

A Critical Analysis of the Design and Delivery of  
Canadian Accelerated Diploma Programs

by  
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Abstract of Dissertation Presented to  
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A CRITICAL ANALYSIS OF THE DESIGN AND DELIVERY OF  
CANADIAN ACCELERATED DIPLOMA PROGRAMS

By

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Chair: Irv Katz Ph.D.

Major Department: Organizational Development and Transformation

A critical analysis of Canadian accelerated diploma programs was conducted to assess the effectiveness of the student's teaching methodologies as an instructor at a for-profit Canadian private career college through a self-evaluative, self-reflective process utilizing a qualitative participatory action research methodology.

The study analyzes the current methods of curriculum design and delivery within the for-profit private career college accelerated diploma programs in Canada and introduces two practice models for curriculum design and curriculum delivery utilizing a

systems approach. Recommendations are provided for adult educators and programmers and stakeholders (post-secondary institutions, government agencies, sponsorship agencies) with a vested interest in the success of the individuals whom they enroll into accelerated diploma programs.

## CHAPTER 1

### INTRODUCTION

In August of 2009 I was hired as an instructor at a Canadian, for-profit, private career college. Initially, I was contacted and asked if I could fill-in to teach *Introduction to Social Work* in the Faculty of Law and Security, Police Foundations Program. My husband was currently an instructor at the college.

With respect to the teaching position, I have a Bachelor of Social Work (BSW) degree and a Master of Social Work (MSW) degree, in addition to having been a police officer. I have designed and delivered one- and two-day workshops to not-for-profit groups, and designed and delivered programs for use in social service settings. I was not asked to submit a resume prior to commencing my teaching assignment.

Since 2009 I have taught a total of 59 courses of study in four different faculties (Faculty of Law and Security, Faculty of Human Resources, Faculty of Management, Faculty of Career Management) (Appendix A). I was not interviewed for that initial teaching assignment or any subsequent teaching assignments.

During the 3 years that I taught at this College I was involved in several situations that caused me to question my teaching abilities, resulting in periods of self-evaluation in trying to understand how to be a better instructor.

It is not the goal of this student and this research study to investigate or expose any wrongdoings within Canada's for-profit, private career college industry. This would be beyond the scope of this research study and this student's expertise. The purpose of this research study will be to present a self-evaluative, self-reflective research paper, utilizing a qualitative participatory action research methodology to assess the effectiveness of this student's teaching methodologies as an instructor at a for-profit private career college.

As an Organizational Development and Transformation student, I believe that it is important to continuously monitor and evaluate one's practice in order to identify more effective methods of conducting one's practice, which I believe, in turn, has the potential to positively impact the broader community of practice, including the organization as a whole.

### **Background to the Study**

According to Canadian management consultant, Rick Miner, Ph.D., in his report on Ontario's labor market future (2010), "there is a looming demographic and labor market crisis which has the potential to shake the very foundations of our society and economy" (p. 1). "The crisis arises from the intersection of two mega-trends: an aging population and an emerging knowledge economy" (p. 1). Miner explains that with the emergence of Canada's knowledge economy, the proportion of the labor force requiring some form of education or training beyond high school, "will increase dramatically" (p. 1). He continues, "Using a variety of Canadian and U.S. estimates, it is concluded that by 2031 we will need 77% of our workforce to have post-secondary credentials (apprenticeship, university, college, industry, professional)" (p. 1).

In their book, *The Pedagogy of the 21st Century* William Draves and Julie Coates (2011) examine the future of education in the United States in relation to the United States' emerging economic and employment trends. Draves and Coates explain that it was business and management guru Peter F. Drucker who accurately predicted and explained how and why knowledge workers are emerging and changing the nature of business organizations and who was also responsible for creating the concept and term knowledge work and knowledge worker (p. 11).

According to Draves and Coates (2011):

Drucker predicted, “The Next Society will be a knowledge society. Knowledge will be its key resource, and knowledge workers will be the dominant group in its work force. Knowledge workers will become from 25% to 50% of workers in society, but more importantly, they become the most valued work sector in the economy, what Drucker called the “dominant” sector. Knowledge workers produce intangible goods as opposed to tangible goods, which the manufacturing sector produces. Some examples of intangible goods are data analysis, financial services, consulting, virtual models, training, and management. Because the economy becomes more specialized, segmented and niched, knowledge workers are very specialized and work in very segmented and niched occupations and professions. The blue-collar worker in manufacturing industry and his union are going the way of the farmer. The newly emerging dominant group is 'knowledge workers'. Between 2010 and 2020 the percentage of knowledge workers will surpass the percentage of workers who are factory workers, and we will officially leave the Industrial Age and enter the Internet Age. Because the technology of the

Internet is so powerful, just like the technology of the automobile was, no one or no entity can reverse the trend. Like it did 100 years ago, life has to change again in accordance with the requirements of the Internet Age. (pp. 11–12)

In 2005 the Ontario Ministry of Education concluded that 81% of the new jobs that were created in Ontario between 1996 and 2001 required management training, apprenticeship training, or a college or university diploma or degree (Miner, 2010).

In 2007, the federal department of Human Resource and Skill Development Canada stated, "about 65% of all new jobs created over the next 5 years are expected to require some form of post-secondary education/training" (Service Canada, 2007).

In an earlier study conducted in 1997, the British Columbia Ministry of Skills, Training and Education put the level higher stating that forecasts for employment by education and training indicate that 75% of new and replacement jobs will require at least some post-secondary education and/or training equivalent (Miner, 2010).

A more recent British Columbia study conducted by the Ministry of Advanced Education and Labour Market Development (2009) put the proportion of skilled workers required in the future at 76.2%.

With respect to the situation in the U.S., Miner (2010) points out that a recent study conducted by the Obama administration (Executive Office of the President Council of Economic Advisors, 2009) showed similar findings. "In general, the U.S. appears to be shifting towards jobs that require workers with greater analytical and interpretive skills – skills that are typically acquired with some post-secondary education" (p. 21).

Another U.S. study conducted in 2007 by Holzer and Lerman predicted that 78% of job openings between 2004 and 2014 would require education or training beyond high school (Miner, 2010).

In 2009 the Lumina Foundation, based in the U.S., predicted that without change to a more educated workforce there would be a shortage of 16 million post-secondary educated adults in America by 2025 (Miner, 2010).

The *Ontario Long-Term Report on the Economy*, published by Ontario's Ministry of Finance in 2010, outlines some of the key issues that Ontario will have to deal with in the coming years. "Demographically, the province will see population aging and slower growth in the working age population" (p. 99). According to the report, "This may have an impact on economic performance and productivity growth" (p. 99). Economic growth, according to the report, would be affected by demographics as well as an ongoing shift in world economic growth, U.S. economic growth, commodity prices, and the value of the Canadian dollar, globalization, and structural changes in the composition of the economy. The report points to a rising demand on public services, particularly health and education, due in part to population ageing and the need for competitiveness in a global economy. The report concludes by stating that supporting higher education and training will help to encourage Ontario's productivity, "a key driver of quality of life. . . . The government's current focus on education, innovation and tax modernization will capitalize on Ontario's key strengths: a well-educated population and a diverse economy" (p. 99).

According to a 2011 report, *Beyond the Boomers*, compiled by the Regional Municipality of York and Employment Ontario, the aging Canadian workforce will have

the potential effect of labor shortages precipitated by retiring baby boomers. The report points to the impending role for educators stating:

Businesses will be increasingly dependent on educators to partner with them to meet future labor demands. As York Region's economy changes from a goods-producing to a knowledge-based economy, businesses will need educators to supply the skills and knowledge training, workplace literacy and English as a Second Language (ESL) skills required to compete globally.

Through post-secondary school education and youth career guidance services, our educators will create programs that develop relevant skills and knowledge and promote the careers local businesses will require. (p. 8)

York Region's *Aging Workforce Study* for 2008 to 2011 was a 22-month study funded by the Ministry of Training, Colleges and Universities (MTCU) to assess the economic impact of the aging workforce effects on the region's stakeholders (as cited in Regional Municipality of York & Employment Ontario, 2011, p. 7) The *Beyond the Boomers* Report (Regional Municipality of York & Employment Ontario, 2011) indicates that 62% of boomers ages 50 and over are interested in taking on a new career.

According to the *Tomorrow's Opportunities & Priorities* (TOP) Report 2010, conducted by the Workforce Planning Board of York and South Simcoe regions, the following sectors are key to the region's future employment growth: manufacturing; professional, scientific, and technical services; specialty trade contractors; administrative support services; health care; and hospitality, as defined as food service and drinking places (Workforce Planning Board of York Region & Bradford West Gwillimbury, 2010, p. 3).

The Ontario Ministry of Finance Report (2010), *Ontario's Long-Term Report on the Economy*, states that, "Growth in employment in high-skilled occupations (requiring postsecondary education or management skills) has far exceeded growth in employment for workers with lower skill levels" (p. 34). The report points out that employment in high-skilled occupations has increased by an average annual rate of 1.9% between 1987 and 2008, while employment in low-skilled occupations grew by just 1.0%. "These trends are expected to continue in the long term, leading to an increasing share of employment in high-skilled occupations" (p. 34).

The Ontario Ministry of Finance report (2010) concludes, "A highly skilled and educated workforce is a key building block for a prosperous and sustainable future" (p. 83). According to the report businesses in Ontario already benefit from a talent-rich workforce with approximately 62% of Ontarians aged 25 to 64 having completed a post-secondary certificate, diploma, degree, or other training program. The report states that this is a higher rate of postsecondary education than in any Organization for Economic Co-operation and Development (OECD) country. The report cautions that in order to stay competitive in the future it will be imperative to build on this advantage and continuously improve the education and skills training systems in Ontario.

In Canada, from 2004 to 2010, a number of programs and policies were implemented by the provincial and federal governments to meet longer-term skills challenges including: implementing the \$6.2 billion Reaching Higher plan for postsecondary education that, according to the Ontario report (Ontario Ministry of Finance, 2010) is significantly improving participation in and access to higher education; launching Employment Ontario, the network of employment and training services in

communities across the province; and providing additional supports for workers affected by the global economic recession, including the Second Career Program that helps laid-off workers get the training they need to succeed in new jobs.

The Ontario Ministry of Training, Colleges and Universities (MTCU) posts the following on their website:

What education and skills are needed for today's jobs? Today, a high school education – and post-secondary education and training – are more important than ever. In fact, as the world changes so quickly, many occupations require that we continue learning throughout our lives. The education level and skills required for most occupations has increased over time. While there are still many low skill, entry-level occupations, for example, the basic skills required to enter these occupations has increased. (MTCU, 2012)

### **The Future of Post-Secondary Education in a Global Knowledge-Based Economy**

Canadian management consultant, Rick Miner, Ph.D., in his report on Ontario's Labour Market Future (2010) discusses the implications of each potential group of new workers—Freedom 55 seniors (those wishing to work beyond retirement), immigrants; women, the disabled, youth—and how each group will contribute to diverting the impending Canadian labor market crises.

