was raised and agreed to as a way of planning and delivering parts of the curriculum. The staff had refused this role at a previous class. How to select the areas to be worked on remained, and the idea of working on this for the next class was scrapped in favour of a proposal that the list worked on by the two students who had planned this class be looked at and possibly the top

/five....

five areas on their list adopted. Their list had been composed from the subjects listed on the "curriculum" document agreed to at class 3 (Appendix 17). The list was examined briefly and agreed to. The areas chosen were :

- "1. How adults learn/Experiential learning
2. Group Dynamics
3. Curriculum Development
4. Fundamental Concepts
5. Role Theory . "

It was agreed that the next two classes would be used for small task groups to be formed and to work on these curriculum areas. A student volunteered to give the summary of the class and start the task groups at the next class.

The eighth class was started with the first summary presented for those students who had missed the previous class. The student leading suggested that the task groups should plan the learning for the rest of the class and that the sequence ordering and blocking of dates for these five areas be done at the next class. The staff and students each chose the area they wished to work on and physically moved to a place in the room to indicate this. The next hour was spent in task groups working on these areas. In the final period of the class a short reflection on how the groups had gone about their task was embarked on and a student volunteered to take on the summarising and chairing of the next class.

In the ninth class the major portion of time was again in task groups after the initial summary of the eighth class. In the final plenary each group shared what it had been doing and possible content ideas.

/The group....

The group on "Curriculum Development" saw their task as the evaluation of the other four areas and how those groups developed their curricula. The class felt this was a "cop out" and the issue was unresolved due to shortness of time. The task group on "How adults learn" decided to leave out the focus on "Experiential Learning". There was a negotiation for more time to work out how the content could be dealt with and when. This then became the agenda for the next class and again a student volunteered to give the summary and to chair the class.

The tenth class began after the summary with the negotiation on the use of an overseas visiting lecturer at a later class and also my asking for permission to conduct taped personal interviews, both of which were agreed to. The task groups then worked on their areas separately and in the final plenary presented what they could offer. The class ended with a new volunteer again for the next class and a sense among some students of being quite "surprised we had learnt (in the small group)", "lot of planning has gone on - (we've) done half a year's work", and "happy if we do this".

The eleventh class after the summary again went into task groups. In the report back after the first hour the group on "How adults learn" stated that "as a group we are not ready to take on the teaching role". They asked for an open discussion in the next class on how adults learn. This was contested by the view that there was a need for a reflection on the process that they as a task group had been engaged in. Finally, the task group on "How adults learn" agreed to take on the next two classes and to structure them.

/In the....

In the dialogue between members of that group and both staff and students the sense of a time pressure was very strong. Attempts to get this pressure released ("give the group more time") were countered by the staff ("(you will)make the group into a lame group", "group didn't ask for more time."). Finally this task group agreed to lead the next session only, and the remainder of the class was spent discussing what questions could be addressed at that class : "Did I suffer? What made me stay? What's made it difficult/blocked me?". The class ended with a student sharing his frustration in not having been able to share more fully his own task group's plan: "My work has been ignored - my plans cancelled out". This was labelled by the staff as the price which had to be paid when a class gives time to a particular group over and above another.

The twelfth class was a presentation session.

The thirteenth class after the summary evolved into discussions on the limitations of summaries, and the use of an outside lecturer by the "Fundamental Concepts" group. Some students said they felt imposed on by this task group, who wanted five evenings for one lecturer and a possible two more for a further lecturer : "imposed on by dates", "don't want such a heavy dose". To which the task group responded : "We spent five hours trying to put this (the programme for Fundamental Concepts) together."

These issues were unresolved as the class broke into three groups to continue the previous class discussion which focussed on how people were feeling and experiencing the course. In reporting back various

/issues....

issues arose which told of confusion, a need for structure and for someone to pick up the loose threads ("too much is dropped into the middle"). A contest was also identified between a "content" and a "process" focus, whilst the acceptance by the class of the five lectures by an outside lecturer was seen as a way of making progress, which avoided reflection. The sense of being hi-jacked through time pressure and lack of consensus was raised. Out of the discussion came the idea of a debate on "Adults learn best through experiential learning" which would give "respectability to the different positions on learning theory" held by the class. The first class after the vacation was scheduled for this.

/4.2....

4.2 1ST SEMESTER COURSE PRESENTATIONS

Introduction

The majority of class time in the first semester was spent in this period which ran for 13 weeks from "1st Semester Course Planning" till the end of the semester. Interspersed were the classes which constituted the next section, "Course Management and Reflection". This period of time included the presentation of the five selected subject areas, the issue of assessment and a class led by a visiting overseas lecturer :

- 4.2.1 How Adults Learn (Two Classes : 12 & 15)
- 4.2.2 Group Dynamics (Two Classes : 16 & 17)
- 4.2.3 Overseas visiting lecturer (One Class : 18)
- 4.2.4 Fundamental Concepts (Five Classes : 14,22,23,25 & 26)
- 4.2.5 Role Theory (Two Classes : 30 & 31)
- 4.2.6 Curriculum Development (Five Classes : 20,21,28,29 & 32)
- 4.2.7 Assessment.

/4.2.1....

4.2.1 HOW ADULTS LEARN

Two classes were used on this subject area - the first focussed on the question "How have I learnt in this group?" whilst the second was a debate on "Adults learn best through experiential learning".

At the first class the task group began by posing a series of questions : "How do adults learn? How have I learnt? What makes an adult want to learn? What made me stay in this group? Do I have to suffer to learn? and What have I learnt?".

The question that was pursued was "How have I learnt in this group?". A variety of responses were given :

"personal motivation", "peer pressure", "only learn when it has personal meaning - add my own dimension to it", "I don't know what I've learnt yet", "learning by observation", "learnt things about myself", "wanted to learn - not contribute", "small group pressure(on me) to read and contribute...I'm learning!".

During this discussion a challenge emerged as to whether this participatory learning was not too narrow a concept and whether traditional learning was disapproved of ("an odour around traditional learning"). This raised debate on the responsibility the learner had for the situation. A second challenge arose about the necessity for suffering. Suffering was described as "frustration" and "boredom" whilst others understood it as being about the unlearning of their socialisation.

In the final forty minutes of this class the question of how helpful the discussion had been was raised. Some of the staff

/and students....

and students said that they had learnt nothing and in discussing this the task group expressed uncertainty : "What are we (the task group) expected to do?", "I don't know how to continue", "I'm confused now - not making progress". The feeling from a member of the task group was that she needed prior acceptance of her contribution for her to be able to participate. The interchanges in this period were recognised as important in the task of understanding how adults learn ("this is real", "not your (the task group's) responsibility to make sure people learn"). Finally it was agreed to reflect on the process of this class at the next meeting.

The debate in the second class was chaired by a student who was elected previously. He set out a structure in which the debate would have a formal setting with time for the proposers, the objectors, the replies of both sides and a plenary. One member of staff seconded by a student supported the motion that "Adults learn best through Experiential Learning" whilst two students opposed it. After this the debate was opened up to the rest of the class. In the final summation and response the issue of adults' deserving the opportunity to understand why and what they were doing surfaced. "This course did not do this," said the student, to which a staff member replied, "Who can give you this understanding? Only you yourself can!". This class ended with a blocking of time for the "Fundamental Concepts" and "Group Dynamics" groups and also the distribution of a paper written by the two staff and myself on the first thirty hours of the course for discussion at a later class.

4.2.2

GROUP DYNAMICS

The two classes consisted of one in which a tightly structured programme was pursued, followed by another in which some theories on group dynamics were discussed and critiqued.

The first class was led by myself, who with the task group had designed a series of structured experiences for this class. The purpose was "to provide an opportunity for the class to understand some of the dynamics present when a group meets, to see how each person affects a group and its functioning, and to gain an understanding of leadership within the context of a group". The session consisted of structured events which focussed on basic concerns such as inclusion, control, affection, leadership and responsibility. The class all participated in the events and the reflection periods that followed each exercise. At the end of the session two theory papers were distributed and everyone was asked to read them and critique these theories before the next class.

At the second class I again led and divided up the class into groups of four who met separately to discuss and critique the theories. After this the class reassembled and debated the theories as to their use. This part of the class ended with a bibliography on Group Dynamics being distributed. The final half hour of the class was used to plan the next four classes.

4.2.3 OVERSEAS VISITING LECTURER

Although he had been present for two classes already and was to remain with the class until class 23, this was the one session in which he shared the work he was involved in and also the theories and motivations underlying his work. Whilst most of the time was an exposition describing his work, the final half hour of the class was an interaction between him and a few of the students and staff. In the final few moments of the class the staff renegotiated a date for the discussion of the "30 hour" paper and the task group on "Fundamental Concepts" handed out a paper detailing the decisions they had made concerning their curriculum area. (Appendix 18).

/4.2.4....

4.2.4 FUNDAMENTAL CONCEPTS

The five classes designed by this task group took the form of an introductory class followed by a series of four lectures over a period of three weeks. All five classes were chaired by students and led by an outside invited lecturer who was a philosopher. The focus of the lectures was on four theories of "Human Nature".

The first class was led by a student who had volunteered previously. After the summary of the last class, this being the last summary ever given, the session was handed over to the visiting lecturer, with the final half hour reserved for course planning. The lecturer handed out a paper describing the course of lectures to be delivered and also setting out a task which would clarify and help the lecturer relate the course to the students' beliefs. (Appendix 19). The lecturer talked to his handout and invited reaction at various points for the first hour. The class remained silent and did not respond at all.

In the second hour there was a debate between the lecturer and some staff and students on the possible seduction of the individual by lecture material. Staff to student : "You fear you are going to be seduced?" Lecturer : "I'm telling you, you can't be anything but seduced". The appropriateness of the proposed educational approach was questioned. Student : "How have you adapted yourself to our group?"

/Lecturer....

Lecturer : "I've treated you like every seminar class I've ever taught". This latter topic developed into a debate on learning with the lecturer holding the view that learning was hard work and that books and cultural resources were where the most significant learning took place. This was challenged by both staff and students: "my five years as a social worker is where I learnt the most". This challenge was contested by the lecturer: "kidding ourselves if we believe our experience is a rich enough resource".

At this point the lecturer left, and the remaining time focussed on preparation for the debate already described in "How adults learn". During this period there were also remarks made about the forthcoming lectures on "Human Nature" and the form they would take. In the final minutes of the class, the lecturer returned and, on seeing the debate topic on the board, involved himself in the discussion. His return was challenged by a student who saw the intrusion as a problem for the group in terms of the lack of time available to the class - "resentful of your intrusion...(we have a) time problem... (we) do the most significant things in the last ten minutes". After the class closed a small group of students and staff remained behind, discussing the outside lecturer, his methodology and also an interaction between two students which had occurred. The issue of future summaries was also raised.

/Before....

Before the next four classes began, a document from the lecturer was circulated and the class was requested to clarify his role as lecturer or seminar leader. (Appendix 20). The decision was left to the task group, and their decision was for him to be a lecturer.

The next four classes followed a pattern of a student from the task group chairing; the lecturer giving a summary handout and then lecturing on a biographical sketch of the theorist; the theory of human nature held; the theorist's diagnosis and prescription; and the lecturer's own evaluation for each of the four philosophers (Marx, Freud, Sartre and Popper). After this, on each evening, there was a coffee break followed by a time of questions and debate.

In the class on Marx the debate focussed on differing understandings of Marxist theory and who could really understand Marx.

Lecturer : "to understand Marx requires time to read and discuss... show me these people (the workers) who have the time...want (to see) grassroots people doing Marx". Students : "unfair (to ask this) due to political climate in South Africa", "Come with me now! (I will show you)". During this debate approximately half of the class participated verbally.

In the next class on Freud the discussion was on determinism and the structuralist view of society. In this half hour discussion it was mainly the staff, the visiting overseas lecturer and the lecturer himself who were involved, with only two students raising

/occasional....

occasional questions.

In the next class on Sartre the discussion focussed on what the theories of human nature said to a philosophy of education and existentialism. There were few participants.

In the final class on Popper the question time focussed on all four philosophers and how best to engage with them. Again only a few participated and the class ended with the student who was chairing the session thanking the lecturer for stimulating the students - "opening up a whole new world".

/4.2.5....

4.2.5 Role Theory

In the first class a staff member led the class introducing the use of role theory, and in the second a student used case studies.

The first class began with a report and proposals from the newly formed management group on the 2nd Semester. (See "Course Management and Reflection"). Then the staff member introduced excerpts by two theorists on role theory (handed out at the previous class). There was a lot of interaction, questioning and discussion between the staff and students on role theory and its uses. Only four of the students present did not participate verbally in this.

The second class, led by a student from the "role theory" task group, focussed on two case studies. Working in pairs at first and then in plenary the discussion focussed on the roles played by the participants in the cases and the roles taken on by adult educators. At the coffee break the first assignments were returned to the students, with a staff member explaining the grading symbols.

/4.2.6....

4.2.6 Curriculum Development

The five classes used for this subject area were split up, and occurred after each of the other four curriculum areas had been completed. The first two classes came after "How adults learn" and "Group Dynamics", the next two after "Fundamental Concepts" and the fifth one after "Role Theory".

In the first class a structure for evaluating a curriculum was proposed by the task group, focussing on the assumptions and principles underlying the plan used to guide teaching and learning. The class divided into groups and worked on the evaluation framework. The groups began reporting back on these discussions and the class ended with students being asked to complete this curriculum evaluation of the course and in particular the "Group Dynamics" sessions for the next meeting.

The second class continued this process of small groups and plenary report back. Half an hour before the end of class the discussion focussed on assessment.

In the third class, after an initial discussion on assignments, the class focussed on the lectures on "Theories of Human Nature". In task groups the class evaluated the introductory lecture, the following four lectures, and the way the subject area had been organised and presented to the class. After this a plenary was held in which each group reported on their discussion and evaluation. The final time was spent in

/debate....

debate between a staff member and some students on the role the visiting lecturer had played and what the fundamental concepts were of adult education. The question was why the class had not really engaged in discovering the fundamental concepts in education. "Why did we handle fundamental concepts in a way that protected us as individuals?", "What can we learn from this?". These questions remained unanswered as the class ended.

The fourth class focussed on the decisions made by the "Fundamental Concepts" group in planning their curriculum module. One group focussed on the curriculum as planned whilst the other two focussed on the curriculum as experienced. In the plenary report back the question of why an outside lecturer had been chosen was raised - "imposes heavier responsibilities on the group", "convenience versus delegation", "coming to demonstrate merits of this method (lectures)". The final ten minutes of the class were used by a staff member to report on the management committee's proposal for the second semester, to distribute the two papers for reading for the Role Theory curriculum module and for a student to share her decision to leave the course due to her greater commitment to another task outside the course.

During the fifth and final class on curriculum development the first thirty minutes were given to feedback on the assignments. This session was chaired by a student from the task group and

/for....

for the next hour, in small groups with a series of questions, it focussed on the roles being played during the two classes on "Role theory". In the plenary that followed, the class discussed the observed teacher and learner roles and their interrelationship. At the end of the class, arrangements were made for an end of semester party at a student's home after the final class.

/4.2.7....

4.2.7 Assessment

The question of assessment arose and was discussed on numerous occasions during the first semester. In 10 of the 33 classes held the issue was raised and on four of these occasions lengthy debate occurred.

In the "Course Planning" period of the course the question of assessment arose in the intensive three day period on two occasions. On the first day, in response to a student enquiry, it was stated that the university required assessment to take place, but its form was negotiable. On the second day assessment was said to be ultimately a crucial part of the course and that the staff had the responsibility to award a "mark". These brief comments were all that were made during the intensive and the issue of assessment did not arise again for a further 15 classes.

During class 19 assessment was discussed during the seminar on the "30 hour" paper. Students questioned whether assessment had happened thus far and if so, how? Was the group in some way a form of assessment? Assessment could be seen, said a staff member, as a latent problem which could possibly have explained the criticism of and hostility towards others in the group - "if I'm not performing well then I must debunk the performance of others". The staff's obligation to assess was also confirmed in this brief interaction on assessment.

/The final....

The final half hour of Class 21 was used by a member of staff to outline his proposals for assessment of the Diploma Course. He did this by presenting an extract from the University Prospectus (Appendix 13), which mentioned course work and examinations as the forms of assessment, and a copy of the November 1980 Diploma Course Examination. The requirements of the university were then outlined mentioning the need for a mark at the end of the first year for Adult Education IA and IB; evidence to support these marks (the mark had to be underwritten by the head of the Education Department and the External Examiner); passing IA and IB would allow entry into the second year of the diploma course; grading of the marks would be 1, 2+, 2, 3 or F (Fail); and that the assessment could be a mixture of an examination and course work. The procedure for the 1st Diploma Course was explained and a procedure for 1982 proposed. The criteria underlying this proposal were:

- "- Assessment provides feedback to you (the student)
- Every form of assessment should be a learning experience intrinsically
- Every form of assessment should be important to you (the student)
- The assessment should reflect the content range of the course
- The form should require independent thought, not recall capacity
- Some obligation for self-assessment."

The proposal was that six assignments be done during the year, of which four would be counted for assessment purposes; that a final exam of some 2 - 3 hours be written in October or

November (the form of which was negotiable); and that a project be completed by September or October.

In the discussion of these proposals and criteria the fact that the assessment process was contrary to what they had been engaged in arose - "feels like it goes against the grain". The contradiction between the freedom to create a curriculum and the non-freedom in assessment was discussed, and it brought into question the assumption that assessment could be done as the rest of the course had been - "it would be a phony option". As the class ended it was agreed that another session on assessment would be held.

Class 24 was divided between a discussion on management of the course and assessment. In the period on assessment a student summarised for the class the proposal and issues which remained unresolved. Then followed a discussion on how assessment brought into focus the relationship each student had to the university. A possible contradiction between adults' being responsible and assessment by another person was again explored. Suggested ways to deal with this were oral examinations, comments-not grades-and peer assessment (although some students said they were unable to assess someone else). The need for the assessment to be real was raised - "The certificate must not be made a dummy!" Eventually a student proposed that assessment for that year be based on four out of six assignments (set by either staff or students); one assignment presented as a seminar paper and

/evaluated....

evaluated by the group; the end-of-year exam be a take-home paper; and students be assessed on their participation in the course. As this was very similar to the staff's previous proposal, the staff person was asked to prepare a formal document on assessment for the class. In this discussion and decision it was recognised that the study of assessment was an important area in Adult Education.

During Class 27 the newly formed Management Committee presented a document on assessment. (Appendix 21). The document, which had been drawn up by a staff member, outlined the procedure for assessment and listed in detail five of the seven assignments that were set during that year. There was a brief discussion on this document and in particular on the deadlines for the assignments.

The rest of this class was spent in groups working on how to write assignments. The class discussed preparation for an assignment; what the "product" should contain; and how it should be judged. This ended in a debate on grading and whether it was needed for assignments. Eventually it was narrowly agreed through a vote, that grading would be given. This debate raised both the power of grading as well as the role of a grade to encourage and motivate - "a tension between nurturing and terminal standards".

Other discussions on assessment which occurred focussed on the assignments. There was a further discussion on grading and whether students wanted this or comments. It was agreed that if

/a student....

a student wanted grading he should request it. In returning the assignments the staff commented on the general tendencies students had in the way of doing assignments and also stated that in the comments on the assignments they were "conscious of being very frank - treating you with a lot of respect". The final discussion was a negotiation of the deadlines for the first semester assignments.

4.3 1ST SEMESTER COURSE MANAGEMENT AND REFLECTION

Introduction

In the "1st Semester Course Planning" period, course management and reflection issues were described in detail. In this section I wish to concentrate on the management and reflection that occurred outside the initial period. Whilst three classes were devoted entirely to these two concerns, time during several other classes was also spent resolving management issues for the course.

Course Management

Summaries, which were started to give students who had missed a class an opportunity to "get on board again", were used for 7 classes. A small group of staff and students, who had continued the discussion after the class introducing "Fundamental Concepts", examined the role of summaries. Although they reached no decision, summaries were in fact never used again.

After the first half of class 24 was spent discussing assessment, the remaining time focussed on course management. A staff idea for a management committee was proposed as it would sequence the curriculum, represent the group on the Student Education Council and fulfil many other management tasks, possibly even assessment. Another model of having different committees for different jobs was also proposed. The class agreed that there was a need for a management committee as it was not possible to continue management with 20 people - "full-scale open negotiation is too costly".

/The size.....

The size of the management group was set at three and it was felt that two students and one staff should be on it. Names were proposed and agreed on. It was also stated that their meetings would be open to everyone. The management committee notified the class each time they intended to meet, and each time a few other class members attended. A student on the committee was appointed as its convenor.

The rest of the discussion focussed on the management committee's tasks for the remainder of 1982. They were seen as responsible only for timing and not for delivery. The question of what one did when one disagreed with their decisions was raised - "you are asking the management committee to do a powerful thing". The feeling was that only if you disagreed strongly with a decision should you object, and that the group should be grateful to them for taking on this task - "big sacrifice of time and energy". The management committee was finally asked to see its function as "sequencing events and making proposals for the un-planned classes left in 1982".

At the beginning of class 30, a document outlining a proposal for the 2nd Semester was distributed (Appendix 22). This document set out the aims and outlined a curriculum for the second Semester. Also mentioned were visiting guest lecturers, three further assignments and an intensive session of 5 hours scheduled for the 1st class of the new semester. The document was labelled "a proposal" and students were invited to make other proposals by

/the end....

the end of the first semester. At the next management meeting all proposals would be considered and the planning would be completed. At the final class of the 1st semester, as no other proposals had been received, the management committee's proposal was accepted.

Reflection

The entire time of class 19 was spent discussing the "30 hour" paper written by the staff and myself. The paper was entitled "Curriculum contracting in professional adult education".

This paper has subsequently been revised for publication and is presently entitled "Curriculum negotiation in professional adult education" (Millar et al, forthcoming). The paper was an attempt, written after the first 30 hours of the course, to record and interpret the processes that had occurred in the class. The paper covered classes 1 to 9, actually some 28 hours of class time. Its reflection focussed on the process of curriculum negotiation that had occurred and also the staff's theoretical starting point. In the section on curriculum negotiation, issues such as resistance by the students, counter-resistance by staff, co-operation in tasks and the process of negotiation were written about and analysed.

The paper had been distributed at class 15 and four students prepared written responses to it. Some of these responses were:

/"To my....

"To my mind, one situation was simply exchanged for another - 'staff were in full and undisputed possession of the decision not to have a "typical academic programme" '. This was never open to negotiation, at least definitely not at the start of the first six hour sessions."

"I believe that we were not free to choose - staff had made the choice of the process for us. The argument that at the beginning of the course the group could have opted for the traditional teacher-learning situation is not, in my opinion, true. The group was not (and is not) a group; it was (and still is) leaderless; there was confusion and little understanding on the part of the students. Under these circumstances, we were not in a position to make choices. We did have a say in the curriculum, but the experiential learning mode had been chosen for us. This is what we were engaged in and I believe that staff had a commitment to trying to make this approach work."

"Staff abdication as such might not have been the major problem, but rather the manner in which it was done. As 'educators of adults' we possibly understand the desire to 'join' and 'share' the learning experience, but the void/vacuum that remained when the traditional staff-student relationship was suddenly withdrawn, left us as a group that was not yet a group with no process (acceptable to the whole group) by which to move forward."

"Are we not involved in a process of discovering that roles of responsibility (in our case teaching roles) can never be fully removed without a basic alteration of the hidden power structure implicit in these roles? Staff/lecturer/teacher remain staff/lecturer/teacher regardless of the Educational Theory, and it is impossible to totally abdicate this role, which in fact is defined by factors outside of Educational Theory."

After these four responses were presented the question of roles was raised and whether it was ever possible to get rid of the distinction between teacher and student - "we (staff) have not successfully relinquished the role of teacher and you (students) have not successfully taken on the role of teacher". The difference between assigned and performance roles was explored. The sense of being less skilled and therefore less able to participate in the course was raised, as some students felt

/inarticulate...

inarticulate and inhibited by seeing themselves as less skilled. The staff was confirmed in its "teacher" role by writing the paper. A member of staff intimated that registration after sixteen hours of class time had also not really convinced people there was no curriculum, and neither had the written or verbal messages given to students before the course helped them to grasp this fact.

In answer to a question on total abdication of leadership, the staff replied that to have taken partial responsibility could have been the most sophisticated form of control. This answer was followed directly by a question as to when assessment would be discussed and it was confirmed as the next week - "staff cannot abdicate this responsibility". The staff raised the issue of when one could explain things like their role - "maybe what's needed is a period of bewilderment". They also saw themselves as limited by their anxiety not to rob the students of the experience. The student responses recognised the course had been real and not phony - "real negotiating beginning now", "contract drawn up...realising now the reality of these terms", "clearer now than ever before... wouldn't have wanted anything different". However, as the class ended one student expressed her sense of the timing of the sharing of the "30 hour" paper as being significant and possibly part of a wider plan. This was refuted by the staff, and the suspicion was labelled as "seeing the staff as sinister".

/In the...

In the final class of the 1st semester, after a discussion on the proposal for the 2nd semester, the focus moved rapidly to reflection on the 1st semester. This reflection took the form of a discussion on various issues.

The depth of engagement with content within the presentations was both appreciated - "enjoyed just touching on things,..we covered a lot", "I've got loads to read in the future", "I feel stimulated" - and criticised - "Never got to grips with things", "a terrible waste of time to me", "do less and do it more thoroughly", "I'm always reading after the fact", "we move on too quickly", "a whisking away theory". One student stated that the course had made no difference to her as an adult educator and she felt very negative about the experience - "can't be bothered". For others the course had "stimulated" and "involved" them. The need for some integration of what was being learnt with their own practice and a need for a reading list was raised. A member of staff agreed to collect items and edit such a reading list.

