

Using action research to monitor quality of facilitating learning

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Introduction

- Challenge for the context of Higher Education (HE) in Mozambique - need to provide more courses, to promote mass education and to transform its teaching practices (teacher centered approaches)

Pressure:

- ▶ Increased professional competence
- ▶ The need for lecturers to strive continually to adapt in a scholarly way
- ▶ We adopt an asset-based approach to action research to monitor the implementation of an innovation within lecturer practice

Asset-based questions

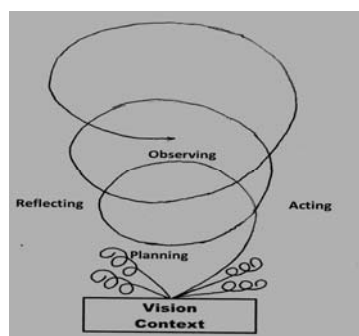
- 1 How can we use action research as professional development tool to monitor the innovations on teaching practices aimed at increasing the quality of teaching and learning?

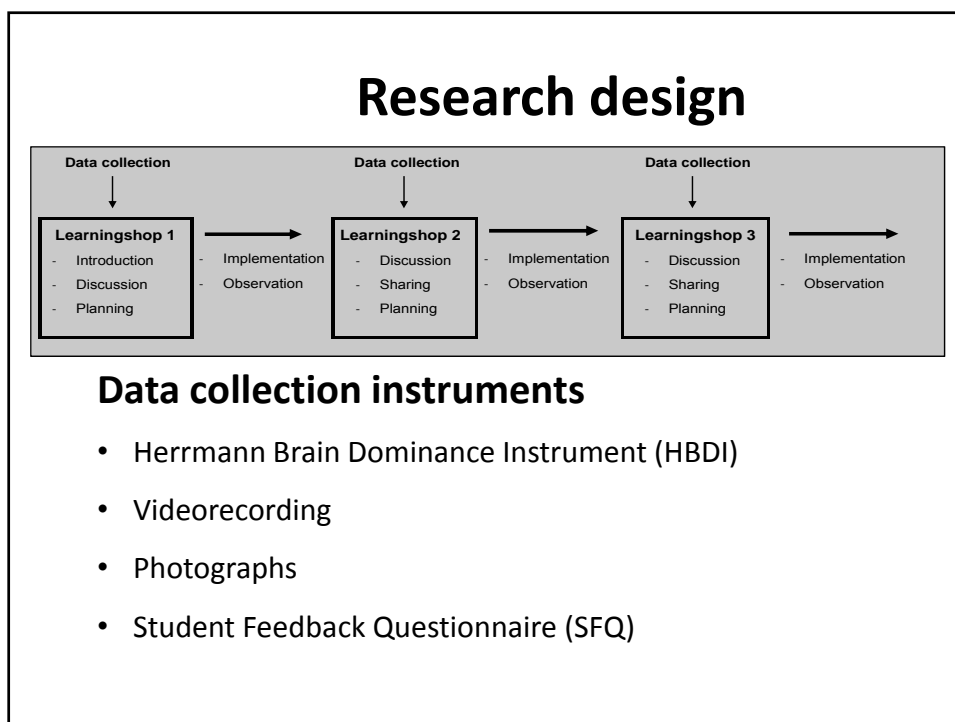
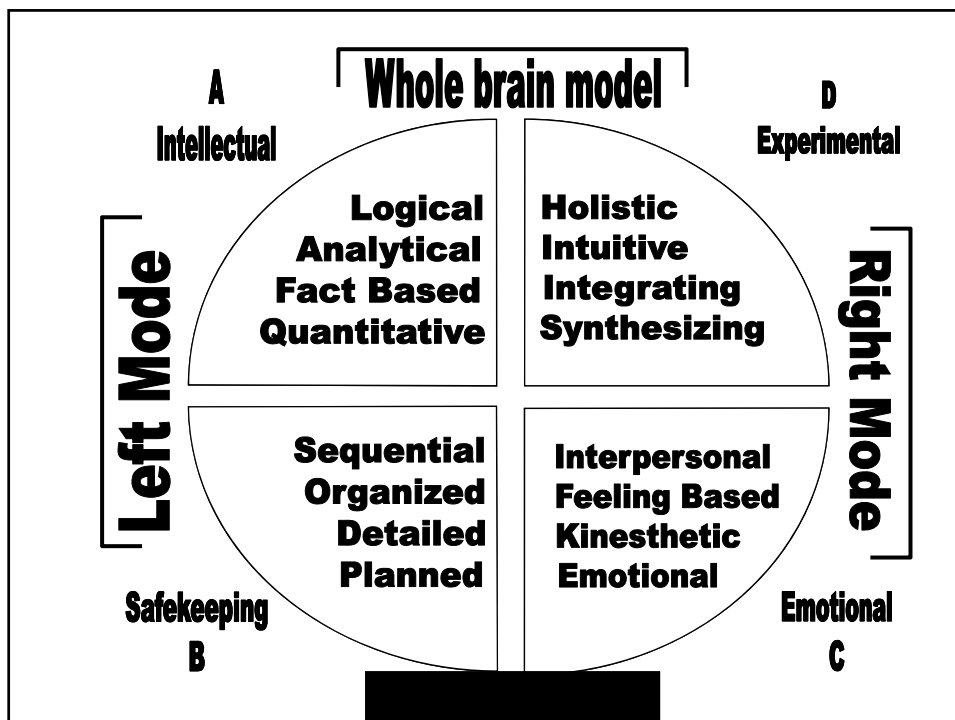
Adoption of LSF depends on baseline information.

