TEACHING METHODOLOGIES FOR THE

TRAINING OF EDUCATORS FOR THE PROFESSIONS

By

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Doctor of Philosophy
ABSTRACT

Students in four professional groups (nurses, administrators, managers and counsellors) and their teachers were studied in order to identify their perceptions of the effectiveness of teaching/learning methods in meeting their personal and course objectives. The expectation was that the findings of this investigation would contribute to the process of evaluating the training of educators for the professions. The androgogical and humanistic models of education provided the theoretical framework for this research. One implication of the models is that professional educators are change agents and the models argue that change agents need first to develop those sensitivities, competencies, attitudes and values which they will seek to have their students and clients develop. The models consider alert intelligence, competence, flexibility, adaptability, genuineness, empathy, warmth and sensitivity among the qualities essential to professional educators of adults. More specifically, they presumed that adults were autonomous self-directing learners.

I used qualitative methods of classroom observation, in depth interviews and repertory grids to explore the participants' perceptions of methods and the assumptions of the humanistic models of learning. My choice of research methodology was derived from the evidence that qualitative methods have the potential for understanding human behaviour and for making transparent those internal values and motives which otherwise might remain hidden.

My main findings were:

1) A wide variety of teaching-learning methods is used in the training of professional educators in the selected institutions and the selection of methods is influenced by a combination
of course objectives, learner expectations and characteristics and teacher competence and espoused philosophy of education.

2) Both staff and students across all five case studies held positive perceptions of participatory methodologies and were generally negative towards formal lectures even where they perceived lectures to be appropriate for achieving some cognitive objectives.

3) Students identified: interaction, negotiation, clearly defined instruction (structured activities) and feedback as essential features of methodology. The implication is that it is not methodology that is effective but the extent to which methodology makes use of the features identified above.

4) The assumption of the humanistic and androgogical models that adult learners are necessarily self-directing was not upheld by my findings. I found that adults not only expect explicit guidance from their teachers but that they need to be taught how to be self-directed learners. This has implications for a model of training which provides for some imposed teacher structure during the initial stages of training and a gradual introduction of a negotiated structure and independent learning strategies. The research findings led to the development of a model consisting of four stages: negotiation, structure, interaction and feedback. The analysis of the data indicates that the aims of professional education are achievable by the processes involved in the model.
DEDICATION

To the loving memory of my father
W. Bentley Brown who died while I
was writing this thesis

To my husband Cleveland
my sons Gerry and Duane
my mother
and
my sister, Daphne
ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION
1.1 PURPOSE AND RESEARCH QUESTIONS

Although much research has been done on the relative effectiveness of various methods of instruction in the lower levels of the education system, little attention has been paid to the effectiveness of methodology used in adult education. Even less has been done at the level of the education of professionals who are training to become educators in their chosen profession. Professional opinion has for some time been advocating the need for investigating effective and efficient methods for training professionals and appropriate evaluative procedures. This research aimed at filling that need.

The purpose of this research was to determine the range of methods used in the training of educators of professionals and to examine how students and teachers perceived those methods, with a view to identifying measures of effectiveness of methods. More specifically, the research sought answers to the following questions:
1) What is the range of methods used for teaching experienced professional educators?

2) What factors enter into the selection of methods?

3) What demands do these methods make on teachers and students?

4) What are the teachers' and students' perceptions of these methods?

5) What features of method are associated with effectiveness of methods at the level of instruction of professional educators?

It was expected that this research would contribute to the process of evaluating the training of educators for the professions as well as to the use of a more effective teaching methodology in courses designed for adult educators.

1.2 ASSUMPTIONS OF THE THESIS

The androgogical and humanistic models of education, as developed by Knowles (1973) and, for example, Rogers (1983) respectively, provided the theoretical framework for my investigation. The two models referred to above make the assumption that adult learners are self-directing. The concept 'autonomous learners' is central to both models and has implications for full participation of learners in the teaching/learning process. The assumption is that adults learn best in situations where they are actively involved and which permit them to take responsibility for their learning. This assumption together with the indication from my pilot research that teacher trainees perceived interactive methods to be effective for their purposes influenced me to focus on participatory methods in my investigation. Qualitative methods of in depth interviews, observation and repertory grids, were used to collect the data because these have been demonstrated to be appropriate measures of perceptions (Eisner, 1969).
1.3 DEFINITION OF TERMS

The key concepts used in this report need to be explained in order to facilitate the reader.

'Methodology' as used in this thesis refers to a group of teaching methods/activities which share common organizing principles and make common assumptions about the learning process. For example, participatory methodology refers to teaching-learning activities/methods which are based on the assumption that meaningful learning is advanced when learners are actively involved in the learning process.

Students as professional educators refers to students who are training to be educators in professions which they have themselves previously practised (for example, experienced nurses who wish to become nurse tutors). I call these "educators for the professions".

The terms 'teachers', 'tutors', 'trainers' are used interchangeably throughout the report. In general, I use the term teachers but where their roles specifically demand a training function as in Case Study 2, I refer to them as trainers. Similarly, the use of 'tutor' is more appropriate in some situations.

While the tendency is towards the use of 'students' when referring to educators in training, occasionally, the terms 'learners' and 'trainees' are more appropriate in a given context. The three terms therefore refer to the learners in my investigation.

'Participants' refer to students and teachers together, but where the learners are specifically involved in a short term training course, I tend to use the term 'participants' as in Case Studies 2 and 4.
1.4 OVERVIEW

The report consists of ten chapters. In Chapter 2, I discuss the findings from research investigations into methodology against a background of the rapidly increasing technological developments of the modern world. Such developments and the accompanying social and psychological dislocations are seen to demand a model of education which develops flexible, adaptable and independent people. Professional educators are identified as change agents and the androgogical and humanistic models of adult education are discussed as a basis for identifying methodologies appropriate for training change agents. The review of research identifies the need for using a variety of teaching-learning methods to achieve the many purposes of professional education. Although there is evidence that not all students take naturally or immediately to a participative approach, the research findings tend towards a focus on participatory methods since they are generally associated with developing the attitudes, sensitivities and skills considered essential to change agents' roles.

Chapter 3 describes and justifies the methods used to investigate the research problem. The methods were: classroom observations to identify how teaching methods were structured and used and with what effects, also to identify issues to probe in the interview; in-depth interviews and repertory grids with students and teachers about their perceptions of methods; and questionnaires to one group of students and their teachers.

Chapters 4 through 8 present six case studies which were conducted with four professional groups: Nurses, Administrators, Managers (senior and junior) and Counsellors. The investigation was concerned primarily with classroom interaction and the participants' perceptions of the contribution
of methodology to learning effectively. In the presentation of the case studies, I describe the teaching methods I observed and quote extensively from the interview protocols. This allowed me to highlight the different ways in which learning activities, bearing a common designation, were structured and used and the effect of structure on students' response. Since the theory supporting students' learning assumes that contextual factors have a strong influence on students' perception of methods, for each case study I give a description of the course and the objectives (if they were given). I also analysed students' and teachers' personal expectations of the course.

Chapter 9 integrates the findings from all 5 case studies and attempts an explanation of the commonalities and differences in perceptions both within and among case studies. It also presents a set of dimensions of methods which are representative of the wider group and a model for professional training. The expectation is that both the dimensions and the model will provide a basis for structuring and evaluating training methods at the level of professional education.

The final chapter summarizes the research and identifies areas for further research.
CHAPTER 2

REVIEW OF LITERATURE
2 INTRODUCTION

The problems posed for Western Societies by the ever rapidly increasing technology of the last quarter of the Twentieth Century have been addressed by several writers. The period is described by Alvin Toffler (1971) as "The most rapidly changing environment to which man has been exposed" and by Boucouvalas (1983) as "The creative disintegration of industrial society." Both consider such rapid changes and the accompanying social, emotional and psychological dislocations to have serious implications for education and the training of professional educators of adults. Toffler has warned that only revolutionary changes in the aims and processes of education at all levels of the system can help people to understand and adapt to changes of the magnitude which society is now experiencing. He writes:

"The technology of tomorrow requires not millions of lightly lettered men, ready to work in unison at endlessly repetitious jobs, it requires not men who
take orders in unblinking fashion, aware that the price of bread is mechanical submission to authority, but men who can make critical judgements, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality. It requires men who, in C.P. Snow's compelling term, have the future in their bones." (1971: p. 364)

Existing educational systems, associated as they are with more static early industrial society, are considered inadequate and inappropriate for preparing people to cope with growing uncertainties and revolutionary change. (Toffler, 1971; Curle, 1963; Freire, 1970). What then are the needed concerns of education for the 1980s and the future? Education must train intelligent, independent, flexible, adaptive and self confident individuals (Wiltshire, 1980; James, 1983). Toffler (1971) suggests that the foregoing should be essential concerns of teacher training when he writes:

"... Johnny must learn to anticipate the directions and rate of change. He must, to put it technically, learn to make repeated, probabilistic, increasingly long-range assumptions about the future. And so must Johnny's teachers."

As the quotation implies, education for the 80's and the future needs to be primarily concerned with the development of those higher order cognitive skills (Bloom et. al. 1956) and affective qualities which individuals need in order to adapt to a rapidly changing society (James, 1983). Toffler's propositions imply a person-centred model of education - a model which emphasizes affective and learner centred objectives and which educates for independence rather than dependence. Such a model is consistent with the views of humanistic educators whose philosophy is the current dominant force in the education of adults and professional educators of adults in Europe and North America. (Rogers, 1980; Freire, 1970; Apps, 1973 among others). I consider these goals to be particularly applicable to the education of those who will be responsible
for training educators in the various professional disciplines. I call these professional educators of adults. It is argued that change agents need first to develop their own self-awareness and to be competent and confident in the skills and attitudes they seek to have others develop. Otherwise, their effectiveness will be compromised (Carkhuff, 1969).

2.1 THE ROLE OF PROFESSIONAL EDUCATORS

Rogers (1967), who identifies educators as change agents, has defined a change agent as "a professional person who attempts to influence adoption decisions in a direction that he feels is desirable (p. 17)." A professional educator is therefore one who provides training in insights, skills and attitudes so that learners will need less of the services of a professional.

The purpose/role of professional educators has been identified at various times as: developers of person-centred autonomous learners (Wiltshire, 1980; Mezirow, 1980), developers of learners skilled in problem-solving (Carkhuff, 1969; Elsdon, 1975) and as change agents (Freire, 1970).

It is possible to extrapolate the purposes of professional educators from the aims of adult education discussed by Jerold Apps. Apps (1973) identifies from the literature four main purposes of adult education. While these do not seem to me to be distinct aims (for example, number 4 seems the only one not essentially subsumed in number 1), they reflect the emphasis of a number of writers. The four purposes are:

1 To help people make psychological adjustments to their social conditions and natural world by equipping them with the necessary knowledge, understanding, skills and attitudes.
2 To equip adults with the skills necessary for identifying and solving problems they may face with an emphasis on the skills in solving problems and not on the content or subject matter.

3 To help people change their social conditions.

4 To help people become free, autonomous individuals.

Although it is acknowledged that the perceived need of some adult learners lies in the direction of number 1 above, this thesis will concentrate more on numbers 2, 3, and 4. In a review of the literature on the training of professional adult educators, Charnley and Osborne (1982) conclude that concerns for personal growth, the development of professional and methodological competence, and an 'interventionist and quasi-political role' of educators are expressed by professional educators in Western Europe, the United States and the Far East.

However, they suggest that the role of educators as change agents (cf Apps No 3) is more generally accepted in Western Europe than in Britain.

The role of professional educators as facilitators and developers of self-directed learners (exemplified in Role 4) finds much support not only among writers concerned with the training of educators as professionals (e.g. Elton, 1979; Tough, 1977; Mezirow, 1980) but also from the evidence provided by statistics. Alan Tough's (1977) work has shown that 80% of all adult learning projects (which he researched with a restricted North American population) are self-directed and indicates a shift from instruction to facilitating learning in adult education. Within this focus, the emphases are on person-centred autonomy as the role of the professional educators (Wiltshire 1980). [Mezirow identifies with this when he says that self-directed learning is central to the goal and method of adult education.], as an objective for learners and teachers
According to Carkhuff, the development of effective helpers demands that trainers are competent in the skills, knowledge, attitudes and understandings that are needed in their relevant professions. Elsdon (1975), in his research into the training of educators of adults, underscores Carkhuff's emphasis on problem-solving skills. He posits that the development of skills and competencies necessary for problem-solving is the main role of the professional educator. Consequently, they are more concerned with the application of principles and processes than with static concept/content. Knowles (1973), Boydell (1976) and Knox (1977) are among others who consider training in the development of problem-solving skills to be a role of professional education.

However, it must be argued that there is no clear polarity between an emphasis on the development of autonomy and problem-solving skills. It seems to me that the attainment of autonomy and self-direction embodies mastery of problem-solving skills. The essential difference lies in the nature of the problem. Problem-solving focuses on more concrete tasks while self-direction involves more holistic tasks related to emotional, intrapsychic, cultural and intellectual concerns. The two aims are therefore seen to be complementary and essential to the training of the type of professional educator envisaged in my research.

An implicit assumption of the change agents' model is that such professionals know how to manage the people they work with. This implies that interpersonal skills and self-knowledge are important concerns of professional education (Mezirow, 1980; Argyris, 1974). Mezirow (1980: 18) identifies interpersonal skills training as an essential
function of the professional educator when he says that "our task is to help learners enhance their understanding of and sensitivity to the way others anticipate, perceive, think and feel while involved with the learner in common endeavours." He considers this an integral concern of self-directed training.

There is considerable support in the literature for the role of professional educators as change agents (e.g. Freire, 1970; Illich, 1970; Button, 1971), Toffler, 1971). While there are major differences in approach between Reconstructionist writers (who focus on ends rather than means in the pursuit of knowledge) such as Paulo Freire and Ivan Illich whose writings envisage deliberate and explicit political change; and Humanistic writers such as Carl Rogers, (1969, 1983), Malcolm Knowles (1971) and J Mezirow (1980) who expect more gradual and insidious social change, their intentions and purposes are similar.

Both Humanistic and Reconstructionist writers argue that individuals who have been actively involved in decision making about how and what they will learn are predisposed towards changing their circumstances and that of others. Boucouvalas (1983) places educators at the "cutting edge", thereby providing an opportunity to take a proactive rather than reactive stance in both our professional and personal worlds.

Wiltshire (1980) may be considered to summarize the importance of the role for adult educators when he writes:

"... so the educator has not only to induce learning in his students but also to guide and direct that learning towards desirable and away from undesirable ends ... He is therefore concerned not only with the methods and techniques of education but also with its content and objectives, with what things should be learnt at what levels and in what order". (pp.4-5)

Button (1971) in addressing trainers makes the point more succinctly:

"Even more fundamentally, we might ask ourselves whether
part of our job might not be to help clients to become agents of change in their own environments."

This aspect of the review has identified support for three main functions of professional education: professional education should seek to develop self-directed, autonomous people; should develop those skills, attitudes, knowledge and values that are necessary to help people adapt to change and perform effectively in their chosen professions; and professional educators should initiate and play a leading role in the process of educational and social change. There is general agreement on all three functions as the specific foci of professional education. However, the indications are that there is greater consensus on the development of autonomous, self-directed learners as the key role of the professional adult educator. This is understandable since in so far as it is possible to speak of a theory of adult learning, the argument is that adults learn best in situations in which their autonomy and experience are respected (Knowles, 1973).

All three roles, as discussed above, are seen to have implications for methodologies for teaching professional educators of adults. Since methodologies are designed to reflect and apply principles of learning (Burgoyne, 1979), I now examine those theories which embody ideas about dependent and independent learners.

2.2 THEORIES EMBODYING TEACHING FOR DEPENDENCE

Traditional education has attracted much criticism in the literature mainly because of its tendency towards prescription and control (Cornwall, 1981; Illich, 1971; Freire, 1970, Rogers, 1969 and 1983). Both Illich and Freire have demonstrated that education has tended to produce dependent subjects. Freire attributes this to what he calls
the 'banking concept' of education in which the teachers as repositories of knowledge pass it on to passive receptacles - the students. Such criticisms are a strong indictment of theories of information transfer and behaviourism. These theories which have had a strong influence on Western education embody assumptions about administrative control and the manipulation of people. For example, Behaviourism as developed by Watson and advanced by B.F. Skinner (Boucouvalas, 1983) stressed the manipulation of environmental and learning conditions in order to control behaviour. One simply had to identify the desired behaviour and then provide appropriate stimuli or conditions and the desired outcome (learning) was assumed. Learning, according to the Behaviourist, is a habit formation in response to stimuli. The implication of this theory is that individuals are passive and powerless in the hands of their mentors. Thus, although Behaviourism popularized Programmed learning, which allow learners some control over the pace of their learning, decisions about content, process, and evaluation of their learning rest solely with the teacher. Since teacher control of evaluation has been shown to have a powerful effect on students' morale as well as on the nature and quality of their learning (Elton and Laurillard 1977; Heron, 1981), it is argued that lack of control over evaluation procedures socializes students into dependence and reduced self-confidence (Heron, 1981). However, care needs to be taken not to credit teacher power with more than it has the power to deliver. Learner response to teacher input is influenced as strongly by the patterns of social interaction and demands as by teacher input. The Behaviourists were perhaps too strongly influenced by the notion of a linear connection between input and output. Current developments in research recognise the interactive nature of factors and elements in the human life space. Student learning is so complicated that no single theory on or model of
learning can explain it. This thesis is not concerned with areas of adult learning where a Behaviourist approach may be appropriate, although I concede that in some areas it may be appropriate, for example, typing. Behaviourism illuminates certain aspects of teaching and learning. It does not explain others. If the aim of professional training is to develop persons capable of independent thought and action, then both the philosophy and strategies of such training programmes should be influenced by principles of independent learning. I now examine the arguments in favour of independent learning and the theories from which they are derived.

2.3 TEACHING FOR INDEPENDENCE

2.3.1 The Androgogical Model of Learning

In section 2.1, I indicated that it was generally agreed that a key purpose of professional education is to develop intelligent, flexible, autonomous people. Such beliefs derive largely from ideas about how people learn. The androgogical model relates to four dimensions of learning, the learning context, the role of learner experience, functionality and the relevance of what is learnt to immediate needs. Specific consideration of a model of adult learning has appeared in the invaluable pioneering work of Malcolm Knowles (1973). The model of adult learning which Knowles developed arose largely from personal dissatisfaction with the dominant theories of learning - stimulus-response and cognitive theories. Because these theories were on the one hand derived from animal experiments and extrapolated to human beings, and on the other hand concerned mainly with how children learn, Knowles found them inadequate to explain adult learning. The Androgogical model of learning developed by Knowles (1973) is a learner-centred
rather than a teacher-centred model. The model suggests four characteristics of adult learning. Marion Bogo (1981) identifies these characteristics in the following observations:

1. That adults learn best in those situations where self-direction is acknowledged and nurtured.

2. Adults bring a wealth of experience to learning.

3. Adults tend to learn things seen as relevant to their job performance or other social needs and functions.

4. Androgogical education tends to be problem-centred in response to the adults' need to acquire knowledge and skill for immediate application in some current problem-solving activity.

These four characteristics relate respectively to context, role of experience, functionality and the relevance to immediate needs of the learner. A serious omission from the considerations is the relevance of the learner's perception of the task - not only the context (broadly conceived in all four characteristics above) but the essential nature of the task. This includes what constitutes its parts and the relationships between the parts. These perceptions may vary from learner to learner. It is at this point that distinctions may occur between individuals not simply differentiated by age. Bogo considers the model to have implications for involving adults in negotiating the goals, content and process of learning and for making use of adult experiences as valuable teaching material. This suggests the important conclusion that adults should not only be seen as having resources to be used by the teacher/trainer but as resource persons as well.

The model has proved useful in the training of social work field instructors (Bogo, 1981) and adult educators in Britain (Chadwick and Legge, 1984). However, there have been some criticisms of the model. Among the criticisms are: 1) the model is not based on research
findings and cannot be considered a theory of adult learning (Jarvis, 1983) and 2) the model emphasizes teaching rather than learning and is not unique to adult learners (Kidd, 1973). I agree with Jarvis and with Kidd's criticism that androgogy is not unique to adult learners. The four principles of androgogy, as elaborated by Bogo, are equally valid for younger learners. In particular, there is much evidence that young learners do benefit from self-direction (Fraenkel, 1973). However, there seems to be little basis for Kidd's criticism that the model emphasizes teaching rather than learning. The emphasis placed on the use of learner resources and the recommendation of problem-solving methods, identify androgogy more as a learner-centered than as a teacher centered model. Also there is increasing research evidence to support Knowles' claim that adults prefer self-direction and learning situations in which their contribution is sought and respected (Rogers, 1983; Tough, 1977). Adults also find learning under such conditions very effective (Elsdon, 1984; Carroll, 1972). Elsdon (1975) suggests that the work of R.M. Belbin (1975) and E. and R.M. Belbin (1972) produces convincing evidence to support the effectiveness of problem-solving methods in the training of adult educators. However, as I intimated earlier (page 16) this relies essentially on the perceptions of the problem to be solved, that is, the task.

2.3.2 The Humanistic Model

Humanistic psychology rests on the assumption that the individual is a self-actualizing person (Illich, 1970; Rogers, 1969, 1971). Perhaps the most significant contributors to a model of adult and professional learning are humanistic writers such as Carl Rogers, Paulo Freire, Jack Mezirow and Allen Tough. Jarvis (1983) has identified Humanism
as the most frequently expressed 'idology' among adult educators. Unlike Behaviourism, models based on Humanistic theories are almost entirely derived from studies involving adult learners and are therefore directly applicable to the concerns of this thesis.

Based on his own personal experience, critical feedback from his students, and more recently, the findings from empirical research designed to test his model of adult learning, Rogers (1969, 1983) concludes that mature adult learners tend to be self-directing, inner motivated, independent persons who know what they need and how to go about it. He writes: "we cannot teach another person directly; we can only facilitate his learning." Despite this claim, there is evidence that some adults come to learning situations expecting to be led and directed and are often frustrated when their expectations are not realized (Legge, 1967, Elsdon, 1975). This may in part be explained by their previous educational socialization as well as by their own personal preference. Notwithstanding, there is some impressive evidence that learning is facilitated by involving learners in decision making and in the process of learning (Buzzell, 1981; Dow, 1981; Freire, 1971; Heron, 1982). Research by Allen Tough at the Ontario Institute of Studies In Education provides empirical evidence that adults effectively conduct their own learning (Cross 1981). Tough's work has however, been criticized for being restricted to a rather select group of students. For this reason, its validity for a wider group has been questioned.

Jack Mezirow (1980) calls education designed for developing self-actualization 'emancipatory action'. It is not surprising that he considers it the most distinct adult domain of learning. Mezirow's theory of perspective transformation which embodies the principle of
'emancipatory action' is derived from the writings of the German philosopher Habermas. Habermas postulated three domains of knowledge: 1) the technical which focuses on 'learning for task-related competence' 2) the practical which is 'learning for interpersonal understanding' and implies group interaction and 3) the emancipatory which is learning for perspective transformation. Emancipatory knowledge focuses on self-reflection and self-awareness. "Insights gained through critical self-awareness are emancipatory in the sense that at least one can recognize the correct reasons for his or her problems." And "perspective transformation" he writes:

"... is the learning process by which adults come to recognize their culturally induced dependency roles and relationships and the reasons for them and take action to overcome them."

This process is otherwise called "problem posing" and "conscientization" by Paulo Freire (1970). Like Maslow (1968), Habermas identifies self-actualization or 'emancipatory action' as the ultimate goal of human effort and by extension, the highest form of human learning/being. This view of learning for self-actualization has been gaining increasing popularity among adult educators in the United States and Great Britain. Cohen (1983) argues that autonomy is an important counter balance against traditionalism and authoritarianism. She considers autonomy to imply 'that ultimate control of character and particularly its moral aspects should be with the individual himself rather than with outside influences.' Carl Rogers finds this entirely defensible as a principle of enlightened education. He writes:

"The only man who is educated is the man who has learned how to learn, the man who has learned how to adapt and change, the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance
on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world." (p.104)

While Rogers is correct in focussing on the process of learning, he has failed to dichotomize on descriptions of knowledge in the abstract versus functional knowledge or knowledge in use. The former is a perspective formal education has traditionally emphasized. The latter has implications for the type of reflective analysis advocated by humanistic educators. As the quotation suggests, adults become autonomous individuals by learning how to learn, think, and make decisions for themselves. It also implies that attention should be given to the expressed needs of students and educators (Elsdon, 1975). Kidd (1973) also sees the development of "inner-directed" self-supporting learners as a key purpose of adult education.

In view of the increasing philosophical argument (and more limited empirical evidence) in support of autonomous learning, Cornwall (1981) argues for a relaxation of the prescriptive and controlling influence of the teacher and of the education system as well. However, he warns that autonomy is not easily achieved, nor is it facilitated by haphazard methods, nor I would argue, without recognition of the socio-politico cultural demands for that which is being labelled "autonomy". He advises the need for gradual transition from dependence to autonomy when he writes:

"... giving up the rigidly teacher-centered structure of the traditional course in tertiary education does not mean having no structure ... Independence, like freedom, needs a framework to nurture and support it." (Cornwall, 1981:192)

Provision of a well defined and agreed set of 'rules of the game' is seen to be essential to achieving real autonomy, (Cornwall 1981).
Recent research by Elsdon (1984) indicates that adult educators in training expect some guidance and guidelines. As one member's experience illustrates: he 'learned more about the value of positive leadership which allows individual freedom to grow, but not such a lack of guidelines that people don't know how to begin.' This is the nature and function of structure.

2.3.2.1 Demands of Autonomy on Teacher and Learner

The indications are that teaching for autonomy makes specific and sometimes traumatic demands on both students and teachers. There is some research evidence to suggest that staff-student relationship is a key factor in developing student autonomy (Lewis, 1984; Cross, et al, 1983). Boud (1981) claims that Rogers considers teachers' attitude to students to be the single most important factor affecting the development of student autonomy. This implies that a teacher committed to developing student autonomy needs to demonstrate certain qualities. Button (1971) identifies the following qualities which effective trainers should possess. Willingness to:

- change attitudes, accommodate challenges to authority, accept learners as colleagues (Paulo Freire also identifies with this demand), accept criticism and hostility (from students);
- security as persons and in their competence; resilience and tolerance of uncertainty.

Powell (1981) and Cornwall (1981) identify with these qualities but stress that attitudes derived from 'long-standing assumptions about the function and behaviour of an academic teacher' is an area for greatest change if autonomy is to be developed.' Assumptions derived from the context in its totality are also important. Button's work (1971) with
training academics to lead autonomy groups illustrates admirably the
tensions between earlier socialization into a directive role and the
assumption of a non-directive role. This often resulted in considerable
anxiety, feelings of unease and a questioning of one's competence.
However, once they had come to understand and accept their new role
the trainers found it easier to live with their apparent inadequacies.
Button concludes that persons accustomed to authority are uneasy with
democracy.

Students/participants do tend to be uneasy with autonomy in the initial
stages. And this is understandable. As I mentioned earlier, although
as professionals, they have considerable experience in problem-
solving skills and decision making, their previous educational
socialization leads them to expect their tutors to lead and direct. The
absence of such direction frequently results in tensions and frustration
(Ferrier, 1981; Powell, 1981; Cornwall, 1981; Button, 1971). Both
Cornwall (1981) and Elsdon (1975) suggest the need for a gradual easing
into practices of autonomy in order to minimize such tensions. Not
surprisingly, the demands of autonomous learning on students are not
dissimilar to those which Button identifies for tutors. They are:
resilience, flexibility, self-reliance and openness to new
ideas.
As is the case with tutors, attitudinal change regarding the role of
teachers and learners as partners presents the greatest challenge for
students. However, research evidence indicates that once socialized
into self-directed learning, learners tend to develop an abhorence of
direction and authoritative methods (Powell, 1981; Buzzell, 1981)

2.3.3 Summary

This review has indicated a close complementarity between androgogy
and humanistic philosophy as models of adult learning given focus here.
While some writers tend to see a polarity between these models, I consider them to complement each other. Both underscore the idea of the adult learner as a self-directing autonomous learner and suggest active participatory methods as appropriate for facilitating autonomous learning. While they do not deny the role of the teacher and some form of structure, they are all explicit on the need to reduce the prescriptive and controlling influence of the teacher and system. My own view is that several models are required in order to explain the many and varied purposes that professional training is expected to serve. It is the specific goal, negotiated by trainers, providers and learners, which will determine the approach adopted and consequently result in appropriate explanation of the learning processes involved. However, the humanistic model and the self-directed methods they imply seem to be most suitable for the training of professional educators. Theories of adult learning have implications for the selection, structuring and use of methodologies for training professional educators. While there is no neat formula for selecting and using methodologies, there is some research evidence to suggest that certain methods are preferred by learners with professional experience and that they can be effective for achieving specific educational objectives. I will now discuss methodologies identified as appropriate for the education of professional educators of adults.

2.4 TEACHING METHODS AS RELATED TO OBJECTIVES

Models of adult learning/how adults learn have influenced the design and implementation of methods to promote learning effectiveness (Burgoyne, 1978). This has led to the increasing use of a variety of teaching methods which aim at actively involving learners in the learning process and in decision making about what they will learn, how they will learn, and
how the products of their learning will be evaluated. The empirical evidence reviewed here will be drawn largely from the works of Huczynski (1983) and Burgoyne (1978), both of whom have conducted extensive research on methods used for teaching/training personnel in management education (much of the developments in participatory methods have been fostered by Management Studies) and from the works of Elsdon (1975; 1984) and Graham et. al. (1982) who have done extensive research on the training of educators of adults in Britain.

The concept method relates not only to specific learning activities, but to information on the learner, information on who initiates or directs the process, the degree of structure of tasks/learning activities, and the content, context and objective of learning.

The use of innovative teaching and learning methods is probably more associated with management education than with any other professional area. Consequently, much of the comment on structure and effectiveness of innovative methods is to be found in the research literature on management education. Andrez Huczynski in his book Encyclopedia of Management Development Methods has done extensive review of the literature on the design and use of traditional and innovative methods in management training. His conclusion is instructive. He advocates the use of a variety of methods on the grounds that methods consist of varied elements which serve different purposes. As he explains:

"... it clearly demonstrates the futility of devoting oneself wholly to one method. It appears desirable not only to use different methods, but to take care that those grounded in different bases are employed. And the analysis also furnishes an inclusive viewpoint that will prevent one from assigning undue merit or exclusive qualities to any method." (p.4)

There are two possible explanations for the failure to establish the superiority of any one method. One, as I have already shown, is that
adult education seeks to achieve several aims. Since varied aims
call for different methods, methods must be assessed according to
the purposes they are designed to serve. Costin (1972), calls
attention to the lack of specificity in the use of labels for methods.
Labels, he says, are often used without description of the operations
involved or how they were structured and used. This makes comparison
difficult. Huczynski (1983), makes similar criticisms. As Burgoyne
(1978) points out, methods in use embody some assumption about how
people learn and it is these assumptions which give the method its
peculiar characteristic and determine its outcome. He writes:

"In our investigations into different management development
programmes ..... we found ..... different learning theories
illuminated different aspects of the same teaching methods,
and that different applications of teaching methods
'implemented' assumptions from different learning theories,
depending on the manner or style of the application of the
method by the person applying it."

It seems then, that objectives for learning and training provide a
basis on which to classify methodologies. Burgoyne (1978) has defined
methods as 'ready-made sets of assumptions about learning processes
with the qualification that the assumptions can be varied substantially
by the manner in which the methods are applied.' I consider the
objectives one entertains to be a set of assumptions about learning
and these influence the choice and use of methods. In this regard, I
find M. Pedler's (cited in Huczynski, 1983) classification of training
objectives to be useful for purposes of this thesis. Pedler's
classification extends Blooms' (1956) three domains of educational
objectives to include concerns for developing interpersonal skills and
personal growth. The latter two domains are considered necessary for
professionals and are particularly associated with autonomous learning
Pedler's classification, as presented in Huczynski's work, is reproduced in Figure 2.1. Its importance lies in the integration of skills related to personal and interpersonal relationships and the indication that all five areas of learning are important in the training of professionals.

![Figure 2.1 Domains or areas of learning behaviour](image)

Just as Bloom et al. (1956) identified a hierarchy of cognitive objectives (knowledge, comprehension, application, analysis, synthesis and evaluation), so too, Pedler has identified a hierarchy of four levels of cognitive learning. 1) Memory; 2) Understanding; 3) Application; 4) Transfer, value and self expression. I have paraphrased Huczynski's explication of these levels. As Figure 2.2 indicates, transfer is the highest form of cognitive learning, but it assumes mastery of the three lower levels as a crucial prerequisite of transfer. Huczynski suggests that at this level, there are no clearly defined right or wrong answers and learning becomes a partnership between the learner and teacher. These four levels of cognitive learning are seen to have implications for the selection of methods. While the classification makes a useful contribution to the analysis of learning, the hierarchical sequence presents an unnecessary dichotomy. For example "Memory" (level 1) does not have to exclude "Understanding" (level 2), they can occur simultaneously.
Figure 2.2 Hierarchy of Cognitive Learning Objectives

Level 1: Memory
Concerns the ability to recall knowledge, recognise basic facts, procedures, principles and methods.

Level 2: Understanding
Involves integrating or relating bits of knowledge. Attainment of understanding depends on achievement of objectives in level 1.

Level 3: Application
Application can be thought of as 'doing with understanding'. It is sometimes termed the skills level.

Level 4: Transfer
Concerns the ability to select and use the appropriate skills and knowledge in a range of new and different situations.

Pedler's classification of objectives together with his levels of cognitive learning suggests one way of categorizing methods. There is some support for this approach in the literature. For example, Costin (1972) said that research findings on the relative effectiveness of methods might be more useful and valid if methods are compared on the basis of the objectives they are intended to achieve. However, since I am dealing with education for independence, methods which are associated primarily with the achievement of objectives in levels 1 and 2 (Pedler) are not relevant to the theme of my thesis.

2.4.1 Methods appropriate for cognitive development

There is some research evidence that certain methods of learning are more associated with the attainment of higher order cognitive objectives than others. For example, research by Bligh (1975); Beard (1976); Lewis (1984); Ferrier (1981); Trent and Cohen (1973); and Elton (1979) among others indicate that various forms of small group work and discussions are associated with the development of critical thinking,
problem-solving skills and understanding of issues and facts. The fact that the researches referred to were conducted among different age groups involving secondary school children, college and university students and post graduate groups and in different countries, suggests some universal agreement on the value of these methods for developing cognitive skills.

There is no consensus on the effectiveness of the case study method. In a review of empirical research on case study methods, Berger (1984) states that the results are contradictory. For example, while Neider's (1981) survey of training officers' rating of methods found that the case study method was 4th in knowledge acquisition, 4th in knowledge retention, 1st in problem-solving skills, 4th in changing attitudes and 5th in interpersonal skills, Watson's 1975 work found no difference between case studies and lectures in achieving knowledge acquisition and understanding of content, but case studies were more effective in concept application. However, research by Carroll et. al. (1972), Neider (1981) and that of Entwistle (1981) suggests that case studies contribute to the development of skills of analysis, synthesis and evaluation.

Based on his own research and several other supporting researches on training methods, Argyle (1969) concludes that role-play is the single most effective method of training. The method was found to lead to greater understanding of others' position, to attitude change and greater sensitivity to subordinates and to the development of technical skills such as interviewing and supervision as well as interpersonal skills. Because the acquisition of relevant content is a necessary precondition of effective role play (Argyle, 1969), the method also contributes to the higher order cognitive skills of application, analysis
and synthesis. Argyle suggests that the method is even more effective when combined with Close Circuit Television.

Jane Lundy (1984) suggests that there is very little research evidence to support the effective use of games and simulation in achieving cognitive skills. Entwistle (1981) makes similar claims.

There is general agreement that the lecture method is effective for acquiring information. Perhaps the most outstanding work on the lecture is the study conducted by Donald Bligh (1975). Bligh examined the lecture in its various structural and organizational forms and in relation to other methods. The lecture was seen to be applied to situations in which the lecturer made an uninterrupted presentation as well as to situations in which a short presentation was given followed by extensive student questions and comments. Bligh found that the lecture was effective for the acquisition of content. However, there is some evidence that the lecture is not as efficient as, for example, case studies, in acquiring and retaining content (Neider, 1981; Carroll et al. 1972). Huczynski (1983) suggests that the lecture is low in achieving higher order cognitive objectives and for retention of information. There is also some indication that adult learners express a low tolerance level for lectures (Buzzell, 1981; Carroll et al., 1972).

The Socratic method in which the teacher asks a number of inductive questions to assist organization of, rather than deliver, information (Cohen, 1983) continues to be considered to be effective in promoting understanding, perception and thinking skills (Jarvis, 1983; Cohen, 1983; Huczynski, 1983).

While the research evidence provided here suggests that a range of
methods can be used to facilitate the achievement of cognitive objectives, the indications are that higher order cognitive objectives are best achieved by methods which require the learner to be actively involved in and to reflect critically on the learning process.

2.4.2 Methods designed to achieve Affective Objectives

Despite the pervasive influence of Bloom's Taxonomy of Educational Objectives on education since the 1960's, very little attention has been given to teaching for affective development (Fraenkel, 1973). In 1964, Krathwohl et. al. developed the affective area and argued that both cognitive and affective faculties interact to produce learning. This work however, did not provoke a shift in the dominant focus on cognitive objectives in education. Eisner (1969) argues for the statement of expressive objectives which aim at a diversity of learning responses depending on the affective experiences and orientation of the learner. His arguments imply that the focus on Instructional Objectives may have contributed to the undervaluing of affective outcomes in education. Despite this general neglect of the affective domain, affective qualities have been shown to have a decided influence on student performance as well as on students' response to teachers and educational programmes (Perry, 1984; Coats, 1972).

The development of desirable attitudes and values is also considered to be an important goal for the training of professional educators (Rogers, 1969, 1983). According to Huczynski (1983) and Bloom (1956), the affective area involves: 'feelings and beliefs about the issues; your case, the other side's case; fairness, justice etc.' Bloom, et. al (1956) consider attitudes and values to be crucial concerns of the affective domain.
In their analysis of research on teaching methods, Wallen and Travers (1963) conclude that a number of studies show that discussion methods seem to be effective in changing attitudes. Beard (1976) and Lewis (1984) and Abercrombie (1974) identified similar claims for discussion methods. However, Costin (1972) points out that attitude changes are very difficult to interpret and evaluate. This is not surprising as many factors other than method may influence attitude change. For example, Costin's review of research purporting to measure attitude change in respect of discussion method, indicates that the nature of the discipline being studied interacts with method to induce or retard attitude change. This indicates the need for research which 'measures the same kinds of affective outcomes within the same kinds of subject matter' (Costin, 1972: 24). Group discussion has also been found to 'produce a very close-knit feeling in a short period of time' among adult educators involved in intensive group discussions (Claxton and Bestwick, 1971; Elsdon, 1984).

Other methods associated with attitude change and values clarification are role-play, games, case studies, transactional analysis (T.A.) and group work (Peck, 1973; Carroll et. al. 1972; Rogers, 1969). The study by Neider (1971) found that management trainers consistently (over a ten year period 1972-1981) rated transactional analysis the most effective method of achieving objectives in management personnel. There is more recent evidence that professionals as educators can be effective in getting their clients and or students to use the model. Private conversations with a range of professionals contacted during this research indicate that trainers continue to value and use T.A. for achieving affective outcomes in themselves and their students. This is an example and there are others. However, Argyle (1969)
reviewed research evidence which indicates that T.A. appears to benefit
30 - 40% of trainees and that some trainees become less effective and
others become seriously disturbed as a result of their experience.
The deliterious effects can be attributed to the high anxiety
arousing experiences that such sessions create. T.A. methods require
highly skilled, sensitive and caring facilitators if the positive
benefits are to be realised, and even then there are no guarantees
since so much depends on the personality and emotional state of the
learner.

Although T.A. has been quoted as an influential method, it is a model
which is applied for reflection on individual and interpersonal
process and is expressed using a wide range of methodologies. Trainers
vary as to how they use it. Some use it through role plays and a
range of experiential activities designed to highlight behavioural
styles and changes needed. Others use it as an analytical reflective
tool. "It is a very simple practical model expressed in simple
training exercises about effective interpersonal behaviour" (Kilty,
1985, personal communication).

There is some indication that some groups of professionals are not
favourably disposed towards participating in T.A. activities (Carroll
et. al. 1972; Neider, 1981) perhaps because it requires people to look
at themselves. The focus on exposing of an unknown/unfamiliar self
may be disturbing to some people.

2.4.3 Methods designed for developing Interpersonal Skills

Interpersonal skills are primarily concerned with harmonious interaction
and communication between people. The ability to accept people as they
are, to value their contribution, and to create a climate that is
conducive to the mutual growth of client and helper; trainer and trainee, is considered an essential quality of people in the helping professions (Rogers, 1970; Carkhuff, 1969). This is expressed through the three qualities of empathy, genuineness and caring. Argyle (1969) identifies qualities such as: self-confidence, perceptiveness, being highly rewarding to others, disposition to motivate, as dimensions of effective professional practice. His research indicates that role-play combined with CCTV (as mentioned earlier) is effective in teaching "social skills". However, he points out that the effectiveness of role-play depends on 1) the identification of real problems; 2) analysis of how they are to be treated; 3) alert and sensitive trainers to identify mistakes and propose corrective measures and 4) provision for application of skills in real-life situation. Feedback is considered essential to change and improved practise. There is also the suggestion that negative feedback may be conducive to improved performance and change. The following quotation from Argyle speaks on this point:

"The finding that strong negative feedback produces the best results [Miles 1954 - with supervisors] suggests that some degree of emotional arousal may help the learning process, as has been found in other contexts."

I will later discuss this issue in connection with my findings from several of my case studies to be reported in subsequent chapters. However, current practice tends to emphasize the use of positive feedback (Heron, 1981).

The rather limited investigation into the development of interpersonal skills indicates that small group work and peer-group discussion, because of the intimate interactions and mutual sharing they encourage, are effective in developing desirable personal and interpersonal skills
The pioneering work of Carl Rogers in organizing encounter and support groups also provides some evidence that encounter groups do facilitate the development of interpersonal skills. The more recent work of Tom Boydell (1975) on experiential models of learning suggests further developments in this area.

While the research reviewed in the foregoing suggests that interpersonal skills cannot be increased without interpersonal forms of behaviour (and this is also intuitively obvious), the question arises as to whether methods associated with interpersonal skills training necessarily promote growth. There is need for research evidence on this issue. As I will show later, Elton (1978) suggests that some forms of interpersonal training methods can be harmful. Argyle (1969), as discussed earlier, makes the observation with reference to T.A. methods where they are not facilitated by a skillful and sensitive trainer. Some trainees were said to be seriously disturbed as a result of T.A. experiences and others too, were less effective in their work.

2.4.4 Methods appropriate for developing Personal Growth

As discussed in Section 2.1 concern for personal growth derives from humanistic theories of learning and their emphasis on autonomy as a primary concern of human learning. It is also about interdependence (James, 1983). Knowledge and acceptance of one's own behaviour and peculiar characteristics are essential prerequisites of autonomous behaviour (Rogers, 1969). But how might self-knowledge or personal growth be promoted? A number of authors (for example, Boydell and Burgoyne) agree on the point that personal growth is an aim/direction to be promoted rather than a method. It may, however, be embodied in several methods. Huczynski identifies Maslow's 'self-actualized' man
as the goal striven for. His analysis of the work of Tom Boydell, Mike Pedler and John Burgoyne indicates that there is no one combination of methods which promote self-development: "development is a function of the individual interacting with some part of his environment, either actually or symbolically. There is no development without a developer."

This is a hypothesis which ought to be tested. My literature search has not identified any research evidence which positively supports this. The works of Rogers (1969; 1983), Heron (1982) and Kilty (1982) imply that methods such as role-play, psychodrama, self and peer assessment, co-counselling training exercises to practice interpersonal and intrapsychic skills (structured and unstructured), individual counselling and support groups - all of which focus on the person and encourage self-awareness and use of the self - tend to promote personal growth.

2.4.5 Summary

A major weakness of the literature reviewed in this section is that it tends to ignore the perceptions of students. Much of the conclusions reflect either the perspectives of the researcher or the opinions of teachers or trainers. While teacher qualities and perceptions are considered to be an important dimension of effective teaching and learning, it is argued that students' perceptions are equally important. The literature also reflects a lacuna in the perception of the learning situation. Learning can be expected to ensue from the learner's interaction with the learning context (social, political and cultural). There is need for more research which combines examination of effective methodology with the students' perceptions of these methods and of the learning context.
2.5  TEACHING METHODS AS RELATED TO PROCESS

The preceding review has described and assessed methods in terms of the learning objectives they are designed to achieve. But there are several different ways of categorizing methods. Burgoyne (1978) for example describes methods in terms of their specific labels and the learning activities they engage. For my purposes, a description in terms of the presence or absence of active student involvement seems most appropriate. I have argued in Section 2.1 that teaching and learning strategies which encourage interaction between teachers and learners and which treat learners as autonomous, self-directed persons, are desirable for present and future educational needs (Knowles, 1980). Besides, the review so far has indicated that methods which involve the learners are effective in developing higher order cognitive skills as well as affective and personal and interpersonal qualities due regard being given to the relationship to the context. By contrast, information transmission methods such as the lecture and programmed learning, which tend towards more passive student behaviours, are seen to be associated with lower order cognitive objectives such as the acquisition and retention of information in its original form. These findings indicate a categorization in terms of Participatory, Investigatory and Presentational Methods. Such a categorization is consistent with that used by Chadwick and Legge (1984). The research into Further Education, which they edit, identify three teaching modes: Search, Interaction and Presentation. A number of methods, e.g. discussion, are considered to span these modes. I will now discuss the claims made for these groups of methods.
2.5.1 **Participatory Methods**

The essential principle underlying the use of participatory methods is that people learn best when they are actively involved in the learning process and decision making (Rogers, 1969; Knowles, 1973; Kidd, 1973; and Sheffield, 1974). Participatory methods are seen to lie on a continuum ranging from moderate participation (Apps, 1977) to full or total participation (Rogers, 1969; Cornwall, 1981). Moderate participation usually allows for involvement of the learner in the learning activities only, while decision making rests firmly with the teacher/educator. Full participation, on the other hand, sees self-direction as the goal of adult education and is best facilitated when learners and teachers are involved in a 'learning community' setting their own goals, selecting methods and learning activities and engaging in such activities on an equal basis (Rogers, 1969; Davies, 1971; Knowles, 1980). Hence the concept of learning and teaching as a partnership. Cornwall's steps in student autonomy (Figure 2.2) illustrates the areas of choice and the degrees of participation envisaged in autonomy learning. Autonomy is defined as the increasing practice of choice and decision making. Involvement in the two upper steps represents the essence of autonomy learning (Heron, 1981). It must be recognized however, that lack of choice in a decision to enrol does not negate choice in the other areas. It is not unusual for professionals to be sent or pressured into enrolling for advancement courses. This sometimes results in initial resistance to the training programme until the benefits are recognized (personal communication from research participants).
Steps to independence in learning?
A hypothetical hierarchy of choice in learning in terms of aspects of the curriculum.

Figure 2.2 Cornwall's steps in student autonomy

There is an increasing body of research which indicates that participatory methods such as discussion, small group work, role-play, simulations and games, case studies, and various forms of Encounter Group exercises contribute positively to cognitive (Bligh, 1971; Abercrombie, 1974), affective (Boydell, 1975; Peck and Tucker, 1973) and personal development (Rogers, 1983). Participatory methods are also seen to result in permanent and meaningful learning (Elton, 1977; Rowntree, 1981; Cohen 1983).

Methods of the Encounter Group variety, spearheaded by Carl Rogers, embody some form of problem-solving and self-awareness concerns. They are frequently categorized as 'experiential activities'. Because of the increasing popularity of experiential methods in the training of professionals and the evidence that participant learners find these a valuable form of learning (Boydell, 1975; Heron, 1982; Kilty, 1982),
I will discuss this form of participatory method in some detail.

2.5.2 Experiential methods as a participatory strategy

Experiential methods are valued mainly because they promote learning as a holistic experience. The philosophy supporting experiential learning emphasizes the important contribution of the emotions and feelings to cognitive development (Rogers, 1969). Burgoyne and Stuart (1978) suggest that experiential theory and methods developed out of compensatory considerations:

"The encounter/T-group/experiential family of methods can be seen as a reaction to the way in which other methods concentrate on the conceptual ideas, thinking, understanding, techniques side of people, to the neglect of their feelings, values and emotions." (p.54)

There is no consensus among proponents on a definition of experiential methods. Boud (1978) for example, identifies experiential learning as 'learning which arises from the first hand experience of the learner', while Boydell (1975), a foremost exponent of the approach, defines it in terms of the reflective and intellectual processes it engages. He has identified two features which recommend experiential methods as an extremely beneficial way of learning. These are:

1. They lead to meaningful learning

and

2. This learning is achieved by the learner sorting things out for himself - i.e. he restructures his perceptual experiences and hence gains insight, or learning.

The key here is the process of assigning personal meaning. The derivation of meaning, I think, is a rather personal act as Ansubel (1963) and Elton (1977) have demonstrated. Boydell elaborates this
model or rather the process of deriving meaning by reference to Kolb's model of experiential learning, called the Experiential Learning Cycle. This cycle, illustrated in Figure 2.3, suggests that the process of experiential learning involves four stages: experience; reflection and the generation of meaningful knowledge which is then tested for its accuracy and validity and then stored for future use.

Figure 2.3 Kolb's Experiential Learning Cycle

The model is in keeping with Whight's (1970 cited in Boydell, 1975) definition of experiential learning as 'learning which begins with experience followed by reflection, discussion, analysis and evaluation of the experience. Both Kilty (1982) and Heron (1982) identify with the above steps in the process of experiential learning, but they tend to stress the importance of intuition and feedback. Intuition has been defined as "the power or faculty of attaining to direct knowledge or cognition without evident rational thought and inference (Webster's dictionary). It is possible to distinguish two types of feedback:

1) Self-feedback resulting from reflections on one's own experience (see Boydell's Type 1 Experiential below). This is very much introspective.

2) Feedback from others. Here, the learner involves others in the
feedback as exemplified by Boydell's Type 2 experiential discussed below. The unique feature here is that feedback occurs in a context of planned-openness.

Commenting on the value of feedback, Heron (1982) says "in feedback sessions, members evolve cognitive structures for their recent experience, draw out threads of meaning and significance. The individual's experience is clarified through learning from and sharing with others who have had experience in the same area." It seems then that cognitive learning is therefore both enlarged and reinforced by this feedback or sharing of experiences. [In this regard, planned-experience in a context of planned-openness may be a more adequate distinguishing feature of experiential learning than the processes described in the experiential cycle.]

Boydell has identified three types of experiential learning which he designates Types 1, 2 and 3. In Type 1, Learning, the learner is involved in sorting out things for herself, in consciously generating her own cognitions, affects and conations (defined as 'action tendencies'). Type 2, which he calls 'the learning community approach' applies autonomous learning theory strategies. In this, the learner is involved in course planning and design of the nature described in Cornwall's autonomy steps in section 2.5.1, page 37. Here, a climate of openness mutual respect, acceptance, risk-taking and mutual support is essential. It also implies a change in attitude and role of the teacher. As Boydell states:

"As the acceptance classroom climate becomes established, the facilitator is able increasingly to become a participant learner, a member of the group, expressing his views as those of one individual only."
It is not surprising that teachers with authoritative tendencies shy away from learning community approaches, or experience much anxiety when involved with it (Button, 1971). Type 3 involves learning from one's everyday experiences. Learning is 'real problem oriented' on the job. Here, the individual has a chance to apply and reinforce the autonomous learning approach she has developed from Types 1 and 2 learning experiences.

The conclusion to be drawn from Boydell's explication of experiential learning, is that participatory and experiential methods are not mutually exclusive categories, nor are they synonymous. The notion of learning as 'shared experience' (participatory) does not exclude the utilization of the senses. However, a distinction between the two may be established on the basis of intent. While both methods make statements about who should be involved and the level of involvement, experiential methods/theory is explicit about the intent of that involvement. Teaching situations are essentially communication events and the intent behind experiential methods is greater self- and 'other' awareness and acceptance. Focus on intent has the potential for making the achieved learning more transparent, that is consciously available to those participating (Bogle, 1985, personal communication). Focus on intent also has potential for greater stress and anxiety. Elton's (1981) account of his and other participants' experience of the 1973 Tavistock residential conference for senior university staff indicates that the methods generated much frustration and reinforced, rather than changed, the traditional attitudes of some (most) participants. Several participants were reported to have left the Conference before the end of the week. Hence, while some experiential methods have potential for promoting cognitive, emotional and attitude change (Rogers, 1983), others can be counter productive. As with T.A., success seems to
depend largely on the style and qualities of the facilitator, and on the assumptions and expectations derived from the context of existence—prior existence and continuing social interaction.

2.5.3 Investigatory Methods

Investigatory methods are participatory but may tend to be done through individual rather than group work. However, there have been some interesting experiments with group problem-solving for example, the McMasters Medical Curriculum (Barrows and Tamblyn, 1980). Investigatory methods include activities which require some form of problem-solving. Among these are discovery, problem-solving and research. Several writers, including Gagne (1965) and Bruner (1966) tend to use discovery and problem-solving interchangeably, and Chadwick et. al. (1978) argue that research requires steps and processes that are similar to problem-solving. Research is in fact problem-solving (Kidd, 1973). For this reason the discussion of problem-solving here must be seen to apply equally to all methods which are subsumed under investigatory methodologies.

I consider problem-solving to be a process by which information (existing and new) is reorganized in order to produce new ideas, insights and understanding. Gagne (1965) defines it as:

"A process by which the learner discovers a combination of previously learned rules that he can apply to achieve a solution for a novel problem situation."

Several writers agree that problem-solving follows a number of sequential steps beginning with the identification of a problem and ending with the solution (Dewey, 1920; Bruner, 1966 and Gagne, 1965 among others). Huczynski has identified the following five stages each of which is given a time allocation:
a) clarify the symptoms and distinguish between these and the underlying causes;
b) discriminate all possible causes;
c) isolate relevant causes;
d) generate a wide range of alternative solutions without pausing to evaluate any of them (Brainstorming);
e) evaluate and test the solutions and select the most viable.

Other authors identify stages which are essentially similar. Many educators consider problem-solving to be more conducive to meaningful and more permanent learning than transmission methods (Knowles, 1973; Bruner, 1966; Elsdon, 1975).

2.5.4 Presentational Methods

Presentational methods are those methods which present what is to be learnt in its final form. Such methods are usually associated with passive and often rote learning and are considered to discredit learners' ability to think for themselves (Freire, 1970). However, it has been convincingly demonstrated that lectures, printed materials and other forms of presentational methods can promote meaningful learning (Ansubel, 1965; Boydell, 1975). Research by Hodgson (1980) and Laurillard (1978) indicate that students' experience of relevance and meaning from the lecture and instructional material is a function of an interplay of factors. Chief among these are: the immediate context; the teaching style; qualities and competence of the tutor, the students' preferred learning style and their background knowledge of the subject [this will be fully discussed as a dimension of methods in a later section.] Zubir (1983) had similar findings in respect of the use of lectures and individualized instructional materials.
Notwithstanding, there are sound reasons for reducing the use of lectures etc. in the education of professionals. Some of these reasons are that presentational methods:

1. allow mainly one way communication
2. do not usually promote changes in attitude and values.

It will be recalled that I argued earlier that group interaction and changes in attitude and values are important considerations in the education of adults and professional educators.

From the above discussion of the three categories of methods and the underlying assumptions of each, it seems possible to identify dimensions which have relevance to selecting teaching-learning methods.

2.6 DIMENSIONS OF TEACHING METHOD

The literature on methodology suggests five important dimensions of methodology. These are identified as: the context, the content, learner characteristic and teacher characteristics and espoused philosophy (Rogers, 1969; Davies, 1972; Entwistle, 1981; and Parlett 1977). Entwistle (1981) concluded, from a review of recent research on teaching and learning, that all five dimensions make a contribution to effective learning. I will now briefly examine the concerns of each dimension.

2.6.1 The Learning Context

Context refers to societal values, expectations and institutions. It may be useful to consider context at two levels: the broad general context and the more specific context of a given teaching-learning situation. Parlett and Dearden (1977) consider the former to be
the single most important influence on effective learning. They write:

"... it makes one wonder if it is more important to pay attention to explicitly formulated instructional objectives or implicitly transmitted unintended messages ... It is often more fruitful and relevant to relate behaviour, attitudes and study habits to this context ..."