During the discussion the staff tested out a proposal that they teach the 2nd semester - "take total responsibility for the semester". Some students supported this proposal as a way forward for them - "just so that I (a student) don't have to go and choose the books... need a starting point". Others rejected it, as it would be denying the experience they had had and would be "giving the course back" to the staff. The proposal was voted on, with six against, none in favour and the remaining nine abstaining. There was discussion on the vote and various interpretations were offered. The class and semester ended with the student chairperson thanking the staff for "bringing us to where we are".

4.4 2ND SEMESTER COURSE PLANNING

The planning of the 2nd semester of the course was done mainly by the management committee elected in the 1st semester. Their proposal, which was uncontested, became the curriculum for the 2nd semester. The major planning occurred before the semester in meetings of the management committee, which were held outside of class time and attended by myself, a few other students and both the staff.

In the second semester the only class on course planning was the first class, which was an intensive one lasting 5 hours. The intensive was planned and run by a student, a staff member and myself. The intensive took the form of a structured programme, and the class was divided into three pre-determined groups. A rationale was given for the design and a proposed "mission" statement of purpose was shared and worked on. It finally read:

"As members of a group we have made commitments of money, time and effort in order to develop ourselves so that we will be able to engage more effectively in educational tasks in the South African context".

The small group was subdivided, and each new group worked on a task. For one sub-group the task was to list the strengths and weaknesses of the course whilst the other listed the opportunities and threats of the course. These various lists were all written up and shared before the supper break. During supper the programme leaders worked on a list of key statements from these four lists, which were shared and discussed after supper. (Appendix 23).

/After.....

After this, the 2nd Semester presentation areas - "Education in South Africa", "Adult Learning" and "Comparative Adult Education" were each briefly discussed and ideas for each were brainstormed. The three pre-determined groups were then each assigned a subject area and worked on these. Each group was also asked to choose a person who would represent them on an editorial committee to decide on readings for the three subject areas. The class later discussed administrative matters, including the classes on sociology, the series of readings and the bibliographies prepared by the staff. It was announced that a second student had left the course due to work and family commitments.

The final time was spent evaluating the intensive. The structured time and the pre-determined groups were seen as both positive and negative - "no opportunity for negotiation (or choice of subject area)", "I will learn no matter what happens (whether I choose or am delegated)". The design for a management committee in the previous semester was seen as the cause of the way the class had been run - "this is what you've bought...paid your freedom for". The difference between the two intensives was looked at and the way in which the management committee had been set up was debated - "set up by the staff", "it was my (a student) idea", "it was a staff decision", "not a staff decision...but an idea".

4.5 2ND SEMESTER COURSE PRESENTATIONS

Introduction

The majority of class time in the 2nd semester was spent in this period. It included all the classes of the semester except for the intensive, just described, and four other classes spent on management and reflection. The planning of these "presentation" areas was done outside of class time by those responsible. This period of time included the presentation of the five subject areas and the issue of assessment :

- 4.5.1 Understanding Society (Two Classes: 35 and 36)
- 4.5.2 The Contexts of Education (Four Classes: 37 - 40)
- 4.5.3 Education in South Africa (Three Classes: 42 - 44)
- 4.5.4 Adult Learning in South Africa (Three Classes: 45 - 47)
- 4.5.5 Comparative Adult Education (Three Classes: 49 - 51)
- 4.5.6 Assessment

4.5.1 UNDERSTANDING SOCIETY

These two classes were designed to introduce the group to sociology as a way of understanding society.

The first class was taken by a member of staff, who used several handouts and lectured on the "Process of Understanding". This lecturer role was a comfortable one for him - "I am so comfortable... (it's) so nice to be commissioned".

Most of the class time was an exposition following the handouts, with the remaining twenty minutes being used for discussion, which involved most of the students present.

The second class was led by an invited outside lecturer who was a sociologist. The lecturer handed out a series of papers which outlined his lecture, gave a bibliography and provided an instrument which he used later in the class to look at models of society. His presentation was interspersed with discussion, questions and activities involving most members of the class. At the end of the class he was invited to join the next class and to use a method of social analysis (The Utopia Graph) as he had not been able to cover this in the time available.

/4.5.2....

4.5.2 THE CONTEXTS OF EDUCATION

Four classes were used to focus on the contexts of education. Two were of a more formal presentation kind whilst the middle two were based on the life experience of some students.

The first class was led by the outside lecturer mentioned above. He used a method of social analysis to focus on South African schools, and showed how the South African schools related to society both locally and globally. His involvement of the students in his analysis and presentation was appreciated and enjoyed - "(you) have shown what a context is! Thanks!", "presentation (was) good and different".

The second class focussed on the personal lives of two of the students. Each student presented his history as a case and invited questions and discussions on it. The second student's presentation was cut short by time. The presented histories drew many questions and responses from the class.

The third class was chaired by a staff person and focussed on the contexts in which three of the students actually worked. Each student presented a brief overview of his context and then invited questions and discussion. In the discussion after the second presentation a staff member challenged the two students as to whether they were in fact not missing the wider context of their work. This challenge went unanswered due to a shortage of time.

/The last....

The last class in this area was led by a member of staff. After a short initial presentation on the word "context", the class was opened for discussion and questions on the cases presented in the last two classes. After the coffee break the skill of contextualising was looked at and illustrated. Again a large number of the class participated.

/4.5.3....

4.5.3 EDUCATION IN SOUTH AFRICA

The three classes in this subject area were described in a handout to the students during Class 41 (Appendix 24).

The subject area was subtitled "The erosion of freedom in formal education in South Africa", and the last two classes focussed on the 1981 De Lange Committee Report on Education.

The first class, led by a student and myself, began with two students sharing their own formal education and the forces that dictated its form and content. After each presentation questions were put to the presenters. The class then divided into pairs and spent the remaining half-hour sharing their own formal education and the forces that affected its form and context.

The second class was led by an invited lecturer from the university's Education Department. The first half of the class was a presentation on the De Lange Committee Report and its recommendations. This was followed by discussion and questions in which the staff and a few students participated. At this class a visiting overseas lecturer was welcomed. (He remained with the group for the remainder of the year, he was on sabbatical leave from New Zealand and was attached to the Centre for Extra-Mural Studies for four months.)

/The third....

The third class was led by a student and a staff member. A series of questions was distributed and the class was divided into groups. In each group a scribe was appointed to report back later. The groups discussed and answered the questions, which were on education in South Africa and which focused in particular on night schools, the De Lange Committee proposals and government initiatives in adult education. The final plenary gathered the responses to the questions and ended with a distribution of two articles on night schools and the De Lange Committee proposals for non-formal education.

/4.5.4...

4.5.4 ADULT LEARNING IN SOUTH AFRICA

The three classes on Adult Learning in South Africa were described to the class by means of a handout at an earlier class. (Appendix 25).

The first class was led by myself. The class had been asked to prepare for this session by identifying their own personal adult learning involvements and the adult learning experiences they provided for others in their work. This was shared in three's and written up by each group on newsprint. In the final half-hour this was shared with the whole class. This process of sharing was interrupted by a staff member and a student who redirected the reflection to what it had been like to do this identification. There was a discussion on how many individuals had censored what they had shared and how items appeared which were not necessarily the most important for the individual concerned. The point was made that some of the strongest learnings had come from informal learning and relationships. The class ended with many questions unanswered and a need to make sense of what had happened - "I'm groping", "(feeling) muddled".

The second class was chaired by the visiting overseas lecturer and took the form of a panel. Various students talked about the particular form of adult learning they were involved in. Perspectives on "Adult Learning in the Church", "Literacy", "Community", "Trade Unions" and "Commercial Industrial Training" were shared, and questions asked of each speaker.

/The third....

The third class was led by the visiting overseas lecturer. He began by getting the class to envisage "Adult Learning in South Africa in ten years' time". The ideas from this were recorded. I then gave a short lecture on change, resistance and change strategies. This was followed by the visiting lecturer on a problem-solving strategy called "force field analysis". The final half-hour was spent using this problem-solving method on one student's personal adult learning problem as a way of illustrating this type of analysis.

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4.5.5 COMPARATIVE ADULT EDUCATION

Three classes in this subject area were held. The main focus was on computers and their role in education.

The first class was spent viewing a video on microchips and computers, and then discussing the issues raised for the students as adult educators. The discussion, participated in by almost all the class, focussed on issues such as access to and control of information, the neutrality or otherwise of computers, and the sense of being replaced by a computer.

The second class was held in a micro-computer laboratory on the campus, where each student was able to interface with a computer. The class was led by an outside lecturer, who discussed the role of computers in education and allowed the students to become familiar with and use a micro-computer. The final half-hour was spent in two groups watching a demonstration of word processing.

The third class was chaired by a student, and initially reflected on the computer laboratory experience. Then in small groups the students discussed the opportunities and problems they envisaged with micro-computers and education in South Africa. After a report back from the four groups a member of staff drew these three classes together by talking about comparative education and the need and reason for it. After a limited discussion on this the class ended with the distribution of some reading on comparative education.

4.5.6 ASSESSMENT

The issue of assessment was discussed at very few classes in the second semester. Assignments were discussed, handed out and received at various classes and the final examination was an issue which was debated at two separate classes.

Only two further assignments were set by the staff, focussing on the "Educational crisis in the Western Cape" and "Contexts of Education". The assignments from the first semester were handed back and received happily by some students - "thrilled with my grades". The role of assignments was discussed, with students expressing the view that assignments blocked their learning. The question of whether grades were as helpful as comments was raised and debated. The need for grades (marks) was seen as important, particularly as they counted in the final examination. In the final class of the year it was agreed that should students need an extension for their assignments this could be negotiated privately. They were, however, encouraged to stick to the deadline so as to allow themselves time for preparing for the final examination.

A proposal on the end of year examination was distributed in preparation for its discussion at a later class. (Appendix 26). The discussion on the exam proposal was brief, and the role of assignments in determining the final mark was looked at. It was noted that assignments could not account for more than 49% of the marks and that there would be a choice of questions.

/The discussion...

The discussion ended with agreement on the date of the examination and the rough details. The staff member ended by asking for other comments or objections to reach him in writing by the next class.

A fuller proposal on the examination was discussed some five classes later. (Appendix 27). This document outlined the curriculum area for Adult Education IA and IB and gave full details of the nature of the examination. The question why the paper could be distributed only a week before the examination was answered with the response that there was a need to stay within acceptable university boundaries and requirements of an examination. The idea of study groups was proposed by a student and many of the students used them during the weeks leading up to the examination.

The examination paper (Appendix 28) was distributed to the students on 1 November and written on 8 November. The examination was a three hour open book examination. The final results of the examination and assignments meant that all the students who wrote passed the first year of the diploma course. (Appendix 29) Of the 18 students who had begun the course in 1982, two had left during the year, and a further one did not write the examination, subsequently leaving the course for health reasons.

4.6 2ND SEMESTER COURSE MANAGEMENT AND REFLECTION

Introduction

In this semester there was less class time spent on course management and reflection. This was due, in part, to the Management Committee, who had planned the 2nd Semester before it began.

After the intensive class at the beginning of the semester all of the planning of the presentations occurred outside of class time. Course management and reflection on process occurred at only four other classes. The first time was a reflection on the process of the course, the second a discussion on the results of my questionnaires, and the final two classes of the year were planning sessions for the following year.

Course Reflection

Class 41 was chaired by a student and, after some initial administrative items, began with a statement of the aims for the session: to understand the term "process"; to clarify why students were on the course and their reasons for this; and to look at the semester's programme in terms of the underlying process. The first question the class tackled was "What actually is 'process?'". The group "brainstormed" up a list of answers, and a student highlighted for the class the key concepts mentioned.

The group was then asked to complete for themselves the statement

"I come....

"I come to Adult Education on Monday and Thursday because". Each person made a list of reasons why they came and then, after a short summary of the second semester programme, they were asked to share in small groups whether the semester had met their needs or not.

In the final report back from the three groups, the second semester was seen as meeting the needs for knowledge, for widening perspectives and an opportunity for affiliation and contact with others. The curriculum was seen to have gaps in it and a lack of overall purpose. The time pressure for preparing presentations was also raised. One group reported on the clear distinction between the two semesters, and the influence and pressure of examinations and assignments on the second semester. The class was seen as being able to accept criticism and grading, and the trouble and issues of the first semester were said to have lost their importance. There was also a sense of confidence present in the students but a division between those who were succeeding and those who were not. The use of their own personal lives as learning resources in the second semester was highlighted.

Questionnaire summary and discussion

Class 48 was chaired by myself. During the first half-hour I gave a summary of the questionnaires that had been completed as part of my evaluative research (Appendix 30). The remainder

/of the...

of the class, except for a final discussion on the end of year examination, was spent responding to my summary, reflecting on the process of the year and suggesting ways of operating in 1983. Responses to my summary included questions and comments both agreeing and disagreeing with my interpretation of the results of the questionnaires.

The role of the management committee was also discussed, and it was recognised that their suggestions had been accepted without resistance. The reason for their election was questioned as being possibly a way of handling the dynamics present - "elected to cool the process down...maybe the fire is out!". It was proposed that in the following year the management committee should rotate, have clear tasks and be "elected properly". The benefits the members of the management committee had experienced in their role of "managers" were highlighted as well as the losses this had brought to the other members of the class.

The sense that the two semesters were different arose again, with the motivation in the second semester being seen as directed at passing an examination. Questions on venue, time of meetings, private curricula and alternatives to assignments were raised and briefly explored. The idea of a core curriculum with branches for the following year was raised. The management committee was initially asked to work on proposals

/for the....

for the next year, the class ended with the expressed hope that the final two classes of the year would give clarity to 1983.

Planning for 1983

The goal of the final two evenings of the semester was "to produce an agreed statement which allocated and decided the responsibility for the 1983 course and the structure of the curriculum". The overseas visiting lecturer chaired both classes, which he designed with the management committee. The first class began with two lists of proposals presented to the class. They had been made at a meeting - shortly after the class on my questionnaires - between the management committee, the staff and several other students. One list stated that the 1983 course should stress :

"developing research skills; project writing skills; group decision making; divergent interests; staff control of some areas; development of critical faculties; neglected contact areas; movement from theory towards praxis; personal integration; and clarity of the requirements of the University".

The second list was composed of structural proposals for 1983 made by several individuals at that meeting. Ideas listed and discussed were:

"one evening per week being core and the other being student controlled and flexible; a modular structure with groups choosing four out of a possible eight; staff controlling the curriculum totally; the project being seen as the key event; personal goals being related to assessment; alternating control of modules by staff and students; analysis skill development in place of content focus; and a questioning of the necessity to maintain a group enterprise".

/In discussing....

In discussing assessment, the project was said to be a university requirement which, together with the end-of-year examination, would be used for assessment. There would be no assignments in 1983, and a document giving guidelines for a project was distributed. The only other university requirement was that the content areas included in the original course outline (Appendix 13) be covered. The other ideas were all explained and some commented on. The question of whether the class was a group and whether there would be cohesion in 1983 if individuals followed their own personal curriculum was also raised.

After this discussion the students divided into three groups and the staff formed a fourth. The final hour was spent with these groups working on the ideas presented and drawing up group recommendations on responsibility and the structure for 1983. At the end of the class a representative from each group met for a further period to share their recommendations and prepare for the final class.

In the final class the first hour was spent considering the proposals for 1983. The next half-hour was spent discussing the end of year examination, and then the whole class went to a university pub for an end-of-the-year celebration.

The evening began with four proposals being shared for a way of working in 1983. The focus of each was on responsibility.

They were:

/"A"...

- "A" : "Group responsibility" - essentially that 1983 would be like 1982, with the responsibility for curriculum and management in the hands of all. This was proposed as it had been a valuable learning process and because individuals would now be able to cope better with the issues, having had the experience of the 1982 course.
- "B" : "Shared responsibility" - essentially the staff would be responsible for the content and the students would determine the method by which it was presented. This was proposed as it recognised the power the staff had in relation to their knowledge and skills.
- "C" : "Alternating modules" - essentially, staff control some and students control some. This would share the work load and the control.
- "D" : "Staff responsibility with consultation" - staff would produce a curriculum outline, which students would comment on. Then the staff would take it back, produce a final curriculum and manage it with consultation at various critical points with the students.

After these proposals were made, a time for clarification was allowed... Proposal "D" was defended by a staff member who said that he saw a drift towards staff control in student attitudes since the issue of assessment had arisen. The question was raised as to whether any pressure had been exerted by the university to conform. It was acknowledged that there had been pressure although it had not been explicit pressure.

/This raised...

This raised a series of responses from the students, showing their appreciation of the process used during 1982 - "we would never be able to negate the learning of this year", "I've learnt to float".

Students saw proposal "D" as creating a dilemma for them. Whilst they did want a certificate, they also wanted group responsibility. The question of whether the choice being offered in choosing between the proposals was genuine was clarified by a staff member, who stated that if the majority of the class voted for a proposal he would support and agree to it.

The chairperson then allowed each person to respond briefly to the four proposals. The issue of the elitism of the management committee was raised by some students, and the need to combat it in 1983 proposed. Proposals "B" and "C" received no support and the two possible modes that remained were "A" and "D". For some, "D" was the loss of everything that had been fought for, whilst for others "D" offered a new experience. Staff stated that they proposed mode "D" because it was an honest reflection of where the class now was, just as mode "A" was an honest reflection of most of the 1982 course. A staff person argued that a decision for "D" was a decision for "A", provided the group were genuinely commissioning the staff to look after the curriculum. It was stated that the difficulties of the first year, such as the management committee, decision making, work load, assessment, dominance of academic criteria and a possible need for a variation in the learning mode could best be solved by proposal "D".

/In the final....

In the final choice all the class, except two students, accepted mode "D" and the two dissenting students agreed to take the group's decision seriously. Whilst opting for a very different mode in 1983, the class felt that in reality they had remained responsible for the course and commissioned the staff to use their skills, expertise and time in structuring the curriculum and managing the content in 1983.

CHAPTER FIVE

ANALYSIS OF THE CASE

- 5.1 CHALLENGE - RESPONSE AND COUNTER-RESPONSE
- 5.2 RECONSTRUCTION MOVES
- 5.3 THE NEW ORDER?
- 5.4 CONCLUSIONS AND CONTRADICTIONS RESOLVED.

CHAPTER 5

ANALYSIS OF THE CASE

This chapter is an analysis of the case and seeks to illuminate the central dynamics present in the 1982 Diploma Course. The analysis divides the case into three phases, which focus on the initial starting point of the course and the responses to it; the ways in which the class then engaged in the course; the consequences of the establishment of the management committee; and the effect of assessment on the course. This analysis does not seek to examine learner responsibility nor the experiential learning methodology in any detail as this is the focus of chapter six.

/5.1.....

5.1 CHALLENGE - RESPONSE AND COUNTER-RESPONSE

This section of the analysis focusses on the three intensive sessions and the following four classes at the beginning of the course. During this phase the staff and students faced the issue of constructing a curriculum. The analysis of this phase rests on the assumption that three related processes characterised the engagements of both the staff and students during this period of some 24 hours - a challenge from the staff to take responsibility for the curriculum, the responses of the students to this, and the counter-responses of the staff as the students grappled with the initial challenge.

- 5.1.1 The staff's challenge
- 5.1.2 The students' response
- 5.1.3 The staff's counter-response
- 5.1.4 Conclusions

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5.1.1 THE STAFF'S CHALLENGE

The staff's challenge to the students to take responsibility for the design, management, content and teaching of the Diploma course curriculum, was presented by the creation of a vacuum within which students could share with the staff the responsibility for that curriculum.

The first attempt by the staff to create this vacuum within which the students would take responsibility, was the interview held with each student applying for the course. In these interviews the staff declared their position by telling students that there was no planned curriculum and that the first part of the course would be a period of negotiation within which staff and students would together decide what they wished to do and learn. The sense of an unconventional course and of joint responsibility for the planning and managing of the course was introduced. The student expectations expressed in the intensive and the later pressure on the staff to sequence and teach the curriculum were evidence of the fact that the significance of these statements was not fully appreciated by the students.

The second attempt to provide an open space for the class was contained in the letter to students, posted in January 1982. This letter welcomed them to the course and also informed them of the intensive period of three classes in which they

/(the staff....

(the staff and the students) would "begin the process of meeting and working together on planning the course of study we will follow" (Appendix 7). This letter had two problems in its interpretation by the students. The first was that the dates for the intensive were different from the ones supplied by the faculty officer some time previously. This error probably distracted their attention away from the more important phrase about "working together". Secondly, the phrase "working together" was not as strong as saying there was no planned curriculum. Even a planned curriculum could engage students in "planning the course of study we will follow" by allowing for student contributions to lectures, tutorials, reading lists, etc.

These first two attempts were therefore not clear challenges to the students to take responsibility for the curriculum. It was the third attempt, at the beginning of the course, that gave clearest voice to the challenge.

At the first class of the intensive the challenge was presented structurally in the form of an "absent curriculum". The staff member stated clearly that nothing had been planned and that the course was therefore in the hands of the group. The "absent curriculum" was visible, and the responsibility for that curriculum was waiting to be taken on. The only intervention which could have given possible direction to the group was the staff person's posing of three questions: "What are we

/going....

going to do?" "How are we going to decide to do it?" and "How do we get the resources and skills here to work together?" The responses to this situation were many and varied. Some encouraged the staff to take responsibility, but the staff's silent and non-committal responses to this showed an unpreparedness on their part to step in and take responsibility for creating the curriculum.

The most notable response to the staff's challenge was in the creation of the curriculum list of content and process ideas. This response showed that the vacuum was at least recognised and understood to some extent. The students' ability to create a curriculum outline which would "grossly exceed university requirements" was also a justification of the staff's theoretical starting point, which, amongst other things, placed emphasis on sharing responsibility for the development of the curriculum. This was achieved within 12 hours of a course with no set curriculum having begun.

The curriculum outline was, however, only a starting point as it in no real sense gave form to the actual content to be studied. The list was also influenced by the staff in the headings created and their work in the small volunteer group who compiled the list from 73 expectations. This raised questions about whether the student engagement in this area of responsibility was serious enough and whether the staff did not unduly interfere and actually take back some of the very responsibility they had invited the students to shoulder. The idea of the space being reduced by the

staff interventions did diminish the challenge to some degree. Nonetheless, the challenge remained and, as will be shown, the space created was held open in various ways throughout this period of the course. The "absent curriculum" had most clearly demonstrated the vacuum the staff had been seeking to create.

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5.1.2 THE STUDENTS' RESPONSE

The realisation for the students that there was a vacuum, which they were being invited to fill by taking responsibility for the curriculum, was a crisis point. Their previous experience of formal education and their expectations of a university post-graduate diploma course could not in any real way have prepared them for the shock of being told that nothing had been planned and the course was totally in the hands of the group. To be faced with the "absent curriculum" and the reality of what that would entail must have been a crisis for every single student. The students' responses were attempts to construct in this vacuum a situation which to them made sense, and which was acceptable enough for them to register for the course and continue with it. These responses fell into three major activities :

- (a) Various forms of engagement in responsibility;
- (b) Calling on the staff to fill the vacuum; and
- (c) Challenging the vacuum as not being a real space requiring the exercise of responsibility.

Forms of engagement

The first student attempts to take seriously the responsibility vacuum were the suggestions made for getting to know each other. However, with no clear process for group decision making nor, it seemed, a preparedness on the part of the group to allow individuals other than the staff to make suggestions, these attempted responses at engagement failed. Even a student who

/broke....

broke some of the initial uncertainty by actually getting up and moving around the class: introducing herself did not break the initial tension for the group. As the first class progressed with no curriculum appearing, so the reality of the "absent curriculum" was most sharply felt.

Whilst it was difficult to reach decisions and get consensus, eventually a variety of suggestions was taken up and worked on. The individual identification of expectations for the course and the conversion of these into a list of 73 items, which later became the curriculum outline for the diploma course for 1982, was a major form of engagement. The students had taken responsibility and created a list of content and process ideas for the curriculum. This task relieved to a certain extent the tension, for at last something was being done.

Other forms of engagement were the tasks that individuals took responsibility for. Students prompted by personal motivation and their own questions, did some research on administrative matters and shared their findings regularly with the class. Individual reading and an eagerness to share these new discoveries with the class was high - "never been as motivated to read as now", "do I need permission to distribute an article (to the class)?"

The most powerful form of engagement came in the seventh class, when the group raised the idea of design teams as a way of planning the various parts of the curriculum. The agreeing to

/this was....

this was an involvement by all to tackle a major task responsibility of planning the curriculum. The task of sequencing and selecting the curriculum areas was dealt with by adopting the list compiled by the two students chairing the session. This involvement in task groups was a turning point for the students because at this time they all moved towards a point of saying "let's get on with the task". This response was also however a way of dealing with the frustration and aimlessness. At last there was a light at the end of the tunnel, and the scurry to reach it culminated in the idea of task groups and a very problem-free selection of curriculum areas. Whilst this activity was a form of engagement in responsibility, it did not really have a full understanding of what had been agreed to nor engaged in. This lack of understanding was seen in the difficulties the task groups experienced as they started their work and also in the depth and level of the content presented to the class.

Filling the vacuum

Some of the students' responses, which began towards the end of the intensive sessions, were aimed at getting the staff to take on their responsibility as teachers. A call to assume the more orthodox teacher role was seen in the suggestion that now that the class had created a curriculum list it was the staff who should take responsibility for the sequence and planning of the content. This was resisted by the staff and it was only four classes later that this responsibility was taken on by the students. The call

/therefore.....

therefore for staff to take on this role remained open for some time. A complication was the fact that although the staff were refusing the recognised roles of teacher they were still present in the group. They were thus "there" and "not there."