- 2 What are our learning styles?
- 3 What are our colleagues' learning styles?
- 4 To what extent is the implementation of LSF feasible and satisfactory within the UEM context?

Action research

- Asset-based approach (Du Toit, 2008, 2010)
- Generative and transformational action research (McNiff, 1988)
- Visionary action research model (Du Toit, 2010)
- Visionary generative action research model

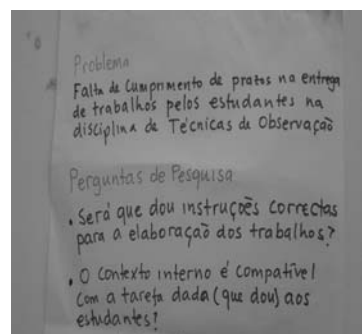




Why the HBDI?

- Coffield report
 - From an array of 70+ learning style theories
 - Studied 13
 - Selected 5 (validity, reliability, etc) of which HBDI is one
- 120 Items
- More than 2 million respondents
- User-friendly
- Holistic model

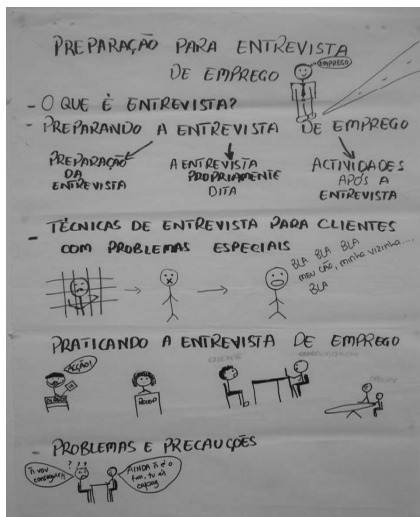
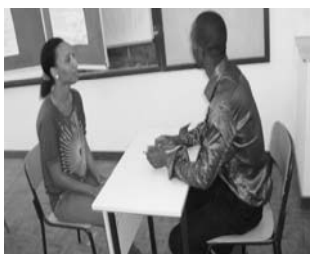
Results



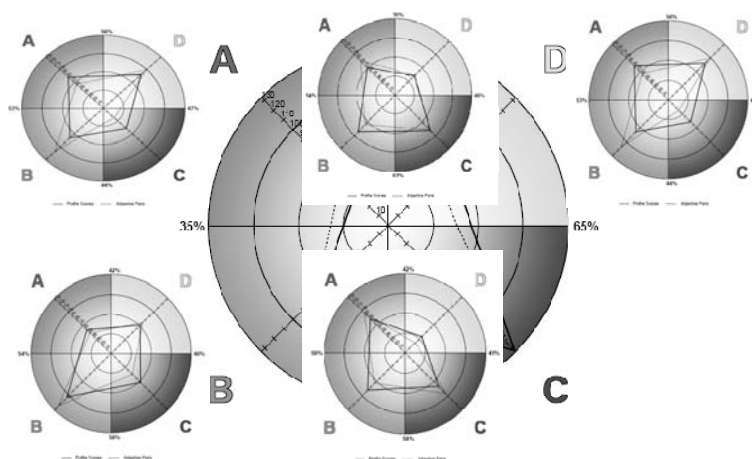
- We facilitated nine (9) sessions covered by diverse activities, including conception of AR proposals

Results (contd)