Elton and Laurillard (1979) have illustrated the strong controlling influence of one contextual factor (the nature of assessment) on student behaviour and performance. They write: "The quickest way to change student learning behaviour is to change the assessment system."

A similar conclusion was arrived at by Black, P.J. (1976) who studied the process of teaching undergraduate physics. Research by Marton and Saljo (1976) on university students' learning styles and by Ramsden (1978) further establish the controlling influence that contextual factors exert on the quality of learning outcomes as well as students' attitudes to study.

2.6.2 The Content

The content of method refers to that body of knowledge from new data to theories, attitudes, values and philosophies and the skills and procedures, all of which serve as a vehicle for achieving the goals of a teaching programme. Goals may be cognitive skills and competencies, or affective and 'conative' (Boydell, 1975). There are instances in which the content of a method is the objective of the learning event (Dahlgren, 1978; Huczynski, 1983) that is, the objective is expected to be mastered by the student as in the practice of specific skills whose content is its goal. Huczynski (1983) suggests that the content of a method is bound up with its activities. He says that identification of the 'primary content focus' of a teaching or learning method is best
achieved by asking the question: 'What does the method stress in its concepts and activities?'

Recent attempts to focus on the process of methods, rather than on the content, in the training of professionals, should not be seen to establish a dichotomy between process and content. Rather it is a warning against devotion to fixed content. Huczynski suggests that focus on content or process at any one time is a function of relative emphasis rather than any suggestion that they are mutually exclusive. All professional activity and learning activity involves content and process. Professionals are expected to be proficient not only in information and understandings, but in the skills which are essential to the practice of their profession (Carkhuff, 1969; Huczynski, 1983; Cross and Brown, 1983). Chadwick et. al. (1984) found that adult educators expect professionals to be 1) proficient in their subject, 2) to act competently as teachers and 3) hold philosophical values which inform their competencies.

2.6.3 The learners

There is much research which indicates that learner characteristics such as their perceived needs, likes and dislikes, preferred learning styles and learning situations, together with the size of the group, have a limiting effect on the choice of methods which may be used (Kidd, 1973; Knox, 1977; Entwistle, 1983; Huczynski, 1984). This is to be expected. Methods can be effective only in so far as learners submit to and interact with them. Where methods are considered to be inappropriate and irrelevant to their needs, learners will usually exercise their freedom not to participate (Cornwall, 1981).

Recent research into student approaches to learning in European universities (Marton and Saljo, 1976), Laurillard (1978), Pask (reviewed
in Wilson, 1983) has indicated that students adopt a variety of learning styles commensurate with their perceptions of the demands of the task and the nature of the assessment process. Their particular approach to any learning event may not reflect their 'real' or preferred learning style. These findings are seen to have implications for the selection of a wide variety of learning methods in order to cater for individual differences and preferences. As Entwistle (1981) states:

"The implication for education is presumably that teachers need to provide opportunities for students to learn in a way which suits their preferred style of learning. If teachers adopt too extreme a method of teaching, perhaps reflecting their own learning style, one group of students will find the approach alien to their way of learning."

It seems to me that there is need for more research testing styles of learning other than those identified by Saljo and Marton, Pask, and Laurillard, and for the design of new methods to accommodate such emerging styles.

Other research, particularly among mature adults and professional groups, indicate that adult learners tend to prefer methods which involve them in some form of interactive problem-solving situations. For example, Graham, Harris et al. (1982) found that part-time teachers in training placed a high value on micro-teaching and supervised teaching practice; Elsdon (1975, 1984) found that professional adult educators who had been taught by participatory methods were much more positive towards training and felt that they were more competent, confident and creative than those taught by more traditional methods. Tough (1977) found that mature adults preferred problem-solving as a leisure activity and non-institutionalized learning communities to formal, learning situations. Beard et al. (1976) found that medical students and architects preferred learning in small group discussions, to lecture situations. However, the response to any particular methodology depends on the group of
trainees. For example, professionals such as recent graduates from Teachers' Colleges, who lack confidence or persons accustomed to direction may want to be told rather than be self-directed (Elsdon, 1975; Legge, 1967). Such findings and the students' comments tend to focus on the method and the learning climate created. It is therefore interesting to note that other studies focus on the importance of structuring learning activities.

In a review of research into teaching methods in Higher Education, Beard, Bligh and Harding (1978) referred to a study by Sullivan in 1974 which showed that students gained more from highly structured courses than from less structured. Entwistle (1981) had a similar finding for more capable students. Pfeiffer and Jones (1974), whose work was done exclusively among mature professional groups, also argue strongly in favour of structured activities: "We find that the complementary use of structured experiences and instruments can create powerful learning environments". Cryer (1985 to be published), reports that university lecturers find structured workshops more useful and thought-provoking than less structured ones. Recognition of the value of structured learning situations, seems to be predicated on the recognition that professionals in their daily work, operate in fairly structured situations. However, there are many elements to structure.

2.6.4 Teacher Characteristics

It is generally accepted that teachers have a central and pivotal role in education. What is not generally accepted however, is the strong influence of their personal philosophy on their selection and use of methods. There is some research evidence that teachers' selection and use of methods are influenced not only by their philosophical orientation but by their idiosyncratic teaching styles (Entwistle, 1981; Berger, 1984;
Kidd, 1973. Davies (1972) makes the point quite well when he states that teachers' teaching styles are influenced by their view of the world. If they see students as variable persons who are able to grow and change, this view influences the teaching position they take. The teachers' concept of their role is also an important influence. Interchangeability of roles [I have referred to teaching as partnership and Knowles (1980) speaks of the teachers as co-learner] has everything to do with how negotiation takes place. Very often, negotiation (which is so highly recommended in the teaching of mature adults) reflects one person's view only, that is the person requesting it which not infrequently is the teacher. If participants find negotiation confronting they may withdraw or accept the facilitators' proposal unchanged. One needs therefore to consider how the negotiation is done, the intent behind the negotiation, the genuineness of the invitation and whether or not the group can actively negotiate within the boundaries set by the negotiator if they want negotiation. Charnley et. al. (1982) in their review of literature on the choice of teaching/learning methods argue that the choice of a method or methods results from 'training' in attitudes, values and ethos. Other research establishes some positive connection between teacher attitude and competencies and student motivation and learning. For example, Ramsden (1978) found that teacher qualities such as approachability, enthusiasm and teaching style were strongly influential in motivating learning. Perry (1984) on the other hand, conducted experiments in the area of college students' assessment of instructor effectiveness and found that tutor responsiveness (which includes physical movement, eye contact, voice inflection and humour) positively influenced student performance and learning. Such research establishes teacher characteristics as an important dimension of methods. It also gives importance to teachers'
2.6.5 **Criteria for Assessing the Effectiveness of Methodology**

The literature on the effectiveness of methodology has tended towards agreement on 1) the extent to which objectives have been achieved and 2) the quality of student learning or growth and increased confidence as the main measures of effectiveness (Graham et. al. 1982; Elsdon, 1984). Learners, where questioned, are consistent in identifying changes in attitudes and values, as well as increased competence and skills as measures of effectiveness (Elsdon, 1984; Berger, 1984; Cornwall, 1981; Carkhuff, 1969). Carkhuff (1969), whose work centres on the training of personnel in the helping professions (mainly counselling) posits that "the effectiveness of the training programme can best be assessed by the degree of change or progress elicited in the trainee over the course of training." Berger (1984) who has developed a model for assessing the case study method, identifies four outcome variables as measures of effectiveness. These are:

1) **Student reactions** - how satisfied are they with the class method?

2) **Student acquisition of knowledge, skills and attitudes** - the extent to which objectives have been achieved?

3) **Behaviour change** - to what extent learning has been applied on the job?

4) **Performance effect** - did the new job behaviour improve performance on the job?

These seem a comprehensive set of criteria which combines the concern for achievement of course objectives with desire for recognizable positive changes in behaviour.

A number of researchers, among them Carkhuff, Berger and Charnley et. al. identify the need for more research on the effectiveness of methods of
training. The limited research on the effectiveness of methodology may indicate the difficulty of assessing effectiveness once objectives for training go beyond the lower levels of Blooms' taxonomy. Increasingly, researchers are relying on learners' own assessment of their gains from training and to a lesser extent on assessment by colleagues, students and supervisors of the trainees' performance on the job. No reliable instrument has yet been developed and it is doubtful whether any one instrument will be generally acceptable for measuring affective and higher order cognitive outcome of learning and training.

2.7 CONCLUSION

I have argued that education for professional educators of adults ought to be concerned with moving learners from dependence towards independence. This involves learners in taking increasing responsibility for their own learning. Such an approach to education is seen to have implications for the choice of methodologies which have been demonstrated to have potential for developing higher order cognitive objectives, affective qualities and personal development. Achievement of such objectives is considered to be desirable if people are to be able to cope with the social, psychological and emotional changes of the century. Professional educators were identified as change agents and the research evidence indicates that in general they prefer to be taught by participatory methods which allow not only for personal reflection and self-feedback but the development of a learning community and support group. Much research evidence was cited to indicate that a variety of methods is important if the varied learning needs and preferences of learners are to be met and the varied purposes of professional education served. It was recognised that some adults expect to be directed, and use of varied teaching methods would ensure that their preferences are respected.
CHAPTER 3

DEVELOPMENT OF RESEARCH METHODOLOGY
3 INTRODUCTION

In the previous chapter, it was argued that the traditional focus on fixed content in education is, by itself, inadequate for a world that is becoming increasingly technological. The rate of technological change is seen to have wide social and emotional consequences both within individual nations and between nations. Since such changes are challenging the basic assumptions of a culture and the relationships between individuals, one purpose of education is to enable people to take a more active part in the process and direction of change (Illich, 1970; Freire, 1970; Postman and Weingartner, 1969). What is needed then is a focus on content which is pervaded by context, conditions and procedures (process) rather than on fixed content. Focus on the first perspective has the potential for encouraging the flexibility required in responsible response to change since it provides for variability due to the interaction of content, context, conditions and procedures. Focus on the second perspective may not accommodate the
speed of change in some domains demanded by modern developments because the underlying premise does not recognize the possibility of change. It would seem then that educational instruction may follow one of two paths though only one path addresses the reality of the modern world.

The literature reviewed indicated that both participatory and experiential methods, because of their concern with process and personal growth, have potential for developing the skills and sensitivities required of professional educators. This chapter discusses the research problem and the procedures used to investigate the problem. It states the assumptions and rationale for the methodology used and describes the considerations which influenced changes in the development of the research questions and procedures. Because the pilot study was influential in the choice of methodology, research subjects and courses, a full description of that study is presented and its contributions to the development of the research methodology is acknowledged.

3.1 STATEMENT OF PROBLEM

The main concern was to identify the range of methods used for teaching experienced educators of professionals and to examine how students and teachers perceive those methods. Perceptions were examined in terms of dimensions, demands, effectiveness.

1) Dimensions are, broadly speaking, the components of method as derived from answers to the following questions: What constitutes a method? What are its different aspects? What can be extracted as important features which enable people to make wider choices about learning activities and procedures? Some of these features are covered in the traditional literature, some in the humanistic literature
and others were derived from observing teaching and talking to students and their teachers, and to colleagues. I propose to call these features 'dimensions' of methods. These will be identified and discussed at length in later chapters.

2) Demands on teachers and students as participants are viewed in terms of the elements and issues embodied in the question "What are the skills, competencies, values, qualities, emphases and contradictions required in order to handle different methods?"

3) Effectiveness addresses the extent to which the perceptions/expectations of students and teachers match perceived outcomes/gains. In other words, what did the methods achieve?

3.2 RESEARCH QUESTIONS

In order to investigate the problem, I chose to pose questions rather than have hypotheses. I looked for questions of interest which were related to the overall problem and which were researchable. The initial selection of questions was the result of personal reflection and the influence of the literature, for example Elsdon (1975) and Knowles (1970). These were:

1) What methods of instruction are used for teaching experienced professional educators?

2) How do educators perceive these methods?

3) What demands do these methods make on teachers and students?
4) What features of method should be isolated in order
to measure their effectiveness?

As a result of extensive observation of teaching and learning, literature
search and interaction with colleagues, students, tutors and my
supervisors, I subsequently modified some questions and added one.
The addition and modifications reflect the insights and understandings
gained during the research and data collection and should provide for
a fairly comprehensive examination of the problem.

1) What is the range of methods used for teaching
   experienced professional educators?

2) What factors enter into the selection of method?

3) What demands do these methods make on teachers
   and students?

4) What are the teachers' and students' perceptions
   of these methods?

5) What features of method are associated with
   effectiveness of methods at the level of instruction
   of professional educators?

3.3 Definition of Terms

The literature review indicates a trend towards the use of participatory
methods in the teaching of adults in general and of professionals in
particular. There is the need therefore to investigate peoples' perceptions of the terms participatory and experiential (methods) which feature prominently as appropriate methods for adult learners. It was shown that different people use the same label to mean different things and in their use stress different aspects of the
method. A working definition of these terms for the purposes of this research is:

**Participatory Methods** are those methods of teaching and learning which provide for the **active involvement** of the students in their own learning. This active involvement may range over involvement in deciding what to learn, for how long, who should participate, the procedures, form and implementation of evaluation. The most restricted range is espoused by writers such as Ausubel, Knox and Kidd, who do not envisage learner participation in for example, decisions about, e.g. evaluation. The widest range is favoured by Illich, Freire, Heron and Rogers who argue for learner involvement in all aspects described above. The emphasis in all instances is on learning as an experience in which teachers and learners are active partners.

**Experiential methods** are those methods which are organized on the assumption that learning is a holistic experience. Learning is seen to result not only from the use of the intellect but from the interaction of thoughts, feelings, sensations and intuition (Jung - an appreciation in Reason and Rowan, 1981). The emotions are seen to be an important instrument of learning. To be experiential, participants must not simply be actively involved in an experience but must reflect on the experiences in order to derive personal meaning, review and discuss the meanings with others and then integrate this with previous learning. Experiential learning methods are therefore explicit about the extent of the learners' active involvement. The classification into experiential and participatory is not intended to suggest that the methods are mutually exclusive. Experiential must be participatory but participatory need not be experiential. The classification is made to reflect the distinction made in the literature and in some of the teaching courses which I researched.
Since my research topic is concerned with how professional educators learn, it is necessary to define my use of the term professionals. For the purposes of this research, professional educators are students who have completed a first required qualification for the job they now hold or had held prior to their present course of study. They are people who are training as educators for the professions which they have themselves previously practised.

3.4 THE PILOT STUDY

3.4.1 Description and Procedure

There were three main purposes to the pilot study: to observe the range of methods in use; to improve my interview strategy and questions and to identify issues to develop in the main study.

The study was conducted with (a) two tutors and fourteen full time Certificate in Education students at a London College and (b) one lecturer and two course groups at a London Polytechnic. In addition, as a familiarization exercise, I observed lectures and teaching sessions at Surrey University and attended four workshops as part of the clarification of what I was going to do. I observed eight teaching sessions (four at each institution), interviewed 12 certificate students and three tutors (two at the College and one at the Polytechnic) and held short discussions with eight students who did not have time for an interview. The interviews were recorded and later transcribed for analysis.

3.4.2 The Subjects

The subjects were fourteen certificate students all of whom had had work experience in varied professions and two tutors, one of whom was
the Psychology and Methodology tutor of the certificate students; 
24 experienced teachers who were registered for a Mathematics 
Retraining Course and eight third year students who were reading 
for the Bachelor of Education course and their tutor. The latter 
was a part-time course.

3.4.3 Methods Observed

Student-led seminars and informal lecture, that is a combination of 
information presentation and inductive questions, were the methods I 
observed in use at the College. Formal and informal lectures were 
used at the Polytechnic. A variety of methods were observed at 
Surrey University. These were: small group discussions, brain-
storming, buzz groups, dyadic discussions, simulation exercises 
e.g. interviewing, formal and informal lectures. The workshops were 
experientially based and used the following methods: role-play, co-
counselling, peer counselling, psychodrama, small group discussion, 
dyadic discussion self and peer assessment, brainstorming, buzz 
groups and group facilitation methods.

Since the certificate students were the only ones who were observed 
and interviewed, I will give a detailed description and analysis of 
the seminars and interviews to illustrate the contribution of the 
pilot study.

3.4.5 The Seminars

The two seminars I observed were designed to discuss psychological 
issues and problems arising from the supervised teaching experience. 
Each seminar was led by small groups of students who had identified and 
prepared similar problems. For both seminars there was full class 
participation with students playing the dominant role. However, the
ladies tended to dominate the discussion. For the first session, I
decided to conduct an open observation but to pay special attention
to the level and frequency of student participation. Table 3.1
illustrates the spread of participation during the first seminar.

<table>
<thead>
<tr>
<th>CONTRIBUTORS</th>
<th>MALE 1</th>
<th>MALE 2</th>
<th>MALE 3</th>
<th>MALE 4</th>
<th>FEMALE 5</th>
<th>FEMALE 6</th>
<th>FEMALE 7</th>
<th>FEMALE 8</th>
<th>FEMALE 9</th>
<th>FEMALE 10</th>
<th>FEMALE 11*</th>
<th>MALE 12</th>
<th>MALE 13</th>
<th>TUTOR 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td>9</td>
<td>8</td>
<td>14</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

The number one represents 1 count for each intervention a person
made. If a student was interrupted by someone else, on resumption,
another score was given. The count does not represent duration of the
contribution. The asterix in column 11 identifies the leader of this
seminar. As the table indicates, although the tutor was the third
most frequent contributor, the students were in control of the
discussion. The discussion was orderly. Students responded to
contributions as they were made but at no time was there confusion
resulting from several persons talking at the same time. In that
particular seminar, I formed the impression that students valued
the professional experience of the seminar leaders. Students'
contributions took the form of comments, questions, requests for
clarification of points, and elaboration of or criticisms of theoretical
conclusions. I observed one student taking notes.

The tutor's contribution on the other hand, was mainly catalytic to
spark off discussion or induce critical examination of something that
was said. At other times, he made statements of clarification or
paraphrased answers for verification or to stress the essence of what was
said. The following are examples of his contribution:
"Tell us about this theory lesson"
"What was her concept of theory?"
"So it's not theory, it's practice."
"Are you suggesting that students can react against innovative methods?"

Table 3.2 shows the degree of student involvement in the third seminar. As the table shows, the tutor spoke more than any other student. Despite this, he did not dominate the discussion.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

The nature of the content ["Issues about relationships and students' perceptions - how they see the course and their teachers"], the issues raised and the range of comments made required the tutors' input to get the students to examine and think about what they were saying. Of his 15 contributions, two were comments, while the others were questions, paraphrasings to gain clarification of what was said, and raising counter issues - that is being the 'Devil's advocate.'

The students' contribution showed sensitivity to the needs of their pupils' and understanding of factors which affected their motivation. Student input included the raising of issues drawn from their teaching experience, asking questions, expressions of strong disagreement with certain statements and theory, reporting personal experience which either supported or contradicted theoretical conclusions or checking out their understanding of what was happening and the essential teaching points.
3.4.6 Discussion

In both sessions, there was strong evidence of constructive alternativism. The tutor seemed committed to this philosophy and invited students to examine the implications of their statements rather than insist on one way of looking at the issues, or on any one correct answer.

The conduct of the seminars, the confidence of the students and the sustained and considered contributions that the students made, suggested the following as emerging features of effective methods:

- active student involvement
- respect for student experience
- student/tutor interaction

3.4.7 Students' Interview Results

Analysis of the protocols revealed that the students had so far been taught by six different methods. Of these, all twelve students interviewed found the mini lessons [which were twenty minute lessons prepared and taught by each student to colleagues and the tutor, videotaped and then assessed by the whole group and later in a one to one tutorial with teacher and tutor using the video replay as they wished] and Supervised Teaching Practice to be most necessary, useful, challenging and productive of growth and understanding. Of all the words used in the columns (Table 3.3), only one 'challenge' was introduced by me. This was the question: "Which method/s have you found most challenging?" All other words were generated by the students either in answering the question or in their suggestion of criteria for assessing effectiveness of method. Table 3.3 indicates the students' perception of the methods they were taught by. Eleven students found seminars to be useful, challenging and capable of promoting understanding. Nine found it
exciting and enjoyable. It is interesting that while they found lectures necessary, they did not consider the lectures they attended either useful, challenging, or productive of growth and understanding.

When asked which method they considered most suitable for achieving their goals, all twelve students stressed that the Teaching Practice (inclusive of the mini lessons and supervised teaching practice) was best suited for their purposes and that they learnt most from it. Their reasons were that feedback was "rich, prompt and critical" and the replay of the video tapes helped them to identify areas for improvement and reinforcement. It is interesting that when asked a similar question, the lecturer said:

"Oh, without any doubt, it's the mini lesson, I mean if that group is cohesive and purposeful, it is essentially because of that mini lesson, because each week somebody is on and you generate an atmosphere where they don't stay away because they don't want to let the other person down ... And if you were to contrast the attendance of that group e.g. in that session with the attendance in other sessions, you'd find attendance level is vastly higher than it is in any other."

There is here, strong agreement between students and tutor that teaching practice is a very effective training method. In this regard, students also stated that both implicit and explicit tutor modelling was also very useful. The tutor reinforced this point when he said:
"What is interesting is that the content is not transmitted in a particular way because your purpose is to raise levels of awareness. You can't do that unless people are participating. So that you know, well, there's also another kind of thing at stake here, as I was saying, you know, we are doing what we are talking about. So I can't talk about the value of discussion and participation if I am telling them about it. I mean I've got to do it."

Seminars

The majority of the students enjoyed seminars and learnt from them. Their usefulness, they claimed, depended on three factors:

(a) the content (familiarity with the content); (b) how the seminars are structured; (c) the characteristics of the tutor. With reference to (a), several students said that seminars are most important and appropriate to Humanities and Business Studies because "we have already covered the content we have a lot to contribute. We can and do draw on our experience." (b) Students found seminars which were based on a prepared report or where suitable teaching materials were analysed by the group and discussed, very useful and educational. One reason was that the students were in charge and their experience and comments were listened to and valued. The following remark is illustrative: "The technique used in _____'s seminars is that the group takes focus position." And "Seminars organized in these ways contribute to our understanding of the content and to mastery of it. We talk about our experience of the content." (c) Students enjoyed their seminars because their tutor respected their ability to organize and conduct the seminar. Student autonomy was also practised and valued. "He lets us express our views. The lecturer is important to the enjoyment of the seminar, how he conducts it." However, one student was critical of the lecturer for his 'laissez faire' attitude and non-directive approach: "The seminars need to be more structured. The
seminar leader needs to draw it together at the end so that one could see what has happened." It seems here that the student, not unreasonably, expected some integration of the separate elements of the seminar. Whether the lecturer should provide this integration or facilitate it, was not explicitly stated.

3.4.8 The Polytechnic Courses

This section presents a brief description of my observation of the maths retraining and Bachelor in Education groups. The comments that they made in our brief discussion will be utilized in the discussion of the pilot study.

Observation of Maths Retraining Group

Session 1

The method used was a combination of the lecture and problem solving. Although initially the tutor asked the students to individually solve the problems set on the blackboard, indications that the students were unable to do the assignment led the tutor to attempt a group solution. The tutor's style was essentially expository. He worked the solutions on the board, explained the process and principles and asked for evidence of understanding. Student participation was mainly note taking. Very few questions were asked and no one suggested alternative solutions or approaches.

Session 2

There was much lively participation and evidence of understanding and learning during the second session. There were nine students in this option, which probably explains the choice of methods such as group discussion, inductive questioning and individual modelling. Students
accepted responsibility to demonstrate their skills and to apply the principles learnt in a variety of ways. The tutor's role was that of catalyst, facilitator and integrator. He challenged students who understood the principles to demonstrate to the group; required them to write down the principles learnt at each stage, and he used diagrams, anecdotes and examples to clarify difficult points. After this, he set a new problem which required application of the principles he had just illustrated and asked each person to work that problem. I found this an exciting lesson from which I learnt a lot and in which I felt the need to participate.

The BEd Inservice Group

The method used was teacher led seminar. There were eight students. Although the tutor asked for suggestions for conducting the seminar the students seemed unwilling to make a contribution. Those who made suggestions did so haltingly and expected the tutor to approve and reinforce what they said. Much of their input also showed a concern for content rather than for the skills and strategies which were essential to the learning task [the seminar was entitled "Analysing assignment topics"]. During discussion with the students, one lady said that she was not interested in independent work, she had "very little time to think". Some did however, admit that while they prefer to learn from group discussion and found that a much more adult way of learning because it allowed them to draw on their experience, they simply did not have the time to do the preparation and reading which were necessary if group discussions were to be useful. Lack of time pushed them into a dependency mould which they did not really like, but which was necessary if they were to pass the exam. These students were very preoccupied with the pending exams and this seemed to have reinforced dependence on the tutor.
3.4.9 **Analysis of Teachers' Interviews**

The three lecturers interviewed are as follows:

Lecturer A  Psychology lecturer and Tutor of the Certificate in Education Group of students described here;  
Lecturer B  Lecturer in Business Management;  
Lecturer C  Lecturer of the In-Service BEd students described here.

Table 3.4 shows the methods used by each lecturer. All three lecturers said that the objectives and purposes of their courses as well as student characteristics and expectations influenced their choice of method. As can be seen from Table 3.4, straight lectures and one to one tutorials are the methods most frequently used by Lecturers B and C. Lecturer A on the other hand uses a range of methods, which encourage student participation. It is interesting to note that Lecturer A teaches full-time students while both Lecturers B and C teach part-time students. It may be that a full-time course is more conducive to experimentation and that students do have more time for preparing work which will facilitate their participating meaningfully in class activities. It is also shown that Tutor A alone consciously uses modelling in his teaching. This too is explained by the nature of the course. Tutor B said that he was not involved in teacher training. Since his role was to teach the content and skills of Business Management, Lectures (mediated and straight), together with simulated methods and tutorial were most appropriate for this. Lecturer C on the other hand, said that his students' expectations were the strongest influence on his choice of methods. He said:

"Students rush in breathless and then rush off again. So it is best to keep them together and get them to talk to me. They hardly know each other well enough
Table 3.4 Methods Used by Tutors

<table>
<thead>
<tr>
<th>METHODS</th>
<th>FREQUENCY OF USE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequently</td>
</tr>
<tr>
<td>Straight Lectures</td>
<td>B, C</td>
</tr>
<tr>
<td>Mediated Lectures</td>
<td></td>
</tr>
<tr>
<td>Tutor led Seminars</td>
<td>C</td>
</tr>
<tr>
<td>Student led Seminars</td>
<td>A</td>
</tr>
<tr>
<td>Simulations/Role-Play</td>
<td></td>
</tr>
<tr>
<td>Tutorials (1 to 1)</td>
<td>A, B, C</td>
</tr>
<tr>
<td>Mini-lessons</td>
<td>A</td>
</tr>
<tr>
<td>Supervised Teaching Pr.</td>
<td>A, C</td>
</tr>
<tr>
<td>Small Group Work</td>
<td>A</td>
</tr>
<tr>
<td>CCTV</td>
<td>A</td>
</tr>
<tr>
<td>Tutor Modelling</td>
<td>A</td>
</tr>
<tr>
<td>CCTV</td>
<td>A</td>
</tr>
</tbody>
</table>

to work in groups. They come in to see me. They might also feel that they are not being taught if they are put in groups. I feel that they might feel that if they don't get information from me, they are not being taught."

I asked which method made the greatest demands on them. Both lecturers B and C found that the demands varied with the different aspects of method, e.g., lectures were most demanding at the preparation stage but the delivery was easy. They spent weeks preparing materials for a lecture. But for lecturer B, closure and analysis of simulation and role-play exercises were perhaps the most demanding aspect of methods. Lecturer C found Discussions in student led seminars
so demanding that he abandoned them. The main problem was that very few students did the preparation required and the strain of individual contact and personal relationships during the session led students to dismiss the method as a waste of time.

Lecturer A, on the other hand, found both the preparation and delivery of lectures rather easy because he had been lecturing in the same area for many years. For him, the conduct of student led seminars was very demanding. "In fact, it's much more exhausting to spend an afternoon as you know you do with that group than it is to give an hours lecture because you've got to be thinking on your feet all the time. But it's also much more, much more satisfying .... I have to work quite hard actually to keep myself out [of the discussion]."

The satisfaction he got from the use of participatory methods was a recurring note in this interview. This was also a feature of his students' interviews. They said that while they found lectures a chore, they enjoyed and learnt a lot from methods in which they were actively involved.

3.4.9.1 Discussion of the Pilot Study

The fact that the full-time students preferred to be taught by different types of methods, while the part-time students preferred lectures, suggests that the type of course influences students' perceptions of the effectiveness of methods. Part-time students state very strongly that lack of time to read and think about their work explains their preference for lectures. The lecture gives them the information in its final form and offers some security that they will cover the course. Mastery of content seemed to have freed the certificate students to attend to the higher order levels of Bloom's taxonomy such as analysis and discussion. If content is unfamiliar there is a tendency to operate
at lower levels of the taxonomy such as content acquisition and comprehension. This particular finding suggests the relevance of content as a dimension of method.

The indications are that teacher characteristics are also important dimensions of method. For example, the certificate students attributed much of their enjoyment of seminars to the type of tutor they had. They also expressed the view that his approach to analysing their work, and his respectful and easy relationship with them were largely responsible for the gains they derived from the teaching practice. Critical feedback was frequently cited as an important contribution to effective learning. These findings accord with the claims of the literature that teacher characteristics (Perry, 1984; Berger, 1981) and critical feedback (Perrott, 1977), contribute to student learning.

Because courses for professionals are organized as full-time and part-time and short residential courses, I decided to include all three types of courses in my main study. The fact that one group of learners associated their active involvement in the learning process with meaningful and effective learning, indicated the need to focus on participatory methods in my main study.

The pilot study demonstrated that the interview and the specific questions I asked were able to elicit the participants' perceptions of methods. It also indicated weaknesses in structure and clarity of some questions and provided opportunity for me to test the revised format of the questions. The quality of the response which both the interview and classroom observation elicited and the relevance of the information to my research concerns, encouraged me to use these techniques in my main study. The pilot study not only focused on participatory methods but indicated which research methods were
appropriate for eliciting answers to my research questions. I now
describe the major research methods used in this research.

3.5 RATIONALE FOR METHODOLOGICAL CHOICE

Elton (1977) has argued that the identification of appropriate research
methodology is the function of the researcher's concerns and purposes.
He writes: "The crucial judgement that a researcher must make at the
very beginning of his research is which methodology is appropriate for
the research which he wishes to pursue (p.38)." Since qualitative
research (as opposed to quantitative) is concerned with understanding
the complex relationships between the multiplicity of events which
enter into human behaviour and learning, it seemed appropriate to the
concerns of this research. Qualitative research methodology acknowledges
that in the human condition the "countable evidence" may not always be
reliable since it is unlikely that that "evidence" has a single cause.
The best one can do is to use the evidence to describe the behaviour.
Since the perspective of learners is that through which their learning
will be assimilated and utilized, it seems natural to include their
perceptions in the description of their behaviour. Qualitative methods
seem more appropriate also since "professionals" can be expected to
have easier access to the internal events tapped by procedures of
qualitative research [they are also better able to manipulate the
evidence to present a consistent picture but this is true also of
quantitative research]. It seems therefore, that qualitative research
has the edge in that the transparency needed for the study of human
behaviour is more likely to be achieved through it.

The literature on qualitative research suggests that it has as its
central concern the understanding of human behaviour and perceptions
writes on the purpose of qualitative research and uses the term "verstehen" which means interpretive evaluation. He argues that understanding is facilitated by actively participating in the life of the observed by gaining insights by means of introspection. Elton and Laurillard (1979) make a similar point when they advocate the use of the 'interpretative approach' to educational research since the purpose of research designed to help teachers is "to interpret the complex patterns which are observed in terms of underlying structures ... on which the observed situations are built" (p.90).

Snow (1974) suggests that one reason for the general inconclusiveness of much educational research is that the traditional experimental designs are often inappropriate for the purposes of such research. He argues strongly in favour of classroom based research and "student husbandry" in order to advance understanding and more valid and representative findings. He writes:

"The representativeness of an experiment is enhanced if the learner's behaviour is 'tuned', that is, adapted to the task so that it is smooth and habitual as in ordinary school learning ..."

I considered that observation of students and teachers in their natural learning environment would not only promote amicable relationships but would facilitate interpretation of the students' described reactions to methods through personal involvement in the learning event, even as an observer. On the spot classroom observation would also help me identify issues and components of methods which would help me formulate questions to use in my in-depth interviews of the participants. There was also the expectation that participation as an observer would enhance my own personal and intellectual growth.
I believed that by first observing the students and teachers at work and then talking to them about their experiences, I would gain insights into how they feel about, think, and respond, to the varied learning methods and experiences. This, I thought, would enable me to develop models to explain, understand and answer the several research questions identified here (see pp. 56 ). As Kelly (1955) argued, the best way to find out how people think and feel is to ask them. By talking in depth to several course members, I expected to get a rich variety of views and responses from which to construct a theory of professional learning which might be useful to educators in a variety of professional areas and environments.

In summary, my decision to use qualitative methods of research was influenced by the nature of my research problem and the evidence that methods which sought to get the subjects' views and experiences were the best ways of ascertaining students' perceptions. Extensive reading of the literature on research methodology indicated that qualitative methods such as participant and non-participant observation, in-depth interviewing, total participation in research, and field work (Rist, 1977, p. 44) are effective measures of perceptions (Denzin, 1975; Perry, 1980; Entwistle, 1981). They are also germane to my research concerns.

3.6 RESEARCH METHODS

3.6.1 Observation

The purpose of the observation was to identify how specific teaching/learning methods were structured and used and with what effects. This would provide, in part, answers to those research questions concerned with the range of teaching methods used and the demands they make on learners and teachers. Two types of observation were used: participant
and non-participant. The former offered the opportunity to experience the learning event in a way that an analysis of that experience would provide one perspective in interpreting the protocols from other participants. It also facilitated easier negotiation with students as they came to regard me as one of the group. Limitations involved preoccupation with the experience to the detriment of observation of the larger group. The latter (non-participant observation), permitted a more objective recording of the events but it provided a single perspective on the features observed since the researcher had to interpret from without.

Becker (1971), defines participant observation as a method of gathering data in which the researcher participates in the event, activity or daily life of the group or organization she is studying. She joins in the activities and at the same time watches the group to see what situations they meet and how they behave in such situations (p26 ). As I will describe later in Chapters 4 and 5, some institutions granted me access to observe their teaching only on condition that I entered as a participant observer. Participation usually involved small group interaction and part of the dynamics of small group work is the total commitment of each member to the task. Since most of the activities were experientially based, the mixture of anxiety and sensitivity generated, resulted in much empathy and support for each other. In addition, since we also worked within a limited time frame, there was no opportunity to observe the other small groups even where the emotional factor would have allowed for this. While discussion of each groups' report did generate insights into the response of the wider group, I did not consider this adequate.
The non-participant observer sits in the classroom and observes and records what goes on but does not enter into discussion or engage the attention of the participants. What is observed and recorded is determined by the degree of structure imposed by the research design and instruments.

Both forms of observation are seen to have advantages and disadvantages. Participant observation proved more appropriate for elucidating student's and teacher's perception of the demands of learning methods, but its tendency towards introspective interpretation predisposes towards biased conclusions. Non-participant observation, on the other hand, permitted an holistic approach to observation and thereby allowed access to wider, more objective responses. It was however, less empathic in that one applied the perspective of the outsider to the interpretation.

Bailey (1978) identifies five advantages of observation, four of which I consider to be relevant to my concerns. These are:

1) It allows one to observe non-verbal and other behaviour, the salient features of which are recorded for later analysis.

2) It allows the researcher to identify features for study especially if she is unfamiliar with either the subjects or the topic.

3) It allows for the development of intimate and informal relationships and acceptance. This allows one to get more detailed first hand knowledge of what the subjects are really like.

4) Observation takes place in the natural environment.
Since the particularization of Bales Interaction Analysis (cited in Kerlinger, 1964) is unsuitable for my research, I used mainly open observation. The general approach I adopted was that used by Dearden (1979). Dearden derived his observation strategy from the model developed by Schatzman and Strauss (1973). The model involves three stages:

1) Observational Notes (ON) of the classroom events as a whole. These concern uninterpreted observations, for example, what was done, by whom, students' response.

2) Theoretical Notes (TN) that is the researchers' attempts to derive meaning from the events observed.

3) Methodological Notes (MN) which concerns instructions to one's self, e.g. proposed subsequent action such as issues to be verified or elaborated on; explanation of occurrences.

It was not always possible to take notes during the sessions and so I adopted a practice of writing notes immediately after each session when recollections were likely to be most vivid. A non-participant role permitted the taking of verbatim record of what was said and full description of the learning process. Notes were generally rewritten and analysed within twenty four hours of the observation. Observation allowed me to explore issues which arose in the classroom and to identify points of focus for the interviews.

3.6.2 Semi-structured Interviews

The purpose of the interviews was to explore students' and teachers' perception of teaching/learning methods and the influence of contextual
and other factors on their response to specific learning situations. It also provided opportunity to test the validity of my own interpretations and perceptions of specific classroom occurrences. Since the interview was my main source of data, it was important that I use a semi-structured format. A semi-structured format not only allowed me to direct the interview towards the specific concerns of my research but also enabled me to probe and pursue issues initiated by the interviewees. Some degree of flexibility (not allowed in a structured format) was essential since not infrequently, a structured question would trigger insightful and more relevant comments and disclosures which merited further exploration. At the start of the interview, participants were informed that the purpose of my research was to discover their perceptions of teaching-learning methods and the demands which they perceived the methods to make on them. The questions were open-ended, for example, the first question asked was: "How do you think you learn best?" Since this question tended to present some difficulty for several participants, I often elaborated the question by adding "in what situations do you think you learn best?" The latter format tended to elicit responses similar to those obtained by the former. Where the answers were too brief, ambiguous, or insightful, I would encourage further comment by requests such as "Tell me more about that", "What do you mean by that". For examples of the semi-structured interview schedule, see appendix 2. The questions tended to elicit extensive and rich comments from the participants. Although I had contracted for a thirty minute interview with students and one hour with tutors, most students exceeded the scheduled time. Several said that the questions were stimulating and helped them to think through issues they had previously not considered. All but one interview was tape recorded and with the students' consent. It was my practice to offer to send
participants copies of their transcribed interviews so that they could correct or comment on the record, but only some tutors accepted the offer. One tutor subsequently reconsidered and corrected some of the statements he had made and returned the corrected version.

3.6.2.1 Transcriptions

All interviews from the first case study were recorded verbatim for analysis. This provided a record of the perceptions as they were voiced in the interviews. However, this proved a time consuming exercise, and analysis of these protocols indicated that the relevant points could be extracted by using the main interview questions as pointers. Consequently for subsequent transcriptions I recorded verbatim only those answers which appeared to be significant to the concerns of the research and which also had potential for use as illustrative extracts in the report. Otherwise I took notes under headings suggested by the questions I had asked.

3.6.2.2 Analysis of Interview Protocols

The aim of the analysis was to extract the participants' perceptions as they had voiced them at the interview. The procedure adopted was a combination of in depth and general analysis of protocols. Konold and Well (1981) call this 'hypotheses testing' in that "hypotheses formulated on the basis of a single protocol are 'tested' on other protocols and hypotheses formulated about group performance are 'tested' on individual protocols " (p.10). Following this procedure, each interview protocol was analysed several times. I first read through each interview in order to get a full picture of the interviewee's perceptions and response. On my second reading, I tried to identify what I understood to be the essence of the answer to the specific question.
I tried to identify the specific concepts or perceptions and the factors contributing to them. These I annotated along the margin of the particular response. My next step was to categorize these annotations and then to isolate the specific skills, attitudes, values and feelings that the interviewee associated with each. This yielded issues and dimensions of methods which that interviewee considered important to her perceptions of methods and their contribution to her learning effectively. I considered my specific research questions a useful strategy for organizing this analysis. Using this format, I prepared analysis sheets for each protocol. My third reading of the protocols was intended to identify a group profile. This would allow me to identify the perceptions that were common to the group as well as atypical responses. Atypical responses can often be more instructive than typical ones (Elton quoting Laurillard in personal communication, 1983). I found that each subsequent reading of the protocols yielded new insights and understandings of the focus of the students' perceptions. By applying the issues and categorizations which I gleaned from my observations and continuing interviews to the protocols, I found that I was interpreting the protocols in more interesting ways and with deeper understanding than I had on the first two readings. This is akin to 'progressive focusing' and aspects of 'illuminative evaluation' (Parlett and Dearden, 1977). I then prepared a grid on which I plotted the group's profile.

3.6.3 MODIFIED REPERTORY GRID

The analysis of the first protocols indicated that participants commented at length on some methods but said little or nothing about others. Since I wanted to get in depth perceptions of all the methods used, and the contracted time of 30 minutes per student did not permit this, I decided to use a repertory grid as an additional research method.
Consultation with my supervisors and research methods tutor indicated that it was possible to construct a grid by using the views expressed in the interviews as constructs and the methods in use as elements. This was necessary because of constraints on students' time. The concept 'modified' is used to indicate that the constructs were not elicited by the procedure recommended by Shaw (1980) and Pope and Keen (1981). To prepare the grids, I identified the range of methods mentioned in each set of protocols and used these as elements for the grid. Shaw (1980) defines elements as items which span the area of the research problem. Since my concern is with the response to methods, I considered the methods used to be suitable elements. To prepare the constructs I read each protocol and extracted the different views that each person expressed about the methods. Some participants had several constructs while others had a few. The maximum number of constructs on any one grid was eleven and the minimum was four. I then mailed each grid, along with instructions for rating the grid, to each student who had agreed to complete a grid. As the instruction sheet in Appendix 3 shows, participants were asked to rate each method for each construct on a five point rating scale. Ratings of 1 and 2 are left pole ratings and I made the assumption that these indicate positive perceptions of the methods; while ratings of 4 and 5 were right pole and assumed to indicate negative perceptions. A rating of 3 indicated a moderate stand or that the particular construct did not apply to the method.

Pope and Keen (1981) define the repertory grid as 'a means of entering the phenomenological world of an individual by exploring the nature and interrelationships between various elements and constructs elicited by the method.' Shaw (1980) also identifies with this definition and adds that it "is one of the best attempts to examine and bring into
awareness the conceptual system built, and held by an individual."
Accordingly, I used the repertory grid in order to gain a clearer understanding of the students' perceptions of the range of methods by which they were taught. The completed grids were analysed using the Focus computer programme as described by Shaw (1980). The analysis by focus shows the relationships between clusterings of elements and constructs. These are represented by the drawing of a construct tree diagram and an element tree diagram. This allows one to identify the way each individual perceives the range of teaching/learning methods.

3.6.4 Case Studies

I wanted to find out if there is a pattern of methodological preference among professional educators as students and whether professionals from different disciplines identified more closely with given methods. Consequently, I decided to collect my data from several different professional groups and in different institutions. My purpose here was akin to what Denzin (1978) calls 'data triangulation':

"By selecting dissimilar settings in a systematic fashion, investigators can discover what their concepts (as designators of units in reality), have in common across settings. Similarly, the unique features of these concepts will be discovered in their context."

Data from case-studies would not only allow me to build broad based models of how professionals learn but might make the models more widely acceptable.

The potential of case-studies to generate theories which are widely acceptable is cited by MacDonald and Walker (1975) who write:

"The case can generate a theory as well as test one ... The overriding aim of the research is ... to reveal properties of the class to which the instance belongs."
They define a case-study as 'the examination of an instance in action.' A case study approach would therefore allow me to examine how tutors in different disciplines selected, organized and used methods, their espoused philosophy and the constraints which their particular environmental conditions placed on them; the academic and professional experience of the different students and their several response to the teaching methods, their tutors and their environment.

3.6.5 Triangulation

So far the description of research has indicated that I have used four different research strategies - classroom observation, in-depth interviews, repertory grids and case studies - to collect research data. Diesing (1972) recommends the use of multiple methodologies as a means of achieving contextual validity in qualitative research. He writes:

"Contextual validation takes two forms. First, the validity of evidence can be assessed by comparing it with other kinds of evidence on the same point. Each kind ... has its own characteristic ambiguities and shortcomings and distortions, which are unlikely to coincide with those of another kind ... The techniques of contextual validation enable the holist to use types of evidence whose independent validity might be middling to low, since the different types of error might be presumed more or less to cancel each other out (pp.47-48)."

Denzin (1978:291) calls this use of multiple methodologies "Methodological triangulation."

I chose to use triangulation of method not only because this would reinforce the validity of my findings but also because a combination of methods would produce a much richer source of data than any one method would. Each would also enhance the qualities of the other. As Denzin (1978) explains:
"The rationale for this strategy [between method triangulation] is that the flaws of one method are often the strengths of another; and by combining methods, observers can achieve the best of each while overcoming their unique deficiencies." (p. 302)

I therefore felt that my research would benefit greatly from the use of methodological triangulation.

3.7 SELECTION OF (SAMPLE) SUBJECTS

I chose to collect data for my research from University Colleges, Polytechnics and Associations concerned with the running of short courses for training professionals. Two primary considerations influencing my choice of institutions were:

1) they should be engaged in training professionals and
2) they should be within a forty mile radius of my place of study and be easily accessible by train or coach.

The latter consideration was influenced by financial constraints.

I first identified a number of institutions which offered courses for different types of professionals. I attempted to include institutions which offered a selected range of programmes for example: teacher training, nurse education, training for different branches of the Health Service and Management and Personnel training. My intention was to select students and teachers from each class of institution in order to gain information on the range of methods used and to test whether different types of professionals prefer one method over another. I first contacted heads of departments of each institution, introducing myself and my research interest. My intention here was to economize on resources, time and effort. I would write to only those who indicated an interest in my research and who gave provisional assent to my
conducting research in their institution. I subsequently wrote to ten institutions requesting their cooperation in my research and enclosing a copy of my research statement (see appendix 1 for a copy of research statement and letter). All institutions which indicated an interest in my research advised that their final decision would be determined by the willingness of their staff and students to have me observe and interview them. [The process of negotiating access with each group of students will be fully described in chapters covering each case study].

Five institutions eventually granted me access for purposes of conducting my research. Table 3.5 gives details of each institution.

As Table 3.5 indicates, I interviewed 62 students and 12 tutors. The 62 students interviewed were volunteers from the 168 students observed. In addition to the numbers of interviewees, I administered 22 questionnaires - 20 to students and 2 to tutors on the Personal Relationships Training Course. The reasons for this will be explained in Chapter 5. Those who completed questionnaires are not included in the 62 students and 12 Tutors shown in Table 3.5.

3.8 SUMMARY

As I stated earlier, the purpose of my research was:

1) to identify the range of methods used for teaching experienced professional educators and

2) to examine the perceptions students and teachers have of those methods.

Throughout, my concern was to gain a holistic understanding of the way professional educators in training respond to methods and the reasons
<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>COURSE NAME</th>
<th>PROFESSIONAL AREA</th>
<th>NO. STUDENTS INTERVIEWED</th>
<th>NO. STUDENTS OBSERVED</th>
<th>NO. STAFF INTERVIEWED</th>
<th>DURATION OF COURSE</th>
<th>STATUS</th>
</tr>
</thead>
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<tr>
<td>College Association</td>
<td>Nurse Tutor</td>
<td>Nursing</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>2 years</td>
<td>Full Time</td>
</tr>
<tr>
<td></td>
<td>Personal Relationship Training</td>
<td>Health Service</td>
<td>8 + 20 Questionnaires</td>
<td>30</td>
<td>3 + 2 Questionnaires</td>
<td>12 days</td>
<td>Short Residential</td>
</tr>
<tr>
<td>College</td>
<td>National Administrative Training</td>
<td>Administration</td>
<td>14</td>
<td>14</td>
<td>2</td>
<td>2 years</td>
<td>Full Time</td>
</tr>
<tr>
<td>Polytechnic</td>
<td>Practical Management Skills</td>
<td>Management</td>
<td>11</td>
<td>12</td>
<td>3</td>
<td>10 weeks</td>
<td>Full Time</td>
</tr>
<tr>
<td></td>
<td>Diploma in Personal Management</td>
<td>Personnel</td>
<td>7</td>
<td>34</td>
<td>3</td>
<td>2 years</td>
<td>Part Time</td>
</tr>
<tr>
<td>College</td>
<td>Counselling</td>
<td>Counselling</td>
<td>14</td>
<td>70</td>
<td>3</td>
<td>3 years</td>
<td>Part Time</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>62</td>
<td>168</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for their response. I used a combination of qualitative methods which I considered best suited to measure perceptions and which would ensure that my conclusions are valid. This choice of methodology was influenced in part by the purposes of the research, personal reflection, the claims of the literature, the insights I gained from experiential involvement in various learning activities and from feedback gained from interaction with colleagues, participants and my supervisors.
CHAPTER 4

CASE STUDY 1

SISTER TUTORS' DIPLOMA COURSE
CHAPTER 4 CASE STUDY 1

SISTER TUTORS' DIPLOMA COURSE

4.1 INTRODUCTION

This chapter presents information on the methods of instruction used in a two year full time course designed to train nurse tutors. It examines the students' responses to the methods as they developed through the course and discusses their perceptions of the effectiveness of methods. It also compares the students' responses with the tutors' and identifies their individual preferences and the considerations which inform such preferences. The specific problem was to identify the range of methods used and the students' and tutors' perceptions of those methods.

4.2 RATIONALE FOR CHOICE OF COURSE

I chose to observe this course because I wanted to investigate innovative methods. Both the Family Planning Course (to be reported in Chapter 5) and this course used such methods and the tutors were accessible. Also the course was representative of the kinds of course relevant to my research inquiry and would expand the range of methods in my study.
The Course

The course was observed during the last term over a period of two months, just prior to the final examinations in July, 1983. There were no stated course objectives so students were left to perceive, from the content and nature of teaching, what the objectives were. This resulted in different perceptions of the objectives. It may also affect the students' response as their perceptions may not accord with the intentions of the course.

There were 27 registered students and one intra-mural course tutor. The tutor had been appointed during the second year of the course, the previous two tutors having left the college for employment elsewhere. Much of the non-educational content was taught by outside lecturers who were mainly medical professionals. These lecturers were not accessible for interview. The students report that they were taught mainly by presentational methods (lectures and tutor led seminars) during the first year, but that more active participatory methods were used in the second year. This was due in part to the humanistic philosophical orientation of the new tutor and in part to the new nursing education syllabus which emphasizes the development of personal and interpersonal skills.

I observed and interviewed 9 students and the course tutor. The students observed were 9 self-selected members of an encounter group who met on Fridays outside the normal course time. It may well be argued that a self-selected group is likely to be biased in favour of humanistic philosophy and the teaching methods it implies. However, the evidence from participants indicate that some were very critical of and frightened by, experiential methods and had joined the group to test the validity of their fears as well as to obtain first hand arguments
against such methods. As the analysis of data will show, at least one member retained negative perceptions of the methods. The activities of the group were separate from the ongoing diploma work and were designed to further pursue the experiential exercises which were introduced in the Educational and Humanistic Psychology seminars of the regular course. The aim was "to explore their own level of social and personal skill, and to work through their unresolved stresses, both personal and professional." The course tutor was a member of this encounter group and acted as facilitator. My observations were restricted to this group because the larger group were unwilling to be involved in any way in this research. The pending final examinations generated much anxiety and students were understandably reluctant to encroach on their study time or to expose themselves to unnecessary tensions.

4.3 SPECIFIC CONSTRAINTS

The conditions of access whereby I was required to be a participant observer of a restricted group constitute a number of constraints. First, the refusal of the larger group to participate in the research and the self selected nature of the encounter group suggest that the views expressed by the latter group cannot be considered representative of the larger group. The encounter group was however, not a homogeneous group. Two of these [RCN3 and RCN8] claimed that they had strong reservations regarding encounter groups and the methods used, and their responses to the interview were much more critical and negative than were other responses. Second, it proved impossible to contact the previous tutors. Because the incumbent tutor was seen to be responsible for introducing innovative methods into the course, while the previous tutors were perceived to be traditionalists, it cannot be assumed that the staff responsible for this course had common aims and subscribed to
similar philosophies of teaching/learning. For these reasons, data from students and tutor have to be treated with reservation. Third, my role as a participant observer may be seen as a constraint. My involvement in the learning events may be seen to result in a commitment to innovative methods and therefore to bias the results. However, as I explained in Chapter 3, participant observation can facilitate understanding. Rather than presenting a role conflict, I expected my own involvement in the process to enhance the interpretation of the participants' interview data.

4.4 PROCEDURE

The main data collecting methods were: classroom observation, interviews and repertory grids. I began by participating in the encounter sessions. These were full day sessions held on four consecutive Fridays from 10 am to 4 pm. There was a morning and afternoon session. Because of a previous commitment, I attended six of the eight sessions. The interviews were conducted three weeks after the observation of teaching and the questions applied to the whole course, not just the encounter experience. The delayed interviewing permitted reflective responses and reduced the possibility either of a Hawthorn effect or conditioned responses to the methods. Observation of the teaching-learning process assisted in identifying issues and dimensions of method for further exploration in the interview. A repertory grid was later used to examine in greater depth, the students' perceptions of the range of methods used on the course.

4.5 THE OBSERVATION

The observation was intended to identify - dimensions of methods; specific skills and other demands; the role of the tutor in encounter
sessions and the students' general response to the methods. My observations were guided in part by the use of John Heron's model for analysing experiential and personal growth learning groups. The model which Heron calls "Dimensions of Facilitator Style" has six dimensions. The dimensions are:

1) Directive-nondirective: F (Facilitator) takes responsibility for deciding what the group does or delegates this responsibility to the group.

2) Interpretative-noninterpretative: F conceptualizes and gives meaning to what is going on in the group, or at most indicates behavioural phenomena in the group and leaves conceptualizing them open to the group.

3) Confronting-nonconfronting: F supportively but directly challenges defensive and distorted behaviour in the group, or creates a climate in which the participant confronts herself from within.

4) Cathartic-noncathartic: F actively elicits cathartic release in the group through laughter, sobbing, trembling, storming, or creates a climate of tension-reduction without catharsis.

5) Structuring-unstructuring: F structures the group process in one or more of a variety of ways in order to provide specific types of experiential learning and self-discovery; or provides the type of experiential learning that is consequent on no such structuring.

6) Disclosing-nondisclosing: F shares her own feelings, thoughts and responses with the group, or is present to the group in silent ways.

He explains that the model is value neutral: "the value is relative to context, timing, manner, type of group. There can be both valuable and disvaluable use of all the poles and dimensions in their different aspects ..." For example, to be non-directive is tacitly to direct the group to be self-directed.

While participating in the group activities, I looked for evidence of these dimensions. The intention was not to judge the facilitator on these dimensions but to determine the extent to which they were present or
absent and the effects of these on the participants' response.

4.5.1 Analysis and Discussion of Observation Data

In this analysis, I will focus on four of Heron's six dimensions of facilitator style, as these four were strongly present in all the sessions I observed. These are: directive-nondirective; interpretative-non-interpretative; structuring-unstructuring and disclosing-nondisclosing.

**Directive-nondirective;**

The general pattern was for the facilitator to be non directive. It appeared that an initiative clause was operative in the group. Heron defines an initiative clause as a group decision which allows for shared leadership. Any member of the group, including the facilitator, may choose to propose and/or initiate an activity and influence the direction of the group. Despite this understanding, the general pattern was that the facilitator initiated most of the group tasks and took responsibility for the structuring of such tasks. This is very understandable. The group had recently been formed and participants expected to be trained in the use of experiential methods. At this stage of the group's life - identified as "the stage of defensiveness" (Heron p.4) and Forming (Satow and Evans, 1983; Taylor, 1983), the facilitator is expected to use his experience and skills to facilitate the group process in order to reduce the tensions and anxieties associated with this stage. Also, the indications were that we expected direction from the facilitator. At the beginning of the first two morning sessions, the group sat through long uncomfortable periods of silence as we waited for something to happen. On one such occasion when no one initiated after more than 10 minutes of silent inactivity, one participant remarked on the tense atmosphere and the feeling of estrangement which it generated.
"I left last week feeling that I had established rapport with the group. Now I seem to have lost that." (RCN3)

This remark initiated discussion (in which all the members contributed) on the effect of silence and lack of structure on group processes.