A second way the staff were called on to fill the vacuum was through silence. When the staff refused to sequence the curriculum or take on other responsibilities, the majority of students did **not** express any emotion or fact about this verbally but remained silent. This powerful response was explained, when challenged, as a result of "confusion", "fast pace" and the "difficulty of seeing staff as the experts and wanting to hand it over". In this last remark was again embedded a desire for the staff to take on the teacher role and fill the vacuum.

Challenging the vacuum

During the first few hours of the course there started to emerge the thought that the vacuum was a staff created learning device. The staff were seen to be "playing a well designed game..(the staff) he wants us to decide what he has already decided." This challenge to staff was not strongly articulated at first, and even though a member of staff questioned the students on this - "to believe it wasn't planned is terrifying...you might believe there is no course!" - the challenge remained dormant for some time.

The first class after the intensive had within it the beginnings of a much stronger challenge to what was happening. The concern

/about....

about being "manipulated" resurfaced, and anger about this was expressed by several students. This response to the vacuum grew in its expression throughout the next two classes, culminating in the staff-student debate during the sixth class, where the challenge from some of the students was answered by a staff member. Before this debate tensions within the class had escalated, as for some students there was a sense of aimlessness and lack of control. The feeling of "let's get started" was strong for a few students and the call for more direction was contained in statements such as "I didn't come on the course for an encounter group!". Whilst the staff-student debate did not resolve the issue of the vacuum being a designed learning device, it did serve to give the staff an opportunity within which to express their perceptions of it. The answers given were unsatisfactory, but they did for a short time put to rest the challenge within this particular form of response.

Conclusion

The responses, then, of the students to the challenge were seen in three major activities :

(a) Various forms of engagement with the vacuum:

making suggestions on how to start the course, followed by the creation of a curriculum outline, the individual reading and researching and, ultimately, the proposal for task groups;

/(b).....

- (b) Calling on the staff to take on the orthodox teacher role by asking them to sequence and plan the 1st semester and a perception of them as the experts who should just take over; and
- (c) Challenging of the vacuum as a phoney situation and in reality a learning device to be recognised as such and rejected.

These responses moved the students through their initial crisis of facing the vacuum during the first three weeks of the course and into the next task of content preparation and presentation, where their major attempts at the reconstruction of the course were made.

/5.1.3...

5.1.3 THE STAFF'S COUNTER-RESPONSE

The students' responses to the staff's challenge were not anticipated, and became problematic for the staff. The staff had wished for a much fuller engagement by the students in the responsibility vacuum and a much easier transition from the typical teacher role to a shared role within the group. The activities of the students were difficult to respond to: the most devastating of these for the staff lay in the challenge that what was happening was a staff manipulated learning device. This challenge, more than anything else, immobilised the staff in their ability to participate as group members due to the fear that anything they did would be interpreted as part of the "well designed game".

The major counter-response by the staff was identified as a holding open of the space that they had created at the first session of the intensive. The refusal to sequence and plan the 1st semester curriculum, and the sharing of concern about how the previous diploma course had been "owned by the staff who had ushered the students into the presence of a body of knowledge which they (the staff) had possessed", were the first attempts by the staff to keep the space open.

This holding open of the space was again seen in the staff-student debate, where the major student response of a "well designed game" was refuted by the staff, who defined their action as a decision not to devise a curriculum unilaterally.

The assumption that adults learn better if they take responsibility for their own curriculum was agreed to by the staff and seen by them as one of the reasons for the creation and continued holding open of this vacuum.

These attempts to hold open a space were, however, called into question by the staff's other interventions at that time.

The most notable interventions were to do with course process and the encouraging of the group to reflect on what was happening. Because it was the staff who initiated most of these attempts at reflection, they were taking on themselves a role which few students engaged in. The staff's dramatisation of a form of learning through reflection, which they regarded positively, confirmed for some students the suspicion of a well designed game, and hence the idea that the space was phoney and that no real engagement with responsibility was necessary in order for the course to succeed.

The sense of holding open a vacuum became more and more difficult as the classes progressed, for the staff, in attempting to overcome their immobilisation, became more active, and any action merely confirmed for some students the teacher role. This double-bind was never resolved, and as the group moved into the next phase of task groups, so the staff carried with them the dilemma of how to participate in the responsibility for the construction and management of a curriculum without diminishing the vacuum which they had created and kept open so that students could take responsibility for that curriculum.

5.1.4 CONCLUSIONS

The analysis of this phase has rested on the assumption that three related processes characterised the engagements during the period:

1. The staff's challenge to the students to take responsibility for the design, management, content and teaching of their own curriculum, by the creation of a vacuum which was presented structurally in the form of an "absent curriculum".
2. The students' efforts to make sense of this vacuum through a variety of responses. These responses were categorised into three major activities:
 - (a) Engaging in various ways with the responsibility required;
 - (b) Calling on the staff to fill this vacuum by taking on a more orthodox teacher role; and
 - (c) Challenging the staff with the fact that the vacuum was all part of a learning device and not a real space requiring the students to exercise responsibility at all.
3. The staff's counter-responses to activities (b) and (c) were severely limited, and they did little more than continue to hold open the space by a refusal to assume the more orthodox and traditional role of a teacher and by avoiding any engagements which placed them in this role. This immobilisation of the staff was in conflict with the one activity which they were willing to perform, which was to engage in the process of reflection - a dramatisation of the experiential learning methodology.

5.2 RECONSTRUCTION MOVES

This section of the analysis focusses on the remainder of the 1st semester of the course. During this period of some 52 hours the major focus was on the preparation and presentation of five subject areas. Time was also spent on course management and reflection on the course process. The analysis of this phase rests on the assumption that, having faced the first phase of seven classes with its challenge, response and counter-response, the group engaged in a variety of attempts to reconstruct their roles and place within the course. These reconstruction moves were seen in the individual and co-operative solutions used to face the many problems. Underlying this reconstruction was a growing theoretical contest between competing methodologies of learning.

- 5.2.1 Pluralistic solutions
- 5.2.2 Co-operative solutions
- 5.2.3 A theoretical contest
- 5.2.4 Conclusions

/5.2.1....

5.2.1 PLURALISTIC SOLUTIONS

During the 1st semester the students undertook a multitude of tasks, very often as individuals or in small groups. These tasks allowed individual students to find their own solutions to the challenge they had been presented with in the intensive. The accommodation of a range of pluralistic solutions provided them with personal ways of "making sense" of the course. This "making sense" was a continuation of the need to understand and find a place within the course, its process and the "absent curriculum".

The range of solutions included individual research and reading; joining of small task groups to work on content areas; volunteering to chair a session or give a summary of a previous class; and occasionally presenting a short presentation within the framework of a debate or panel. All of these opportunities provided the individual with a "safe" solution to the discomfort of the vacuum and the challenge of responsibility for the course. The solutions confirmed for the individual that he had a useful place within the course. However, these involvements also helped individuals to avoid other more difficult tasks and areas of responsibility which required more co-operative solutions.

Individual research and reading

Students continued with reading and research throughout this phase. Whilst this was very often related to the task group which they had chosen, it also clearly provided points of involvement and

/a sense....

a sense of having learnt something. Reading also occurred within individual interest areas outside the task groups. The motivation to read was high. This motivation can be explained in two ways. Firstly, a genuine interest in and access to new materials and, secondly, as something to do - a way of filling the vacuum through spending time on personal reading. The role of the individual as "reader" within the course was recognised as a response to the responsibility vacuum.

The task groups

A second solution was the joining of a task group. With the five content areas having been given, students chose a particular group for a variety of reasons: the content area was known to them, they wanted to learn more in that particular content area and because of the people who had already chosen that group (both staff and students). Within the task groups it was easier to communicate and share ideas due to their smallness - varying between 3 - 5 in each group. Also in three of the small groups were staff members, who were available resources.

The small groups grappled with their content areas through individual knowledge, readings and ideas being shared; consulting outside resource persons; and through general group discussion. Within a short period the groups had developed a cohesiveness, which provided a "comfortable" place within which the individuals worked and on occasions ventured out back into the class. The time spent in the class were still problematic, as the task

/groups....

groups used these times to share their progress and plans, and very often encountered criticism and negative response. Groups were accused of "copping out", and often felt pressurised to produce. The skills and time required in the preparation of the content areas were a constant pressure and problem - "as a group we are not ready to take on the teaching role".

The task groups did, however, give considerable hope to those who saw the vacuum as a problem. The amount of learning that occurred in the preparation of a content area from the reading and discussion was high - "quite surprised we had learnt (in the small group)", "lot of planning has gone on (we've) done half a year's work (after just 10 classes)", "...happy if we (just) do this". The individuals within the task groups were engaging as "constructors" and "planners" - important roles within a curriculum. They also had a real sense of learning.

Volunteering

Volunteering for the less threatening tasks such as the chairing of a session or giving the summary were the other ways in which individuals involved themselves in the life of the course. Fourteen of the eighteen students chaired sessions and all of these volunteered for the task. No roster or other mechanism was used to provide these chairpersons. The sense of having contributed to the class process was a reward in itself, and this involvement again represented a way of personally responding to the tasks for which responsibility needed to be taken.

/Individual....

Individual presentations

The written responses of the four students to the "30 hour" paper, and the preparation and involvement of the three students in the debate on experiential learning, were for the students a further way of reconstructing their roles and place within the course. Those who made these contributions saw themselves as playing a major role and making a valid contribution to the course.

Conclusion

Thus, in different ways, individual students found new roles for themselves as they responded to the tasks of the course and, in so doing, found a place within the group. There were those, however, who found these solutions difficult to do.

An unspoken division developed within the class between those who were coping, involved, learning, and those who were lost, frustrated and found the process a waste of time. Within the latter group were also some students who emerged as hostile to the learning methodology classified as the staff's theoretical position.

5.2.2 CO-OPERATIVE SOLUTIONS

Whilst many of the issues faced by the students found resolution in the pluralistic solutions, there were those issues which required a more co-operative approach. Issues dealing with course management and decision making required the group to find ways of working together so that the issues could be resolved.

Managing and decision making

The management of individual class sessions proved difficult from the beginning. The need for a leader, someone to give the process a direction, had surfaced in the first class of the intensive, and it was resolved at that time through the appointment of a chairperson. This solution became a standard way of handling each session, and although it was also an individualistic involvement, it certainly required co-operation. No less than fourteen students and all the staff took on this role at different times. Whilst the role that each successive chairperson played varied, the comfort of having a leader who directed the session and ordered the agenda clearly satisfied a desire for leadership felt by the group.

Allied to this role of chairperson was the idea of summaries. The students, because of the course's dynamic nature, wanted to be there at every session, and when they were absent from a class, they felt on their return a sense of having "missed out" and not knowing what had happened. A solution proposed and used

/was that....

was that each class begin with a summary, and this was given by the person chairing. The value of summaries was discussed on various occasions and eventually, after some seven classes, was discontinued. Whilst its value was doubtful from the start, and its short life illustrated its low priority to the group, it did provide a way of including everyone in the process of the course.

Decision-making proved to be the most difficult task for the group. Many attempts were made to have decision-making by consensus but most decisions, in the period before the establishment of the management committee, were made by seeking sufficient support for an idea to carry it through. One student described it as "not by majority vote or by unanimous consensus but rather by a sort of emotional steamroller method. If the group perceived your need to be important then it would follow where you led".

Management committee

The decision-making process and the management of the course were in the early stages a great hindrance in that they took up much of the class time and frustrated many students. Later in the first semester the idea of a management committee was proposed as a way of resolving these management and decision-making issues:

"Full-scale open negotiation (with 20 people) is too costly".

The need for a small representative group was agreed on. The management committee had little effect on the remainder of the content sessions in the 1st semester, as these had already been

/sequenced....

sequenced, but it became a powerful managing force as the issues of assessment and the 2nd semester timetable arose. This group, consisting of two students and one staff person, effectively became the controlling body of the course.

The role of the management committee was to take the responsibility for a range of management and decision-making functions from the bulk of the students. By their role and the power given to them, they were a co-operative solution in which the group had handed over certain problems to a small group of managers. The managers, because they met frequently outside of class time, had a better understanding of the course and the necessary decisions, and hence gave the course the direction which they believed to be best. What this did was to "cool the process down", and allowed the students to escape from the responsibilities of course management and planning.

On reflection, whilst they provided a solution which was "helpful" and "good", they were a "necessary evil", and gave three people a lot of experience and learnings about course management but denied the rest of the class this same experience and possible learnings.

5.2.3 THEORETICAL CONTEST

Underlying the individual and co-operative solutions was a growing sense of a contest between two very different theoretical methodologies of learning.

For some students learning was something one did to acquire knowledge. This knowledge existed outside the student and was best appropriated through a process of mediation, whether this be from a lecture or a book. A visiting lecturer had said that learning was hard work, and that books and cultural resources were where the most significant learning took place. His view was supported by these students, whose interpretation of what learning was about brought them into direct conflict with the other students and, most particularly, the staff.

The second view of learning started from the assumption that the individual was responsible for transforming his understandings through reflection on his experience. Learning in this context was about uncovering meanings and creating explanations, which were then open to critical discussion and debate. This second form of learning conflicted with the first, particularly on the issue of responsibility. In the former the student was responsible only for appropriating mediated knowledge, whilst the responsibility in the second was much larger - it was responsibility for the total process.

The first view of learning was present in the intensive and contributed to the shock which the students experienced when

/told....

told that the course was totally in the hands of the group. Many expected that within the context of a university there would be a process of mediated knowledge by the "teachers", who knew and held that knowledge. When the staff did not fulfil this role, and in fact refused to take it on, the students who had expected the more orthodox form felt that they were being imposed upon, and responded with both anger and frustration. They were angry because of what they saw as an imposition and limiting of choice. They were frustrated, because to engage in that reflective form of learning required a commitment to assumptions about learning and knowledge which were difficult to understand if one started from a more orthodox and traditional position.

The emotions present in the contest surfaced openly at times and showed visibly as irritation and hurt, a sense of being misunderstood, unfairly judged or subjected to processes and pressures they did not understand. The tensions and difficulties within the class were as a result of people's being attached to such different interpretations of a deep concept such as learning. For the group interested in uncovering meanings, any experience, including aimlessness, confused searching for direction and decision, and even conflict and disagreement were important sources of meaning. For the group committed to the more traditional view of learning such conditions were a disastrous waste of energy and time and deeply demoralising into the bargain.

/The contest...

The contest was never resolved, and continued throughout the 1st semester with individuals aligning themselves on one side or another. The two sides defended their positions through the forms of the content presentations. Either lecturers were imported to share their knowledge or the presentations used the experiential learning methodology: the fundamental concepts group using an imported "expert" lecturer, whilst the group development group designed a number of structured experiences which were reflected upon to gain understanding of the processes being taught. The staff were most often in a defensive position - attempting to keep open the space for a range of methodologies. However, because this attempt was also reflected upon, it was seen by the more traditional approach as being experiential learning which was "time wasting" and "not as good as" mediated knowledge.

The creation of the management committee heralded an end to the open contest, as it removed from the group's control some of the decision-making power about methodologies. The 2nd semester presentations showed a variety of learning methodologies and hopefully showed the possible value of each.

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5.2.4 CONCLUSIONS

The analysis has argued that this was a period of reconstruction. The students were involved in finding the roles required for this "unorthodox" course. The major dynamics present in the course during this second phase were :

1. The accommodation of the personal needs of the students for structure and engagement through pluralistic solutions.
2. The finding of co-operative solutions to the common problems of course management and decision-making, which eventually resulted in the formation of the management committee, who removed these management and decision-making problems from the individual members of the class.
3. The growing contest of a theoretical kind between different methodologies of learning, which surfaced openly and was never resolved. This open contest disappeared with the formation of the management committee.

/5.3.....

5.3 THE NEW ORDER?

This section of the analysis focusses on the 2nd semester of the course. In preparing for the actual 20 sessions which comprised the 2nd semester, a "new order" came into being which was controlled by the management committee and which was very different from the 1st semester with its "absent curriculum" and the various reconstruction moves. This new situation was a more stable one. The analysis focusses on the consequences of the reconstruction moves and the effect of assessment.

5.3.1 Consequences of reconstruction

5.3.2 Assessment

5.3.3 Conclusions

/5.3.1....

5.3.1 CONSEQUENCES OF RECONSTRUCTION

In considering the consequences that followed from the reconstruction moves during the 1st semester three particular issues arose :

5.3.1.1 The resultant losses and gains to the group with the shifting of control to the management committee.

5.3.1.2 The staff's sense of a greater role freedom.

5.3.1.3 The experience of the members of the management committee.

5.3.1.1 THE RESULT OF THE SHIFT OF CONTROL

With the formation of the management committee late in the 1st semester began the shift of control, and hence also power, from the whole group to a smaller group of managers. As has already been shown, their effect on the 1st semester was minimal, but as the preparation for the 2nd semester began their influence and control became more visible. They were given the responsibility for sequencing events and making proposals for the unplanned classes of the 2nd semester and, as the new semester began, they planned the intensive programme and decided on the composition of the task groups and their content areas.

This creation of a management committee and the resultant shift of power gave rise to a series of losses and gains for the students.

/Student....

Student losses

One of the major losses was the freedom which the class had had in the 1st semester. In that semester the group as a whole had worked on the content of the curriculum and had controlled the overall focus before the task groups set about designing and shaping the individual classes. In the 2nd semester this freedom to decide was taken over and prescribed by the management committee. The freedom that existed was limited by the overall design to the form and content of a presentation. The creation of a management committee was seen as a direct cause of this loss of freedom - "this is what you've bought...paid your freedom for".

The pre-chosen groups of the 2nd semester intensive showed a second loss, the loss of choice. The students were not able, as they had been in the 1st semester, to decide which area they wished to work on - "no opportunity for negotiation or choice of subject area". The management committee had decided for them by arranging pre-chosen groups.

A third, and probably the major loss for the students, was the opportunity to grapple with the problems of curriculum management. In this grappling in the 1st semester many students had made significant learnings. In the 2nd semester it was only the small group of managers who were able to benefit from this process. "A very definite con (of the management committee)

/is that....

is that learning has been 'monopolised' by a small group" and "the management committee is taking away the opportunity to develop these (management) skills from the rest of the group". Most students acknowledged this loss of opportunity and agreed that a 'rotating management group would have helped to meet this loss.

However, there was another side to this loss of opportunity, and that was the relief felt when the management committee actually took on responsibility for constructing the curriculum. The role of "curriculum constructor" had been a difficult task, and the opportunity to shed this role was welcomed by many students. They felt themselves released from the original responsibility created by the "absent curriculum".

These losses were all linked to a loss of control. The students were no longer in control of the curriculum and its management. They had handed over this power to the management committee.

Student gains

On the gains side the most evident and positive one was the relief felt and referred to above. Many students when questioned saw the management committee as "most helpful", and the removal of management issues helped students to feel they were more involved with the course - "helped to put me inside and I no longer felt as an onlooker".

/ A second....

A second and related gain was the large amount of class time which was no longer required for course management. For most students the time spent on management responsibilities was seen to be great and took up valuable class time. The students were all employed full-time, and so the time they had available for the course in its entirety was limited. Hence the management committee provided a way of releasing more class time for learning and content presentations which in the 1st semester would normally have been used for management issues. In comparing the two semesters it can be seen that a lot more time was used for management issues in the first. In the 2nd semester these issues were dealt with by the management committee in time outside of class.

A third gain was that the management committee's curriculum for the 2nd semester provided a space within which there was a large amount of personal sharing. In "Contexts of Education" five students shared, in "Education in South Africa" two shared, whilst in "Adult Learning" six shared with the whole class and everyone shared in a small group. Thus the space provided for sharing of personal details about work, education and lives was available to all the students. In examining the question why the space was used for personal sharing three possible answers are proposed.

Firstly, in terms of a group dynamics theory, when a group develops there is the need to share personal details if

/relationships....

relationships and trust are to be established. In the diploma course group the sense of togetherness as a group was much higher in the 2nd semester than in the 1st. The pressure had been taken off the group, through creating a group of managers who dealt with the issues of management, and the group felt freer and safer to share their own personal lives.

A second answer lay in the time pressure that each group faced as it prepared its subject area. All the task groups in the 2nd semester had to prepare their content in their own time, as no space was planned for this within the class time as it had been in the 1st semester. Given this time pressure the groups were faced with two choices. Either they could prepare for their sessions by using the learning resources within them, which were easily available through recall; or they could take on the role of lecturer and present the content themselves or negotiate with a lecturer to do it for them. The preparation for this teaching role through the researching of the necessary learning resources, or the negotiation for a lecturer, would have taken a fair amount of time. Their own life experience was therefore more quickly and easily available.

A third reason lies in the methodology used in this sharing. Students were reflecting their own lives, and in that process putting their life experience into the course as content for the various curriculum areas. This was a form of the

/experiential.....

experiential learning methodology. The choosing of this methodology could have been for a number of reasons :

- (i) this experiential learning methodology had been used in the 1st semester and might have become valued by the students or just copied;
- (ii) the experiential learning methodology was certainly favoured by the staff, who may well have influenced the task groups in the choosing of a methodology. Whilst the degree of staff influence was not clear, the very fact of experiential learning being used did underwrite their own theoretical base;
- (iii) alternative methodologies such as lecturing had been received very negatively in the 1st semester whilst the experiential learning methodology was viewed positively by many - it was even listed in the expectations for the course; and
- (iv) the methodology was suited to the task of reflecting upon experience, and its appropriateness may well have been the reason for choosing it. Whilst no definitive reason could be given with certainty, the experiential learning methodology utilised the learning resources within the group, and as one task group after another adopted and used this methodology, so its value and worth rose in the eyes of the participants - "this semester the internal resources are proving to be much more relevant (than external resources of the 1st semester)".

CONCLUSION

In reflecting on both the losses and gains from the creation of the management committee it is not clear whether one side outweighs the other. Each student made that judgement for himself but no final consensus as to whether it was good or bad could be reached. For the students who had found the 1st semester and its vacuum difficult to understand and deal with, the management committee was an answer which gave them relief. For those students who had found the 1st semester engaging and challenging something had been lost - "(the management committee have been) acting as a pacifier... It has taken away a lot of initiative...a lot of the process debate". Yet within both groupings opposite opinions existed - a sense of being grateful even though something had been lost and a concern that although a good "job" was being done there was an "undermining of morale, courage and pugnacity".

5.3.1.2 THE STAFF'S ROLE

The freedom from the responsibility of trying to keep open the vacuum allowed the staff members to engage in ways and roles they found more comfortable. The formation of the management committee had released them from this need to hold open the space. The space was no longer needed - the proposals from the management committee provided an alternative way of constructing the curriculum.

/Thus....

Thus in a real sense the role of "teacher" and not just the roles of "co-learner" or "resource" were available to the staff. In the presentations at the beginning of the 2nd semester it was a staff person who lectured (a "teacher" role) and who said that he was "so comfortable" in the role and that it had been "so nice to be commissioned" to lecture. This freedom to take on the teacher role was a major change for the staff.

A possible interpretation of the change in the staff's role could also be found in their involvement in the management committee. Both staff members attended the meetings of this group, and here in the planning and managing of the curriculum shared their ideas and proposals. The weight given their "contributions" may well have permitted a form of indirect management of the course. Whilst their contributions were contested at times, it was the staff's proposal for the next year's curriculum that ultimately was accepted. There was no evidence of a conscious form of indirect rule, but no matter how respectful the staff were to a democratic decision-making process, they must have influenced in some ways the management committee decisions, as they did in the creation of the "curriculum" in the 1st semester purely by their presence.

5.3.1.3 THE MANAGERS' EXPERIENCE

For the three people (2 students and 1 staff) elected by the class to form the management committee, the experience of managing the course was one out of which came both a sense of privilege at having learnt so much as well as a feeling of unease. The three people spent many hours outside of class time working on issues of course management and curriculum construction. They were the interface in assessment between the students and the staff, and provided a necessary form of management for the course.

It is clear that from those on the committee as well as from the rest of the class that the opportunity of being a management committee member was not only a chance for grappling with the issues and problems of curriculum contracting but also an opportunity to learn from the reflection on this process. As one student "manager" said, "decision-making, problem solving, curriculum design - are fascinating and essential skills for an adult educator. The management committee is taking away the opportunity to develop these skills from the rest of the group". The managers were clearly learning these skills whilst the other students were engaged in a very different curriculum - the specified course content. The feeling of unease came from being labelled autocratic. Both in the intensive and in the process reflection session of the 2nd semester the management committee were criticised for being elite. The fact that decision making was now in

/the hands....

the hands of three people was seen as ^{contrary} to the initial starting point of the course. One of the students on the management committee also felt they were resented by the group for the way in which they had been elected and had functioned. These negative feelings experienced by the managers were, however, counteracted by a feeling that they were a "good thing" and "necessary" to the managing of the 2nd semester.

The experience of the managers, then, had both a positive and negative side to it. From the students' side they were by and large seen positively, although the idea of rotating

4.5.6 ASSESSMENT

The issue of assessment was discussed at very few classes in the second semester. Assignments were discussed, handed out and received at various classes and the final examination was an issue which was debated at two separate classes.

Only two further assignments were set by the staff, focussing on the "Educational crisis in the Western Cape" and "Contexts of Education". The assignments from the first semester were handed back and received happily by some students - "thrilled with my grades". The role of assignments was discussed, with students expressing the view that assignments blocked their learning. The question of whether grades were as helpful as comments was raised and debated. The need for grades (marks) was seen as important, particularly as they counted in the final examination. In the final class of the year it was agreed that should students

5.3.2 ASSESSMENT

Assessment was a dynamic, which not only affected staff and student roles but also contrasted strongly with one of the initial concepts, learner responsibility, contained within the theoretical starting point of the course. The discussion on assessment occurred throughout the course.