Regarding Canada's youth as, "Another potential source of additional workers" (Minor, 2010, p. 14). Miner believes that if Canada modified its educational system to allow students to move through to graduation more quickly, "without sacrificing the quality of their education or training" (p. 14), they would be able to get into the labor force more quickly.

According to Miner (2010), "One of the most dramatic and far-reaching transformations of Ontario's education system was foreshadowed by the arrival of the baby boomer generation, beginning in the U.S. in 1946 and a year later in Canada" (p. 2), culminating in what today Miner refers to as, "a second bulge as the children of the boomers, the so-called baby boom echo . . . swelled the system once again" (p. 2). Miner explains, that in the process Ontario's education system was utterly transformed, "new schools were opened almost on a daily basis, the high school curriculum was completely revamped, new universities were established, affiliated institutions gained their independence, and a new and unique system of community colleges came on the scene" (p. 2).

Although this research study will focus primarily on the for-profit, private career college sector of Canadian accelerated diploma programs, the following brief overview of post-secondary education in Canada and the U.S. will provide the reader with the institutional hierarchical context within which for-profit, private career colleges operate.

### **Overview of Post-Secondary Education in Canada and the United States**

The Government of Canada's education website, CanLearn, (Government of Canada, 2012a), lists the following categories for post-secondary training in Canada:

Upgrading/Literacy/Second Language Training/Apprenticeship;

College Diploma/Certificate;

College Post-Diploma;

Collaborative Degree Programs/University Transfer/Other College Level;

Bachelor's Degree (B.A., B.Sc.);

First Professional Degree (LL.B., M.Div.);

Undergraduate Certificate/Diploma;

Licentiate/Testamur/License/Other Undergraduate Program;

Master's Degree (M.A., M.Sc.);

Doctorate (Ph.D., D. Mus.);

Post Doctorate;

Graduate Level Certificate/Diploma;

Internship/Residency/Other Graduate Level;

According to CanLearn (Government of Canada, 2012b), there are currently 26,838 College Diploma/Certificate programs in Canada. The canadian-universities.net website, (2012), states that currently, in Canada, there are approximately 81 Universities, 146 Community Colleges and over 650 Career Colleges. Their website states:

Our Canadian college program directory currently consists of nearly 8000 programs covering over 500 different areas of study for you to browse. You can obtain a diploma, certificate or university transfer, which can range from around 8 months to 2 years on average to complete. (Hecterra Publishing, Inc., 2012a, ¶1)

On the decision of whether to choose a college or university, the canadian-universities.net website states:

Typically, college education prepares the student for an applied career, whereas a university education prepares the student for an academic career.

University requirements are fairly straightforward. In all cases, admission is based almost entirely on academic marks gained in high school, generally grade 12, although some schools also consider grade 11 marks as well. In most cases, an overall average of at least 70% in high school will suffice. Students applying for

admission to an in-province school typically have much less stringent grade requirements than out-of-province applicants.

College admission requirements vary more significantly than university requirements, though none have entrance requirements above 85%. In general though, more well-respected colleges (such as George Brown College, Mohawk College and Capilano College) accept many students with averages above 70%, although they may place no limiting minimum for acceptance, and consequently take students with averages below 60%. (Hecterra Publishing, Inc., 2012b, ¶2–4)

Specifically, with respect to the province of Ontario, the ministry responsible for post-secondary education in Ontario, the Ontario Ministry of Training, Colleges and Universities' (MTCU) website states:

Ontario is home to an internationally respected postsecondary education system with 20 public universities, 24 colleges and more than 400 registered private career colleges. Main and satellite campuses provide learning options in every region of the province. Ontario has two public French-language colleges and nine French-language and bilingual universities. Publicly funded universities offer three- and four-year undergraduate degrees, as well as post-graduate and professional programs. Some universities offer partnerships with a college to grant a degree and a diploma concurrently. Co-op programs are also available. Colleges offer a range of programs. Certificate programs that are one-year or less, two- to three-year diplomas, apprenticeships, and degrees. Some colleges also offer programs in partnership with a university to grant both a degree and a

diploma. A variety of co-op programs are also available. (Ontario Ministry of Training, Colleges and Universities (MTCU), 2012)

The Ontario Association of Career Colleges (OACC) website provides the following description of Career Colleges in Ontario:

Career colleges are private (both for-profit and not-for-profit) post-secondary institutions that provide career specific, outcome based programs. Graduates of career colleges can earn a diploma or certificate. Over 60,000 students enroll annually in Ontario's career colleges alone!

What Makes Career Colleges Different? The educational focus of career colleges is on meeting student need and providing career specific training. The range of programming that a career college offers is as general as business, health care and technology to as specific as travel and welding. Despite the wide variety of programs available, career colleges are unified by the characteristics that set the sector apart, small class sizes, intensive training with short duration, flexible timetabling; and multiple intakes throughout the year.

Who are Career College Students? Like the career colleges themselves, the types of students who choose to attend a career college is quite diverse. While some students enter a career college directly out of high school - the average age is approximately 27 – roughly 30% are over the age of 35 and 40% have previously attended a university or community college. Students use a variety of options to fund their course of study including personal funds, Employment Insurance (EI) funds, WSIB sponsorship, or government-sponsored student loans (OSAP).

Why Choose A Career College? The demand for highly skilled employees is on the rise. Employers, more so than ever, are demanding that new graduates have obtained the skills necessary during their training. The specific outcome-based nature of the training offered by career colleges ensures that graduates are "job ready" upon graduation. The nature of work today is constantly changing and growing; so too are the needs of employers. Given the inherent flexibility of the career college sector, it is able to adapt quickly and efficiently to the shifting landscape of the career environment. Hence, career colleges not only meet the flexibility needs of the student but are also constantly changing to reflect the demands of the employer and marketplace. (OACC, 2012)

The Ontario Ministry of Training, Colleges and Universities (MTCU) provides a description of the sector of post-secondary education that this research study will focus on—the for-profit, private career college. According to the MTCU website a private career college is an independent business that prepares students for a specific job. Their website states:

Ontario's registered private career colleges consist of over 600 campuses serving more than 70 small, medium and large communities across Ontario. Private career colleges offer career specific training, shorter program durations, hands-on learning and small class sizes. They offer certificates and diplomas in a wide variety of program areas with numerous enrolments throughout the year. By law, private career colleges must be registered and must have their programs approved by the Superintendent of Private Career Colleges. Private career colleges offer certificate and diploma programs in fields such as, Business; Health Services;

Human Resources; Applied Arts; Information Technology; Electronics; Services; and Trades. Private career colleges programs are suited to people who, need specific job skills to join the work force and/or have academic qualifications and want to add to their practical skills to become more competitive in the job market. (MTCU, 2012)

With respect to whether there are special standards for private career colleges, the MTCU states:

Private career colleges operating in Ontario must be registered and must have their programs approved by the Ministry of Training, Colleges and Universities. If a school is not registered and offers an unapproved program, it's breaking the law. If you enroll in an unregistered college or an unapproved program, the law doesn't protect you. (MTCU, 2012)

### **Accelerated College Programs**

The MTCU (2012) states that private career colleges often work with small groups of students rather than large classes, and offer flexible learning schedules, enrolment at many different times during the year, and compressed programs that deliver training over a short time. These compressed programs are more commonly referred to as accelerated diploma programs and will be the focus for this student's research study.

The accelerated diploma program developed to meet the emerging and rapidly changing needs of business—not only business as in the sense of health-care, law enforcement, trades, and training, but also as it pertains to the business of operating a for-profit college. Accelerated diploma programs provide the corporate client, (for example, the public sponsor such as Workplace Safety and Insurance Board (WSIB), Second

Career (Government of Ontario), Department of Indian and Northern Affairs) with a quick solution to a mounting problem. Take the problem of high unemployment amongst, primarily, an unskilled, adult, labor force, at least unskilled within this new knowledge-based economy, and provide them with a skill-base to enter into this knowledge-based workplace in an accelerated or rapid-entry process. While this might meet the increasing immediate manpower needs of business it does not appear to have met the overall long-term needs of this population as will be shown by the research cited in this next section.

DegreeDirectory.org, an American website, describes and explains the benefits of accelerated programs. Although the site describes degree programs, the information it provides is also relevant to the Canadian accelerated diploma program.

Attending an accelerated college degree program will help you earn a degree more quickly than you would in a standard college degree program. Earning a college degree can require a big commitment. Accelerated degree programs are designed for students who would like a quality education in a short amount of time and with more flexibility. Accelerated programs are offered for many degree types and levels. Instead of taking courses in a normal semester or quarter format, these programs typically condense the amount of time a course runs, thereby allowing you to earn more credits per year. (DegreeDirectory.org, 2012)

The DegreeDirectory.org (2012) website states that the benefits of accelerated programs include, spending less time in school, which could potentially save money on tuition; not having to make too many adjustments to family or job responsibilities, since many accelerated programs plan their courses to meet the needs of nontraditional students; as well as being ready for your chosen career field quicker, which, according to

their website, means the individual can start earning money and gaining the experience the individual will need for advancement, sooner.

Katina Blue (2012) an ehow.com website contributor, describes the advantages and disadvantages of accelerated college degrees. With regards to the advantages, she states:

The fast pace of accelerated programs means that students will finish school and enter the job force more rapidly than traditional students. Also, because accelerated students obtain a degree in a shorter time, they also can decrease the overall amount of student loans they must repay. (Blue, 2012)

With respect to the disadvantages she states:

Accelerated degree programs must condense information into a briefer time span than traditional programs. This means that speed is the focus of the curriculum. If you are a fast learner, this could be a great thing; however, grasping complex concepts or terms, such as in an accelerated nursing program, might prove challenging when you are rushed to learn them. (Blue, 2012)

Within the past 5 years there have been a number of research studies undertaken and articles written examining the effectiveness of for-profit, private, career colleges in both Canada and the United States. In Canada, over the period of 2007–2009, and in the U.S., as recently released as July 2012, the federal governments of both countries have undertaken studies of the for-profit, private career college industry. The scope of this chapter does not allow for an in-depth review of the information. This will be further examined in Chapter 2.

In summary, as the previous literature has shown, for many of these students, access to a community college is not an option, either due to academic limitations, financial issues and constraints, time issues, and so forth. As well, access to a regular program of study in a private career college is also not an option, as many of these students are attending their diploma program through public sponsorship, which prefers to enroll these students in accelerated diploma programs. This population of students is often at a disadvantage as soon as they enter the program. Not only does this become a problem for the student, it becomes a problem for the service providers, and in particular, the instructor, as instructors struggle to meet the academic needs of such a broad-based student population who have such a varying lists of needs and issues (language, previous academic, family, cultural, social, emotional). Adding to these issues is the fact that such a condensed program of study must be completed in a fraction of the time of that of the same program offered in a community college.

As Organizational Development and Transformation practitioners, I believe we have an obligation to ensure that the education that this segment of the population receives is to the same standards that a student of a regular institution and program of study would receive. Not only do we have an obligation to the student population and ourselves, as program instructors, but as the majority of these students attend these programs of study through public sponsorship, which is primarily derived from the citizen tax base, we also have an obligation to the citizenry of the country, as a whole.