- Lecturers implemented LSF within their practices



Results - HBDI profiles



	COLUMN A UPPER LEFT	COLUMN B LOWER LEFT	COLUMN C LOWER	COLUMN D UPPER RIGHT
PROFILE SCORES PREFERENCE CODE	111 1	87 1	35 2	48 2
ADJECTIVE PAIRS (distribution of 24 points)	9	8	4	3
KEY DESCRIPTORS X = selected * = most descriptive	Factual x Quantitative x Critical x Rational Mathematical x Logical * Analytical	Conservative x Controlled x Sequential Detailed x Dominant Speaker x Reader	Emotional Musical Spiritual Symbolic Intuitive Talker x Reader	Imaginative Artistic Intuitive Holistic Synthesiser x Simultaneous Spatial
WORK ELEMENTS (5 =most, 1=least)	Analytical Technical Problem Solving Financial	Organisation Planning Administrative Implementation	Teaching Writing Expressing Interpersonal	Integration Conceptualising Creative Innovating
Adolescent Education Education Focus Occupation Hobbies				
HAND DOMINANCE	primary right Right/ some left mixed left/ some right primary left			
ENERGY LEVEL	day equal night			
MOTION SICKNESS	none some frequent			
INTROVERT/EXTROVER	introverted extroverted			
				11

	COLUMN A UPPER LEFT	COLUMN B LOWER LEFT	COLUMN C LOWER	COLUMN D UPPER RIGHT
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Adolescent Education Education Focus Occupation Hobbies				
HAND DOMINANCE	primary right Right/ some left mixed left/ some right primary left			
ENERGY LEVEL	day equal night			
MOTION SICKNESS	none some frequent			
INTROVERT/EXTROVER	introverted extroverted			
				12

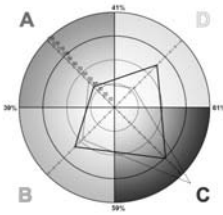
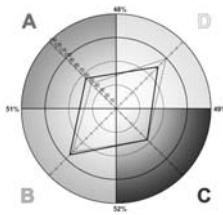
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<h1>Extrovert/Introvert</h1>
A Quadrant Introvert: Quiet, serious, very focused A Quadrant Extrovert: Debater, often funny, driven
B Quadrant Introvert: Controlled, always "doing", often keeps to self B Quadrant Extrovert: Dominant, "busy body", "organiser" of events and people
C Quadrant Introvert: Expressive through writing or nonverbal, caring in a quiet way, sensitive C Quadrant extrovert: Talkative, interested in bringing people together, keeping teams together, sharing
D Quadrant Introvert: Off in own world, does "own thing", loner D Quadrant Extrovert: Constant flow of new ideas, loves to experiment, "test ideas", have fun

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Communication style

May include:

- Written communication beforehand
- Providing an overview
- Idea chunks
- Involving others
- Personal touch/sensitive to others

May overlook:

- Data and facts
- Technical accuracy

May include:

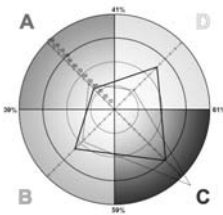
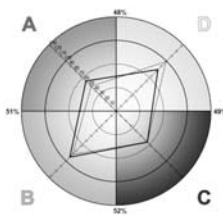
- Step-by-step unfolding of topic
- Practical answers to who, what where, when, how
- Metaphorical examples
- Visuals

May overlook:

- Data and facts
- References to people involvement
- Technical accuracy
- Others' feelings

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Problem solving style

May consider:

- Visualisation
- Brainstorming
- Intuition
- Building on ideas of others
- Implementation aspects

My not consider:

- Research
- Logic
- Problem identification

May consider:

- Understanding the details
- Seeing the end from the beginning
- Incubation
- Considering the implementation

May not consider:

- Others' feelings
- Team processes
- Pure logic

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Discussion and conclusion

Students were satisfied and happy with LSF:

I like most the freedom given to the groups because I think that the freedom to express oneself breeds creativity and increases our emotional intelligence, without necessarily following the classic or traditional paradigms of teaching-learning processes (SFQ given on 11/09/10)

Opportunity for students to experiment new teaching methodologies helped them to solve long-lasting problems

Doing simulation was working for me. It allowed me to understand better all the evaluation processes, which for a long have been doubtful for me and the lecturers did not manage to clear it on me (SFQ given on 02/11/10)

Discussion and conclusion

3LRs were in general happy with the learningshops as space for sharing and discussing each one's experience:

These sessions are highly beneficial since they open up space for us to confront what others bring and our own experience. For instance the problem of how to use clear criteria for assessing students, posed by group UD, recalled me the experience I had once in assessing my students. I decided to assess my students by means of group work ... Personally I faced a big challenge in assessing the students individually.... [3LR intervention on 27/05/2009 learningshop session]