In the 1st semester the question was seen as being who had responsibility for assessment, whilst in the 2nd semester the issue focussed more firmly on the preparation for the final examination and its form.

ASSESSMENT AND RESPONSIBILITY

The fact that the university required an assessment of each student and that the staff were ultimately responsible for this assessment was mentioned during the 1st semester intensive. The issue then seemed to retreat as the students engaged in other issues as curriculum constructors.

Assessment was again discussed when the first assignments were set. Here the discussion was whether the students wanted grades or comments on their work. Initially most students and the staff preferred comments, and saw them as a form of "nurturing" or feedback as opposed to the "terminal standards" or judgements of grades. This initial postponement of grading indicated an attempt to defer the classificatory side of assessment. Later, as assessment became more of an issue, the tendency changed to one of asking for comments and grades. The reality of assessment as judging and requiring a mark had been realised.

/The staff's....

The staff's obligation to assess was confirmed during the reconstruction phase, and was more fully debated at this point. Here the contradiction between the freedom to construct a curriculum and the lack of freedom to assess it was highlighted. For those students committed to participation and the exercise of responsibility for the curriculum, that responsibility required them not only to construct their own curriculum but also to assess it. The responsibility for a curriculum included the responsibility for assessment. When this responsibility was "seen" to be taken away by the staff's assertion of their role and obligation as assessors, many students questioned the honesty of the responsibility vacuum - "feels like it goes against the grain". Certainly this contradiction gave fuel to those who believed that the initial challenge which had been presented was merely a learning device.

Assessment and the university

Another effect of the assessment issue was to raise the question of a student's relationship to the university. The assessment by an outside person (the examiner) of an adult who was asked (expected) to be responsible for his own learning was not only a contradiction but also placed the student in a more passive position by reducing the concept of "responsibility for his own learning" to a more limited idea of responsibility for only certain areas of learning. When this reality of assessment was experienced by the students, there was a sense of defeat - if

/assessment....

assessment could only be genuine (i.e. acceptable to the university) within the terms proposed by the staff, then there was no purpose in suggesting alternative forms or to fight for other forms such as self assessment. Once this had been recognised, the students commissioned the staff to formulate a proposal for assessment. The proposal which returned, through the management committee, was accepted with little or no debate.

Assessment as examination

As the 2nd semester began the staff were seen as responsible for assessment, and the management committee as responsible for the control and management of the curriculum. The only roles open to the students were those to do with curriculum presentation, within a defined focus, and learning. The "new order" was therefore a much more tightly controlled period than the initial phase and the subsequent reconstruction moves. The focus for the students in the assessment issue was more limited, and became the form of the final examination and how best to prepare for it.

During this period the discussions on the examination were directly between staff and students and the management committee was not involved. This contrasted with the 1st semester, where staff proposals for assessment and the assignments were presented by the management committee. Here in the 2nd semester the staff were seen more clearly in an assessor role and as agents of the university. The staff, in negotiating the form of the final

/examination....

examination, used a rationale of needing to stay within "acceptable university boundaries and requirements of an examination" as a way of responding to other proposals to do with forms of examination. Here in a real sense the staff had taken on the assessor role and placed the students in the more orthodox relationship of teacher-learner. In discussing the value of the assignments in the 2nd semester the majority said they found them useful, relevant, helpful and encouraging. These comments were totally uncritical of the assessment process and showed an acceptance and affirmation of the staff as assessors at this point.

CONCLUSION

Assessment then was a turning point for many students, and was seen to confirm the belief that there was an outside authority who controlled the course and was ultimately responsible for it. This undermining of responsibility was accepted in the "new order", but had been debated and resisted during the 1st semester. The amount of time spent on discussing assessment showed a greater concern about it in the 1st semester (Assessment was raised at 10 out of the 33 sessions) than in the 2nd semester, where the focus was more on the examination and actually discussed on very few occasions. In the 1st semester alternative suggestions and proposals had been raised, whilst in the 2nd semester no objections to the examination were submitted when asked for. This more passive

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role of the students was again a contrast to the more active and engaged role of "curriculum constructor" in the 1st semester.

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5.3.3 CONCLUSIONS

The rise to power of the management committee and the reality of assessment provided the background to the ushering in of the "new order". This phase was a more comfortable period for both staff and students, but both were acutely aware of the losses that the group had incurred with the handing over of control to the management group for the construction of the curriculum and the affirmation of the staff's obligation to assess.

5.4 CONCLUSIONS AND CONTRADICTIONS RESOLVED

This analysis has argued that the Diploma Course in 1982 could be seen in three phases. The dynamics and the effects on both staff and student were very different within each period.

The first phase presented the students with a challenge to take responsibility for the curriculum. Their response showed both a willingness to engage and a suspicion that the vacuum was merely a learning device. In the second phase the students reconstructed their roles and found a place within the course for themselves. Underlying these reconstruction moves was a growing contest between a more orthodox methodology of learning and the experiential learning methodology. In the third and final phase the management committee provided comfort and structure, and removed from the group the problems of management. The staff experienced a new freedom to take on the role of teacher and their role of assessor loomed large, with its diminishing effect on student responsibility. The contradictions between learner responsibility and institutional power, and between responsibility and management were recognised.

Contradictions resolved

An attempted resolution of contradictions brought about by the management committee's control and the staff's assessment power was made at the end of the 2nd semester in the planning

/and discussion....

and discussion of the 2nd year of the course.

This attempted resolution could be discerned in the staff's statement that if the decision to commission them (the staff) to take responsibility for the curriculum was a genuine commissioning, then the students were in fact remaining responsible for course and just solving the difficulties of course management, work load and assessment by commissioning the staff to use their expertise and time to structure and manage the curriculum in 1983.

The staff believed that the issue of genuine or phoney contracting which had begun the course, had returned and what was needed were clear and honest responses to the proposals for 1983. The personal statements from each and every student showed a much clearer and less confused response than at the beginning of the course. The ultimate acceptance of the staff's proposal was therefore a genuine negotiation within recognised and accepted institutional norms and constraints, and laid the way for the next year of the course.

CHAPTER SIX

THE KEY CONCEPTS IN PRACTICE

6.1 LEARNER RESPONSIBILITY

6.2 EXPERIENTIAL LEARNING

CHAPTER 6

THE KEY CONCEPTS IN PRACTICE

This study was an attempt to explore the concepts of learner responsibility and the experiential learning methodology within a formal course of study of adult education at a university.

In the previous chapter an attempt was made to illuminate the central dynamics present in such a course. No attempt was made to examine learner responsibility or the experiential learning methodology in any detail.

This chapter examines the ways and the extent to which these two key concepts were used, and identifies the problems experienced in practice.

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6.1 LEARNER RESPONSIBILITY

In examining the ways and the extent to which the students were responsible for the curriculum, it is important to understand the range of responsibility that the staff was prepared to transfer to the students. In the creation of the vacuum and its structural presentation as an "absent curriculum", the staff was allowing students access to the responsibility that teachers usually have for the design, management, content and teaching of a curriculum. The responsibility for assessment was kept by the staff due to its institutional obligation as assessors.

This section of the research examines this range of responsibilities, the responses of the learners to this and the problems that learners experienced with the opportunity to exercise this responsibility for the curriculum.

6.1.1 The range of responsibilities and student responses

6.1.2 Learner responsibility - problems in practice.

/6.1.1...

6.1.1 THE RANGE OF RESPONSIBILITIES AND STUDENT RESPONSESResponsibility for Design

The challenge of the "absent curriculum" was responded to in a variety of ways. One response produced the curriculum content list, which included the expectations and needs of each student. The high involvement of the students in this showed an initial acceptance of responsibility for the design of the curriculum. Sequencing and selecting the focus of the content areas, the next part of designing the curriculum, was at first seen as a task for the staff. However, given the staff's refusal to take on this responsibility, two students worked on this, and the group adopted the sequenced list which had been prepared by them.

The students were able therefore to construct a curriculum outline, which in fact became the curriculum for the two years of the course. Whilst the staff was involved in this process, its refusal to take on any major responsibility for curriculum design allowed the students to construct actively the outline and be responsible for it.

Responsibility for management

The responsibility for the management of the curriculum was a much more demanding task. The co-operative solutions used by the students in the reconstruction phase of the course showed

/attempts...

attempts to grapple with, but also to escape from, the responsibility required for management.

✓ The chairing of the sessions and the involvements in the task groups showed a willingness to take on this responsibility. The many students who chaired sessions, led and facilitated the discussions. They guided the class and enabled it to make decisions and accomplish many tasks. In the more "orthodox" class, the teacher is the guide and leader. In this situation the students had very clearly taken on this "teacher" role. However, as the pressures of time built up due to the increasing number of tasks and the amount of time decision-making was taking, so other solutions were needed, and the management committee was formed.

✓ The creation of the management committee meant that the two students involved found themselves fully engaged with the responsibility for managing the curriculum. The proposals, decisions and leadership they gave the course showed both a willingness and an ability to exercise this responsibility. However, what the management committee did was to allow the rest of the students to transfer the management responsibility onto a group of managers.

✓ Whilst the managers learnt from that experience, the shedding of the responsibility for management by the class meant a loss of control and the opportunity to learn from the grappling with the problems and issues involved in curriculum management.

/Whether....

Whether the class could have continued to manage and make decisions without a smaller representative group being created is unknown. The cost, though, of trying to involve everyone in this responsibility was high, and the management committee provided a form of curriculum management which was both "helpful" and a "necessary evil".

Responsibility for content

After the curriculum outline had been accepted, the next responsibility facing the students was that of designing the content areas. In both the 1st and 2nd semesters task groups were formed who were responsible for an area of content. The students responded to this responsibility in a variety of ways.

The students did a large amount of reading and research for their content areas and all were involved in the construction of the designs for the sessions they had responsibility for. Some students contacted an outside resource person to gather information and resources or negotiated for that person to lecture on the course. Other students planned sessions which utilised the resources within the group. The responsibility for content required that the students research their content area, negotiate for resources or a lecturer, plan each session and construct an overall design. The students felt highly motivated in their preparation in the small task groups, and became in one sense "self directed" learners as they pursued their own interests and questions through their readings and research within the task groups.

All the students were able to take on this responsibility for content, although initially in the 1st semester, one group had felt unable to do so.

However, it is also clear from the results of the questionnaires, that both the staff and students felt that the content of the individual areas had been shallow and limited. The presentations were seen as introductions from which individuals could pursue their own interests and research. The under-utilisation of the staff and outside lecturers was recognised as a reason for this. The severe and negative critique the first lecturer had received probably contributed to the hesitancy and non-use of lectures.

Whilst this shallow content raised questions about the ability or preparedness of students to take responsibility for more in-depth content presentations, the amount of learning that occurred in the small task groups was high. The time pressures and the stress on the task groups due to the deadlines by which sessions had to be presented, also limited the content areas but must be contrasted with the large amount of reading the students did and the sense of involvement they felt in the design. The high degree of satisfaction that students reported, the amount they learnt, the high motivation and the sense of personal involvement all showed that responsibility for content was not only possible but desirable.

Responsibility for teaching

In the designing of the sessions and preparation of the content

/the task....

the task groups used either an outside lecturer or internal staff person as the person who would present content through a lecture. Students were reluctant to engage as lecturers, and taught only insofar as they led a session or shared from their own personal experience. They did not see this as lecturing, but rather as a sharing of their own experience, which might be useful to others.

The responsibility for teaching was therefore taken on in the sense of leading and guiding a session and in the sharing of life experiences. When content needed to be lectured, this was delegated. Their reluctance to engage in this form of teaching was consistent throughout the course. This reluctance for some students was tied to the concept of a teacher as a "knowledge-holder", which "they were not!" For others the reluctance showed as more of a rejection of formal lectures as inappropriate and a commitment to a more reflective methodology, experiential learning.

Responsibility for assessment

The question of how students would respond to responsibility for their own assessment was unable to be answered as this responsibility was never ever offered to the students. Whilst many understood the "absent curriculum" and responsibility vacuum to include assessment, this was not the case. However, the students' involvement in the discussions on assessment illustrated a preparedness to engage in this responsibility. The discussions on

/assessment....

assessment focussed on its nature and form, rather than who was responsible. Clearly the university and its representatives, the staff, held the ultimate responsibility for the assessment. The role of the staff as assessors was also appreciated by many students, as they wanted a "genuine" certificate.

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6.1.2 LEARNER RESPONSIBILITY - PROBLEMS IN PRACTICE

As has been seen above, the majority of the students in the course responded to the sense of responsibility for the curriculum in a variety of ways. They engaged in numerous roles as they constructed, managed and taught the curriculum. Whilst there were some tasks which were difficult to perform, the sense of involvement, motivation and the learning that occurred was high. For the students on the management committee this was particularly true.

However, as the students recognised and faced the responsibility vacuum and the "absent curriculum", two types of problems occurred. One set of problems had to do with how to engage with the responsibility for the curriculum. The other was a much more fundamental set of problems - why engage with this responsibility? Before describing the first category of problems, to do with the exercise of responsibility, I have described the second set of problems more fully.

Why engage?

For some students the problem they faced in responding to the responsibility vacuum was more a refusal to take on this responsibility. They had entered the course with a traditional understanding of learning and teaching. This understanding was that teachers were responsible for mediating the knowledge and that learners were responsible for receiving that mediation and

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learning from their engagement with it. Theirs was a typical liberal, traditional understanding of learning and teaching.

The students entered the course and were faced with the staff theory, which was that learners could be, and ought to be, responsible for the learning process. This meant responsibility for the design, content, management and teaching of the curriculum. Many students, as has been shown, accepted this understanding of responsibility and attempted to engage with it. However, for those students who saw the staff as being responsible for mediating knowledge, the understanding of responsibility as presented and defended by the staff lacked respect and legitimacy. The staff was seen to have the knowledge but was refusing to share it or even to provide the students with ways of obtaining that knowledge. This view of learning and teaching did not require the learner to take responsibility for curriculum design and management; rather it required a "good teacher!"

These conflicting views were to be seen in the theoretical contest in the course and did not come out of a refusal to be responsible, but out of a refusal to be responsible for what were "legitimately" the teachers' responsibilities. These students were perfectly prepared to be responsible for their own learning. They had come to a professional course to learn how to be professionals. The notion of a "professional" implied a body of knowledge and the necessity of a teacher who held and mediated that knowledge.

/They came....

They came expecting the staff, the "professionals", to teach them. In their understanding the learner was not the teacher and to expect him to be so was to be disrespectful to their understanding of responsibility. They came prepared to be responsible, and in their own terms and understandings, they were.

Problems of engaging

For those students who subscribed to the staff's theoretical starting point and attempted to exercise responsibility, a series of problems occurred which in many ways blocked the degree of responsibility they could take. These problems included the staff role, assessment, access to learning resources and the students' own capacity to engage.

The staff role

The attempt by staff to transfer responsibility meant a shedding of their roles, which was not completely possible. Their presence in the class, their design of the course (albeit an open space for extended negotiation), their prior possession of a specific curriculum theory and their role as assessors all expressed and confirmed their staff role.

Furthermore, the students brought with them their own past experiences and socialisation, which placed definite role expectations on the staff. These expectations were a continual pressure on the staff to admit to being staff with a particular role and responsibility.

This unavoidable possession of a role set for the staff meant that the danger of dependency of the students on the staff remained. Whilst role division did not necessarily imply dependency, any division of tasks within curriculum construction could not be seen as equal when one party (the staff) entered holding a set of definite and non-negotiable roles. The staff were in fact the designers of the framework of the course and the ultimate managers and assessors in the eyes of the institution. The staff were managing the boundaries of the course and exercising a "custodial authority", which included assessment and was not open to discussion. (Jacques, 1983). As staff they had entered the class bringing with them "the authority of his (their) own knowledge of the university...of which he is the delegate and of the academic field of which he is a representative". (Stenhouse, 1983:148). The staff brought with them therefore both an authority of office and an authority of knowledge. (Stenhouse (1983) distinguishes between being "in authority" and being "an authority"). What they were attempting to do was defer their authority of office by holding back the norms and constraints of the institution to a limited extent. The freedom to construct the curriculum content list and the space to engage in serious curriculum construction through the task groups in both semesters showed that these institutional norms and constraints could in some ways and to some extent be suspended.

However, the issue of assessment brought back into focus these norms and constraints, and raised problems for the sense of

freedom to take responsibility for the learning process and curriculum. Shared responsibility in its fullest sense was undermined when assessment was confined to being a staff role.

"Assessment is the most political of all the educational processes; it is where issues of power are most at stake. If there is no staff/student collaboration on assessment, then staff exert a stranglehold that inhibits the development of collaboration with respect to all other processes".

(Heron, quoted in Cunningham, I., 1983 : 62)
(emphasis in original)

Whilst there was "collaboration" on assessment, it was limited to discussions on the form of assessment. There was no sense of "collaboration" in the grading of the students. The issue of staff roles and the degree to which these roles, and the authority contained within them, could be transferred to the students remained a problem, and blocked the degree of responsibility the students could exercise.

Assessment:

As has already been shown in Chapter 5, the staff's responsibility for assessment contrasted strongly with the concept of learner responsibility. Assessment was a major block for students in taking on other responsibilities. The confining of this role to the staff raised questions about whether the other roles required were genuinely open and available. If the staff was the ultimate judge, then did the staff not also control in hidden ways the total learning process? When assessment became a major issue in the course the roles of learner and teacher became more firmly fixed, and both students and staff were not always able to take on the variety of roles as they had done previously. Assessment had

/the effect....

the effect of confirming certain roles for both staff and students, and limited their freedom to take on other responsibilities.

Access to learning resources

With the creation of an open arena for course development and the deconstruction by the staff of themselves as the managers of the learning enterprise, the normal mechanisms of access to teaching and learning resources were dismantled. The problem of how to mediate both staff and other external resources therefore arose.

In the first semester the staff, in their attempt to shed their staff role, in their holding back of the norms of the institution, and because of their fear of creating student dependency on them, were hesitant to manage this access process. Because the potential resources of the university were, in the main, unknown to the students, they battled to gain access to learning resources beyond the reading of books and research materials. The two exceptions were the outside visiting lecturer, who was known by personal reputation, and the use of the staff and myself, in some of the 1st semester task groups of which we were members and therefore more easily accessible.

With the creation of the management committee the staff felt freer to manage the access to learning resources due to the fact that the "new order" released them from the need to maintain the responsibility vacuum and allowed them to engage in a variety of new ways and roles. The lecturers used in the 2nd semester were all invited by the staff, and the sets of readings provided during the latter half of the year were staff initiated.

Access to learning resources would have been facilitated if the staff had felt freer to manage this process whilst still not taking on the other responsibilities required in the construction of the curriculum.

Students' capacity to engage

Although there were students who chose not to engage with responsibility for the curriculum, due to their views of teaching and learning and a preference for a certain teaching-learning methodology, there were also students whose experience, background and ability limited their participation in the responsibility offered.

Each student brought with him his own experience of life: they came from different backgrounds; had expectations of a formal course at university and had varying abilities in teaching, preparing presentations, writing assignments and participating verbally.

This wide diversity amongst the students, whilst it brought with it rich resources of experience, also resulted in a range of capacities to engage and be responsible for the curriculum.

The responses of silence and the relief felt with the creation of the management committee showed that for some students the responsibility was not an easy engagement. The fact that learner responsibility required participation meant that the experience, background and abilities of the students, which determined so much of their possible response to the requirements of this responsibility, in itself constituted a problem.

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For those students who not only saw the potential for learning in the construction of the curriculum, but also felt a confidence and ability to engage, the concept of learner responsibility was both challenging and exciting. They were able to respond to the responsibility vacuum, and in so doing, constructed a curriculum and learned from this involvement.

6.2 EXPERIENTIAL LEARNING

This section examines the ways and the extent to which the experiential learning methodology was used in the course. I begin with a summary of the ways experiential learning has been treated up until now in the study and then propose that a more substantial way of seeing experiential learning is as a form of conversation, which the staff fostered as the main legitimate educational practice. The section ends with a discussion of the contradictions that are involved in this proposal and the problems that therefore faced the use of the experiential learning methodology in practice.

6.2.1 Discussing experiential learning

6.2.2 Experiential learning as conversation

6.2.3 Contradictions and problems

/6.2.1....

6.2.1 DISCUSSING EXPERIENTIAL LEARNING

Throughout this study experiential learning has been treated in a variety of ways. Experiential learning has been discussed as a foundational principle; as a form of learning of which the staff were agents; and in terms of the use and response to it by the students.

A major part of the rationale for designing the course as it was, rested on the belief that for democratic curriculum negotiation and reconstruction to have a learning potential, it required a reflective learning mode, which could examine the very process of constructing the curriculum. Without this reflective learning mode the learning potential would be limited and the course rationale undermined. Experiential learning was such a reflective learning mode and became a foundational principle for the design of the course, with its "absent curriculum" and responsibility vacuum.

The staff saw experiential learning as an important learning methodology, and acted as its agent by encouraging its use right from the first session. Attempts at reflection were initiated by the staff at various times during the 1st semester, in an attempt to reflect upon and learn from what was happening to the group during the reconstruction phase. These attempts by the staff were demonstrations of the learning potential of this methodology. Some of these attempts were seen, however, to confirm the belief that the whole experience was a well

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designed game, and therefore devalued the attempts. The ways in which the staff suggested, led and built reflection sessions into the life of the class further embedded experiential learning in the course.

Students responded to the staff's demonstration of experiential learning in a variety of ways. Some of the students, either by learning from these staff interventions or from their own past experience of education, began to use the experiential learning methodology as a way of making sense of the course and learning from it. In the 2nd semester many of the content presentations used a reflection on personal lives and work. The opportunity both to share their personal experiences as well as to learn reflectively from them was used by all of the students in varying degrees. The sessions on "Contexts of Education", "Education in South Africa" and "Adult Learning" were clearly learning situations with a wealth of insights and learnings for the students. Thus this methodology was used to a large extent by the students on the course.

For some students, however, there was an opposition to experiential learning. These students recognised its validity as a learning methodology but questioned the power of its orthodoxy, which did not allow for a critique of it nor the freedom to choose other learning methodologies. They saw experiential learning as being strategically selected in that it excluded other learning methodologies quite powerfully. After the

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critique of the four lectures given by an outside lecturer it became very difficult to overcome the bias against lectures as a method of learning.

Whilst there was opposition, experiential learning as a learning methodology was clearly used to a large extent in the course. The reflection on the process in both semesters as well as the reflection on personal lives and work in the 2nd semester contributed to at least half of the time spent in the class.

The above discussion of the treatment of experiential learning thus far brought me to propose that experiential learning can in fact be seen in a more substantial way. This becomes the focus of the next section.

6.2.2 EXPERIENTIAL LEARNING AS CONVERSATION

I propose that experiential learning can be conceived of as a form of conversation, which the staff fostered, and that experiential learning was perceived as the main form of legitimate educational practice. In order to support this proposition about experiential learning, I have addressed the following questions :

- (1) How was experiential learning fostered by the staff as the main form of legitimate practice?
- (2) What were the consequences of this?
- (3) What was the nature of the staff conversation?
- (4) What did participation in this conversation mean?
- (5) What were the contradictions in this?

Fostering Experiential Learning

Experiential learning was fostered by the staff in a variety of ways. One of these was their willingness to reflect on the process of the course, even at the 1st intensive session, where they proposed a "stocktaking". Their continuing commitment to the timetabling of regular reflection sessions, which would allow the students to identify what was happening within the course and to understand the dynamics of the curriculum, was a further example of their support for experiential learning.

A second way of fostering experiential learning was seen in their refusal to assume the more orthodox and traditional

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role of a teacher. Their refusal took the form of making any suggestions that they teach, problematic. They would reflect on each request in an attempt to help the person making it understand his request within the dynamics of a curriculum and the learning process. The criticism by some students that the staff were not doing their job, and the students waiting for the staff to deliver were examples of the staff's refusal to teach. The transferral of the teaching responsibility to the learners and the continued holding open of the responsibility vacuum also prevented the staff from taking on this teacher role.

A major and public way of fostering experiential learning was the "30 hour" paper written by the staff and myself. Not only did the paper underline the staff's theoretical starting point of making "visible" the "aspects of the curriculum", a clear reference to experiential learning, but the paper itself was also a reflective tool which enabled the class to learn from their experience of the course. The paper was in a real sense experiential learning in practice. The paper was distributed after the debate "Adults learn best through experiential learning", where a staff member had supported the motion and argued strongly for this learning methodology. The written and verbal support of experiential learning through the "30 hour" paper and the debate were major statements by the staff on this methodology.

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A further way that experiential learning was fostered by the staff was in their support of those students who used it. The sessions of curriculum evaluation in the 1st semester took a more critical attitude towards the students who used an outside lecturer than those who attempted to use a reflective learning mode. Those who attempted to use experiential learning were helped by the staff in its design and management. This occurred even more frequently during the 2nd semester. Those who used a lecturer became the focus of reflective questioning as to their reasons for doing so and what it meant in educational terms.

All these actions and writings gave experiential learning legitimacy as a form of educational practice. Whilst it could be argued that some were not consciously premeditated actions, on the part of the staff, the effect on the students in their perception of experiential learning was to make it legitimate. This legitimacy, plus the wide use of experiential learning, made it the main form of legitimate educational practice for the course.

Consequences of fostering experiential learning

In one sense, experiential learning as practised was very tolerant. Provided there was a space for reflection, then no matter what was done was grist for the reflective mill. Even strong objections to experiential learning could be used as a matter to be reflected upon. Experiential learning had the ability to incorporate any

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form of educational practice within it and then at an appropriate moment deconstruct that educational experience in an attempt to understand the aspects and dynamics of that methodology.