### **Nature of the Problem**

Miner (2010) in his report, *People Without Jobs Jobs Without People*, refers to, "a recent and interesting trend" (p. 14) in which Ontario colleges are also becoming what

Miner terms finishing schools for four-year university graduates. He explains that students are completing their degree programs and then enrolling in a one- or two-year postgraduate certificate or diploma program in a college. He believes that this recent trend reflects recognition by students that an academic education is often not enough and that an employable skill is also required. Miner sums up his report stating, "We have a two-fold task ahead of us. We need to increase our labour force, and we need to increase the proportion of the labour force with post-secondary education or training" (p. 17). His reference to an employable skill is one of the unique features of the accelerated diploma programs that Canadian private career colleges are currently providing. As Miner and others have pointed out, in order to provide these employable skills quickly, and to this specific segment of the Canadian population, accelerated diploma programs have become the program of choice for not only a large number of adult students, but also among public sponsorship agencies. A Canadian, for-profit, career college specializing in accelerated diploma programs, triOS College, defines *public sponsorship*, in their recruiting brochure (2012) as, "the student's fees are to be paid for by the sponsoring agency. Typical sponsor agencies would be the Department of Indian and Northern Affairs, Vocational Rehabilitation Services, and Workplace Safety and Insurance Board (WSIB)" (p. 37). If the individual has been recently laid off and/or is currently receiving employment insurance benefits, funding bodies such as Ontario's Second Career Program will also provide government support.

According to the report Learn Canada 2020 (Council of Ministers of Education of Canada, 2008), the Council of Ministers of Education of Canada has recognized that Canada, "must develop an accessible, diversified and integrated system of Adult

Education learning and skills development that delivers training when Canadians need it" (¶7). This is another feature of the accelerated-diploma programs offered by Canadian for-profit private career colleges—the ability to provide skill-based education, quickly (accelerated) in order to enable these individuals to rapidly re-enter the workforce. According to the *Survey of Canadian Career College Students* (R. A. Malatest and Associates Ltd., 2008), the private system offers short programs specifically geared toward quick entry into the labor market.

Miner (2010) points to Ontario's Second Career Program, which, as of October 2009, had enrolled 20,939 students. According to Miner there were obvious literacy issues, students were often unprepared, there were territorial battles between various elements of the system, and there were inefficiencies caused by unclear organizational mandates (p. 18). But, he points out in one year the program was able to respond to more than 20,000 workers who needed retraining. Miner states:

Our projections indicate that over a 22-year period, and based on medium population growth projections, we will need to train, retrain, or recruit some 1.73 million workers. That translates into an increase of 78,636 post-secondary graduates per year, an increase four times the number simply admitted into Second Career programs. (p. 18)

These students, who enter accelerated diploma programs through Ontario's Second Career Program, are one of the primary groups that will be examined in later chapters of this research study.

Miner (2010) also points out that there is a second problem to overcome:

We have an appalling rate of illiteracy in this country. ABC Canada estimates that four out of 10 Canadians aged 16 to 65 struggle with low literacy rates to the point that their ability to advance their skills training is inhibited. The illiteracy rate among immigrants is six in 10 (ABC, 2009). (p. 17)

These issues of literacy and unpreparedness, as indicated by Miner (2010), are only a few of the issues that this group of students struggles with. As an increasing number of the students enrolled in the accelerated diploma programs are recent immigrants to Canada, often from a country where English is not their first language, this becomes a major issue to consider in the curriculum design and delivery of these programs.

In addition to these issues identified by Miner (2010) and others (Leonard, 2012a, 2012b; United States Senate Committee on Health, Education, Labor, and Pensions, 2012), there are also other issues which have been identified as impacting the effectiveness of the accelerated diploma program curriculum design and delivery:

- An anticipated increase of 78,636 post-secondary graduates per year, an increase four times the number simply admitted into Second Career programs (Miner, 2010);
- Over 60,000 students are enrolling annually in Ontario's career colleges (Ontario Association of Career Colleges, 2012);
- There are multiple intakes throughout the year (Ontario Association of Career Colleges, 2012);
- The characteristics of the typical student: extremely low incomes; did not thrive in traditional academia; out on their own financially; have few options;

dropout rates can be high; high risk and minority, disadvantaged, and older students; higher unemployment and idleness rates and lower earnings six years after entering programs (Leonard, 2012 a);

- More than half of the students who enrolled in those colleges in 2008–2009 left without a degree or diploma within a median of 4 months (United States Senate Committee on Health, Education, Labor, and Pensions, 2012);
- Approximately one-half (51%) of the institutions reported employing instructors with grade 12 (23%) or other qualifications (28%) (R. A. Malatest and Associates Ltd., 2007)

It is not within the scope of this chapter to explore this area in more depth. These issues will be further explored in Chapter 4 as they relate to effective curriculum design and delivery. Chapter 2 will further examine the demographics of the unique sub-groups of private career college students as revealed in the *Survey of Canadian Career College Students* (R. A. Malatest and Associates Ltd., 2008).

In summary, the trend in Canadian adult education appears to be moving more toward for-profit private career colleges and the accelerated diploma program of study, even in light of the fact that a number of areas of concern within the programs have been identified by sponsoring agencies, governments, and the career-college industry. Katina Blue (2012), in describing the disadvantages of accelerated college degrees, so succinctly sums it up, "If you are a fast learner, this could be a great thing; however, grasping complex concepts or terms, such as in an accelerated nursing program, might prove challenging when you are rushed to learn them."

The following advertisement is presented by the National Association of Career Colleges (NACC) (2012a), on their website, as an advertisement for their Instructor Development Program. This is presented here as an example of the industry's awareness of inefficiencies within the private career college system.

LOOKING TO IMPROVE THE QUALITY OF INSTRUCTION AT YOUR CAREER COLLEGE? NACC is pleased to announce its new Instructor Development Program ONLINE

Though you have hired many great field experts to teach your programs and courses, the reality is that many instructors have little or no background in education. They may be some of the best business people, IT professionals, health care workers, etc., but... **how well can they teach?**

By providing your instructors with a solid foundation in adult education you will not only be helping them but also providing your students with a more meaningful education and making an invaluable improvement to your College as a whole. Better instructors, better graduates, BETTER COLLEGE! (NACC, 2012a)

### **Statement of the Problem**

It is this student's belief, based on this student's professional experience as an instructor within the adult education field and supported by recent studies in both Canada and the United States, that the current method of curriculum design and delivery is not effective in meeting the learning needs of the current demographics of students who are enrolling in for-profit private career college accelerated diploma programs in Canada.

## **Purpose and Scope of the Study**

The student will undertake a self-evaluative research study to assess whether this student's current methods of curriculum design and delivery are conducive to meeting the needs of the individuals who are enrolling in Canadian accelerated diploma programs. The findings from this research study will better enable this student in designing and delivering innovative teaching methodologies for Canadian accelerated diploma programs.

It is this student's belief that the results of this study may, in turn, further facilitate the professionalism of curriculum design and delivery within the for-profit private career college sector of post-secondary education in order to meet the needs of the enrolling student population.

This research study is not intended to provide a critical evaluative analysis of the for-profit private career college industry. It is the goal of this research study to focus on the front-line provider of service, the adult educator/instructor, in order to more effectively facilitate student success.

## **Assumptions**

Although the scope of the study is stated to be only in respect to meeting the needs of the individuals who are enrolling in Canadian accelerated diploma programs, this student believes that by extension, if the needs of these individuals are not met then the overall needs of the various stakeholder groups, the larger community of adult education organizations and adult educators, as well as societal needs will also not be met.

As well, although this student is proposing this research study, in part to reflect on and improve this student's practice, it is assumed, by this student, that many adult educators instructing within this sector of the adult education industry are experiencing similar issues.

It is also assumed, by this student, that this research study will help to facilitate a better practice model to assist not only the adult educators who are instructing within the accelerated diploma program sector of for-profit private career colleges in Canada, but also for stakeholders (post-secondary institutions, government agencies, sponsorship agencies) with a vested interest in the success of the individuals they enroll into these programs.

### **Research Questions**

1) Is the current design and delivery of the Accelerated Diploma Program, utilized in Private Career Colleges in Canada, the most effective form of a post-secondary program in order to meet the current needs of the Canadian population and economy?

2) Is it possible to design an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in (Canadian) accelerated diploma programs?

3) Is it possible to deliver an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in (Canadian) accelerated diploma programs?

### **Importance of the Study/Social Significance**

As previously stated, the majority of students enrolled in accelerated diploma programs are sent by sponsorship agencies such as WSIB, Second Career, and other

publicly sponsored organizations. It is this student's experience that most of these students do not attend their specific program of study voluntarily. In other words, for all but a few of the individuals that this student has instructed, the specific program that they were enrolled in was not their program of choice. This aspect alone, and then coupled with many of the other issues and circumstances that these students are facing, has a great impact on the student's learning and the instructor's teaching. It is this student's belief that in order to effectively and efficiently facilitate an individual's learning, subsequently leading to the individual's success in the workplace, the instructor must ensure that the curriculum design and delivery is conducive to meet the needs, learning and otherwise, of this population of student.

### **Scope of the Study**

This research study will focus on the accelerated diploma programs offered at Canadian for-profit, private career colleges. The study will more specifically be a self-reflective approach to evaluating this student's practice, as an instructor at one of these colleges, in order to offer the recipients of this instruction the most effective quality of service.

Although this will not be a quantitative study, with the benefit of generalized results, it is this student's hope that the results of this study will be able to be shared with the larger community of college instructors as well as the overall community of for-profit colleges, particularly those who offer accelerated diploma programs.

### **Limitations of the Study**

Some of the limitations of this study will include:

- *Geographical limitations*: The student will only be utilizing the data collected from one specific institution, at one specific location.
- *Researcher bias*: The student will only be utilizing the data from this student's practice, and, as such, the findings have the potential for a subjective bias. As will be discussed further in Chapter 3, action research has an evaluation component, which attempts to minimize this aspect of the data collection and research findings.
- *Sample size*: The sample size will be limited to the number of students that the student has instructed at the College. This will limit the sample size to n=57.
- *Self-assessment*: There are ample findings in the literature regarding the issues of self-assessment and the potential of self-assessment studies to be subject to one's own biases.

As previously stated, this student will attempt to control for this issue, as best as is possible, utilizing an action research method of evaluation.

### **Summary of Chapters**

Chapter 2 will provide a review of the literature and is comprised of two parts. The first part will provide a more thorough examination of the current research and findings related to for-profit, private career colleges. The second part of the literature review will focus on adult learning theory and current methodologies utilized in adult curriculum design and delivery.

Chapter 3 will present the research methodology that will be applied in conducting this self-evaluative study utilizing a qualitative participatory action research approach.

Chapter 4 will present and examine the data collection and data analysis methods that will be utilized to conduct this evaluative process. This chapter is comprised of Part I: Curriculum Design and Part II: Curriculum Delivery.