During the afternoon sessions, the facilitator tended to propose an activity and then consult the members. While in all instances the proposed activity was accepted, participants tended to negotiate the structure and content of the activity. For example, when the facilitator proposed body work activities, the participants rejected the specific activities he suggested and proposed and structured alternatives which in their view best suited their mood and the stage of development of the group. There were several other instances of the group retaining the power to structure activities initiated by the facilitator.

It would appear from the foregoing that the facilitator was committed to a democratic style of group leadership. Democratic leaders share the power of decision making with the group (Satwo and Evans, 1983.) The degree of direction/non direction assumed seemed to have been dictated by considerations of appropriateness and timing. It was less risky to share the responsibility for control in the pre-lunch period when participants were more alert and therefore less prone to frustration. However, after lunch, the facilitator consistently assumed a more directive style.

For their part, the student participants appeared not only to have expected direction but to welcome it. At the same time, they reaffirmed their desire for sharing control of the group processes by negotiating and positively choosing activities of the kind suggested by the facilitator.
An interesting observation was the relative ease with which student participants initiated analysis of their personal feelings and their perceptions of the group process and effect. Much of the conceptualizing and explanation of the process and of individual and group response was done by the students. [The quotations which follow are used for illustrative purposes. My participant involvement prevented the taking of verbatim comments except in a few instances. The quotations therefore represent the substance of the students' statements rather than the actual words]. For example, when a particular activity (initiated by the facilitator) elicited a lot of anger, frustration and expressions of concern and caring for members who appeared to be under attack, one member (RCN6) closed the activity by describing her perception of what was happening:

She found the situation and group mystical and it reminded her of her childhood experience of prayer meetings. For this reason she was suspicious and fearful of groups. She was not fearful of the methods themselves but the mystical side brought back the fearful feelings she had in those prayer meetings.

(RCN2) did not wish to associate the group with mysticism:

She did not find her experience of the group she was involved in mystical. She knows the group and experiences the good in it. It is other groups that she finds mystical and she was curious as to what goes on in them.

After much discussion along this vein, another member isolated what she perceived to be contributing to the frustration and concept of mysticism. She was unable to cope with the strong focus on emotional and personal disclosures:
"There is so much emotion, so much powerful expression going on that I am overwhelmed and cannot at the time, derive meaning or learn from it. I have to be distanced from the experience in time and space, about 10 miles [reference to her home] to gain insights, to see what it was all about, and what I learnt." (RCN8)

It seems, that it was the content of the exercise, rather than the method, that was presenting problems for some members. The literature suggests that because conventional education has tended to ignore affective training, any attempt to focus on the personal and interpersonal content is initially very stressful and frightening (Satow and Evans, 1983; Taylor, 1983; Heron, 1977).

Others however, found that by allowing their emotional and personal feelings to surface, they created 'space' for dealing with and better understanding the cognitive aspects of the session. This particular session had helped them to resolve some reservations and to think more positively about experiential methods. For example:

"I am beginning to feel good and for the first time I think positively of the method. [reference to experiential methods] (RCN3)"

and

"I am feeling peaceful, the anger is gone and I am pleased with the group's contribution to this." (RCN6)

What was the role of the facilitator on this dimension? In general, he assumed a non-interpretative stance, encouraging the student participants to conceptualize and explain the process, simply by listening. At times, he made non evaluative remarks such as "I like that use of 'space - leave space'" or called attention to specific behaviours/comments and requested some explanation of these. When members shared a common interpretation, the facilitator would introduce theory which explained that interpretation. However, this was not frequently done.
By the fifth session students were demonstrating a more positive response to the group. Expressions of surprise at how perceptive they had become and how much they were learning about themselves and the value of training in interpersonal skills were not infrequent. For example, following the presentation and discussion of an exercise which required each member to create badges for each other member of the group, one member (RCN1) remarked that she found the group very perceptive in the badges they made for her. She was unaware that she was showing so much of herself.

**Structuring-non structuring**

Responsibility for structuring the group activities and learning methods was shared by both facilitator and group members. The group tended to prefer very structured activities in which the objectives were stated and the various steps in the process outlined. This provided a framework within which to operate. Professionals in general are accustomed to operate in ordered and clearly defined situations. Some students showed signs of disorientation, tension, and discomfort when boundaries were not defined. Reference has already been made to the effect of silent inactivity on participant RCN3 for example. The students' attempts to impose a structure where none was provided by the facilitator, reflect their strong preference for structure. The few instances of confrontation (Heron's number 3, page91) arose from some participants' perception that their time was being wasted due to lack of direction. On one occasion, one member left the room apparently very upset and this triggered a discussion in which the facilitator was challenged for the way he handled the situation. Eventually, the facilitator's suggestion that the group engage in some physical activity was accepted. This served to ease
tension and may be seen as an instance of the non-cathartic dimension (Heron's number 4). In general, there was very little indication of the need for cathartic-non cathartic interventions. The general tendency was that the initiator of an activity suggested the structure. However, since the facilitator tended to introduce most of the learning exercises, he tended to impose the structure. This seemed entirely satisfactory to the group.

**Disclosing-non disclosing**

An interesting, and for me, surprising aspect of the group was the ease with which members shared their personal thoughts and experience of an activity and of each other. I found it very difficult to share my personal feelings towards a member of the group with that person and in the presence of others. Such disclosures, if they are to be helpful to both the person disclosing and those receiving, seem to me to require intimate acquaintance and sensitivity to individual dispositions and idiosyncracies. It seemed however, that the group had passed that hurdle. There was very little indication of anxiety or anger in response to such disclosures. The choice of content and the structure of the exercise may explain this. Disclosures were restricted to the "Here and now" and were given in direct speech - emphasis being placed on the use of the first person singular. Focus on the "Here and now" excluded sensitive and possibly embarrassing personal accounts, while the use of "I" made the delivery non-evaluative. The fact that disclosures were restricted to "Here and now" may indicate an attempt to avoid sensitive issues which might be too demanding of time and emotions. It might also be argued that the learning resulting from such involvement is necessarily transitory. However, the evidence from my personal follow-up discussions with some participants, is that the experience of the encounter group has had lasting positive effects on their relationships
with student nurses and colleagues. During the observation period, I tended to join the group at lunch and tea when I had the opportunity to discuss their reactions to the sessions. Only one person (RCN8) expressed feelings of unease with personal disclosure. Perhaps the facilitator's tendency to initiate the activity by disclosing his personal views helped create trust and encouraged others to take risks.

4.5.2 Outcome

1) The instances of discomfort and frustration arising from unstructured activities (section 4.5.1 indicate that this group of students preferred structured learning activities to unstructured ones.

2) The indications from comments by students RCN8, 6 and others (pages 94 - 95) are that unstructured learning situations were considered a waste of time and generated feelings of anger, frustration and tension. If, and I do not know, the intention behind the use of unstructured activities was to elicit confrontation, then unstructured activities were very successfully used (see discussion on page96).

3) Students made clear distinctions between the content and method of learning activities. Where the content involved personal confrontation and the emotions, some students became uncomfortable and found it difficult to isolate the learning component (see for example the quotations by RCN8 on page 95).

4) The quotation from RCN8 also suggests that to be valuable, experiential learning activities require critical reflection, usually some time after the event. The value is not always immediately evident.

5) Involvement of the facilitator in the learning event is conducive
to full group participation as well as self-disclosure. This was evident from the discussion on pages 93, 97-98.

6) Despite its association with stress and anxiety, the students said that the group was a valuable learning experience (e.g. see discussion on pages 94-96). It was seen to contribute to both cognitive and affective outcome. However, the focus was more on affective qualities.

7) Students spoke of having been changed in some way as a result of participating in the encounter group. A rise of self-confidence and greater self awareness were frequently named indices of change.

8) The discussion on page 93 suggests that time of day influences the choice of learning activities. It appears that best results are possible early in the day when learners are alert and fatigue free.

4.6 INTERVIEWS

The interviews provided the major source of data for this case study. Apart from two students who were interviewed together, all the interviews were done individually.

4.6.1 Analysis and discussion of interview data

A combination of my research questions and selected questions from my interview schedule will form the basis for organizing the analysis and presentation of the interview data. The assumption behind this analysis is that each individual's perception of the methods is equally valid and valued. Thus while attention will be paid to issues and values that are common to the case, I will refer to individual
differences where I consider them to be making a contribution to the interpretation and response to the learning act.

4.6.2 **Range of methods used and process of selection of these**

Since one concern of this research is to identify the range of methods used in teaching adults, I asked the students to name the methods by which they were taught. Table 4.1 presents the methods by which the group was taught and their perceptions of the demands that each group of methods made on them as learners. Both the categorization and the ordering of the categories reflect the students' perceptions of the contribution that the methods made towards achieving their objectives. [As will be discussed in Section 4.6.3, the students expected the course to assist them in (1) becoming competent nurse tutors; (2) in gaining the Diploma and (3) in achieving personal growth. Their perception was that participatory methods and practice teaching contributed most towards achieving those objectives.]

The table is over simplified because frequently there is no division into the categories identified. A gap in the table indicates that students did not state a demand. As is seen in the table, the methods were classified into participatory, practical training and traditional. Of these, the participatory and practical training methods were perceived to make several demands in all three domains of learning: knowledge, skills, attitude and values. More extensive demands were identified for affective learning than for the other two. On the other hand, traditional methods such as lectures and exposition were perceived to make very minimal demands on the affective domain, but to be associated with the acquisition of information and with technical and thinking skills. These students tended to include teaching practice under participatory methods, but one student (RCN6) wanted to classify this differently to
<table>
<thead>
<tr>
<th>Attributes and Values</th>
<th>Skills</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tolerance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resilience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to Growth and Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence, Resourcefulness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to Hard Work</td>
<td></td>
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<tr>
<td>Responsibility</td>
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<tr>
<td>Accountability</td>
<td></td>
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<tr>
<td>Time Management</td>
<td></td>
<td></td>
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<tr>
<td>Confidence, Resourcefulness</td>
<td></td>
<td></td>
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<tr>
<td>Commitment to Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence, Resourcefulness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy, Trust, Agreement, Respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical, Communication, Interpersonal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Methods**

- Seminar - Ticer Led
- Exposition
- Lectures
- Traditional Methods
  - Peer Teaching
  - Supplemented Teaching
  - Practical Teaching
  - Games
  - Problem Solving
  - Lectures
- Encounter Group
- Large Group Discussion
- Small Group Project
- Small Group Presentation
- Role-Play

**Table 4.1** Learning Methods and the Perceived Demands They Make on Students
reflect the focus on evaluative feedback from professional observers.

There was a tendency for the students to use the same labels to denote different methods or to accommodate different definitions of a term which was widely used. One such was the concept of Experiential methods/learning. Eight of the nine students used the concept to describe the non-traditional active methods used. An analysis of their definitions of the concept revealed three main definitions. These were:

1) Five students defined experiential as student participation or active involvement in the learning process. For example:
"Experiential learning is learning about something by virtue of being in the process. By actually participating in what is happening, as opposed to being the observer. You are actually doing something and the doing leads to, creates learning in a different sense than from taking notes from lectures. It's doing an activity or being put in a position that would be unnatural to find out what that situation feels like and it's not always possible to learn something at the time of the experience but you can at a later date look back at it and then it's meaningful. It's not always immediately meaningful." (RCN8)

and

"Students active participation in learning activities using their own resources, that is experiences as resources also use others' experiences. It aims at personal development through drawing on experience." (RCN1)

2) Two students defined experiential as participation followed by reflection on the process in order to identify and reinforce the learning outcome. For example:
"Experiential learning is learning by doing; You actually participate in the subject and the learning takes place as a result of the doing and the learning is free, you're not taught what to learn. You learn as a result of your experiences by actually participating in whatever it is you are doing and drawing your own conclusions." (RCN9)

and

"Experiential learning is learning by way of internal feedback. I experience something, I feel certain things, I do certain things a certain way because of the experience that I am undergoing and so I learn from that internal feedback. As distinct from the external feedback from whoever else is in the experience." (RCN7)
N.B. Words underlined reflect the students' emphasis, not mine.

3) One other student, plus the tutor, defined experiential in terms of participation which focuses on personal response, followed by reflection leading to a decision to effect some change in behaviour.

"Experiential learning is learning about myself and my perceptions of myself and being able to stand back and view what's going on and restructure that within myself and make it make more sense to me so that I can change the way that I look at things and perhaps change the way that I want to react. Then, I think, it's being more in control of myself and my behaviour, being more objective." (RCN2)

and

"Experiential learning to me is learning by experiencing one's self in the world and in situations. So the important word is experiencing self and from an experience itself, gaining new insights. 'To hear is to know, to see is to believe and to do is to understand.' To do it and to reflect simultaneously is what I think is important." (F)

Since there was general agreement on the specific methods which required them to be actively involved whether or not they required self-awareness skills, (for example role-play and discussions in large and small groups), I have named these methods "participatory" while drawing attention to the differing conceptual labels that they attract.

All the students endorsed the use of a variety of methods. They considered varied methods essential in order to ensure that individual needs and differences were provided for. The following quotations illustrate this concern:

"I think it is important that a tutor has a variety of skills at their [sic] disposal, because groups tend to respond to different methods." (RCN6)
"... it's very interesting to see how one method is absolutely wonderful for you and it's absolutely appalling for someone else." (RCN2)

Nonetheless, they expressed a preference for greater emphasis on participatory methods, particularly those which focus on the self. Most of the students considered such methods to be most appropriate to nurse education.

"The new nursing syllabus emphasizes the use of the self, that is the individual as a tool for nursing. The emphasis is on use of self. Self awareness is also stressed in the syllabus and so do experiential methods. So I see the experiential type of lessons meeting my personal objectives for the job that I will be doing." (RCN9)

"Learning by experiencing ... the method is extremely useful in nursing." (RCN4)

Others preferred participatory methods because they suited their personal needs and approach to learning.

"I certainly find that it [experiential methods defined as 'students' active participation in learning activities P. 102] meet my needs. I get a lot of satisfaction from it and I find I tend to function better with those methods and achieve a better relationship with learners." (RCN1)

All nine students made a clear distinction between the methods used in the first year of the course and those used during the second year. The indications are that lectures and tutor led seminars were the main methods used during Year 1, while participatory methods were emphasized during year 2.

"Certainly the first year we had, in terms of how we were taught, it was very basically lectures because there was an awful lot to be got in. Whether or not it could have been done differently I don't know." (RCN1)

"Like I say in the first year, the tutors used traditional methods all the time, only rarely were other methods used ... The second year tutor has been keen on experiential learning
methods. I could almost count on the fingers of one hand the number of times (P) has used lectures and other traditional methods." (RCN2)

The only member of the group to have expressed a preference for lecture methods was sceptical of the strong emphasis placed on lectures during the first half of the course.

"The first half of the course ... the tutors and experts - professors etc. - simply lectured. Teachers of education lectured more often than I think they'd like to appreciate." (RCN3)

Implicit in this is the suggestion that lectures should be minimized in education courses. The students admitted that mastery of specific content was essential both to the examination and the demands of their target teaching portfolio. However, they considered library research and private reading to be more efficient and enjoyable ways of learning content than long lectures.

The group had strong ideas about the considerations which should influence the choice of methods. The nature and objectives of the course, the tutor's philosophy and teaching style, the students' needs and expectations and the content of the course should all be considered. However, they perceived that the tutor's preferred teaching style and the course objectives exerted the strongest influence on the choice of teaching methods. They thought that this should not be so. In their view, the key criteria for selection of method should be appropriateness to the needs and objectives of the students, the course and the tutor's teaching style. It seems then that they consider their needs and objectives to be as important, if not more so, as those they perceived to be influential on the tutor's choice of method.
4.6.3 Students' Perception of Methods

What are the students' perceptions of the methods? All nine students said that methods contributed much to their learning. They defined learning as the process of deriving meaning from any experience as well as the extent to which one achieves one's objectives. In this regard it may be useful to examine the students' personal objectives for the course and to identify the methods which they considered to be associated with achieving those objectives.

Table 4.2 gives the range of objectives shared by the group of students. Competence was defined as confidence in and mastery of the knowledge and skills required of nurse tutors (RCN1). Certification was simply the gaining of the Diploma which would allow them to practice as nurse tutors. They therefore perceived competence as certification and more. Several alluded to the reality that certification does not necessarily imply competence. One may be certified and prove very incompetent and similarly, an uncertified teacher may be very competent. While both competence and certification were related to external approval and survival strategies, personal growth was seen to be an achievement that learners wanted for themselves. Those students who named personal growth as an objective considered it to be their single most important expectation of the course and one which, if achieved, would contribute to the development of self confidence and the attainment of the Diploma. The following quotation illustrates this point:

"My objectives for myself are that I should continue my own personal development so that I can enhance my teaching and facilitation skills so that I can transfer these skills to the students who can then be better facilitators of care for the patients." (RCN9)
It is not surprising that only four students named personal growth as an objective. They were on a professional course and certification is the accepted proof of competence by employers. They also considered experiential methods, especially supervised teaching practice and small group discussions, to have contributed most towards achieving personal growth. One student also specifically named co-counselling as a contributing method. It is possible that their involvement in preparing and making a presentation with the knowledge that they were being critically assessed by their peers and tutors developed their confidence, knowledge and skills. Some reported that their anxiety about appearing to be capable, led them to overprepare in most cases. Positive feedback also stimulated greater effort and confidence, while negative feedback tended to make them much more self-aware. For example one student said:

"Supervised teaching practice is a great challenge but it is a challenge I enjoy. When I teach I teach with confidence. Yes, the challenge of showing them that I am fit to be one of them. That I am fit to be one of their number." (RCN3)

Discussions, by exposing them to different points of view in situations where they had to respond intelligently, were crucial in developing their confidence as well as broadening their knowledge and generating much more positive self-acceptance.

Students who named objectives 1 and 2 (See Table 4.2) said that a combination of methods contributed towards achieving these. While a few used the blanket term 'experiential' and 'traditional' methods, others named specific methods. These were discussions in large and small groups; self-directed learning, meaning individual research and projects; and lectures. The following quotations illustrate the
students' impressions of the way specific methods contribute to their learning:

"I think experiential learning. These methods help achieve content aims because as I said earlier, I am motivated to go and research and read around the topic after, and as a result of the class activities. Also, if you are discussing the interest aroused leads to further work. I also see a place for traditional methods especially in psychology where there is a formal lecture from a professor." (RCN1)

"They all (methods) contribute really. I can't think that one method contributes more than another. Probably a straight lecture contributes least. The practical sessions are related to science subjects ... They're all useful because I get my knowledge base from lectures and from practical sessions and from my own study. How to teach I learn from my own reading and from teaching peer group; supervised practice and group sessions too; self awareness sessions, the kind that we do with P ____ and observing other teachers teach. It is a combination of them all on a trainers' course." (RCN6)

As the quotations above indicate, the students did not particularly like lectures although they considered them to make some contribution to acquiring content. In fact, five of the nine students said that they found lectures difficult to deal with and had to struggle to keep awake or to concentrate.

Table 4.2 Students' Personal Objectives from the Course

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Number Choosing</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Certification</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Personal Growth</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

N.B. Two students named all three as objectives and two named two of the three. One of the 9 students named a different objective "To be thoroughly baffled" which she did not explain.
"I found straight lectures difficult to deal with. People who I felt didn't want me to ask questions, who didn't want to know if I didn't understand, very frustrating. I come out wanting to scream or shout, that or of course switch off completely and that seems such a waste." (RCN2)

"The method [lectures] is inappropriate for me as an adult learner. I need to be involved, to feel that I have something to contribute. The facts as given I can get for myself. To say this is not to deny that lectures can be useful under certain conditions e.g. Physiology facts sessions. Also some adults find them useful. I do not." (RCN1)

"I find it difficult to regurgitate material with the minimum work done. I like things jumbled, thrown at me in any order and for me to sort out the mess. It stimulates me because I have to go and sort it out." (RCN5)

It is interesting that while one student found that lectures suited his learning style, he named supervised teaching practice as contributing most to achieving his objectives of becoming a competent tutor and getting the Diploma. This is partly explained by his belief that he can learn new facts adequately from books and in part by his disenchantment with his perception of the lecturers' failure to teach by example:

"I needed most instruction on how to teach from the educators. I did not get enough from them as models. They say do as I say, not what I do, for example in lecturing to large groups, they tell the teachers not to lecture, but they use a 1½ hour lecture to do this. It's diabolical and I find it unbelievable." (RCN3)

The indications are that the students not only expect their tutors to be competent in knowledge and skills but to be models for them. This expectation is consistent with Carkhuff's research findings (1969) that effective trainers need to function at a high level of competence and to integrate the didactic, the experiential and the modelling sources of learning.
Contrary to the claims of the literature that small group work is conducive to attitude change, several of the students felt that this was more a feature of large group discussions rather than small group discussion. Large groups were described as eight to fifteen persons (two students considered tutor led discussion with all 27 students to have constituted a large group discussion since very few participated); while small groups were less than eight persons. Very small groups had three to four members. They tended to associate small group discussions with stress, intimidation and factions. This was due in part to the pressure on each individual to make a contribution and on the greater possibility of personality clashes when people are thrown together in close relationships.

"I found very small groups difficult to deal with because of being put on the spot. If I am happy about something, then I'll volunteer but I don't like being pointed at and by nature I'll resist it. So that I found quite difficult." (RCN8)

"Small group - it varies tremendously on what you are asked to discuss. If it's an area where you get other peoples' point of view and there is room to develop your own ideas and listen to other people's ideas, but I think there is less room for reflection and probably less room for changing attitudes. I think it's because people seem to get stuck in their own opinions ... Then again, I think there's more likelihood of diversion. People are easily diverted or else they give up on an argument and so they take flight into something else." (RCN6)

However, two students found small group work very useful and attributed much of the changes they had experienced to their small group discussion and work.

What seems to emerge from this analysis is that methods are not good or bad in themselves. They must be judged in relation to the objectives they are trying to achieve. Considerable research evidence suggests that lectures are not every efficient in developing thinking
skills (higher order objectives as defined by Bloom et. al. 1956).

One needs to ask what other methods may do well what lectures do badly and which are not in the purview of experiential methods. The discussion in Chapter 2 indicates that socratic questioning is one non-experiential method which contributes to the attainment of higher order cognitive objectives. The implication is that teaching methods should be related to the objectives they are intended to achieve. This will ensure an appropriate mix of methods.

I used two other questions to tap the students' perceptions of methods. These were: 1) How do you go about achieving your personal objectives or in what situations do you think you learn best (when clarification was requested) and 2) Which method/s did you find most challenging? Table 4.3 illustrates the situations or preferred learning context.

Table 4.3 Preferred Learning Context

<table>
<thead>
<tr>
<th>Methods</th>
<th>Number responding</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-directed methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. individual research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects and Problem-solving</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Small Group</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Large Groups</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

N.B. A few students named more than one learning context

Table 4.4 shows the methods that they found most challenging. I defined challenging as "intellectually stimulating and stretching" but some students said that the concept included difficulty as well. A difficult method meant they had to put out much more effort and consequently
they ended up feeling stimulated and stretched. I considered that a reasonable argument.

Table 4.4 Methods found most Challenging

<table>
<thead>
<tr>
<th>Methods</th>
<th>Number Selecting each</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Supervised Teaching</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Role-Play</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Seminars (Student led)</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

As is indicated in Table 4.3, the majority of students said that they learnt best in situations in which they were actively involved. Of these, self-directed methods such as individual research, individual projects and problem-solving methods were most frequently named. The one person who named lectures also named self-directed methods.

There is a close correspondence between the students' preferred learning situations and the methods they found intellectually stimulating. All the methods named required the student to be personally involved.

It was shown in Section 4.6.1 that the term experiential was used to signify methods which required students participation as well as those which required, in addition, self-awareness skills and reflection in order to attribute meaning to the participatory experience. Five students unhesitatingly said "experiential methods" while another named role-play. The following quotations indicate the reasons why they found the methods challenging.
"The experiential lessons. Yes, because it is an active lesson rather than a passive lesson." (RCN9)

"Experiential method especially small group methods because I actively participate, use my past experiences and get quite a lot out of it. I have to find my place in the group as an equal. Wanting to prove that I have a lot to offer though a quiet member. I think groups like that do give the opportunity. They result in mutual respect." (RCN1)

"Experiential because I have little experience of them. Methods I am not keen on I don't find challenging." (RCN3)

"Seminars. You have to learn a little of the subject matter in great depth and the very nature of being floored with questions from the class on your area. You have to look at the subject from a different angle. (RCN5)

One student found highly structured experiential activities very challenging. She found the emphasis on structure, meaning detailed instruction and direction, contradictory to her concept of experiential learning. Experiential learning is largely allowing the individual to provide much of her own direction and particularly to draw her own conclusion. Interestingly, her partner (this was a group interview with two students), had the opposite response. She found unstructured experiential activities stretching to the point of frustration and anger:

"With P_____'s seminar, you don't know where you are going, I mean you've got to put feelers in every direction to try to make sense of it. It is more of a challenge to me in the sense that to make any sense of it, I've got to do an awful lot more to try and find out what on earth is going on and very often I didn't. I needed a little bit more. So that I needed to make an effort to find out where I was going." (RCN8)

My experience of the sessions I participated in was that unstructured exercises presented difficulties for me and for several other students. I spoke earlier on of the evidence of tension and frustration in sessions
where we sat waiting for something to happen. It seems therefore that the degree of structure of methodology is an important dimension of method to be attended to. The presence or absence of structure can influence the extent and quality of learning.

A factor worth commenting on is the suggestion in the foregoing quotations that students have ambivalent attitudes towards participatory methods in general and more particularly the more experiential types of methods such as role-play and co-counselling, self-awareness methods. Seven of the eight students who mentioned experiential methods used words such as: anxiety provoking, stressful and frightening, intimidating, to describe their initial reaction to participating in experiential activities. When asked to explain what constituted the anxiety they said:

"Well, I prefer to do things, but I did feel quite intimidated working in small groups. I am, except for one person, the one with least nursing experience in the group, and I was made very aware of it by some people." (RCN8)

"Very often, it is after the activities are over that you discover that half the class had completely different ideas about what they were supposed to be doing and not perhaps what you set out to do." (RCN4)

"You were very much involved with your own feelings as a result of what you were experiencing. Initially, I used to feel quite threatened by Experiential Learning. I used to think 'What was expected of me?' but as we were exposed more and more to this type of teaching, then I became less threatened." (RCN9)

"Although I am in favour of it generally, there are times when I feel reluctant and vulnerable and I find the experience very traumatic. But on reflection, I find that I have benefitted and I've gained quite a lot from it ... I think it is the emotional demands made and also not wanting to make a fool of yourself [smiled] in the group." (RCN1)
It seems then that it is the emphasis on the personal and affective aspects of learning and methodology which constitutes a threat.

To work with emotions is to enter an area of uncertainty. Uncertainty tends to generate discomfort as there is no prepared strategy to deal with it (Toffler, 1971). Hence the recurrent use of terms such as "vulnerable", "traumatic", "threatened". My own feelings when first involved in such activities as a participant observer is aptly expressed by student RCN2:

"I think just knowing that it's going to be experiential can be very threatening and you have to cope with the idea that you are going to go on in there and you're not really too sure what's going to happen. I mean I don't feel that so much now but I did very much at the beginning, the anxiety level was woosh and all sorts of strange expectations."

Despite being emotionally taxing, students were unanimous in the opinion that experiential methods are very useful learning methods. They were seen to have potential for understanding of content, for better social and personal relationships, for greater self-knowledge and understanding and for change. I asked if they would like to have the experiential component dropped from the course and they all said "No" because they found it extremely valuable:

"I have certainly warmed towards my colleagues and understand them better. I feel that I have contributed more towards the group and similarly gained quite a lot from the group." (RCN1)

"I find it incredibly anxiety provoking but useful. The more you put into a thing, the more you get out but it's difficult to see that at the beginning." (RCN2)

"Experiential methods demand much more work but a lot more useful if appropriate and used well. It's something that will never be forgotten whereas notes go in a folder and get swotted up before an exam." (RCN4)
"Experiential sessions are extremely anxious, anxiety provoking sessions when you have never done it before ... but I still feel very hopeful about it all. It is possible in the big world." RCN8

The data reviewed in this section show that these students perceived risk taking to be an essential dimension of experiential methods. Because the experiential activities were unfamiliar to them, they perceived them to be associated with stress and anxiety. Paradoxically anxiety and stress were considered essential to learning from such methods. It may be that attention to structure and specification of objectives (as demanded by some students) might reduce the anxiety levels.

Teaching as Partnership

One interesting feature of participatory methods and one which received favourable comments from all the students is their tendency to foster learning as a partnership between tutors and learners. The tutor considered himself to be both teacher and learner and the learners acknowledged that they learnt a lot from the tutor but that they also taught him a lot. Students also found this to be true while on their teaching practice.

Measures of Effectiveness of Methods

One concern of my research is to develop criteria for assessing the effectiveness of methods. I asked the students: "What do you take into consideration when you are judging the effectiveness of methods?" Their responses centred around the learning outcome and their feelings during the sessions. For learning outcomes, they mentioned the following:
- If I achieve my objectives
- If I am able to use the information and skills
- If there is observable change in my attitude and conduct
- How stimulated I am to learn more
- How much I have learnt
- If I am more personally aware
- If I am able to examine things from different angles
- If it meets my needs

Statements about feelings included:

- If I feel satisfaction
- How I feel after a period of time
- If I enjoyed it
- If I feel comfortable

One other criterion named by two students had to do with the process. They considered "how the process went", what was done, when and by whom, to be very important to the outcome. It seems then that these students judged a method to be effective if it produced observable changes both in attitude, skills, information and values and if they enjoyed it. These two broad criteria of change of behaviour and enjoyment are frequently mentioned in the literature as measures of effectiveness either of courses of study or of teaching strategies (Carkhuff, 1969; Berger, 1984).

4.6.4 Summary

The analysis so far has indicated that students consider methods that involve them actively in the learning process to be more effective than methods which promote passive learning. They find these more satisfying because they demand use of higher level cognitive processes as well as affective processes. While use of the affective processes
tend to generate much anxiety, the outcome of greater self-confidence and more sensitive interpersonal skills serve to compensate for the apparent deficiencies. However, one needs to be aware that methods by themselves cannot be seen to account for effective learning. Several students stated that the content, the time of day and the characteristics and competence of the tutor are important contributors to effective learning.

4.7 Analysis and Discussion of selected students' constructing of the range of methods experienced

The relationship of RCN7's constructs and elements is shown in the tree diagram in Figure 4.2. The trees show the clusterings of elements and constructs. For example, in the tree for elements, elements 6 and 11 (supervised teaching practice and small group presentation) are a closely related pair having identical ratings on all but one construct. Student led seminar (element 8) and Peer teaching (E7) receive identical ratings on all but one construct: 'makes me feel very hopeful' (C7) which has a rating of 3. These four elements - 8, 7, 6 and 11 form a cluster. This indicates that student led seminars, peer teaching and supervised teaching practice, are seen to be similar and highly related. The indications are that this student responds positively to methods which involve her as a resource. (I have said earlier in Chapter 3 that I make the assumption that left pole ratings of constructs indicate positive perception). She learns a lot from them (C4), finds them useful (C3), they promote growth and creative thinking (C1 and 5), help her code information (C9), they permit self evaluation (C4) and make use of structured experiences (C8). However, she perceives them to be 'anxiety provoking' and 'therapeutic'. The latter is derived from her giving a rating of 1 to both constructs 6 and 2.
An examination of the construct tree shows that constructs 4 and 1 are highly related and form a cluster with construct 6 (anxiety provoking) and construct 2 (therapeutic). It seems then that for this student, feelings of anxiety and a sense of inadequacy are necessary preconditions for growth and self-acceptance. She also learns a lot from her own self-evaluation.

Methods which require use of the self and emotions are perceived to be closely related in that they form a cluster. Among these, co-counselling and small group discussion receive identical ratings on all constructs. She perceives these methods to promote growth (C1), self-evaluation (C4), creative rather than 'convergent' thinking (C5) as well as being anxiety provoking (C6) and therapeutic (C2). Lectures (E4) and Exposition (E1) are highly related and receive ratings of 3 and 5 on all but one construct. She perceives lectures to contribute positively to coding information (C9). Otherwise, she seems apathetic and very negative towards lectures. She responds similarly negatively to all the remaining methods. However, she makes one concession: self-directed discovery (E19) is associated with personal growth, and creative thinking and she considers it useful (C3, 4, 1 and 5).

The indications are that student RCN7 considers those methods which use her as a resource and which focus on her as a whole person, to be positively associated with learning. These methods correspond with those identified as experiential in the interview protocols.

Student RCN6

As figure 4.3 illustrates, Peer teaching (element 7), supervised teaching practice (E6), Encounter group (E20), role-play (E12), psychodrama (E14) and co-counselling (E13) form a cluster and are therefore perceived by this student to be highly related methods. What do these methods have
in common? Individual contribution and self-confrontation in a challenge are common features of all these methods. As such, they are likely to generate strong emotional responses. Within this cluster of methods, peer teaching is strongly related to supervised teaching practice, and co-counselling to psychodrama. Both pairs receive identical ratings on all but two constructs. The cluster of methods, with the exception of peer teaching, all receive ratings of 1 and 2 (mostly 1) for seven of the eleven constructs. She considers them to be associated with stress (C9), attitude change (C6), challenge (C8), evaluative requirements (C10), self-reliance (C1), personal development (C5) and self-imposed change (C4). This suggests that although she finds these methods stressful, she nonetheless considers them to contribute positively to her learning, to attitude change and to self-development. This finding is in keeping with the perceptions of method which she demonstrated in her interview. The analysis of her interview protocol indicated that she identified these methods as contributing both to the achievement of her personal expectations of the course as well as to the course objectives. There was also close correspondence between her personal expectations and what she perceived to be the objectives of the course.

A cluster of methods comprising tutor led seminars, small group discussion, buzz groups, games, exposition and lectures were rated 4 and 5. Within this cluster, buzz group is highly related to Games and lectures to exposition. It seems then that this student has negative perceptions of these methods. They are not seen to be related to either learning, growth or anxiety. This outcome is at variance with what she said in the interview. Then, she was very positive towards large group discussion and associated it with attitude change as a result of being exposed to different opinions and the evidence supporting those opinions. She also
said that all methods contribute to her learning. This difference may be explained by maturation effects. This student was one who expressed doubts about the authenticity of her ratings of the methods due to her change of role from student to tutor. Despite this area of incongruence, there is remarkable agreement between the results of the two very different methods of exploring this student's perceptions of the range of methods experienced.

The following presents a summary of the analysis of grids RCN2, 8, 1 and 4.

RCN2

This student perceived encounter group and self-directed learning to be appropriate for her preferred style of learning and to encourage self-directed learning. Interestingly, the encounter group and teaching practice were perceived to contribute to mastery of content and to require skilled tutors. She found lectures difficult, rating all but one construct 4 and 5. This accords with her interview comments as demonstrated in the quotation in Section 4.6.3 p.109. In general, this student responds favourably to those participatory methods which involve self-confrontation. They are perceived to be associated with personal growth and mastery of content. She also thinks that she learns best in such situations.

RCN8

The students' rating of the elements indicate that she favours methods which use her as a resource person and at the same time, require either personal or self-evaluation or both. Such methods are: Peer teaching supervised practice teaching, self-directed discovery and the encounter group. Lectures received ratings of 3 or 5 for all constructs. This
is consistent with the strongly negative perception of lectures perceived in the interview where she said that she was generally bored and uncomfortable in lectures.

RCN1

This student enjoys learning in small group situations and perceives methods such as self-directed learning, small group discussion, buzz groups and workshops to contribute to her learning of content, to be appropriate and exciting. Student led seminars, supervised teaching practice and small group work which focus on her as a resource and require critical assessment are considered appropriate but serve to reduce her confidence.

She considers methods which focus on the teacher as resource to be unsuitable to her and to be unrelated to her learning of content or achieving her personal aims. This is consistent with the position she took in her interview.

RCN4

This student gave a rating of 1 on all constructs for the methods: Psychodrama, peer teaching, co-counselling. This suggests that in addition to encouraging student independence, she perceives these methods to contribute to 'permanent learning' and to require participant commitment and 'clear and precise instruction.' She perceives lectures and exposition to contribute to dependence and generally relaxed attitudes. However, they also contribute to permanent learning of content.

The analysis of her grid reveals that student RCN4 responds positively to experiential type methods [see my definition of experiential in Chapter 3, Section 3.4]. She responds negatively to methods which do
not involve her personally and which do not allow her to use her experiences. This finding supports the findings from her interview where she expressed general disappointment with the teaching on the course and found experiential methods useful mainly because of her previous experience as an actor. Experiential methods suited her personal philosophy and pattern of operating.

Discussion

This analysis of repertory girds has not only identified individual students' perceptions of the range of teaching methods used, but has advanced the analysis of teaching methods. The clustering of elements in the several grids indicates two main groups of methods - presentational methods and participatory methods. Of these, participatory methods is consistently associated with self-confrontation and challenge. The self-confrontation element is expressed in terms such as 'anxiety provoking', 'stress' and 'therapeutic'. These are considered essential features of such methods. They are also perceived to contribute to personal growth and permanent learning. Similar dimensions were identified from the classroom observation and the interviews. The perceptions of the lecture were similar across the interviews and repertory grids. Lectures were associated with low and higher order cognitive objectives but perceived to be low on affective objectives.

4.8 ANALYSIS OF TUTOR'S INTERVIEW

Methods of Instruction

The tutor confirmed the students' report that he used a range of methods. However, he classified the methods differently. Where the students spoke of participatory and experiential methods, the tutor used group activity, individual work, and Jungian methods. Jungian methods were e.g.
role-play, co-counselling and psychodrama which stress working with perceptions, feelings and thoughts. These were intended to make the students more self aware, confident and autonomous. Group activity and individual work were, on the other hand, designed to meet individual needs and to encourage the students to share their insights with the group. Lectures were used primarily for survival needs. Students had registered for an examinable course, and since the exams tended to measure content attainment, formal lectures were used as they have been shown to be efficient in teaching content. This comment indicates an awareness that the choice of methods was a function of the course design. A central concern of course design is that teaching methods need to reflect four sources of objectives - those of the learners, the teachers, the course and the examinations. The implication is that the tutor accepted that lectures would produce successful examination and course results and that participatory methods would lead to personal growth. The students however, did not perceive this distinction as clearly as the tutor. In general, they tended to think that participatory methods could achieve their personal goals as well as the course and examination requirements.

Process of Selection of Methods

Consideration of relevance was seen to be the single most important factor influencing his choice of method. A method was chosen because it was seen to be appropriate to the content and objectives of the course and to the students' expressed needs. Since students perceived needs were sometimes at variance with course objectives, it was necessary to negotiate and modify decisions as the course developed. "I do not prescribe any one method. I choose intuitively the one that is relevant to the situation and the information in hand". While he did not say what guides his intuition, his later comments suggest that
considerations of survival (he had recently assumed the post and was conscious that he would be assessed on the basis of students' performance in the exams) as well as his philosophical preference were most influential in his choice of methods.

Demands of Experiential Methods on him as a Tutor

An analysis of the tutor's definition of experiential methods reveals three important dimensions:

1) they make use of one's experience
2) they make one self-aware
3) they require reflection on the process in order to gain insights. "To do it [an experiential activity] and to reflect simultaneously is what I think is important."

The tutor's perception of the demands which these methods make on himself and on students are displayed in figure 4.4. It is shown that several demands are congruent to both teachers and students. Perhaps the most significant feature of these demands, is the idea of learning as partnership between student and teacher. The students also alluded to this as a significant contribution of experiential methods. It seems to me that experiential methods provide a context in which the learner not only uses her resources but acts as a resource that is as valid and valued as the teacher's. Admittedly, this is a difficult demand to fulfill and the tutor was very aware of this:

"First to reduce one's status and to become more aware of one's role ... being able to derole from teacher to person ... that tends to be hard because our defences have tended to be linked up to parenting. We feel very secure behind that role ... So I can't see experiential learning being a very comforting tool to a person who is very defensive ... to be experiential is to risk every single thing."
Figure 4.4 Demands of Participatory Methods on Participants

<table>
<thead>
<tr>
<th>Demands on Tutor</th>
<th>Demands on students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-transition - tutor as learner facilitator, colleague</td>
<td>Autonomy - accepting personal responsibility for growth and actions</td>
</tr>
<tr>
<td>Self-acceptance</td>
<td>Role transition - learner as well as teacher</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>Self acceptance</td>
</tr>
<tr>
<td>Self-disclosure</td>
<td>Self awareness</td>
</tr>
<tr>
<td>Readiness to cope with uncertainty</td>
<td>Risk taking</td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
</tr>
<tr>
<td>Being non-directive</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
</tr>
<tr>
<td>Risk taking</td>
<td></td>
</tr>
<tr>
<td>Being non-judgemental</td>
<td></td>
</tr>
</tbody>
</table>

One implication of this quotation is that individuals who are not prepared to take risks may not choose to use experiential methods. In this regard, the methods are not accessible to every teacher.

But individual characteristics are not the only constraints on the decision to use experiential methods. He suggested that institutional values and expectations as well as peer-group pressures to conform to institutional practice are constraints which one has to respect. "It is difficult to be experiential when you have certain duties to perform."

The Contribution of Experiential Methods to Learning

I was interested in finding out whether or not the teachers consider specific methods to make any significant contribution to students'
**Figure 4.5** Nature and Quality of Student Response elicited by Experiential Methods

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Very Good</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insightful comments</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept formation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relating details</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mastery of content</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mastery of social content</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Student participation</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Divergent thinking</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Convergent thinking</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Skills - Technical, Social Psychology</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Special Technical skills, e.g., Mathematics</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Personal skills</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Learning. Since I had observed that the tutor tended to make very little use of lectures and that he used more participatory methods, I asked how he would rate experiential learning in terms of the kind of learning responses that it elicited from students. Figure 4.5 indicates the nature and quality of the contribution that he perceives the methods to make. There seems to be very close congruence between the students' perceptions of the effectiveness of experiential methods [see Section 4.6] and that of the tutor. Experiential methods are seen by both to facilitate the development of personal and interpersonal
skills, creative and divergent thinking, mastery of certain kinds of content and to promote self confidence and personal growth.

4.9 SUMMARY OF DATA ANALYSIS

In terms of the interview data, it can be concluded that both the students and tutor have very positive perceptions of experiential and participatory methods of teaching and learning. Participatory methods are not only considered to be more appropriate for mature adult educators, but are seen to be ideal for achieving the students' personal aims as well as the course objectives. Experiential methods by facilitating personal growth, ensure that the students develop competence and confidence which in turn, stimulate greater individual effort and research. Unfortunately, although the tutor alluded to the need for students to acquire prescribed content, he made no reference to methods which have been associated with meaningful acquisition of content, for example, the Socratic method and self-study. Lectures were perceived to be the method appropriate for content acquisition. The students on the other hand, perceived self-study methods such as library research and individual reading to be more conducive to mastery of the required content than lectures. One student did however, express the view that experiential methods facilitated mastery of content as well as skills and affective objectives. Since content analysis of the examination script, which these students sat, indicates that a large body of received knowledge was essential to nurse tutors, one would have expected some comment on a wider range of methods that are appropriate for such objectives. It may be that I could have probed the tutor in this direction.

There was also general agreement that experiential methods can be very frightening and emotionally unsettling for the uninitiated, but that it
is well worth the effort. The analysis of repertory grids reinforced
the strong emotional dimension of participatory methods and indicates
more positive student perceptions of these when compared with
traditional methods such as lectures and exposition. The review
identifies learner and teacher characteristics, degree of structure
of learning activities, stress and anxiety (affective qualities),
nature of content, and time of day as essential dimensions of method.
These were seen to influence the nature and extent of learning.
CHAPTER 5

CASE STUDY 2

A COURSE IN PERSONAL RELATIONSHIPS FOR HEALTH VISITORS AND SELECTED NURSES INVOLVED IN TRAINING ACTIVITIES
CHAPTER 5  CASE STUDY 2

A COURSE IN PERSONAL RELATIONSHIPS FOR HEALTH VISITORS AND SELECTED NURSES INVOLVED IN TRAINING ACTIVITIES

5  INTRODUCTION

This chapter describes the structuring and implementation of experiential learning activities designed to train Health Service personnel with responsibilities for training staff. Specifically the aim of the Course was:

"To use experiential methods to create a resource within the NHS, in terms of trained and skilled people who will then provide similar training opportunities for health visitors and other nursing staff to enhance skills in interpersonal relationships."

The chapter further examines the students' response to experiential activities throughout the three modules, discusses their perceptions of the varied activities and compares their response with those of the tutors. Since it has been demonstrated that the teacher's philosophy, teaching style, skills and competences strongly influence the choice of teaching/learning methods [see Chapter 2 Section 2.6.4 I will also analyse and discuss the trainers' criteria for selecting
methods and their perceptions of the contribution of such methods to effective training and learning. The specific problem was to identify how experiential methods were organized and used and with what effects.

5.1 RATIONALE FOR CHOICE OF COURSE

I wanted to investigate experiential methods and their effects on participants when they were used in situations which were not constrained by examinations or formal evaluation instruments. My experience in observing an earlier course which used innovative methods had indicated that anxieties associated with the examinations tended to limit the students' willingness to use innovative methods and modified their perceptions of their usefulness. I wanted to find out whether stress and anxieties were inescapable features of the methods themselves or whether the examination either created or accentuated such anxieties. Since the Family Planning Association's Workshops were based on experiential methods and required self assessment and group feedback on performance, rather than formal examinations, I chose to examine this course.

5.2 SPECIFIC CONSTRAINTS

Since a course in personal relationships, more frequently than not, involves use of sensitive personal content, the Course organizer indicated that the participants would be unwilling to accept a non-participant researcher as an observer. I was therefore granted access on condition that I accepted full membership status. This condition seemed agreeable on two counts: 1) I could achieve my purpose of observing the course and 2) training in the use of experiential methods would not only facilitate my understanding of their demands on trainers and participants alike, but would contribute to my
to my own personal and professional development. The latter seemed a real bonus. However, I was aware that full participation would restrict my access to the full group of participants since, as I will describe in Section 5.5, the participants were organized into three small groups, each with separate pairs of tutors/trainers. I decided to administer questionnaires to non-members of my group as a compensatory device. This was also intended to ameliorate the difficulties associated with being a participant observer (see Chapter 3 for discussion of difficulties related to participant observation).

5.3 THE COURSE

The Course was organized in three four-day residential modules spaced over a four month period. There were two intermodule projects designed to provide opportunity for participants to apply, in their work situations, the principles, skills and understandings to be gained on Modules One and Two. The Modules were held as follows:

- Module One 7th - 10th June, 1983
- Module Two 12th - 15th July, 1983
- Module Three 20th - 23rd September, 1983

There were thirty participants and six tutor trainers. The majority of the participants were Health Visitors, but a few were selected from among Family Planning Officers, Health Education Officers, Nurse tutors and myself, who was introduced as a research student and teacher educator.

Participants were instructed to self-select themselves into three groups of ten each. Grouping presented difficulties since we were all strangers. However, the initial introductory exercises did facilitate our getting to know a few members, albeit limited. The tendency was to select persons we had spoken to or shared with in those introductory
exercises. The requirement for each group to select a pair of tutors with whom they wished to work demanded delicate and prolonged negotiation as surface personalities was the main criterion relied on under the peculiar circumstance. My observation was that several participants were unhappy with being asked to make such decisions so early in the course. This was later supported by the comments of some participants, for example: "Unsatisfied with the process by which the group - as yet without clear identity and feeling anxious and insecure were being asked to make decisions which I felt were beyond the developmental stage of our group, e.g. confidence gave connotations of 'risk' which became very uncomfortable."

The decision to keep both the small groups and the group leaders constant throughout the course proved to be astute planning. It enabled the creation of a safe and intimate learning climate which was conducive to personal disclosure and the cementing of group loyalty; and it facilitated the easy development of the necessary training skills. By working together closely in intensive group discussion over the four day period, members got to know each other very well. By the second Module, the stage was set for risk taking and good natured acceptance of critical feedback which is an essential feature of experiential learning. Provision of a Book Stall during each module exposed participants to a range of supporting literature which could be purchased at reduced prices.

5.3.1 Course Objectives

The objectives which were stated in a circular letter to all applicants included cognitive, affective, personal and interpersonal skill concerns. They were:

1. To increase participants' awareness of their own
attitudes and behaviour and how they affect colleagues and clients.

2. To increase skills in building the kind of relationships that enhance the caring role of the professional.

3. To explore use of experiential methods to enhance work with individuals, and also to understand how groups function and how to use groups as a learning medium.

4. To demonstrate an understanding of theory relevant to the course.

5. To be aware of some of the relevant organisations, source materials, and other resources available.

6. To gain an experience of a support system and understand the value of this in their own work setting.

7. To gain sufficient confidence, knowledge, and ability to initiate training events using outside help where appropriate.

A significant feature of the objectives was the provision made for participants to practise training skills and procedures by being personally involved in planning and facilitating groups. This acknowledges that immediate practice and critical feedback promote effective training and practice (Perrott, 1981; Bligh, 1975, Argyle, 1969).

5.4 PROCEDURE

The main methods used to determine participants' perceptions were observation, interviews of the tutors and participant members of my small group and questionnaires to members and tutor/trainers of the other two groups. Since I wanted to tap perceptions which reflected the participants' experience of the methods over a period of time and in situations where they were able to assess their effects in their practical work situation, I decided to conduct the interviews during the third module. This would also reduce the
Possibility of researcher bias. All interviews were held during the tea breaks and just as we retired to bed. It was not convenient to interview the trainers during Module 3 since they were engaged in the mechanics of planning the plenary sessions and other housekeeping activities. The three trainers who were resident in London, were interviewed at the FPA office during October 1983 and the other three were sent questionnaires immediately after Module Three. Two of the three tutors and ten of the 18 questionnaire participants returned their completed questionnaires. (Two participants had been unable to attend the third module). Since I was a full course participant, I concentrated my observations on the choice, organization and implementation of the training methods. I will now describe the methods that were used. A repertory grid was also used to examine in greater depth, the interviewees' perceptions of the methods.

5.5 DESCRIPTION OF TRAINING METHODS

5.5.1 Physical Facilities

Since there is research evidence to suggest that the physical facilities for training impose limitations on the methods which can be used (Bligh, 1975), I will briefly describe the room facilities available for the course.

The course was held at the Anglian Regional Management Centre, Chelmsford. This institution provides conference facilities for several courses. Consequently, we not only had a large conference room in which to hold plenary sessions, but several large rooms with moveable furniture, so that each group of 10 had adequate room space for dyadic activities. In addition, the ample attractive grounds and excellent weather permitted outdoor activities in smaller private groups. There were therefore very little physical constraints on the variety of methods which could be used.
5.5.2 Module One

The trainers used very structured activities during the getting to know you stages of the course. Structure involved the giving of clear, precise and direct instructions so that participants knew exactly what was expected of them. The activities included the giving of non-verbal messages as we moved around in circles, and the sharing of innocuous personal and professional information, reporting back what we had heard and the sharing of a recent good or bad experience. There was however, evidence of awkward self-consciousness. One participant commented: 'I find the constant selection of activities exhausting'. Several participants later confessed to feeling rather foolish during these initial exercises. They nonetheless admitted that the exercises facilitated their getting acquainted. It was significant that the groups of ten were largely formed from persons with whom we had first spoken and shared some information about ourselves. The shared awkwardness and feelings of self-conscious embarrassment seemed to have generated empathy and possibly kinship.

By the second day, when the groups were formed and had more opportunity to get acquainted, the tutors gradually reduced the amount of control and invited suggestions. Group contribution centered mainly on the choice of partners for dyadic or small group exercises and the choice of content. During this session the tutors suggested but left it open for the group to reject or substitute their own content. The methods relied on during Module One were small group discussion (in twos or threes where the third person was an observer who would report back), paired counselling and large group (i.e. all 10 members) feedback on a sharing basis, and the plenary session in which the full group of 30 plus the 6 tutors shared a theory and discussion session.
The Plenary session served the purpose of keeping the larger group in contact and of generating a sense of belonging and common experience. The smaller group of 10 developed into a type of support or home group.

The experience of Module One was not unlike that generally associated with first encounters of a relatively new and highly contentious experience. When asked to name the feelings they most experienced during Module One (FPA Administered Questionnaire), fourteen of the 30 participants named either anxiety, frustration, apprehension, confusion, curiosity or a combination of these. Such feelings were generally associated with the first two days of the workshop and several participants mentioned a gradual reduction of anxiety and frustration as the Module progressed. This was attributed to the trainers' sensitivity to participants' needs. "I recognized and appreciated the sensitive adjustments that were made as the module progressed" [participant comment].

5.5.3 Modules Two and Three

The methods were characterized by greater risk-taking and less tutor imposed structure, reflecting the stage of development of the group. As members returned to the course with greater confidence resulting from positive colleague feedback and the success of their intermodular activities, they were required to influence not only the specific objectives of the sessions but to identify how those objectives might be achieved and ways of assessing their success. Thus even where the methods used were similar to those of Module One, the structure and implementation were somewhat different in that progressively participants assumed some responsibility for decision making. Significantly, a few members were dissatisfied with being asked to
influence the direction of the course as the following illustrates: "I feel manipulated". The main methods used throughout the course were Role Play, Small Group work, Large group discussion, Feedback sessions, Serial Counselling, Paired Counselling, Facilitating groups, problem-solving exercises, Theoretical input (Plenary Sessions), Film, Values Continuum, Puzzle building (Group Dynamics exercises). I will now describe the general structure and use of the various methods.

5.6 ROLE PLAY

Role play required a participant to assume the role of another person in a specified situation, and to behave as that person might behave. The participant was expected to identify fully with the situation. The general format was to invite group members to field a number of problematic on the job experiences from which a selection would be made for role play. Description of the experience was sufficiently detailed to allow players to perform their roles realistically and satisfactory. A further instruction was to avoid choosing roles that one would normally perform on the job. For example, if the role involved a Health Visitor, participants who are Health Visitors should not choose that role. This would better allow for demonstration and assessment of the function of empathy and perception in role play. At the end of each role play there was a feedback, discussion and evaluation session during which players described their experiences, what they had learned, and received critical comments from the group and the tutors. The tutors then summarized the learning points identified in the discussion and where necessary cited theory to support our conclusions. At times, the group was asked to generate its own theory. Not infrequently, the role portrayal identified a
possible solution to the problem and one which the person who had presented the problem had not previously tried or even considered. This usually triggered much excitement in the group. Several members, who had previously been sceptical of role play remarked on the powerful contribution the method made to learning. The feedback review session was considered essential to learning from role play. Feedback served to identify and cement what was learnt.

5.6.1 Small Group Work

Small group work in this course comprised two to four persons. Dyadic groupings were preferred but two dyads were sometimes combined into four for purposes of sharing experiences. Where groups of three were used, one member acted as observer and gave feedback to the other members. The choice of partners was an individual decision. Since the skills, understandings and relationships were the specific content of the sessions, the subject matter was flexible and determined by what was considered appropriate to our needs. The general tendency was for the tutors to suggest the general nature of the subject matter which could be discussed and the groups chose the specific details. The tutors' role was to choose the activity and provide some structure to facilitate economical use of time and the achievement of the course objectives. They also convened and chaired the feedback sessions, ensuring that feelings and conflicts were explored. Some examples of the tutor's instructions to small groups were:

- Discuss in your pairs how you feel about the intermodular project you had set yourself.
- In pairs, say what you want from Module 2, how you can achieve it and how you might sabotage it.
In pairs discuss and order which objectives have not been achieved. Suggest ways in which they can be achieved.

Discussion based on the latter two not only revealed the specific needs of individuals but contributed to designing a programme and learning strategies which reflected the group's needs and contribution. Activities of this nature were introduced during Modules 2 and 3, when members had grown in confidence and had begun to demonstrate some facility with the skills and understandings expected from the course. There was some indication that the tutors relaxed their control of structure in relation to our ability to assume control and decision making.