However, this tolerance was also a problem. The critical reflective nature of experiential learning meant that no other form of practice could match it. It devalued other methodologies by its very tolerant yet critical reflection. Experiential learning itself was never reflected upon, its legitimacy gave it a "superiority" to other forms of practice. Whilst other methodologies were possible, there was a hesitancy to use them. The hesitancy was caused by the fact that whenever an alternative was used it was followed by critical reflection on that alternative. Not many forms of practice were able to survive unscathed, and the offering of alternative methodologies was therefore difficult, given the devaluing that occurred. Students became uncertain about the usefulness of other methodologies, and hence seldom attempted to offer alternatives with any conviction. Experiential learning had devalued other forms of practice.

The fostering of experiential learning as the main form of legitimate educational practice met with opposition from some of the students, as had learner responsibility. Whilst all learning was seen as experiential in that an individual reflects inevitably on even formal instruction, the question of why experiential learning should be the main form of practice remained. The

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opposition took the form of both vocal criticism as well as silence, but without staff support it was never able to swing the forms of practice away from experiential learning. The 2nd semester presentations and ongoing reflection sessions showed this. Nor was it able to provide places in the curriculum where other forms of practice would be accepted as legitimate. For some students this led to their being excluded and not being heard or responded to in ways they considered appropriate. They had entered the course with expectations and preferences about learning strategies. Most students were unfamiliar with experiential learning, and the relative strangeness and newness of this methodology led to a hesitancy to accept it as a personal learning strategy. Whilst students could accept it as a valid methodology, not all of them wanted to or found it possible to engage in it. Their past experience in most cases had prepared them for a more traditional and didactic mode of teaching and learning and, as has been shown the use of these methodologies, was made difficult by the devaluing of alternatives by experiential learning. This devaluing of other methodologies was a major consequence of fostering experiential learning.

Besides the tolerance of experiential learning mentioned above, a further positive consequence was that each student could pursue, through the use of experiential learning, his own learning goals. Some students had entered the course with specific educational queries, whilst others had come seeking a confirmation of, or

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or change in their own work involvements and goals. The freedom to explore areas of learning which could not be prescribed due to the fact that learning outcomes in experiential learning vary from learner to learner, and because learners were responsible for their own learning goals, allowed individuals to learn at their own pace and in the direction they wished to pursue. The student was able to shape his learning through his own questions and analysis and not be prescribed to by an outside source.

A final consequence for the students was that, having learnt how to learn using experiential learning, they took away with them the tools for future learning. They were leaving the course equipped to learn on their own and with the skills to make every experience a learning opportunity.

The nature of the conversation

The form that the reflective part of experiential learning took was a conversation. This conversation sought to engage the students in reflection on what was happening to them, their co-learners and the course as they constructed the curriculum.

For the staff this conversation was the key to the whole design of the diploma course. Without reflection on the process of negotiating and shaping the curriculum, the staff's decision about an "absent curriculum", a responsibility vacuum and the learning potential present in their decision could not legitimately have been sustained. The staff would not have been able

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to allow the course to continue in its participatory and often open-ended fashion. Without conversation the course curriculum design and management would have had to lodge much more securely with the staff. Once experiential learning was being practised, then no matter what happened everything could be used as something to be reflected upon and learnt from. The conversation as a means of reflection was what made the staff's theoretical starting point possible.

The conversation was an "oral exchange of sentiments, observations, opinions, or ideas" about what was happening to the group and what the group should do next. This definition of conversation (in the Webster New Collegiate Dictionary) was the form of conversation fostered by the staff. The staff was involved in this "oral exchange" even in the first session. This conversation was, however, often confusing to those invited to participate in it, and invariably led to a staff-to-staff conversation or, at best, a staff to a few students conversation. This staff conversation was illustrated in many exchanges.

The 1st session of the 1st Semester Intensive : After the first hour a staff member suggested "...a stock-taking of the last hour". Some of the responses attempted answers - "a struggle for leadership", "role expectations were blocking us"; or raised questions - "What last year's students wanted you are imposing now?", "Why structure it this way this time?", "are we not battling with decision-making as a group?".

/The end....

The end of the 1st semester intensive: The issue of reflecting back on the experience of the intensive was discussed and finally agreed to. The group would focus on two questions for this :

"Where am I now and how did I get here?".

The class on the 30-hour paper : Here the staff through the paper and in the discussion continued to raise questions such as : "Is it possible to ever get rid of the distinction between teacher and student?": "When can things like staff roles be explained - maybe what's needed is a period of bewilderment?".

The reflection on the 1st semester : Again staff posed questions such as : "What amount of time are you prepared to put in?"; "How can we structure the curriculum to take care that we don't repeat ourselves in 6 months' time?"; "How does one deliver things in a part-time course?". They also proposed answers and ideas to both their own and other questions in the reflection : "We need a core of reading - I'm happy to be on an editorial committee"; "Content has been skimmed a bit - need to do something about this"; "Time blocking on part time courses is a learning problem"; "We are in the process of turning the course right around".

This form of conversation, with its focus on the problems experienced in negotiation, management and curriculum design, can be contrasted with another type of conversation that occurred. The other form of conversation was a contribution to the class, and what was discussed established for the student his place within the course.

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This contribution whilst it was a form of participation, was not the kind of conversation the staff was attempting to foster.

The nature of the course and its reconstruction involved the students in discussion and decision-making, and each individual either wished or felt a certain pressure to participate. These contributions took the form of information giving, statements of fact and stories about the student's own engagements outside the course. This form of conversation tended to be a monologue, was not always relevant to the discussion in hand, contained contradictions which went uncontested or was defensive: "the courses run by Dale Carnegie..."; "the British educational system has lots of problems..."; "the model of giving out reading, then lecturing and discussing was a good one...I don't want someone to pour out knowledge to me as an adult".

The major problem with these alternative contributions was that any attempts to convert them into reflective conversations were resisted - "don't want to get into an ideological battle". "I'll put myself in a listening role. This is safer". These conversations were non-reflective, and were not attempts at understanding the problems of curriculum construction. Rather, they were attempts at making a contribution which would be "helpful", whereas in the reflective conversations fostered by the staff each phrase was able to be contested and problematised.

Participation in the conversation

Participation in the staff conversation required students to have both a commitment to this form of conversation and the capacity and

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skills to engage in it.

The commitment to conversation was based on an acceptance of the value of this form of engagement. For those who did not see experiential learning as the legitimate main form of educational practice, commitment to participate in the conversation was low, and they felt manipulated into this. Their rejection was often expressed in silence or in open opposition to the modus operandi. Secondly, this commitment to conversation required a particular sense of oneself as a learner. The student needed to see himself as an inquirer, a puzzler and a questioner - who in the conversations was seeking to understand and problematise the issues rather than just gather information about them. The learner needed a sense of self which would allow him to question even the very nature of himself within that learning experience. If a student did not see and feel himself able to grapple with his own identity within the context of the course, then this form of conversation made no sense at all.

Participation in the conversation also required the ability to engage in it. The students needed skills in analysing and reflecting on the process of the course. They needed to question the taken-for-granted norms and concepts of power and knowledge. Secondly, to engage required a linguistic competence which allowed access to the words and language used by the staff. These skills and competencies were self-evaluated, and when a student perceived himself as "illiterate" in terms of the staff's conversation, so his confidence fell, and he withdrew in silence, puzzled and mystified. The silence

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of many students in the staff conversations showed the difficulty of engaging with staff in debate and theory building. For the student to see himself as able to engage meant seeing himself as equal to the staff. Students had come to learn from the staff, not be the staff. Hence this image of equals was for many impossible to accept.

Participation in the staff conversation had, then, a series of requirements which, if not met or unable to be met by some students, excluded those students from what was the main form of legitimate educational practice in the course. The capacity to analyse and converse, a sense of oneself as a fellow-inquirer with the staff and a commitment to experiential learning were necessary prerequisites for participation in the conversation.

For those students who had the necessary prerequisites, experiential learning turned the total experience of the course into a series of learning opportunities. The learnings made through reflection by the students on the management committee and many others in the construction and management of the curriculum were powerful and meaningful.

Contradictions

In fostering experiential learning a number of contradictions appeared. One of the contradictions was in the invitation by the staff to join in this reflective conversation. For students to participate in that conversation they had to understand the conversational process and have both linguistic competence and analytical capacity, yet most of the students entered the Diploma Course "unskilled" in these areas. The previous experience of the students in education, and

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their acquired learning styles through that experience, did not, in most cases, equip them for this sort of engagement. What they needed was a long period of listening within which they could come to understand the conversational process and gain sufficient skills so as to be able to take part in the conversation. This kind of listening "apprenticeship" contradicted the requirement of an immediate engagement in the staff conversation. The urgency of the need to make sense of what was happening in the construction of the curriculum required that the reflective conversation begin. The students, on the other hand, required time to gain both the skills and understandings which would then enable them to participate.

Another contradiction was to be found in the staff expectations of the role that students should exercise. On the one hand the students were expected to be critical, reflective and like the staff. This role set was required if the students were to participate in the staff conversation. The other set of roles came from the role of the staff as the assessors, agents of the institution. In this situation the role required was to be good students, to submit themselves to the assessment process, write assignments and examinations and see the staff as their assessors. The contradiction between being like the staff and being judged by the staff left many students confused. The role contradiction between critical reflectiveness and submission to external judgement was a problem for the staff fostered conversation.

A final contradiction was the sense in which experiential learning, whilst professing an openness and inclusiveness, was actually very

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restrictive and hostile towards competing orthodoxies. As has already been shown the critical reflective nature of experiential learning devalued other methodologies, and students were hesitant to use them. The freedom claimed by the openness of experiential learning was, in the eyes of many students, a "dummy sort of freedom. Certainly another methodology could be used but only if it was then reflected upon. The staff's incorporation of the use of experiential learning devalued other forms of practice. These contradictions were troubling for both staff and students. As students attempted to engage in the conversation fostered by the staff, these contradictions compounded the other difficulties they faced. The students who preferred a different learning methodology joined those who did not understand experiential learning or felt unable to engage in it in silence. The staff, on the other hand, had to compromise, and the course began to shift away from the reflective conversations towards a course with less reflection on process and a greater sense of covering more content.

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6.2.3 CONTRADICTIONS AND PROBLEMS

The contradictions discussed above raised some problems for the use of the experiential learning methodology, which must be identified and addressed. One of the causes of the contradictions was the way in which the responsibility for participation in the reflective conversation was negotiated. Whilst the students were free to design and negotiate their own curriculum, the clear staff bias for experiential learning limited the choices open to the class. The negotiation process did not reveal the staff bias nor the requirements for engagement in this type of conversation. The introduction of experiential learning into a learning situation, and the clarification of the "rules" of engagement, was therefore a problem. For those who had either not used experiential learning before or preferred other learning methodologies, a way of introducing the experiential learning methodology with its reflective conversation and learning potential was required.

Secondly, a way of "skilling" people so that they could develop the necessary competence to engage linguistically and analytically needed to be found. Unless learners could engage in the conversation they were forced into silence, confusion and frustration.

Thirdly, the conflict of roles experienced by the students needed to be resolved. Either a learner was critical and

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or he was submissive. He could not be both simultaneously, and the ambiguity placed upon him by the expectations of the staff needed to be resolved.

Finally, the lack of openness of experiential learning to other methodologies needed to be confronted. Experiential learning as much as any other methodology had to be evaluated. The devaluing of other methodologies through critical reflection and the "superiority" of the legitimate educational practice, experiential learning, was a further problem faced by the class.

In the next chapter an attempt to resolve these problems and the problems experienced in the practice of learner responsibility will be discussed as the key concepts of learner responsibility and experiential learning are reconceptualised.

CHAPTER SEVEN

CONCLUSIONS

- 7.1 THE THEORY OF EDUCATION PRACTICE
- 7.2 RECONCEPTUALISING LEARNER RESPONSIBILITY
AND EXPERIENTIAL LEARNING
- 7.3 IMPLICATIONS FOR PRACTICE AND FURTHER RESEARCH

CHAPTER 7

CONCLUSIONS

This research took as its starting point a staff-held theory of educational practice, which was fundamentally about learner responsibility and experiential learning. The research has shown how the staff attempted to put this theory into practice and has analysed these attempts. The theory of educational practice is not without its problems. Beginning with a restatement of this theory I will address the problems through a reconceptualising of the key concepts of the theory, namely, learner responsibility and experiential learning. This final chapter ends with some comments on the areas needing further research and a series of suggested implications for practice if experiential learning and learner responsibility are to be used in a formal course of study.

7.1 THE THEORY OF EDUCATIONAL PRACTICE

In this section I have restated the staff's theory of educational practice and described the gains and problems, experienced by the class, that this theory brought in practice. I have also raised a further problem for this innovative educational practice, and that was its relationship and compatibility to the very institution within which it was located.

7.1.1 The staff theory

7.1.2 Gains and problems

7.1.3 The institutional setting

/7.1.1

7.1.1 THE STAFF THEORY

The theory of educational practice with which the staff entered the 1982 Diploma Course had arisen from a growing sense of unease about the methodology of teaching and learning that had been practised in the previous course. The issues of dependency on the staff and limitation of personal responsibility led the staff to a theory which at its core required students to be responsible to an unusually high degree and to reflect critically on their experience of the course. The staff wished the students to be responsible for the conceptualising of the curriculum, and believed that by reflecting on this process the students would be enabled to learn about the major forces at work in a curriculum.

"the control and development of an adult education curriculum should not be accepted as a unilateral staff responsibility but the shared responsibility of all members of the learning group...the continuous process of negotiation in shaping the curriculum, including issues of control and responsibility, must be themselves visible aspects of the curriculum."

(Millar et al, forthcoming)
(Emphasis added)

With this as their theoretical base the staff did not wish to be the "owners" of the curriculum or the designers of a programme - rather, they understood their task as engaging in an open-ended process of curriculum negotiation and construction. They saw experiential learning as the way of reflecting critically on this process and as a way of understanding such curriculum issues as where knowledge comes from, where authority lies, and how learning occurs. Experiential learning was

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therefore a form of potential empowerment which would allow students to take responsibility for their own curriculum whilst also developing their understanding of curriculum issues.

7.1.2 GAINS AND PROBLEMS

The staff's theory of educational practice brought with it gains and problems for the course.

The most notable gains were in the great amount of learning that occurred as the norms and power structures operating in the learning situation were not only made visible but also engaged in. The high attendance rate at classes, the desire not to miss out, the excitement and the involvement of the students resulted in a commitment to the course and its learning potential not often experienced in institutional classes - "never be able to negate the learning of this year". The transformative experience that the course and its involvements gave to several students enabled students to enter the 2nd year of the course with a sense of having "learned to float".

In the previous chapter the problems experienced in the use of learner responsibility and the experiential learning methodology were analysed and described. Some of these problems occurred in the use of both of the key concepts.

The students' preference for other methodologies and their ability and confidence to engage with both learner responsibility and experiential learning were major obstacles to the staff theory. The conflict of roles experienced by both staff and students at a number of points required a way of clarifying and resolving this conflict, otherwise it would have continued to block involvement for either students or staff or both. For learner responsibility, the access to learning resources

and the issue of responsibility for assessment being in the hands of the staff, were further problems. The introduction of experiential learning and the apparent non-openness of it to other methodologies were also problems experienced in practice.

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7.1.3 THE INSTITUTIONAL SETTING

A final problem for the staff theory of educational practice related to the institution within which it was located.

Was the institution with its procedures, rules, practices and norms compatible with the assumptions behind this theory?

This question has been approached in two ways. Firstly, in terms of the actual institutional context of the University of Cape Town, and then more broadly in institutional contexts in general.

The University of Cape Town

To approach the question of whether this theory of educational practice was compatible with the institution within which it was located, I shall briefly examine the Centre for Extra-Mural Studies in its institutional context.

At the root of the institutional identity of the Centre is the concept of non-formalness in the provision of university extension programmes, this during a period of over 100 years. Linked to this tradition of non-formalness are the concepts of open access and of relevance to the community. These concepts have often caused concern about the dilution of academic standards and brought with them a tension between "university standards of excellence" and "relevance to community interests" and needs. (Walker, 1984). The Centre has historically kept relevance and academic standards in balance and very often satisfying either the university or the community caused tension within the other. This tension brought with it a

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sense of marginality as a university department, which has left the Centre very often feeling vulnerable when the work of the department was measured in narrow academic terms.

Added to this feeling of vulnerability was the fact that during 1982 the University Academic Planning Committee was enquiring into the focus of the Centre's work and the possible reconstruction of the Centre as a full academic department. The need, therefore, for academic credibility and acceptance was high at this particular time.

The Centre, with its non-formal tradition, its marginality and its engagement in a range of adult educational projects and work, was probably the one university department most able to take the risks of putting into practice such an experimental curriculum design. However, given the feeling of vulnerability and the need for academic standards and acceptance at this point of time, tensions for the staff were high.

They could not afford the key academic teaching engagement of a marginal department being described as insufficiently academic. The holding back of the norms and standards of the university to create the curriculum vacuum and the sense of wanting to be seen as legitimate by the university were not easy tensions to straddle and resolve.

Institutional Contexts

In a wider sense the theory of educational practice could be problematic if this theory was not compatible with the assumptions upon which the institution, where it was being practised,

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was based. Some institutions base these assumptions on a philosophy of "absolute knowledge", in which "knowledge is assumed to be an incontestable accumulation of fact passed on from 'experts' to 'novices'. Within this framework the teacher is seen as the repository of this knowledge and as passing it on to students". (Burgoyne, 1983 : 71)

The theory of educational practice is clearly in competition with this philosophical base, and it would not be possible to attempt such an innovative and experimental curriculum design in such an institution.

However, within most institutions the assumptions upon which they are based are not always this rigid or inflexible.

Provided students produce work which does not "offend absolute standards" and can be assessed in an acceptable way, it may be possible to implement such a theory of practice. (Burgoyne, 1983).

The assumptions of such an institution would need to be compatible with a philosophy of "personal knowledge" in which

"each person is seen as developing a personal... understanding of his situation ... testing new ideas against his experience and adopting those that fit or are 'useful'. The public body of knowledge is used not as an accumulation of truths but as a source of new hypotheses or alternative frameworks that the individual can consider." (Burgoyne, 1983 : 71 - 72).

Conclusion

The compatibility between a theory of educational practice and the institution within which it is located is a key question for any curriculum innovation. In the course being studied, while there were tensions, the compatibility was sufficient for the staff to be able to create the curriculum vacuum and hence provide a major learning opportunity for the students.

7.2 RECONCEPTUALISING LEARNER RESPONSIBILITY AND EXPERIENTIAL LEARNING

The staff-held theory of educational practice had at its core the concepts of learner responsibility and experiential learning. The responsibility required was that all members of the learning group should accept responsibility for the control and development of the curriculum. Experiential learning was seen as reflecting on the process of negotiating and shaping this curriculum, and from this reflection would come the learnings about adult education for the students. The previous section highlighted the problem implicit in this theory, and I wish now to consider what new understandings are necessary in an attempt to deal with these problems.

In the previous chapter learner responsibility and experiential learning were considered as separate concepts. In fact, it can be argued that the one concept is not really meaningful without the other. There is a close relationship between the two. Experiential learning requires the learner to take responsibility for his reflection, analysis and learning, but taking responsibility loses its learning potential if the very act of taking responsibility is itself not reflected upon. In this section I am therefore treating the reconceptualisation of the two concepts together. This is also supported by the fact that many of the problems experienced in practice occurred for both the key concepts, and because most of the reconceptualisation

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considers proposals which seem to deal with the problems of both learner responsibility and experiential learning at the same time.

7.2.1 LEARNING CONTRACTS

7.2.2 ASSESSMENT

7.2.3 A LEARNING COMMUNITY

7.2.4 LEARNING CONVERSATIONS

7.2.5 DEVELOPING A REFLECTIVE CAPACITY

/7.2.1....

7.2.1 LEARNING CONTRACTS

When the students entered the Diploma course they were confused as to their roles and their relationship to the staff. This relationship was one of authority, and associated with it was the problem of dependence. If the staff wished to decrease the students' dependence on them, then the issue of staff authority had to be directly addressed and discussed in the class. The problem of dependency could not be wished away. The norms of the institution, the rules and conventions governing the course and the role of the staff had to be made explicit. (Stenhouse, 1983).

This process of discussion and negotiation of the rules and conventions would give the learner access to and an understanding of what was required of him, and the parameters of his responsibility. This would not necessarily decrease the amount of responsibility open to the learner but would give him clearly defined procedures and roles.

One of the ways of defining this responsibility more clearly is through the use of "learning contracts". A "learning contract" is defined as "a means for making the learning objectives clear and explicit for both the learner and the field supervisor". (Knowles quoted in Jacques, 1983 : 54).

This definition does not, however, take into account the staff-student relationship with its authority/dependency issues, and a "learning contract" could more helpfully contain a definition of roles, responsibilities and methods as well as the quantity

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and quality of work to be completed.

These learning contracts would clarify the issues of responsibility and authority by containing sections on learning objectives, learning methodologies, access to learning resources, the process of assessment and a procedure for revising the contract (Jacques, 1983; Stenhouse, 1983). The learning contract would be a commitment by both staff and students to a style of working and role relationship, and could take the form of a written document which had been jointly agreed upon.

"Learning contracts" can reduce the ambiguities in the teaching/learning relationship by making clear the "nature and limits of authority"; they can provide criteria for the staff's role, which can be discussed, negotiated and re-negotiated; and can place the responsibility for learning and achievement on the students. (Jacques, 1983).

Whilst it is possible to negotiate a series of individual "learning contracts" between the staff and each student, it would seem that a more inclusive "learning contract" would suit a group learning situation better. Each student could devise personal learning goals and strategies, but these would need to relate to and fit into the wider class contract.

The use of "learning contracts" could, therefore, if introduced near the start of the course, make explicit the issues of authority and responsibility and allow for continuing negotiation and re-definition of these concepts. The students would not be placed in

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an "empty vacuum", but would rather be entering a "space" with clearly defined and re-negotiable rules, conventions, roles and responsibilities. This would be a step towards decreasing "the learners' dependency" on the staff, and would define the role relationships between the staff and students.

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7.2.2. ASSESSMENT

The issue of learner responsibility for assessment caused many problems on the course. As has already been shown, the power issues involved in assessment spilt over into all other areas of learner responsibility.

In the search for other forms of assessment which can be used within a formal institution the options that are open are limited. Most institutions would probably not accept a self or peer assessment process which excluded a staff component. The possibilities, therefore, seem to be a self and staff assessment, a peer and staff assessment or a self, peer and staff assessment. It is this latter one which seems to have the most chance of institutional acceptance and is the one which is labelled "collaborative-assessment". (Cunningham, I., 1983).

"Collaborative-assessment" is a joint assessment by the student, by the student's peers and by the staff. The process of grading or agreeing on a pass/fail decision is carried out through a process of negotiation between the student, his peers, the staff and the external assessor. The benefits include the fact that it is more open, dialogue is possible, it is more reliable (and therefore more valid) and it encourages the learner to see assessment as a part of learning. On the negative side is the fact that it takes time, students feel uncomfortable in confronting a co-learner and some students are unaware of their own competence and have a problem with self assessment. (Cunningham, I., 1983).

/This method....

This method of assessment is presently being used in institutions such as the North East London Polytechnic on their Diploma of Higher Education and Post Graduate Diploma in Management - both of these courses are student-planned, and use "learning contracts" for self-managed learning. (Cunningham, I., 1983)

The methods of the assessment process which can be used are varied, but also include examinations. Triangulation, project work, competency graphs and a range of other methods can be found in the literature on assessment, and are therefore available to the student and teacher who embarks on some form of shared assessment. However, it seems that

"the methodological issues are trivial in comparison with the problem of power and judgement. My experience is that if learners are given the power to work out with staff appropriate assessment procedures, then methodological solutions fall into place relatively easily". (Cunningham, I., 1983 : 63)

Whilst not all institutions will accept the validity of "collaborative assessment", the need for an assessment process which allows for greater student participation is important for the concept of learner responsibility.

7.2.3 A LEARNING COMMUNITY

When the experiential learning methodology is first used in an educational setting then, like any other new methodology, it requires careful introduction. The resistance to new methodologies can be overcome if they are appropriately and sensitively introduced. The students need to be ready and prepared to engage with the new and unfamiliar; and what this requires is a favourable "climate" and a willingness on the part of the students to experiment and risk.

One approach which has been used to introduce experiential learning in a formal setting is to establish a "learning community" (Boydell, 1975; Pedler, 1974). This approach has at its heart the goal of "learning how to learn", which is sometimes called "participative education". (Wight, 1970).

This approach also provides students with the skills and the capacity to engage in new learning processes. A "learning community" can therefore also deal with the problem of students feeling unable to engage due to their own perceived lack of competence.

A "learning community" is a setting within which students can find the trust, acceptance, and support necessary for the exploration of themselves, new problem-solving processes and becoming a self-directed learner. (Pedler, 1974). This acceptance, support and trust will provide the "climate" within which the students can experiment and risk, and where they can engage with a new and unfamiliar learning methodology such as experiential learning.

A "learning community" needs to be constructed. In other words it requires specific actions and behaviour so that a sense of community exists. A group climate needs to be developed within which trust and acceptance between the staff and students is facilitated. Each person's needs must be clearly defined and given legitimacy. Students need to be helped to identify and gain access to the appropriate learning resources both within and outside the group. "Learning contracts" should be formulated as a means of ensuring joint responsibility for planning, implementing and assessment. Feelings and emotions should be recognised as being real, and as valid as cognitive processes. (Pedler, 1974).