Chapter 5 will present a summary of this self-evaluative research study providing an overview of the research issues that were investigated, an explanation of how the study was conducted, and a review of this study's findings. The significant and non-significant findings from this research study will be presented. Recommendations for the future and for further research into the subject area will also be presented and examined.

## CHAPTER 2

### REVIEW OF THE LITERATURE

The review of the literature will comprise two parts. The first part will provide a more thorough examination of the current research and findings related to for-profit, private career colleges.

The second part of the literature review will focus on adult learning theory and current methodologies utilized in adult curriculum design and delivery.

#### **Part I:**

#### **For-Profit Private Career Colleges**

Many of the studies and investigations that have been conducted on the private career-college industry, both in Canada and the U.S., have been initially undertaken by government agencies in order to examine the increasing financial issues with respect to the non-payment of student loans. A secondary, and perhaps an unintended outcome of these studies, has revealed a number of issues that are also relevant to the effectiveness of the program and overall student success regarding student drop-out rates, instructor ineffectiveness, program misrepresentation, post-graduation unemployment rates, and so forth.

*The Survey of Canadian Career College Students* was undertaken by Human Resources and Social Development Canada and The Canadian Millennium Scholarship Foundation between 2007–2009 (R. A. Malatest & Associates Ltd., 2007, 2008, 2009). The study was initiated to further understand student participation in the private post-secondary educational system. Students from 384 private career colleges participated in an in-school survey to ascertain socio-economic background, factors influencing selection of the private college system, debt levels, student satisfaction, work and educational transition plans. The study surveyed both National Association of Career College (NACC) member and non-member institutions. According to the NACC website, the National Association of Career Colleges, established in 1896, "continues to serve its members and support students of career colleges. The NACC acts as an umbrella organization for its affiliated provincial career college associations" (2012b).

The national survey was conducted in three phases comprising Phase I, the *Institutional Survey* completed in 2007; Phase II, the *In-School Student Survey* completed in 2008; and Phase III, the *Graduate Survey* completed in 2009. Phase I (2007) of the report begins by stating, "Currently, little is known about Canada's private post-secondary educational system and the students enrolled in and graduating from this system" (R. A. Malatest & Associates Ltd., 2007, p. ii.). Phase III of the study, completed in 2009, concluded:

The research underscores the considerable differences between career college students and students in Canada's public or community college system – namely, the majority of career college students purposely chose a PTI (*private post-secondary training institution*) over a public or community college to obtain job-

related training/education that could be acquired more quickly than if they had attended a public PSE (*post-secondary education*) institution. (R. A. Malatest & Associates Ltd., 2009, p. 77)

A summary of the key findings relevant to this student's research study are discussed below.

According to the information gathered from the In-School Student Survey, conducted in 2008, private career college students appeared to make up a number of unique sub-groups, including:

Older males, retraining after health concerns or limited employment opportunities reduced the viability of a previous career; older females, retraining or reentering the workforce after a leave due to family responsibilities; younger students attending programs that are not available in the public college system; students, both young and old, interested in a program of short duration that will provide specific workforce skills; these students may or may not have previous degrees from college or university; young students that intend to pursue additional college or university education after a first degree at a private career college; immigrants, retraining or changing careers because their education or qualifications are not recognized in Canada (R. A. Malatest & Associates Ltd., 2008, p. iv)

The survey (2008) also found that private career college students generally delayed entry into post-secondary education. It reported that the majority of the students choose to attend either a private or public college or university only after a delay of anywhere from one to over ten years after leaving high school. According to the survey this delay is most commonly related to a lack of interest or career indecision, although the

survey also found that financial and personal issues or family responsibilities also impacted the decision to pursue a post-secondary education among those attending a private career college (R. A. Malatest & Associates Ltd., 2008).

More than one-half of students who participated in the In-School Survey cited, “a change in career/to pursue a job (36 percent), to gain further skills in current field of work (ten percent) or to gain practical skills (ten percent) as reasons for enrolling in their PTI program" (R. A. Malatest & Associates Ltd., 2009, p. 35).

The student survey (2008) concluded that based on the characteristics of students entering private colleges, it appears that the private college system primarily appeals to those looking to obtain workforce skills with limited time investment. Phase II of the survey concluded:

For these students, the fact that the public college or university system is not their first choice is perhaps due to longer program durations.

The private system offers short programs specifically geared towards quick entry into the labour market. Students accessing this system appear to be choosing specific programs that are shorter in duration to obtain marketable labour skills without significant investment in post-secondary education. (R. A. Malatest & Associates Ltd., 2008, pp. 58–59)

The student survey (2008) also reported that the majority (97%) of the students surveyed attended full-time programming. According to the survey, across all programs, career college programs are commonly 7 to 12 months in duration. In contrast, programming in the public college system tends to run for a longer duration, more often

running 2 years or longer (public 62%, 24 months or longer; private 12%, 24 months or longer) (R. A. Malatest & Associates Ltd., 2008).

Despite the delay of entry into post-secondary education, the student survey (2008) found that private career college students have limited savings to draw upon to fund their education (R. A. Malatest & Associates Ltd., 2008). Information on tuition fees gathered from both National Association of Career College (NACC) members and non-members showed that, on average, tuition fees most commonly ranged between \$5,000 and \$10,000 for both NACC (72%) and non-NACC (54%) schools (R. A. Malatest & Associates Ltd., 2007).

Data gathered from the student survey (2008) revealed that private career college students are enrolled in a wide variety of programming. At the time of the survey students were most commonly enrolled in programming related to Health (38%) and Media or Information Technology (24%).

The findings related to student characteristics and student demographics that were reported between 2007–2009 (R. A. Malatest & Associates Ltd., 2009) are still relevant today and will be discussed further in Chapter 4 of this research study.

One of the key findings of this three-phase study, in its relevance to this student's research study, is the following finding reported in the institutional survey, "approximately one-half (51%) of the institutions reported employing instructors with grade 12 (23%) or other qualifications (28%)." (R. A. Malatest & Associates Ltd., 2007, p. 2). According to the NACC website's advertisement for their Instructor Development Program (see Chapter 1) the issues surrounding instructor qualifications is still paramount even though this data was revealed, nationally, in 2007.

In 2010 an investigation was undertaken by the United States Senate Committee on Health, Education, Labor, and Pensions. The final report *For Profit Higher Education: The Failure to Safeguard the Federal Investment and Ensure Student Success* was released on July 30, 2012 (United States Senate Committee on Health, Education, Labor, and Pensions, 2012). The final report provides the following explanation as to the rationale for completing the investigation:

In accordance with Rule XXV of the Standing Rules of the Senate, the U.S. Senate Committee on Health, Education, Labor, and Pensions (the committee) holds legislative jurisdiction over all proposed legislation, messages, petitions, memorials, and other matters relating to education and student loans and grants. Proprietary schools and institutions of higher education, henceforth referred to as for-profit colleges, fall under this jurisdiction both as academic institutions and as eligible recipients of Federal loans and grants provided through Title IV of the Higher Education Act. Senate rules also provide that the committee shall study and review, on a comprehensive basis, matters relating to education. In April 2010, under the leadership of Chairman Tom Harkin, the committee initiated an over-sight into the proprietary sector of higher education. The majority staff offers this report to the committee with accompanying minority staff views. (p. vi)

The following is a summary of the key findings relevant to this student's research study.

According to the report (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) the two-year investigation by the U.S. Senate Committee found that federal taxpayers are investing billions of dollars a year, \$32 billion in the

most recent year, in companies that operate for-profit colleges. Yet, the report points out, more than half of the students who enrolled in those colleges in 2008–2009 left without a degree or diploma within a median of 4 months.

Colleges owned by a company that is traded on a major stock exchange had 2008–9 student withdrawal rates 9 percent higher than the privately held companies examined. Among the 15 publicly traded companies, 55 percent of students departed without a degree. Among the 15 privately held companies examined, 46 percent of students departed without a degree. (p. 5)

The report (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) continues:

For-profit colleges are owned and operated by businesses. Like any business, they are ultimately accountable by law for the returns they produce for shareholders. While small independent for-profit colleges have a long history, by 2009, at least 76 percent of students attending for-profit colleges were enrolled in a college owned by either a company traded on a major stock exchange or a college owned by a private equity firm. The financial performance of these companies is closely tracked by analysts and by investors. . . .

Congress has failed to counterbalance investor demands for increased financial returns with requirements that hold companies accountable to taxpayers for providing quality education, support, and outcomes. Federal law and regulations currently do not align the incentives of for-profit colleges so that the colleges succeed financially when students succeed. (p. 1)

The Senate Committee (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) does state that in light of these findings, for-profit colleges have an important role to play in higher education. They point out that the existing capacity of non-profit and public higher education is, "insufficient to satisfy the growing demand for higher education, particularly in an era of drastic cutbacks in State funding for higher education" (p. 1). The report continues, stating that there has been an enormous growth in non-traditional students, "those who either delayed college, attend part-time or work full-time while enrolled, are independent of their parents, or have dependents other than a spouse. This trend has created a "new American majority' of non-traditional students" (p. 1). As has been discussed in Chapter 1 of this research study, this is also the trend in the Canadian adult student population who attend not-for-profit, higher education, institutions.

The Senate Committee (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) points out that, in theory, for-profit colleges should be well equipped to meet the needs of non-traditional students. According to the report for-profit colleges offer the convenience of nearby campus and online locations, a structured approach to coursework and the flexibility to stop and start classes quickly and easily. The report (2012) continues, "these innovations have made attending college a viable option for many working adults, and have proven successful for hundreds of thousands of people who might not otherwise have obtained degrees" (p. 1). Chapter 4, Part I will examine the ramifications of these innovations.

The Senate Committee (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) also found that a large number of the for-profit colleges failed

to make the necessary investments in student support services which, according to the report, have been shown to help, particularly, this new non-traditional group of students to succeed in school and to assist students after they graduate. The Senate Committee states that they see this as a deficiency, "that undoubtedly contributes to high withdrawal rates" (p. 1).

The report (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) points out that in 2010, the for-profit colleges that were examined in the study, employed 35,202 recruiters compared with 3,512 career services staff and 12,452 support services staff, more than two and a half recruiters for each support services employee. The Senate Committee states, "This may help to explain why more than half a million students who enrolled in 2008–9 left without a degree or Certificate by mid-2010. Among 2-year Associate degree-seekers, 63 percent of students departed without a degree" (p. 1).

The report (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) also found that:

For-profit colleges devote tremendous amounts of resources to non-education related spending including marketing, recruiting, profit and executive compensation, while spending relatively small amounts on instruction. In fiscal year 2009, the education companies examined by the committee spent \$4.2 billion or 22.7 percent of all revenue on marketing, advertising, recruiting, and admissions staffing; \$3.6 billion or 19.4 percent of all revenue on pre-tax profit; and \$3.2 billion, or 17.2 percent of all revenue on instruction. This means that the

companies together devoted less to actual instruction costs (faculty and curriculum) than to either marketing and recruiting or profit. (p. 5)

The report (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) continues, "With respect to 'academic quality', Undercover observation by the GAO and student complaints reveal that some for-profit schools have curricula that do not challenge students and academic integrity policies that are sometimes not enforced" (p. 5). The effects of this decreased funding to actual program costs (faculty, curriculum, resources) will be examined in more detail in Chapter 4.