5.6.2 Large Group Discussion

Large groups comprised 10 and in some instances, all 30 participants. Large group discussions were generally feedback sessions when the full group combined to share the learning experiences they had had in their smaller groups. It was in these sessions that we had full access to the expertise and guidance of the tutors. Since the tutors led these sessions, the specific questions they asked cued us into the aspects of the process which were significant and helped us to explore our contribution in critical and evaluative ways. The group of thirty, labelled 'Plenary Sessions', was used to present theory and research findings which supported or conflicted with our own evolving theory. Plenary sessions also provided an opportunity for the full group to meet together with all six tutors and engage in shared learning. There was at least one plenary session on each day of the course. Each plenary was broken up into shorter sessions to enable different pairs of tutors to lead. In this way we benefited from each tutor's specific training style and competences. Plenary
sessions were much more highly structured than small group sessions. This may in part reflect the tutors' sensitivity to the greater need for security and safety when three fairly self-contained groups were combined and the need to cover the more cognitive aspects of the course objectives. "Structure is enabling and there is a sense of security in it for everyone even the quietest shyest person (CT5)". Structured presentation of Theory not only permitted coverage in a relatively short time but also exposed the full group to similar experiences so that there would be some basis for comparing different reactions to common experiences. At the end of each theoretical presentation, two members from each group of ten formed small groups to discuss specific aspects of the theory or to apply specific aspects where possible. The group then reconvened for sharing and discussion. It was customary for the closing minutes of each plenary to be given over to some affective exercises, for example sharing a happy experience. These served to promote intergroup friendships and to facilitate relaxation.

5.6.3 **Paired Counselling and Serial Counselling**

Both forms of counselling involved role play. In paired counselling one member acted as the client and the other as counsellor. The format varied depending on who facilitated the session. Where the tutors facilitated, the tendency was to have us in our pairs choose a real life or personal problem/situation which the client would relate to the counsellor. The counsellor would then initiate counselling on that problem. Partners changed roles after 10 minutes. The tutors would observe the pairs at a distance unless they were invited to join a pair. At times a group member acted as observer to each pair. Our first experience of facilitating a counselling exercise was not very successful. On this occasion, participants who were not health
visitors used the request to play a health visitor as a stumbling block to participating and the counselling was stilted and artificial. On the other hand, when the problem was simply posed, participants easily assumed the role regardless of their previous unfamiliarity with that profession. During the processing or feedback session, questions such as

- What did you find helpful?
- What hindered you?

helped us to evaluate and explain our performance. Since this was a training exercise the tutors then suggested some questions which can move counselling on without the counsellor solving the problem or being directive. These are:

1. What do you want?
2. What/how do you feel?
3. What will you do?

In a follow up counselling session the tutors instructed us to try counselling using those three questions and then to look at the results. In the subsequent discussion the group decided that while those questions kept the counsellor out of a controlling and decision making position, the nature of the problem determines the degree of satisfaction both parties felt with the counselling exercise. Where problems were simple, the interview was over in a short time.

Serial Counselling

As used on this course, the activity required one member to be the client. The other nine members together with the tutors took turns in counselling. Since the intention was to have us develop our
counselling skills, both tutors, on separate occasions, played the role of the client. Each counsellor counselled for six minutes and successive counsellors continued where the previous counsellor left the client. This was followed by a discussion in which those who observed initiated by reporting what they considered to have hindered or promoted satisfactory counselling. The client played a key role in saying what she found helpful or unhelpful. There was much commendation of the perception and skill of some counsellors who quickly identified the real problem. This was considered to have made it difficult for the client to delay disclosure, in order to facilitate continuation of the counselling. In their capacity as clients, the tutors' comments provided valuable teaching points about our style of counselling and the effectiveness of our use of silence, reflecting back, or body language. Anxiety about either matching others' performance or doing better than another tended to create some tension and to have inhibited some participants. In general however, we all found the use of role-play a tremendous learning experience. A few quotations from participants illustrate this:

- In acting there is a script. In role-playing yourself comes out.
- This has led me to respect role-play.
- Some of yourself comes out.
- It is possible to get in role completely as B ______ did.

5.6.4 Facilitating Groups

These activities were designed to help us develop the skills, understanding and sensitivity required by facilitators of group processes. Consequently each participant was required to design and implement an exercise with the full group of 10. The tutors also participated as group members. The specific instruction was:
Design an exercise to run with a group of people you might be working with. Keep clients and learning objectives in mind. Make the objectives (skills, awareness, assertiveness etc) specific. Work towards a one hour programme.

Another activity required us to divide in pairs and plan an activity which the pair would facilitate as they saw fit.

At the conclusion of each exercise the facilitators were asked to evaluate their own performance. This was followed by group feedback and discussion, and an individual summary of what guidelines for facilitating had been learnt from the experience.

5.6.5 Films

Two films were chosen - one during Module Two and the other during Module Three. The purpose was to expose us to different styles of counselling and facilitating groups. As preparation for viewing the films the tutors reviewed with us relevant learning activities we had engaged in and theory related to issues to be raised by the films. For the first film, we were given a list of questions to guide our viewing:

1. How was the problem raised?
2. How were counselling skills/techniques used?
3. How was information imparted?

After the film and discussion in groups of six, we reassembled in the large plenary group for discussion of our answers. Because of the interest generated by the different observations made, the discussion was continued in our smaller groups of ten. Unfortunately, no such provision was made for discussion of the second film. It appeared that the tutors were so convinced of its excellence and the clarity
of presentation of the learning strategies, that they saw no need for a discussion. However, we had been sufficiently convinced of the learning value of review discussion that the group of which I was a member, insisted on a discussion. Besides, we were very critical of some of the assumptions and practices employed in that film. Not surprisingly, given the skills and sensitivities of our tutors this gesture was interpreted as a strong indication that we had grown in confidence and were ready to share responsibility for the direction of the group.

5.6.6 Values Continuum and Self-awareness Exercises

These exercises were designed to make us aware of our attitudes, values, strength and weaknesses and the way in which the various messages we acquire since childhood shape our behaviour and relationships with others. The idea was to own and be aware of these, not to denigrate ourselves. Awareness and acceptance not infrequently lead to self-imposed behavioural changes (Bligh, 1971; Rogers, 1971). Generally, such activities required examination and disclosure of personal information which we were comfortable sharing with someone we respected and trusted. The following quotation illustrates the group's appreciation of the opportunity to choose their partners: "Choosing to be in a group rather than being assigned is far more useful".

One activity which not only challenged us to acknowledge our values but also to take a public stand on those values was the Values Continuum. The Continuum involved four locations: Should be accepted; Accept with reservation; Should be prohibited; Accepted as a personal choice.

Based on their then intimate knowledge of the group members, the tutors had identified a list of current controversial issues which they thought we would have strong views about. The various points of the
continuum were posted on a line on the floor and for each issue we were asked to stand by the point we identified with. This proved a very effective method in getting us to own our values and to take a stand. It also facilitated greater self-awareness and self-acceptance. We were not required to justify our positions beyond the statement on the continuum. The absence of explanation made the choice more risky and might have been threatening had the group been less supportive and cohesive.

5.6.7 Puzzle Building Game

This was designed to teach group dynamic skills and was conducted in the plenary session. In groups of four and six we were given pieces of a puzzle to assemble as a group. Successful completion of the puzzle depended on the group members working together and sharing ideas. Any competitive streak and desire for personal success militated against successful completion. At the end of the stipulated time each group assessed and accounted for its performance. We then shared with the larger group what helped or hindered our completion of the task. This led us to formulate, as a group, a theory of group dynamics. The tutors then expounded the existing theory. There was much criticism of this activity. Some participants said that they failed to derive meaning from the activity. Others resented being pressured by the group. A few chose not to participate.

5.6.8 Summary

This description of the methods used indicate that the methods were largely participatory with an emphasis on small group discussion. The indications are that the reliance on structured tasks, review of the process and critical feedback contributed to the successful
use of group discussion and the favourable response of participants. The course was also designed to train participants to become facilitators of groups. As I will show later, it was generally agreed that this objective was achieved. By employing methods which involved participants in designing, implementing and testing learning activities, participants were given the opportunity to develop confidence and practice in the required skills.

Since the course organizers have designated these participatory methods 'experiential learning methods', it is important to examine their use of the concept. I now present their definitions of experiential learning and the philosophical assumptions on which they are based.

5.6.9 Experiential Learning as Defined by Course Tutors

All five tutors defined experiential learning as holistic learning which results from interaction with others and the application of thoughts, sensation, intuition and feelings. "People are able to learn at a number of levels. They are not just learning head tricks, a technique of how to interview. They are learning a lot about themselves in the process (CT2)". This form of learning is seen to derive from their philosophy that people learn best when they do and experience things and reflect on their own activities and inner experiences. The tutors stressed that learning from experience or doing is only meaningful when the actual participation involves an opportunity to reflect on and draw conclusions about what was experienced. This definition is consistent with that given by Boydell (1975). The following definition given by Tutor CT2 reflects the essence of the definitions given by all five tutors:
... Very simply the philosophy is that people learn best of all when they experience and do things, so long as the doing is involved with an opportunity to reflect and to draw conclusions about what they experienced and get in touch with other peoples' description of their experiences so that they begin to have a sense of the variability of and diversity of how people experience the same involvement.... Experiential learning enables people to do two very important things: 1) to bring their whole selves into the event, not just their heads, so that you are inviting them to look at their feelings, probably their posture, their gestures, facial expression and to see what facilitated learning for them; 2) opportunities for change.... My experience is that people very often see opportunities to change what they don't like about what they are doing and most people in fact are able to experiment and experience, try out and change. They might do the whole thing again, choosing to be different and more effective.... Without reflection an experience would not be adequate in the educational sense of experiential. There needs always to be an opportunity for evaluation in the sense not of right or wrong but what happened, a process evaluation."

This definition explains the significance attached to the feedback and discussion of all the learning activities which they designed for the course. There was always provision for reflecting on an experience and for identifying the significant learning which resulted.

5.7 ANALYSIS AND DISCUSSION OF FINDINGS

5.7.1 Participants' Data

The data presented here result from an analysis of 1) the eight interview transcripts of the members of the small group of whom I was a member (one member found it inconvenient to be interviewed) and interviews with three tutors, 2) analysis of the questionnaires which were returned by 10 of the other participants and two tutors and 3) selected data from an analysis of questionnaires which were completed by all course members as part of the FPA's evaluation of the course. Finally, eight interviewees completed repertory grids
and the findings are presented and compared with the other data.

5.7.2 Participants' Expectations of the Course

Understandably, the participants' expectations reflected the stated course objectives. As mentioned before, all applicants had been issued a course description prior to registration for the course. The majority expected to acquire skills and confidence in using experiential training methods. Some wanted to learn the content and process of group dynamics, while others wanted to develop greater self-awareness and counselling skills.

5.7.3 Preferred Learning Climate

Both interviewees and questionnaire respondents were asked to say how i.e. in what situations they think they learn best [see interview schedule and questionnaire in Appendix 2]. All eight interviewees indicated a preference for participatory, interactive learning situations. Some said "I learn best when I am personally involved", while others named specific activities for example, 'role play', 'sharing in a group', 'doing structured exercises', or 'by experiential methods'.

Most of the questionnaire respondents named situations which embodied feelings and reflecting on experiences. Participating in small group discussion, role play and one to one sharing were most frequently cited and were considered useful ways of learning. The following quotation explains the participants' preference for participatory methods: "Learning by participation is when adults appear to learn most".
5.7.4 Participants' Perception of Methods

5.7.4.1 Methods contributing most to achieving personal and course objectives

Most of the interviewees and questionnaire respondents identified small group work, that is the group of 10 as well as small groupings in twos and fours, and the skills, understanding and guidance of the tutors, as the most significant contributors to achieving the stated objectives. The following quotations which are representative, illustrate the contribution that group work and the tutors' skills and competencies made:

**Group work:**

"It helped one to become aware of strengths and weaknesses and provided insights and working on these".

"Opportunity to learn from a number of people, not just one teacher".

**Tutors:**

"The course tutors are friendly, helpful and very skilled at their work".

"I found the involvement of tutors in activities e.g. in client/counsellor/observer sessions, most valuable. Their skill in identifying instances of role switching was instructive and helped us to be alert to subsequent such situations."

The skills and competence of the tutors were also named by three of the eight interviewees and several of the respondents to the FPA questionnaire, as the most challenging aspect of the course. 'Challenge' was seen to mean "impressive and intellectually stretching". There was the tendency to see the tutors as role models and several respondents expressed the wish that they could attain the tutors' standard of performance. The fact that the same tutors remained with the groups for the duration of the course, that they worked hard, were experienced and empathic were considered
essential to effective training. Carkhuff (1969) came to similar conclusions from his investigation of many training courses in the helping profession.

This positive perception of small group work might be explained by the fact that many of the learning activities took place in small groups. For example, I explained earlier in Section 5.5 that counselling and role-play activities were done in the small groups. Therefore, this positive response to small group work reflects the benefits that were gained from other learning activities. A majority of the respondents who answered the FPA's questions: Have you gained knowledge/insight relevant to your work? Have you gained skills relevant to your work? answered in the affirmative and attributed their learning gains to group work. Group activities such as counselling, self-awareness exercises, assertiveness training and theory application exercises were frequently singled out. For example:

"Yes. Many ideas on how to use techniques and apply them in existing teaching situations. Greater understanding of group dynamics - the life of groups etc."

'Yes, especially in group work. Personal relationships within group situations and one to one and other disciplines.'

"Yes, incorporated in the above - also clarifying and reflecting relevant to groups and facilitating."

'Self-knowledge, counselling, self-awareness and listening.'

"Listening and counselling skills, especially of great relevance - highlighted skills I had and brought them to the front, initiated some that lay dormant."

The closeness and supportive nature of small group members may also account for the favourable response to group work. For example, as early as the end of Module One, several members expressed surprise
at the strong bonds of friendship and acceptance that had developed between small group members: "It feels impossible that we have only known one another 4 days". This is typical of this type of work. Others looked forward to resuming their friendships during the succeeding modules. Interestingly, although most group members considered that the theoretical input made in the plenary session was important and necessary, for example:

"The plenary sessions have given opportunity to learn from other teachers/leaders and meet other course members. Theory and explanation of stroke theory have been most valuable."

no one specifically named this as contributing to achieving her objectives. It may be that the description of the course as an experiential exercise discouraged serious attention to presentational methods. More probably, the organization of the plenary sessions to allow for very short periods of theory input followed by some form of participatory application activity may have camouflaged the presentation as a participatory exercise or as contributing to the reflection process. Other activities considered to make significant contribution to their objectives were: role play, peer counselling and peer assessment on a one to one basis and feedback from tutors and group members. A few respondents said that the whole course was useful and that it was difficult to isolate any one method.

Among questionnaire respondents, the degree of challenge presented by the course activities was a function of individual characteristics and personalities. Six of the ten named facilitating a group, two named Jehari's window and two, the initial introductory activities and serial counselling as most challenging activities. There may
also have been some consensus within their separate small groups, depending on the group experience, but since the responses were anonymous, there is no way of identifying this.

5.7.4.2 Methods found difficult to deal with

Activities were generally well received by all participants. However, two interviewees found the practice of group leadership style alien to their personalities and they felt uncomfortable, particularly in identifying with the 'persecutor style.' Six of the questionnaire respondents had difficulty dealing with one of the following methods or activities: explanation of feelings; self-awareness sessions; the initial pairing activities (Module One); unclear instructions; role play and transactional analysis. The problems presented by unclear instructions kept recurring in the large group evaluation of each of the three modules. For example in Module One, one participant said that "a few instances of unclear instructions" hindered the learning process for her. Similar comments "I sometimes experienced confusion re the rules of exercises, i.e. more clearly [clarity] needed" and "many topics unclear especially where we are going" were made with regards Module Two. Regrettably, there is no way of knowing whether these statements were made by the same person or whether they came from one group. However, there was no reference to unclear instruction in the interviews and my experience in my small group was that activities were always carefully explained and structured. It may be that the other two groups were less successful than mine.

Other comments from the larger questionnaire indicate that a few members were dissatisfied with some aspects of the course. For example, in response to the question: Are you satisfied with the extent of your influence on the course content? The following comments
were made:

"Not entirely - I feel manipulated"

"I would introduce more exercises, role play etc. and less threatening confrontations and let-downs".

Also in the final evaluation, there was some expression of regret that more guidance had not been given regarding ways of dealing with difficult members of a group. It appears that this problem carried over from Module One where there was some dissatisfaction with one particular member:

"Unfortunately, we have one dominant member of our group. We are all consciously trying to use our skills to help her but I feel she is a drain on my reserves. Whilst professionally if she were a colleague I would do all I could to help her, on a course such as this I want to gain as much as I can and I feel she is definitely affecting this objective."

I have quoted this at length and in the context of dissatisfaction over the way some personal issues were treated because this raises the question as to whether the group cohesion and warmth which were generally acknowledged, may not have, in part, resulted from tacit understanding that there were some important issues which were not to be openly dealt with. If this is so, and one does not know, might one not be downgrading these issues by not talking about and settling them?

5.7.4.3 Methods likely to use in their work

Not surprisingly most of the respondents indicated an intention to use small group exercises and discussion as well as one to one counselling in their work. Some reported to have experimented with these on the job and to have received encouraging results. Two persons said they would use all the activities and one named...
facilitating a group and role play as methods she would definitely use. The indications are that small group work had made a strong impact on the participants. This was also evident in the responses to the FPA administered questionnaire. Most respondents said they would use the training methods in setting up groups and in their day to day work situations. Several also said that role play had resulted in recognizable changes in their own attitudes.

5.7.4.4 The essential demands of experiential methods on participants

I had asked participants to name the essential demands that experiential methods made on them. The following are the demands listed by those interviewed:

- Need to be open - Concentration
- A climate of trust and safety - critical self-awareness
- Need to participate - accept personal responsibility for own learning
- Sensitivity to group members and group processes - making choices
- Willingness to take risks - self-disclosure

As members tended to view the course as a whole, they did not isolate demands for specific methods. Rather, they tended to associate such demands with any method which had an experiential component, ie methods associated with holistic experiences. This tendency to associate specific qualities and demands with the course as a whole was also evident in the questionnaire responses which were evaluated by the course organisers.

5.7.4.5 Criteria for assessing the effectiveness of methods

The group identified three criteria for assessing the effectiveness of methods. These are presented in order of priority, measured by
the frequency of mention of any one category.

1. Extent to which they result in behavioural change.
2. Degree of comfort with using the methods.
3. Extent to which they achieve objectives set.

Criteria one and three are consistent with criteria identified in the literature (e.g. Perry 1983; Bligh, 1974). There is also some support for criterion two in other case studies in this research (see chapter 4). It seems that some significant change in behaviour is a common expectation of professionals who have experienced training. How effective was the course when measured by these three criteria? The overwhelming evidence from both my data collecting instruments and the FPA's administered questionnaire is that members recognised significant changes both in their professional behaviour and in their attitudes. The following comments taken from the FPA questionnaire illustrate this point:

"I've changed personally therefore there are bound to be changes. Perhaps I shall be more assertive!!!"

"... I have already changed my approach to ante-natal classes, getting participants more involved. My comprehensive school work will undoubtedly benefit from new skills. However I am ambivalent about my future career; maybe I shall go more into education and or counselling. I have yet to explore what openings would be available".

"... Seriously, the course has made me look at myself and I may well find another post where I can use and develop these new skills. Please could we have a follow-up day (or two?) where we could all meet again and share our experiences, maybe about 6 months time".

As a result of frequent such requests for a follow-up course, a one day course was held on January 25, 1984 at which more than three quarters of the original group were present. Their reports indicated
that the enthusiasm for the new approaches had not waned and that colleagues had observed the changes in them. For some, the recognized changes had caused tensions with their colleagues who had not been on a similar course and two members had changed jobs as a result. Such negative, if not hostile reactions of colleagues had been anticipated as early as Module Three. One participant had reported:

"... the reaction in others to the changes in me took me somewhat by surprise - resistance was experienced at work."

In my small group, this comment had initiated discussion regarding the way to deal with changes in the self and others. It also led to guidelines for establishing support groups.

**Degree of comfort with using the methods**

Although most participants claimed to have increased in confidence and competence in using the methods, a few did say that the circumstances of their use were a little 'unreal' and wondered how far they would be permitted to use both the theory and skills on their job. Most participants also questioned how comfortable they would be without the support of the group. It was easy to feel confident they said, in a supportive and sympathetic atmosphere, but it was likely that their reaction might be different with colleagues who might resent their newly acquired skills. Elton (1978) has demonstrated that this is almost an inevitable consequence of introducing changes before first reducing the home based forces of opposition. It is also typical of assertiveness training and other personal growth work.
5.7.4.6 Extent to which they achieve objectives

There was general agreement that five of the seven objectives (see page 136) were satisfactorily achieved. However a few members said that more practice was needed in how to use information and skills, especially counselling skills. Others (a very few) wanted more information on specific topics e.g. assertiveness. Disagreement arose on the question of objectives 4 and 5. Some felt that some theory sessions were rushed - they needed a longer time for some topics:

"... You have super theory, make sure it is not lost"

Regarding objectives 4 and 5 one member said ".... Appropriate to this particular course. Although I might have appreciated references in order to follow up theory more readily at a later stage."

Since, as I mentioned earlier, a book stall was mounted and serviced for all three Modules, and since it was the custom for tutors to give a reading list to support each theoretical input, one wonders whether that deficiency might not have been due to personal neglect.

The following two general comments from two of the respondents to my own questionnaire illustrates the general response to the course.

"1st Module - a great anxiety - not much participation. Average feelings. Enjoyable only on reflection.

2nd Module - less anxiety regarding learning methods. More concern about small group members' feelings. Some apprehension and relief at the end of the module.

3rd Module - Pleasure to be back. Totally involved - thoroughly enjoyable, thankful. Realization at the end of the Module that learning has only just begun."

Of the three modules I have found the techniques in the last most valuable. The first was interesting but the second seemed to have little value at the time. The use
of models and questionnaires was interesting but the small group work I felt have made the strongest impressions."

5.7.5 Analysis of Repertory Grid Results

The following discussion concerns two detailed analysis of grids, CP2 and CP4 and the general findings from all six grids. The discussion then compares the repertory grid results with those of the interviews.

5.7.5.1 CP2 Analysis

Figure 5.1 presents the analysed focused grid for participant CP2. The construct names given are for the left hand pole of the continuum running from 1 to 5, where the 1 applies to the left hand pole and the 5 to the right hand pole. As is seen in Figure 5.1, the Element Tree is formed of two clusters. One, a large group comprising six elements in which three, Feedback Sessions (E12), Role Play (E1) and Serial Counselling (E8) receive identical ratings for all nine constructs. The remaining three elements - Paired Counselling (E7), Small Group Discussion (E2) and Facilitating a Group (E9) have an average match of 95% for all constructs. As these are all given ratings of 1 and 2 they are considered to be associated with getting in touch with feelings (C1), effective in handling a difficult task (C4), I enjoy tremendously (C3), potential for creating understanding (C5), promote self awareness (C2), is appropriate for me (C7), make me an effective trainer (C3) and elicit critical response from me (C6). Her perceptions here accord with the views she expressed in the interviews:

"I learn best if I can attach a personality to it..... so listening and seeing the person there. Also in role play you can think back on what you did with the person..... It is very good because you get into it and see things you haven't seen before. You have someone in a live situation to rub off on. It demands imagination and empathy to
work with my partner so that we both get something out of it. Both have to contribute."

Her response to the question: 'Which method has contributed most to your personal objectives?' further illustrates her preference for methods which allow her to interact with others.

"Role play and discussion because I am so critical of the theory."

"There is more teaching in group work because you're not limited to what you can give. If you've got ten people in your group you've got ten ideas, you've got ten lots of feelings, you've got ten lots of experience ploughing into the middle. So you end up with ten options and you've got the feeling that the group's with you and that you're not the only one struggling."

A second slightly smaller cluster comprising five elements: problem-solving exercises (E5), theoretical input (E4), Large Group discussion (E3), film (E6) and Values Continuum (E10) are rated 2's and 3's. The majority of the ratings within this cluster are 3's. Problem-solving exercises is the exception as it forms a branch to the main cluster and receives a rating of 1 and 2 for all but one construct - facilitates getting in touch with feelings (C1). The puzzle building group dynamics activity (E11) is given a rating of 5 on all but two constructs (3 and 6). It seems then that this participant has a strong preference for methods which embody feelings and that she considers them to make a contribution to learning and improved competence. This is illustrated in her explanation of her choice of experiential objectives:

"Experiential learning. I've got the book about it because I want to go into it more. You see if I can encourage the staff into using it, because they are going to get inside what the client feels and they are going to be able to be much more effective .... I am particularly interested in the method because of its potential for getting in touch with self and for creating better understanding."
Constructs

There are nine constructs in this grid and these form one cluster of six. There is one pair and one isolated construct which are linked with the cluster at 75%. The cluster is formed of: 'effective in handling difficult tasks' (C4), 'I enjoy tremendously' (C8), 'potential for creating understanding' (C5), 'promotes self-awareness' (C2), 'is appropriate for me' (C7) and 'I find quite intriguing'. This suggests that methods which she enjoys and finds appropriate for her make her an effective trainer and promote understanding through greater self-awareness. There is also a link with the single branching constructs (75%) which suggests that she also values methods which facilitate use of feelings and elicit critical response. It seems then that self-awareness, enjoyment, competence, focus on feelings and critical response are important dimensions of methods for this participant. The promotion of self-awareness and considerations of what is appropriate for her personally seems to be important issues for this person. Role play and discussions appear to satisfy these conditions adequately for her, and she enjoys learning by these methods.

5.7.5.2 Analysis of CP4's Grid

As Figure 5.2 indicates the Element Tree is formed of two main clusters, each comprising four elements. Of the remaining four, two match at 82% and the remaining two link with the group at 78% and 75%. General observation of the grid indicates that this participant associates Role-Play, Small Group Discussion and Paired and Serial Counselling [It will be recalled that in Section 5.6.4, I indicated that both forms of Counselling involved a strong element of role-play and follow-up discussion] with learning and behavioural changes. The indications
from the ratings of 1 and 2 on all but two constructs (C7 and C1) are that she learns a lot from these methods (C2), quite enjoy them (C4), they encourage behavioural changes (C5), build her confidence (C6).

For E2, 7 and 8 (Small Group discussion and Counselling) she thinks that success depends on knowing peers well (C7). She also found Counselling stressful during the initial stages of the course.

For the other elements, the majority of the ratings are 3 and 4 and this has influenced the locations of these elements. The exceptions are Puzzle building (E1), Facilitating a group (E9), Theoretical input (E4), and Problem-solving exercises (E5). These receive ratings of 1 and 2 for three constructs: 'requires very good experienced trainers' (C3), 'I learn a lot from this' (C2), and 'I quite enjoy it' (C4).

There does not seem to be any particular criterion for the ordering of these elements since the Film and Theoretical Input which may be considered similar in being presentational methods are perceived differently. The location of the last 3 but one elements may provide a clue. These all, in one way or another, place the learner on the spot in requiring one to take a stand. Reference to the interview protocol does not elucidate this as this participant responded favourably to all the methods. She identified small group work and support, together with having the same leaders throughout, as the factors which contributed most towards achieving her objectives. She also said that she learns best in role play situations.

Constructs

As the construct tree indicates there are two pairs of highly related constructs. Construct 2 (I learn a lot from this) and Construct 4 (I quite enjoy it) are related at 83.3%. This suggests that total enjoyment of learning activities is crucial to her learning from them.
Similarly, Construct 6 (Builds my confidence) and Construct 7 (Success depends on knowing peers well) are related at the 79.1% level. This participant therefore perceives group support and friendship to contribute to confidence building. My experience was that the small group with which I worked was strongly supportive of and loyal to each other. Interviewees frequently remarked on how well and quickly the group jelled together. This they said, accounted for their willingness to take risks in disclosing themselves and in participating in role play activities.

5.7.5.3 General Analysis of 6 Repertory Grids

As table 5.1 indicates, Small Group Discussion, role-play and Paired and Serial Counselling received high ratings from the participants. Small group work was the most favoured, receiving high ratings of (1) from all six members. These methods were perceived to contribute to behavioural changes, confidence building, and were also found to be an enjoyable experience. The clustering of constructs in the Construct Trees indicated a strong relationship between enjoyment, challenge and learning. It seems then that these participants tend to learn a lot from methods which involve them in interaction and which they also enjoy and find challenging. Some participants also associated feelings of vulnerability and anxiety or apprehension with these methods. This seems to confirm Argyle's (1969) and Boydell (1975) suggestion that some degree of emotional response is necessary for learning. In general, the participants tended to be apathetic towards theoretical input sessions and films. Some however, did find them useful. This finding is similar to that obtained from the interviews and questionnaires.

5.7.6 SUMMARY AND DISCUSSION

The general findings from the interviews, questionnaires and repertory
Table 5.1 Methods Rated 1's and 2's by Participants and the Constructs with which they are associated

<table>
<thead>
<tr>
<th>Methods</th>
<th>Constructs</th>
<th>Numbers Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Discussion</td>
<td>Learn a lot from&lt;br&gt;Promotes understanding&lt;br&gt;Challenging&lt;br&gt;Makes me feel safe&lt;br&gt;Has potential for behavioural change&lt;br&gt;Builds confidence&lt;br&gt;I enjoy tremendously&lt;br&gt;Demands skilled tutors&lt;br&gt;Success depends on knowing peers well</td>
<td>6</td>
</tr>
<tr>
<td>Role-Play</td>
<td>Produces behavioural changes&lt;br&gt;Increases my confidence&lt;br&gt;I enjoy tremendously&lt;br&gt;I learn a lot from this&lt;br&gt;Demands sensitivity&lt;br&gt;Makes me feel vulnerable</td>
<td>5</td>
</tr>
<tr>
<td>Serial and Paired Counselling</td>
<td>I learn a lot from it&lt;br&gt;It builds my confidence&lt;br&gt;I enjoy this&lt;br&gt;Requires very good experienced trainers&lt;br&gt;Encourages behavioural changes&lt;br&gt;Initially very difficult&lt;br&gt;Success depends on knowing peers well&lt;br&gt;Potential for understanding&lt;br&gt;Effective in handling a difficult task&lt;br&gt;Makes me an affective trainer&lt;br&gt;Requires me to take risks</td>
<td>5</td>
</tr>
</tbody>
</table>
grids are consistent and support the validity of the instruments used. They indicate a strong preference for participatory methods which employ all the senses - thoughts, feelings, sensations and emotions. The indications are that the Course achieved its objectives and was an enjoyable experience. All respondents to my questionnaire as well as those interviewed, claimed to have grown in confidence, self-awareness and competence. The data presented here suggest that the subjects who participated in my research responded very favourably to the course. The negative responses related mainly to activities used in Module One, to dissatisfactions with the quality of instructions and with failure to deal with 'bothersome' group members. Significantly, these comments came mainly from the FPA's administered questionnaire. There are two likely explanations for the generally favourable response of respondents to my interview questions. First, it is likely that these participants thought that I wanted a positive response, and so when writing for me, they expressed themselves more positively than when they were writing for the course organizers. In the latter case, they were completely anonymous but the interviewees were not. Second, there is a possibility that the other two groups were less successful than mine. However, there are also indications that all the participants felt that the course had achieved its objectives and that they were more confident and competent as trainers.

5.8 ANALYSIS OF TUTORS' DATA

It was argued in Chapter 2 that teachers' philosophy influences their personal objectives for teaching as well as their selection and use of methods. To test this claim, I asked the trainers/tutors "What are your personal objectives for training?" Their objectives may be seen to fall into five categories:
1. Personal development (of themselves and trainees)
2. Development of autonomous learners
3. Increasing professional skills
4. Cognitive and Affective gains
5. Enjoyment

All trainers stated that their experience was that experiential methods not only enhanced those objectives for trainees but for themselves as well. The course organizer summarizes the experience of her colleagues when she said:

"In experiential learning I learn just as much as any group. At Chelmsford I'm sure I got just as much as anybody in our group, probably more, and I'm actually paid to do the stuff and I end up developing. That is so exciting that you can go on with your own learning process, your own self-development process and just be sharing it with other people."

5.8.1 Personal Teaching Style

All five trainers described themselves as facilitators. Facilitation was seen to involve the tutor in providing a safe learning environment, sharing with trainees responsibility for the degree of structure, and the tutor responding sensitively to the group process. One tutor (CT5) added that in her perception modelling was an important aspect of facilitating.

5.8.2 Personal Philosophy

Both their objectives and teaching styles were seen to be related to their personal philosophies. All five shared a common philosophy that learning is a shared experience and is essentially concerned with self-development. Self-development was defined as: 'developing a person's belief in themself to use themself and that can only come by doing it
and getting experience in doing it and finding out it works' (CT1).

The following quotations illustrate the extent of this shared philosophy:

"I am a professional counsellor and counselling means helping people to take responsibility for themselves. Experiential learning, as far as I am concerned, fits into my whole view that the way to help people is to let them take responsibility for themselves." (CT3)

"That it isn't an expert giving answers to learners - its human beings experimenting and discovering truth for themselves. Answers that make sense to them and new ways of doing things and developing. And in that sense there isn't a teacher and a learner. We're learning together. If I am a trainer I have some skills and facilitative expertise to contribute to the process. But I am not responsible for the process. You and I and the group are responsible for it and we are working together." (CT1)

5.8.3 Criteria for Selecting Methods

The overall aim of the course and the characteristics of the participants were the two main considerations influencing choice of methods. It was acknowledged that the organizers' philosophy and personal teaching styles did influence the statement of the course objectives, and in this sense, the personal characteristics, skills and preferences of the trainers must also be accommodated. Other influences on the aims of the course were the sponsors, that is in this particular instance, the DHSS who were funding the course. Hence political considerations did influence the statement of the aims and the choice of methods. This is understandable, since funding organizations are unlikely to support programmes which challenge their values and expectations.

Given the expressed philosophy of the trainers, participant characteristics were a major consideration. Consequently although the tutors arrived with a list of preplanned methods, these were modified and
sometimes abandoned consequent on learning the needs, expectations, preferences and specific skills of the participants (CT1 and CT2 and 3). Preplanned exercises were mainly intended to get things going and to reflect the aims and objectives of the course. As I described earlier, by the second module participants were allowed to influence the choice of methods and the direction of the course.

Based on the foregoing considerations the activities used were blocked into the following areas, but specific activities were jointly negotiated.

1. Personal Awareness: designed to help professionals become aware of the people they were working with; of themselves their attitudes and values.

2. Counselling skills: designed to help people take responsibility for themselves.

3. Communication skills: to foster feedback and group work and clarity of instructions.

4. Group Facilitating skills

One tutor further claimed to choose methods intuitively in response to the 'chemistry of the group'. At such times however, she tends to consult with the group and apply her intuition only where the group was agreeable.

'I always emphasize that people have a choice ... if I believe that they are simply reinforcing a very negative destructive pattern by not participating I'll tell them that is what I think I see. And sometimes when I've done that somebody will say "Yes you're right I do that regularly" ....' (CT1)

The above quotation is interesting because there is a sense in which by labelling the participant's response, the tutor might be imposing her own values. Continued resistance is most unlikely when the issue is stated as the quotation implies.
5.8.4 Influence of Structure

It is my experience that the degree of structure embodied in a method or learning activity has a strong impact on learning outcome. Since the methods used on the course were fairly well structured, I asked the tutors to explain their use of structured activities. The essence of their rationale was that both structure and non-structure were important in the training of adults. 'Structure is enabling and there is a sense of security in it for everyone ...' (CT5). No structure, on the other hand, 'allows explanation and allows people to look at how decisions are made' (CT2). However, "unstructured activities in my experience take a vast amount of time and we had real time limits in a 3 times 3½ day modules. A structure allows you to get through a lot of material. Personally, I prefer working with structure because a lot of the objectives I want seem to me to be reached quicker by structure - like structure is a crutch, but it is also a catalyst to get the chemistry going very much quicker. Also adults come expecting structure ..." (CT1). There seems then to be a mixture of philosophy, pragmatism and politics behind the reliance on structured experiences. My perception is that the participants found the degree of structure used very appropriate. They would have been uncomfortable with unstructured situations as this comment by CP2 illustrates:

"It [the activities] have not become inappropriate. There is a level that can become inappropriate and dangerous but on this particular course it has struck the right balance."

5.8.5 Demands of Experiential Methods on Trainers

All five trainers considered experiential methods to make far greater demands on them than the less participatory presentational type methods. One explanation for this is that with experiential methods, one is
always unsure of just how the process will develop and what results they will produce. It is impossible to predict how individuals will respond in experiential situations and a trainer has to be prepared to work with and accept whatever comes up. Coping with uncertainty demands certain qualities in a trainer. These were identified as:

- **Flexibility and Objectivity** - 'I need to put my own judgements and opinions in the cupboard and work with what is in front of me' (CT1).

- **Patience, risk-taking, understanding and awareness of self; awareness and acceptance of strengths and limitations; competence and sensitivity; respect for each other; caring; intuitive and creative response; willingness to be wholly available during the course.**

Experiential methods are also seen to make physical and professional demands:

- **Physical** - reasonably relaxed, emotional stability ('one could easily collapse under the stress of challenge of one's position'); be healthy.

- **Professional** - creating a climate of trust and safety ('Trust grows'); creating a learning environment so that lasting learning occurs; to be informed and up-to-date with theory and practice in their field; competence in choosing adequate and achievable goals; contract-making between trainer and participants - this sets limits and shared responsibility; ability to give clear instruction; to give and receive feedback; to offer a structure and allow choice.
5.8.6 **Demands on Participants**

Experiential methods were seen to be equally demanding on learners. The specific demands identified were:

- risk taking
- being vulnerable
- honesty
- working with others
- active involvement
- coping with uncertainty
- empathy
- autonomy
- self-disclosure
- integrity
- commitment to participate
- give and receive constructive feedback

All these demands were seen to be predicated on their having 'sensitive and caring trainers' and 'the assurance that whatever comes up will be dealt with in a respectful and loving way' (CT2). The latter quotation seems to place the ball squarely in the trainer's court. The trainer is seen to have the major responsibility for making the methods effective.

5.8.7 **Learning Outcomes - Contribution of Experiential Methods**

In response to the question: "What kinds of response have you found experiential methods elicit from learners?", the following were suggested:

- A deepening awareness of self.
- A growing sense of change and more positive attitude to self and others at home and work. "My experience is that people very often see opportunities to change what they don't like about what they're doing and most people in fact are able to experiment and experience, try out and change" (CT2).
- A realization of the value of counselling skills and of support, of validation and assertion.
- Warmer personalities: opening out to others.
- Confidence in self.
- Enthusiasm for personal involvement in learning.
- Some defensiveness among some with little experience of self-direction.
- Difficult to judge. It depends on the kind of people you've got. I get some very negative response and some positive and creative.
- People respond and grow.
- Understanding self and others' reactions; perceptive.

The foregoing indicate a strong degree of congruence between those gains identified by the participants and those identified by their trainers. Both acknowledge the presence/interplay of apprehension and defensiveness. However, they concur in the greater positive gains of increased self-confidence, behavioural change and personal development.

5.8.8 Trainers' Personal Gains from Experiential Involvement

I asked the trainers: "What do you personally get out of using experiential methods?". The following quotations illustrate that experiential learning is as satisfying to them as they think they are to learners:

"Fun, excitement, lots of stimulation, a never ending delight in how people respond and grow; a lot of learning because groups of people are so different ... Also there is the building of a relationship between the trainer and participants ... so that people growing up become co-equals, so that the trainer or teacher learns the process of letting go again and again."

"When you run courses you get highs and lows. The lows are when you feel that people are not reacting, can be quite aggressive actually and are blocking. The highs, which is the part I enjoy, is when you actually see a group change over these three modules. That's why it's important to have a course which has a repeat over 2 or 3 modules
- you can see people actually taking responsibility for themselves and see that they change." (CT3)

5.8.9 Analysis of Tutor's Repertory Grid

Two tutors completed repertory grids. Since a visual observation of the two grids as well as the mathematical mode grid indicates a close similarity between the two construing of the methods (80% similarity - mode grid), I will present a detailed analysis of one grid only (CT1) and draw illustrations from CT2.

5.8.9.1 Analysis - CT1

As Figure 5.3 shows, there are two clusterings of elements - each containing six elements. Elements in the first cluster are all rated 1 or 2 on the 9 constructs. Among other things they are perceived to demand a lot of time and shared responsibility for learning and are productive of perceptive and creative response, enjoyable learning and have potential for changing behaviour through heightened self-development.

The elements in the second cluster attract a mixed rating, but has a predominance of 4's and 5's. Of these, small group work, values continuum, the puzzle building game and large group discussion are seen to require shared responsibility for learning (C8) and to be time consuming (C7). In addition, small group discussion (E2) is associated with self-development (C4), creativity (C3) and enjoyment (C10). It is significant that this perception of small group discussion is different from both CT2, who gives it a rating of 1 and 2 for six of the nine constructs, and from the participants who also rated small group discussion towards the left pole (1 and 2). However, since the analysis of the tutor's interviews indicated that this tutor responded positively to the methods, it is not unreasonable to assume that pole names to the
Figure 5.3: Focused Grid for CTL
left of the grid represent a positive response, as these correspond with
the views expressed in the interviews. In the interview, she expressed
a strong preference for role-play situations and found them to be
'powerful' ways of learning. She states:

"People only get confidence dealing with emotions by dealing
with them. People don't learn how to deal with them by
talking about them. It's like a different mode. Role
play is one way of experiencing emotion. It has
potential for understanding, for changing behaviour, for
perception and superb intuition".

It can, of course, be argued that role-play is only one way of dealing
with emotions. Experience has shown that reading and or intuition
can produce satisfactory responses in emotional situations.

While CT2 gave a rating of 2 to role-play which forms a cluster with
problem-solving exercises and small group discussion, he gave mainly
1's to Feedback sessions (E12) Serial Counselling (E8) and Facilitating
a Group (E9). These ratings were almost identical to those of CT1 with
the notable exception of role-play.

Constructs

Figure 5.3 also shows a clustering of constructs. There are three
clusters of three constructs each with one construct (demands competent
tutor) being isolated. The following perceptions are seen to be
related:

Facilitates self-awareness (C2) and involves the whole
self (C1).

Provides opportunities for change (C3) and demands
trust (C4).

Encourages discovery learning (C10) and frees up a lot
of creativity (C7),
Hence the use of all the senses (the whole self) is seen to facilitate self-awareness; situations of trust are seen to encourage self-imposed change, and there is a strong relationship between discovery learning and creativity. These findings are consistent with claims of the literature (e.g. Rogers, 1970; 1983; Knowles, 1973).

5.8.9.2 Conclusion and Discussion

The findings from both the participants' and tutors'data indicate a strong preference for methodology which embody holistic learning. There is a majority preference for small group work, role-play and counselling exercises. These are seen to be effective in achieving the course objectives which aimed at developing self-aware, competent and confident trainers of adult professionals. Although some of the methods, particularly role-play and serial counselling, were seen to be associated with apprehension and difficulties in the early stages of the course, such anxieties were soon dispelled in a climate of peer group support and acceptance. That the anxieties did not persist may be attributed to the absence of examinations which have been shown to perpetuate feelings of inadequacies and continuing tensions (Black, 1976; Elton and Laurillard, 1970).

There was remarkable agreement between the findings of the two main instruments used in this case study - namely interviews and repertory grids. This is particularly interesting since the repertory grids were administered about a month after the interviews were conducted.
The strongly positive perceptions of the Experiential Course tend however, to raise questions about the nature of the workshop. Was the success due to the fact that this was a unique type of experience, where participants met in ideal conditions on an intensive, residential course? Might this have preconditioned a response which was more emotional than rational? Were the values underlying the workshop made explicit and did all participants subscribe to them? Are the experiences transferable to real life situations? There is some research evidence to suggest that participants on short intensive residential courses do respond rationally to the training (Elsdon 1984), and as mentioned earlier, Elton's experience has shown that participants vote with their feet when their values are challenged or undermined. My experience is that there was no deliberate "bootlegging" of values (Szasz 1970).
CHAPTER 6

CASE STUDY 3

NATIONAL ADMINISTRATIVE TRAINING COURSE
6 INTRODUCTION

This chapter presents a descriptive and evaluative account of the views of staff and course members about the training methods used during the 1983 National Administrative Training Course. Since this research aims at identifying measures of effectiveness of teaching/training methods, the relationship between the course members' expectations of the course, the stated course objectives and learning outcome is examined and an attempt is made to identify the factors which may have contributed to the emerging relationship.

6.1 THE COURSE

The National Administrative Training Course is a 27 month course organized into two segments. The first segment is an eight week course spread over a one year period. The course is offered by several recognized institutions one of which hosted this study. This is a residential intramural course designed to provide an outline of the history, development and working of the National Health Service and
other health services, to expose trainees to the theory and practice of management training and to develop management skills. The second consists of work attachments in various sectors of the National Health Service. These provide the trainees with practical management training under the supervision of experienced administrators, called 'perceptors'.

I observed the teaching during the final week of the course. The expectation was that by then the trainees would have formed some definite opinions about the course in general and be able to give some reflective assessment of the contribution, if any, which the teaching methods had made to achieving their expectations as well as the course objectives.

Although in the interviews the trainees responded to the methods used over the 27 months, a distinction between the two segments is warranted since the concerns of each segment were different. This distinction will permit an analysis in terms of whether or not there was essentially any difference in the trainees' perception of methods, depending on the specific concerns. This is a non-examinable course and trainees do not receive any specific qualification on completion. As later evidence will show, some trainees considered this absence of a qualification a stumbling block to their serious commitment to the course and that a formal qualification would be a strong motivating factor in any course of study. However, most trainees tend to register for the diploma of the Institute of Health Service Administrators and to complete Parts one and two of the exams by the end of the training course.

There are two course directors, one of whom is responsible mainly for administering the course and the other for most of the teaching. Several
senior administrators from several Health Authorities are invited to speak on different aspects of the Health Service and management. During this final week there were six such visiting speakers. There were five daily sessions between 9.30 a.m. and 9 p.m.

6.2 THE SUBJECTS

The subjects were fifteen trainees, all of whom were recent University graduates, and the two Course Directors. Fourteen of the fifteen trainees were interviewed (it was not convenient to interview one trainee) and six of them agreed to complete a repertory grid which would be administered by mail. Despite two written reminders, only two trainees returned the completed grids. Both directors were interviewed and both completed and returned the mailed repertory grids.

6.3 PROCEDURE

Class Observation

21 of 23 sessions were attended, noting particularly the extent of student participation, the kind of contribution the students made and their general reaction during the session, that is, did they appear attentive or bored.

Interviews

Because this was an intensive one week course, and trainees were scheduled to return to their several regions immediately after lunch on the final day, interviews were held at convenient periods during the five days. Interviews were generally held during the coffee, tea and pre-dinner breaks. The trainees were offered the option of individual or group interviews. Of the fourteen who were interviewed, two members chose to be interviewed individually. The others were interviewed in
small groups of from two to four members. The interviews were tape recorded and transcribed for analysis.

**Repetory grids**

The constructs for the grid were elicited from the interviews. The elements were the teaching methods which were used over the 27 month course. The grids were analysed using the Focus computer programme described in Chapter 3.

### 6.4 DESCRIPTION OF METHODOLOGIES

A variety of methods were used to reflect the different concerns of the course. The methods are seen to span the three methodological modes identified and discussed in Chapter 2.6.1 - 2.6.4. The three categories identified were:

- **Presentational** - Lectures and Films
- **Investigatory** - Projects and Field visits
- **Participatory** - Case studies, small group work, large group discussion, role play, simulated and real interviews, CCTV playback and attachments.

As is indicated from the above listing of methods, greater emphasis appears to have been placed on the more active participatory methods.

The following brief description of how each method was structured and used derives from my observations and from the trainees' and tutors' description of the methods.
6.4.1 Lectures

Lectures were of 1½ hours duration and the structure and presentation varied with the speaker. Most of the lectures I observed were informal presentations in which the lecturers either asked questions or posed problems for the students to solve using the content of the lecture. Students tended to have been interested and engaged for part of the session but in general, after 45 minutes there were signs of boredom. Some students left the room for short periods and a few reclined on the desks, apparently asleep. According to trainee's reports, formal lectures, that is uninterrupted presentations, were used during the early stages of the course.

6.4.2 Projects

Projects were generally organized as small group activity. Trainees were, in most cases, assigned to groups and given a specific task to investigate and later report on to the larger group. The project which I observed was "Managing Change". The group with which I sat did very little work and when asked about it, they said that the topic was too vague. The project extended over three days and trainees were expected to complete the project in their own time.

6.4.3 Planning for Field Visits

These involved either foreign travel and or visits to Health Authorities and Board and Committee meetings. The idea was to observe and question various managerial problems and procedures and subsequently to compile some form of report.

6.4.4 Films

A number of management films (John Cleese) were shown in order to teach ways of managing staff and of developing favourable and smooth
staff relationships. Films were generally followed by an analytical discussion of the pros and cons of the approach adopted and suggestion of alternative ways of dealing with the issue.

6. 4.5 Case Studies

Two types of case methods were used, categorized as 1) The deductive case method and 2) the incident process method. This follows Berger (1984) who has identified four types of case methods:

- The deductive method which requires that students learn knowledge and principles and then use these to analyse a case, arriving at a conclusion.

- The deductive case. In this students are given a case with detailed information. Students study it, draw conclusions and discover the principles for themselves.

- The case problem. Students are given a brief description of the case and they discuss it in class. The tutor leads the discussion.

- Incident process - "combines many elements of the case method and role playing". The role play is usually followed by discussion in which what actually happened (solution) in the real case is disclosed and compared with student outcome.

The Deductive Case method

After presenting and elaborating on Clauses of the Disciplinary Procedure, the tutor distributed individual handouts of a case study. Students were asked to decide whether the dismissals were fair or unfair. This was followed by a large group discussion of the different answers in relation to the disciplinary clauses.

The Incident Process case

Trainees were assigned to groups of 4 and 5 in which one member was to act as observer and prepare feedback for the group. Each group was
given a handout with details of the case. Since the case involved
counselling and disciplinary procedure of an employee, group members
assumed roles and enacted the case. This was followed by an analysis
of the process and of personal feelings and response to the exercise.

6.4.6 Role Play

Two types of role play were used. One type was the incident process
case study method described above, the other was a simulation of
typical counselling and interviewing. In the latter, trainees
assumed the role of an administrator performing an interviewing
function and of an employee who had committed some breach of conduct.
Trainees role played in pairs. These were followed by short discussions.
According to the reports there was one interview session in which
6th form students were interviewed for jobs. There were no jobs to
offer but this interview simulated a real life situation.

6.4.7 Small Group Work

Trainees were generally assigned to groups of three or four and given
specific tasks to complete and discuss among themselves. These sessions
were usually followed by short reports to the larger group which then
discussed the issues which emerged from the small group work. The time
allowed for group work varied with the nature of the task.

6.4.8 Large Group Discussion

This comprised the full group of 15 trainees along with the tutor or
tutors in charge. A tutor always chaired the discussion. The discussion
centred around issues arising either from the tutor's presentation, or
from individual or group presentations. Trainees sometimes initiated
the discussion. At other times they responded to the tutors' and their
peers' comments. There was seldom full class participation in these
As mentioned above, interviews were usually simulated using role plays. On one occasion, sixth form students were brought to the College to be interviewed by the trainees. This I call a real skills practice activity rather than a simulated session.

### 6.4.9.1 CCTV Sessions

Interview sessions were sometimes video recorded. These were played back for in depth analysis and feedback from tutors and peers.

### 6.4.9.2 Attachments

Attachments were outside the provision of the College. Trainees were assigned to different Health Service organizations and required to perform specific activities. Trainees' experiences varied, depending on the tutor's particular style and the demands of the work place. Some trainees said that they were given responsible posts, and left on their own without any supervision or feedback. Others were supervised and shifted around to widen their experience. Still others were allowed to work along with the regular staff who assessed their performance and gave guidance on the job.

All trainees experienced the 'Cooks tour'. This form of attachment required them to move to different jobs in the organization and perform each task. For example, if placed in a hospital they may work for short periods as ward assistants, admission clerks, nurses and junior administrator and so on.
6.5 ANALYSIS OF TRAINEE'S DATA

The data analysed here is based on the trainees' interview and repertory grid responses. Since only two students completed repertory grids the conclusions or evidence will be drawn largely from the interview responses. The trainees' perceptions of training methods is examined against the background of their response to the purpose of this research. Six of the interviewees were critical of the emphasis on teaching methods and the implied assumption that methods make a significant contribution to learning outcomes. While they all admitted that teaching methods did make a contribution to learning, (It will be seen later that these same students say that they prefer learning by participatory methods), some said that the learning context, particularly the ethos of the institution was as important as methods. This point was also made by Parlett and Dearden (1977) and suggests that it is not uncommon for researchers to be focussing on factors which may not be the crucial ones. For example, Travers (1973) reports on research which looked at methods influencing examination results when the constant factor which really influenced it (Reading) was not examined. Others said that a multiplicity of factors determine how one learns. The following two quotations illustrate the strength of their reactions.

'The whole culture of the place is as important to what we are going to achieve as the actual methods. They couldn't have had the impact they've had if we'd been in a Technical College or any down to earth place.' (K4)

'I mean there are all sorts of factors which determine how you learn, its not just the method that's actually used, its the material, your mood at the time and your general attitude, a whole host of things that actually goes in ...... The other thing is that I'm never actually sure at one time how much I've learnt from something because so much of it is actually something which might be useful to you in a couple of years and you'll suddenly remember something you did at _______. So it's quite a difficult area to be categorical about.' (K5)
Such comments advise the need for caution in analysing the data and in drawing conclusions. They may also indicate that the nature of the interview questions provided opportunity for frank and critical answers. In view of this response, whatever claims are made for methodology need to be made with considerable reservation.

6.5.1 Expectations of the Course

Expectations were expressed in respect of the full 27 month course. In general, the trainees expected to gain from their attachments, first hand practice in management skills and an increased awareness and understanding of the complexities of the Health Service. What follows represents their expectations of the intra-mural course:

Some trainees came to the course with a range of expectations, others came with very limited expectations and a few (3), had no preconceived expectations of the course. The expectations were expressed largely in practical terms but there were also anticipations of cognitive and personal contributions. Table 6.1 presents the range of expectations expressed.
<table>
<thead>
<tr>
<th>Expectations</th>
<th>Examples/ definition</th>
<th>Numbers Expressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information acquisition</td>
<td>&quot;To gain indepth information on the complexities of the Health Service&quot;</td>
<td>5 : 35.7%</td>
</tr>
<tr>
<td>Technical and Analytical Skills</td>
<td>&quot;Training in management techniques&quot;</td>
<td>6 : 42.9%</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>&quot;To develop my own strength and weaknesses [sic] and to develop personal skills&quot;</td>
<td>3 : 21.4%</td>
</tr>
<tr>
<td>Inter-personal skills</td>
<td>&quot;An ability to cooperate with and communicate with staff&quot;</td>
<td>2 : 14.3%</td>
</tr>
<tr>
<td>Method</td>
<td>&quot;Lectures and group work&quot;</td>
<td>2 : 14.3%</td>
</tr>
</tbody>
</table>
As the table indicates, these trainees were mainly interested in acquiring technical skills. One might have expected greater interest in the development of personal and interpersonal skills given the increasing attention paid to these areas in management training (Hučzynski, 1984). It may well be that trainees had little familiarity with the concerns of management training and that their expectations were influenced largely by their previous educational experience. Significantly, two interviewees said that they expected to be taught by specific methods, namely, lectures and group work. This may well reflect the way they were taught as University under graduates.

To what extent were the trainees' expectations congruent with the course objectives? All fourteen trainees said that they were not aware of any stated objectives for the course. They recalled that the course document, from which they were unable to unravel the specific objectives, seemed 'vague'. Given that aims and objectives are considered an essential input in course design (e.g. Fraenkel, 1973), failure to state objectives may have denied members a framework in which to set realistic expectations. There is evidence that this issue was important. I observed dissonance in the group and some trainees made criticisms of the course which reflect the influence of absence of clearly stated objectives. Most members perceived the course to aim at either one or a combination of the following:

- To impart information about the Health Service
- To develop the skills and understanding necessary for efficient management
- To develop broad personal skills and prepare us for future management roles
- To have us achieve some degree of confidence and personal skills.
These objectives combine cognitive, affective and technical skill concerns, but mention of the imparting of information was more common. In this regard, trainees' expectations were similar to the objectives which they perceived from the course. A few, however, said that the objectives were to 'socialize' them into becoming 'a certain type of manager with a certain type of role' - a type with which they did not seem to identify.

6.5.2 Trainees' Perceptions of Methods

All fourteen trainees had positive perceptions of participatory methods as a concept. They were however less positive about their experience of the structuring and use of specific methods. They all considered methods which involved them actively to be not only appropriate for achieving their objectives but said that specific participatory methods had in fact contributed most to achieving these objectives. The attachment, that is being given responsible work on the job; Role Play and Practising interviewing, were most frequently cited as being very beneficial to skill development and to understanding the nature of their target employment/occupation. Table 6.2 shows the methods considered to have contributed most to achieving personal and perceived course objectives.
Table 6.2  Trainee’s perceptions of methods which contributed most to achieving personal and course objectives.