The setting up of such a "learning community" usually goes through five "phases" - developing the group climate; defining the individual needs; identifying the appropriate resources; meeting the needs; and assessment. (Boydell, 1976).

This concept of a "learning community" is a particularly appropriate way of responding to "higher" level learning. In discussing learning, levels of learning can be distinguished between learning which is aimed at "memory, understanding and application", where the staff can teach students with the aid of various techniques, and learning where there are no "right" answers. (Pedler, 1974). As we move towards this "higher" level of learning, where it gets harder to specify "learning outcomes", the staff's own uncertainty and ignorance grows. This is when the staff person needs to "relinquish his expert role and develop a learning community of equals, where the search for learning is a shared co-operative enterprise". (Pedler, 1974 : 185).

/At this....

At this level of learning not only are the staff "uncertain" and "ignorant" but the learner is also in a state of "ambiguity, anxiety and perplexity". A "learning community" provides a place within which ways of responding to this can be found. When we are dealing with situations and problems which have as yet not arisen, the learning objectives cannot be set in the normal way. Instead, the staff need to develop the students' ability to "learn how to learn" in those situations. What the staff need to recognise is that their task involves them in preparing students for the difficulties and situations they will encounter at this "higher" level of learning.

At this level the goals of learning are beyond content objectives, and are to do with learning styles and problem-solving, which the student learns through the educational process itself. Included in such learning is the learning of independence, the ability to learn from situations, the ability to find resources, the ability to deal with the limitations of a situation, the social skill of relating to others, the ability to think and problematise, and knowledge about oneself, including one's strengths and weaknesses. These "goals" can only be learnt, as there is no way to teach them. "Such learning must involve the learner in practising these behaviours, and learning from his own experience, not accepting that of the tutor as necessarily valid for his circumstances". (Pedler, 1974 : 188-189). This "learning from his own experience" is where experiential learning and a "learning community" are appropriate for the student as he explores new problem-solving processes and becomes a self-directed learner.

A "learning community", then, offers a way of introducing experiential learning into a formal setting, but does not necessarily limit the student to this methodology of learning.

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7.2.4 LEARNING CONVERSATIONS

In both the issue of preferences for a particular learning methodology and in the devaluing of the methodologies by experiential learning, there exists the idea of one learning methodology being better than another. These "judgements" are made very often on less than adequate evidence and come from what can be seen as self-fulfilling assumptions. People are often unaware of their own learning styles, they believe that their learning ability is inborn, hence unchangeable, and therefore see no point in attempting to increase this capacity. This limiting of oneself makes most people into "disabled" learners. (Thomas, 1983).

What is needed are ways in which the students can develop their own personal learning styles and thus also improve their capacity for learning. A process which encourages the student to develop his personal learning capacity is a "learning conversation". (Thomas, 1983). A "learning conversation" is a process model within which the learners "become able to recognise, represent and thus control their own processes" of learning. (Thomas, 1983:276).

This "learning conversation" does not just give the student a new method of learning but enables the student to begin a continual process of reflection on his own learning activities, thereby developing his learning capacity.

/The "learning...

The "learning conversation" has three stages:

- (1) the staff guide the student in becoming aware of his own learning style and process.
- (2) the staff encourage the student to explore how to improve his own learning through trying out alternative learning processes.
- (3) The staff hand over control of this exploratory activity to the student, who continues this personal investigation for himself. (Thomas, 1983).

This reflective process allows for a gradual handing over of the "learning conversation" process to the student. This process does, however, challenge personal attitudes to learning and in most cases this will leave the student feeling anxious and inadequate. The need for the staff to support the student through these times is important.

The "learning conversation" model employs three interrelated "dialogues" which support and guide the reflective process.

"The first dialogue serves the purpose of raising awareness of the learning process. The second dialogue offers personal support to the learner particularly when he is experimenting with new methods of learning and feels vulnerable after having abandoned his habitually safe techniques. The third dialogue helps the learner to identify standards: in himself, in other people, and in the situation, which can serve as reference for the quality of the learning which he is attempting to achieve". (Thomas, 1983 : 278 - 279) (emphasis in original)

The first dialogue, "process dialogue", is particularly difficult, as many of the modes of learning have become habitual and automatic. In the "supportive" dialogue a sensitive and intuitive

/understanding.....

understanding on the part of the staff is required to support change in the student. The third "referent" dialogue enables the student to reflect on his learning styles and to judge them for himself. This model is a stretching and developmental process which allows the student to test out new styles and improve his own capacity for learning.

"Learning conversations" challenge the students to a new awareness of their own learning capacity and give them more successful personal strategies for learning - the essence of being a self-directed learner. The students are more likely to risk and try out new learning methodologies when they have gained the awareness and skills to judge learning techniques for themselves.

"People do not necessarily learn from experience; it depends on the meaning they attribute to their experience and on their capacity to reflect and review it. Much organised learning has tended to disable us as learners and the onus is clearly on teachers and trainers alike to provide a context within which learning conversations can be nourished and sustained". (Thomas, 1983 : 280).

"Learning conversations" can teach the student to appreciate, judge and make use of a wide range of learning styles. This development of a student's personal learning capacity is important for all adult learners.

7.2.5 DEVELOPING A REFLECTIVE CAPACITY

The problem of students feeling unable to engage in either learner responsibility or experiential learning due to their own perceived lack of competence can in many ways be dealt with within the environment of the "learning community" discussed above. However, in experiential learning there is also a need for students to be able to reflect critically on their own process of socialisation and to relate their personal learnings to the structural processes and issues of society.

"the celebration in experiential learning of the individual and of subjectivity has exacerbated the dominant focus on micro processes to the detriment of an assessment of macro or social structural processes and issues". (Hudson, 1983 : 81).

The danger of turning a "blind eye" to the social and political context in which students live and which will therefore shape both the process and content of the curriculum is very real for an experiential learning approach which focuses solely on "here and now" situations. Whilst experiential learning can bridge the gap between a social analysis and the "here and now", it requires a way of interrelating the macro-structural knowledge with the micro-personal situation. Traditional assumptions about behaviour and experience, as well as the learner's own history and process of socialisation, will not only affect possible learnings for the student but also need to be examined so that the student can have a way of understanding the very situation in which he finds himself.

Three distinct but interrelated "domains" of learning can be described - "technical", "practical" and "emancipatory". Whilst it is this latter domain which is the "uniquely adult of Habermas' three domains of learning", there are few situations which do not require an intertwining of all three domains. (Mezirow, 1981).

The "technical" domain is where the focus is on learning how to do something or to perform a task. The "practical" domain, with its focus on "social interaction", involves us in an educational approach which focuses on the understanding of meanings. Students are helped to interpret, understand and construct meanings. The "emancipatory" domain has at its heart the process of "perspective transformation", which for the student means becoming critically aware of his roles and relationships and reaching an accurate in-depth understanding of his historical situation. (Mezirow, 1981). Freire's "problem-posing" and his "conscientization" are ways in which the student's capacity for critical reflection on his own process of socialisation can be developed. There is also the need to develop a competence which will enable the student to "read or de-code the ~~taken-for-granted~~ assumptions and conceptual categories that underlie the individual's world of experience". (Bowers, 1984:2). This "competence" includes a "knowledge of relevant issues and the conceptual frameworks" that direct our way of acting and being in the world. (Bowers, 1984)

A learner, if he is to be self-directing, needs to be aware of the constraints on his efforts to learn, including the whole

process of socialisation, which influences his perceptions, thoughts and behaviour. Experiential learning needs to include in its methodology a critical reflection on these influences. The task, then, for staff is to assist the students in obtaining that grip on their own personal learning processes and to develop the ability to make explicit taken-for-granted beliefs and social practices.

The learner's capacity for critical reflection on his own process of socialisation, and the competence to do this, are important aspects in developing the reflective capacity of the experiential learning methodology.

7.3 IMPLICATIONS FOR PRACTICE AND FURTHER RESEARCH

This research began as an attempt to evaluate a particular form of curriculum innovation and as an exploration of the use of the experiential learning methodology and learner responsibility. In the previous section, ways of dealing with the problems experienced in the use of these key concepts in practice were discussed, and an attempt was made to re-conceptualise learner responsibility and experiential learning.

The case chosen and the completed research have not paid adequate attention to all the issues concerning the use of experiential learning and learner responsibility in a formal course of study. However, in this final section I wish to list more of the issues needing further research and also what I see as the implications for practice of this study.

7.3.1 FURTHER RESEARCH

7.3.2 IMPLICATIONS FOR PRACTICE.

/7.3.1.....

7.3.1 FURTHER RESEARCH

In conducting the study, there are certain issues which have not received adequate attention and could, I believe, benefit from further research. Some of the issues are contained in the following questions:

- (1) What forms of assessment are possible within a formal course at a university, which will allow for greater student participation and responsibility?
- (2) What is the breadth of personal learning strategies possible or even desirable within a formal course at a university?
- (3) In what ways can the conflict, present when students prefer and wish to use learning methodologies other than those to which the staff are committed, be resolved? The non-acceptance of the experiential learning methodology as the main form of educational practice is an example of this conflict.
- (4) In what ways can the conflict that arises between the student's view of himself as a learner requiring staff mediated knowledge, and the staff's view of a learner as being self-directed, be resolved?

These questions, if researched, would enable a better understanding to be obtained which could influence the forms of practice presently used in the professional preparation of adult educators at university level.

7.3.2 IMPLICATIONS FOR PRACTICE

Ways of developing the key concepts of learner responsibility and the experiential learning methodology within a formal course of study of adult education at a university have been proposed. Contained within these proposals are a series of implications for practice, which I hope will allow formal courses not only to employ experiential learning more fully as a learning methodology but will also enable the learners to take on more responsibility for their own learning than is "normal", and so become self-directed learners.

In educational programmes which are committed to a learning process which will maximise learner responsibility and autonomy and take seriously the rich reservoir of life experience of the student, the following implications for practice are proposed :

1. Staff must recognise that both staff and students enter a learning enterprise with social conditioning, expectations, preferences, roles and role tasks. These need to be clarified, discussed and negotiated at the beginning of the educational programme.
2. Learner expectations and needs require definition, and the staff should assist this sharing and clarificatory process by providing a suitable structure or mechanism. The listing of expectations or the setting of learning goals as a group would assist the definition of learner needs and expectations.

/3. The capacity....

3. The capacity to reflect critically requires an introduction to a methodology and initial guidance and management. This reflective capacity is a way for learners to become self-directed - a goal of adult education.
4. The ability to use and gain access to learning resources cannot be assumed, and will require assistance from the staff.
5. The progressive decreasing of the learner's dependency on the staff is possible if the learner understands the implications of, and is committed to, being a self-directed learner.
6. Assessment and the issues surrounding it need to be discussed by both staff and students. The forms of assessment possible within the institution and the clear limits of student involvement and possible responsibility in the assessment process need to be defined and taken seriously.
7. Skills in leadership, group dynamics and decision making are needed if the staff and students wish to function as a group. These can be acquired either from an internal or external facilitator or through skill training in these areas for the group.
8. There needs to exist the freedom for self-directed learners to choose and use preferred learning methodologies which will help them to achieve their learning goals.

This implies an openness in the curriculum design which allows for the individual and encourages him to take responsibility for his own learning.

9. The role of the staff needs continual re-negotiation as the students take on more responsibility for their own learning. The staff's ability and willingness to engage in roles such as a resource, consultant, catalyst, facilitator and guide will be needed as both staff and student roles expand and contract. Within these changing roles the staff need to maintain their primary role of guiding and ensuring the "quality" of the learner's personal investigation and learning. What counts as "quality" is an issue which will need to be defined between the staff and students as they enter the learning process.

These implications are in a sense incomplete, as the list could have contained terms such as "learning conversation", "learning community", "perspective transformation", "learning contracts" and "collaborative assessment", but it seems important that any list of implications be designed for the beginning of the process of inquiry rather than presenting the "solutions".

If the above list allows learners to start questioning and discussing their own learning processes, then it will have achieved what is intended. Whether the proposed implications can succeed in practice requires much more research, practice and engagement by teaching staff who are prepared to experiment and to provide the "spaces" within which students can become self-directed and responsible adults.

PROPOSAL SUBMITTED TO THE BOARD OF THE FACULTY OF EDUCATION IN 1974 :

UNIVERSITY OF CAPE TOWN

Draft Curriculum

DIPLOMA IN ADULT EDUCATION:

1. NATURE OF LIKELY STUDENTS:

It is anticipated that applicants will consist largely of people who have reached leadership positions in their organisations and/or have assumed some special responsibility for the education and training of adults. They are likely to include personnel and training officers, social workers, youth and community workers, ministers of religion and religious workers, persons responsible for professional continuing education and in service training and lecturers concerned with the education of adults.

2. GENERAL AIM OF THE COURSE:

The general aim of the course is to develop the knowledge and skills required by adult educators:

- (a) an understanding of the nature of adult education, its relationship with other fields of human activity, and the students' own functions and potential functions within this broad context;
- (b) a basic knowledge and understanding of those disciplines (sociology, psychology, etc) upon which the field of adult education is based;
- (c) development of those skills and techniques which are required for effective work in adult education with special attention being paid to those required in students' own work situation.
- (d) development of the necessary knowledge and skills so that they may be stimulated to undertake their own investigations and continue their own learning in this field.

3. FORMAT OF COURSE:

It has already been recommended that it should be a part-time course held over a two-year period.

4. TEACHING METHODS:

It is envisaged that the course structure and curriculum design will be

- (1) Formal Lectures
- (2) Individual projects and assignments.
- (3) Skill training sessions
- (4) Visits.

5. SYLLABUS/.....

5. SYLLABUS:

YEAR I

- (1) History of Adult Education and Comparative Adult Education - Broad historical survey - Study of adult education in selected countries or regions in Asia, Africa, Europe and America - Survey of history of adult education in South Africa.
- (2) Psychology of Adult Education - A review of selected theory in the fields of psychology with special reference to such areas as the developmental psychology of adulthood and the psychology of learning.
- (3) Philosophy of Adult Education - a course introducing adult education as a field of study and practice analysing its relationship with other fields of human activity, exploring key assumptions, definitions, concepts and approaches.
- (4) Methodology of Adult Education - The development of skills in individualized instruction situations, the integration of theory and practice by focussing on the students' own work situation, and including practical experience.
- (5) Visits of Observation - Designed to increase students' awareness of the similarities and differences between adult education programmes in various contexts.
- (6) The Administration of Adult Education Programmes.

YEAR II

- (1) Sociology of Adult Education - A review of selected theory and its application to the field of adult education.
- (2) Methods of investigation appropriate to Adult Education
- (3) Programme Planning in Adult Education - A course analysing various approaches to programme planning and curriculum development in adult education, analysing the successive steps in the programme development process and exploring the practical applications of various approaches in the students' diverse work situations.
- (4) Methodology of Adult Education - The development of skills in handling large groups, making decisions on format and methods, public speaking skills, audio-visual education etc. This will include practical experience.
- (5) Visits of Observation
- (6) Special Field - a paper within an approved special field of study, e.g. community development, industrial education, health education, professional continuing education, would be required.

NEWSPAPER ADVERTISEMENT FOR THE FIRST DIPLOMA COURSE :

UNIVERSITY OF CAPE TOWN

**Diploma Course for
Educators of Adults 1980**

Applications are invited for admission to a two-year part-time Diploma Course for Educators of Adults commencing in February, 1980. The course will be geared to the needs of those professionally engaged in the education of adults within formal or non-formal settings.

Applicants should possess a university degree or an approved two-year full-time post-matriculation qualification or another qualification accepted as the equivalent of either the above.

The closing date for applications is 30 November, 1979.

Further details can be obtained from the Director, Centre for Extra-Mural Studies, University of Cape Town (Ph. 69 2808).

(A) ENTRY IN 1980 EDUCATION FACULTY PROSPECTUS (PAGES 128 AND 129):**DIPLOMA FOR EDUCATORS OF ADULTS**

A course in Adult Education geared to the needs of those professionally engaged in the education of adults within formal or non-formal settings. This diploma is not intended for those seeking employment in Provincial Education Department Schools.

Length of Course

Two years (Part-time)

The course is offered to part-time students, and classes will meet on Monday and Thursday evenings.

Students will be required to spend two weeks on intensive full-time study during each year of the course. In 1980 the course will commence with a week of intensive study, from 11 - 15 February, while the second week of intensive study will be scheduled for the period 28 July to 1 August.

Note: Students will next be admitted to this course in February, 1982.

Entrance Qualifications

- 1 A university degree
or
- 2 A full-time, two-year post-matriculation certificate qualification approved by the Senate for the purpose
or
- 3 Any other qualification of a standard accepted by the Senate as the equivalent of either of the above.

General Aims of the Course

- 1 Development of the kind of theoretical understanding of the purposes, processes and contexts of adult education that will illuminate professional action.
- 2 Development of those skills and techniques that are required for effective work in adult education with special attention being paid to those appropriate to the student's own work situation.
- 3 Development of the knowledge and skills that will enable students to undertake their own investigations and continue their own learning in the field of adult education.

Curriculum

The course will include intergrated theoretical study and practical work.

The study of philosophical and sociological perspectives on adult education will be closely related, usually by means of case-studies, to such professional tasks as the analysis, evaluation and design of adult education policies and programmes.

The study of psychological and methodological perspectives will be similarly related to the design of teaching strategies and learning resources and the development of teaching skills.

The structure of the course will make it possible for students to pursue those issues or problems in adult education that are directly related to their own professional work.

A wide range of teaching and learning strategies will be used and considerable emphasis will be placed on private reading, individual and group assignments, case-studies and applied research within the context of on-going adult education programmes in the local community.

Examination

Assessment will be by means of course work throughout each year and examinations at the end of each year.

Registration

Registration for the 1980-81 course will take place on Monday 11 February at 2.00 p.m. in the Education Building, Groote Schuur, Rondebosch.

Enquiries should be directed to:

Professor C.J. Millar
Professor of Adult Education and
Director of Extra-Mural Studies
University of Cape Town
P B Rondebosch
7700

Telephone: 69-2805



UNIVERSITY OF CAPE TOWN
FACULTY OF EDUCATION

APPENDIX 3

(B) BROCHURE DESCRIBING THE 1980 - 1981 DIPLOMA COURSE FOR
EDUCATORS OF ADULTS

DIPLOMA COURSE
FOR
EDUCATORS OF ADULTS

DIPLOMA COURSE FOR EDUCATORS OF ADULTS

A new two-year, part-time diploma course in Adult Education will be introduced in February 1980, geared to the needs of those professionally engaged in the education of adults within formal or non-formal settings.

GENERAL AIMS OF THE COURSE

- (1) Development of the kind of theoretical understanding of the purposes, processes and contexts of adult education that will illuminate professional action.
- (2) Development of those skills and techniques that are required for effective work in adult education with special attention being paid to those appropriate to the student's own work situation.
- (3) Development of the knowledge and skills that will enable students to undertake their own investigations and continue their own learnings in the field of adult education.

ENTRANCE QUALIFICATIONS

- (1) A university degree
or
- (2) A full-time, two-year post-matriculation certificate qualification approved by the Senate for the purpose
or
- (3) Any other qualification of a standard accepted by the Senate as the equivalent of either of the above.

PROGRAMME OF STUDY

The course will include integrated theoretical study and practical work.

The study of philosophical and sociological perspectives on adult education will be closely related, usually by means of case-studies, to such professional tasks as the analysis, evaluation and design of adult education policies and programmes.

The study of psychological and methodological perspectives will be similarly related to the design of teaching strategies and learning resources and the development of teaching skills.

The structure of the course will make it possible for students to pursue those issues or problems in adult education that are directly related to their own professional work.

A wide range of teaching and learning strategies will be used and considerable emphasis will be placed on private reading, individual and group assignments, case-studies and applied research within the context of on-going adult education programmes in the local community.

ASSESSMENT

Assessment will be by means of course work throughout each year and two 3-hour examinations at the end of each year.

TIMES OF CLASSES

Classes will meet each Monday and Thursday afternoon from 5.00 - 7.00 p.m. in the Education Faculty Building or in the Centre for Extra-Mural Studies, both on the Groote Schuur campus.

FULL-TIME INTENSIVE STUDY

Students will be required to spend two weeks on intensive full-time study during each year of the course. In 1980 the course will commence with a week of intensive study, from 11-15 February, while the second week of intensive study will be scheduled for the period 28 July to 1 August.

FEES

Registration fees for the course will be R270 per annum.

ADMISSION TO THE COURSE

Application should be made before 30 November 1979.

Application forms can be obtained from:

The Registrar
University of Cape Town
Private Bag
Rondebosch
7700

Telephone: 69-4351

LETTER FROM EXTERNAL EXAMINER :**University of the Witwatersrand, Johannesburg**

1 Jan Smuts Avenue, Johannesburg, 2001, South Africa
 Telephone 39-4011, Telegrams 'University', Telex 8-7330 SA



Professor C J Millar
 Centre for Extra-Mural Studies
 University of Cape Town
 RONDEBOSCH
 7700

telephone ext 741

your reference

our reference

date 27 April 1981

Dear Clive

I have recently had occasion to peruse once more some of the material relating to your Diploma for the Education of Adults. I was very pleased to have the opportunity of being the external examiner for the first year of this course, and I should like to place on record my appreciation of the competent and interesting work produced by your students. I hope that you feel satisfied with the achievement of the year; to me the work overall is far better than just a "promising start" to the new venture.

You were of course correct in designing the programme in such a way that the students become not only professionally competent but also sensitive to the context of the work, and the implications of that context for their priorities, emphases, etc. In this type of programme the obvious danger is that students focus on one of these dimensions to the exclusion of the other. But this is a trap that your group appears to have escaped. Most of them have their feet on the ground, as well as being clearly aware of the ways in which our specifically South African milieu impinges upon the work of adult education. They appear, too, to have benefited from their studies of policies and theories from beyond South Africa.

The question paper for Adult Education 1A gave scope for a variety of interests, and my generalisations above are drawn mainly from the notes made while I was reading the answers. But it was obviously the final assignments for Adult Education 1B that gave the greatest opportunity for a display of some of the academic and professional skills developed; during the first year of the course, by this heterogeneous group of students. I have never before read such an interesting batch of assignments: your course obviously encourages creativity!

It is true that a couple of students produced very inadequate reports, and that a further three were borderline, but three-quarters of the group produced distinctly competent work, about half of that fraction offering assignments of a first-class or "two-one" level.

In my view, it would be justifiable to encourage publication of the two project reports in the field of nursing education, and also those on the evaluation of the Port Elizabeth workshop, the curriculum design for employees in an accountancy practice, and the study of the impact of the school boycotts upon the role of the teacher. All of these show a clear grasp of the applicable principles (curriculum design, evaluation, etc., as the case may be) as well as a sensitivity to the "macro" dimensions of the field. Each of these reports is, in its own way, a model worthy of attention by other adult educators, and the understanding and skills displayed are urgently needed in this emerging profession.

I have greatly enjoyed my contact with your new course, and I should appreciate being kept in touch with future developments.

Yours sincerely

Signed by candidate

A P Hunter
Special Education Projects Officer.

APH/ym

DRAFT CLASS TIME TABLE - 1981 - DIP.ED.AD. PHASE I GENERAL THEORY

Feb	16	M	Classes Commence	1. Development theory (TM)
	19	Th	Tutorial	
	23	M	Class	2. " "
	26	Th	Tutorial	
Mar	2	M	Class	3. Planning for innovation (CM)
	5	Th	Tutorial	
	9	M	Class	4. Curriculum development and evaluation (CM)
	12	Th	Tutorial	
	16	M	Class	5. " " "
	19	Th	Tutorial	
	23	M	Class	6. Theory and practice (CM)
	26	Th	Tutorial	

30 M School Vacation

Apr 2 Th " "

6 M Public Holiday

PHASE II THEORY AND PRACTICE

	9	Th	Tutorial	1. Community adult education (TM)
	13	M	Class	
	16	Th	Tutorial	
	20	M	Public Holiday	
	23	Th	Tutorial	2. " " "
	27	M	Class	
	30	Th	Tutorial	3. Compensatory adult education (DW & CM)
May	4	M	Class	
	7	Th	Tutorial	4. " " "
	11	M	Class	
	14	Th	Tutorial	5. OPEN
	18	M	Class	
	21	Th	Tutorial	6. Basic adult education (TM)
	25	M	Class	
	28	Th	Public Holiday	
Jun	1	M	Public Holiday	
	4	Th	Tutorial	
	8	M	Class	7. " " "
	11	Th	Tutorial	
	15	M	Class	8. Professional adult education (CM)
	18	Th	Tutorial	
	22	M	Class	9. OPEN (Assessment I)

25 Th School Vacation

29 M " "

Jul 2 Th " "

6 M " "

9 Th " "

13 M " "

16 Th " "

PHASE III THEORY AND PRACTICE (cont.)

	20	M	Class	1.
	23	Th	Tutorial	
	27	M	Class	2.
	30	Th	Tutorial	
Aug	3	M	Class	3.
	6	Th	Tutorial	
	10	M	Class	4.
	13	Th	Tutorial	
	17	M	Class	5.
	20	Th	Tutorial	
	24	M	Class	6.
	27	Th	Tutorials cease	
	31	M	Class	7.
Sep	3	Th		
	7	M	Class	8.
	10	Th		
	14	M	Class	9.
	17	Th		
	21	M	Class	10. Project due

24 Th

28 M School Vacation

Nov

2 M

Assessment II

APPENDIX 6RECORD OF A MEETING OF THE TEACHING COMMITTEE HELD ON TUESDAY 11 AUGUST :

The entire meeting was devoted to the structure of the Diploma Course for Educators of Adults in 1982/83.