The Senate Committee report (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) points to the consequences for these students, "Students who attend for-profit schools are more likely to experience unemployment after leaving school. According to a National Center for Education Statistics study, 23 percent of students who attended for-profit schools in 2008-9 were unemployed and seeking work" (p. 7).

The report (United States Senate Committee on Health, Education, Labor, and Pensions, 2012) concludes:

In the absence of significant reforms that align the incentives of for-profit colleges to ensure colleges succeed financially only when students also succeed, and ensure that taxpayer dollars are used to further the educational mission of the colleges, the sector will continue to turn out hundreds of thousands of students with debt but no degree, and taxpayers will see little return on their investment. (p. 2)

Many of the issues identified in the U.S. investigation are similar to those revealed in the Canadian survey. All of these issues impact the effectiveness of these programs and the overall success of the students enrolled in these programs. Chapter 4 of this research study will consider these issues further when examining effective means of curriculum design and delivery for this population.

A recent American article, "America's Worst Colleges," by Andrew Leonard (2012a), examines the current state of for-profit schools in the U.S. and asks the question, "How badly are for-profit schools serving young people?" The article discusses the case of three former for-profit college students who sued the college over alleged misrepresentations of costs and transferring of class credits to other educational institutions. Although the article primarily identifies one specific college Leonard states that this college, "in that respect, is no different from any other career school. . . . in an industry where bottom-line considerations often trump devotion to educational achievement" (¶7).

While the article's primary focus is on student loans and the student dropout rate, the article is of relevance to this research study in that it echoes many of the current concerns with the for-profit education industry. Leonard (2012a) writes:

Kent Jenkins (Corinthian's current Vice President for Public Affairs) defended Corinthian's institutional loan program with a refrain often heard from defenders of for-profit schools. Students at Corinthian, he noted, tend to have extremely low incomes, did not thrive in traditional academia and are out on their own financially. They have few options. Corinthian, he said, trains these students for real-world jobs. "The education that our students get is economically beneficial to

them,” said Jenkins, “and that is the way it should work.” Jenkins acknowledged that dropout rates in the for-profit sector can be high, but said the proper comparison for Corinthian, where most courses are under two years in length, is with two-year community colleges. “We enroll a larger percentage of students that are high risk and minority,” said Jenkins, “and we have a significantly higher graduation rate than community colleges do.” (§22)

The review of the literature will comprise two parts. The first part will provide a more thorough examination of the current research and findings related to for-profit, private career colleges.

The second part of the literature review will focus on adult learning theory and current methodologies utilized in adult curriculum design and delivery.

Leonard (2012a, 2012b) points to the fact that Corinthian’s exact graduate rate numbers are in dispute. According to a report released by the Senate’s Health Education Labor and Pensions Committee (date u/k), chaired by Senator Tom Harkin, D-Iowa, Corinthian schools have some of the worst withdrawal rates in the entire for-profit sector. Using data that Harkin’s office asserted came directly from Corinthian, the Harkin report determined that 66 percent of Corinthian students who were enrolled in 2008–2009 withdrew without graduating with an Associate's Degree by 2010, ranking Corinthian the fourth worst performer in the for-profit sector over that time period.

Leonard (2012a) states that critics of for-profit schools do concede that graduation rates for the sector as a whole are better than for community colleges. He continues, "But they argue that doesn't mean that "outcomes" are better" (§27).

Leonard (2012a) refers to the study by three MIT researchers, David J. Deming, Claudia Goldin and Lawrence F. Katz, published in December 2011, titled *The For-Profit Postsecondary School Sector: Nimble Critters or Agile Predators?* which, according to Leonard, summed up the following conclusions from the available data:

We find that relative to these other institutions, for-profits educate a larger fraction of minority, disadvantaged, and older students, and they have greater success at retaining students in their first year and getting them to complete short programs at the certificate and associate degree levels. But we also find that for-profit students end up with higher unemployment and "idleness" rates and lower earnings six years after entering programs than do comparable students from other schools, and that they have far greater student debt burdens and default rates on their student loans. (¶29)

Leonard (2012a, 2012b) and the following Canadian article further demonstrate the recurrent issues surrounding for-profit private career colleges. It is not the purpose of this student's research study to focus on the default rates of student loans—one of the primary incentives for undertaking these investigations—it is the often non-intended findings that these reports reveal that this student's research study will examine (higher unemployment and idleness rates; lower earnings; incompetent, unprofessional teachers; and so forth).

This next article reported by The Canadian Press (September 3, 2012) is included in this literature review in part due to its timeliness in relation to this research study and the article's relevance to for-profit private career colleges in Canada.

The article titled *Documents Reveal Complaints of Unprofessional Teachers at Some Ontario Career Colleges* (Canadian Press, 2012) reports that a total of 47 complaints were made by students during 2010 and 2011 to Ontario's Ministry of Training, Colleges and Universities (MTCU) alleging unprofessionalism by instructors including student harassment; inadequate instruction; and incompetent, unprofessional teachers. One of the complaints alleges:

My knowledge after graduation from this program is poor," reads a complaint from a student at the Canadian Business College dated September 2010. "I'm not qualified to apply for the position they told me that I would be (qualified for) after completing their program. (§28)

The article reports that in January, the Ministry (MTCU) issued a compliance order to one of the colleges that was alleged to have been offering unapproved programs, employing instructors that do not meet the necessary qualifications and using false statements in advertising material. While the spokesperson for the college stated that, "We have met all of the concerns that the ministry had and we've taken all of the appropriate steps to correct or clarify what needed correcting" (§33), the issue then becomes for those students who graduated or left the college while these concerns were present. Some of the students who dropped out may have done so due to instructional issues while some of the students who graduated may have issues similar to those mentioned above relating to now being an unqualified graduate.

One of the areas that will be looked at in more detail, in Chapter 4 of this research study, involves instructor qualifications at for-profit, private career colleges. Section 41 of Regulation 415/06 of the Private Career Colleges Act of Ontario, 2006, sets out the

qualifications for, "any instructor employed by a private career college in Ontario."

(MTCU, Private Institutions Branch, Instructor Qualification Form):

Qualifications of instructional staff,

41. (1) A private career college shall not employ a person to provide instruction in a vocational program unless,

(a) the person has one of the following qualifications:

(i) the person has 48 months of work experience in the vocation,

(ii) the person has 24 months of work experience in the vocation and one of the educational qualifications described in subsection (2), or

(iii) the person has 24 months of work experience in the vocation and 36 months of teaching experience in the vocation; and

(b) in the case of a vocation that is governed by a regulatory body that has prescribed qualifications for persons instructing students, the qualifications prescribed by the body. O. Reg. 415/06, s. 41 (1).

(2) A person referred to in subclause (1) (a) (ii) must have one of the following educational qualifications:

(a) The person holds a Bachelor degree from a university in Ontario or another post-secondary institution authorized to grant the degree under the Post-secondary Education Choice and Excellence Act, 2000 or under a special Act of the Assembly that establishes or governs the institution;

(b) The person holds a Bachelor degree from a university or other post-secondary institution in another province or territory of Canada or a degree from a university

or post-secondary institution outside Canada that is equivalent to a Bachelor degree described in clause (a);

(c) The person is a graduate of a college of applied arts and technology established under an Act of the Assembly or of an equivalent institution outside Ontario;

(d) The person is a graduate of a private career college registered under the Act or a predecessor of the Act or of an equivalent institution outside Ontario;

(e) The person holds a certificate of qualification issued under the Trades Qualification and Apprenticeship Act or the Apprenticeship and Certification Act, 1998 or an equivalent certificate issued under legislation of another province or territory of Canada. (Government of Ontario, 2006/2009)

Although the Act is quite clear in defining the qualifications required by private career college instructors, it has been this student's experience that many of the instructors that this student has been affiliated with would not qualify for employment according to the standards set out in this Act. The preceding article (Leonard, 2012a, 2012b) collaborates this in pointing to several instances of allegations regarding unqualified instructors in at least three identified private career colleges currently operating in Ontario.

It is of interest, to this student, to note that one of the colleges named in the Canadian article, Everest College, is affiliated with one of the colleges named in the American article, Corinthian Colleges. According to the American article (Leonard, 2012) Corinthian College is the parent company to Everest College.

In 2007 the Canada Student Loans Program (CSLP) of Human Resources and Social Development Canada (HRSDC), in partnership with British Columbia Student Aid and the National Association of Career Colleges, contracted DLB Consulting Inc. to, "conduct research that would produce a compilation of innovative practices with respect to efforts of private educational institutions toward ensuring student success" (DLB Consulting Inc., 2008, p. 5). The subsequent report, released in 2008, was titled *Innovative Practices Toward Improving Student Success in Canada's Private Career Colleges*.

The report is included in this research study as it further illuminates one of the primary concerns with many sectors of the industry. Contained within the first paragraph of the report, the following statements appear to identify one, if not *the*, primary reason for conducting the study.

These efforts of private career colleges demonstrate the positive participation of the institutions in their students' lives, helping students to make appropriate choices of program of study, to successfully complete their training, and to confidently move from school to work or to further education. Additionally, student success is generally understood as including the repayment of student loan debt. (DLB Consulting Inc., 2008, p. 6)

The report identified nine innovative practices for private educational institutions to follow to ensure student success, presented in the following order: academic excellence, student centric core value, pre-enrollment assessment and testing, effective orientation, personal and financial counsel, internship and practicum, job placement assistance, administrative excellence, sector involvement. Initially, it appears that the

report would provide a positive contribution to resolving the issues surrounding private career colleges and student success. The report identifies Innovative Practice #1 as *Academic Excellence* and states:

It is only fitting that any consideration of innovative practices toward improving student success in Canada's private career colleges begin with a discussion on academic excellence. Private career colleges are a critical part of the country's post-secondary education system. In the past, however, the private career college sector has been criticized for not providing the highest quality education to students. This perception is changing and the unique contribution of the private career college sector is increasingly being recognized.

There is a growing awareness among private career colleges of the need to provide high quality, world class education to students. College operators, administrators and faculty continue to demonstrate an exceptional commitment to achieving this goal. Qualified faculty, coupled with a high commitment to ensuring that students have every opportunity to succeed in their chosen field of study, are the key pillars of the first innovative practice: Academic Excellence. Two important criteria are commonly used to qualify teaching staff: 1) field experience in the subject matter being taught; and, 2) teaching training and skill. The goal of faculty is to ensure that every student be given every reasonable opportunity to succeed. Consequently, administration and teaching staff in colleges that focus on academic excellence often speak of a readiness to spend extra time, both inside and outside of class, to help students who are struggling. (DLB Consulting Inc., 2008, p. 7)

These two paragraphs are the total sum of information provided within the report on Academic Excellence. With respect to the two identified criteria that are stated to be, "commonly used to qualify teaching staff" (DLB Consulting Inc., 2008, p. 7), the report only lists the criteria, (see previous paragraph), but does not provide a detailed discussion of why these two criteria would be important or any examples to support that.