<table>
<thead>
<tr>
<th>Methods</th>
<th>Personal Objectives</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Attachment</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Role Play</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Lectures</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Small Groups</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Interviewing Outsiders</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Simulated Counselling</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Case Studies</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>A combination of methods</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Participatory Activities</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Informal Gatherings e.g. dinner &amp; lunch</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>The whole place</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Films</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Reporting</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>
The trainees were generally very positive towards the attachment phase of the course, even when they did not specifically name it as the most effective method for them. The following quotations illustrate why that method was considered effective.

"The actual work on the job. I had a genuine post because someone was on leave and that was the most useful. It was genuine hard work". (K1(a))

"As a trainee on attachment, because the boss is very aware that he is training you. I was actually given a set job to do and I think that 5 months is what I got most out of". (K1(b))

"Given I wanted knowledge, that was achieved very much through the structure of the training programme. I obtained that through what I did out in the field than actually here and that was because I had such a super perceptor who was very much aware of what information I wanted to gather". (K5)

From the above quotations, it appears that the field attachment contributed to the acquisition of both information and skills and in situations where supervision was sensitive and caring. Dissatisfaction, with the attachment, (and only a very few were dissatisfied), arose mainly from the absence of supervision and clearly defined tasks. The following quotation speaks to this point:

"If worked properly there is need to set and work out objectives and decide what kind of tasks are appropriate. I found being left on my own with no one to go to for guidance very frustrating". (K2)

There was very mixed reaction to role-play. Some found it very useful and enjoyable while others disliked it, and still others found it threatening and destructive. However, there was general agreement that if role-plays did meet certain conditions, they are effective in teaching skills and in promoting understanding. Some also said that it was possible to learn a lot of information from role-play. The following quotations indicate the conditions which this group of trainees
consider essential to the effective use of role-play. They also indicate the range of perceptions of this method:

"Of the formal methods used here I actually go for role-play because it's active. It's very informative but it's not as threatening, as destructive, as group work. I've learnt from it because you get into it, you are actually involved, it's just a revelation to do. Just to be the person trying to counsel, to work out the problems. It is not the same as the real situation but it does begin to give you a flavour and yet because everyone is sort of assigned a role, there isn't so much of jockeying for power, as in the structureless group." (K1) [Her emphasis]

"Role-play - I find this extremely valuable. They are appropriate for certain situations, e.g. interviewing and negotiating are best learnt by actually doing them, putting yourself in a situation trying to counsel someone. Although you can talk about negotiating theories, to actually sit at a table facing 3 persons and trying to negotiate a point and knowing that they have a similar brief, it actually makes it all very real." (K2)

"... role-play has got to be done very carefully and well thought out, by the person who is taking the session beforehand. I don't actually like them, I get very frustrated. I often get frightened, not so much of other people, but of my own reactions and perhaps that's why when I've finished them I think they're of value. I am not sure that I'm actually stuck with making some of the mistakes I've made in role-play but at least I'll be wary of when to expect them in real life. I think if it doesn't teach you anything else, at least if it teaches you about your own reactions to that sort of issue, it's taught you a lot." (K3(c))

The latter quotation (K3(c)) has identified some important dimensions of role-play. In his perception, role-play is effective in so far as it embodies the following:

- It is structured in terms of specific boundaries e.g. purpose, role definition, scenarios to be acted, timing, and in the review of the experience, and is characterized by clear instructions.
- It replicates some real life experience.
- It has some degree of personal vulnerability
it enhances self knowledge and awareness.

In his general response to the training course, the same trainee said that effective use of role play and other participatory methods assumes 'a reasonable degree of basic knowledge. Without this, role-play becomes meaningless'. These four dimensions, and in particular the degree of personal vulnerability, have been identified elsewhere as measures of effectiveness of role play (Chapter 5, Section 5.7.3.) However, the comments so far are about the practitioner role, not the client. One definition of role-play is that it allows for full exchange of roles (Kilty, personal communications), so that one experiences the encounter in both roles. This is considered a more effective use of role-play. It seems that role-play is sometimes used as a label for simulation exercises. This analysis indicates that the value of role-play lies in the extent to which it makes use of certain dimensions. For this group of trainees, personal involvement in situations where one is vulnerable, to some extent, and in simulated real life situations, so that the lessons learnt can be transferred to real life situations with diminished potential for causing damage are essential dimensions of the effective use of role play. The quotations also indicate that because of the threat element, role-play is not acceptable to some individuals. One trainee expressed very strong dislike for role-play:

"I personally am not good at role play at all, I just don't like it. I feel very stressed ... There is a difference between how you emotionally respond and how you learn. The learning experience might be quite interesting but I'm not convinced that it would work out like that in a real life situation". (K4(d))

There was general agreement that small group work had the potential for developing social skills and for meaningful acquisition of information.
However, there was also the common belief that success depended on the nature of the task, the quality of the instruction and on smooth and amicable personal relationship between group members. If the task was not intellectually demanding, there was the tendency to relax and not make a contribution as the following illustrates:

"The small group thing seems to work very well with case studies, but not with vague and obtruse tasks, e.g. the theme 'Managing Change'. It is quite the inverse of competitiveness. The group has decided that it is a waste of time attempting it. Consequently, it is the same pressures of the group which are causing nobody at all to take part in it." (K4(a))

Members of the small group of which K4(a) was a member considered competition among small groups to be a motivating and challenging factor. The need to make one's contribution as good as that of any other group spurred them on to producing the best report for the plenary session. In this way, they tended to do a lot of work and to learn a lot in the process. But despite recognition of the strong learning potential of small group work, some trainees disliked the method. Their negative response was attributed not to the method per se but to their experience of group work in their particular setting, where there was mention of conflict between some members. It was not unusual for each interviewee to mention feelings of tension, unpleasantness and division among the larger group. When asked what tension meant to them several persons said that tension could be productive of learning but it could also be destructive. The following quotation illustrates the general feeling in the group:

"I have found here it can be destructive. But as far as I am concerned it can be good and we're going to have to face tensions etc. in real life and we need to learn to cope with them." (K1)
Presumably, confidence in each other was eroded through attacking each other's point of view and therefore trust was destroyed. Failure to make the process explicit sets limits to what can be achieved from any method. If skills are required in the learning process, there has to be a preliminary review of the process so that participants can acquire the skills, e.g. interpersonal relationship skills. The problem appeared to have been accentuated by the general practice of assigning members to groups, rather than allowing democratic groupings. The foregoing seems to suggest that this group of students tended to be influenced more by personality and contextual factors than by methodology. As will be shown later, their responses to other methods reinforce this conclusion.

Interestingly, although admitting that lectures are appropriate for some situations, for example, coverage of required information, and initiatory exercises, all but one trainee expressed a strong dislike for lectures (and in particular 1½ hour lectures), and for large group discussion:

"I find lectures in large groups intimidating" (K4)

"I find lectures difficult" (K4b)

"It [large group discussion] gets intensely personal very quickly and people fall back on positions 'I'm going to fight these positions'. So the tension isn't being used very creatively. It's much more gladiatorial. Much less compromise goes on in large groups". (Kc3)

"In large groups, you are inhibited because you fear people will laugh or criticize or dismiss what you say". (K5)

I have chosen to combine the analysis of lectures and large group discussion because these trainees defined a large group as the full group of 14 trainees and according to their description and my observation
large group discussions were encouraged mainly in lecture situations.
Mention of 'intimidation' in the large group was a feature of nearly all
the interview responses. Because they felt intimidated they tended to
reject the method. In this regard, one needs to question the general
perception [Table 6.2] that lectures contributed most towards achieving
the course objectives. It must be noted that respondents did indicate
that they considered lectures to be most effective in achieving the
information aspect of the objectives. 'The lecture is very good to
get basics over with [sic] K3(c) (that is get out of the way).' A
careful reading of the interview protocols reveals that the trainees
disapproved of lectures not as a method per se but in part because of
what they perceived to be the assumptions behind the choice of lecturers
and the lecturers' subsequent orientation and what they considered to
be 'patronizing' attitude towards them.

"The talks by people reputed to be senior and good at
their job. That's the way they'd like to see us turn
out. They present them as hero types." (K1(b))

"It's the sort of mental protege bit. But actually it
doesn't work. If we do emulate anyone it's people on
the job who do their work well, be it a nurse or what
have you." (K4(b))

"I find people who expect an awful lot of the group
difficult and inhibiting, e.g. the D.A. who began by
challenging us to show how intelligent and stimulating
we are. Well, we just clamped up. His approach got
people's backs up." (K6)

One person also referred to the organizers' failure to consider the needs
of the group when selecting speakers. Theirs, she said, was largely a
female group, yet all the administrators chosen were males. This
appeared to her to suggest either that there was no female administrator
of worth, or it may have been to advise of the futility of their
aspiring towards senior administrative roles. This comment is not
representative of the larger group. It reflects the opinion of one
small interview group and was expressed by one member. The statement however, indicates the need to attend to learner characteristics in order to avoid adverse influence of any hidden curriculum. In this instance, this small group perceived the curriculum to be 'sexist'.

The strong disapproval of lectures may also have been due to the trainees' previous experience of lectures. For example, several members said that their enjoyment of and benefit from lectures depended on the extent to which lectures allowed for participation, on the personality of the lecturer and on the nature of the content.

"Having been at University we're all used to lectures. My ideal lecture would allow for participation unless the subject is very interesting and the lecturer is extremely good, then people do tend to lose concentration. But I wouldn't deny the lecture method because I still think putting across a good deal of information about which you may not know is still pretty valuable." (K3(b))

Nonetheless, some felt that they could better acquire content from their own reading as well as from discussion in small groups. As the following suggests: '.... very often the lecture isn't the best way to put over what they've chosen.'

6.5.3 Methods found most challenging

The degree of challenge experienced by the different methods appear to be a function of personality traits and individual experiences. This seems to be a fairly individualistic group and there was very little agreement on any one method. Table 6.3 shows the methods found to be challenging. Methods were found to be challenging to the extent that they demanded:

1. a strong sense of commitment
2. accepting responsibility for performing well
### Table 6.3 Teaching methods found challenging and reasons for such

<table>
<thead>
<tr>
<th>Methods</th>
<th>Numbers Identifying</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cooks' Tour</td>
<td>2</td>
<td>&quot;It stretches you intellectually and exposes to different points of view.&quot;</td>
</tr>
<tr>
<td>Attachment</td>
<td>2</td>
<td>&quot;You face genuine problems and have to solve them responsibly&quot;</td>
</tr>
<tr>
<td>Role-play</td>
<td>3</td>
<td>&quot;You come out of a role-play feeling drained. It's so direct you have to stick with it.&quot;</td>
</tr>
<tr>
<td>Small group exercises</td>
<td>1</td>
<td>&quot;If you do it and handle it well it gives you an awful boost. It's stimulating.&quot;</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>1</td>
<td>&quot;We had to sit up front and actually present materials to others. You had to produce results. It was more worrying than anything we've done.&quot;</td>
</tr>
<tr>
<td>Contracting out exercises</td>
<td>1</td>
<td>&quot;Because you are judging yourself and others are judging you. That makes you actually do it.&quot;</td>
</tr>
<tr>
<td>Actually Participating</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>&quot;The pitch is too low. But some have been interesting.&quot; &quot;Methods begin promising but peter out.&quot;</td>
</tr>
</tbody>
</table>
As Table 6.3 indicates, two trainees were not at all challenged by any method. Although this is a minority opinion, their explanation of their apparent disenchantment with the teaching methods may point to important dimensions of methods. Their comments that the methods 'begin promising but peter out' suggests some recognition that methods are potentially intellectually stretching. What then accounts for the disappointment of their expectations? The analysis of these two protocols identifies two possible reasons. One, poor structure of activities and failure to analyse the process:

"it is educationally valuable but needs to be better organized and structured. Better preparation is needed. Also, there is need to analyse the process to see why the group worked or didn't work. It (methods) worked well in terms of working but not in terms of bringing out the themes that should have been brought out in all aspects." (K4a)

The demand for structure and review of the process supports my earlier reference to the need for methodology to be characterized by precise boundaries and to provide for review of the process. Also, there is some research evidence to show that the analysis of learning processes is essential to consolidating learning (e.g. Elsdon, 1984; Boydell, 1975).

Two, the course is not linked to any qualification: 'I'd be much more motivated to work, e.g. for a M.A. in Social Policy'. While these comments are not representative of the group and may be due to personal bias or pique, they are nonetheless valid in that they identity dimensions of methods which others have considered essential to the effective use of methods.
6.5.4 Methods found difficult to deal with

Table 6.4 shows the methods which these trainees had difficulty dealing with. This question is important because it helped the trainees to articulate what they considered to be additional essential features of methods. Given the indications that these trainees were generally negative towards lectures, it is not surprising that some identified the lecture as a method which presented difficulties for them. The mention of 'unstructured attachments' indicates that the need for structure is not an isolated demand (see discussion on pages 197, 204). Structure offers safety. It is of interest that two trainees identified organizer characteristics, e.g. 'their not being critical enough or not exploring people's criticisms' rather than methods, as presenting difficulties for them. This underscores the strong influence that contextual factors exert on students' perceptions of teaching/learning methods.

The indications are that these trainees want something concrete and tangible from their involvement. Where they are unable to demonstrate that their time was profitably spent, they are inclined to respond negatively to such situations.
Table 6.4  Teaching methods found difficult to deal with

<table>
<thead>
<tr>
<th>Methods</th>
<th>Comments</th>
<th>Numbers Selecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>&quot;I couldn't concentrate.&quot;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;The teaching here is terribly theoretical, it is difficult to find what relevance it has to my circumstance.&quot;</td>
<td></td>
</tr>
<tr>
<td>CCTV</td>
<td>&quot;A lot of time spent recording and not enough looking at and analysing.&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Correspondence course</td>
<td>&quot;It is out of date. I just swot.&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Large Group discussion</td>
<td>&quot;People set their demands very high for a large group discussion and we don't get on well as a group.&quot;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>&quot;Listening to their hot air. I don't want to waste my time!&quot;</td>
<td></td>
</tr>
<tr>
<td>Small Group discussion</td>
<td>&quot;Group discussion in which you are obliged to participate, or you want to and don't get the opportunity.&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Unsupervised attachments</td>
<td>&quot;You need someone to demonstrate confidence in you.&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Short term attachments</td>
<td>&quot;Where you are not producing anything. You need to see what you produce.&quot;</td>
<td>1</td>
</tr>
</tbody>
</table>
6.5.5 The Demands that methodology makes on trainees

Both the positive response to teaching methods and the criticisms regarding the way they were structured and used, indicate that certain demands are essential to the nature of participatory and presentational methods. Figure 6 presents the demands for which there is general agreement with regards to participatory methods.

Figure 6 Consensus Perceptions of the Demands of Participatory Methods on Learners

Analytical/Thinking skills : Summarizing, integrating, review, critical analysis
Interpersonal skills : Tolerance, sensitivity, empathy; compromise, group cohesion, creating a safe climate
Emotional/Personal qualities : Trust, confidence, commitment, maturity, self-control, affection, adapting to uncomfortable and new situations
Organizational skills : Must be structured and properly introduced; provision for review and closure (analysis of process), adequate detailed information; clearly stated objectives and ground rules; meaningful tasks.
Creativity : Imagination
Participation and Cooperation : Taking on assigned roles; contribute meaningfully.

N.B. The perceptions in the right hand column are the subjects own words.

Most of these demands were mentioned in relation to small group work, role-play and the attachment. These methods, it will be recalled, were considered to be most effective in achieving the trainees' personal expectations of the course. This may indicate that personally demanding involvement in learning activities is essential to effective learning. The emotional and interpersonal skill, demands of trust and confidence
were most frequently named. This underscores the earlier suggestion that the effective use of participatory methods depends to a large extent on amicable and supportive group relationships.

By contrast, all members considered the lecture to make very limited demands on them. The demands which were commonly cited were concentration and listening skills, which in essence, are very similar. However, their willingness to concentrate was influenced by the degree of personal contribution that they were allowed to make.

"I'm not prepared to let anybody talk to me for an hour without responding (unless it is very interesting and it's unusual for somebody to talk to you for an hour and it is interesting)." (K3a)

"If people want to agree or disagree with the statements being made and are not allowed to, you can take so much, after that people tend to opt out and switch off and tend to reject the credibility of the lecture, which is sad really because it [the lecture] has something to offer." (K3c)

A few trainees acknowledged that the lecture could stimulate thought but this was a feature of the content as well as the personal characteristics of the lecturer.

"We respond to people who are lively and use variety. The effectiveness of lectures depends on the humour of the speaker and all sorts of things that you can't quantify... You keep thinking all the time in the hope that you'll be able to contribute and say things that will get the discussion going." (K5)

As the earlier discussion has indicated, this group of trainees value theoretical knowledge but expect to receive this in situations where they can interact with the presenter and the content of learning.
6.5.6 Criteria for Assessing Effectiveness of Methods

Trainees' answers to the question "What do you take into consideration when you are judging the effectiveness of methods?" yielded the following three main criteria of effectiveness. [These are rank ordered according to the number of trainees who identified these as measures of effectiveness.]

1 Learning Outcome
   a) Attitude change: 'The extent to which attitudes I took to the group have been modified.'
   b) Cognitive change: 'How much I've learnt.' 'If I've got a fresh perspective.' 'If my ideas are sharpened.' 'If I've been intellectually stimulated.' 'If I achieve my objectives and learn a lot.' 'If I go away and think about it.'

2 Process: 'If I have contributed.'

3 Functionality: 'The extent to which I find I use the skills etc. gained in my work.' 'How successfully I can put it into practice.' 'How useful it is to you and your work.'

4 Emotional State
t it generates: 'If I've enjoyed it.' 'If I feel relaxed and happy.' 'If I feel confident and able to cope with the demands.' 'If I feel enthusiastic and want to try it out at home and at work.'

As the list of criteria indicates, learning outcome, both cognitive and effective, were considered the most important measure of affectiveness. Any training experience should not only contribute to an increase in information but in some demonstrable change in attitude and in performance on the job. In other words, it should result in increased professionalism (Elsdon, 1984). The inclusion of 'emotional response' is also significant. Some methods may have potential for learning and achieving specific and desirable objectives but they may not be suitable
to all learners. The discussion of the trainees' perceptions of methods has indicated that one is unlikely to benefit from learning situations in which one feels very threatened and uncomfortable.

6.5.7 **Analysis of Repertory Grid Results**

Figure 6.1 presents the focused grid for trainee K5. As the Figure indicates, the element tree is formed of one large cluster comprising seven elements. The remaining five elements comprise two branching pairs to the right and left poles and one element forming a branch to the cluster of elements. General observation of the grid shows that this trainee has strong views only in respect of three elements - Practice Interviewing, Small Group work and Attachment. The majority of ratings within the grid are 3's and this accounts for the large clustering of elements. The ratings given to E7 (Interviewing) and E3 (Small Group work) have a 72% identical match and suggest that this trainee perceives these methods to be associated with learning and enjoyment and to be most suppropriate for her. She considers Interviews and Small Group work to be demanding of clear thinking (C9), to build her confidence (C4), despite being daunting at times (C3). Further, she identifies Interviewing (both simulated and real) as the most successful method (C2) for her and the most useful (C1). This rating accords with her interview response where she stated that interviewing sessions, especially the one in which sixth formers were interviewed by the group, 'were extremely useful' and 'the most outstanding session'. However, her general moderate rating of the other methods is not consistent with the views she expressed in her interview. For example, her suggestion that the Attachment was extremely useful and accounted for her achieving her personal expectations of gaining information and practical skills, is not reflected in her
rating of this method in the grid. Similarly, her perception of role-play which receives a rating of 2 for only one construct (C2) 'most successful for me' does not fully reflect her positive response to this method in the interviews.

"If well thought through and you've got a positive set of information from which to work, I think it can be extremely useful because it really gives you some information and a personality or character with a certain position on which to hold an argument and get used to group exchanging, group bargaining and group dynamics again."

However, since this quotation refers specifically to the incident case method, it is possible that her rating of role-play in the grid applied to role play as a whole including the two paired examples described in Section 6.4.6.

It is seen that lectures (E10) receive a rating of 3 and 4 on all but one construct (C6) 'I find boring', which is rated a 2. This accords with her general apathetic approach to lectures. In her interview, she said that the effectiveness of lectures depended on the humour of the lecturer and on other things but she preferred to get information from her own reading and research.

"Lecture puts pressure on your confidence and ability to cope personally wise, not intellectually wise."

Constructs

There are nine constructs which form one cluster with one isolated construct ('Demands group integration', C5) and an isolated pair of constructs (C6 and 7). The cluster of constructs indicate that for this trainee, methods which are demanding of clear thinking, and build her confidence, are useful and effective learning instruments. They may also present an element of difficulty and or threat (C3) but
"If you do it and handle it well it gives you an awful boost".

Figure 6.2 presents the focused analysed grid for trainee K6(a). An examination of the element tree shows that the elements form two clusters. A general observation of the grid shows that this trainee has a fairly strong perception of seven of the twelve elements as is indicated by a rating of 2 on most constructs for elements in cluster one and for two elements in cluster two. In cluster one, E5 (CCTV) and E2 (Projects) receive identical ratings for nearly all constructs (94.4%). She considers Role-play (E2), the Attachment (E11) and CCTV (E5) to contribute to:

1) developing her perceptive powers (C4)
2) revealing her personality (C2)
3) her being intellectually stretched (C7) and she finds them to be difficult at times (C1)

The Attachment (E11), CCTV (E5), Projects (E2) and Individual Presentation (E9) help her achieve her objectives which as indicated in her interview were 'an awareness of current issues in the Health Service and the development of practical skills.' Projects, Interviewing, Large Group Discussion and Individual Presentations are considered to be intellectually demanding as is evident from her rating them at 2. The perception of methods indicated here is consistent with her views expressed in the interview. Although she said that she enjoyed participating in learning activities and consequently was better able to understand facts and issues, she had no extreme views on any method. For example, her generally favourable response to role-plays was modified by the feeling that they tend to accentuate conflicts. Similarly, group work is useful only in so far as it is associated with the production of intellectually demanding tasks. There is however one significant
Figure 6.2: Focused Grid for K6

- Does't encourage me to look deeply into things
- Is irrelevant to my objectives
- Does not teach me anything
- Inappropriate
- Demands no intellectual exercise
- Results depend on leader
- Allows one to become depersonalized
- Undemanding
- Easy

- Films
- Lectures
- Field Visits
- Case studies
- Small Group Work
- Practice Interviewing (6th form)
- Large Group discussion
- Individual Presentations
- Projects
- CCTV
- Attachments
- Role Play

Develops my perceptive power
Achieves my objectives
I've learnt an awful lot from this
This is appropriate for me
Is intellectually demanding
Results depend on sensitivity of participants
Reveals your personality
This stretched me a lot
This can be difficult
difference between her ratings of methods in the grid and that of her interview. Whereas in the interview, role-play was among the methods associated with achieving her objectives, it is given a rating of 3 in the repertory grid for this construct.

Both the repertory grid and the interview methods were used for two students. If the data agree, this strengthens my belief in the reliability of the research methods I am using. If they disagree, I am worried. There is, in general, agreement between the two methods. Apart from the issue of the contribution of role-play to the achievement of personal expectations of the course, the data agree. This strengthens my belief in the validity of the interview.

6.6 ANALYSIS OF TUTORS' DATA

As the evidence in chapter 2 suggests, teachers' personal philosophy and teaching style influence the choice of methods. I sought to elicit the tutors' philosophy from their answers to the question: "What do you set out to achieve in your teaching?" I now discuss their answers to this and other questions related to their perceptions of training methods.

6.6.1 Personal Objectives

One tutor said that since she was not a trained teacher her objectives derived largely from gut instincts and the demands of the trainees' target employment. Not surprisingly, the tutors said that their main objective was to teach management skills, theory and practice in order to adequately prepare the trainees for their first administrative post. A second objective was to help the trainees develop personally. That is, to have them gain confidence and develop their personal styles and purposes for training. The latter was considered important as:
"Learners come without identifying their own needs or talking it out with any one. They do not really see that what we are doing is appropriate to managers. They tend to see it as a promotion necessity to do this course." (KT1)

This quotation might in part, explain the apparent dissatisfaction of some trainees with the intra-mural segment of the course.

6.6.2 Personal Teaching Style

Both tutors had a practical philosophy of teaching and their teaching styles derived from this philosophy. The following comment from Tutor 1 illustrates this:

"It is more based on experience of what actually works. I suppose that does become a philosophy. I am a generalist so my position is based on experience rather than on any theoretical framework."

Because they themselves personally prefer to learn by being actively involved, and because they were aware that the particular group of trainees (which I observed), disliked formal teaching methods, the tutors said that they tended to adopt a participatory style of teaching. However, when senior managers are involved, they vary their approach since:

"... Very senior people tend to like to have lectures to update them with theories they've learnt before. They tend to think they've got the skills even if they haven't."

6.6.3 Considerations influencing the choice of methods

A combination of factors influenced their choice of training methods. One overriding consideration was their belief that variety is important. The use of a variety of methods not only ensured that the trainees were motivated but that the different objectives of the course would be met. Because management training is concerned largely with the
development of management skills, both tutors tended to focus more on practical training methods such as case studies, role-plays and simulation games. The needs and characteristics of the learners were also a controlling factor as the following two quotations illustrate:

"I have to take the characteristics of the group into account. They are disillusioned and don't like my ideas to be presented to them. They dislike formal input ... coming straight from University, the last thing they need is 1½ hour type lectures". (KT2)

"We evaluate the group and relate the methods and activities to the needs and characteristics of the group. We assess how the group learns best, otherwise it can be a disaster." (KT1)

When these comments are viewed against the students' perceptions of the course and teaching methods, it appears that the tutors choice of methods did reflect the needs and criticisms of the trainees. Comments by trainees K6 and K5 are explicit on this point:

"We are a fairly critical bunch altogether and we sort of decide in the first five minutes whether this is going to be of any good or not ...." (K6a)

"They (the tutors) reach a good compromise between trying to get as much for you and the job demands. They get as much variety as they can." (K5)

6.6.4 The Tutors' Perceptions of the Demands Participatory Methods make on Students/Learners

Figure 6.3 shows the demands that tutors consider different methods make on learners. As the figure indicates, participatory methods are considered to be far more intellectually and emotionally demanding than the lecture method. Both tutors were of the opinion that case studies, role-play and small group discussion were effective in teaching problem-
solving and personal and interpersonal skills, and in the acquisition of a large amount of content. Their effects were however, dependent on the learners' willingness to take the tasks seriously, on the careful preparation and structure of the learning tasks, and on a careful review of the activity to establish what was gained and why. These conditions accord with those which the trainees considered necessary prerequisites of the effective use of such methods. It is also seen that unlike the students, the tutors consider lectures to make some intellectual demands on the learners. The tutors nonetheless, expressed a preference for methods which achieve similar results but without the strong element of boredom and passivity associated with lectures. Certain instructional films and individual research were considered to be suitable alternatives.

Figure 6.3 The Demands Select Methods Make on Learners

<table>
<thead>
<tr>
<th>Method</th>
<th>Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-Play</td>
<td>Commitment; taking roles seriously; adequate preparation of background information; in depth examination of the problem; planning for eventualities; analytical review of the process and issues; examination of implications.</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Reading the information; analytical and integrating skills; critical thinking skills; conscientious participation; problem-solving skills.</td>
</tr>
<tr>
<td>Small Group Activities</td>
<td>Full participation; sharing ideas and opinions; group cohesiveness.</td>
</tr>
<tr>
<td>Lectures</td>
<td>Ability to absorb material quickly and effectively; ability to organize logically; recording material; learning to cope with boredom.</td>
</tr>
</tbody>
</table>

6.6.5 Demands on Tutors

Participatory methods were also considered to make far greater cognitive, emotional (reference to anxiety and stress) and skill demands on the
tutor, than do presentational methods. They are also more demanding of preparation time. Figure 6.4 presents the demands which such methods, treated as a group, make on these two tutors.

**Figure 6.4 Demands of Participatory Methods on Tutors**

- Ability to produce own material
- Much careful preparation
- Being constantly alert
- Being quick on your feet
- Ability to interpret on demand
- Having a hidden agenda
- Analytical skills
- Considerable skills of chairmanship
- Provision for analytical feedback
- Multiple teaching skills
- Relating process to theory

It may well be argued that several of these demands are equally relevant to presentational methods such as the lecture. It is frequently the absence of such considerations which attract strong criticisms of the lecture. It has been suggested elsewhere (see Chapter 2) that the unique demands of participatory methods lie in the direction of psychological skills of coping with uncertainties and highly emotive responses. Such qualities are under-represented in this list of demands. The data analysed elsewhere show that tutors in other case studies identify demands which accord with those of the literature. The omission in this case seems to be due to the absence of any theoretical or philosophical commitment to value positions (see Argyle, 1969). It may also be due to the absence of clearly defined structure and critical feedback which often contributes to the emotional response, and which the students found undesirable. At the end of the interview the tutor left me with the feeling that she was not committed to any method. Rather, she would use what experience and the students needs
and characteristics recommended.

6.6.6 Analysis of Repertory Grid Results

With the exception of Interviews (E7), Individual Presentations (E9) and Role-Play (E8), Tutor KT2 has used ratings of 5, 4 and 3 more than 1's and 2's. Role-play and Individual Presentations, which have a 87.5% identical matched ratings, emerge as the most useful and challenging learning methods. These two (E9 and E8) together with Small Group work are considered to contribute to skill development (C7) and to facilitate group cohesion (C4). Role-Play, Small Group work and Case Studies are seen to facilitate understanding (C3), to develop problem solving techniques (C1) and to make learning easier (C2). Lectures receive ratings of 5 for all but one construct. (Appendix 3)

The profile of this grid agrees with the claims made for methods in this subject's interview. As the analysis of the interview for KT2 indicates, this tutor preferred learning by being personally involved in the learning process and adopted a participatory learning style. The grid indicates a preference for participatory methods rather than lectures. Both the interview and the grid suggest that Case Studies, Role-Play and Small Group work contribute to the development of problem solving and other practical skills and make learning easier. The grid also supports the claims made in the interviews for the importance of attending to organizational skills in the use of such methods.

The analysis of the grid for tutor KT1 shows a similar close agreement with the claims made in the interview. It was indicated that tutors had similar objectives for teaching as well as similar perceptions of methods and the contribution they make to training. This agreement
is also evident in the repertory girds. The grid identifies the participatory methods of INDIVIDUAL PRESENTATION (E9), ROLE-PLAY (E9), INTERVIEWING (E1), PROJECTS (E2) and CASE STUDIES (E12) as effective learning methods (C6). They are also seen to be stimulating (C7) and students learn a lot from them (C8). All but E9 are seen to help students relate theory to practice (C4). One notable difference between the two lecturers is that KTI makes far greater use of 1's and 2's in rating the grid. This may indicate that KTI has more favourable perceptions of the teaching methods. However, the results of the grid analysis support the conclusions of the interview analysis that both tutors prefer participatory teaching methods and think that they contribute to achieving cognitive and skill objectives.

6.7 DISCUSSION

The data indicate that both staff and students on this training course have positive perceptions of participatory methods. They consider them to be a more stimulating way of learning and to be more effective in achieving their objectives. For the students, role-play and the attachment emerge as the most effective methods, while the tutors express a preference for case studies, interviews, role-plays and small group activities. Both also underscore the importance of careful preparation and provision for analytic review of learning activities if their real benefits are to be realized. However, the main point emerging from this case study is that for these subjects (and particularly the students) it is not the methodology which is important to effective learning, but the extent to which any methodology engages certain features. Among the important features are contextual factors, which include the ethos of the institution, occupational rewards, the nature of the task and the organizational structure of the learning activities.
Contextual factors weighed heavily with this group of students and they questioned very strongly the emphasis which this research appeared to place on methodology. They also measured the effectiveness of training by the extent to which it is functional on the job. The conclusion is drawn not only from the largely practically oriented objectives but from their focus on learning outcomes as the main measure of effectiveness of teaching methods and the training course.

In conclusion, while the data here indicate that this group of students prefer to be taught by participatory methods and consider them to contribute to the achievement of cognitive, affective, and skill learning objectives, they suggest that whatever claims are made for methodology must be made with considerable reservation.
CHAPTER 7

CASE STUDY 4

MANAGEMENT TRAINING
INTRODUCTION

This chapter examines the perceptions of students and staff involved in two management training courses in a London School of Management Studies. It presents my observation of the methods as they were used and the students' reaction to specific incidents; the tutors' perceptions of the methods as disclosed in their interviews and analysed repertory grids; and attempts some explanation of their response to the range of methods used. I have quoted extensively from the interviews in order to support the generalisations which considerations of brevity and interpretation demand.

7.1 THE COURSES

Because of the suggestion made in Case Study 3 that senior administrators in training tend to favour lectures to interactive training methods, I chose to observe senior and junior managers in training. This would permit examination of the perceptions of these two groups, taught in the same institution and by similar tutors.
The Senior Management Course was a ten week full-time, non-examinable course named 'Professional Management Skills'. I will hereafter refer to this as the PMS Course. The purpose of this course was to update the participants' management theory and skills, and to assist them in finding employment.

The Junior Management Course was a two year part-time evening course named 'Postgraduate Diploma in Personnel Management - Part-time.' This was an examinable course leading to a Council for National Academic Awards Diploma. I will refer to this course as the DPM. The stated aim of the course is "to provide training, development and education in Personnel Management which will enable students to demonstrate professional knowledge and competence, which will improve their job performance and form an appropriate foundation for achieving competence at higher levels of responsibility in the medium and long-term."

Specific objectives identified personal growth and self-directed development as goals to be achieved.

7.2 THE SUBJECTS

PMS

There were twelve members - ten males and two females - in the PMS course. These had all held senior management jobs for upwards of ten years. Roughly half of the group had been working in foreign countries as consultants and or managers and had returned to Britain to settle. Others had recently been made redundant. All were unemployed but two members found jobs before the course ended.

DPM

There were 14 students in year 2 and 20 in year 1. All members were in full-time employment in Government and Private Commercial institutions.
Most members were in their early to late twenties and the majority were university graduates, and females.

**Tutors**

Three tutors agreed to be observed teaching, and to be interviewed. One tutor (Tutor 1) was organiser for both the PMS and DPM courses and taught on both courses. Tutor 2 taught on the DPM course and Tutor 3 coordinated and taught on the DPM course. All three were senior members of staff.

**7.3 PROCEDURE**

I observed both courses from October to December 1983. My observations involved eight teaching sessions and a three day game with the PMS and seven teaching sessions and a weekend study skills session with the DPM. My general stance was that of a non-participant observer, but group members sometimes asked that I participate in small group discussions and activities. I was also assigned specific tasks, for example, recording decisions and doing calculations during the study skills session and business game respectively. Such tasks were not demanding and so did not restrict my observation of the wider group. My main interest was in the pattern of interaction and the type of student response (verbal, physical and emotional) to the different learning activities.

Because the PMS was a short course, I decided to interview the subjects towards the end of November. By then, the course would have been near completion and participants would have formed impressions about the course and the different training methods. All interviews were conducted during the lunch break and at the end of the day's teaching session.
The seven DPM students who volunteered to participate in my research found it inconvenient to be interviewed during the Christmas term. Consequently, they were all interviewed, at the school, in February 1984. There were three Year 2 and four Year 1 volunteers. The volunteers seemed to have been motivated by a wish to cooperate rather than by any specific bias towards my research interest. All three tutors were interviewed during the Christmas term.

The subjects' perceptions of the training methods, as disclosed in their interviews, and repertory grids and supported by my own observations will now be presented and discussed.

7.4 ANALYSIS OF STUDENTS' DATA

7.4.1 Preferred Learning Situation

Ten of the eleven PMS participants claimed to prefer learning in situations which combine lectures with some form of practical work, for example, case studies or individual assignments. Only one participant said that he always learns best in practical and on the job situations. He did not like to be lectured to: "The lecture type school-masterly approach is not at all my style. They attempt to do too much." (PMS9). Most of the DPM's preferred learning in practical and interactive situations: "I learn a lot from what other people think. I like things to be practically oriented." (DPM3)

7.4.2 Personal Objectives/Expectations of the Course

The development of skills and competencies was the chief concern of PMS participants. All expected the course to update and sharpen their management skills; to expose them to new management theory in situations where they could apply and test them, and to increase their chances of
finding employment. The following quotation from PMS1 illustrates the overriding concern of the group:

"I was looking for a framework on which I could hang those bits and pieces that I already know so that I could relate what I know and understood, to parts, theories, relationships that I didn't understand and fit the whole thing together."

They perceived the aims of the course to be similar to their own personal expectations but were critical of the emphasis that was placed on finding them jobs by the end of the course. While they expected that the course should better prepare them for employment, job acquisition should not be the prime goal. The following were named as perceived aims for the course:

- To improve our management skills;
- To build our confidence;
- To get us a job.

By contrast, the DPM group were primarily interested in gaining the qualification, and secondly, 'in gaining personal knowledge and experience of the personnel function.' Two of the seven interviewees named 'gaining the qualification' as their single expectation and one named 'knowledge and abilities in areas unfamiliar to me as a back up to my work' as her sole expectation of the course. It seems then, that students are more likely to focus on improving their skills and competencies in non-examinable courses than they are when there is an examination to be passed. I will return to this dimension in later discussions as the data from the DPM students suggests that anxieties over examination can discourage experimentation and innovation.
Participants' Perception of Training Methods

Lectures

Ten of the eleven PMS members responded favourably to lectures. These considered lectures to be an efficient and effective method of presenting information. They also identified the lecture together with follow up group discussion and relevant case studies, as having contributed most to achieving their personal expectations of the course. Enthusiasm for lectures was however, more associated with informal presentations than with formal lectures. This group differentiated between 'formal' and 'informal' lectures. Formal lectures were defined as an unbroken, usually high speed, presentation, in which the lecturer sometimes attempted 'to cover three years' work in one lecture.' Informal lectures were defined as a lecture presentation which allows for participant contribution encouraged by intermittent questions from the lecturer, or by the provision of opportunities for participants to ask questions and/or comment on aspects of the lecture. Although they expressed a preference for informal lectures, PMS participants expected the lecturer to exercise some control over their contributions. This was considered necessary both to establish the main learning points and relevance of each contribution and to discourage irrelevant and frivolous comments and answers. They were strongly critical of lecturers who surrendered their authority in lectures. The following quotations indicate their expectations of the lecturers and lectures:

"Some lecturers have been particularly good at taking ideas from the group and incorporating them into what they were saying. Other people seem to use that technique simply as a time filler. They listen to what people say but they almost leave it uncommented. That seems inappropriate in this context where we are learning not just a subject but a way of operating ... sometimes it is very irritating when lecturers just say
'O yes, I don't know anything about that' and don't even speculate on it. Whereas, it would be more appropriate to open up the discussion and let other people make comments." (PMS10)

and

"I sometimes find their use of our ideas frustrating, especially when you expect the lecturers to come up with a solution or at least make a summary of the views expressed which the lecturers consider good, some resolution of the issue and this is not done." (PMS6)

This concern for the lecturer to be in authority was expressed by several participants. They perceived their lecturers to possess valuable resources and they expected them to be explicit in sharing them. Uncontrolled student questioning was considered by one participant to frustrate this intent:

"I get frustrated when, because of prolonged questioning, (many of which I am not interested in), the lecture is not completed or the lecturer feels obliged to rush through the lecture and it becomes disjointed." (PMS6)

In general, this group expected lectures to meet certain conditions if they are to contribute to meaningful learning. These are:

1. They must be an intellectual exercise: "We want at this level an intellectual involvement of the lecturer with the group, it's to be a two-way relationship." (PMS10)

2. It must be reasonably short and appropriately paced so that one can follow intelligently and have time for reflection: "I'm not sure that I learn very well by flogging through a long lecture ... small varied lectures allowing for student involvement is preferred". (PMS1) and "some lecturers covered too much. More time could have been devoted to the lectures so that lecturers
go at a slower pace. Lectures would then have meant more to me. I had no time for reflection in the lectures." (PMS6)

Lectures should be given by competent and confident lecturers: "Lectures will be as good as the lecturers. There was one new and very nervous lecturer and we had no respect for him." (PMS6) and "I occasionally get impatient with lectures that were a little thin on material. I look for up to date and precisely presented information on the latest theory in a particular discipline." (PMS4)

By contrast, the Personnel Management group, who all claimed to prefer learning in practical situations where they are doing and reading rather than listening, were less favourably disposed towards lectures. Since the straight lecture was seldom, if ever used, (I did not observe any formal lecture during my period at the college, and the DPMs said that they were not used), their responses relate to the informal lecture situation. All seven interviewees admitted that lectures are necessary and can be valuable, but they did not like them as a teaching method. "I don't particularly like lectures but I can learn from them and have done so in the past." Another member considered lectures to be inappropriate on a part-time evening course when students arrived already tired from their day's work: "On a Thursday evening, a lecture can be quite horrendous ... you've worked hard and are tired ... If I'm fresh and alert and the lecturer is good, I do not mind."

The data here show two distinctly different perceptions of the lecture by two groups of managers in training - more experienced managers and junior managers with limited experience. The favourable
response of the practical management skills group to lectures may be explained by their educational and job experience. As very much older persons, the PMS' earlier education was likely to be associated with presentational methods such as lectures and reading exercises. One participant made frequent reference to the changes in educational methods since his university days: "I have been out of formal learning for 25 years. The way they teach here [at the Poly] is to involve the class in discussion ... I'm surprised that Cambridge did not use it." (PMS7) The practicalities and demands of their job might also explain their preference for lectures. Lectures offer definitive answers while other methods tend towards relative and more inconclusive answers. Participant PMS7 explains the need for managers to have definite answers: "We are managers and at the end of the day, we'll have to come to some decision. The academic approach of having no answer is not philosophically a very easy answer. It may be the right academic solution but not in real life."

The DPM group, on the other hand, as younger persons in their early to mid twenties, were schooled during the 60s and 70s when progressive education was gaining currency. They are therefore likely to have been taught by a variety of methods. The fact that this group was also all female while the former was largely male, might also explain the differing perceptions. The women's movement's stress on assertiveness and personal involvement tend to challenge not only male dominance but authoritarian and traditional methods and approaches as well. While I did not consider the subjects' ideological position to be relevant to this thesis, I did observe from the conduct of group discussion on political issues that some DPM members held strongly feminist views. Two of the interviewees also indicated that their experience of assertiveness training had influenced their response to learning and involvement.
Small group discussion was a relatively new learning method for most of the PMS participants and they responded favourably towards it. The main value of this method for these senior managers was that it allowed them to draw on the range of expert resources available in their group. All members commented on the extent to which they had learnt from each others' skills and experiences. The following comment by the youngest member of the group illustrates the importance attached to group discussion and informal sharing with colleagues: He identified case studies and group discussions as the most challenging methods for him "because you're putting your appraisals of the situation against everyone else's and once that's out of the way, you're putting your negotiating skills above everyone else to get acceptance of the method. That's very challenging because we've got a lot of people who know an awful lot and have done far more than I've done or hope to do ... I personally find that kind of work stimulating because I glean ideas from others, analyse them and then feedback what I feel." (PMS1). Another member regretted that the tutors did not use the group members as resource persons: "I enjoy small group discussions because one of the advantages, and I think in some ways they've missed out a little, is that there is such a range of experience in our group and they are not drawing out, putting that experience to better use ... a lot more use could have been made of the skills and the real hard experience that is here." (PMS8) This participant further commented that several members of the group often lingered at the end of the day to share informally with each other. They had become very good friends and hoped to continue the friendships after the course ended. The DPMs identified similar gains from group work and made specific reference to the broadening of their experience because
of the varied work experiences of the group.

However, group discussion is not always conducive to worthwhile learning. One participant warned that careless planning and personality differences could defeat the learning potential of group discussion. The following quotation explains her concerns:

"There is a tendency in group work to go off on a tangent and if you've got somebody dominant within the group who's not going to give in, you can spend more time trying to keep the group from going off on one side. That's the drawback and my only reservation. On the other hand, if you keep the group working to the stated objectives or idea of the task, then, it is a much more effective way because at the same time that you're learning about the subject of the study, you are also picking up a lot of interpersonal skills which should be invaluable within the managerial sphere, and I think that it is in the development of interpersonal skills, which doesn't really get a proper heading on the course, that the most unexpected benefits have come. So small group work is effective."

Supervision of group activities by the lecturer was also advantageous:

'The lecturer has to go around and see that the groups are really functioning as groups. He can't abdicate responsibility.' The question of supervision is, however, a contentious point. During my observation of the DPM sessions, some groups objected to the tutor's presence in their groups as this tended to inhibit them. This indicates the need to contract with groups about the role of the tutor during group discussion exercises.

The quotation by PMS 10 has identified interpersonal skills development as an important effect of small group discussion. This contribution was also cited by the DPM group. This group claimed to have become more sensitive and caring as a result of participating in small group activities. They frequently named 'trust', 'group support' and 'sensitivity' as essential demands of small group work. Such demands were also
identified by several of the PMS's. This finding is consistent with the claims made in the literature for small group discussion (see Chapter 2.5.3).

Another participant (PMS11) said that group discussion was not always conducive to meaningful learning and efficient use of time. He often got annoyed by persons who felt obliged to contribute on issues that they did not understand. The resultant waste of time coloured his response to group discussions.

The subject/content of group discussion was seen to have an influence on participants' response to group work as well as on the learning outcome. For example, three PMS members considered group discussion related to self-assessment and which required personal disclosure to be inhibiting, difficult and counter productive. One such member explained that such sessions require careful preparation and trust if they are to be useful. Because such exercises were introduced at the beginning of their course when members were still strangers, and because the exercises were not carefully structured, he considered them a waste of time:

"The demands were not very searching. They tended to be heavily constrained by time ... and in my view, would have benefitted from some careful preparation on the part of the individuals before they got into this situation, and some follow up because some of the issues that were dealt with I felt were dealt with very superficially." (PMS1)

Another participant said that his personality, the nature of the disclosure required, and the absence of group support made the exercise difficult and limited its learning value.

"... I am a fairly private person and that was a demand upon me being asked to talk about some of myself. I find it very limiting and of very little value because my own opinion is that the things which really trouble us are so locked deeply inside us that we would never speak to
anybody about it anyway .... And a lot of the people in the groups did not seem capable, serious minded enough, or sympathetic enough for me to talk to in that fashion." (PMS 11)

Personal disclosure did not appear to present much problem for the DPM. This was probably due to the stage of the course, their greater familiarity with each other, and to their evolution of a supportive and understanding learning environment. As DPM3 explains:

"The discomfort has got less as the course has gone on because firstly, we have all as individuals (hopefully), become more proficient and we've gained more confidence and also because the group has become more cohesive and we all actually trust each other and realize that our colleagues are supporting us. Whereas, initially, I for one was very frightened about what people thought of me ....."

The above concerns have implications for the choice of content and the timing of specific group activities. The review of literature (Chapter 2) has identified empathy, genuineness and caring as important qualities of professionals (Carkhuff, 1969; Rogers, 1970, 1984). The comments by these participants indicate that participants in training need to be given the skills for using group work as well as the assurance of a caring and supportive atmosphere in which risk taking (and self-disclosure is a high risk element) can be encouraged. Several members of the DPM group regretted that at the outset, they were not given specific training in group dynamics and had to learn by trial and error. I will later suggest that trainers need to make a decision regarding how they will ensure that educators in training acquire the skills (of working together) that they will need to teach their students.

7.4.3.3 Simulations with CCTV

Both the PMS and DPMs considered video recorded simulated exercises valuable learning experiences but individuals responded differently to
aspects of the exercises. The simulation exercises I observed included:

1. Two sessions of formal interviewing of the PMS. Each member applied for one of several advertised jobs and was subsequently invited to attend an interview. All the interviews were conducted by a panel of two tutors. The other members of the group observed, commented on, and discussed the interviews. The video recording was then replayed as requested by the person interviewed. Some members chose to observe the full tape, while others asked to review specific sections of the tape. The lecturers also gave feedback to the interviewees.

2. One week-end sequential study skills period for the DPM, which had as its aim: 'To provide opportunity for practice and skill development in interviewing for selection purposes.' There were twelve student participants and two tutors. Participants were divided into two groups of six. Each group had to compile a person specification for a job (the specific job was given); compile particulars for candidates; write an advertisement for the job; produce an interview schedule; short list, and interview applicants (members of the group completed application forms); inform interviewees of the panel's decisions and discuss the full exercise. The interviews were video recorded and replayed on request during the discussion stage. Each participant took turns at being interviewed and interviewing. Both tutors supervised the groups during the materials production stage but each worked with one group during the interviews. I sat with one group throughout the materials production stage, but observed both groups conducting interviews.

3. Two sessions in Group Dynamics designed to provide some training on how groups operate. After probing the students to find out
their experience of working in groups, the lecturer distributed a hand out which supplied basic information about negotiation and the giving of non-judgemental feedback. Members were then invited to divide into one of 3 activity groups: 1) a discussion group; 2) observers; 3) CCTV operators. The discussion group chose one from a list of topics, which they subsequently discussed. Observers used an observation schedule which focused on the extent of group participation and leadership styles. The presentation was then assessed using the observers' reports and the video as supporting evidence. The tutor summarized the main points of the feedback discussion. During the second session, (held the following week), the groups exchanged roles in order to allow different persons to experience different roles.

Most of the PMS group identified feedback sessions and the replay of the video as the most useful aspect of the exercise. Feedback sessions were useful in that they offered a wide spectrum of views 'on the content and process of their performance.'

"The feedback from colleagues was very helpful, not so much on matters of substance but in terms of perspective. It seems important to get width of opinions as well as depth and they provided that." (PMS 1)

It is significant that the comments of their peers, rather than of the tutors, were identified. The value of the video was seen to lay in its potential for self-assessment and change: "The purpose of CCTV is a tool of self improvement. You observe your weaknesses and decide to change them after analysis ...." Some participants also found the replay useful because they were for the first time made aware of some of their physical mannerisms, peculiarities and voice.
"What was of assistance was to see how I reacted to questions - facially and physically. One never imagines what one sounds like or looks like and to hear oneself and see oneself on the screen is to say 'My God, do I look like that, do I do that?'"

But others found the reply destructive for this very reason:

"Seeing oneself being interviewed on TV in front of your colleagues is quite useful. It can also be destructive. It shows up your weaknesses and strengths. Here all the people on this course are unemployed ... so one is very vulnerable to criticisms ... What one is looking for is strengths in oneself, not weaknesses. I think the CCTV found the weaknesses." (PMS7)

In general, this group considered the actual interviews to be of limited value, because, as experienced managers, they were already skilled interviewers and interviewees. As PMS11 explained:

"I find that [interviews] would be more suitable for two types of people (a) youngsters in university or college who haven't had a job before and (b) somebody who hasn't been to an interview for years and years, or somebody who has difficulty communicating in that sort of situation."

Nevertheless, two members claimed to have benefitted greatly from the interviews despite their initial belief that they did not need such training. This was attributed to the positive feedback which boosted their confidence, and to the skills and sensitivities of the tutors who interviewed them.

The response of the DPMs was conditioned by their job demands and their perceptions of the group's expectations of them. Because interviewing was a regular feature of their work, most participants feared that they might be assessed as incompetent professionals on the basis of their performance in the simulated exercise. Consequently, they found both the interviews and the video replay "stressful and frightening." One member articulated the basic anxieties of the group:
'Everybody hopes that they achieve at least a satisfactory level and you come to a course like this, having been interviewing in your job, and there is obviously quite a fear that somebody is going to say "God, you're awful and you don't know what you're doing". So, I think the stress levels were quite high.' (DPM 4). Given this fear, several persons found the replay of the video as a feedback devise, not only stressful, but emotionally draining:

"The biggest demand is not a learning theory one, it is learning about yourself. Emotionally for some people it was a problem just looking at themselves and seeing what their problems were and having other people finding them out ... I found it quite strange in a way but it didn't demoralize me ... I was big enough to handle it - only just ... Some people in the group couldn't handle it and got very upset." (DPM3a)

Another participant commented: 'It's the sort of adrenalin thing and getting used to your image and what you do ... It is a very high risk sort of training because unless you have trust in the group and support, you won't be able to cope with constructive criticism. You've got to be so sensitive when you do this.' (DPM3b). Not surprisingly, some participants refused to have their video replayed and chose instead to respond to feedback from the group and tutors. One person did however, consider the CCTV replay to be an effective method of training because:

"It allows the trainer to give feedback in a very constructive way. It allows the person being trained to receive that feedback in that they can see themselves what's happening.... The main thing is that you can assess your own performance. You're guided to assess your own performance and notice what went wrong and what information you didn't get ... To be told, people can react against that, they don't accept it. When you actually watch it you see that it's right, and that's what makes CCTV useful." (DPM2)

This rather insightful comment has articulated the value of CCTV as a training device and underscores the earlier comment by PMS2 that CCTV is essentially a tool for self-assessment.
There was general agreement among the DPM that the group work, that is, the writing of job descriptions and advertisements etc. was the most useful part of the week-end experience. This was largely attributed to the opportunities to share and draw on each other's skills and competencies and the self-directed aspect of the task: 'I think the way we had to work it [the assignments] out for ourselves was good for adult learners ... The way people perform on the job, it gives you more insight into people if you're actually left to produce on time certain information.'

Much value was also attached to feedback from the tutors as well as from colleagues. Some participants said that the feedback provided guidelines to enable them to improve their performance. Others considered it an essential part of the training exercise but it needed to be treated delicately. My experience was that this was done for both courses observed. This response to the experience of training through simulation exercises combined with CCTV has indicated that this method has to be used with much sensitivity and care if professional educators in training are to derive benefits from its use. The participants' response is seen to have implications for (1) negotiating the circumstances and specific conditions for its use; (2) providing opportunities for private and leisurely viewing by individual participants and (3) creating an atmosphere of trust, sensitivity and respect so that neither the person nor their professional status appears to be threatened/attacked.

7.4.3.4 Case Studies

The case studies which I observed were of the Inductive and Case Problem variety [see Chapter 6.4]. Case studies were frequently used in training the DPM but were less a feature of the PMS course. Those
members of the PMS who commented on case studies tended to have found them difficult even if effective. The tendency for case studies to accommodate a variety of valid interpretations was the main source of difficulty:

"Case study - another good method is sometimes a very difficult method because some cases have no conclusion. You can discuss for 3 hours and at the end one has no answer and when asked the lecturers say there is no decision." (PMS7)

'No decision' here refers to the absence of one definitive answer. PMS10 said that case studies are more difficult as an individual rather than group task. As an individual task, it was mainly an intellectual exercise as she explains:

"On your own, it is purely intellectual and you are just looking for solutions and I think that's one of the problems that has come up that people vary in their ability to accept that there might be more than one solution or more commonly, that there is no one best solution."

For this reason, case studies were considered to demand interpersonal skills: 'Here you are in the business of interpersonal relationships. You can spend more time dealing with that than with the actual subject in hand.' Two members named case studies as one of the most challenging methods on the course, mainly because of its potential for developing analytical and interpersonal skills.

Perhaps because they had had much practice in learning by case studies, the DPM responded positively to the method. They considered it to contribute significantly towards the development of higher order cognitive skills, for example, analytical skills, to knowledge acquisition, social and interpersonal skills. The following illustrates some of the benefits derived from case studies:
"Case studies make you think an awful lot and think of all the sides in the case, not just one side, all the parties involved. You've got to work out alternatives and see what would be more beneficial to the Company and to the employee. You also have to look at the legal side. It makes you do things you do not do at work. I don't do law and industrial relations at work, so case studies have given me that experience and practice." (DPM 1)

This participant also suggested that she learnt much more information from case studies when done as an individual rather than as a group task. However, group case studies offered a wider range of skills and understandings. Unlike the PMS, the DPMs were far more willing to accept alternative solutions to a case:

"It is also interesting to see what different groups come up with. Different groups come up with different ways of solving the problem and no one is right or wrong as such. It's interesting to see how people go about it and the completely different meaning that different groups get from case studies." (DPM 5)

In general, this group found case studies an enjoyable and challenging method from which they gained a variety of skills and insights. One member did however, express the view that she had had a surfeit of case studies. This does indicate the need for using a variety of training methods so that no one method is overworked.