1. Clive Millar put forward the following proposals for the course, which were accepted.

(i) The aims of the course should be conceived of in terms of theoretical insight, professional skills, and accountability for action.

(ii) The structure of the course should be as follows :

there should be approximately 10-12 blocks per year of two kinds

. theoretical - lectures, tutorials, readings and assignments

. experiential - action and reflection, usually in groups.

(iii) there should be increasing student participation, especially in the design of the experiential components of the course.

(iv) there should be flexibility in the programme including the provision of open blocks. Blocks could include "subject method" components, to accommodate technikon staff. Blocks could include intensive weeks or days. Theory and experiential blocks should alternate as far as possible, and they should be something close to a 50-50 balance.

2. The following course outline was then drafted and received general approval (see attached sheet).

DIPLOMA COURSE FOR EDUCATORS OF ADULTS
DRAFT COURSE OUTLINE

1982	1983
1. ORIENTATION INTENSIVE BLOCK E	1. SOCIAL INNOVATION AND COURSE T DEVELOPMENT
T 2. PSYCHOLOGY OF ADULT LEARNING	2. SOCIAL INNOVATION AND COURSE E DEVELOPMENT
3. FORMAL INSTRUCTION & STUDY SKILLS E	3. ADULT AND CONTINUING EDUCATION T COMPARATIVE PERSPECTIVE
T 4. THEORIES OF HUMAN NATURE	4. STUDENT ASSESSMENT & COURSE E EVALUATION
5. VALUE CLARIFICATION & COUNSELLING E	5. OPEN
T 6. EDUCATIONAL CONCEPTS & CRITERIA	6. ISSUES IN ADULT EDUCATION : T BASIC AND COMPENSATORY
7. OPEN	7. GROUP DYNAMICS E
8. PERSONAL PLANNING FOR ACTION E	8. ISSUES IN ADULT EDUCATION : T PROFESSIONAL INDUSTRIAL COMMUNITY
T 9. EDUCATION, SOCIETY & DEVELOPMENT	9. WORKSHOPS AND NETWORK BUILDING E
10. SIMULATION AND GAMING E	10. ACTION, THEORY AND RESEARCH T
T 11. EDUCATION IN SOUTH AFRICA	11. REFLEXIVITY AND ASKING QUESTIONS E
12. CASE STUDIES OF ORGANISA- TIONAL LIFE AND DEVELOP- MENT. E	12. OPEN
T 13. SOCIAL AND INSTITUTIONAL INNOVATION	
<p>T = THEORETICAL BLOCK E = EXPERIENTIAL BLOCK</p>	

UNIVERSITY OF CAPE TOWN

(WITH WHICH IS INCORPORATED THE SOUTH AFRICAN COLLEGE)



Telephone: 69-2805 or 69-2904
 Telegrams: Extramural University
 Rondebosch

CENTRE FOR EXTRA-MURAL STUDIES

Private Bag
 Rondebosch 7700
 Republic of South Africa

Our Ref:

January 1981

Dear

I am writing to welcome you to the Diploma Course for Educators of Adults. I'm sorry you have not heard directly from me before now but I have waited, patiently, while the formalities of application regulations have been carried through the administrative channels.

As of now all details are complete and we wait only to begin the process of meeting and working together on planning the course of study we will follow. This, as you may already know, begins on February 15th at 3.00 p.m. in Room F15 in the Education Faculty Building on the Upper Campus. Please keep these dates and times free for the three-day 'intensive' block.

February 15	3.00 - 9.00 p.m.
17	3.00 - 9.00 p.m.
18	3.00 - 9.00 p.m.

Clive Millar, who is on three months leave, will be present during the session and together with him I look forward to meeting you then.

Yours sincerely,

Signed by candidate

Tony Morphet

Senior Tutor

APPENDIX 8

PARTICIPATIVE EDUCATION ASSUMPTIONS AND A COMPARISON WITH TRADITIONAL
EDUCATION

These two extracts below are taken from an article by Albert R. Wight entitled "Participative Education and the Inevitable Revolution" in the *Journal of Creative Behaviour*. Vol.4, 1978 pp 234-282.

A. Assumptions about learning in Participative Education:

- by trust in the student as a responsible person, with a natural propensity for learning and aims of personal growth, development, and achievement.
- by active assumption of responsibility for one's own learning.
- when the student perceives material he is studying as relevant to his needs and the needs of the world.
- by independent thinking; when the student identifies his own meanings rather than memorizing meanings assigned by others. (In fact, there very likely is no meaning other than meaning assigned by the individual.)
- when material studied can be related to personal experience.
- when the student learns by doing. (Active involvement is far more effective than passive involvement in the learning process.)
- when the student is attempting to solve a problem that is meaningful to him or to satisfy his own curiosity.
- when the student is allowed to make his own judgments, choices, and decisions; when he is not given advice but is helped to explore alternatives; and when the teacher is not perceived as the final authority.
- when creativity is encouraged and supported—open-ended questions and problems, exploration of alternatives, the search for new interpretations, ideas, and solutions.
- when it involves feelings, emotions, and personal involvement, and not just intellectual, impersonal activities.
- when it allows personal creative expression.
- when the emphasis is on involvement in the process of learning more than on transmission of factual information.
- when the student is involved in the discovery of knowledge and not relegated to the position of dutifully memorizing what someone else has discovered.
- when self-evaluation is primary, and evaluation by others is to provide support to the student in his own self-evaluation—when evaluation is against achievement of specified objectives and not relative standing in class. (The practice of assigning grades to students' work, inhibits learning, by creating false goals—the goal of getting a grade, not learning—by creating a climate of competition among peers, and by taking the responsibility for evaluation away from the student.)
- when feedback regarding evaluations is descriptive, not judgmental, and when communicated with genuine concern for the person's learning and growth.
- when punishment is missing, and the individual must assume the responsibility for the consequences of his own actions or for correcting or learning from his own mistakes.
- by cooperative interaction with peers in problem-solving, information-seeking, assessment and evaluation activities.
- by becoming involved as a facilitator in others' learning activities (as a peer, teaching assistant, or instructor).
- by development of concern for the learning of others.
- by open communication, exchange of ideas, challenging, confronting, and asking questions. (The lecture is a very inefficient teaching method—one-way communication inhibits learning.)
- when the students' ideas, opinions, suggestions, criticisms, and feelings are valued by the teacher.
- by active involvement in another person's (i.e., the instructor's) research activities.
- by informal, friendly relations with the teacher.

*The Participative
Instructor*

*The Traditional
Instructor*

- | | |
|--|--|
| <ul style="list-style-type: none"> • Focuses on the process of learning — learning how to learn. • Involves the student actively in assuming the responsibility for his own learning. • Helps the student learn to be an active information seeker, identifying and making effective use of available resources. • Expects the student to learn to find and use information as needed to solve problems. • Expects the student to learn by exploration and discovery, asking questions, formulating and testing hypotheses, solving problems. • Focuses on the creative process of identifying and solving open-ended, real-life problems with many possible solutions. There is no expert or one right answer. • Formulates clearly defined objectives based on the needs of the student. • Involves the student in the identification of his own learning needs and objectives. • Involves the student in assessment and evaluation of the learning experience, information obtained, and progress toward objectives. • Focuses on individual achievement in relation to the student's own needs and objectives. • Focuses on helping the student learn to work effectively with others in cooperative, problem-solving activities. • Focuses on group discussions and activities conducted and evaluated by the students themselves. • Works toward open communication between student and faculty and among the students. • Avoids giving "advice" but helps the student explore alternatives. Supports the student in making his own decisions. • Invites ideas, suggestions, and criticism from the students; involves the students in decision-making. • Encourages informality and spontaneity in the classroom; establishes informal relationships with the students. • Promotes a questioning attitude, constructive discontent, reliance on the student's own judgment. • Attempts to develop a climate of openness, trust and concern for others, with maximum feedback to each person of information he needs to evaluate his performance and progress. • Structures the course so that unplanned and unexpected problems will be treated as learning opportunities. | <ul style="list-style-type: none"> • Focuses on the presentation of content, facts, and information. • Assumes the responsibility for deciding what the student needs and motivating him to learn. • Decides what the student needs and provides it through lectures, reading assignments, films, etc. • Expects the student to learn the material presented, for recall on examinations. • Expects the student to learn primarily by memorization and formulation of responses to questions. • Focuses on the completion of textbook-type exercises or problems with "one right answer." The instructor is the expert. • Formulates objectives, but usually based on covering a specified amount of material. • Expects the student to accept the objectives specified for the course. • Assesses and evaluates the material he presents, effectiveness of presentation, and performance and progress of each student. • Focuses on performance in relation to the group, with grading on the normal curve. • Focuses on competition with peers, for achievement, recognition, grades, and other rewards. • Focuses on lectures, group discussions, and other activities led and evaluated by the instructor. • Focuses on one-way communication from the instructor to the students, with little communication from or among the students. • Gives the student "advice" regarding actions he should take or perhaps even the career or profession he should select. • Makes the decisions or carries out decisions made by the faculty or administration; discourages suggestions or criticism from the students. • Establishes formal procedures and control in the classroom, and formal relationships with his students. • Requires respect for the instructor as the authority, distrust of the student's own judgment. • Promotes competition among students, creating a climate of distrust and lack of concern for others; provides feedback to students regarding performance on examinations. • Follows the course outline closely; avoids problems or dispenses with them quickly so they will not interfere with the schedule. |
|--|--|

DOCUMENT OUTLINING ROLE OF THE RESEARCHER

1982 DIPLOMA COURSE FOR EDUCATORS OF ADULTS

"THE ROLE OF TONY SADDINGTON"

PEANUTS

by Charles M. Schulz

INTRODUCTION:

I am presently registered for my Master of Philosophy Degree in Education at UCT and the focus of my research is a study and evaluation of this Diploma Course. My role therefore is of "Evaluator" of the Diploma Course - this statement draws to it crucial questions some of which I will attempt to respond to as the course begins. My answers - my role - will hopefully change as both the course and time move on!

SOME CRUCIAL QUESTIONS:

1. Who is the evaluation for?
2. What kind of evaluation?
3. How is the evaluation to be done?
4. How will the evaluation itself affect the diploma course?

1. Who is the evaluation for?

I see 6 different parties as being interested in the evaluation:

- 1.1 Myself - my expectations of my time of study focus around a clearer understanding and knowledge of Experiential Education.
- 1.2 My degree - The University require and expect research before they can and will award a postgraduate degree
- 1.3 The Students of this Diploma Course.
- 1.4 The Tutors of this Diploma Course.
- 1.5 The wider Community - as future perspective students.
- 1.6 The community of Adult Educators.

2. What kind of evaluation?

This embodies a further question, viz. "What to evaluate?"

2.1 What to evaluate?

My evaluation will be of the PROCESS that is occurring during the course and not whether certain course objectives are achieved or not. Also while the primary focus will be on the Process, the Content will also be considered in so far as it shapes the process.

2.2 What kind of evaluation?

The evaluation will provide information which the students and course tutors can use to make decisions about the ongoing process of the course. It will provide information and not push a course of action nor make judgments or decisions. I believe that the students and course tutors

2.

need to make the judgments and decisions about the usefulness of the information:

I will evaluate the process of each segment of the course and this information can then be used to make decisions about how the process should/will continue. Thus the evaluation will be in "real" time i.e. it will hopefully be in a form able to be used in the decisions about the on-going process design and decisions.

I recognise that the information I will provide will have been shaped by my own personal value judgments which I hope can to some extent be countered by the critique and input of both Students and Course Tutors.

3. How is the evaluation to be done?

I will use a variety of evaluation tools to gather the information such as:

- Personal observation (which I will ask for comments on concerning fairness, accuracy and relevance)
- Group interviews and discussions
- Personal interviews with the students (I would like to spend time with each student each month)
- Personal interviews, discussions and consultations with the Course Tutors
- Written evaluations and reports by both students and course tutors.

I will need with the students and course tutors to come to some agreement on the frequency and form of how the evaluation is to be shared.

4. How will the evaluation affect the Diploma Course?

As the evaluation process will be an intervention in the process of the course it will need to be seen as a component of that process. Hopefully the students and course tutors will see these interventions as helpful components in that they will provide them with information which could be used by them to make decisions about the ongoing decisions about the course process.

APPENDIX 10 :
QUESTIONS USED IN TAPED INTERVIEWS :

- (1) If you were the evaluator of this course what questions would you ask?
- (2) What were your expectations before the course began?
What are they now?
- (3) What has been most significant for you?
- (4) Comments on - the three day intensive?
- (5) Comments on - where we are now?
- (6) Comments on - the staff and their role?
- (7) How do you see your role in the course?
Do you feel you have any power/influence?
- (8) One wish you have for the course?
- (9) One wish you have for the staff?
- (10) What have you learnt thus far?
- (11) What have been the costs and benefits to you?
- (12) What is your commitment level to the course?
- (13) What unusual/unexpected things have happened?
- (14) Do you see any lines of tension/conflict in the group?

To all participants (both staff & students) on the
Diploma Course for Educators of Adults

12 August 1982

As part of my attempt to evaluate this Diploma Course I would like to find out from you how you presently see this course.

My first attempt at this type of evaluation, by means of tape recorded interviews, took well over a month which meant that the information gathered had a serious time perspective included. To avoid this I would appreciate it if you would all complete the questionnaire below and return it to me on or before the 26 August 1982. The initial results of this evaluation will be made available to you at the process session on 6th September.

Please complete the sections as fully and honestly as possible. (May I assure you that this questionnaire has nothing to do with assessment and will NOT be used in anyway in that process.)

Thanking you in anticipation for your fullest co-operation.

Signed by candidate

Tony Saddington

DIPLOMA COURSE EVALUATION QUESTIONNAIRE

Looking back over our time together this year please comment on :
(Please use extra sheets if necessary).

1. The content we have covered so far:
(e.g. its nature; its relevance; the sequence; level of difficulty; etc.)

2. The ways in which we have organised and presented this content:
(e.g. the way of presentation; pace; use of outside and internal resource people; workload; task groups on specific areas; etc.)

3. The content that you have pursued outside of the class
(e.g. independent reading, etc.)

4. Your overall impressions of the course:

5. Your own personal engagement in the course:
(e.g. What form has it taken? The degree to which you have felt included or excluded at times? etc.)

6. **The Management Group:**
(e.g. their role; pros and cons of such a group; etc.)

7. **The Staff (Clive and Tony M.):**
(e.g. their role; positive and negative contributions; etc.)

10. Other areas:
(e.g. Me - the evaluator; Other students; Times of meetings;
Work load; Venue; Coffee breaks; Assessment; etc.; etc.;
etc.; etc.;

11. Please make any suggestions you would like to see incorporated to improve this course in 1983:

12. Name: _____

1982 DIPLOMA COURSE CLASS DATES AND HOURS :

Class	Week	Dates	Hours	Class	Week	Dates	Hours
1	1	15 Feb	6	28	16	7 June	2
2	1	17 Feb	6	29	16	10 June	2
3	1	18 Feb	4	30	17	14 June	2
4	2	22 Feb	2	31	17	17 June	2
5	2	25 Feb	2	32	18	21 June	2
6	3	1 Mar	2	33	18	24 June	2
7	3	4 Mar	2	VACATION -		-	-
8	4	8 Mar	2	34	19	19 July	5
9	4	11 Mar	2	35	19	22 July	2
10	5	15 Mar	2	36	20	26 July	2
11	5	18 Mar	2	37	20	29 July	2
12	6	22 Mar	2	38	21	2 Aug	2
13	6	25 Mar	2	39	21	5 Aug	2
14	7	29 Mar	2	40	22	9 Aug	2
VACATION	-	-	-	41	22	12 Aug	2
15	8	15 Apr	2	42	23	16 Aug	2
16	9	19 Apr	2	43	23	19 Aug	2
17	9	22 Apr	2	44	24	23 Aug	2
18	10	26 Apr	2	45	24	26 Aug	2
19	10	29 Apr	2	46	25	30 Aug	2
20	11	3 May	2	47	25	2 Sep	2
21	11	6 May	2	48	26	6 Sep	2
22	12	10 May	2	49	26	9 Sep	2
23	12	13 May	2	50	27	13 Sep	2
24	13	17 May	2	51	27	16 Sep	2
25	14	24 May	2	52	28	20 Sep	2
26	14	27 May	2	53	28	23 Sep	2
27	15	3 June	2	VACATION -		-	-

EXAMINATION - 8 Nov

(A) ENTRY IN 1982 EDUCATION FACULTY PROSPECTUS (PAGE:129)**DIPLOMA FOR EDUCATORS OF ADULTS**

A course in Adult Education geared to the needs of those professionally engaged in the education of adults within formal or non-formal settings. This diploma is not intended for those seeking employment in provincial Education Department Schools.

Length of Course

Two years (Part-time).

The course is offered to part-time students, and classes will meet on Monday and Thursday evenings.

Students will be required to spend two weeks of intensive full-time study during each year of the course. The course will commence with a week of intensive study, in February, while the second week of intensive study will be scheduled for a period in July and August.

Note: Students will only be admitted to this course in February, 1982, 1984, 1986, etc.

Entrance Qualifications

- 1 A university degree
or
- 2 A full-time, two-year post-matriculation certificate qualification approved by the Senate for the purpose
or
- 3 Any other qualification of a standard accepted by the Senate as the equivalent of either of the above.

General Aims of the Course

- 1 Development of the kind of theoretical understanding of the purposes, processes and contexts of adult education that will illuminate professional action.
- 2 Development of those skills and techniques that are required for effective work in adult education with special attention being paid to those appropriate to the student's own work situation.
- 3 Development of the knowledge and skills that will enable students to undertake their own investigations and continue their own learning in the field of adult education.

Curriculum

The course will include intergrated theoretical study and practical work.

The study of philosophical and sociological perspectives on adult education will be closely related, usually by means of case-studies, to such professional tasks as the analysis, evaluation and design of adult education policies and programmes.

The study of psychological and methodological perspectives will be similarly related to the design of teaching strategies and learning resources and the development of teaching skills.

The structure of the course will make it possible for students to pursue those issues or problems in adult education that are directly related to their own professional work.

A wide range of teaching and learning strategies will be used and considerable emphasis will be placed on private reading, individual and group assignments, case-studies and applied research within the context of ongoing adult education programmes in the local community.

Examination

Assessment will be by means of course work throughout each year and examinations at the end of each year.



UNIVERSITY OF CAPE TOWN
FACULTY OF EDUCATION

DIPLOMA COURSE
FOR
EDUCATORS OF ADULTS

APPENDIX 13

- (B) Brochure describing the 1982 -1983 Diploma Course
for Educators of Adults:

DIPLOMA COURSE FOR EDUCATORS OF ADULTS

The second two-year, part-time diploma course in Adult Education begins in February 1982. It is geared to the needs of those professionally engaged in the education of adults within formal or non-formal settings.

GENERAL AIMS OF THE COURSE

The course aims to develop:

- (1) The kind of theoretical understanding of the purposes, processes and contexts of adult education that will illuminate professional action.
- (2) Those skills and techniques that are required for effective work in adult education with special attention being paid to those appropriate to the student's own work situation.
- (3) The knowledge and skills that will enable students to undertake their own investigations and continue their own learnings in the field of adult education.

ENTRANCE QUALIFICATIONS

- (1) A university degree
or
- (2) A full-time, two-year post-matriculation certificate qualification approved by the Senate for the purpose
or
- (3) Any other qualification of a standard accepted by the Senate as the equivalent of either of the above.

PROGRAMME OF STUDY

The course will include integrated theoretical study and practical work.

The study of philosophical and sociological perspectives on adult education will be closely related, usually by means of case-studies, to such professional tasks as the analysis, evaluation and design of adult education policies and programmes.

The study of psychological and methodological perspectives will be similarly related to the design of teaching strategies and learning resources and the development of teaching skills.

The structure of the course will make it possible for students to pursue those issues or problems in adult education that are directly related to their own professional work.

A wide range of teaching and learning strategies will be used and considerable emphasis will be placed on private reading, individual and group assignments, case-studies and applied research within the context of on-going adult education programmes in the local community.

ASSESSMENT

Assessment will be by means of course work throughout each year and examinations at the end of each year.

TIMES OF CLASSES

Classes will meet each Monday and Thursday evening from 5.00 – 7.00 p.m. in the Education Faculty Building.

The course will begin with a brief intensive block of three afternoon and evening sessions. Two further brief intensive blocks will be arranged at convenient times.

FEES

Registration fees for the course will be approximately R340 per annum.

ADMISSION TO THE COURSE

Application should be made before 30 November 1981.

Enquiries should be directed to:

Professor C.J. Millar
Professor of Adult Education and
Director of Extra-Mural Studies
University of Cape Town
P.B. Rondebosch
7700

Telephone: 69-2805 or 69-2904

DRAFT CLASS TIMETABLE 1982 DIPLOMA COURSE

Feb	15 M	} 3.00 p.m. - 9.00 p.m. Intensive Block
	16 T	
	18 Th	
	22 M	
	25 Th	4.00 p.m. Registration
	1 M	5.00 p.m. First meeting
Mar	4 Th	
	8 M	
	11 Th	
	15 M	
	18 Th	
	22 M	
	25 Th	
	29 M	
School vac	1 Th	
" "	5 M	
" Apr	8 Th	
Easter Mon	12 M	
	15 Th	
	19 M	
	22 Th	
	26 M	
	29 Th	
	3 M	
	6 Th	
May	10 M	
	13 Th	
	17 M	
Ascen. Day	20 Th	
	24 M	
	27 Th	
Repub. Day	31 M	
	3 Th	
Jun	7 M	
	10 Th	
	14 M	
	17 Th	
	21 M	
School vac	24 Th	
" "	28 M	
" "	1 Th	
Jul	5 M	
" "	8 Th	
" "	12 M	
" "	15 Th	
" "	19 M	
	22 Th	
	26 M	
	29 Th	
	2 M	
Aug	5 Th	
	9 M	
	12 Th	
	16 M	
	19 Th	
	23 M	
	26 Th	
	30 M	
	2 Th	
	6 M	
Sep	9 Th	
	13 M	
	16 Th	
	20 M	
	23 Th	
School vac	27 M	
" "	30 Th	

EXPECTATIONS OF STAFF AND STUDENTS

1. Theoretical knowledge - how adults learn, how groups work, what motivates learning.
2. Be able to apply course to own personal experience.
3. Opportunities for self growth and evaluation by UCT and class.
4. Course designed so as to use everyone's expertise, knowledge and resource.
5. People orientated not just content orientated - life of group to be taken seriously.
6. Concern for each other - help each other in the learning process.
7. The staff be accepted as part of learning group and not isolated.
8. Input from those best qualified to give it - want it to challenge me to think and explore new areas of theory.
9. Emphasis to be on how and why rather than what.
10. Opportunity to put into practice the learnings and be evaluated by the class.
11. The terms (expectations) of all members to be taken seriously.
12. To grow and to share growth.
13. Self growth.
14. Improve communication skills - become more articulate.
15. Learn about education in South Africa now.
16. Community building - learn about guidance and counselling.
17. Want course to develop capacity to engage in research - independent study.
18. Require course to reflect intellectual scope of syllabus.
19. Provide opportunity to ask and clarify fundamental concepts.
20. Course to take my professional problems seriously.
21. Develop capacity for research.
22. Grasp and clarify fundamental concepts.
23. Benefit from all resources present.
24. Learn what adult education is.
25. Learn how adults learn.
26. Develop skills in educating others.
27. Relevance to work situation in South Africa.
28. Involve me personally - not here just to gather information.
29. Understand human relations.
30. Shaping concepts.

31. Theoretical knowledge - psychology of learning.
32. Help in dealing with young adults.
33. Stimulate own self learning - present professional "burn-out".
34. New teaching skills.
35. Communication skills.
36. Develop one's critical faculty.
37. Allowed to participate fully.
38. Develop transferable skills.
39. Student-Teacher contact very important for me.
40. As much experiential learning as possible.
41. When I'm finished - I want to be proud I've done the course.
42. Relevance to South African situation and unskilled people.
43. Learn how people should face the reality of South Africa.
44. Emphasis on labour relations.
45. Get more from course than prepared to give.
46. How to educate parents and children to get the best out of life and education.
47. Want to understand what is happening in South Africa at the moment.
48. Learn about the role that education plays in the development of people.
49. To share my experiences with the class and their's with me.
50. Learn the skill of documenting in an acceptable way.
51. What certification for job and further studies.
52. Be able to teach and talk in a structured way.
53. Other people to teach - both group members and outsiders.
54. Balance between process and content - keep under constant review.
55. Regular evaluation.
56. Learn about teaching equipment.
57. Honesty from group members.
58. Learn why people want/need education.
59. Keep members of group in touch when they miss something.
60. A fun creative and aesthetic side.

61. Books and handouts to meet the needs of the group from the group.
62. Comparative studies to get South African picture clear.
63. How to handle problem of stress for adults.
64. Study drugs/alcohol as a problem for adults.
65. How do you help people change expectations/roles?
66. Definition of role.
67. Meaning as a reality of adult education.
68. Get to know each other's culture and respect them.
69. Preventative education to prevent "problem" people.
70. Curriculum and programme design.
71. Evaluation.
72. Organisational development.
73. Consultation.

1ST ORDERING OF CLASS EXPECTATIONS - A "CURRICULUM" :SUMMARY OF DISCUSSIONS AND SUGGESTED CURRICULUM AND PROCESSCONTENT

Social Psychology
 Research Methods
 Fundamental Concepts Philosophy
 Communication
 Group Dynamics
 Socio - Political Content of Education
 Education of S.A.
 Comparative Adult Education
 Social Pathology and Community Education
 Culture and Education
 Curriculum Development and Evaluation
 Social Development and Innovation
 Report Writing
 Case Studies - Problem: Pluralistic Curriculum?
 Consultation and Guidance / Counselling
 Personal Development and Education.