Regretfully, it appears that within the first few pages of the report that the following statements summarize the overarching goal of this study and the majority of the studies being conducted in the private career college industry, "It is hoped that the website and guide will enable private institutions to better pursue student loan repayment rate improvement plans, which can lead to reduced financial risk to the student loan program . . . In private education, improving the quality of training to students is a sound business practice" (DLB Consulting Inc., 2008, p. 6).

Also in 2007, the Learning Policy Directorate (LPD), Strategic Policy and Research Branch of Human Resources and Social Development Canada (HRSDC), commissioned Snowden and Associates, Inc. and The Educational Policy Institute to conduct a feasibility study:

That considers, defines and documents the potential scope, sources of information, research options and potential methodologies that would be required to achieve a comprehensive understanding of the role and value of private career colleges in Canada's learning system. HRSDC defines this understanding as: a profile of career colleges and their students, information on student outcomes, (quantified), documented economic impacts related to career colleges and their students, and a comparison of these outcomes to similar or related public-

institution and international offerings. (Snowdon & Associates, Inc., & The Educational Policy Institute, 2007, p. 2)

The report, titled *Assessing the contribution of private career colleges to students and the Canadian economy: A feasibility study Final report* (2007) further stated that, "Ultimately, the feasibility study is driven by the need to answer a relatively simple question: *What is the value-added contribution of PCC's to students and the Canadian economy?*" (Snowdon & Associates, Inc., & The Educational Policy Institute, 2007, p. 2).

The following summarizes the findings of the study:

Our report has highlighted definitional problems and lack of data as two key areas that severely constrain the ability to develop a better understanding of the PCC sector in Canada and the development of a set of information that would inform "value-added" studies. Accordingly, consideration should be given by the Government of Canada to negotiating with the PCC sector as a whole to bring institutions into various types of statistical samples in an effort to improve the quantity and quality of available information. (p. 24)

With respect to economic impacts of PCCs and their students, the report states:

There is limited financial information available that would allow for a full economic impact study based on "traditional" economic impact studies. As business entities, the presence of a career college provides an economic boost to every community-through paying taxes, buying services and providing employment. (Snowdon & Associates, Inc. & The Educational Policy Institute, 2007, p. 33)

In examining the findings of the report to determine the contribution of private career colleges to the student, which the report identified as one of the primary objectives in undertaking the study, the reports simply states,

While it may be possible to provide a rough approximation of the impact of PCCs as business entities, a more telling method of determining their "value" is to look more directly at how PCCs provide "value-added" to students who have attended and/or completed their programs of study.

In a perfect research environment with unlimited financial resources, this "value-added" model would need to capture a host of factors that influence the educational value associated with the educational experience. . . . this approach requires knowing not just student outcomes (as measured by employment and earnings) but also beginning characteristics (as measured by things such as high school completion and grades), and educational inputs such as dollars spent per student. (Snowdon & Associates, Inc. & The Educational Policy Institute, 2007, pp. 33–34)

The report repeatedly states that as this information is not currently available in Canada, the benefits of private career colleges to the student are not identifiable. The report also states, that with respect to the research studies conducted by R. A. Malatest and Associates Ltd. (2007, 2008, 2009), previously referred to in this research study, the follow-up period of six-months after graduation is, "much too short to show *any* rate of return. A follow-up period of at least two years or so is preferable" (Snowdon & Associates, Inc. & The Educational Policy Institute, 2007, p. 38).

This report is included in this research study as another example of research being conducted, on a large scale basis, to examine private, for-profit, career colleges and their benefit to themselves, as a business and to the economy as an industry. The studies and reports presented in Part I of this literature review, I believe, consistently fail to thoroughly examine and identify the issues of accountability by many of these adult education organizations to provide the services and program that they are contracted, and regulated, to provide. At the present time, after having conducted extensive research into the adult education industry, I am not aware of any current Canadian research (or even international research) that is being conducted to actually solve the needs of the individuals that they state that they are mandated to serve. These issues will be raised again and examined within the following sections of this research study.

## **Part II:**

### **Adult Learning Theory and Methodology**

Regardless of the number of issues surrounding the for-profit private career college sector of adult education, I believe that as professionals each adult educator also needs to take responsibility for ensuring the quality, effectiveness and success for the programs and courses of study that these students are enrolled in. According to several authors, in order for adult educators to be deemed to be professional it is necessary, and they believe, should be a requirement, to have a theoretical basis for their educational practice. (Boone, Safrit, & Jones, 2002; Merriam & Brockett, 2007; Oliva, 2001; Schunk, 2012; Stringer, 2008). Schunk (2012) provides the following explanation behind these author's beliefs.

Schunk (2012) believes that learning theory and educational practice "should, and do, complement one another . . . theory and practice affect one another. Many theoretical developments eventually become implemented in classrooms" (p. 20). According to Schunk educational professionals should strive to integrate theory, research, and practice and seek to advance their theoretical knowledge through the results of informed teaching practice.

According to Guy Lefrançois (2012) learning theories are attempts to systematize and organize what is known about human learning and are useful for explaining and for predicting and controlling behavior. Lefrançois explains that the two traditional divisions in theories of learning are behaviorism (deals mainly with the observable aspects of human functioning) and cognitivism (concerned more with such topics as perception, information processing, concept formation, awareness, and understanding). Learning, he explains, involves actual or potential changes in behavior that result from experience and the terms learning theory and behavior theory are often used synonymously. He states:

Among the various ways of looking at human behavior or learning, two broad orientations can be identified; these give rise to the traditional divisions among psychological theory. One orientation assumes that human behavior is, at least in some measure, influenced by activities such as thinking, feeling, intending, wanting, expecting, reasoning, remembering, and evaluating. These processes define what is thought of as "mind". They are cognitive (or intellectual) processes; hence, this orientation is that of the cognitive psychologists.

The other orientation doesn't flatly contradict the first but insists that little scientifically valid knowledge about human behavior can be obtained by

investigating the nebulous processes of the mind. Instead, advocates of this orientation concentrate on examining actual behavior and the observable conditions that lead to behavior. These are behavioristic psychologists. (pp. 344–345)

Lefrançois (2012) points out that few positions are entirely and exclusively behavioristic or cognitive, "these labels are very useful for indicating the theorist's general orientation and the sorts of topics with which the theory is most likely to be concerned" (p. 345). He explains that by definition, behavioristic theories deal mainly with relationships among stimuli, responses, and the consequences of behavior, whereas, in contrast, cognitive psychologists are less interested in stimuli and responses than in the more intellectual processes: problem solving, decision making, perception, information processing, concept formation, self-awareness, and memory, among others.

J. S. Bruner (1985) a noted psychologist, according to Lefrançois, describes five models of the learner which are reflected in the different learning theories: tabularasa (empty vessel, behavioristic), hypothesis generator (intention and prediction; Tolman, Hull), nativism (prewired constraints and predispositions; ethologists, gestaltists), constructivism (invention and building of cognitive representations; Piaget, Bruner, Vygotsky), and novice-to-expert (computer simulation, information-processing models, neural networks).

Lefrançois (2012) summarizes his examination of learning theories and models pointing out that although theorists have attempted to come up with the one model or group of theories that would best explain how a person learns, "that one model and one group of theories must be more correct, more useful, better than the others" (p. 362).

Bruner (1985) states simply, "It was the vanity of a preceding generation to think that the battle over learning theories would eventuate in one winning over all the others" (p. 297). Lefrançois states, "None has clearly won over all, perhaps because there isn't one kind of learning" (p. 362). Lefrançois believes that the most useful models may well prove to be those that recognize this point and as such allow for all of the various kinds of learning that is possible:

In the wealth of circumstances under which learning takes place. **Such** a model would recognize that the strength of the human learner lies in the enormous range of competencies and adaptations possible.

Ideally, the human learner is flexible rather than rigid, open rather than closed, inventive rather than receptive, changing rather than fixed, and poetic rather than prosaic. Models of the learner and resulting theories should reflect this. (p. 362)

In the book, *Learning Theories: An Educational Perspective*, 6th. ed., (2012), Schunk writes that learning theory and educational practice are often viewed as distinct. Schunk believes that they should, and do, complement one another. He explains,

Neither is sufficient to ensure good teaching and learning. Theory alone may not fully capture the importance of situational factors. Practical experience without theory is situationally specific and lacks an overarching framework to organize knowledge of teaching and learning. Theory and practice help to refine one another. (p. 27)

Learning theory is no substitute for experience. Theory without experience can be misguided because it may underestimate the effects of situational factors. When

properly used, theory provides a framework to use in making educational decisions.

Conversely, experience without theory may often be wasteful and potentially damaging. Experience without a guiding framework means that each situation is treated as unique, so decision making is based on trial and error until something works. Learning how to teach involves learning what to do in specific situations. (pp. 20–21)

According to Schunk (2012) theory and practice affect one another. Many theoretical developments eventually become implemented in classrooms. Contemporary educational practices such as cooperative learning, reciprocal teaching, and differentiating instruction for individual learners, have strong theoretical underpinnings and research to support them.

Educational practice also influences theory. Schunk (2012) explains that experience can confirm theoretical predictions or suggest revisions.

Theories are modified when research and experience present conflicting evidence or suggest additional factors to include. Early information processing theories were not directly applicable to school learning because they failed to consider factors other than those connected with the processing of knowledge. When cognitive psychologists began to study school content, theories were revised to incorporate personal and situational factors. (p. 21)

Schunk (2012) believes that educational professionals should strive to integrate theory, research, and practice. He states, "We must ask how learning principles and

research findings might apply in and out of school. In turn, we should seek to advance our theoretical knowledge through results of informed teaching practice" (p. 21).

Schunk (2012) provides a brief explanation of behavioral and cognitive theories to provide a better understanding of the concepts underlying human learning principles. Schunk explains that behavioral theories view learning as a change in the rate, frequency of occurrence, or form of behavior or response, which occurs primarily as a function of environmental factors. According to Schunk, learning involves the formation of associations between stimuli and responses and based on Skinner's (1953) view, a response to a stimulus is more likely to occur in the future as a function of the consequences of prior responding. Schunk states that Skinner believed that reinforcing consequences would make the response more likely to occur, whereas punishing consequences would make it less likely.

Behaviorism was a powerful force in psychology in the first half of the twentieth century, according to Schunk (2012), and most older theories of learning are behavioral. Schunk states that these theories explain learning in terms of observable phenomena.

Behavioral theorists contend that explanations for learning need not include internal events (e.g., thoughts, beliefs, feelings), not because these processes do not exist (because they do-even behavioral theorists have to think about their theories!), but rather because the causes of learning are observable environmental events. (pp. 21–22).

In contrast, according to Schunk (2012), cognitive theories stress the acquisition of knowledge and skills, the formation of mental structures, and the processing of information and beliefs. Schunk explains that from a cognitive perspective, learning is an

internal mental phenomenon inferred from what people say and do. "A central theme is the mental processing of information: Its construction, acquisition, organization, coding, rehearsal, storage in memory, and retrieval or non-retrieval from memory" (p. 22).