7.4.3.5 Individual Presentations

Both the PMS and the DPMs were required to prepare and present a teaching/training event. I observed two sessions each with both groups. The PMS tended to give lectures while the DPM used a combination of case studies, large group discussion and illustrated expositions. Their choice of methods may reflect models of their teachers as well as their personal preferences. Each presentation was evaluated by the group. The tutors participated but did not control the evaluation.
Their contribution was mainly to seek clarification of issues and to draw attention to important principles that were not addressed by the group. Both groups identified Individual Presentations as a very effective and demanding method of training and learning. The challenge lay in the compulsion to perform at one's best. Consequently, much time and effort were expended in preparing for this task and they not only developed their confidence but mastered both information and the relevant techniques. DPM 3b makes the point very well:

"I think if you are actually presenting something yourself, that is a very good method of learning albeit an uncomfortable one. If you're doing the presentation you actually put a lot of effort into it, you've researched everything well and I think you learn a lot from that. And certainly you should increase your skills of presentation. We've all done that, and all of us have increased our skills of presentation because we have talked to the class about something, be it an issue or the week-end case study."

7.4.3.6. Role-Play

Role-plays were used on the DPM course only. The group admitted that role-play did attract a poor rating in some quarters but they found it an 'immensely enjoyable' and effective method of training. It was particularly useful because of its potential for immediate attitude change, for empathy and understanding. DPM 3b makes the point rather succinctly:

"I think they [role-plays] are tremendous. I think the one I have enjoyed most was playing the role of a trade union official (because in my job the role of personnel is very much the management, the Company's side) and negotiating from that end was tremendous. You start thinking in a completely different way. It gives you a completely different insight into how someone else thinks. In some ways it is frightening that you can actually change your mind to think along a completely different path and that if you think about it, it might worry you. But I think it is an extremely useful teaching method and I have learnt a lot from it."
DPM 3a suggested that one's response to role-play was conditioned by one's initial experience of it: 'We came with positive experience with role-play. If you've had a bad initial experience then you've got an enormous barrier to overcome before people actually participate.' Best results were obtained when role-play was conducted in an environment of trust. The individual needs to feel safe to take risks. "I do not feel threatened by the people but by my own realization of my ignorance." (DPM2)

7.4.3.7 Business Game

The game I observed was played by the PMS towards the end of their course. Business games were not used on the DPM course. The game ran for 3 days and the stated purpose was "to provide an exercise in cooperation; to show that one side of a business cannot operate on its own". In the preamble, the game was described as 'a paper exercise which requires you to examine the finance and planning of a business. Each company is selling an imaginary consumer product supposedly marketed in the United Kingdom (Splosh) in competition from other firms.' By way of preparation for the game, the group was given several detailed instructions and work sheets. One tutor took the group through the instructions and entertained questions. Emphasizing that Cash Flow was the most important requirement, he had the group explain the difference between Cash Flow and Profit. The two tutors identified their roles as umpires and indicated that the teams could consult them when necessary. At the end of each day's play, the tutors commented on the process of the game and gave pointers for the following day's play. The group was organized into two teams and subsequently the Company Chairman assigned each player a role, for example, Market Specialist and Accountant. Both teams were observed to play the game seriously. One indication was that
both teams frequently worked through their coffee and tea breaks. I sat with one team for most of the 3 days and observed that their decisions were informed by careful analysis and application of theory and guidelines they had been given on the course. For example, "Gordon said on Friday it is no use putting in an advert if you haven't got enough salesmen to work the area." They also drew on the specialist knowledge in the team. Significant successful and unsuccessful decisions were analysed to establish the cause: "Where did we lose?", "We've got problems, we've oversold"; "Let's talk this through then."

Frequent consultation with the umpires enabled the players to learn from their decisions and to apply and test relevant theory.

At the end of the game, each Company Chairman was required to present a report on their performance. The reporting was facilitated by a set of written questions provided by the tutor:

- Policies - Did they change?
  - What problems? Did you resolve them?
  - What lessons?

The players also posed questions, for example, "If you had to play the game again, would you do it in the same way?" Such questions enabled the group to determine and assess their strengths and weaknesses. Several players expressed dissatisfaction with the speed at which they were required to work on the first day and concluded that it militated against their being able to learn from the morning's proceedings: "I think that rushing us was a bad teaching practice."

Response to the Business Game

All parties agreed that the game was an engaging and useful learning experience. Although the game was a competitive exercise, the demands of the task dictated reasoned rather than reckless decisions. Participants
who had experience of business said that the game allowed them to 
exercise their business skills and to apply the theory they learnt:

"I've enjoyed working out the Cash Flow sheets and 
doing the Accounts and Balance Sheets. The Balance 
Sheets were something I particularly wanted to 
learn about. The business game has provided an 
ideal situation in which to learn and has given me 
opportunity to put economic theory into practice - 
marginal cost, values utility, incremental costs, 
the relationship between Cash Flow and profitability 
etc. These came out in the Economics lessons and 
now I actually had a chance to put them into 
practice. The only other way I could put these 
into practice is to go out and form my own Company 
which I couldn't afford. So it has been good."

Another participant admitted that he was able to exercise his business 
skills but felt that the parameters of the game were a limiting 
factor:

"The thing that preoccupied me with this game is that 
it dealt with an essentially static market and neither 
with growth or recession and as you heard from the 
group report, that coloured our thinking and we took 
a wrong judgement. We adopted a middle course."

The quotation also implies that the writing of the report allowed them 
to analyse their decisions and results, and they learnt much from this 
exercise. As I mentioned in the description of the game, some 
participants were unhappy with the speed of the first day of the game. 
They found this counterproductive. For example, PMS5 said in his 
interview:

"When it first started, I thought it was losing its 
point because of the speed they expected us to go at. 
In business, you are making important decisions such 
as short term, long term decisions, marketing etc. 
These are plans that cannot be made in a few 
seconds, they have to be considered and discussed... 
Today, being the second day, the situation has been 
far better and we've had time to consider our future 
strategies and decisions re how to progress. I 
think we are definitely learning something from it."
The implication is that if one is to learn from games, there must be time and opportunity for reasoned and considered actions. Chance decisions may not result in meaningful learning. However, one implication of the quotation is that they did learn the need to adjust to speed. This is also part of the learning. The game aimed at teaching the importance of cooperative action and the indications are that it did. There was much evidence of consultation and commendation of successful proposals and decisions. During the reporting session, one member's submission of a proposal without prior group consultation was identified as one reason for that team's failure.

In general, members claimed to have enjoyed the game and to have learnt several higher order and practical skills. For example, analysis and evaluation and how to work out balance sheets and to negotiate successfully.

7.4.4 The Issue of Autonomy

As I described earlier (Section 7.1), the DPM course expoused a philosophy of self-direction. It was envisaged that the course would help students to take responsibility for their own learning. Self-direction emerged as an issue for the second year students only. An analysis of their response to the idea of self-direction may explain why self-direction did not pose a problem for the Year 1 students. The three Year 2 students were ambivalent in their response to self-direction. On the one hand, they considered self-direction to be an adult way of operating as well as their preferred way of learning. But on the other hand (they were enrolled in an examinable course, they wanted to be successful), they had no assurance that self-direction would get them through the examinations. Past experience and public acclaim had indicated that
Directive teaching approaches contributed to examination successes. Understandably, therefore, while they enjoyed being self-directed during their first year, as the examinations approached they were becoming anxious. The following quotation articulates the dilemma that examinations presented for this group:

"I think the developmental aspect is important ... taking responsibility for your own learning has been more difficult than I expected it to be. I do believe that adults learn best by taking responsibility for their own learning. But in a practical sense, thinking that I am doing a full time job, and having other interests, I must admit that I sometimes wish that those in the group who do not like autonomy and want to be told, would have their way and we sit down and be told what's to be in the exam. So in theory, it is good but it doesn't work out quite so in practice."

I asked her if she would like to be given lectures in order to reduce her anxieties. She said:

"No. I think more guidance about book availability and comments on the reading list - which books are useful, some idea re the important parts of the syllabus, what needs to be learned, some assurance that we are actually covering the areas we need to cover. Last year, I enjoyed finding out emphases for myself. This year I'd rather be told."

The above quotation illustrates very well the constraining effects of examinations on independent action as well as on students' willingness to be taught by non-directive methods. Another second year student expressed dissatisfaction with the limited positive feedback she received about her overall performance on the course:

"I need positive feedback from tutors to say how you are doing so that there can be attitude change and growth ... It gives a sense of achievement ... Our:: only positive feedback [comes] when we present written assignments ...." (DPM 3b)
Given the claim that it was fear of not passing the examination which influenced their uncertainties about the value of self-direction, it may be that distance of the examinations explain the general satisfaction of DPM1 with the more participatory non-directive methods.

### 7.4.5 Analysis of Students Repertory Grids

The perceptions of methods portrayed in the repertory grids completed by five of the eleven PMS participants and four of the seven DPM participants, are presented and discussed in this section. The analysis is treated separately for each group and the findings from both the interviews and repertory grids are discussed in the summary which follows.

<table>
<thead>
<tr>
<th>Methods</th>
<th>Number giving Left Pole Rating</th>
<th>Number giving Right Pole Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Lecture</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Informal Lecture</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Role Play</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>CCTV</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Case Study</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Field Visits</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Personal Planning</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Business Presentation</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Practical Exercises</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Films</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business Game</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

N.B. Left Pole indicates that ratings of 1s and 2s were given on the Constructs; Right Pole indicates ratings of 4s and 5s. I make the assumption that the left pole is seen as positive attributes and the right pole negative ones. The table does not reflect ratings of 3s which were widely used for a number of Constructs. Ratings of 3 applied for things not applicable or an undecided, uncommitted response.
As Table 7.1 indicates, most repertory grid respondents gave left pole ratings to Role-Play, CCTV, and Practical Exercises. This means that these methods were perceived to be closely associated with constructs on the left side of the grid. These methods were associated with the following constructs: very challenging; learn a lot from; enjoyable, very useful; present no problem; leads to self-improvement; promotes discovery learning; stimulating; makes me think; elicit critical response; makes me more self aware; focus on process; respects students' experiences and demands safe climate. The Business Game which attracted left pole ratings from two respondents, was associated with constructs such as: 'makes me think'; 'is rather difficult'; 'demands a safe climate'; 'elicits critical response'; 'very challenging and useful'; 'develops interpersonal skills'; 'a major help to me'; and 'I enjoyed it'. Field visits (2 left hand ratings) were associated with: 'promotes discovery learning'; 'very useful'; 'leads to self-improvement'; 'I learn a lot of information from it'; 'stimulating and rewarding'. Informal Lectures where they attracted a left pole rating were associated with: 'I enjoy this'; and 'makes me think'. Small Group Discussion and Case Studies were associated with: 'very challenging'; 'I learnt a lot from it'; 'enjoyable'; 'very useful' and 'a major help to me.' Case Studies were also associated with: 'demands a safe climate'; 'makes me more self-aware'; 'is rather difficult'; 'makes me think'; is very useful'; 'focus on process'; and 'elicits critical response'. Personal Planning was perceived to contribute to: discovery learning and self-improvement and was considered useful. Those who rated Personal Planning towards the right pole associated it with constructs such as: 'little challenge'; 'expectations not met'; 'no lasting value'; 'inappropriate for me'; 'irrelevant'; 'elicits self-projection'; 'very bad for adults' and 'completely ignores students experience'. Formal lectures
were also associated with these constructs. The favourable response to lectures given in the interviews is not evident in the grid ratings.

Figure 7.1 presents the focused grid for PMS 10 as an illustration. The element tree forms two main clusters of elements. The first cluster is made up of two pairs of elements: Role-Play and Business Games, and Case Studies and Small Group Discussion. These elements attracted ratings of 1s and 2s on six of the 9 constructs and are perceived to be: challenging (C8); facilitate learning (C6); be enjoyable (C7); very useful (C1); be a major help (C4) and develop interpersonal skills (C3). The second clustering results from the elements being rated mostly 3s for most constructs. Personal Planning (E8) and Formal Lectures (E1) are paired, that is, they are perceived to be related. Personal Planning, as I observed it, was a type of tutorial where students met with the tutors to plan their work and receive guidance. These methods were rated 5s and 4s on most constructs. They were perceived to: present little challenge (C8); fail to meet my expectations (C6); be a fairly neutral experience (C7); be of no lasting value (C1) and is inappropriate for me (C4).

The perceptions expressed in this grid are generally consistent with the views expressed in her interviews. While she did offer some criticisms of small group work, these were intended to suggest areas for improvement. Both the interview and the repertory grid suggest that Case Studies, Small Group Discussion, and Business Games are perceived to be associated with the development of personal and interpersonal skills, knowledge acquisition, challenge and enjoyment. This subject did not comment on role-plays in the interview but the grid suggests that she perceives them to achieve objectives similar to the other methods in Cluster 1.
FIGURE 7.1
Focused Grid of Student PMS1O

I found this very challenging
I learnt a lot from this
I enjoyed this
This was very useful
This is inappropriate for me
Developed interpersonal skills
This is time consuming
An effective way of learning
Information is more easily recalled

I found little challenge in this
My expectations were not met
A fairly neutral experience
This was of no lasting value
This was a major help to me
Does not develop interpersonal skills
Time well spent
An ineffectual way of learning
Did not give high recall

Personal Planning
Formal Lectures
Business Presentations
Film
Informal Lectures
Practical Exercises
Field Visits
CCTV
Small Group Discussion
Case Study
Business Game
Role-Play
Table 7.2 gives an indication of the methods which were given left pole ratings by the DPMs. As is seen in the table, five methods: Feedback sessions, Individual Presentations, Case Studies, Role-Play and Small Group Discussions received ratings of 1 and 2 for most constructs on the three repertory grids.

Table 7.2 Methods attracting Left Pole Ratings for DPMs

<table>
<thead>
<tr>
<th>Methods</th>
<th>Number assigning ratings of 1s and 2s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback Sessions</td>
<td>3</td>
</tr>
<tr>
<td>CCTV</td>
<td>2</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>3</td>
</tr>
<tr>
<td>Case Studies</td>
<td>4</td>
</tr>
<tr>
<td>Role-Play</td>
<td>3</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>3</td>
</tr>
<tr>
<td>Study Skills week-end</td>
<td>2</td>
</tr>
<tr>
<td>Practical Work</td>
<td>2</td>
</tr>
<tr>
<td>Informal Lectures</td>
<td>1</td>
</tr>
</tbody>
</table>

N.B. Methods were selected where they received ratings of 1s and 2s on more than half of the constructs named for each grid.

The contribution which these methods were perceived to make to learning are shown in Figure 7.2. From the Figure, it is seen that although Role-Play and Small Group Discussion were considered to be valuable learning methods with potential for developing higher order cognitive, technical and interpersonal skills, they are also considered to generate anxiety and apprehension. Subjects engaged in this research have consistently linked role-play with anxiety and feelings of insecurity.

7.4.6 Summary and Discussion of Students' Data

The indications from both the interviews and repertory grids are that management trainees value learning situations which are safe, sensitive and supportive and which recognize and make use of their resources and
### Figure 7.2 Constructs Associated with Specific Learning Methods

<table>
<thead>
<tr>
<th>Methods</th>
<th>Associated Constructs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback Sessions</td>
<td>I enjoyed it; I learnt a lot from this; a useful learning method; develops skills; constructive feedback; allows personal assessment of performance; makes me nervous; makes me think a lot; is very interesting.</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>Was beneficial; learnt a lot from; makes me think a lot; very interesting; valuable; allowed constructive feedback; develop skills; demands concentration.</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Allows me to work out alternatives; learn a lot from; develop my skills; useful; enjoyable; permits personal assessment of performance; elicits constructive feedback; teaches relationships; allows me to learn from experience; makes me think a lot.</td>
</tr>
<tr>
<td>Role-Play</td>
<td>Very useful; I learnt a lot from it; makes me think a lot; I enjoyed it; lets us work out alternatives; makes me nervous; demands concentration; develops skills; a valuable method.</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>Is beneficial; is enjoyable; I learnt a lot from it; makes me think a lot; lets us work out alternatives; makes me apprehensive; teaches relationships; I learn from my peer's experiences.</td>
</tr>
</tbody>
</table>
varied experiences. Both groups demonstrated strong positive perceptions of participatory methods in general and of Case Studies, Small Group Discussion, Role-Play and Practical Exercises in particular. These were seen to be associated with the development of skills and competencies relevant to management but only in so far as they engage clear and precise instructions, adequate supervision and sensitive and critical feedback. The strong preference which the PMS showed for lectures in their interviews was not maintained in the repertory grids. However, since only a fraction of the group completed grids, their response cannot be seen to contradict the general tendency of the interviews. Their positive response to lectures may have been influenced more by their earlier educational socialization than by any specific belief in the method's effectiveness. The strong message from the interviews, observation and repertory grid is that these adult learners expect to be taught by varied methods. No one method is considered capable of developing the varied skills, knowledge and understandings required of managers. Both groups acknowledged the authority of lecturers and expected them to give direction by way of critical feedback. Critical feedback on their active performance was seen to facilitate both professional and personal growth.

7.5 ANALYSIS OF TUTORS' DATA

The data presented here is drawn from interviews with three tutors and repertory grids which were completed by two of the 3 tutors interviewed.

7.5.1 Personal Objectives for Training

All three tutors were concerned primarily with helping students to develop learning skills with emphasis on critical and evaluative skills. The latter were considered to be essential to achieving personal growth.
Two of the three lecturers identified personal growth as their ultimate goal. The following comment illustrates the consensus expectation:

"I derive enormous personal satisfaction from seeing growth in other people ... watching students go through a programme, seeing change in them is something that is very satisfying to me ... I see my job as stimulating thinking, stimulating activity, creating structures within which students will then create their own learning ..." (T3)

7.5.2 Teaching Style

Given their intention to develop autonomous learners, it is not surprising that all three tutors claim to adopt an interactive, facilitative style of teaching. In fact, they state that the School subscribes to an interactive style of teaching which is characterized by a great degree of structure. Structure not only enables tutors to demonstrate their expertise but provides a safe and efficient framework for student participation. The particular style of interaction preferred by the School is said to involve three aspects. These are identified by one tutor as:

- Participative to the extent that we negotiate to a large extent what we are going to do; we build up with them [students] what's going to happen throughout the term.

- Participative to the extent that students are to some extent involved in the actual process of the class or learning session ... they are actually doing things.

- Interaction with me as well. In some of the teaching sessions, I'll actually interact in the sense that I become part of the group ... e.g. If I interact I find that certain things aren't working too well. I'll actually change. The checking out is important. (T1)

Commitment to an interactive style of teaching has implications for the choice of teaching methods. Much emphasis is placed on participatory methods: "I think that the lecture is a thoroughly outmoded form of
education." (T3). Others feel uncomfortable when lecturing: "I can understand the need for lectures and I can see reasons for doing it, but I do not feel comfortable doing it." (T1)

7.5.3 Demands of Participatory Methods on Tutors

There was general agreement that participatory methods make far more demands on teachers than do presentational methods. The main demand stems from uncertainty about the exact direction the process will take and the unpredictable outcome. All three stressed the daunting effect of having to surrender some control of the process and the inability to anticipate the results. Tutor 2 gives a graphic description of the anxieties he experiences:

"Eternal vigilance is the price of participative methods. I've got to go to a teaching session armed with all sorts of contingency documentation because I can't be sure what is going to come up. I know the direction in which to go but the detail is determined on the spur of the moment according to how the session goes. I am only in charge of the direction. The course members are in charge of the detail."

The uncertainties associated with the use of participatory methods were echoed by other tutors. Other demands include: a thorough grounding in the subject knowledge, competence in the use of a range of methods, commitment and involvement, recognition that teaching is a partnership between learners and teachers and sensitivity to the process and the group.

Participatory methods were also considered to make strong emotional and intellectual demands on students. The tutors' experiences had shown that professionals who are unaccustomed to self-direction, find their initial experience of active involvement traumatic and painful. This has implications for both the attitude and procedures adopted by tutors.
Trainers need to be sensitive to student characteristics and to introduce participation gradually. These trainers claim to provide, at all times, some 'honourable escape' from participation. For example, provision is made for participants to act as observers or technicians, and more importantly they accept responsibility to provide training in the use of participatory methods before requiring participants to volunteer.

The paucity of evidence supporting the effectiveness of participatory methods were seen to increase the learners' anxieties:

"... the demands are such that it can produce conflict - 'am I doing the right kind of thing ... how do I know the experiences I am having now are going to be experiences I am expected to have?' and that in some cases causes tensions." (T1)

As the earlier analysis of students' data has shown, such tensions are multiplied when the course is examinable. It appears that repeated assurances, positive feedback from tutors and supportive colleagues are necessary mitigatory features of the satisfactory use of participatory methods. Such features are seen to be particularly essential to the use of role-play, case studies and video recorded simulation exercises which tend to expose individual weaknesses and peculiarities. These conditions accord with the views expressed by the students and indicate that trainers and trainees have similar perceptions of the demands of participatory methods on those using them. They are also consistent with the demands identified by Button (1971) in Chapter 2.

7.5.4 Demands of the Lecture

As I stated earlier, these tutors preferred to teach by participatory methods rather than lectures. However, the syllabus required some formal presentation of information. All stated that the initial presentation of a lecture was very demanding of time, analytical, organizational
and presentational skills. But the difficulty both of preparation and presentation diminishes with time. Because the outcome of lectures can be anticipated, and to a large extent, controlled, anxiety and trauma are seldom associated with lectures.

7.5.5 Criteria for Choice of Methods

The main criteria for choice of method were: 1) the course objectives: "What are you trying to achieve?" 2) the students: "Who are you trying to do it with?" and 3) the experiences and stage of development of the students: "What stage are these people at at the moment? If they've never done a case study before, they'll need some training." All three tutors stressed that method is the last consideration and should never be allowed to dominate. They found that commitment to the above mentioned criteria reconciled with their own personal philosophical commitment to interactive methods. They argue that consideration of students' needs will inevitably result in the use of a variety of methods since students come with varied needs and learning styles. Also, syllabus based, examinable courses constrained tutors to be objectives orientated. If they were to choose methods purely on the basis of personal philosophical preference, they would be abdicating their responsibility to their employers, the awarding bodies, and the students.

7.5.6 Most Effective Methods for Professionals

The common factor which makes for effectiveness of a training method is the extent to which students consider it to be relevant. Perceptions of relevance can be facilitated by the thoughtful explanation of the purpose or objective of an exercise. As Tutor 2 explains:

"You can get Board Room Directors crawling on the floor barking like a dog, or sitting on a table building towers"
with lego bricks if they see it as relevant. But you do
the same thing with Directors without explaining whey
you are doing it and they'll say you're playing silly
games."

While conceding that 'effectiveness' was relative, all three tutors agreed
that methods could be assessed on the basis of their potential to
achieve stated training or course objectives. Their experience had
shown that participatory methods in general, and case studies, CCTV
simulated exercises such as interviews, and small group discussions,
and role-plays (provided that they allow for critical reflection and
positive feedback), develop students' confidence, technical and inter-
personal skills and mastery of required knowledge. They considered
methods which allow for active student involvement to be more appropriate
for training professionals than are more passive receptive methods such
as the lecture.

7.5.7 Personal Gains from using Participatory Methods

The most commonly expressed gains were satisfaction from seeing students
learn and develop, and excitement over the extent of shared learning
that is possible from staff and student interaction: "I suppose it's
the sharing bit that I get a lot of pleasure from. To actually hear
people say "I found that useful" still gives me a buzz." (T1). "I learn
about me, about my values, my perceptions, my misperceptions, my
relationships. I think the beauty of it all is that I am going through
the same process as I am asking my students to go through." (T3)

7.5.8 Analysis of Repertory Grid Results

The focused grid for Tutor 2 (see Figure 7.3) shows that he used ratings
of 3 to 5 on most constructs for each element. Of the elements which
attracted ratings of 1 and 2, Large Group discussion (E9) and Small
Group discussion are paired at 100% and receive a rating of 2 on seven of the ten constructs. Both methods were perceived to: elicit fantastic response from students (C3); to demand (of trainers) patience (C7); flexibility (C4); eternal vigilance (C1); risk taking (C9); thorough knowledge of the subject (C6) and make learning fun (C10). Role-Play (E10), Individual Presentation (E6) and CCTV (E3) were perceived to: make participants nervous in the initial stages (C2); to demand flexibility in trainers (C8) [this also applied to Feedback Sessions and case studies] and was associated with enjoyable learning (C10). Formal Lectures (E1) received ratings of 4 and 5 on all constructs and Informal Lectures received 3, 4 and 5s on all. This suggests that Lectures are perceived to make very little demand on tutors and learners alike and to be boring (right hand pole constructs). The indications from the grid are that this trainer perceives Small and Large Group Discussion to be the most demanding of the participatory methods rated. This does not exactly accord with the views expressed in his interview. Then, the suggestion was that Role-Play, CCTV, Case Studies and Small Group Discussions were perhaps the most demanding methods. His perceptions of the lecture are however, consistent in both the interview and the repertory grid analysis.

Tutor 3 remains consistent in his perceptions of methods in both the interview and the repertory grids. The grid (Figure 7:4) indicates that Feedback Sessions (E11), Study Skills (E7), Role-Play (E10) and Practical Work (E8) are perceived to: develop students' self-confidence (C8); help students think through ideas (C2); increase awareness of personal choices (C10); help students evolve their own principles (C9); be very powerful methods of training (C1) and to demand of tutors trustworthiness (C7); sensitivity to process (C3); acceptance of teaching and learning as a shared process (C6). They
FIGURE 7.4
FOCUSED GRID OF TUTOR 3

Develop students self-confidence
Students think through ideas
Increases awareness of personal choices
Students evolve own principles
Demands flexibility
Trains in flexibility
Demands sensitivity to process
Unveils and unlearning shared experience
A very powerful method of training

Formal Lectures
Film
Informal Lectures
Case Studies
Small Group Discussion
CCTV
Individual Presentations
Practical Work
Role-Play
Study Skills
Feedback Sessions
Large Group Discussion
were also perceived to be very unnerving for inexperienced trainers (C4). Individual Presentation (E6), CCTV (E3) and Small Group Discussion were perceived to: develop students' confidence (C8); increase personal choices (C10); be powerful training methods (C1) and to demand flexibility in Trainers (C5). All the above named methods were rated 1s and 2s on the constructs identified. By contrast, Formal Lectures (E1) and Films (E12) were rated 4s and 5s on all 10 constructs. Informal Lectures received ratings of 3s and 4s on all but Construct 10 - 'A very powerful method of training' for which it was rated 2; and Case Studies received 3s on eight constructs and 4s on two.

The evidence therefore suggests that this lecturer considers participatory methods to be appropriate and effective in achieving the objectives of training educators for managerial disciplines. They are also considered to be enjoyable, though initially taxing, methods of teaching and learning.

7.6 SUMMARY

This analysis has indicated that tutors and students on the two management courses studied, share similar perceptions of methods. Both consider lectures to be essential but uninspiring methods of teaching and learning. They are generally associated with tension free approaches to acquiring information but are not considered appropriate for developing those technical and interpersonal skills which are essential to effective management. Both students and tutors stress the need to enable learning rather than instructing, and they perceive methods which allow for interaction to be ideally suited for this. However, there is complete unanimity that participatory methods can be threatening to the ego and anxiety provoking if not carefully structured, negotiated and explained. Their effectiveness as tools of
learning depends on highly skilled and sensitive tutors and on supportive and understanding group participants. Simulation exercises such as interviews on CCTV and role-play, were frequently associated with the learning of content, understanding, and the development of personal and interpersonal skills. Students tended also to find case studies useful for developing analytical, technical and interpersonal skills and to facilitate mastery of content. They were generally ambivalent towards small group work. This was considered useful in so far as the task was intellectually stretching, participants were committed and tutors assumed responsibility to initiate critical feedback, discussion and supervision.

While the perceptions revealed in the interviews and repertory grids did not always agree for individual methods, there was close agreement for groups of methods. Both instruments indicate that the participants (tutors and students) associate interactive methods with enjoyment and higher cognitive skill development. Lectures, on the other hand, were considered to be useful but boring and were generally associated mainly with the acquisition of information. Examinations were considered a constraining influence on willingness to experiment with learning methods. There was the tendency to feel more secure with lectures since these were generally associated with successful examination results.
8 INTRODUCTION

Much has been said in the literature about the significance to adult learners of self-directed autonomous learning (see Chapter 2). Self-directed learning is said to contribute to the development of self-confidence, independence, increased competence and creativity. The claims of subjects involved in training for the four professions so far reviewed in this research support the claims of the literature. However, since these courses were not structured on a philosophy of self-direction, the evidence in support of the contribution, of self-directed strategies to effective learning is limited. There is the need to identify dimensions of self-direction and the specific demands which participants consider this learning model to make on them. Since the Counselling Course at one South London College was structured exclusively and explicitly on a model of self-directed learning, I elected to, and was allowed to, observe and research the course. This chapter explores the subjects' perceptions of a self-
directed course and examines the specific contribution that self-direction makes to achieving their personal and professional objectives.

8.1 THE COURSES

The College offers two courses in counselling. A one year (September to June) 'Foundation Course in Counselling and Interpersonal Skills' for which a Certificate of attendance is offered on completion, and a 'Diploma in Counselling Skills' which is a two year course. Completion of the Foundation Course forms part of the entry requirement to the Diploma Year 1 course.

The stated purpose of both courses is: 'to help those people who are already doing some counselling as part of their work to improve these particular skills ... In looking for ways to be more effective in training a wide range of people, we chose the model of self-directed learning.' The model involves teaching and learning as a shared responsibility. Students and staff plan the programme - time table, resources, content and process, and the evaluation modes - and take responsibility for their own learning. A unique feature of this model is that students self-select themselves for the course. The selection exercise follows an obligatory residential planning week-end. The experience of this week-end helps one to decide whether or not one can meet the demands and survive on a self-directed course of this nature. The courses attract staff from education, medicine, social, youth and community work and the clergy.

I had originally intended to observe the Year 2 Diploma group, but when in discussion with members of staff, I learnt that the Foundation group was somewhat disgruntled I thought it might be instructive to identify the source of any dissatisfaction they may have been experiencing.
This would allow me to test initial perceptions as well as students' unfolding response to the model.

There were 70 students in the Foundation Year and 30 in the Year 2 Diploma group.

8.2 Procedure

Given the specific nature of the course, it was necessary for me to negotiate access with staff and students in the community. I met with both groups separately in their community group. This is a weekly session when the full group meets together to examine their plans and strategies and to discuss issues and relevant developments. Criticisms and or dissatisfactions and achievements are usually aired at this session. I described my research, and requested access and volunteer interviewees. Seven students and three tutors volunteered.

Because of their job demands and the tight college schedule, most students arranged to be interviewed either at home or during their free time at work. All three tutors were interviewed at the college. All interviews were conducted after I had observed the learning sessions.

The teaching was done in workshops. The decision to conduct any particular workshop was influenced by staff resources and student needs. Staff advertised their skills and students with similar needs and preferred learning strategies organized themselves into groups and identified a relevant workshop, decided on the process, the specific resources needed, and resource persons to run it. There were therefore several workshops in progress during each teaching slot. A group's decision to be observed was influenced by the nature of the content and process engaged in and on unanimity among workshop members. Tutors agreed to have me observe a workshop only when all group members were happy to have me.
I observed three foundation sessions (two workshops and one community group), and six Year 2 sessions (four workshops and two community group meetings). My request to sit in on a support group was denied because students considered support groups to be very intimate family groups in which familiarity, trust and confidence were essential to the type of disclosures and support they had evolved and built up over time. This was perfectly understandable. As the analysis will later show, both groups claimed that the support groups contributed much to the success of the course.

The following sections present a description of the workshops and community meetings observed, analysis and discussion of student and staff perceptions of the self-directed course, and a summary of the findings.

8.3 DESCRIPTION OF SESSIONS OBSERVED

8.3.1 The Diploma in Counselling Skills

All the workshops I observed were characterized by relaxed sharing of ideas and mutual respect for each others' contribution. For all sessions - workshops and community meetings - the tutor was easily identifiable only in the early stages. Tutors introduced the sessions and assumed responsibility for giving direction to the proceedings. After that, participants were free to initiate activities and to participate fully in the discussion. An interesting feature was that students' questions were generally directed to participants who had the relevant experience, skills and information rather than specifically to the tutor. For example, issues related to family counselling would usually be addressed to persons who worked in that area. Where the discussion got stuck, the tutor tended to suggest alternative ways of
approaching the problem. For example: "Would you like to continue discussing the film or try out a real counselling problem that you have in a role-play situation?" Such suggestions were usually accepted.

Negotiation of procedure was also a common feature of the teaching. Although the students seemed to have, at all times, expected the tutor to have prepared and to initiate the workshop sessions, the tutor tended to offer the students a choice of process and activities e.g. in a workshop entitled 'Family Therapy', the tutor threw out a number of suggestions for addressing the issue and asked "How would you approach the therapy?" Several suggestions were fielded and the group chose to sculpt a family situation requiring therapy. Members then volunteered to play the different roles and the exercise was then discussed and evaluated.

For exercises of this nature (e.g. role-plays, sculpting), the tutor tended to focus the discussion on exploration of feelings. Questions such as: "How are you feeling? What do you see to be the problem?" were frequently asked. Such questions tended to facilitate identification of the real problem and to help students hypothesize about likely causes and possible solutions. All participants contributed to the discussion and appeared to have been fully involved with the proceedings. A particularly engaging workshop was one that was proposed, planned and conducted by the students themselves. A group of about 10 students wanted to identify and account for, the particular model of counselling they had adopted. The group elected to counsel in self selected dyads. Roles were subsequently reversed. They also decided to video record the counselling session and then replay it for large group evaluation when the group would be invited to comment on
and assess aspects of the performance which the "counsellor" identified. This strategy was considered a 'first class way of analysing and getting what we wanted.' Two tutors were invited to join the group in this exercise. I observed two of these replay evaluative sessions.

The most striking feature of the first session was the great difficulty several students had in making critical evaluative comments on their peers' performance. There was evidence of much anxiety and strong emotions. For example, preparatory to making a comment, one student kept squeezing her stomach and introduced each statement with "I find it difficult to give feedback". [I decided that I would address this issue in the interview]. By contrast, the students being evaluated appeared confident and encouraged critical response e.g. "I haven't got a gun in my pocket". Despite the reluctance and timidity associated with the evaluation exercise, the group reviewed all the points selected by the participating dyad and to their apparent satisfaction. This was to a large degree facilitated by the tutor's input. Workshop members later told me that they had invited those tutors because "they are fantastic counsellors and teachers". The tutors' concern for exploring feelings was again apparent e.g. "What was the effect of sharing?"

For the second such workshop that I observed, one of the tutors volunteered to conduct a live counselling session if a student would volunteer to be the client. This session was also video recorded and replayed for evaluation as were previous sessions. The tutor suggested a twenty minute session with option to continue to 50 minutes if either or both participants required it. Feelings of surprise and tension were evident and it took quite a few minutes before someone volunteered to be the client. The tutor admitted that she was 'nervous' and the student said that she was 'scared'. The suggestion that the client
should choose a genuine work problem made the counselling real, but very threatening. The whole atmosphere of the session underscored the frequently suggested need for trust, loyalty and genuineness when working with simulated experiential methods [see Chapters 2 and 7]. Such high risk taking by the tutor may indicate the quality of tutor/pupil relationship. Surprisingly, students were much more forthright in their critical comments and evaluation than they were in the previous session. This might be attributed to the confidence and skill of the tutor as well as to the increasing confidence of the students.

All the participants claimed that it was a very valuable learning experience. Specific reference was made to the value of the video as a learning/teaching device. It focused on things that they would otherwise have missed and provided concrete points for discussion. It will be recalled that similar claims were made by DPM1 in Chapter 7.

One community session I observed, raised the issue of the role of the teacher in a self-directed course. This particular community meeting was called in order to have the students examine issues surrounding the pending evaluation of portfolios. Year 2 students had earlier decided that their group would award the Diploma. This required the support groups to act as evaluators of each others' portfolios. Criteria for assessing the portfolios had earlier been decided. However, as the examination period approached, several members found their roles as support group and evaluators incompatible, and requested instead that individuals should apply the criteria and feedback from the group and make their own decision whether or not they were to be awarded the Diploma. Sensing that there was much anxiety surrounding
the issue of evaluation, the tutors called a community meeting. At this meeting, several students expressed the view that the tutors had violated the principle of self-direction by unilaterally calling a meeting. It appeared that this challenge came from members who were happy with the arrangement and felt confident that they were competent to evaluate their own performance. A very few spoke in support of the tutors and expressed the view that self-direction implies partnership and therefore tutors had as much right to call a meeting as did students. The issue was not resolved at that meeting but it identified for me one important dimension of self-direction which I needed to explore viz the role of the tutor in a self-directed course.

8.3.2 The Foundation Course

There was lively interaction between staff and students in the two workshops I observed. The seating arrangement facilitated sharing on an equal basis. The chairs were arranged in a circle so that the tutor was not identifiably located. In both sessions, the tutor proposed a structure for the workshop and this was accepted by the students. In one of the sessions, the tutor gave a six minute presentation of the theory supporting the main activity and then asked the group to divide into pairs and discuss one aspect of the theory. The group then reassembled and shared the main points of the group discussion. Both the group activity and the discussion resulted in full class participation. My check list of students' input indicated that all students made at least one contribution to the discussion. Contributions included explanation of specific occurrences or feelings, identification of conflict situations, questions, recounting of personal experience as illustrations and critical responses to specific submissions. However, interpretations offered by the tutor were generally accepted.
In the other workshop, students were far more critical and challenging of the tutor's position. It is not unlikely that the issue under discussion lent itself to challenge and different view points. The workshop was named "Sexism, Racism and Politics" and the group (including the tutor) broke up into pairs to discuss and then report on feelings about their own identity "What you like or do not like about it; how do you identify yourself? How do you feel?" Since this was a mixed group in terms of race, nationality and cultural identity, the submissions attracted much interest and opposing points of view. Given the political nature of the task, it was interesting to see how easily and good naturedly the task was attempted. The indications were that these students were accustomed to sharing, even sensitive issues, and felt sufficiently safe to expose their personal feelings on a very sensitive topic.

The community meeting provided further indications of a high degree of trust and relaxed relationships between staff and students. When several participants expressed the need to relieve tension, a tutor proposed some physical activities. For me, it was amazing to see how readily tutors and students alike participated in activities which in another setting, might be considered childish. Activities included bouncing each other, someone being held aloft and swayed by the group, and a ball game designed to help identify members by name. The exercise was later evaluated and several members claimed that it was 'enjoyable, and relaxing'. Others welcomed the change from verbal to physical activity. A few students, about six, declined to participate and this seemed perfectly acceptable to them and the others. The fact that they engaged in quiet discussion just outside the open door seemed to have gone unnoticed by the others. This may indicate some commitment to the idea of self-direction.
During the last ten minutes of the session, I was allowed to interview the group on their reactions to self-directed learning. I was able to take verbatim record of some comments but had to paraphrase others. The following illustrate the range of reactions and response:

- One student, who was also doing a traditional counselling course, said that her experience of two different approaches to teaching counselling made her value self-direction. She strongly resented being told what to read, when, and being assigned to work groups.

- Another student said that the important contribution of self-direction for her, was the sense of power which choice and responsibility allow.

- Another, 'There are anxious moments (others nodded in agreement) and in fact, after the first term, I was thinking of dropping out. 'There are lots of losses and lots of gains and I was so frustrated by the losses that I was prepared to drop out.' I asked her to elaborate on the losses and she said:

  'The time spent in working out needs and planning to meet them and you will not know if they were right until you have gone through them. If they were not right, then it would have been time lost. Here, you have to accept responsibility for that, whereas, on a traditional course, you can gripe and it's not your responsibility.'

- Other students identified as 'pay offs': the support group and the learning possible from peers; the support group had helped them to see the benefits of continuing the course. While they now had no regrets, they were still anxious and still had frustrating moments.

One student felt obliged to defend traditional models of training. They were not all bad and had distinct advantages. He remarked that one disadvantage of self-direction is that one may never benefit from the skills and resources of the tutors and may never find out resources which might be useful. He made reference to Bruner's opposition to extreme forms of self-direction, noting that if one is left entirely to oneself, without intervention, one might reinvent the wheel. One
indication from these comments is that this group of students wanted the security of some form of structure and specific direction from their tutors. They were apparently not ready to accept the consequences of full responsibility for their own learning. I will later discuss the need for students to be taught how to manage self-direction.

8.3.3 Summary

The workshops that I observed illustrate certain distinct features of a self-directed model of teaching and learning.

- It encourages acceptance and use of learner resources;
- It encourages use of learners as resource persons;
- It fosters a learning community, that is, student and teachers in partnership;
- It develops negotiating skills;
- It elicits assertiveness: learners identify their needs and ensure that they are met. This may involve aggressive behaviour (at times, and as the demands of self-direction become too strong), and demands that staff offer specific direction;
- It is characterized by anxieties and uncertainties: one is not usually sure that one has chosen wisely or that one's needs will be met;
- The implied acceptance of responsibility for one's own learning is desirable but very frustrating and emotionally taxing, especially for the novitiate;
- Peer evaluation is emotionally and intellectually demanding.

8.4 ANALYSIS OF STUDENTS' DATA

The interviews aimed at an understanding of the students' response to self-directed learning. A number of key issues were addressed:

1) Their reasons for choosing a self-directed course.
2) Their understanding of self-directed learning.
3) Their response to aspects of self-direction.

4) The demands of self-direction on students and teachers.

5) Their perceptions of the role of tutors in a self-directed course.

6) Their perceptions of specific learning methods.

7) The extent to which their expectations were being met.

I now present the data for each of these issues.

8.4.1 Reasons for Choice of Course

All fourteen interviewees claimed to have selected the course because of its self-directed claims. Most had had strong recommendation from graduates of the programme. Others had seen noticeable positive changes in colleagues who were doing, or had done the course and wanted themselves to experience similar changes. A few others came out of curiosity. They had no idea what was involved in self-direction and wanted first hand experience.

8.4.2 Students' understanding of the concept self-direction

In their definition of self-direction, different students stressed different focal characteristics of the model. The Diploma students tended to stress the process of making choices and the need to accept responsibility for one's learning. The following quotations illustrate what these students considered essential features of self-direction.

"It means sitting and planning what you want to get out of a particular course. It actually means seeking it out, spending a lot of time seeking it out on your own. So in fact, you have got to do a lot of negotiation to get what you want." (Dip2)

"I have seen it as I could choose to be responsible or not. That seems to me to be the most important thing."
I can choose to do it, no one is forcing me to do anything. We have got to do the portfolio but we decided what it should be, and even then I could choose not to do it. That is to me self-direction." (Dipl)

"A very difficult method of learning because you have got to think very carefully about what's useful to you and have enough ideas in your head formulated to make demands of the staff that are going to fulfil that. I think some people may think it is a very easy way of learning; in some ways it is very tricky because you have to form a very good idea of what you want because if you don't, you can be wallowing around for ages. It can be quite hard." (Dip3)

As the latter quotation suggests, the implication that learners know what they need and how to get it can be problematic. One student articulated the problem very well: "At first, it was a tremendous great struggle because I was so uncertain of my direction. It's so nice being self-directed when you know where you want to go. But I didn't know where I wanted to go. I didn't know the vocabulary, the jargon..." (Dip7) [student's emphasis]

Most of the foundation students defined self-direction as a process of learning how to learn. This was seen to involve sharing, giving of yourself, identifying your needs and accepting responsibility to have them met. Quotations from two interview transcripts illustrate these perceptions very well.

"I like to think of it as learning how to learn. Learning about learning so that any situation you find yourself in you can, in a sense, decide what you want to learn from it. You don't have to learn everything. At the same time, you don't have to be a reservoir where people are pouring knowledge into you." (F4)

"It's knowing what you want or what you think you want. Knowing how to achieve it; it's your own effort, but it's also got something to do with other people, using other people as a resource." (F3)
Two students said that they had not yet worked out a definition of self-direction (their exposure was too recent) but they found it 'exciting', 'scary', 'challenging' and 'appropriate' for adults. "I didn't quite know what it meant, but it sounded a bit experimental ... I think it has lots of possibilities that haven't come to fruition yet with our group ... I find it exciting." (F2)

The indication from this analysis is that both groups of students associated self-direction with personal choice and accepting responsibility for that choice. The suggestion made by both groups that self-directed learning is problematic and scary will be further elaborated in the next section. Significantly, the foundation students expressed the need to be taught self-direction.

8.4.3 Students' response to self-direction

Both groups admitted that initially, they found self-directed learning very problematic. Even those who came with a working understanding of the demands of self-directed learning admitted that they had still expected some clear instruction and direction from the tutors.

"Initially, even though it was written down as a self-directed course, I expected more direction from the staff. And so I believe I really didn't understand or believe what was in the prospectus ... It was an interesting dilemma for me that on the one hand I do want authority and structure and on the other, I don't which isn't very different from a lot of adolescents (with whom I work) which was a bit daunting for me to realize..." (Dip3)

"I think it's a bit frightening in a sense because there is always this fear in the back of your head that perhaps you are missing something. Yes, that perhaps there is some great book that if only you knew everything would be marvellous. But I think that's only a fantasy really". (F1)

"Some people haven't really examined the idea of self-direction in the course and so are still expecting strong direction and note taking. This leads to some noticeable frustration among a small group, maybe 10-15 people" (F6)
Words such as "frightening", "frustration", "conflict", "difficult", were commonly used by Foundation students. Comments from Diploma students 2 and 3 also indicate that the Year 2 students shared similar reactions during their foundation year. However, the fears and anxieties associated with self-directed learning diminished, if not disappeared, by Year 2 of the Diploma course. A comment by Diploma student 2 speaks to this point. "Ah! The first year I spent a lot of time on personal development, but I kept thinking 'When are they going to give this book list? Where are the books, when are we going to get this theoretical input' you know. I kept thinking 'When is it going to come?' It was as if it wasn't coming and I went on like that for a year. The main thing was I was beginning to feel at home and I liked the crowd. I couldn't bear the thought of stopping ... I don't think I began to feel that I was getting somewhere until suddenly in the 3rd Year, I thought 'That's what it's all about', it just - the penny dropped, and I didn't need anybody to suggest books anymore. But I think it did so because of my background." Several other students also agreed that their initial response to the course was conditioned by their previous learning experiences and cultivated expectations of teachers. Now at the end, they considered the course most appropriate and effective: "It gave me a good grounding in actually sorting out an agenda of how I learn best." (Dip 3) Another student commented that she would now feel affronted if anyone told her directly what to do (Dip2). Nonetheless, several Year 2 students expressed the need for some structure if self-direction is to work smoothly. "There needs to be a framework or some sort of structure to allow for the possibility of the student's self-direction to take place." (Dip4). Diploma student 3 was particularly critical of the reluctance of staff to be directive, when direction was needed as in the early stages of the course. She said: "I think the staff could take more risks and be more directive."
I appreciate their own feelings re a self-directed course but they could make their demands of the students more specific. I would like to see them being more open about what they consider good counselling skills to be."

8.4.3.1 Response to Peer Assessment

As I mentioned in Section 8.3.1, I observed that one group of students became very anxious and somewhat agitated when they had to evaluate their peers' performance. I asked both the Year 2 and Foundation interviewees to comment on their response to and feelings about, evaluating and being evaluated by their peers. The Year 2 students, for whom peer group evaluation was an immediate issue, had mixed reactions. Most students considered peer evaluation to be very beneficial as a learning strategy and found it "the most valuable aspect of the course in some ways." They welcomed and sought such critical comments from their peers who knew their capabilities better than any external examiner could.

"There have been people here, who because of our reactions as students together and things that we've been battling over, see a side of me that nobody else sees and I would be very careful to keep hidden if I was going before an examining board. So peer assessment I find invaluable ... because the people who do know us best are the other students here and their opinion as to whether I should get the Diploma is of major importance to me." (Dip3)

However, they were still a little uncomfortable with peer evaluation as an assessment strategy as the continuing comment of student 3 illustrates:

"I do see the contradiction between peers working with you on a portfolio and offering support and criticism, to them actually being the people that award you the Diploma. And I am not sure that that's only about status, that we're still caught up with 'you need an impartial examining body if your certificate is going to be worth anything.'"
Sometimes I agree with that and sometimes I don't ... I think the difficulty of peer evaluation is that we've not learnt to criticize each other in a way that is not absolutely damning, but I think we are working very hard on it now."

It was perhaps their sensitivity to 'damning' criticisms which accounted for the anxieties experienced by a few students. For example, the single male student in this group of interviewees said he had difficulty dealing with peer group evaluation of his portfolio, though not of his performance in learning sessions. "It's anxiety provoking. Suddenly at the end, you've got to do a portfolio and self-evaluation takes place and you are not quite sure whether you are matching up to people's expectations" (Dip5). Commenting specifically on her anxiety during the video workshop to which I referred earlier, student Dip2 said: "Yes anxiety. I have an unfortunate habit of speaking first and thinking after. Yes, even though we have spent a lot of time together we are still very cautious of what we say ... I think the main anxiety is the portfolio business. That sort of peer-evaluation is impinging upon us a bit ... some of the groups are not working well, some are having difficulty and in fact, we had a community meeting last week to try to sort out some of these difficulties. I am not sure of that aspect of the course."

Others responded positively being very confident that they were capable of evaluating each other:

"We decided that the two roles of support and evaluation are incompatible and therefore we would not evaluate but be a support group. We have peer evaluation groups and on the basis of this, each decides whether or not to award herself the Certificate. I personally think we can do both and that in fact we are doing both but are not being totally honest with each other." (Dip4)
In view of the anxieties and uncertainties expressed it is significant that the group did not seek to resolve the problem by handing back responsibility for final assessment to the tutors. It may be that they had been too committed to the principle of individual responsibility or that they respected the wishes of dissenters who wanted to continue the initial strategy they had agreed. There is also some evidence that the staff would refuse to serve as final arbiters (Houston, 1983).

While the Foundation year had as yet had no experience of peer evaluation, their experience of critically evaluating their workshop performance as well as their experience of support groups, had helped them to form some opinion on the issue. All seven found peer evaluation difficult and 'scary'. The following comment is representative:

"I think initially there are some judgemental overtones to it. Is he or she a good or bad counsellor? I think I would find it very difficult to have someone assess me as being not a good counsellor. I think it's the fear of being judged a bad counsellor that's frightening. But on the other hand, I feel that I am developing a sense of trust and a sense of reliance on other people's views, so while it still feels a bit scary, I feel I've got enough confidence from other people on the course to have a look at what they think of me. So I don't quite know how to go about it." (F3)

One student despite the anxieties, considered peer evaluation a good idea and regretted that the group was avoiding facing it. He said:

"I think time is getting on and it's a hot potato that everyone keeps getting rid of. I think it will be quite interesting to get started on that." (F6)

This same student was critical of the lack of mobility in the course and felt that this might explain the anxieties about peer assessment. For example, he said that they were stuck with their original support
Groups even though such groups were formed rather hurriedly and more out of fear of exclusion than for rational reasons. He found it interesting that no one felt free to abandon their support groups although he had evidence that several members were unhappy with their particular group. This was an isolated comment. Although several other students referred to the speed with which they were required to select their support group and the influence of 'fear' on their decisions, they did not express any dissatisfaction with their support group. As quoted earlier, Diploma student 2 referred to tensions within some support groups. Such tensions may indicate the need for periodic review of the composition of support groups or, better, moves to delay decisions about groupings until people know each other better.

The reactions of both groups of students suggest that peer assessment presented a real dilemma for them. On the one hand, it is a valuable learning strategy and an implicit assumption of self-directed learning, denial of which may question their commitment to the model. On the other hand, considerations of status and self-esteem suggested caution in employing the aspect of this model as an assessment mode.

I subsequently checked the Year 2 students and learnt that all those who chose to enter for examination, obtained the Diploma. I have not, however, contacted the Foundation year to discover their final decisions regarding the process of awarding their Diploma.

8.4.3.2 Aspects of the course found most challenging

Perhaps answers to the question: "Which aspect of the course have you found most challenging?" best illustrate the students' perception of the self-directed course. The course had challenged them to change their usual way of operating, to be assertive, sensitive and critical.
Four aspects of the course were identified. Some students named the support group: "Being part of that group has taught me more than anything else." (F2) Others named "self-awareness and self-evaluation as the most challenging: "The challenge to look at me and my attitudes and my own way of dealing with people. To look at me as an individual ... I can see why I am doing things that way and decide whether I want to try and change that pattern of behaviour or whether I want to keep it ...." (Dip2). One student found self-awareness very painful, but said it contributed to her personal growth as her comments illustrate:

"... extremely painful because if you are looking at learning on a self-directed course, you have to look at yourself as a student and I think there were ways that I operated which very much wanted approval and acceptance and encouragement and on a self-directed course you have to ask for that and that's quite hard but it's much more meaningful to struggle through and say to yourself 'you've done that well P---', that the approval has to come from yourself." (Dip3)

Most of the Foundation students found the community meetings the most challenging. "That's really where the whole thing is bared, the whole self-directed nature." (F6). The size of the group presented a challenge. In a large group of 70 members, several were afraid to say anything e.g. "... given the chance at the beginning, I would have opted out of a large meeting. But in fact, I have found that I can contribute, that the heart throbings and palpitations go away. I can speak out, I can say what I want to say ... I think that has been the most challenging." (F3).

The two oldest members of the Year 2 group found associating with much younger people in a learning community the most challenging aspect for them. For example, Diploma 6 said:
"To be with very young people. I am quite a lot older and my values, pattern of behaviour, previous ways of learning, might be different. Challenge in being accepted and finding the right balance in coming over - not being too assertive and yet getting what one wants." (Dip6)

8.4.3.3 Aspects of the course contributing to learning

The majority of respondents named the 'whole course' referring specifically to the "emphasis on self-direction rather than on tutor direction".

By accepting to identify their needs and taking responsibility for having them met, students found that they were not only developing counselling skills, but personal and interpersonal skills as well. In addition, they were developing personally, becoming more confident and competent and increasingly more self-aware. All 14 interviewees, at some point during the interview, referred to the value of the support group in 'creating space for learning.' As one member said: 'in the support group you can talk about your feelings in a much more relaxed way and you express feelings as well as thinking.' (F4) Others said that the intimate knowledge of each other that they developed, allowed them to take risks, being confident of support, patience and understanding. Many claimed that they got to know themselves better as a result of being in the support group.

Interestingly, two foundation students said that they had learnt most from the body workshops. The following statements explain why:

"... I tended to spend a lot of time up in my head. It's been good to look at issues from a more whole perspective coming at the same problem from a more body and physical emphasis. Now just being able to notice the way people sit, hold their hands, gives me a sense of something and I can ask about it." (F7)

"... it's really making space for me and I think that is incredibly valuable. It is also enjoyable." (F6)
These two comments accord with Mezirow's suggestion (1980:19) that autonomous learning is advanced when conceptual learning is integrated with emotional and aesthetic experience.

In general, all fourteen students responded favourably to self-directed learning. They had chosen the course because of its claims for self-direction and they were not disappointed. They appreciated the challenge to self-knowledge, assertiveness and accepting personal responsibility for the choices they made. This was not easy and was fraught with anxieties and uncertainties, but although they suggested that the frustrations and anxieties could be reduced by some specific tutor direction, they did not wish to return to the strong direction given in traditional courses. Also, those who had requested direct guidance had always received this.

8.4.4 Demands of Self-Directed Learning

- Being receptive
- Being sensitive to others' needs, moods, characteristics
- Being genuine/real
- Feeling safe and unsafe (some degree of risk-taking is essential)
- Group support
- Sharing
- Giving of yourself (this involves disclosure, emotional involvement and time)
- A lot of skill and patience
- Self confidence
- Alert awareness of what's going on
- A lot of time
- Opportunity to choose partners - must not be imposed on
- Expressing feelings as well as thoughts
- Drawing your own conclusions
- Making an input
- Trust
8.4.5 Perceptions of the role of Tutors in a self-directed course

"The role of the tutor is supporting the student moving in their own self-direction" (Dipl). "Helping you to bring out the best in you, that's their role." (Dip2). These two quotations represent the general perception of the role of the tutors. The kind of support they envisaged was best achieved by the tutors working with them in a partnership of mutual exchange and respect. "It's a two way process - they can also learn from us. They have the resources which we come to tap. They are also the facilitators in tapping what we have to offer" (Dip5). Another student also referred to this interdependent relationship: "They have experience and knowledge that I don't have but I have experience and knowledge that they don't have. I have had to learn that they see me as their equal in a basic sense. I can contribute a lot and they can contribute a lot" (Dipl).

Implicit in the foregoing quotations is the suggestion that the tutors are valuable resource persons. In addition to offering emotional and intellectual support, both groups of students expected tutors to offer their skills, information on learning resources and theory, and some structure for learning: "Tutors produced boundaries for us, then information and support while we go through the scary experience of learning" (Dip4) and "They can provide a range of possibilities like a cafeteria laid out that we can go for" (Dipl).