PROCESS

Continual Review of Content
 Continuous Course Evaluation
 Balance of concern with process and content
 Emphasis on experiential learning
 Opportunities for practice and evaluation
 Dealing with professional problems and work situations.

LEARNING STRATEGIES TO INCLUDE

Private Reading
 Individual and Group Assignments
 Case Studies
 Applied Research
 Innovatory Processes

STANDARDS / GROUP

Providing opportunities for self growth
 Concern for and helpfulness to each other
 Honesty
 Accepting staff as learners
 Accepting all members as teachers
 Respect for other cultures
 Taking life of the group seriously
 Personal Involvement including time commitment

STANDARDS INTELECTUAL

Inputs from best qualified people
 Developing critical faculties : Intellectual honesty
 Developing capacity for research - independent and collective
 Relevance to S.A.
 Professional problems taken seriously
 Meeting formal university requirements.

FINAL CURRICULUM :SUMMARY OF DISCUSSIONS AND CURRICULUMI/ CONTENT

HOW ADULTS LEARN - EXPERIENTIAL LEARNING
 ORGANIZATION / DEVELOPMENT
 ROLE THEORY
 RESEARCH METHODS
 FUNDAMENTAL CONCEPTS / PHILOSOPHY OF EDUCATION
 COMMUNICATION
 GROUP DYNAMICS
 SOCIO-POLITICAL CONTEXT OF EDUCATION
 EDUCATION IN S.A.
 COMPARATIVE ADULT EDUCATION
 SOCIAL PATHOLOGY AND COMMUNITY EDUCATION
 CULTURE AND EDUCATION
 CURRICULUM DEVELOPMENT AND EVALUATION
 SOCIAL DEVELOPMENT AND EDUCATIONAL INNOVATION. INCLUDING THEORIES
 OF DEVELOPMENT
 REPORT WRITING
 CONSULTATION AND GUIDANCE / COUNSELLING
 PERSONAL GROWTH AND MEANING - PHILOSOPHICAL BASE
 CASE STUDIES.

II/ PROCESS

PERIODIC REVIEW OF CONTENT
 CONTINUOUS COURSE OF EVALUATION
 BALANCE OF CONCERN WITH PROCESS AND CONTENT
 EMPHASIS ON EXPERIENTIAL LEARNING
 OPPORTUNITIES FOR PRACTICE AND CRITIQUE
 OPPORTUNITIES FOR DEALING WITH PROFESSIONAL PROBLEMS

LEARNING STRATEGIES TO INCLUDE:

PRIVATE READING / INDIVIDUAL AND GROUP ASSIGNMENTS / CASE STUDIES /
 APPLIED RESEARCH / INNOVATORY PROCESSES, ETC.

III / STANDARDS GROUP AND INTELLECTUAL

PROVIDE OPPORTUNITIES FOR SELF GROWTH
 CONCERN FOR AND HELPFULNESS TO EACH OTHER
 HONESTY
 ACCEPTING STAFF AS LEARNERS
 ACCEPTING ALL MEMBERS AS TEACHERS
 RESPECT FOR OTHER CULTURES
 TAKING LIFE OF GROUP SERIOUSLY
 PERSONAL INVOLVEMENT INCLUDING TIME COMMITMENT
 INPUTS FROM BEST QUALIFIED PEOPLE
 DEVELOPING CRITICAL FACULTIES
 INTELLECTUAL HONESTY
 DEVELOP CAPACITY FOR RESEARCH - INDEPENDENT & COLLECTIVE
 RELEVANCE TO S.A.
 PROFESSIONAL PROBLEMS TAKEN SERIOUSLY
 MEETING FORMAL UNIVERSITY REQUIREMENTS.

DOCUMENT ISSUED BY FUNDAMENTAL CONCEPTS GROUP :

Fundamental Concepts

After lengthy and serious reflection we, the fundamental concepts group, have reached the following decisions :

- 1) that in terms of the needs of our group we feel that adequate time should be allocated to the study of the major philosophers in relation to education.
- 2) that the exploration of the nature of man is important to us.

Therefore we wish to revert to our original plan of having lectures on four theories of human nature on : May 10, 13, 24 and 27.

The second half of our presentation will take place later in the year.

Shalom !!

1ST DOCUMENT ISSUED BY VISITING LECTURER

UNIVERSITY OF CAPE TOWN

DIPLOMA FOR EDUCATORS OF ADULTS*FOUR THEORIES OF HUMAN NATURE*

● THE AIM OF THIS SECTION OF THE COURSE

- to explore what Marx, Freud, Sartre and Popper have to say about what it means to be a human being
- to discuss what these theories of human nature contribute to a philosophy of adult education

● THE BASIC READING

Leslie Stevenson

Seven Theories of Human Nature
OUP

● ADDITIONAL READING

Peter Singer

Marx
OUP Past Masters

Richard Wollheim

Freud
Fontana Modern Masters

Iris Murdoch

Sartre
Fontana

Brian Magee

Popper
Fontana Modern Masters

● FIVE BASIC QUESTIONS

The basic reading is Leslie Stevenson's *Seven Theories of Human Nature*, pages 46-60 *Marx*, 61-77 *Freud*, and 78-90 *Sartre*. Popper's theory of human nature can be extracted from Brian Magee's *Popper*.

Please read Stevenson's chapters and Magee's book before the seminars. There are five basic questions which you should try to answer before you come to the seminar:

- What do you find helpful about X's theory of human nature?
 - as an ordinary human being?
 - as an educator of adults?

- Why do you find X's theory of human nature helpful?
- What do you find problematic about X's theory of human nature?
 - as an ordinary human being?
 - as an educator of adults?
- Why do you find X's theory of human nature problematic?
- What other questions do you have about X's theory of human nature?

● A WRITTEN ASSIGNMENT

Please give Professor Clive Millar a short paragraph or a set of notes on each of the following questions no later than Thursday, 29 April 1982:

- What, according to you, are the most important facts about human beings?
- What, according to you, is basically wrong with human beings?
- What, according to you, is the basic answer to the ills of human life?

In other words, you are being asked to clarify your own theory of human nature, your own diagnosis of what is wrong with human beings, and your own prescription for the ills of human life. This means that it is not necessary for you to do any reading before you write down your answers to these questions. The important point is to make up your mind what you believe, so that you can have a debate with the rest of the class as well as with Marx, Freud, Sartre and Popper. And I have asked you to write down your beliefs

- so that you will know what it is that you believe, and
- so that I can try to relate the course to your beliefs.

APPENDIX 20
DOCUMENT REQUESTING CLARIFICATION OF ROLE

297.

UNIVERSITY OF CAPE TOWN

DIPLOMA FOR EDUCATORS OF ADULTS

FOUR THEORIES OF HUMAN NATURE

An earlier document described the aim of this course, listed some basic and additional reading, and suggested questions and a written assignment that could be used to prepare for this particular learning experience. Unfortunately, the document did not make any proposals about how I would teach the course. I now want to raise this question so that it can be settled before we begin. I will be happy to use any one of the following, or any other, method of teaching:

- 1 A 45 minute lecture by me, a 15 minute break for informal conversation and reflection, a 45 minute question and answer session.
- 2 A presentation by a member of the class, group discussion, a plenary discussion in which I act as a resource person.
- 3 A plenary discussion in which I act as a resource person.

Please be so kind as to consider these ideas and the more general question of how you want to use me in this section of the course. I am prepared to accept whatever process the group wishes to employ. But I would like this question to be decided before the course begins; that is, I do not want to use the time which has been given to exploring these four theories of human nature for a discussion of how this section of the course should be taught.

5 May 1982

UNIVERSITY OF CAPE TOWNFACULTY OF EDUCATIONDIPLOMA COURSE FOR EDUCATORS OF ADULTSASSESSMENT DURING 1982

The purpose of this document is to clarify assessment procedures for 1982. It is based on our class discussion of 6 May.

1. General

In meeting University requirements for end of year marks for Adult Education 1A and 1B we shall attempt to ensure that forms of assessment:

- provide learners with information on their own performance
- are themselves useful learning experiences
- include tasks of personal importance
- reflect an adequate range of content areas
- require independent thought rather than recall
- give scope for self-assessment

2. Procedure

The following forms of assessment will be used:

- end of year examination (its form to be discussed)
- a number of assignments

The results of four assignments will contribute to the final marks.

3. Assignments

i) Assignment 1 : due 7 June

Theories of Human Nature

Choose the thinker that you have found most interesting. Write a 10-line paragraph in answer to each of the following questions:

- a) What do you find most helpful (illuminating, perceptive) about his theory?
- b) Why do you find his theory helpful?
- c) What do you find most problematic (confused, inadequate, frightening) about his theory?

- d) Why do you find it problematic?
- e) How do you imagine that your involvement with this thinker will affect your goals and practices as an educator of adults?

ii) Assignment 2

Role Theory

Using the concepts and terms derived from the literature on role theory explore the ways in which your work as an adult educator relates to the other major roles you find yourself playing.

iii) Assignment 3

Your own choice of topic

Please discuss with Tony Morphet or Clive Millar.

iv) Assignment 4

Analyse the role of adult education in your own work situation. You may find it helpful to answer the following questions.

- a) How would you define the educational task you are engaged in? What are its goals?
- b) What are the teaching methods in current use? On what grounds are they justified?
- c) What educational problems remain unresolved or unaddressed? How might these be approached?

v) Assignment 5

We have been attempting to build ourselves into a group that would enable each of us to learn and grow as adult educators, this with an unusual freedom from external constraints. We have found it difficult. But its difficulty and our limited success have themselves been a means of learning about how adults - including ourselves - learn.

Give a personal account of your experience of the Diploma Course and of your contribution to it during the last six months. The following questions may be useful:

- a) Has the unusual degree of freedom in this course been justified?
- b) What have been the most important things you have learnt about adult education?
- c) What has blocked your learning?
- d) What contribution have you made to the development of the course and the learning of others?
- e) What may have handicapped you in doing this?

NOTE: ONE OF ASSIGNMENTS 2, 3, 4 AND 5 TO BE
HANDED IN ON 24 JUNE.

TWO MORE FROM THE SAME GROUP (ASSIGNMENTS
2, 3, 4 AND 5) TO BE HANDED IN ON 22 JULY.

vi) Assignments 6 and 7

Two further assignments will follow.

These will be based on work during the second semester.

C.J. Millar

1.6.82

REPORT AND PROPOSALS FROM MANAGEMENT GROUP

1. The Group met on June 10th.

Present : Group : Ruth, Matt, Tony M.

Contributors: Salie, Don, Ethel, Tony S.

2. For the second semester the working group set the following aims :

- (i) Involve all members of the group in the presentation of the curriculum.
- (ii) Provide the opportunity for group members to form new working relationships.
- (iii) Create opportunities for social meetings (Ethel).
- (iv) To provide members with a broad understanding of the nature and structure of society.
- (v) To explore the interrelations between education (as a system) and its social, cultural, political and economic contexts.
- (vi) To examine the nature of education in South Africa.
- (vii) To analyse adult learning in South Africa.
- (viii) To undertake a comparative study of education in other social contexts.
- (ix) To provide the means for a personal integration of the years work.

3. In content and space terms the curriculum was defined as

July	22	Th] Guest lecturer in sociology
	26	M	
Aug	29	Th] The contexts of education
	2	M	
	5	Th	
	9	M	
Aug	12	Th	PROCESS
Aug	16	M] Education in South Africa
	19	Th	
	23	M	
Aug	26	Th	PROCESS
Aug	30	M] Adult Learning in South Africa
Sept	2	Th	
Sept	6	M	
Sept	9	Th] Comparative Adult Education
	13	M	
	16	Th	
Sept	20	M	Personal Integration
	23	Th	

4. At least two guest lecturers will be available to the course and the management group wishes to recommend them.

Mr Robert Tobias

Who will join the group in August

Prof I. Moletsane

Who will be available for one session in September.

5. Management wishes to recommend as a priority the holding of an intensive session on July 19th. The purpose of the session will be the formation of three new work teams to undertake the administration of the 2nd Semester curriculum.
6. A new management team must be established at the end of the semester.
7. 3 assignments will be set during the second semester. One on each of the following areas
- . Contexts of Education
 - . Education in South Africa
 - . Adult learning and Comparative studies.
8. All members of the group are invited to become members of the Adult Education Association and an open gathering of the Association will be held on Wednesday June 30th at 4.30 p.m. in the Centre for Extra-Mural Studies, Lovers Walk, Rondebosch.

KEY STATEMENTSStrengths

1. Character of group
 - skills
 - approaches
 - contexts, work/society
2. Group performance
 - loyalty
 - commitment/co-operation
 - challenge/courage
3. Group history
 - learning from failure
4. Methodology
 - experiential learning
 - challenge to assumptions

Weaknesses

1. (None)
2. Group performance
 - ineffective use of time
 - lack of decision-making and problem solving skills
 - jargon
 - fear
 - uneven participation
3. Group history
 - resistance
 - destructive criticism
 - competitiveness
4. Methodology
 - unused UCT resources
 - books not available
 - individual resources not used
 - blind commitment
 - feeling of staff manipulation

Opportunities

1. Character of group
 - individual contexts
2. Group performance
 - design and management of curriculum
 - co-operation
3. Group future
 - learning to be more effective in reaching educational goals
4. Methodology
 - depth
 - major project
 - exploring ideas through groups
 - coherent course of study
 - new resources

Threats

- Time wasting
- Suspicion/destructive personal criticism
- Requirements - university assessment
- Superficiality
- Over-concern with personal development
- Blocking of curriculum
- Lack of group cohesion
- Student overcommitment
- Sense of helplessness in S.A.

UNIVERSITY OF CAPE TOWNDIPLOMA COURSE FOR EDUCATORS OF ADULTSTimetable for the period 16 August - 6 SeptemberA. Education in South Africa"The erosion of freedom in formal education in South Africa"

16 August : "Understanding our own education"

Please read before the class the two papers:

- (i) An introduction to the study of education for blacks in South Africa - Peter Kallaway
- (ii) The evolution of educational policy in South Africa - Frank Molteno

We will be using, in particular, Kallaway's analysis to look at our own formal education and the forces both within and outside of it that dictated its form and content.

19 August : "Understanding present policies in South Africa - de Lange"

Please read before the class the three papers :

- (i) The de Lange Report : brief synopsis - Owen van den Berg
- (ii) S.A. in the Melting Pot - Jack Niven (in Kenton Conference 1981 proceedings)
- (iii) Training for capital - Linda Chisholm (in May 1982 Perspectives in Education)

Dr Peter Buckland, of the Education Department at UCT, will be leading a seminar on de Lange and we will jointly be sharing our critique of de Lange in the class. Please come prepared with your own views, comments and questions about the de Lange report.

23 August : "de Lange - Where do we go now?"

This class will focus on the implications of de Lange for us as Adult Educators in South Africa. What actions are necessary and flow out of our understandings of the report?

B. Adult Learning in South Africa

Three sessions (26 August, 30 August and 2 September) will be designed for this topic. (More details to follow).

C. Process Session

The 6th September will be a process session in the hands of the Management Group. This process session is in place of the one scheduled for 26 August.

UNIVERSITY OF CAPE TOWNDIPLOMA COURSE FOR EDUCATORS OF ADULTSAdult Learning in South Africa

26 August : "Adult learning involvements"

This class will focus on our own adult learning involvements - i.e. both (i) those from which we have personally learnt, as well as (ii) those we manage for others.

Please use the following guidelines to prepare for this class. Please write down your responses and come prepared to share them under these headings :

"My adult learning involvements"

(A) My own personal learning

- (i) What have been the key adult learning experiences in your life?
- (ii) What form have they taken?
- (iii) How have you benefitted from them?
- (iv) What have been the problems with them?
- (v) What learning needs do you have that to date have not been met by these adult learning experiences?

(B) My work - adult learning experiences for others

- (i) What made you decide to get involved in this type of work?
- (ii) What types of adult learning do you provide?
- (iii) What are the goals of the adult learning experiences you provide?
- (iv) What methods do you employ in the designs?
- (v) What are the problems/frustrations?
- (vi) What are the joys/satisfactions?

30 August : "Forms of adult learning"

A panel chaired by Robert Tobias will share insights into various forms of adult learning such as literacy; trade unions; community; commercial; university extension and church.

2 September: "Ways ahead"

A class led by Robert Tobias on "Adult learning and future directions".

EDUCATION DEPARTMENTDIPLOMA COURSE FOR EDUCATORS OF ADULTS 1982END OF YEAR EXAMINATIONProposed Arrangements

1. There will be one three-hour examination paper in two parts :
Adult Education 1A and 1B.
2. The paper will be given out on Monday 1 November at 5.00 p.m.
at our usual meeting place.
3. The examination itself will take place on Monday 8 November
from 4.00 to 7.00 p.m. in the Education Building. Please try
to come ten minutes early.
4. The examination will be an open-book kind. You may bring books
and notes with you.
5. Your final mark for Adult 1A and Adult Education 1B will include
your year mark. The year mark will be derived from the marks
for your 4 best assignments.

C.J.M.

1.9.82

EDUCATION DEPARTMENTDIPLOMA COURSE FOR EDUCATORS OF ADULTS 1982END OF YEAR EXAMINATION

1. The three-hour examination paper will be in two parts :
Adult Education 1A and 1B.
2. Adult Education 1A will deal with the following areas of work :
 - . curriculum negotiation and contracting
 - . how adults learn
 - . group dynamics
 - . curriculum development
 - . role theoryAdult Education 1B will deal with :
 - . understanding society
 - . education in South Africa
 - . adult education in South Africa
 - . theories of human nature
3. There will be eight questions in all, four in each part.
You will be expected to answer four questions, two from each part.
4. The paper will be given out on Monday 1 November at 5.00 p.m. at our usual meeting place.
5. The examination itself will take place on Monday 8 November from 4.00 to 7.00 p.m. in the Education Building. Please come ten minutes early.
6. The examination will be an open-book kind. You may bring books and notes with you.
7. Your final mark for Adult 1A and Adult Education 1B will include your year mark. The year mark will be derived from the marks for your 4 best assignments.
8. You may be requested to attend an oral examination.

C.J.M.

10/9/82.

UNIVERSITY OF CAPE TOWNFACULTY OF EDUCATIONUNIVERSITY EXAMINATION: NOVEMBER 1982DIPLOMA FOR EDUCATORS OF ADULTSADULT EDUCATION 1A AND 1B

Answer four questions, two from Section 1 and two from Section 2.

SECTION 1: ADULT EDUCATION 1A

1. The unusual feature of this year's Diploma Course was the location of the responsibility for developing the curriculum within the class itself. Analyse the strengths and weaknesses of the resulting curriculum.
2. What do you see as the main principles of adult learning to be taken into account when planning an educational programme for adults? Draw on theoretical work and on personal experience in framing your answer.
3. Describe and analyse the dynamics of the group/class on any two of the following evenings of the 1982 Diploma Course. Include in your analysis the ways in which the staff, students and any outside resource people affected these dynamics. You may wish to use the Tannenbaum-Schmidt Leadership Grid for this. Choose your two evenings from:
 - A. The first 6-hour intensive day at the beginning of the course.
 - B. One of the evenings when Dr James Moulder gave one of his four lectures on human nature.
 - C. When Mr Jonathan File introduced the class to sociology through his evening entitled Understanding Society.
 - D. The evening spent in the Accountancy Department experimenting with the micro-computers.
 - E. The final class meeting in 1982.

N.B. DO NOT ANSWER 4a. and 4b.

- 4a. "I ended up teaching adults. Again, that's very satisfying for the ego. You get into a classroom and you have all the power of the institution. You tell people what to do and they do it, what to read and they read it. You tell people what to think, how to interpret things ... You can make them feel guilty because they haven't read certain things, because they're not familiar with them. Teachers are playing that kind of game all the time. And I was right in there, with both feet.

I was scared of my students when I began. I did everything I could to keep from being caught in an error, in a lapse of knowledge. I used all the authority I had to keep them at a distance, to keep them in their

place. If any of the students didn't hate my guts, it wasn't because I gave them no reason. There was no communication going on in that classroom at all.

The traditional education sees the school as a place where the student gets poured into him the accumulated knowledge of the past. I've gone very much from one end of the pole to the other in the last seven years. I'm very interested in listening to my students. But I still feel hypocritical about my work. I suspect people in the business world have to stay away from thoughts like that. Yet there are things I feel pretty good about. I know there are students I've helped. I'm not sure I ever helped anyone when I was selling business machines or insurance.

I've become suspicious of the teacher who automatically thinks he's superior to somebody who's out there working as a salesman. I don't think there is anything automatic about it. I am working for an institution that turns out students so they will be salesmen.

When I began teaching at college, I pretended to be this authoritarian figure who knew everything. Gradually, over the years, it's become possible for me to walk in the class and to admit to my own confusion. As I present the person I really am to my students, they present the people they really are to me."

Jack Currier in WORKING by Studs Terkel

- i. Analyse the different kinds of teaching experience in the passage above using the concepts of role theory.
- ii. What insights does the passage yield into the role of the educator of adults?

OR

- 4b. What usefulness (if any) does role theory have for the educator of adults? You may, if you wish, use your own experience to illustrate your views.

SECTION 2: ADULT EDUCATION 1B

5. In what ways has your understanding of and capacity to ask questions about social processes been influenced by your introduction to sociology?
6. The report of the de Lange Committee has been described as an attempt to modernise South African education. What do you understand the word 'modernise' to mean in this context, and how do the main proposals of the report seek to achieve this end?
7. "The education of adults in South Africa has only ever been taken seriously by small relatively powerless groups of people." Discuss this statement.
8. Explain the effects of one (or more) of the major theorists of human nature studied this year on your assumptions about being human and/or being educated.

1982 STUDENT MARKS :1. ASSIGNMENTS:

MARKS used for Assignments:	ASSIGNMENT NUMBER						
	1	2	3	4	5	6	7
1	0	0	0	1	0	2	1
2+	5	1	2	3	3	2	0
2	4	6	2	4	1	1	4
2-	1	0	0	0	1	0	2
3+	0	0	0	1	2	0	1
3	1	0	1	2	0	2	0
3-	2	0	0	0	1	1	0
F	1	0	0	0	1	0	0
No. of Students writing	14	7	5	11	9	8	8
No. of Students not writing	2	9	11	5	7	8	8

2. FINAL YEAR MARKS : (COMPRISED OF THE STUDENTS' BEST 4 ASSIGNMENTS PLUS THE EXAMINATION)

MARKS	NO. OF STUDENTS
1	1
2 +	4
2	6
3	4
F	0
NO. OF STUDENTS WRITING	15
NO. OF STUDENTS NOT WRITING	1

SUMMARY OF DIPLOMA COURSE EVALUATION QUESTIONNAIRE RESULTS

(Numbers in brackets indicate number of similar replies).

1. The content we have covered so far:

Hardly scratched the surface (8)
 Relevant (6)
 Process has been important (4)
 Getting out what I want (6)
 Sequence : No links; OK (8); Just happens
 Not relevant

2. The ways in which we have organised and presented this content:

Nothing gets finished (8)
 Staff not fully used
 Task groups : good; self-selected were best (3)
 Pace : Too fast; too slow; stretched (3); just right
 Workload : Too heavy (5); Fair (8)
 90% done by the staff now!
 Outside resources : Not well used; beneficial
 Not dealing deeply enough with material

3. The content that you have pursued outside of the class

Reading (8)
 Thinking and talking (2)
 Time problem (3)
 Heavy workload (3)
 Feel less motivated in 2nd semester to read (2)
 Can't keep up with reading (3)

4. Your overall impression of the course:

"Haphazard and painful"
 "An answer to prayer"
 Relevant and stimulating (8)
 "Portable - a breathing space"
 Gives clarity to own work (8)
 Negative experience

5. Your own personal engagement in the course:

High level (9)
 Limited level (5)
 Higher in 1st semester (2)
 Feeling left out (2)

/6. The Management....

6. The Management Group:
- Good idea and helpful (12) "A necessary evil"
 - Need for rotation (9)
 - Costs : "Acts as a pacifier"; Takes away morale, courage, pugnacity, initiative; others not getting skills.
7. The Staff (Clive and Tony M.):
- Underused (5)
 - Feel free to challenge them
 - Tension in roles
 - Appreciation for them (8)
 - Threatening
 - "Like mother hens with a brood of chicks".
8. The assignments:
- "Devastating"
 - "Encouraging and helpful"
 - Very valuable to do (12)
 - Useful if on one's own work (5)
 - Topics need to be more helpful/clearly defined (2)
 - The comments on them are useful and appreciated (5)
9. The role the course is playing in your life and work:
- A dominant role "Important for me"
 - Directly relevant to work and home
 - Gaining knowledge and skills
 - Giving direction and clarity to my work and ideas
 - Not always comfortable
10. Evaluator: Not using me enough (3)
 Resented questionnaire (2)
 A threat
 Feel distanced
 Can I be both evaluator and teacher? No!
- Other: Need longer sessions
- Reading : Material difficult
 Heavy and long reading lists
 Too many handouts
 Grateful when reading is left to me not done for me
 Handouts simplify and help
 Handouts discourage and overload
 Handouts lower motivation to read
 Reading in own areas (8)

11. Please make any suggestions you would like to see incorporated to improve this course in 1983:

"Keep it as it is!"

Content areas: self confidence; communication; guidance on assignment writing; rural education; curriculum planning and design; methods of presenting adult education programmes; experiential learning; case histories; research.

Other:

Less handouts

New management group (rotate)

Less content

Clear timetable of the year and assignments, projects, exams

Clear responsibilities

Go out into community - field trips

Plural curriculum.

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