Schunk points out that although cognitive theorists stress the importance of mental processes in learning, they disagree over which processes are important.

According to Schunk (2012) these two conceptualizations of learning have important implications for educational practice. He explains that behavioral theories imply that teachers should arrange the environment so that students can respond properly to stimuli, while cognitive theories emphasize making learning meaningful and taking into account learners' perceptions of themselves and their learning environments. In summary, Schunk states, "Teachers need to consider how instruction affects students' thinking during learning" (p. 22).

So how does learning occur? According to Schunk (2012) behavioral and cognitive theories agree that differences among learners and in the environment can affect learning, but they diverge in the relative emphasis they give to these two factors. Schunk explains that behavioral theories stress the role of the environment, specifically, how stimuli are arranged and presented and how responses are reinforced. He states that behavioral theories assign less importance to learner differences than do cognitive theories. Two learner variables that behavioral theories consider are reinforcement history (the extent to which the individual was reinforced in the past for performing the same or similar behavior) and developmental status (what the individual is capable of doing given his or her present level of development).

Cognitive theories, according to Schunk (2012), acknowledge the role of environmental conditions as influences on learning. For example, that a teacher's explanations and demonstrations of concepts can serve as environmental inputs for students; that a student's practice of skills combined with corrective feedback, as needed, can also promote learning. Schunk points out that cognitive theories though contend that instructional factors alone do not fully account for a student's learning. What students do with information, for example, how they attend to, rehearse, transform, code, store, and retrieve it, is also critically important. In addition, the ways that learners process the information will determine what, when, and how they learn, as well as what use they will make of the learning.

Cognitive theories also emphasize the role of the learner's thoughts, beliefs, attitudes, and values (Schunk). Schunk explains that learners who doubt their capabilities to learn may not properly attend to the task or may work halfheartedly on it, which he states, retards learning. Such learner thoughts as "Why is this important?" or "How well am I doing?" can affect learning. According to Schunk "Teachers need to consider students' thought processes in their lesson planning" (p. 22).

With respect to learning and instruction, Schunk (2012) explains that although theories and research findings help to advance the field of learning, their ultimate contribution must be to improve teaching that promotes learning. Historically, Schunk explains, there was little overlap between the fields of learning and instruction. One reason for this lack of integration may have been that, traditionally, these fields were dominated by persons with different interests. Most learning theorists and researchers have been psychologists, according to Schunk. As well, Schunk points out, much of the

early research on learning used nonhuman species, which does not allow for proper exploration of instructional processes. He explains that, in contrast, instruction was the domain of educators, who were primarily concerned with directly applying teaching methods to classrooms and other learning settings. This applied focus, according to Schunk, has not always lent itself well to exploring how learning processes are affected by instructional variations.

A second reason for a lack of integration of learning with instruction, states Schunk (2012), derives from the common belief that teaching is an art, and not a science like psychology. Schunk refers to Highet who, in 1950, wrote the book, *The Art of Teaching*, because he believed that teaching is an art and not a science, stating, "[This book] is called *The Art of Teaching* because I believe that teaching is an art, not a science. It seems to me very dangerous to apply the aims and methods of science to human beings as individuals" (Highet, 1950, p. viii). Highet continued, however, "teaching is inseparable from learning. Good teachers continue to learn about their subject areas and ways to encourage student learning" (p. vii).

A third possible reason for this lack of integration of learning with instruction, according to Schunk (2012), stems from the idea that different theoretical principles may have historically governed the two domains. Schunk points to Sternberg (1986) who contended that cognition (or learning) and instruction require separate theories. This may be true for learning and instruction by themselves, Schunk states, but as Shuell (1988) noted, learning from instruction differs from traditional conceptions of learning and teaching considered separately. According to Schunk:

learning from instruction involves an interaction between learners and contexts (e.g., teachers, materials, setting), whereas much psychological learning research is less context dependent. Sequencing of material, for example, affects learners' cognitive organizations and development of memory structures. In turn, how these structures develop affects what teachers do. Teachers who realize that their instruction is not being comprehended will alter their approach; conversely, when students understand material that is being presented, teachers are apt to continue with their present approach. (p. 18).

Schunk (2012) believes that another possible reason for this lack of integration of learning with instruction involves traditional research methods, which, he states, may be inadequate to study instruction and learning simultaneously. Schunk points to *process-product research*, conducted in the 1970s and 1980s, which related changes in teaching processes (such as number and type of questions asked, amount of warmth and enthusiasm displayed) to student products or outcomes (achievement, attitudes). He states that although this research paradigm produced many useful results, it neglected the important roles of teacher and student thoughts. "Thus, we might know which type of questions produce higher student achievement, but not why they do so (i.e., how questions change students' thinking)" (p. 19). Process-product research also focused primarily on student achievement at the expense of other outcomes relevant to learning (expectations, values). In short, according to Schunk, a process-product model is not well designed to examine how students learn.

Schunk (2012) also points out that a large percentage of learning research has used experimental methods in which some conditions are varied and changes in outcomes

are determined. "Teaching methods often are held constant across changes in variables, which negates the potential effects of the former" (p. 19).

According to Schunk (2012) fortunately the situation has changed. Researchers, such as Floden (2001), are increasingly viewing teaching as the creation of learning environments that assist students in executing the cognitive activities necessary to develop skills and reasoning abilities. A number of researchers (Pellegrino, Baxter, & Glaser, 1999; Pianta & Hamre, 2009), according to Schunk, are examining student learning by observing teaching during content instruction, especially in schools and other places where people typically learn. Researchers such as Seidel and Shavelson (2007) are today more concerned with analyzing teaching patterns rather than discrete teaching behaviors. Schunk states that a number of researchers of different traditions (Glaser, 1990; Glaser & Bassok, 1989; Pianta & Hamre, 2009) now accept the idea that instruction and learning interact and are best studied in concert and that instructional research can have a profound impact on learning theories and their applications to promote student learning.

Schunk (2012) explains that, regardless of the perspective, most learning theories share principles that are predicted to enhance learning from instruction. Instructional principles that are common to the diverse range of learning theories are:

- Learners progress through stages/phases
- Material should be organized and presented in small steps
- Learners require practice, feedback, and review
- Social models facilitate learning and motivation
- Motivational and contextual factors influence learning. (p. 20)

Schunk (2012) points out that teaching and learning emphasize various factors as important in acquiring skills, strategies, and behaviors. These include organization of material to be taught, presentation of material in short steps (small units to be cognitively processed), opportunities for practice, provision of corrective feedback, and frequent review sessions. In addition to these, Schunk believes that the role of practice is especially critical. Schunk states that Thorndike (1932) and other behaviorists believed that practice helps establish connections or associations between stimuli and responses. Schunk also points out that cognitive views of learning stress practice as a means of building associations between concepts and propositions in memory. Most views of learning and instruction, though, highlight the importance of learner motivational factors, including the perceived value of learning, self-efficacy, positive outcome expectations, and attributions that emphasize ability, effort, and use of strategies. In addition, Schunk adds, research shows that environmental factors affect what teachers do and how students learn.

A number of Schunk's (2012) ideas will be further examined and applied in Chapter 4, Part II within the Curriculum Delivery section.

The 2010 article *The Hard Work of Learning and the Challenges of "Good" Teaching*, written by University of Calgary professors Brent Davis and Dennis Sumara sought to examine whether it was possible to identify the qualities that comprise good teaching. Although the article mainly provides examples of teaching in American grade schools, several of the concepts that Davis and Sumara put forth are relevant to this research study and will be examined and applied in more detail in Chapter 4 in relation to curriculum design and delivery.

Davis and Sumara (2010) write that, in the past, while teachers have consistently been seen as being responsible for effecting change in their students, the current value-added model assesses effective teaching not in terms of the specific actions of the teacher, but in terms of the student's progress relative to where the student began (¶1). This is about to change according to Davis and Sumara. The emergent research on teaching is now suggesting that it is not about *changing* students, but about *challenging* students. This new approach, according to Davis and Sumara is a, "game changer that should prod us to rethink and redefine what teaching is all about" (¶1).

Teaching that focuses on challenging learners is organized around the much more demanding tasks of setting situations that allow students to negotiate the level of difficulty, of trusting they will choose the tougher route when they are able, of really listening to where they're coming from and what they know. (¶1)

So, the authors ask, what comprises good teaching? Davis and Sumara (2010) point out that student ratings of good teaching are very different to what is commonly ascribed as an instructor's effectiveness in supporting learning. They explain that students are more concerned with immediate experiences, such as atmosphere and personality (feelings of comfort, security, feedback, etc.). Instructors, on the other hand, "are more focused on the longer-term benefits of actually learning something" (¶3) (achievement, retention, life success). Davis and Sumara explain that value-added research attempts to examine and measure statistical relationships among variables such as student achievement, teachers, class size, school funding, and so forth. They point out, though, that this type of research has frequently been criticized due to its focus primarily in

relation to assessing teacher effectiveness strictly in terms of student achievement on standardized performance evaluations.

As for practical advice on how to distinguish among effective and ineffective teaching practices, the situation is not nearly as clear. For example, in a value-added study of high school teachers, Aronson and colleagues were unable to identify specific teacher characteristics or practices that could account for differences in student achievement—summing up with the statement that "the vast majority of the total variation in teacher quality is unexplained by observable teacher characteristics." [4] To make matters worse, the list of qualities that do *not* predict effective teaching might be a little unsettling to many readers, including such factors as a graduate-school degree, deep background in a discipline, high SAT or IQ scores, an extroverted personality, politeness, confidence, warmth, and enthusiasm. These seem to be precisely the qualities that students name and that schools of education identify when pressed to distinguish what's important. ¶7

As reflected in the value-added studies, Davis and Sumara (2010) explain that effective teaching is not framed in terms of the actual moment of engagement or the specific actions of the teacher, but in terms of where the student progresses to relative to where the student began. They state, "Not surprisingly . . . researchers have been unable to reverse engineer this conception of the consequences of good teaching into the qualities and practices of good teaching" ¶12).

Davis and Sumara (2010) point out that regardless of the methods used to assess teacher effectiveness, teachers have consistently and persistently been seen as responsible for ensuring that the persons who exit their classrooms are different from the persons who

entered, and this responsibility for changing learners is most often interpreted in terms of causing things to happen. With respect to this they state:

We suspect that this entrenched and pervasive belief is at the heart of difficulties associated with specifying what it is that good teachers do that “not-so-good” teachers don’t do, and a reason that researchers can’t seem to find qualities or practices that are common to good teachers. It’s because, simply put, teachers don’t cause learners to change. (§15)

Davis and Sumara (2010) continue:

To contextualize this point, the past half century of research into learning—conducted across domains that include genomics, neurology, psychology, sociology, anthropology, and ecology – has underscored that learners are complex, *self*-determining beings. How a student responds to whatever a teacher does is determined by that student’s complex history – genetic, experiential, social, cultural, and so on. True, the student’s learning is *dependent* on the teacher’s teaching. No matter how you slice it, the evidence shows the teacher really, really matters. But the student’s learning is not *determined* by the teacher’s teaching. And that’s a game changer that should prod us to rethink and redefine what teaching is all about. (§16)

Following from this, Davis and Sumara (2010) state, "If we were forced to collect the consequences of emergent research into learning for the pragmatics of teaching, it would be that good teaching isn’t at all about changing students; it’s about challenging them" (§17).