Referring to the incident in which a tutor's request for a community meeting was challenged, several students stated that the tutors also have needs, and expression of their needs did not restrict students' self-direction. However, a few students were angered by the suggestion: "I felt as if we were being told we needed a community meeting and I
think that that's outside the responsibility of the tutor. It felt like a demand. Also, I felt the tutors were running scared. They felt we were off course and wanted to get us back on course. That was outside their realm. We are either self-directed or we are not. It was not a straight message, that's why I was angry" (Dip4). This remark highlights the delicate role of tutors in a course of this nature. Students expect them to provide some form of structure within which learning can take place, to offer relevant information and direction but in a distinctly non-directive manner. Most of the group admitted that the teachers' role was extremely demanding and difficult. One student (Dip4), said that she felt responsible and worried when so many tutors get ill. In view of her general critical response to the course, this comment of Diploma student 3 is instructive:

"I think tutors on this course are under a lot more pressure than I've seen tutors on any other course I've been on. They are open to all sorts of criticisms that wouldn't even have occurred on other courses. It is a very difficult course to work on. Also, if you're offering a self-directed course, the assumption is that the tutors are going to be able to offer whatever people ask for and I imagine that must be quite strained."

It will be shown later that tutors were conscious of the emotional strain caused in part, by contradictory expectations of them and in part by the intensity of the course.

8.4.6 Perceptions of Selected Learning Methods

The students' perceptions of specific learning methods as distinct from their perceptions of the self-directed model was obtained from the repertory grids which eight students - four from each course - completed.

[The short interview time only permitted exploration of issues immediately related to the model]. The elements in the grid combined aspects of the course, for example, the community meeting and support group with
learning methods. This was designed to provide corroborative
evidence for statements made in the interviews. Section 8.4.3
indicated that students responded differently to different aspects
of self-direction. For example, some students welcomed peer
assessment and learnt most from it, while others found it threatening.
A more intensive analysis of some of the focused repertory grids from
both courses will help explain the different perceptions.

8.4.7 Analysis of the Focused Grids of Selected Diploma Students

The Diploma students tended to construe the elements differently as
Figures 8.1 and 8.2 will illustrate. From the element tree in Figure
8.1, it is seen that this student perceives workshops and small group
discussion; peer assessment and role-play; and case study and tutor
modelling, to be closely related pairs of methods. All the participatory
methods, with the exception of community meetings, were perceived to
be most useful learning methods, to contribute to the development of
personal and interpersonal skills and to be appropriate for experienced
adult learners. She perceived individual work, peer assessment and
role-play, to be the most useful learning methods. These were rated
1s and 2s for all nine constructs. While her rating of peer assessment
accords with her positive response to it as a learning device, in her
interview, she had reservations regarding peer assessment for the
award of the Diploma (see Section 8.4.3.1 p.281). Her perceptions of
the large group sessions - community meetings and theoretical input
sessions were more moderate. These were perceived to be least useful
although theoretical input was considered to be appropriate for
experienced adult learners. Constructs 5 and 6 are linked which suggests
that the student perceives 'respects adults' experience' and 'most
appropriate for experienced adults' to be closely related constructs.
FIGURE 8.1
Focused Grid of Student Dip2
FIGURE 8.2
Focused Grid of Student Dip4
Figure 8.2 presents the focused grid for student 4. Most of her constructs are related to affective qualities and learning. Constructs 2 and 5 are paired, so too are constructs 1 and 2. This suggests that she perceives 'scary' and 'difficult' and 'invaluable methods' and 'a great learning experience' to be similar. As the element tree indicates, Community meetings (E6) and role-play (E8); CCTV (E3) and support group (E7); and individual work and tutor modelling, are paired which suggests that methods in each pair are closely related. Peer assessment, individual supervision, CCTV and support group are perceived to be the most valuable learning methods but ones which demand a safe learning climate and consistent tutors. Interestingly, peer assessment was also perceived to be 'extremely difficult' and 'very scary'. Since this was the student who expressed confidence in peer group awarding of the Diploma, despite some anxiety, her views are seen to be consistent in both the interview and the repertory grid.

An examination of the other two focused grids (students 5 and 6) shows that all four students construed the methods differently. They formulated different kinds of constructs - some were mainly affective constructs while others combined affective and cognitive constructs. No two students construed close relationships between the same combination of methods. However, they all tended to rate peer assessment very highly. This method featured among the most useful learning method for all four students, attracting ratings of 1s and 2s. Individual supervision and workshops received similar ratings.

8.4.8 Analysis of Focused Grids of Selected Foundation Students

Figures 8.3 and 8.4 present the focused grids for students F1 and F2 respectively. As the element tree in Figure 8.3 indicates, seven elements form a large cluster in which there are three pairs of related


- I find this useful
- Makes learning a shared experience
- Develops interpersonal skills
- I find this a bit frightening

Don't learn much
Not useful
Isolates me in my learning
Limited development of interpersonal skills
Does not challenge me

Theoretical input
Case study
Tutor modelling
CCTV
Individual supervision
Role-play
Community meetings
Workshops
Small Group Discussion
Individual work
Peer assessment
Support group
elements: support group and peer assessment (E7 and 12); small group discussion and workshops (E5 and E2); and community meetings and role-play (E6 and E8). These, with the exception of workshops and small group discussion, were perceived to be 'a bit frightening.' All the methods in this cluster were considered to be very useful for the development of cognitive and interpersonal skills. Theoretical input (E4) enters the element tree on its own but links with the second cluster of elements at node 22. All methods in this cluster were rated mainly 3s for all constructs. This suggests a moderate perception of these methods. In the construct tree, constructs 1 and 5 ('learn a lot from this' and 'I find this useful'), and C4 ('makes learning a shared experience') and C2 ('develops interpersonal skills') are perceived to be related constructs. The indications are that shared learning leads to the development of interpersonal skills and that she learns a lot from methods perceived to be useful.

As can be seen in Figure 8.4, all the elements receive ratings of 1 for Construct 5. This suggests that she learns a lot from all the methods. This accords with the views expressed in her interview where she said that she has been learning a lot from the whole course. The element tree shows that the following methods are paired: support group and peer assessment; individual work and tutor modelling; workshops and small group discussion; and role-play and community meetings. The methods which are most associated with real learning are: individual supervision, tutor modelling, workshops and small group discussion. The rating of theoretical input indicates that this student perceives presentation methods more favourably than others in her group. The construct tree shows that three pairs of constructs link with construct 5 to form one cluster. This student appears to perceive a close relationship between (a) a sense of security and confidence, and (b) real
Examination of the other focused grids shows that these foundation students tend to have similar views of the learning methods. Role-play, individual work, peer assessment, small group discussion, workshops, community meetings, individual work and individual supervision, are all considered appropriate for adults and are associated with learning. All but one identified peer assessment as the most useful and valuable learning method. In this, they agree with the Diploma students.

8.5 **EXTENT TO WHICH EXPECTATIONS WERE MET**

The students articulated three categories of expectations. These are presented in order of priority determined by the number of students who named them.

1) **To increase counselling competence skills.** The skills named were technical, personal and interpersonal. Personal skills related to self-awareness and self-acceptance.

2) **Personal Growth and Development.** This involved change in attitudes and values and increased information, increased confidence and competence, self-acceptance, assertiveness and increased self-awareness.

3) **Social Interaction and Sharing.** This referred to greater respect for peer learning.

In addition, two persons named the Diploma as an objective. Others who mentioned the Diploma said that certification was not an important consideration, they were personally more interested in increased competence and personal growth. It may be that their employed status
reduced the pressure to be certified.

All seven Year 2 students were satisfied that they had grown in confidence, skills and knowledge. Their employers, as well as students, clients and family, had observed significant changes in their professional and personal conduct. The following are examples of gains that selected students thought they had achieved:

"I feel more confident, stronger and more able, if you like, relaxed. I think I am learning better all the time, the better my trust and acceptance of myself and others ... Well, I know that I am going to leave the course a richer person and possibly the beginnings of a potential counsellor which for me who has .... a low self esteem to be able to say that means it's a good course." (Dipl)

"It's not a course I want to finish ... I can't think of any other learning experience I've had that has made me want to get more so much as this particular one has and it didn't start off like that." (Dip2)

"I feel more confident about my role in individual work with people. I think I've got counselling skills ..." (Dip3)

"It's taught me a lot about how to negotiate and to get what I want." (Dip5)

Foundation students were conscious of positive gains. Most gains were noticeable in attitudes towards themselves and in increased confidence. Student F2 said she was far more confident to pursue her students' needs and to deal with them and added 'And I think I am a nicer mother with my own children". A similar comment was made by student F6 "certainly I feel my life is better in a sense since doing the course than it was before doing it because the course is in segments, e.g., support groups and options ... I am a bit sceptical about some of the options. I think you get into more depth when you continue an option." (F6)

One student was more guarded in her evaluation and drew attention to the good as well as the negative aspects of the course:
"It's been a great value to me up to now. I am nowhere near where I'd like to be in understanding myself and in improving the skill I already have. It seems a long way to go and it's working. I mean there is a lot of anger and dissent and everything about it but I think in a funny way that's all part of it." (F5)

8.6 ANALYSIS OF STAFF DATA

8.6.1 Personal Objectives for training

All three tutors wished to have their trainees experience growth in three main areas:

1) **Personal Growth.** This was identified as their most important training objective and included ability to make choices, increased confidence and self-awareness, and assertiveness. Tutor SWT1 summarized the objectives as:

   "To help people act powerfully in their own lives. To take care of themselves ... that they learn intentionally and enjoy the way they learn." (SWT1)

2) **Competence.** To help people become more effective and competent counsellors. That is "to increase their knowledge of counselling models and to be able to begin to use these models with the people they are working with or their clients." (SWT3)

3) **Process awareness.** "To help people integrate learning on the course with their lives." (SWT2)

One tutor identified as her personal objective, the desire to become elegant in her work. However, she recognized that elegant performance had limitations. It could on the one hand be challenging to students
and on the other, it could be frustrating if students concluded that that quality of performance was unattainable.

8.6.2 Teaching Styles

Although all these tutors were committed to the self-directed learning model, they claimed to practise distinctly different training styles. Tutor 1 said that she was a "relentless sharer" who never lectures but tended to discuss and "chat" things out. Tutor 2 described her style as "very complex". The style adopted at any given time was determined by the teaching situation (whether small groups or workshops) and the students' expressed needs. She could be very directive in workshops if necessary and facilitative in small groups as well as support groups. Because she recognized that students need to learn self-direction, she tended to work in fairly structured situations and with structured activities. Tutor 3 described her style as 'relaxed, permitting, encouraging and challenging'. She considers herself a resource person who works in a fairly structured way.

The general feeling was that it is essential to have tutors who operate in a variety of ways in order to meet the varying expectations of student trainees.

8.6.3 Tutors' understanding of self-directed learning

The tutors perceived self-directed learning to embrace four aspects of decision making. Trainers need to:

1) Identify their learning needs.

2) Formulate a contract specifying how such needs might be met.

3) Find resources to help them meet their needs.

4) Engage in continuous assessment of their progress towards achieving their aims.
The constant assessment of their progress is considered most important since it dictates flexibility of process and expectations. Although individual self-direction is important, these tutors tended to think that group self-direction is more effective. The group can help diffident members identify their needs and propose strategies for achieving them. Group support is also very important for self-evaluation. In this regard, Tutor 1 suggested that self-set goals did not necessarily mean independent learning.

"They [trainees] may arrange a method of learning which requires them to be considerably dependent on other peoples' abilities and resources or they may arrange a way that is very independent. So self-managed to me isn't a description of the how, it's a description of the self-described end product and the self-negotiated means to that end."

Tutor 2 said that her experience indicated that many students needed to be taught how to be self-directed. As she explains:

"... When we get people coming on this course, most of them don't really know what being self-directed is. I think quite often it is important to provide a structure so that they can learn the skills they need in order to use the self-directed model."

This observation accords with statements made by their students and is consistent with conclusions drawn from other case studies. Students need to be taught requisite skills for any new and unfamiliar strategy before they are plunged into working with it.

8.6.4 Tutors' experience of the Transition from a traditional to a Self-directed Training Model

Tutor 1, who had directed the course through its transition to a self-directed course, described the experience as very stressful. During the initial stages, she was very protective of herself and the course. One protective strategy was to treat the course as a non-serious experiment.
This would reduce the impact of failure. Also, there was little real evidence that the course could and would work and such uncertainties about the outcome generated "incredible discomforts." Staff felt the need to retrain and consequently, she took several courses in e.g. co-counselling and transactional analysis. She also drew on the helping skills of her colleagues who acted as co-supervisors. Since then, the increasing popularity of the course has taught her that vulnerability and risk taking can be assets rather than liabilities. In a published review of the self-directed course, Houston (1983) refers to the development of the courses as "a mixture of cautious steps and optimistic leaps, through to what we see as an honest and largely successful student-centered learning community."

8.6.5 Role of Tutors

There was consensus that the tutors' role was a complex and difficult one. Arguably, much of the difficulty stems from the very structure of the course. Organized as it is into community, workshops, support groups, small group sessions, evaluation groups and modules, each with different parameters and expectations and manned by a limited number of tutors, the tutor is expected to embrace chameleon like roles. As one tutor puts it "There are lots of roles that are appropriate at different times ... it is like the Egan facilitative model - in the beginning you're encouraging, exploring, supporting. In the middle stages, you're helping people make better sense of what's happening and helping them develop some skills and by the third stage you're really into challenging them towards action and sharing work with each other and judging their own work quite toughly or quite sympathetically because they're not good at judging themselves sympathetically ... Then there is that actual teaching role. The role of teacher of apprentices ...
journeymen and practitioners ... and the role of doing a kind of master work - modelling ..." (SWT1). Another tutor referred to the constant need to maintain a knife blade balance between the expected roles of being an authority and being in authority; of giving information and facilitating use of student resources, or being an equal partner and a leader. Not surprisingly, tutors find this course extremely demanding as the following section will demonstrate.

8.6.6 Demands on the tutor

Self-directed learning was seen to be extremely demanding, intellectually, emotionally and socially. However, the emotional demands could be very stressful. This comment by Tutor 2 illustrates the degree of stress experienced and the underlying cause:

"I am saying emotionally its extremely demanding because it's so dynamic and so rich ... sometimes I think I can't digest it all, its too much for me. It's like I am leaping from one incredible dynamic to another, and it's really hard to get it digested and sorted out before moving on to the next one ... For example, I was so distressed because of my experiences last week because so much went on that my brain couldn't take it. I needed to discharge a lot of the stuff that was going on last week and I've just come to realize that I need somewhere to go for me to discharge some of my feelings about the course ... For it can just get to the point where you are stuffed so full you can't see or take anything - it's emotion."

Referring to the 'enormous staff drop out rate which has to do with the emotional component' (a development which caused Year 2 students much concern - see Section 8.4.5) this tutor identified a need for staff supervision.

This form of teaching was also considered to be very demanding of time and energy: "to do it well [the job] you've got to be able to concentrate and give energy for long periods of time like from 2-7pm
... so that it's very exhausting."

The demands identified by Tutor 1 also related to emotional qualities;

- "self confidence, for they come in for a lot of rejection and battering sometimes and it's quite unclear what it's about"
- "hopefulness and trust, a belief that people can manage themselves in the end despite all the information to the contrary they may see along the line"
- ability for warmth and contact with other people
- "a kind of recklessness, you've got to have your adrenalin going quite a lot of the time because you don't know where it's going to go or what's going to happen ..."

Intellectual demands identified were:

- "to be intelligent, that is to be very good at making sense of things that are happening very quickly, definitely quick witted."
- "a kind of curiosity and eagerness about self-directed learning"
- "a healthy scepticism and an ability to articulate what they do and why"

In view of the common reference to student challenges to tutors, I asked the tutors how they reacted to criticisms, particularly those they perceived as unwarranted. Their response indicated commitment to the principles and implications of the self-directed model. Essentially, they would test the challenge and give way if and where necessary, but the concept of 'equals' and 'partnership' implied in the model indicated that tutors have needs, vulnerabilities and strengths as any
any other person, and they would be assertive in expressing their legitimate needs. Tutor 1 puts it this way "I will refuse to be stuck in a position that is unauthentic for me". Despite this, two tutors admitted that initially it was difficult to accept the 'batterings and criticisms' without feeling attacked and the tendency was to give in to the students. This changed as they became more experienced and more confident.

"So I'm always very careful now to check out who is challenging me and what that could mean and also to check whether anybody else feels like that too." (T2)

8.6.7 Tutors' Perceptions of Methods

The tutors agreed that students tended to learn from the whole course and not from any specific segment. However, one tutor suggested that students tended to undervalue the learning potential of the community mainly because some, particularly the Foundation Year, find them difficult. Their experience was that students tended to place equal value on the support group and workshops. Each segment was perceived to make a different but necessary contribution to their adjusting to the course. The workshops were perceived as a blend of theoretical information giving and experiential work to provide a test of the theoretical ideas. Here students were more willing to accept the tutor as an authority, and some degree of direction. This perception accords with my observation of the students' response to the workshops. The support group on the other hand, was viewed as a type of family home group where students can relax and discharge problems and yet feel safe.

The focused repertoire grids indicate that Tutors 1 and 3 perceive all the teaching methods to be associated with learning and to demand
"open", "trustworthy" and "confident" tutors. Tutor 1 perceived peer assessment, tutor modelling, role-play, CCTV and support groups to be the most 'powerful' learning methods but they are "an area of risk for the tutors". The constructs fielded by Tutor 3 were all tutor centred. Peer assessment, support group, individual supervision and individual work attracted left pole ratings for all seven constructs; while role-play and community meetings received similar ratings on six constructs. This indicates that this tutor perceives these methods to be the most demanding for tutors. Successful use of these methods are perceived to demand "strong", "confident", "creative" and "genuine" tutors.

8.6.8 Personal gains from self-directed learning

All three tutors were committed to self-directed learning. "It's the way that people learn for keeps as opposed to just learning by rote " (T2); "I can't imagine anywhere - where every single interaction is such amazing potential for learning ... I think I just get very high on that" (T1) and "I do think it's a very exciting thing to do and I'd like to see much more of it. I'd like to see it much more as a model within schools, politics, within the whole of life really " (T3). All three admitted that it was a tough and extremely difficult model which exposed tutors to numerous emotional and intellectual pressures, but they would not now choose to work in a traditional style.

8.69 Summary

This analysis has indicated that the self-directed model of learning employed on this counselling course rests on the assumption that learners are the best authority on what they need to learn and how they may learn. The evidence from my observation (Section 8.3.2) and the interviews (Section 8.4.2.3) indicate that both staff and students perceive
the following to be essential dimensions of a self-directed learning model:

- Personal choice and acceptance of responsibility for such
- Negotiation: learners and teachers negotiate the best means and resources for achieving their goals
- Contractual agreements with self and others to facilitate progress
- A learning community which implies partnership between learners and teachers
- A supportive learning climate
- Respect for and use of learners' resources
- Making use of learners as valuable resource persons
- Self and peer assessment
- Characterized by:
  * high levels of anxiety, frustration and excitement
  * heightened self-awareness
  * increased self-confidence
  * assertiveness
  * genuineness
  * intensive interaction

The analysis of students' perceptions of the model tended towards a general agreement that self-directed learning is a valuable and effective learning strategy (8.4.3.2-3). Their response was influenced by the positive changes in skills, knowledge, attitude and values that they had experienced. As the discussion in Sections 8.4.3.2 to 8.4.3.3 indicate, self-directed learning had contributed much to a more positive and critical response to self and others, to greater sensitivity, to the development of technical, personal and interpersonal skills and to increased competence and self confidence. Their belief that they were
better counsellors and persons was reinforced by favourable positive comments from their peers, employers, clients and family. Such positive feedback accounts for the strong commitment of staff and students to the model, and this despite their own confession that the model was fraught with frustrations, anxieties and emotional stress.

There was remarkable agreement between staff and students on the demands of self-directed learning. Both perceived it to be a holistic model which makes emotional, intellectual, social and physical demands on participants (sections 8.4.4 and 8.6.6). Both groups identified intellectual alertness, sensitivity, genuineness, caring and critical self-awareness as essential qualities for all participants. The emotional demands on staff were perceived to contribute to ill health and to a worrying attrition rate among the staff. This was particularly worrying for students who wanted the security of a stable teaching staff and who felt somewhat responsible for the tutor's illness. Significantly, the anxieties and frustrations experienced by students were not perceived to have affected their health. It appears that the structure of the course has built in stress control strategies for students. The support group where students can 'unload' their feelings without loss of status or confidence, and their control of the examination process, seem to be the most valuable stress control mechanisms. Consequently, although some students were bothered by peer assessment and angered and frustrated by 'inadequate' staff direction and the absence of specific guidelines, they were prepared to continue the course and in general found it an enjoyable and worthwhile experience. From the evidence (Section 8.6.6), staff had no such built in protection and one member expressed the need for staff supervision to reduce the high stress component of the course.
The general response of participants to their experience of self-directed learning indicates that the model evokes a strong sense of commitment - a sort of pioneering zeal which is not quenched by the strong intellectual and emotional pressures and personal dissatisfactions with aspects of the course. There is strong indication that the apparent compulsion to continue the course stems from personal gains. A sense of power from being able to control their learning experience and monitor their progress and success was frequently cited. The indication that graduates continue to recommend the course, and that employers and family recognize positive changes in attitudes, values and competence, suggests that this is an effective learning model. Participants also consider it to be an appropriate model for teaching professionals: it respects their experience and skills and allows for mutual sharing and learning between learners and teachers. These findings are seen to be consistent with the claims of the literature reviewed in Chapter 2.
CHAPTER 9

DISCUSSION OF RESEARCH FINDINGS
9.1 INTRODUCTION

In Chapters 4 to 8, I have presented a summary of each case study in which I concluded that both teachers and students tended towards positive perceptions of participatory methodology and negative perceptions of presentational methodology with specific reference to lectures. Each group of students tended, in their comments, to stress different aspects of methodology which influenced their perceptions. However, they all agreed that learning resulted from the interaction of the several dimensions of methods which they identified. In this Chapter, I will review the research as a whole, integrating the findings from all 5 case studies in an attempt to provide answers to the research questions identified in Section 2.3. I will also present and discuss a model for training professionals and examine the extent to which the model may be generalizable.

The main purpose of this research was to examine how students and teachers perceive teaching/learning methods with a view to isolating components
of methods which may be used as descriptors as well as measures of effectiveness of methodology. The expectation is that this research will contribute to the process of evaluation of teaching-learning methods as well as to improvement in the quality of the training of professionals.

The literature review (Chapter 2) has indicated that investigations into the training of professionals and of adults in general have tended to examine teaching methods from the perspective of the teacher or the researcher. Very little research has been done from the learners' perspective and I have not seen any attempt to integrate both students' and teachers' perspectives. This research attempted to integrate both. I spoke to both teachers and students and in my observation of the teaching-learning sessions I focused on the way learning methods or activities were organized and used and the type of responses they elicited. The in-depth interviews aimed at making transparent the participants' reactions to and their experiences with learning methods. The methods I used derived from the assumption that individuals can best articulate their perceptions and that these qualitative methods lead to a better understanding of how professionals learn and the features of the learning event which they consider important.

The androgogical and humanistic models of adult teaching/learning reviewed in Chapter 2 made the assumption that adults are necessarily self-directing - autonomous learners (Knowles, 1973; Rogers, 1969). I shall challenge this assumption in Section 9.5.2 and 9.5.3 where the students comments indicate that some adults may by nature be dependent. Both models imply the use of participatory methods which permit active involvement of the learner in the learning process and in decisions about all its aspects including evaluation. The assumptions of these models
provided a framework for this research and influenced the focus on participatory methods. The case study approach which I used provided a test of the assumptions of the framework. A major assumption of the case study approach is that it permits examination of unique features of individual behaviour and learning events and indicate plausible explanations of such features. The case studies also allowed checks for consistent patterns of learning across professional disciplines.

This research aimed at providing answers to the following questions:

1) What is the range of methods used for teaching experienced professional educators?

2) What factors enter into the selection of methods?

3) What demands do these methods make on teachers and students?

4) What are the teachers' and students' perceptions of these methods?

5) What features of method are associated with effectiveness of methods of instruction of professional educators?

Throughout the research the focus was on participants' perceptions of methods and their criteria for assessing effectiveness of such methods. As the research progressed it became evident that some students considered contextual factors to exert a greater influence on learning than do methodologies. Consequently, I began to examine the influence of broader contextual factors on participants' perceptions for example, the "ethos" of the institutions and the nature of the course; that is whether it was a syllabus based examinable or non-examinable course. I now discuss the findings to each of the research questions.
9.2 RANGE OF METHODS USED

All six courses which comprised the five case studies employed a wide variety of methods. The assumption behind the selection of methods (as I will show later) is that methodology should reflect the aims of the course and the needs and characteristics of learners and teachers. The data indicate that methods were chosen largely because of their established potential for achieving the specific objectives. Given that professional training has as its central focus the development of competence and personal growth/autonomy (see discussion in Section 2.2) and the indications from research findings that interactive methods are more appropriate for achieving skill and personal growth objectives than are presentational methods (Section 2.4.4) it is not surprising that teachers in my research relied mainly on participatory methods in their training. Lectures and other "traditional" methods were used partly to provide information which is essential to practice and the participatory process; partly to provide that sense of stability and security which some learners associate with reception learning, and partly to meet the contractual requirements of their jobs. Courses that are syllabus based and which culminate in externally assessed examinations and accreditation often assume that lectures will be one medium of communicating knowledge.

Nurse education courses, both short and full time, tended to use the widest range of participatory methods while the counselling course (SW) used the most restricted range. The increasing emphasis in nurse education on the development of self-awareness and interpersonal skills (see Appendix 4a) explains the focus on experiential type participatory methods. Significantly RCN students claimed that lectures were widely used during their first year. This resulted in part from the need for
mastery of information essential to nurse training and in part from the traditional philosophic orientation of the institution. The restricted range of participatory methods observed with counsellors in training reflect the organizational structure of the course and not the quality and extent of the interaction. As the discussion in Chapter 8 has shown, this was the most thoroughly integrated participatory course. However, the primary focus was more on models of autonomous learning than on specific methodologies. Consequently, in their comments and practice, both learners and teachers articulated the features of self-directed models of learning, rather than those of specific teaching-learning methods. The following is representative of the range of methods in use in the training programmes I observed. I have grouped the methods to reflect the most humanistic to the least:

Encounter group
Role play
Peer assessment
Serial counselling
Simulated counselling
Group counselling
Simulated interviews
CCTV
Games
Workshops
Small group discussion
Student led seminars
Brainstorming
Buzz groups
Individual presentation
Micro Teaching
Supervised teaching practice
Individual work
Case studies

Large group discussion
Informal lectures
Tutor led seminars
Tutorials
Formal lectures
9.3 FACTORS ENTERING INTO THE SELECTION OF METHODS

While several factors were seen to influence the selection of methods, there was overwhelming agreement between staff and students in all case studies that the course objectives together with students' expectations and characteristics were the main criteria. Notwithstanding, there was evidence from at least two case studies (RCN and DPM) that there was some tension between the teachers' espoused philosophy and their philosophy in use. The indications were that teacher philosophy and competencies were as influential as, if not more than, course and students' objectives in the selection of teaching methods. One possible explanation for this is that the teachers recognized the need to master the skills and competencies essential to specific methods before using them. Carkhuff (1969) has demonstrated that tutor competence is a significant contributor to effective training. The analysis in Section 5. has shown that a high level of teacher competence and skill makes a tremendous difference to students' perceptions of and benefits from methodology.

The evidence that teachers in all but one case study (Chapter 6) identified with the humanistic philosophy of teaching and learning may explain the harmonious relationship between objectives, teacher characteristics and teaching methods. I will suggest later that the philosophical orientation of the teaching departments may have influenced the students' expectations and general positive perceptions of the methods used. The teachers who constituted the exception (see above) shared a practical philosophy and this influenced their choice of methods. Their main concern was with considerations of appropriateness and the evidence that such methods produced the expected results. Since their objectives were similar to those of other trainers, their teaching methods tended to correspond, i.e.
they too emphasised participatory methods. Significantly, tutors across case studies suggested that learner characteristics should have a stronger influence on the choice of methods than their experience suggested they had. For example, tutors in both the DPM and FPA courses said that the stage of development of the learner "what stage are these people at ... if they've never done a case study before they'll need some training" should determine the choice of method regardless of the methods declared potential for meaningful learning. Failure to apply this consideration rigidly and to provide initial training in the skills associated with methods may account for the anxieties and fears that several students across case studies associated with experiential type learning methods (see for example case studies 1 and 3).

Some students too expected that their special characteristics and needs should be accorded equal consideration with course objectives and teacher characteristics and needs. The evidence from all case studies therefore suggests the following as essential criteria for the selection of learning activities/methods:

a) The course objectives
b) Student expectations/needs and characteristics
c) Teacher competence, qualities and espoused philosophy

I noted in Section 6.5 that National Administrative Trainees considered contextual factors to exert a strong influence on perceptions of methods and learning. These criteria accord with their concern.

9.4 DEMANDS OF METHODS ON TEACHERS AND STUDENTS

There was general agreement across case studies as well as within groups, that participatory methods make far greater demands on learners and teachers than do presentational methods. However, the concerns of
teachers were markedly different from those of the learners. Teachers tended to articulate concerns related to the direction and outcome of the learning process while students consistently focused on factors related to personal security and the resultant emotional and physical strain.

For example, the uncertainty element associated with the process and product of participatory methods was the most daunting demand for teachers. Teachers used concepts such as 'eternal vigilance', 'kept on your toes' and 'being unsure of the outcome' to describe the effect of the participatory model on them. Participation as used on the courses I examined assumed that teachers share control of the direction of learning with their students. Teachers were therefore unable to predict or to anticipate with any reasonable degree of certainty just how students would react and the type and quality of learning that would result from the interaction of each different group of students with the entire learning context. Because human behaviour cannot be predicted, the combination of democratic control and innovative methods may be problematic and have implications for flexibility, tolerance and ingenuity on the part of the teachers. Not surprisingly, teachers named as additional demands: 'alert sensitivity', 'intelligence', 'commitment' and 'involvement'; 'ability to use the unpredictable', 'being a catalyst'; 'being relaxed and emotionally well', 'confidence and competence'; 'respect for others' points of view'; 'being alert to group processes', 'offering a structure', 'considered speech' and 'a sense of humour' among others as essential demands. By contrast, the most common demands cited by students were: risk taking, trust, confidence, self-control, empathy, tolerance, knowing and liking group members, accepting responsibility to contribute to the process, self awareness, and acceptance, and group cohesion. I have shown in
Sections 4.6.3 and 7.4.3.3 that some students felt threatened by role play and CCTV activities because such activities exposed their level of competence and they were uncertain of the way they would be evaluated. They felt protective of their professional status. Security featured as an important issue for all the students. I consider this to have implications for negotiation between teachers and students in order to define the parameters of activities and to teach skills of non-judgemental evaluation of participatory involvement. The tutors were also sensitive to the emotional and physical demands that participatory methods make on students. This explains their frequent articulation of the need for teachers to facilitate a safe and supportive learning environment (Chapters 5, 7 and 8) so that students might be encouraged to risk self-disclosure.

Lectures were perceived to make mainly lower level cognitive demands, for example, note taking, listening and comprehension. Senior managers, however, perceived lectures to demand higher order cognitive skills such as critical thinking. One explanation offered by this group is that lectures were efficient ways of presenting new theoretical ideas which they often related to previously held theories in new and exciting ways.

9.5 TEACHERS' AND STUDENTS' PERCEPTIONS OF METHODS

The data from the five case studies show remarkable agreement between staff and students' perceptions of methods. Both teachers and students articulated a range of perceptions of specific methods but they tended to share common perceptions of methodologies. This was true both within and among case study groups. Perceptions ranged through positive; positive with reservation; hostile; indifferent and negative. I will now define these perceptions.
Positive - a positive perception indicates a strongly favourable response. Learners identifying with this position tended to have experienced favourable changes in behaviour, competence, confidence, stability and more positive acceptance of themselves and others.

Positive - with reservation students who demonstrated this response considered methods to be useful only in so far as they incorporate certain features. Among these are clear and precise instruction, provision for critical review and feedback. Where these features were present, perceptions were largely positive.

Indifferent - this type of response generally arose from a perception that countextual factors were the single most important influence on performance. This particular perception was expressed mainly by National Administrative trainees.

Hostile - hostility was usually expressed for methods which made demands that conflicted with the individual's personality or preferred ways of operating. This response was largely attributed to the strong emotional demands methods such as role play made on them.

Negative - Examples of this were found in all five case studies and was expressed with reference to formal lectures. The vast majority of students disliked formal lectures because of constraints on their being able to respond to the information and because they found it difficult to concentrate for long periods. They expressed the view that passive reception type learning was inappropriate for learners who were experienced in their respective professions.
Both tutors and students tended to hold positive perceptions of case studies, CCTV, role play, simulation exercises and small group discussion. The generally positive response to small group discussion was not shared by National Administrative trainees and some Nurse Tutors. Whereas students in other case studies associated small group discussion with the development of personal and interpersonal skills, providing access to wider perspectives on cognitive issues as well as retention and understanding of information, these students questioned its contribution to meaningful learning. Their experience was that small group discussion accentuated individual differences and competition. It was destructive of individual confidence and promoted unproductive rivalry. Such negative response to small group discussion has highlighted the need to provide training in group processes so that students might acquire the skills necessary for the smooth and effective use of group methods. Even students who responded positively to small group work regretted that they had to learn the skills by trial and error (DPM Section 7.4.3.2). This view is consistent with the views expressed by tutors in Case Study 2 that structured activities provide efficient training in required skills. Similarly, role play attracted the full range of perceptions described above. Both nurse tutors and National Administrative trainees perceived role play to be extremely anxiety provoking and threatening even where they had learnt a lot from it retrospectively. RCN students did however express the view that some degree of anxiety and threat can stimulate learning. Others disliked it and felt that its learning potential was questionable. Still others perceived role play to be appropriate and a very useful learning strategy. On the other hand, health visitors and health educators as well as managers (both senior and junior) responded positively to role play and associated it with the development of
higher order cognitive skills as well as affective achievements. The differing perceptions of role play may be seen to be a function of the learners' previous introduction to the method as well as the nature of the relationship between group members. Where learners had had previous positive experience of role play and where the learning environment was supportive and caring, the response was generally favourable or positive. The converse was true for negative or indifferent responses.

[A supportive and caring group was also considered essential to the effective use of group discussion]. Teachers tended to hold positive perceptions of role play and associated it with the development of negotiation and empathic skills as well as increased self-awareness and self-acceptance.

Perceptions of role play were also a function of the teachers' conceptualization and use of elements of role play.

The discussion in Chapter 2 urged the need to describe learning activities in order to discriminate beyond the titles they attract. The analysis of learning methods for each case study indicates that several learning activities which were very differently structured attracted the label role play. For example, while both the FPA and DPM tutors' conceptualization of role play involved role reversals so that participants experienced the learning event from more than a single perspective, teachers in case studies 1 and 3 tended to use role play as a simulation exercise which attracted varying degrees of structure. Not surprisingly, students in the former group were very positive towards role play and associated it with the development of cognitive, social and personal skills. On the other hand, learners in the latter group tended to focus on the negative emotional aspects of their experience and consequently tended to discredit the method. The experience of role play in case study 2
(FPA) illustrates that feedback is essential to role play. Feedback offers the opportunity for immediate adjustment to prior knowledge, and at the same time offers opportunity to check on the usefulness of the newly acquired and reorganized knowledge. Hence the association with immediate attitude and competence changes. The analysis of the case studies indicate that similar distinctions need to be made between the various activities which have been designated for example, group discussions and simulated exercises. The importance of this conclusion is further suggested by the evidence from the literature (Costin 1972). It seems then that the teachers' conceptualization and structuring of learning activities have a limiting effect on students' perceptions of them.

9.5.1 Perceptions of Methodologies - Teachers' perspective

Both students and teachers discriminated between participatory and presentational methods. The teachers perceptions of their role as facilitators of learning influenced their preference for participatory methods. They also stated that their students preferred learning by interactive methods. Most tutors stated that lectures, especially the formal type in which an uninterrupted presentation is made are alien to their style of teaching and their experience was that learners who are professional educators tend to consider lectures inappropriate to them. [It is not unlikely that they were modelling their teachers]. This did not deny the necessity for lectures in the education of professional educators. The suggestion was that presentational methods should be used sparingly. Small group research and discussion, individual work and socratic discussion or inductive questioning were perceived to be more efficient and effective strategies for acquiring and understanding information. The teachers perceived the use of
participatory methods to have implications for the selection of teacher trainers. Trainers need to be professionally competent in the use of a range of teaching strategies. This implies the need for training in the process of learning activities. The analysis (Section 5.7.6.4) has indicated that trainers who have not mastered the requisite skills may be persuaded to improve their competence through the use of structured first stage participatory activities such as brainstorming, buzz groups and small group activities. Small group activities were successfully used on the FPA course to reduce resistance to risk-taking and to prepare for involvement in more demanding participatory activities such as serial counselling and role play.

The teachers also expected trainers to be confident, self assured and flexible. They also need to be committed to a philosophy of teaching which relaxes the distinction between learners and teachers. Failure to share this concept may result in tensions which in turn may militate against the successful use of such methods and alienate learners. Teachers in management education, nurse education and counselling were most committed to the concept of teachers as facilitators of learning. Significantly, they perceived participatory methods to make strong emotional demands on teachers and learners. The emotional demand was seen to be most acute in the self-directed course (SW) where teachers were constantly challenged by learners. A barrage of critical challenge without inbuilt mechanism for support and counselling can be unsettling and was seen to affect the health of teachers. The implication is that teachers using participatory methods need to be physically and emotionally strong, to have a sense of humour, to be open and genuine and to be intelligent and alert in looking after themselves. For these reasons it is difficult to escape the conclusion that despite their demonstrated
potential for achieving the goals of professional training (Chapter 2 and all case studies) participatory methods may not be applicable to teachers who do not share a democratic philosophy of teaching.

9.5.2 **Perceptions of Methodology - Students' Perspective**

Student participants also perceived participatory methods to be most appropriate for them. The vast majority preferred learning in situations where they were actively involved and which recognized that adults can make a worthwhile contribution to the learning process. Students in management education and counselling articulated more clearly than others, the concept of partnership in the training of professionals. They firmly believed that they can learn from teachers and teachers can also learn from them. In this, they agree with their teachers who were also committed to this model. Where this concept/model was not operational, the students expressed strong disappointment. Such responses, which were representative of all case studies, yielded the concept of learners with resources and learners as resource persons. I consider these and the partnership model which they imply to be significant findings of my research. The concept of partnership should not be seen to erode the distinction between teachers and learners. It is used here to suggest that teachers and learners are co-resources, a phenomenon that is characterized by equal respect for each others' resources and genuineness of the interactive relationship. I will examine this concept more fully in Section 9.7 when I discuss a model for professional learning. Significantly teachers did not express as clearly as their students the concept of learners as resource persons. It is possible that their contractual obligations were a hindrance to a practical application of their philosophical commitment. Several tutors expressed the view that students' expectations
as well as the accreditation process demanded that they be seen to be in command of classroom activities.

It is precisely because presentational methods disregard the learners' resources that students in my research perceived such methods to be inappropriate for them. However, perceptions of the lecture were not uniform. At one extreme, National Administrative trainees tended to dismiss the method. They disliked lectures intensely but this was attributed to the personality of the lecturers and to the unrealistic expectations they appeared to set for students. These students saw this as patronizing and much to their regret, they tended to assess lectures on the basis of lecturer characteristics and assumptions than by the quality of the contribution. At the other extreme, senior managers held favourable perceptions of lectures. However, they responded more favourably to informal lectures. Informal lectures permit immediate learner interaction with the lecturer and the content and thereby enhance their understanding and mastery of the concepts. Such favourable response to lectures was attributed to the managers' earlier educational experience. They were very much older than other student participants and had previously been taught mainly by lectures. Their professional practice may also explain their preference. Decision making was perceived to demand a degree of certainty and unequivocal positions. Lectures facilitate these while some participatory methods, e.g. case studies, do not. This finding challenges the assumption referred to on page 310 (Section 9.1) that adult learners are necessarily self-directing. Managers, nonetheless, responded positively to participatory methods.

The discussion so far has indicated that students and teachers share similar perceptions of methodology. Both responded very positively
to participatory methods and tended to be either negative or indifferent
towards lectures. This finding is consistent with claims made by
Knowles (1973) and Carroll (1972) that adults prefer to learn by
participatory methods. Such positive perceptions of participatory
methods may be explained in part by the demonstrated cumulative benefits
derived from participatory methods and in part by the influence of the
overarching institutional philosophical orientation. All but one
institution identified with the humanistic philosophy of education
and the model of education it implies. It is therefore not unlikely
that this philosophy influenced, to some extent, the perceptions revealed
by both staff and students.

There is also a possibility that my research design and interest may
have produced a Hawthorne effect. All participants were aware of my
interest in examining their response to innovative methods. Also as
can be seen in Appendix 1, in negotiating access for my main research,
I directed my letters to Departments which included innovative methods
in their repertoire of teaching method. This resulted from progressive
focussing (Parlett et. al. 1977). As I have shown in Section 3.1,
I began this investigation as an exploration of the students' and
teachers' perception of the range of teaching methods they experienced.
I did not pre specify the direction of my investigation. The
contribution of the pilot study was that it indicated a possible focus.
The analysis of the pilot data produced interesting insights into the
perceptions of adult learners and the factors which influenced their
response to training. The indication that some learners perceived
interactive methods to be effective and most appropriate for adult
learners with professional experience influenced my decision to focus on
innovative methods. Hence the nature of my letters to institutions
involved in training educators for the professions. It is likely that
a more generally focus on methodology and the learning milieu might have produced different results. For example, the analysis in Section 6.5.5 indicates that that group of students perceived contextual factors to have a more controlling influence on learning than methods. Again, this possibility casts doubt on the assumption of the humanistic model discussed on page 310.

9.5.3 Perceptions of Autonomous Learning

The single course which was based entirely on a self-directed model of learning provided an opportunity to test claims made in the literature for autonomous learning. The assumption of the humanistic model that adults are invariably self-directing (see pages 310 and 324) was not supported by the findings of this case study. The evidence is that adult learners, despite their professional competence and achievements, need to be taught to be self-directing. They need to unlearn the dependency acquired throughout their earlier education. Most of the students appeared to have been severely handicapped by their acquired perception of the role of teachers as directors of learning. Several of them gave vivid accounts of the anxiety and frustrations they experienced during the early stages of the course. They kept waiting to be directed, to be given notes, to be told what and how to learn. This is particularly revealing given that students had elected to join the self-directed programme, which was fully described in the college manual. The experience of these self-directed learners underscores my earlier suggestion that both teachers and learners need first to be trained in the skills, processes and assumptions of innovative methods before they are plunged into the experience. The residential week-end orientation required by the counselling organizers seems inadequate to undo the constraints imposed by years of socialization into traditional expectations and values.
The evidence from case study 4 further indicates a degree of dependence on teachers. Both senior and junior managers wanted some demonstration of the teachers' authority. They perceived teachers to be in authority to the extent that their skills, competence and experiences were accessible to learners. This implied tutor modelling and the giving of explicit guidance by way of precise instructions for procedures, and feedback on students' performance. Several DPM students and counsellors feared that the self-directed model might deprive them of access to the teachers' 'authority' and consequently result in their "reinventing the wheel" or missing out on important skills and information. This tension between student autonomy and teacher authority was an important issue in this research. This has implications for the model of training adopted. The indications are that students in my research prefer a model which treats autonomy as a developmental process. As the analysis in Section 8.4.2-3 shows, several students expected a gradual easing into self-direction. This is consistent with suggestions made by Cornwall (1981) and Elsdon (1975) that autonomy should be approached gradually. This model envisages strong teacher direction in the early stages of the course to provide the necessary skills and sensitivities and a gradual introduction of autonomous activities as learners demonstrate readiness to undertake increasing responsibility for their learning. This model was shown to be very effectively used in Case Study 2 and resulted in positive perceptions of the course and the training methods. By contrast, more extreme forms of the model which introduced self-direction without the necessary prior training attracted less positive responses (Sections 4.6.3; 6.5.2). In such situations, learners perceived a challenge to their status and competence, and understandably, became anxious or frightened by methods such as role play, CCTV and simulation interviewing (Sections 7.4.3.3; 8.4.3.1) which they perceived to expose the limits of their competence.
The evidence from my research leads to the conclusion that the conceptualization of self-direction and personal development and the skills necessary to develop these are markedly different in the several courses investigated. My perception is that some tutors e.g. the FPA and counselling tutors, conceptualized them well while others had a more limited concept of autonomy and the skills required were not fully developed. Consequently, students in the FPA course appeared to have been more satisfied with their training than were students in Case Study 3. This underscores the need for training of the trainers of professional adult educators (Elsdon, 1984; Carkhuff, 1969).

Significantly, once the students had begun to derive positive benefits and feedback from self-direction, they became very intolerant of traditional methods. All the SW students - both Foundation and Year 2 Diploma - held very positive perceptions of self-directed learning. Teachers shared similar perceptions and expressed the view that the model could be extended to lower levels of the education system with positive results for learners as well as society in general. Similar conclusions were arrived at by FPA participants. This underscores the point made by Kidd (1973) that androgogy and the self-directed model of learning it implies are not a uniquely adult way of learning. As I discussed in Section 2.1, Toffler (1971) sees a self-directed model of education as the only guarantee for 'painless' survival in this modern technological age.

While the comments of DPM students indicate a similar positive response to self-direction, the need for security and assurance of success in their examinations reduced their enthusiasm for that model of learning. Unlike the counselling students, they had no control over the nature and process of their evaluation. Their anxiety and temptation to
resort to the security of traditional learning methods are therefore understandable. A comparison of the reactions of these two groups of students indicate the strong controlling influence of one contextual factor - examination - on students' perceptions of methods. This evidence again challenges the assumption of the humanistic model examined earlier (pp.310 & 324). The DPM Year 2 group were terribly anxious about exams, while the counsellors were not. This response may in part be due to the way the counselling courses were structured. Students in these courses decided on the evaluation process. The influence of exams on students' morale and learning, described by Elton and Laurillard is therefore consistent with the findings of this research.

9.5.4 Effectiveness of Methods

Both teachers and students identified several dimensions of methods which they considered essential to the effective use of methodologies. Figure 9 shows the range of dimensions identified by staff and students. I have categorized the responses which were mentioned indiscriminately by the participants. While different specific dimensions were extracted from separate case studies, each dimension was represented in each case study. The dimensions are representative of the total subjects but the specific focus is very individual. For example, teachers of case study 4 tended to stress organizational and process dimensions while those on the Administrator's course stressed contextual and process dimensions. Tutors of the FPA, RCN and counselling course considered all 6 dimensions to be important but gave the edge to process and affective dimensions. It may be that their involvement in the helping professions influenced their concern for holistic learning and emphasis on the use of affective qualities.

Some students tended to emphasize organizational dimensions because they
FIGURE 9 ESSENTIAL DIMENSIONS FOR EFFECTIVE USE OF METHODS

CONTEXTUAL DIMENSIONS
* Institutional philosophy and ethos
* Aims and objectives of Course
* Nature of assessment: internal, external, examinations, self and peer assessment
* Teacher qualities, characteristics, philosophy
* Learner expectations, characteristics
* Degree of Security and support
* Degree of freedom, choice, dependence, independence

ORGANIZATIONAL DIMENSIONS
* Degree of structure - non-structure (Structure is enabling ... preference for precise and detailed structure)
* Defined parameters
* Negotiation
* Consultation

CONTENT
* Specific information, insights, understanding
* Skills
* Attitude and values

SPECIFIC PROCESS DIMENSIONS
* Active involvement Student - student interaction
* Student - Teacher interaction
* Reflection Own actions and inner experiences
* Group internal and external experiences
* Critical analysis and discussion Review Reinforcement Growth
* Critical feedback Positive = self-imposed change
* Negative
* Repeat activity (optional)

COGNITIVE DIMENSIONS
* Learning and teaching style
* Degree of familiarity with content
* Skills and competences
* Reflective qualities/capacities
* Pace and time
* Potential to integrate learning
* Potential to establish relationships
* Facilitation (degree of)
* Positive feedback (?)
* Assess achievement of objectives
* Clarity of communication

CONT/.......
FIGURE 9 (Cont)

AFFECTIVE DIMENSIONS

**Personal**
* Degree of anxiety arousal
* Comfort/discomfort
* Self-awareness and acceptance
* Indifference, apathy
* Confidence (degree of). Commitment
* Security and safety
* Apprehension
* Frustration
* Pleasure/Satisfaction. Dissatisfaction

**Inter-Personal**
* Trust, empathy, genuineness, support
* Respect for individual contribution
* Loyalty and affection
* Commitment
* Sharing
* Apprehension
* Sharing
considered these to determine the quality of the process. All students expected learning activities to be carefully structured and graded so that they could learn the process gradually and be able to proceed without unnecessary interruptions. National Administrative trainees were particularly critical of learning methods because of the absence of adequate structure and inadequate provision for reflecting on and reviewing the learning process. They nonetheless considered contextual factors to be the most important aspects of learning. Nurse trainees, on the other hand, tended to focus on affective and cognitive dimensions. This focus might be explained in part by the specific nature of their profession and in part by the fact that e.g. the FPA course addressed all six dimensions. This may explain the general satisfaction with that course (Chapter 5).

9.5.5 Discussion of Figure 9

In Chapter 2, I identified from the literature, five dimensions of methods which were seen to have relevance to selecting teaching-learning methods. These were: the context, the content, learner characteristics, teacher qualities and characteristics and the espoused philosophy. It was argued that effective learning is a function of the interplay of these contextual factors (Laurillard 1978; Entwistle 1981). The dimensions identified here (Figure 9) underscore the influence of contextual factors on the quality of student learning. One essential difference is, however, that it extends the conception of contextual dimensions. As can be seen in the Figure, the learning context incorporates organizational factors and includes in its details dimensions such as 'degree of security and support' which suggest that the quality of the immediate learning environment has an important influence on the participants' response to the learning activities and enters into their perception of methodology.
The literature review has identified content as an important dimension of methods and I think it is. For this reason I have mentioned content as a dimension by itself although the data did not distinguish between content and contextual factors. From the point of view of the learner learning, the content is similar as a dimension to all the other contextual dimensions. (See discussion in Section 6.4.2). However, several students stated that it was not uncommon for them to assess methods on the basis of their reaction to the content: "boring topic, therefore boring method .... ". Significantly, the students who commented on content had a limited perception of what content is. They did not appear to include aspects of the course objectives, including skills, competencies and sensitivities in their description of content. Content was perceived to be information.

An important feature of these dimensions (Figure 9) is that they isolate different aspects of the learning situation which at different stages of interaction combine to influence the students' response to learning methods. It is the specific learning method used in a particular way, the circumstances of its use, the characteristics of the participants at that particular time, which will determine which set of dimensions are paramount in influencing students' perceptions at that particular time. This suggests that students' perceptions may vary depending on their experience at any one time. There may be times when all the dimensions are optimal as for example, in my observation of one encounter group described in Chapter 5. There are other times when organizational dimensions may have been more influential, because of their absence, in forming students' perceptions of methods. One example of this is the negative, if not hostile, response of some National Administrative trainees (Section 6.5.2) to small group discussion. The absence of a clearly defined structure and their lack of training in personal relationship
were offered as reasons for their failure to benefit from small group discussion.

The evidence from all five case studies indicates that affective dimensions are important in determining the students' response to methods. As I will show in Section 9.5.6 feelings of comfort, satisfaction and enjoyment feature largely in their identification of criteria for assessing the effectiveness of methodology. Such emphasis on the affective dimensions of methods supports the claims made by some educators for the inclusion of affect considerations in the learning process (e.g. Heron, 1977; Boydell, 1975; Rogers, 1983). This has implications for reconsidering the distinction that is generally made between affective and cognitive processes in learning. There is the indication from this research, that such distinctions do not exist in reality since learning states cannot be exclusively one or the other. The nature of the affective and of the cognitive aspects of learning cannot be described without reference to the other. Nor should they ignore the influence of wider socio-cultural factors (included in the contextual cum organizational dimensions) on methodology and learning. The inter-relationships between all these factors are a dominant feature of the students' and teachers' comments and present a strong argument in support of the claims made by Rogers (1983), Laurillard (1978) and Heron (1977) among others for learning as an holistic experience. I will now discuss the students' approach to assessing the effectiveness of learning activities.

9.5.6 Criteria for Assessing Effectiveness

Criteria for assessing the effectiveness of methodology, which I derived from answers to the question: "What do you take into consideration when you are assessing the effectiveness of a method?" further illustrates
the inter-relationship between the several dimensions of methods as well as of learning. The following criteria are representative of all the case studies. Students assessed methodology on the basis of its association with the following learning outcomes:

1) Cognitive and affective learning, that is if the method contributed to observable changes in levels of competence, attitude and values and increased knowledge.

2) Emotional states it generates: if they enjoyed the process, if it felt right, how secure and how facilitative they were.

3) Functionality: if the skills, understandings, knowledge and attitudes acquired can be usefully applied on the job, at home and in their social relationships.

4) Relevance: if the methods seemed appropriate to their needs, objectives and personalities.

Teachers too, tended to assess methodology on the basis of their association with the above criteria. However while students tended to imply that all four criteria were important, the teachers seldom mentioned enjoyment as a consideration. Enjoyment of learning activities appeared to have been particularly important to students in Case Study 3 (Chapter 6). Nurse tutors and managers tended to identify increased competence and changes in attitude and values as their first criteria, while the DPMs tended to stress functionality and relevance. These findings are seen to extend the criteria identified by Graham et. al. (1982), Elsdon (1984), Cornwall (1981) and Berger (1984). They identified: the extent to which learning objectives have been achieved and the quality of student learning as the main criteria of assessment. While these writers did not specify how the quality of
student learning would be assessed, students in my research posited that self- and peer-assessment together with feedback from clients, students, colleagues, friends and family were adequate evaluative measures. Significantly, neither students nor teachers mentioned formal examinations as an appropriate measure of learning gains. There seemed to have been general agreement that certification or success in formal examinations was not a reliable measure of competence or of the objectives that professional training seeks to achieve.

The criteria of assessment and dimensions of methods derived from this investigation establish an important departure from an exclusive focus on the assessment of cognitive objectives to include affective and practical considerations. These criteria may be seen to reflect an increasing perception that learning is an holistic experience and that any attempt to assess its outcome should employ instruments which are as sensitive to all dimensions of learning. This conclusion accords with the claims made for experiential learning by Boydell (1975) and Heron (1982) which I discussed in Chapter 2.

9.6 SUMMARY OF RESEARCH FINDINGS

The main findings of this research are:

1) Students in all five case studies responded positively to participatory methodology. Their positive perceptions were attributed to the fact that participatory methods recognize and make use of their experiences and resources in situations where they can interact with teachers and peers.

2) Participatory methodology was associated with the achievement of a range of cognitive and affective objectives and with the development of personal and interpersonal skills which are
considered essential to professional training (Rogers, 1983; Carkhuff, 1969).

3) Teachers shared their students' positive perceptions of participatory methods. They too considered such methods to be most appropriate for the purposes of professional training. They also suited their preferred teaching style which in all but one case study was identified as "facilitators of learning."

4) With one exception (senior managers) both students and teachers shared negative to indifferent perceptions of lectures. Lectures were considered essential and appropriate for content acquisition, but they were perceived to be boring, to discredit learners' resources and resourcefulness and not the best method for learning content. Personal reading and group research were considered more enjoyable and efficient methods of learning and retaining content.

4a Senior managers (Case Study 4) perceived lectures to be necessary and useful but they expressed a preference for informal lectures which permit on the spot reaction and response to both the lecturer and the content of lectures. This preference for informal lectures underscores the importance professionals attached to active involvement in the learning process and is in keeping with the claims of andrology as a model for adult learning (Knowles, 1973).

5 Both teachers and students held varying perceptions of specific teaching-learning methods. Perceptions ranged from positive to negative/hostile. Perceptions were seen to be a function of the extent to which methods required use of the self, the degree
of structure involved, the degree of security and support provided and the provision of appropriate review and feedback procedures. Role play, case studies and small group discussion tended to attract the full range of perceptions, but were generally considered effective in teaching higher order cognitive skills and interpersonal and personal skills.

6) Both teachers and students agreed that training requires use of a variety of methods. This is essential in order to meet the varied teaching/learning styles of participants as well as the multiple aims of professional education. No one method is appropriate for all purposes.

7) Teachers in the courses I researched used a wide range of teaching methods. Students reported having been taught by no fewer than 12 distinct teaching-learning methods.

8) Both students and teachers considered self-direction and autonomy to be desirable goals for professional training, but urged the need for self-direction to be taught not assumed. Students in Case Study 5 expressed the view that a gradual more developmental approach to self-direction might be a more efficient and humane model. They nonetheless found their self-directed course an effective and satisfying experience.

9.7 A MODEL OF PROFESSIONAL LEARNING

The research findings which I have summarized above lead to my model for professional learning the aims of which are: increased competence, knowledge and insights; changed attitudes and values; greater self-awareness and acceptance and increased confidence. My research
findings have shown that these aims are in fact achievable by the processes which I have analysed and which I am going to model.

The model presented here draws heavily upon the findings from all five case studies and also utilizes concepts and ideas derived from the discussion of other research investigations and philosophical claims (for example, Knowles, 1973 and Mezirow, 1980). The dominant theme of the model is that negotiation is not only a requirement for effective teaching-learning in the professional context, but may be a universal of all educational development. The main component of the model are:

1) Negotiation
2) Interaction
3) Structure
4) Feedback

An essential aspect of the model is that it is to be interactive. This is a non-negotiable aspect of the model which is stated not accepted or agreed through negotiation. In this respect, there are limits to the negotiation component which I also identify as an essential aspect of the model. This imposed interaction arises from the overwhelming evidence from my analysis that adult learners expect to be actively involved in their learning. I will now describe and discuss the several elements in the model.

Negotiation

This is considered an essential aspect of the training of adults in general and of professionals in particular. Negotiation rests on the twin assumptions that learning is a shared experience and that adults desire and need to share in decisions which affect them. Negotiation is a necessary first stage of the model because it provides a diagnostic
measure of the needs, characteristics, expectations, level of competence and confidence of learners and teachers. This will influence the design of the course. Negotiation in the second stage of the model is also important since this will set the boundaries of staff-student interaction and expectations.

Interaction and collaboration

Interaction implies that teacher and students are participating in the learning and decision making process and learn from each other. Collaboration indicates that teachers and learners have distinctive roles. This is not equality. Both take part in the process of learning but their roles are quite different. The roles of each are determined by the purpose of the training, the skills required by the teaching method and the nature of the negotiation. Teachers in this research refer to the interaction between staff and students as a "partnership". Partnership may be a) imposed or b) negotiated.

(Heron (1977) in his book, Behaviour Analysis in Education and Training made this as a propositional point derived from his experience using experiential activities.) In imposed partnership the teacher assumes a directive role and determines when there will be a partnership and the specific boundaries. Both the literature review (Legge, 1967) and my research data suggest that some students expect teachers to be directive. There is therefore a place for imposed partnership or collaboration in the training of professionals. Negotiated collaboration starts from the beginning of the programme when both teachers and learners negotiate aims, procedures, content, resources and set the boundaries of their respective roles and conduct. A negotiated "partnership"/collaboration is closer to the self-directed model of training advocated by Knowles (1973) and Mezirow (1980). It is possible to have a hybrid partnership which combines aspects of a) and b) (Heron 1977 also spoke to this
possibility). It is also possible to have a partnership dictated by sequence. That is, in the first part of the course the structure is imposed and thereafter, once learners have acquired skills and confidence adequate to the learning process, the learning process is then characterized by negotiation. This is the model of training which counsellors in this research found most useful. The comments by junior managers and the experience of the FPA training course suggest that a sequential partnership may be more efficient and effective than either the hybrid or a purely negotiated model.

**Structure**

Students and teachers in this research repeatedly commented on the importance of structure both in providing a sense of security and in the efficient use of time and resources. This finding is consistent with the findings of other research investigations which indicate that students who are professionals desire and prefer to work with structured learning activities (Cryer, 1985; Pfeifer and Jones, 1974). Piper (1977) also drew similar conclusions from his work on staff development for university lecturers and senior administrators. The implication is that training for professionals should be built around the use of structured participatory activities.

**Feedback**

The sensitivity of the learning process to feedback is also important. The process should provide opportunity to reflect on the learning experience in order to identify what learning has taken place and what adjustments need to be made. This provides a basis for the review discussion, the purpose of which is to identify and reinforce the new learning in order to facilitate integration and transfer. The review
discussion is either accompanied or followed by critical feedback from teacher and peers. Critical feedback has been shown to be essential to self-imposed change and growth (e.g. Perrott, 1977; Carkhuff, 1969). Participants in my research considered feedback to be essential to effective training and the quality of student learning.

The findings of my research show that the model described above achieve the aims identified on page 338/9. In this regard, it is capable of producing educators who because of the skills, competencies and sensitivities they will acquire, may be conscious of their role as change agents and be equipped to train the kind of flexible and adaptable people anticipated in Toffler's model for education described in Section 2.1 of this report.
CHAPTER 10

CONCLUSIONS AND RECOMMENDATIONS
As I stated in Sections 1 and 3.2, the main purpose of this research was to determine how teachers of professional educators and their students perceive teaching-learning methods and to identify measures of their effectiveness with a view to improving the quality of the training of professionals. Since my concern was with an understanding of the participants' response to the teaching-learning event, the data were collected through the qualitative research methods of classroom observation, in-depth interviews and repertory grids. These had previously been shown to be appropriate measures of perception (e.g. Rist, 1977).

The analysis of the data from five case studies, conducted with four professional groups, has shown that there is a commonality of perceptions of methodology across case studies, but that individuals in each case study had distinctly different perceptions of specific learning activities/methods, for example, role plays and case studies. Participatory methodologies are perceived to achieve acceptable results
from all professional groups and there was remarkable agreement among teachers and their students. Such positive perceptions were attributed to the interactive nature of participatory methodologies and the recognition which they gave to learners' resources and status. But both teachers and students identified features of methodology which were considered essential to using them effectively. These were:

1) The active involvement of the learner in the learning process;
2) Precisely articulated instruction related to structured learning activities;
3) Feedback - both positive and critical;
4) A perception of learning as an holistic experience, that is, learning involves the application of thoughts, feelings, sensations and the learning context.

The conclusion to be drawn from these is that it is not just the methodology that is effective but the extent to which that methodology makes use of the features identified above.

The distinctly different perceptions of specific learning activities were seen to be a function of the individual's past and present experiences (social, occupational and educational) and their general dispositions. The nature of the task, the nature of the concerns and the process of the task interacted with individual characteristics to influence perceptions. For this reason, role plays, CCTV, case studies and encounter group activities, despite their declared potential for learning, were not acceptable to some learners.

The extent to which students identified personal development as one of their personal expectations of training courses suggests that professional
training is not only about increasing professional competence; it is also about self-development. Both teachers and students considered self-development an important goal of professional training. The literature review (Section 2.1) had identified professional educators as 'change agents'. The emphasis placed on personal development and the statements by students that they had experienced marked changes in knowledge, skills, attitudes and values (and presumably in keeping with the flexibility encouraged by the humanistic philosophy to which they were exposed) may indicate a movement in that direction.

The findings further indicate that contrary to the claims made by the humanistic and androgogical models of adult learning (Section 2.3.1 and 2.3.2) adult learners, even as professionals, are not necessarily self-directing. Nor is self-direction necessarily an inherent quality of adult learners, i.e. some adults may by nature be dependent learners. Both teachers and students on the self-directed courses I examined insisted that learners had to be taught self-direction. Teachers and students - and I came to agree with them - considered a gradual application of the self-directed model (characterized by explicit teacher direction in the early stages and negotiated procedures in the later stages) a more efficient and humane approach to achieving student autonomy. I found the students' desire for some form of teacher guidance to be related to their perceptions of teachers as authority figures and to their concern for protecting their image and status as professionals. My interpretation of this finding is that teachers' guidance provides safe parameters for and a sense of security within the open-ended approach associated with interactive learning.

The findings of the research led to a model for professional training which the analysis suggests is achievable by the processes outlined in that model (Section 9.9). It is hoped that this model will provide a basis
for evaluating teaching-learning methods and contribute to improving the quality of professional training.

**Implications for further research**

Both the main findings of this research and the model have implications for further research:

1) This research is restricted to one national group and as such has cultural undertones. There is the need for investigations in a wider cultural setting, particularly in third-world countries where the dominant merit system, assessed largely by paper qualification, may affect the process of evaluation and ultimately students' and teachers' perceptions of methodology. Allen Tough and Paulo Freire have used participatory methods to promote cultural and community changes in third world countries. However, the method has not been applied at the professional level.

2) It may be useful to examine the influence of gender on perceptions. In my sample senior managers and teachers were predominantly males while nurses were predominantly females. Is it likely that the perceptions could have been different if the groups were constituted differently?

3) Since nurses are generally regarded as conservative, and given their limited involvement in decision making, their generally positive perception of innovative methods is encouraging. Nevertheless, this needs to be verified. Investigations of other nursing courses, using similar research methods, would indicate the extent to which my findings are transferable to a wider professional group.

4) Is there a peculiarity in the dispositions of the professional
groups studied - nurses, counsellors, managers and administrators which makes them so certain about their ability to contribute meaningfully to the teaching-learning process? An investigation of other professional groups would establish the extent to which my findings are generalizable.

5) All the students in my research stated that they had been changed in some way as a result of their training. A replication of this study with recent trainees and their students is necessary to provide further measures of the effectiveness of their training and the extent to which they perceive themselves and are perceived as change agents.

6) The negotiation act and the autonomous self-direction model emerged as key issues in this research. Further investigation of the impact of these issues on the training of professionals might further assist the process of evaluating their training.
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APPENDIX 1

Negotiating access - letters to institutions and research statement
Dear

As promised in my telephone conversation with you in July. I am sending herewith a fuller statement of my research interest.

I am a post graduate student in the Department of Educational Studies, University of Surrey, Guildford, and am currently researching into methods used for training teachers for the profession which they have themselves previously practised (for example, experienced nurses who wish to become nurse tutors). I shall call these "experienced professional adult educators". My intention is to:

a) identify the variety of methods used in professional education

b) determine the basic principles on which such methods may be described and

c) determine the kinds of responses the methods elicit, by observing the teaching which the trainers receive and their response to such teaching and by talking to both teachers and trainees.

In my survey of methods in use I have so far observed seminars and tutorials. I am now interested in studying the much wider range of methods which is currently in use in, for example, small group work, simulation exercises, role play, peer counselling, psychodrama and other experiential methods.

I would be most grateful if I could come and talk with you about methods that you use and, hopefully, to work out any arrangements whereby I might observe these methods in action and talk with students.

I anticipate your early and favourable response.

Thank you.

Yours truly,

Beryl M Allen (Mrs)
Dear

I am a post graduate student in the Department of Educational Studies, University of Surrey, Guildford, and am currently researching into methods used for training teachers for the profession which they have themselves previously practised (for example, experienced nurses who wish to become nurse tutors). I shall call these "experienced professional adult educators". My intention is to:-

a) identify the variety of methods used in professional education

b) determine the basic principles on which such methods may be described and

c) determine the kinds of responses the methods elicit, by observing the teaching which the trainees receive and their response to such teaching and by talking to both teachers and trainees.

In my survey of methods in use I have so far observed seminars and tutorials. I am now interested in studying the much wider range of methods which is currently in use in, for example, small group work, simulation exercises, role play, peer counselling, psychodrama and other experiential methods.

cont'd . . .
Dr James Kilty who is supervising my research has suggested that I contact you because he believes that these kinds of methods are in wide use by yourself and by colleagues known to you.

I would be most grateful if I could come and talk with you about methods that you use and, hopefully, to work out any arrangements whereby I might observe these methods in action and talk with students.

I anticipate your early and favourable response.

Thank you.

Yours truly,

Beryl M Allen (Mrs)
I am a post-graduate student in the Department of Educational Studies, University of Surrey, Guildford, and am currently researching into methods used for training teachers for the professions which they have themselves previously practised (for example, experienced nurses who wish to become nurse tutors). I shall call these "experienced professional adult educators". My intention is to (a) identify the variety of methods used in training adult educators (b) determine the basic principles on which such methods may be described and (c) determine the kinds of responses the methods elicit, by observing the teaching which the trainees receive and their response to such teaching and by talking to both teachers and trainees. This research can be expected to contribute to the process of evaluating the teaching of adult educators as well as to the use of a more effective teaching methodology in courses designed for adult educators.

My own experience has been largely in the training of teachers for and in Secondary Schools and Teacher Training Colleges. I have been employed for the past nine years as a lecturer in the School of Education, University of the West Indies, Mona, Jamaica. Previous to this, I taught for three years as a history teacher in two Secondary Schools.
APPENDIX 2

Interview Schedule and questionnaires
TEACHERS INTERVIEW SCHEDULE

Question I
People often have objectives of different types in their teaching; what do you set out to achieve in your teaching?
(for yourself (b) for your students)

2. Would you explain that in more detail? (for each category of objectives named e.g. skill, content).

3. How do you go about achieving this objective?

4. You said you use ----------------- suppose you are explaining this method to someone what would you say this is? How would you describe it?

5. In your practice/experience with using this method (name) what do you see to be the essential demands it makes on (a) students (b) self?

6. What qualities do you think are necessary in persons using ----------------- method? (If not given in Q.5).

7. How do you come to select a given method? OR what things do you take into consideration when you select a method?

8. What kinds of response have you found that ----------------- method elicit from students?

10. How do you explain this pattern of use? e.g. what conditions are optimal?

11. What do you personally get out of using Experiential methods (or other pet)?

12. Is this method supporting any particular personal philosophy?
   Name.

13. Are there any comments that you would like to make on your experience with teaching/learning methods and on the interview questions?
INTERVIEW SCHEDULE - STUDENTS

1. What do you hope to achieve from your training? (ask for clarification of each expectation given).

2. Are you aware of the objectives of the course? Are they stated?

3. How do you feel about these objectives? What are your views?
   (b) Which, if any, have you taken on as your own?

4. From your experience so far what do you perceive to be the real objectives of the course?

5. What personal objectives do you have which are not included?

6. How do you go about achieving your personal objectives?

7. What methods of instruction do your tutors use? How frequently used?
   (b) (For FPA Course) How would you describe the methods by which we have been taught on this course?

8. In your experience using this method what do you see to be the essential demands it makes on you?

9. How do you feel about participating in activities related to the ----------- method?

10. Which approaches do you consider to be contributing most to achieving your personal aims/expectations of the course?
11. Which method/approach do you think is contributing/has contributed most to the achievement of the stated course objectives?

(b) To your perceptions of what are the real course objectives?

12. Which methods/activities/approaches have you found/do you find most challenging and why?

13. Which method/activity present/s/ed difficulties for you as a learner?

14. Which method/s are you likely to work with when you teach adults?

(b) Why?

15. What objectives are you likely to have when you return to work (resume your job?)

(b) Why?

16. What do you take into consideration when you are judging the effectiveness of a method?

17. Are there any comments that you would like to make on your experience with learning methods/activities.
Dear Colleague,

You probably are aware that I am presently a research student at the University of Surrey. I am researching into the perceptions that professional adult education teacher/students have of the methods by which they have been taught when they attend courses.

I would appreciate your co-operation in completing this questionnaire which seeks to find out your perceptions of the methods and activities by which we have been taught on this course over the three modules. Any information you give will be treated with the strictest confidence.

Thank you.

Yours sincerely,

Beryl M. Allen

Beryl M Allen
QUESTIONNAIRE

QUESTIONS

1. What did you hope to achieve from this Course?

2. Select the word closest to your style of learning:
   - seeing something happen in real life
   - seeing a film
   - hearing about something
   - feeling, being affected by something
   - reading about something
   - being involved
   - reflecting on information/experience
   - discussing with a group of peers
   - getting answers to questions
   - following programmed instructions
   - other

3. Please describe in your own words the methods by which we have been taught on this Course.
4. In your experience using these methods what do you see to be the essential demands it/they make on you as a learner?

5. How did/do you feel about participating in activities related to the methods used?

6. Which approaches/activities do you consider to have contributed most to achieving your personal expectations of the Course?

7. Which activities/approaches do you consider to have contributed most towards achieving the stated Course objectives.
8. Which method/activity/approach did you find most challenging?

8b. Why?

9. Which method/activity presented difficulties for you as a learner?

9b. Why?

10. Which method/activity are you likely to use on your job?

10b. Why?
APPENDIX 3

Repertory grids instructions

a) Instructions
b) KT1 completed Grid and Focused Grid
c) KT2 completed Grid
INSTRUCTIONS FOR COMPLETION OF GRID

The enclosed grid contains a list of methods of teaching/learning (Elements) and constructs, that is, views you hold about methods by which you have been taught. The constructs have been taken from your interview which I held with you. I listened to the tape, transcribed them and then extracted the views you expressed about certain methods. Since you had not commented on all the methods you had been taught by and since my purpose is to tap your perception of a range of methods, I am asking you to rate each method for each construct on a scale from one to five. See example below:

<table>
<thead>
<tr>
<th>1</th>
<th>Left Pole</th>
<th>Role Play</th>
<th>Seminar</th>
<th>Lecture</th>
<th>Buzz Group</th>
<th>Small Group Discussion</th>
<th>5</th>
<th>Right Pole</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anxiety provoking</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenging</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>boring</td>
<td></td>
</tr>
</tbody>
</table>

In the example above the person has rated Role-Play as 1 because she felt that "anxiety provoking" very strongly applied to Role-Play. Seminar gets a 4 because for it the opposite of "anxiety provoking" would be more applicable. Similarly with Lecture, whatever the person sees as the very opposite of "anxiety provoking" applies to lecture therefore a 5 is given. With Buzz groups the person felt that a construct about "anxiety provoking" is not one which she would normally apply to Buzz Groups therefore a N/A is given. With Small Group Discussion a 3 is given because it represents a rating midway between "anxiety provoking" (left pole) and the right pole (whatever the person sees as the opposite of anxiety provoking).

Constructs are bi-polar but since you have only mentioned one pole of the construct in your interview, I have not presumed to formulate the wording of the opposite pole for you. I would appreciate it if you would formulate what you consider to be the true opposite, in your view, and write this in on the right hand column, designated 5. Here is an example: suppose you had the construct challenging, you may consider the opposite to be, for example, boring. You would then write 'boring' on the right hand column, which means that a rating of 4 or 5 would be given to methods considered to be associated with 'boring' (see example above).
<table>
<thead>
<tr>
<th>Left Pole</th>
<th>Right Pole</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAIR</strong></td>
<td><strong>PAIR</strong></td>
</tr>
<tr>
<td><strong>DEVELOPS ANALYTICAL SKILLS</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>Demands mastery of content</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Tests organizational skills</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Helps in relating process to theory</td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Demands flexibility</td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>An effective learning method</td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>A stimulating learning method</td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>Students learn a lot from this</td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>Develops presentation skills</td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visits to Place</th>
<th>Projects</th>
<th>Small Group Work</th>
<th>Large Group Discussion</th>
<th>CCTV / Video</th>
<th>Films</th>
<th>Essay Interiew (8th. Form)</th>
<th>Role Play</th>
<th>Individual Presentation</th>
<th>Lectures</th>
<th>Attachments</th>
<th>Case Studies</th>
<th>SIMULTAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>$</td>
</tr>
<tr>
<td>E2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
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<tr>
<td>E3</td>
<td>4</td>
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<td>5</td>
<td>5</td>
<td>4</td>
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<td>2</td>
<td>5</td>
<td>1</td>
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<tr>
<td>E4</td>
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<td>1</td>
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<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E5</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>E6</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
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<td>2</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>E8</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
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<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

**Notes:**
- Provides an overview
- Demands ability to clarify large amount of information
- This ability to manage self.
- Graphing an extensive theoretical framework
- Little room to learn outside the framework
- Improves
- Boring
- Learn least from them
- Develops theoretical line or summary knowledge
<table>
<thead>
<tr>
<th>Left Pole</th>
<th>Visits to Places</th>
<th>Projects</th>
<th>Small Group Work</th>
<th>Large Group Discussion</th>
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<th>Films</th>
<th>Practice Interview (in Person)</th>
<th>Role Play</th>
<th>Individual Presentation</th>
<th>Lectures</th>
<th>Attachments</th>
<th>Case Studies</th>
<th>Right Pole</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E1</td>
<td>E2</td>
<td>E3</td>
<td>E4</td>
<td>E5</td>
<td>E6</td>
<td>E7</td>
<td>E8</td>
<td>E9</td>
<td>E10</td>
<td>E11</td>
<td>E12</td>
<td></td>
</tr>
<tr>
<td>Develops Problem Solving Techniques</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Doesn't develop problem solving.</td>
</tr>
<tr>
<td>Makes Learning Easier</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>Doesn't make learning easier</td>
</tr>
<tr>
<td>Facilitates understanding</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>Confuses student</td>
</tr>
<tr>
<td>Facilitates group cohesion</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Splits the group</td>
</tr>
<tr>
<td>Demands flexibility</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>Suitable for the inflexible student</td>
</tr>
<tr>
<td>I find this very nerve wrecking</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td></td>
<td>Safe, unhurried method of learning</td>
</tr>
<tr>
<td>Focuses on skill development</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>Focuses on knowledge development</td>
</tr>
<tr>
<td>Good presentation is terribly important</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>Doesn't develop presentation</td>
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</table>
APPENDIX 4

Selected interview protocols and completed questionnaires - students and teachers

4a RCN Protocol - student
4b DPM Protocol - teacher
4c SW Protocol - student
4d SW Protocol - teacher
4e DPM Protocol - student
RCN STUDENT INTERVIEW

Introduction: I am interested in getting students' perceptions of the methods by which they have been taught.

I. What were your objections for this course?

Student To develop myself as an individual. To improve by subject knowledge i.e. mental Nursing, so that I can improve my credibility as a teacher because I felt very doubtful about my credibility at that stage. A mental nurse teacher ought to be a mental nurse teacher.

I. What were the course objectives, were you given any?

Std. None at all.

I. What did you perceive to be the objectives of the course?

Std. (a) To produce teachers who have the ability to teach in most of the broad areas of Nursing education.  
(b) To improve our knowledge base. So that they are not only teaching you how to teach but they give you the knowledge base to teach as well.

I. Methods of instruction used?

Std. The lecture method used a great deal especially by outside lecturers. That was quite prevalent in the early stages of the course but more recently we've tended to delve into experiential methods of teaching and we have used e.g. role play, psycho-drama, group dynamics workshop, buzz groups, brainstorming, discussion groups and a variety of methods really.

I. What is your definition of Experiential methods?

Std. Learning by doing, you actually participate
in the subject and the learning takes place as a result of the doing and the learning is very free, you're not taught what to learn you learn as a result of your experiences by actually participating in whatever it is you are doing and drawing your own conclusions.

I. Is this participation based on your own experience? Not e.g. taking notes?

Std. Absolutely.

I. You said earlier that the lecture was relied on during the first year. Was Experiential method used at all in the first year?

Std. Not that I can recall. They spoke about the Experiential curriculum but I cannot recall doing any experiential learning. Unless of course the anatomy sessions are included as we did do the dissection of Cadavers - we felt the organs etc. So it did berder on experiential methods.

I. Which methods were emphasized during the second year? The emphasis was on Experiential.

Std. The emphasis was on Experiential.

I. What do you see to be the essential demands that the lecture method made on you as a learner?

Std. Obtaining a mass of information over a short period of time. Concentration on mass of content and - quite tiring.

I. Demands of Experiential method?

Std. They were very tiring but in a completely different aspect because although you weren't fed a great deal of information you were very much involved with your own feelings as a result of what you were experiencing. And though it wasn't physically tiring or mentally
tiring at the time, afterwards it became very tiring. Initially I used to feel quite threatened by Experiential learning; I used to think what was expected of me, but as we were exposed more and more to this type of teaching then I became less threatened.

I. What demands did traditional methods make on you as a tutor?

Std. Involved a great deal of reading and a great deal of preparation on my part in order to produce the factual material to the learners. I find it extremely time consuming, all the reading around the subject and then trying to analyse and select what material to put in. So I find these very demanding in the preparatory stage?

I. Why is this so.

Std. 25% because I felt uncertain about the material, 75% because I felt they ought to have it.

I. What demands did experiential methods make on you as a teacher?

Std. Less demands in the preparatory stages but more demands on the interpersonal basis within the lesson itself. You have to be more perceptive to the needs and moods of the learners and the way the lesson is going. Much more than in traditional methods.

I. You said earlier on that initially you felt a bit threatened by Experiential methods could you say more about how you, as a learner, feel about participating in Experiential activities?

Std. Once I got over the feeling of threat then I was entirely committed to Experiential learning because I much prefer that type of lesson. It's an active lesson on the part of the learner as opposed to a passive lesson and I'm the sort of person who likes to get involved in things, learning by doing and I thoroughly enjoyed it.
I. What in particular constituted a threat for you?

Std. What demands are going to be made on me. What are they going to expect me to do. I think its completely a phantom.

I. Which approaches do you consider to be contributing most to achievement of your personal objectives for the course?

Std. The Experiential methods without a doubt, most definitely. The new Nursing syllabus emphasizes the use of the self i.e. the individual as a tool for nursing - the emphasis is on use of self and Experiential learning emphasizes the use of self. Self awareness is also stressed in the syllabus and so do experiential methods. So I see the Experiential type of lessons meeting my personal objectives for the job that I will be doing.

I. - And I would imagine meeting your objectives for your own personal growth,

Std. Right

I. Which methods do you think have contributed most to achieving what you perceive to be the course objectives?

Std. (a) The traditional lessons in education and (b) the Experiential methods - elements of a good lesson.

I. How about teaching practice?

Std. I have seen in myself a natural progression over the 3 teaching practice sessions. And I see this as having met the objectives of the institution. Developing us from non-teachers to teachers.

I. Which methods did you find most challenging for you as a learner?
I. Which method/s did you find difficult to deal with?

Std. Yes. Some of the outside lecturers I found difficult to deal with. On the one hand, amount of information that they tended to deliver, that was far in excess of what we could hope to attain. And in the second aspect, the methods and personality of some of the outside lecturers I found quite difficult.

I. What in particular about personalities did you find difficult?

Std. I saw some of them as pure content and their methods of delivery appeared to bear no relevance with them, as though they were not aware of their own personal and individual characteristics that hindered learning. I'm particularly thinking of the physiology outside lecturer. His personality was a definite hinderance to the learning process because of the way he made us feel psychologically unsafe within the classroom because of the way that he responded to questions by the students. He made us feel unsafe. Therefore he, as a result of his personality inhibited our learning.

I. Which methods are you likely to work with most when you resume your new job?

Std. The Experiential type of learning because I shall be gearing myself towards the new Nursing syllabus that I spoke about earlier on and the sort of demands that the new syllabus makes on the individual then the Experiential methods of teaching meeting those needs of the individual.

(My comment elicited the following)
The new syllabus places great emphasis on self-awareness and I think you've got to be aware of your own personal self before you can facilitate personal development and awareness in others.
What objectives are you likely to have both for yourself and for your students when you begin to teach?

For my students - to develop them into caring people as opposed to mothering type people because I my own feelings are that British nurses tend to mother or smother people rather than to CARE for them and my own feelings are that British nurses tend to make patients very dependent on them. My objectives for my students will be to become interdependent nurses i.e. that the caring that they give should be a two-way democratic process between them and the patients and they shouldn't be autocratic and make their patients dependent on them.

- my objectives for myself are that I should continue my own personal development so that I can enhance my teaching and facilitation skills so that I can transfer these skills to the students who can then be better facilitators of care for the patients.

I'd like to go back to a question asked earlier
Do you see experiential methods making any demands in terms of your status or role as a teacher?

I'm not sure what you mean.

You said something about teaching being a two-way process, I wondered whether you see any kind of two-way process between you as a teacher and the students using experiential methods.

You cannot realistically teach experiential lessons in an autocratic fashion. Therefore the traditional status of the teacher behind the lectern has to go. It's very much a democratic type of teaching. You have to retain your status as a teacher but by the same token you have to be friendly. Now this is something that I have yet to develop. I find the friendliness, establishing a rapport with students very easy but what I haven't established at the moment is just this measure of aloofness and this is something which one needs in order to do the experiential curriculum. Friendly
but slightly aloof to just maintain a little
bit of arousal, perhaps anxiety in the learners,
but not to the extent that it constitutes a threat
to them.

I.

What things do you take into consideration when
you are assessing the effectiveness of a method?

Std.

At the moment it is really gut, how I feel, how the
lesson went and the feedback I got from learners.
On my last 2 T.P. I've got into the habit of having a
little evaluation of my teaching methods at the end,
what they liked best and least.

I.

Finally have you any comments to make on your
experience with learning methods?

Std.

Yes, I'd have liked more predetermined statements
from the teachers within this institution about
what kind of lesson, what kind of teaching
methods they were going to use for a particular
lesson. I found there was a bit of a dichotomy
between what they said they were going to do,
what they said we ought to do and what they were
actually doing. I think perhaps they could have
demonstrated more different types of teaching
rather than use traditional methods and talk
about progressive methods.

I.

Thank you very much.
RCN STUDENT INTERVIEW

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Std. Right

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Std. (a) The traditional lessons in education and (b) the Experiential methods - elements of a good lesson.

I. How about teaching practice?

Std. I have seen in myself a natural progression over the 3 teaching practice sessions. And I see this as having met the objectives of the institution. Developing us from non-teachers to teachers.

I. Which methods did you find most challenging for you as a learner?
STD. The Experiential lessons - yes. Because it is an active lesson rather than a passive lesson.

I. Which method/s did you find difficult to deal with?

STD. Yes. Some of the outside lecturers I found difficult to deal with. On the one hand amount of information that they tended to deliver, that was far in excess of what we could hope to attain. And in the second aspect, the methods and personality of some of the outside lecturers I found quite difficult.

I. What in particular about personalities did you find difficult?

STD. I saw some of them as pure content and their methods of delivery appeared to bear no relevance with them, as though they weren't aware of their own personal and individual characteristics that hindered learning. I'm particularly thinking of the physiology outside lecturer. His personality was a definite hinderance to the learning process because of the way he made us feel psychologically unsafe within the classroom because of the way that he responded to questions by the students. He made us feel unsafe. Therefore he, as a result of his personality inhibited our learning.

I. Which methods are you likely to work with most when you resume your new job?

STD. The Experiential type of learning because I shall be gearing myself towards the new Nursing syllabus that I spoke about earlier on and the sort of demands that the new syllabus makes on the individual than the Experiential methods of teaching meeting those needs of the individual.

(My comment elicited the following)
The new syllabus places great emphasis on self-awareness and I think you've got to be aware of your own personal self before you can facilitate personal development and awareness in others.
I.

What objectives are you likely to have both for yourself and for your students when you begin to teach?

Std.

For my students — to develop them into caring people as opposed to mothering type people because I my own feelings are that British nurses tend to mother or smother people rather than to CARE for them and my own feelings. are that British nurses tend to make patients very dependent on them. My objectives for my students will be to become interdependent nurses i.e. that the caring that they give should be a two-way democratic process between them and the patients and they shouldn't be autocratic and make their patients dependent on them.

— my objectives for myself are that I should continue my own personal development so that I can enhance my teaching and facilitation skills so that I can transfer these skills to the students who can then be better facilitators of care for the patients.

I.

I'd like to go back to a question asked earlier Do you see experiential methods making any demands in terms of your status or role as a teacher?

Std.

I'm not sure what you mean.

I.

You said something about teaching being a two-way process, I wondered whether you see any kind of 2 way process between you as a teacher and the students using experiential methods.

Std.

You cannot realistically teach experiential lessons in an autocratic fashion. Therefore the traditional status of the teacher behind the lectern has to go. It's very much a democratic type of teaching. You have to retain your status as a teacher but by the same token you have to be friendly. Now this is something that I have yet to develop. I find the friendliness, establishing a rapport with students very easy but what I haven't established at the moment is just this measure of aloofness and this is something which one needs in order to do the experiential curriculum. Friendly
but slightly aloof to just maintain a little bit of arousal, perhaps anxiety in the learners, but not to the extent that it constitutes a threat to them.

I.

What things do you take into consideration when you are assessing the effectiveness of a method?

Std.

At the moment it is really gut, how I feel, how the lesson went and the feedback I got from learners. On my last 2 T.P. I've got into the habit of having a little evaluation of my teaching methods at the end, what they liked best and least.

I.

Finally have you any comments to make on your experience with learning methods?

Std.

Yes, I'd have liked more predetermined statements from the teachers within this institution about what kind of lesson, what kind of teaching methods they were going to use for a particular lesson. I found there was a bit of a dichotomy between what they said they were going to do, what they said we ought to do and what they were actually doing. I think perhaps they could have demonstrated more different types of teaching rather than use traditional methods and talk about progressive methods.

I.

Thank you very much.
Personal Objectives for Teaching

I wanted to see people learn
I work at categories set down by Mayer in Behavioural Objectives.

Teaching Style

- Flexible. Concerned with getting trainees to widen their range of teaching methods. Hope I do the same.

So far, I have noticed a strong emphasis on participatory methods - do you have a preference for such methods over the dissemination of information methods? How do you see yourself?

We in this school, work on Teaching Styles similar to the Tannenbaum model. On a diagramme at one end the teacher is authoritative and directive, at the other end the teacher is laissez-faire consultant type, a facilitator just there and everything else in between.

I find that everyone has a favourite natural area when s/he operates and where s/he reverts when no other pulls on him. We're tied by a very strong rubber band to that area but we can stretch ourselves and we can learn to stretch ourselves from that area. My natural area is the participative to the facilitative one. I should think the whole of the right half - I should like to think I have this. I have lectured to large groups and if I have to, I do it, but I'm happiest with the participative method/group.

Methods used

I have tried everything being a trainer of management teachers.
Everything includes some form of discussion.

Essential Demands Participatory Methods Make on Students

- Learners in our culture need to be trained in the methods. It isn't natural for them to be involved, they've spent most of their learning lives taking notes.

- When I first meet them, they imagine that if they are not taking notes, and reading from a book, they are not learning.

- So the first demand as far as I am concerned is to be trained into other ways of learning. The 1st exercise I do is Learning Styles Exercise to get them to reflect on different ways of learning, to reassure them that they'll find some ways easier than others and that all of these ways of learning are involved and can themselves be learnt.

- In any group, there is a minority who want to be told, but most like to discuss and try other methods. A few people say "Too many exercises and not enough lectures" but as long as there are others I'm happy.
Demands of Participatory Methods on Tutor/Me

- **Eternal Vigilance** is the price of participative methods.
- I've got to go to a teaching session armed with all sorts of contingency documentation because I can't be sure what is going to come up. I know the direction in which to go but the detail is determined on the spur of the moment according to how the session goes. I am only in charge of the direction, the course members are in charge of the detail.

I What sort of demands do you find CCTV makes on learners?

K Almost invariably they are nervous before. There are some who'd like to escape - not participate and so I usually work the system to allow for honourable escape by providing for a group of observers and camera operators.

If the activity itself is reasonably interesting, and involving, they usually forget all about the TV being there (Students say this).

Response to Feedback

- Depends on how the person on the screen sees him/herself. If they have been on the screen before, whether they think they've done well or not, and how it is handled. Some can't bear to see themselves at all. Usually complain about how they sound.

- Some don't want to look at all and that is alright with me. I've got to protect them.

I What do you take into consideration when you are going to use a particular method?

K "I have already taken everything else into consideration before I decide on the method." So the method is the last thing. Methods don't exist for their own benefit they're only a vehicle. Objectives come first. You first decide who needs to learn what, and then you say "What's the best way of learning this?" So most of the work is done before you decide on what method to use.

"I do not think the lecture is particularly efficient in giving information because people can only learn so much. But if the objective is anything to do with skills, you've got to provide some practice even if it's simulated practice, and personally I prefer to provide the practice first and then get them to talk about it." When they talk first they tend to forget by the trying out stage. When they try out first, they can lecture me on it, or have a syndicate or I can lecture at that point and they can listen because they then have something to focus on, they've all done together.

I What kinds of responses do you find small group work elicits?

K It depends on the pattern of the course. You've got to be sure that your group work is interspersed with what I call 'sign posts' - you sign post clearly what has been learnt so far and what is to be learnt next. It can be lecture or a session in which they're given a task to indicate that they have actually learnt something. e.g. that session I asked them
to formulate questions likely to appear on exam paper on what they've done so far. Did this in groups. I then had these typed out and the following week gave them and told them to answer one (make notes on the answer). I hope by that to demonstrate that there are certain concrete things they now know that they did not know before.

I Do they expect you to summarize for them?

K They don't expect anything - they want. But if you don't get a summary done occasionally, they may begin to question and ask "When are we going to learn something?"

I Is your teaching style supporting any particular philosophy that you have?

K It must do. I don't know about philosophy. But it's me because I manage that way as well. "I find that although I'd like to be authoritative, and I'd like to have my own way other people also want theirs' and it doesn't work not among equals and I consider that our course members are our equals because they're fully experienced adults."

I have just found by practice that people have the most amazing ability to do things if you leave them alone, just guide them gently. Whereas, if you call all the shots, they'll only do as much as you set up. When you ease up the pressure and let them get on they do all sorts of unexpected things that you have never thought of yourself. It's good fun to learn.

I used to run a course for management trainers and it was entirely self-directed by them. I would support them and got what they wanted. That was very painful for the first term, they were just waiting for me to tell them what to do. When they saw I wouldn't, by the first term it was beautiful. They did the most fantastic projects. (You can't automatically use this method with any group you're given. You can only do it with a group that is reasonably experienced in the field they're studying, otherwise they wouldn't know where to go. ) This is incidentally why I'm not almost over that right hand end completely. I am in charge. I have decided what case study they'll use, whether they'll use CCTV etc but they must do it. I must leave them to get on with it having decided what's to be done.

I Qualities necessary in a teacher/trainer using the participative method.

K You need a more thorough knowledge of your subject than if you're lecturing. For lectures, you only need to know what you're talking about.

If you are participative, you need to be able to respond intelligently to anything that comes your way.

You've got to be patient because things don't always happen the way you planned it or in the time - it takes longer by and large which is worth it because the shorter way, people don't learn so what's the good? The longer way at least they learn something.

You've got to be flexible, you've got to be able to make split second judgement, e.g. that person needs some special help, this is enough ...

You need to listen more than talk. That's the bit I find hardest - I accumulated a lot of knowledge over the years. "You've got to tolerate
fools reasonably well and you've got to be alert to any chance you have to put them in a position where they find out that their foolishness doesn't work rather than confront them straight on. I let them climb out further and further on their branch before I start sawing."

I What do you personally get out of providing opportunities for students to share ...?

T An immense amount of satisfaction (over the years people have said they've learnt). If I have taught and nobody has learnt, I get very fed up. I like to see results and if I get results, I'm happy. I also like to be liked and treated with respect.

I From observing you teach and from what you've said, I see that you've got a great deal of respect for learners as individuals. But is there ever a case in which, e.g., because of your wider experience and knowledge, that you would persist with a method despite the learners' reluctance to use it?

T Yes. If I thought I had a chance of winning I'd persist. If it's a short course and I think I have no chance of winning, I wouldn't. If it's a long course, I'd say perhaps it's a bit early I must prepare them better and take it by easy stages, I'd do it later. E.g., with CCTV I make it a side issue - 'What we really want to learn is how to interview and one of the best ways is to be able to look at it ...'

I Would you be in a position to say which methods are more effective/suited to experienced learners?

T It's got to be something that they can see is relevant to what they do in the outside world. If it's miles removed from where they are - let's put it this way "The dimmer the members are the more you've got to keep it close to their own experience (illustrated by references to a very young inexperienced learner, e.g. supermarket worker). More experienced can relate seemingly irrelevant."

So it's not the method that's suitable to a particular age, it is whether it's seen as relevant or not. You can get Board Room Directors crawling on the floor behaving like a dog or a cat, or sitting on a table building towers with lego bricks if they see it as relevant. But you do the same thing with Directors and you haven't explained why you are doing it, they'll say you're playing silly games (illustrated).

Sometimes you take the real authoritarian position and let them do it. Role play is a risky business (for the trainer) - it may not work. (In response to my illustration). (T gave me an example of role play having failed). "You don't know what's going to happen when you start role play).

T I try to avoid joining in a role play because I find that my responsibility is to make the thing go alright. You've got to be there as a safety net if anything goes wrong (groups in different rooms). You can lose a group if you don't monitor.
Comments on Experience with Teaching/Learning Methods

The method must follow what you want to do. In no way must the method dominate. If you want a certain effect you may need a case study but you don't have to use a case study. You need to go back to first principles, say 1) What are you trying to achieve; 2) Who are you trying to do it with; 3) What stage are these people at at the moment (if they've never done a case study before they'll need some training). The decision about the method in a sense comes last, not first (logically).

I wouldn't go firm on what I'm doing until I've considered the nature of the group (the learners).

If you can't deliver don't waste your time doing it.

Comments on the Questions I asked in relation to my topic

You haven't specifically asked how the different origins of these people (learners) affect their learning; their ability to learn here and now as distinct from theoretically on the cold flat.

The factors that I would expect to influence peoples' ability to learn are their parents, their school, their experience of life, the kind of management they've been exposed to and their professional training. All of these have a bearing on how they learn.

Professional training and schooling are probably the 2 most important. Because the vast majority of us are trained to learn passively at school, we tend to think in discrete terms. Some universities are cramming institutions.

But if on top of that, you've got professional training, e.g. engineer, accountant, you get very rigid in your learning method and it is very difficult to ease people out of that because they're always looking for correct procedures. With much learning, there are no set procedures, just concepts and ideas. So these have a big influence. Also parents. If you've been brought up towards finding out things for ourselves.

I also need to know where my students work because I know if they work in British Telecom they're going to be very stereotype. In others it's a free for all. Have to survive.
I explained my purpose and context of the research

Why did you choose to do this particular course?

It was recommended by a colleague.

Reasons for coming had to do with feelings of inadequacies within myself. So I did not want rigid frameworks. I wanted to investigate why I was getting such responses and this is the kind of course that was appropriate for that.

I work with young people and want to find out what my responses were and what my role there was and how I could react most helpfully to people.

Expections:

To be an extremely competent counsellor (and obviously) because it is a self-directed course, what became apparent over the 3 years is that it lies within you. So its one of these self-answering questions which can be infuriating when you go on a course because you think you are going to get everything handed to you on a plate)

To feel more confident about my role in individual work with people.

To become a counsellor if I could. I think I've got counselling skills. I don't think I am ready to do individual counselling. I think that takes much more intensive training than we've had.

I think the course has pointed me in the right direction and because its very much linked to my work it's given me skills there, because I wanted immediate advice or instruction on my everyday work.
If I were to work in individual counselling I would need very much supervision and an ongoing course specific to a particular way that I want to counsel e.g. T.A. I would take the exams and tests etc.

**Profession and Training.**

**Std.** Social worker (qualified)

- I work as a group worker in a centre for children who would otherwise be in custody or in care. So they can be quite difficult.

**Definition of self-directed learning**

**Std.** 'A very difficult method of learning because you have got to think very carefully about what's useful to you and have enough ideas in your head formulated to make demands of the staff that are going to fulfil that. And I think some people may think it is a very easy way of learning, in some ways it is very tricky because you have to form a very good idea of what you want because if you don't you can be wallowing around for ages. It can be quite hard!

**I.** How did you respond to self-direction initially and how do you react now?

**Std.** Initially, even though it was written down as a course, I expected more direction from the staff. And so I believe I really didn't understand or believe what was in the prospectus.

As time went by I realized that I was here to learn for me and that my needs were very different from other peoples' and that they were individual and very specific to my work or that I had to find a way to do that. So it gave me a good grounding in actually sorting out an agenda of how I learn best.

**I.** Did you think you learnt much in the early stages?

Oh yes. Yes I did. I mean things I didn't expect.
Things that were very much part of how I operate and very, very painful; extremely painful because if you are looking at learning on a self-directed course you have to look at yourself as a student and I think there were ways that I operated which very much wanted approval and acceptance and encouragement and if you are on a self-directed course you have to ask for that and that's quite hard. And it is not inherent in the workshops that you do that people will say "you're doing well!..."

In a way perhaps I would have wanted a course where I was doing an essay every week then getting a mark on it just to say how I was doing but it's much more meaningful to struggle through and say to yourself "you've done that well Pat" that the approval has to come from yourself.

"It was an interesting dilemma for me that on the one hand I do want authority and structure and on the other I don't, which is'nt very different from a lot of adolescents(with whom I work) which was a bit daunting for me to realize".

Role of Tutor in S.D. course.

To respond to students' requests and needs and I think it must be extremely hard when people haven't actually formulated what they want to tease out methods of working that would be appropriate. I think teachers on a structured course have a much easier time.

I've learnt a lot from the tutors here and the most useful settings have been those where there has been quite a lot of input/information, notes, illustration, that kind of stuff but with much discussion afterward about how we interpret it, what we thought of it and whether or not we could use that. So the role of the tutors as I see it is to present information but not in a way that says how its got to be. But allows discussion and whether or not it is suitable for you.

If, I may refer to request for a community meeting 2 weeks ago - some students' objected to her suggesting it. What was your reaction?
I reacted quite strongly and asked for the community meeting but if I am honest, there is one guy in the course who is very antagonistic to the tutors and quite unfairly. So what I tend to do is, if I am behaving quite childishly, is to say the opposite of what he wants. So I said I wanted the meeting.

So I think the tutors have a difficult task and it would be best if they stated their needs quite specifically and then contributed on it. I don't find it useful when we did have the meeting and the staff did not contribute. It's like getting kids together. - I would have preferred some clarification because I am sure that they've got ideas and theories about what's going on and I would have liked to hear that.

I think tutors on this course are under a lot more pressure than I've seen tutors on any other course I've been on and they are open to all sorts of criticisms that wouldn't even have occurred on other courses. It is a very difficult course to work on.

Also if you're offering a self-directed course then the assumption is that the tutors are going to be able to offer whatever people ask for and I imagine that must be quite strained.

**Learning Style**

I learn best by acceptance by the people that are teaching me and I block off if I think that people think I don't understand, if they think I am stupid, if they don't recognize what I perceive to be my very good qualities.

- I work best in an environment that's adult to adult but takes care of responses and needs to things.

So by acceptance, practical demonstrations, practical skills, with a discipline of actually reading. So it's a combination of these.

- It takes time to get into self-directed learning. Also it's one day a week and it is hard to switch into the mood after rushing here from work.
Reaction to Peer-assessment.

"I think in some ways peer assessment is the most valuable thing on the course. There are people here that know me far better than an external assessor or if I was going to submit a paper or whatever. There have been people here, who because of our reactions as students together and things that we've been battling over see a side of me that nobody else ever sees and I would be very careful to keep hidden if I was going before an examining Board. So peer assessment I find invaluable but I do see the contradiction between peers working with you together on a portfolio and offering support and criticism to then actually being the people that award you the Diploma, And I'm not sure that that's only about status, that we're still caught up with you need an impartial examining body, if your certificate is going to be worth anything. Sometimes I agree with that and sometimes I don't because the people who do know us best are the other students here, and their opinion as to whether I should get the Diploma is of major importance to me. I think the difficulty of peer evaluation is that we've not learnt to criticize each other in a way that is not absolutely damning, but I think we are working very hard on it now!

Does that answer your question?

I

Yes. What you are saying is that you value it but you recognize the contradiction, and you'd be happy if it stops short of the judgemental aspects and its more the learning building up aspects of it that's valuable?

Yes, that's fine.

Experience when giving critical feedback to peers

It can be quite scary. By nature I am quite a critical person and I have to watch that what I am saying is something the person can do something about. That what I am saying is specific not vague. - Not to criticize from other motives e.g. people you have
had disagreements with in the past and you are actually cashing in on that ... so I try to communicate with as many people as possible before, so that any criticism I make doesn't comes as harsh.

I.

Does your response to taking criticism in any way influence the way you give it?

Std.

Yes. I like criticism to be very specific eg. somebody said to me I am very authoritarian and I didn't know what that meant but because it wounded me so much I did not want to ask what was meant by that. But I will have to do it. So I tend not to make those sweeping comments about people because I find it very unhelpful.

Most challenging part of the course.

The transactional analysis workshops I found absolutely wonderful and really stimulating and certainly in terms of my personal growth. It helps me to understand the way that I operate and also as a method of working with young people. It has got a dynamism about it that kids actually respond to. I use it in my work; its a concrete way of working with adolescents because you can actually say to them "what games are you playing? Cops and robbers etc. and the kids actually know and will say "yes, yes ..." So it gives quite a playful way of saying to people "how do you operate?" How do you function?" and what effect does that have on other people. The serious way put people off".

I.

Do you find that effective in bringing about change?

Std.

Yes. It takes a long time but. The nice thing about T.A. is that the kids catch on to it and use it to help each other and to suggest alternative behaviours to help each other work out their position and change.

So T.A. for me has been absolutely excellent in my work.

Area from which learnt most.

I did - workshop on Counter transference and that too was wonderful because I had to present a piece of work that I'd done with a young person in a
counselling setting and just to go through it and realizing what was going on for me while I was working with this young person and why I was saying the things I was - that they had more to do with me, my concerns, my agenda for the kid etc. I am much more careful now what I say to people.

Methods found useful in my work.

T.A. - in group settings
Humanistic counselling - their choosing etc. like a Rogerian approach.

How assess effectiveness of method/approach for me as a learner.

Initially if it makes sense for me and if it rings bells in my head. - If there is a way in which I can make what I learn quite simple and if I can operate it in my work setting easily. If I am conscious about it and not have to rush back and look at the book, then I know its for me.

General comments.

It could have been shorter. The 1st. year was very stimulating and I found the 2nd. year - it just seems too long. I could have worked much harder in the 2nd. year and done it in 2 years. But I like to do things quickly.

This year I've been preparing to leave.

- I think the staff could take more risks and be more directive. I appreciate their own feelings in S.D. course but they could make their demands of the students more specific. I would like to see them being much more open about what they consider good counselling skills to be. If you ask you'll get it but it would be useful for more feedback from individual tutors.

I am stuck about how to ask.

I found the supervision absolutely excellent. The best thing about the course because its individual and its to do with your work so its much more specific. (Internal supervision)
- Think we could have done more written work. I enjoy doing the portfolio. Because of the interesting things it has thrown up I wish I'd done it before.

- Seems little communication between stds. leaving and those coming so I don't know how to pass on this information. But if you're in a S.D. course you seem to gain by your mistakes anyway. It may be pointless for me to say to the 1st. year you can have short-cuts.

Thanks.
Personal Expectations of Course:

- Academic knowledge - a back up to what I had been doing.
- Knowledge and abilities in areas unfamiliar to me.

Learning Style

- Discussions - I like to talk something out.
- Straight lectures are useful but I don't particularly like them. I find them a waste of time. I'd rather read. By talking something out I learn it.

Feelings about Course Objectives

They tend to aim at your modelling Personnel Management role. They are reassuring especially as we are a very diverse group.

- They also stress responsibility for one's own learning, to develop the skills of self-directing learning.

Interviewer: How do you feel about autonomous learning?

I think the developmental aspect is very important. But taking responsibility for your own learning has been more difficult than I expected it to be. I do believe that adults learn best by taking responsibility for their own learning. But in a practical sense, thinking that I am doing a full-time job, and having other interests, I must admit that I sometimes wish that those in the group who do not like autonomy and want to be told, would have their way and we sit down and be told what's to be in the exam. So, in theory it is good, but it doesn't work out quite so in practice.

Constraints: Time, getting to the library to get books (on a full-time job), also anxiety about exam as the time approaches. This did not operate last year as the exams were far enough away, but now as I look over my notes and see things I've not read or done, the anxiety increases.

Methods Taught By:

Case Studies
Videos
Small Group Work (a lot)
Role-Play
Exercises
Lectures
Films
CCTV sessions - this is role play but has different elements because you're not actually playing the role of someone else. You're playing yourself carrying out a task. We've used it mostly for selection interviews. It allows for feedback in a very constructive way in that people can see themselves. "It allows the trainer to give feedback in a very constructive way. It allows the person being trained to receive that feedback in that they can see themselves what's happening."
**Essential Demands of CCTV on Learner**

- Concentrate on the job in hand.
- Be aware of the things that are happening.
- To be relaxed enough to be able to look back at your performance.

I Which part of the exercise (planning, interviewing, observing, playback, feedback) was most useful for you?

S To be honest, the most useful part of it for me was learning to operate the video. It is quite a good one, much better than the one we have at work. That, of course, wasn't the point of the exercise.

I What do you see as its potential for learning?

S The main thing is that you can assess your own performance, you're guided to assess your own performance and notice what went wrong, and what information you didn't get. The main point about interviewing is to realize that the information you think you've got, is something you've picked up from a phrase and not necessarily something said to you. To be told "No you did not get so and so, you are assuming it", people can react vs that, they don't accept it. When you actually watch it, you see that it's right. And that's what makes CCTV useful.

I How do you feel about participating in Role Play?

S I find Role Play a bit difficult really. I quite enjoy it, but I don't think I learn that much. I am too aware that it is an exercise. I think it would work better if you're on a residential session and involved with each other so that it actually builds up. You can actually get into role. (Everybody tends to be too aware of themselves). The other problem is that we are largely a female group (2 men only) and I find it hard to think of myself as a man. You can learn things but you come to realize how much you think in stereotypes - 'stupid person', 'sloppy shop steward' ... Demands TRUST in the group (I do not feel threatened by the people but by my realization of my own ignorance). It can reinforce stereotypes. It has got potential but not really enough for me.

**Demands of Role Play on Learners**

S It demands concentration.

It demands that you put yourself in the character that you are going to play.

The ability to see things from another's point of view e.g. it forces me - a personnel officer - to think of a shopsteward's point of view.

**Essential Demands of Case Studies**

The information is all there in the case, but you need to be able to read and sort out the relevant information.

- The ones requiring you to make decisions I find very useful.
- Need to look at things from several points of view. I find it a very good method of learning.
I saw you make a presentation in which you used a case study. How did you feel about that? What were the demands for you?

S The demands were not to do with handling the group - I knew the group and that made it safe. But the demands were getting the groups to cope with the nitty gritty (one group was not addressing the issue) without taking over.

I You seemed relaxed to me. Did you have any anxieties or were you totally in control?

S No. I felt very nervous doing it. I was absolutely terrified but my reactions did not show that.

Demands of the Lecture on the Learner

- I find it very difficult to concentrate. Some lecturers help by mixing the lecture with a discussion.

- I have to take notes and I hate that. I am writing down the notes but I am not listening so at the end of the lecture, I haven't really taken in what was said. If I get interested in the subject, I stop taking notes. But it is a bit worrying later when you realize you haven't got anything written down, especially when there are some people who seem to take every word. When I find it interesting and listen, I usually remember the main points.

I You mentioned earlier your anxieties about passing the exam, would you like lectures to answer/quieten those?

S "No".

I What solution would you like?

S I think more guidance about book availability and comments on the reading list - which books are useful. Some idea re the important parts of the syllabus, what needs to be learned; some reassurance that we are actually covering the areas we need to cover. "Last year I enjoyed finding out emphases for myself. This year I'd rather be told."

Demands of Small Group Work

S It has made me aware of the fact that I can be a bit bossy.

- Learn from others and receive their ideas.

- When I first joined the group, I was afraid of silence, I just felt I had to say something (the lecture just standing there, I had to do it) but I've now learnt to take it easy.

Method found most Challenging

S The actual presentation skills, the direct training - I enjoy that so much.

The course gave me a chance to try out my training skills in a fairly non-threatening environment.
Method Presenting Difficulties for You

Summarizing.

Method Likely to use in Job

CCTV

Watching videos - selectively and not the whole run.
Exercises requiring them to look at other peoples' views - the other side of the case.

Academic and Professional Qualifications

History Degree (Open University)
1 Year Training in Written and Communication Skills
1 Week Residential Management Training Course
Certificate in Personnel (?) Training

Likely Objectives for Trainees

To recognize the areas of potential discrimination in their daily jobs and to go back and work on them.

Method/s contributing to achieving Objectives

It varies very much from course to course and from staff to staff.
From the academic background I find personnel systems and techniques, social and motivation. These used a certain amount of lectures with short breaks.

J's style and methods kept us all awake.

Method you think is achieving Course Objectives

There has been an awful lot of case studies. These have been very useful. Too much though from one sector - need to broaden their selection.

How assess effectiveness of a Method

How much I can remember and use.

If I feel good at the end (of the day)
The most important thing is that I can apply what I've learnt at work.