Davis and Sumara (2010) state:

We have no hard evidence for it, but our strong suspicion is that, if researchers were to reframe their analyses of what's going on in the classrooms of those 5 percent of teachers whose students are excelling-regardless of where those students start and irrespective of social demographics-they would find that, in fact, what those teachers are up to isn't all over the map. With regard to practices, they are doubtlessly challenging their students, refusing to make things easy and constantly expecting more than of learners than learners might imagine themselves capable. And with regard to qualities, they are undoubtedly curious-about where ideas come from, how students might have arrived at particular constructs, possibilities that arise when different people and different traditions are juxtaposed, and so on. (§19)

*The Profession and Practice of Adult Education: An Introduction* (Merriam & Brockett, 2007) states in the preface, "This is not a book about how to plan programs or teach adults; instead, it is about what constitutes professional practice" (p. x). The authors continue: "one of the goals of this book – in addition to describing the field of adult education – is to raise awareness of and encourage reflection on critical issues" (p. x). This examination into the professional practice of adult education and particularly "to raise awareness of and encourage reflection on critical issues"(p. x) is also one of the goals of this student's research study, is the reason for including this book in this literature review.

Merriam and Brockett (2007), state that in the area of adult education, it is important to begin by distinguishing between the terms *adult education* and *adult learning*. According to Merriam and Brockett:

Adult education can be distinguished from adult learning, and indeed it is important to do so when trying to arrive at a comprehensive understanding of adult education. Adult learning is a cognitive process internal to the learner; it is what the learner does in a teaching-learning transaction, as opposed to what the educator does. Learning also includes the unplanned, incidental learning that is part of everyday life. As Thomas (1991a) explains: "Clearly education must be concerned with specific learning outcomes and with the processes of learning needed for students to achieve those outcomes. Thus education cannot exist without learning. Learning, however, not only can exist outside the context of education but probably is most frequently found there." (p. 17)

So while learning can occur both incidentally and in planned educational activities, it is only the planned activities that we call adult education. (pp. 5–6)

In defining the term, *adult education*, Merriam and Brockett (2007) explain that a definition of adult education will usually include a reference to the adult status of the student and to the notion that the activity is purposeful or planned. They offer the following historical overview of the term adult education:

An early, often-quoted definition by Bryson (1936) captures these elements. Bryson proposed that adult education consists of "all the activities with an educational purpose that are carried on by people, engaged in the ordinary business of life" (p. 3). More than fifty years later, Courtney (1989) offers a

definition "for practitioners . . . those preparing to enter the profession, and . . . curious others who have connections with the field" – that echoes Bryson's: "Adult education is an intervention into the ordinary business of life-an intervention whose immediate goal is change, in knowledge or in competence" (p. 24). Darkenwald and Merriam (1982) are even more specific with regard to the two criteria cited above: "Adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills" (p. 9). Some definitions emphasize the learner, some the planning, and others the process. Long (1987) believes that adult education "includes all systematic and purposive efforts by the adult to become an educated person" (p. viii). Although critiqued for its emphasis on formal education that seems to exclude self-directed efforts, Verner's often-cited definition (1964) focuses on planning: "Adult education is a relationship between an educational agent and a learner in which the agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for people whose participation in such activities is subsidiary and supplemental to a primary productive role in society" ( p. 32). Probably the best-known definition emphasizing the process of adult education is that of Houle (1972). He argues that it is a process involving planning by individuals or agencies by which adults "alone, in groups, or in institutional settings . . . improve themselves or their society" (p. 32). Finally, Knowles (1980) also identifies adult education "in its broadest sense" as "the process of adults

learning." In its more technical sense, adult education is "a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives" (p. 25). Knowles also proposes a third meaning that "combines all these processes and activities into the idea of a movement or field of social practice." (p. 25)

In defining the term adult education, borrowing from Usher and Bryant (1989), the authors (Merriam & Brockett, 2007) provide the following simple, straightforward definition of the adult educator as one who has an educational role in working with adults.

With respect to the scope of activities that the term adult education covers, according to Merriam and Brockett (2007), Knowles, in 1997, observed that, historically, adult education had typically emerged in response to specific needs, and that its growth has been episodic rather than steady. Merriam and Brockett explain that in the Colonial period, for example, adult education had a moral and religious imperative, whereas after the colonies became a nation, adult education was more focused on developing leaders and good citizens. According to Merriam and Brockett, the modern era of adult education has been concerned with educating and retraining adults to keep the United States competitive in a global economic market. In addition, population trends such as growing ethnic diversity and the "graying" of North America; the shift from an industrial to a service-and information-based economy, which is displacing workers and creating a need for retraining and new careers; and technological advances are forces shaping adult education today.

Regarding the goals of adult education, Merriam and Brockett (2007) explain that the stated goals of adult education in countries around the world are similar, in the sense that each nation is concerned with improving the lives of its citizens. "How this is to be achieved varies by social and political context. Some nations have a national agenda with priorities spelled out, while others implicitly endorse certain goals by the ways in which it allocates funding and other resources" (pp. 166–167). According to Titmus (1989) four major categories of purposes capture the goals of adult education worldwide:

(a) Second-chance education, which offers adults who missed it the kind of education obtainable in the initial education system. This may range from basic literacy to mature entrance to university; (b) role education, which is education for social function (outside employment) and includes social role education (e. g., as citizen, member of an association) and personal role education (e. g., as parent, spouse, retired person); (c) vocational education, that is, education in the skills and knowledge required in employment; (d) personal enrichment education, or education intended to develop the individual without regard to his or her social or economic function which includes, in effect, anything not covered by the other headings. These purposes are broad enough to encompass Third World and industrialized nations, democratic and totalitarian societies, ancient and emerging nations, and multiethnic and culturally unified societies. (as cited in Merriam and Brockett, 2007, p. 167)

With respect to the act of reflection by the adult educator, Merriam and Brockett (2007) state that they believe that most adult educators have little if any time to spend thinking about the "why" behind what they do. They believe that most practitioners in

adult education are so caught up in the everyday concerns of getting the job done that they rarely consider what they ultimately hope to accomplish. Many have not identified themselves as adult educators even though they may be working with adults in an educative capacity. Consequently, they believe that the goals and purposes of the activity tend to become aligned with specific content. The authors give the example of the nurse educator who thinks of increased medical knowledge as the goal and the consultant who thinks of training employees to be better managers as the goal. They point out, however:

If we consider the purpose or goal of our work from the broader perspective of adult education, we get some different answers. Looking at the overall goals and purposes of one's practice is one way of situating oneself in the field; it is also another way of asking what counts as adult education. (p. 17)

Merriam and Brockett (2007) point to the necessity for adult educators to develop a philosophy of education and describe it as, "a conceptual framework embodying certain values and principles that renders the educational process meaningful" (p. 28). According to Merriam and Brockett, a philosophy of education typically includes discussions of terms, aims and objectives, curricula, methods, the teaching-learning transaction, the role of society, and the roles of student and teacher, "philosophy, after all, enables us to articulate the grounds for our actions, and it imbues us with a sense of why we do what we do" (p. 29). The authors believe that reflecting on what one does, as a practitioner, ultimately leads to a more informed and perhaps better practice.

The authors (Merriam & Brockett, 2007) provide four reasons or outcomes as rationales for taking the time to develop a philosophy of practice and reflect on one's practice.

Whether we do it individually or in groups, informally or formally, there are a number of good reasons for reflecting on what we do. First, becoming aware of our underlying values and assumptions provides guidelines for making decisions and setting policy. Suppose, for example, that your program places a high value on adults from all socioeconomic classes having access to learning opportunities. A commitment to this value would involve policies reflecting funding and availability of support services such as transportation and childcare. Or perhaps your organization values acknowledging learning with some form of certification or accreditation. Decisions then must be made about what form this credentialing might take, such as awarding diplomas or giving continuing education units. (p. 29)

According to Merriam and Brockett (2007), a second and somewhat related reason for examining one's philosophy of adult education is in respect to what the adult educator assumes and values which the authors believe can directly affect curriculum and instruction. The authors put forth the following questions that they believe the adult educators should ask themselves:

- What do you and your coworkers believe about the adult learner whom you serve?
- What assumptions do you as an educator, trainer, or consultant make about the adult students that you work with?
- What do you assume to be true about learning in adulthood?
- What do you believe about the learning process? About the role of the teacher? The student?

- What do you believe about the goal or end purpose of your work as an adult educator? (pp. 29–30)

Merriam and Brockett (2007) believe that the curriculum and the nature of instruction will differ, dramatically, depending on whether the adult educator feels that learners should gain a certain body of knowledge, or that personal development is the goal, or that learners should become empowered to effect social change.

Understanding the assumptions under which the adult educator and others are working within leads to a third benefit, according to Merriam and Brockett (2007) that of the facilitation of interpersonal communication. They state that practitioners who serve on planning committees, advisory boards, and steering committees may often wonder why, at times, they make so little progress in dealing with issues of mutual concern. For example, a trainer from the business world who wants a more productive workforce may have little in common with a community educator interested in social action. They explain that understanding which assumptions lie behind each position is a first step in confronting and perhaps negotiating differences. From an organizational development and transformation perspective this is an important consideration as the adult educator is often interacting with members of the various stakeholder groups affiliated with the adult education organization and its respective adult educators.

A fourth outcome of articulating a philosophical stance, according to the authors, is that in so doing, "we as adult educators can make a contribution to our field" (Merriam & Brockett, 2007, p. 30). They explain that this can happen in several ways:

Apps (1985) suggests that philosophizing "serves as continuing education's conscience, raising questions of an ethical and moral nature about various

practices and procedures" (p. 8). Such a stance also separates professional adult educators from others working in the field. Professionals are aware of what they are doing and why they do it; they have an end, a vision, in mind as well as the means. It is this vision that makes sense out of the means-the daily activities of our practice.

A philosophical stance also contributes to the field in that it serves to unite theory and practice. In observing what we are doing and asking why we are doing it, we expose the mismatches, the disjunctions, the tensions between what the rhetoric says we should be doing and what we actually do. (p. 30)

Merriam and Brockett (2007) explain that philosophical perspectives of adult education began in the mid-nineteenth century with the progressive education movement. From that movement, according to the authors, John Dewey and others further developed a philosophy of adult education comprising the following principles:

A focus on learners and their needs and experiences rather than on predetermined content. The use of scientific methodology incorporating problem-solving, activity, and experience-based approaches to instruction. A shift from teacher as authority figure to teacher as facilitator of learning. Education as an instrument of social action and social change. (p. 36)

Eduard Lindeman (1926), according to Merriam and Brockett (2007), was directly influenced by John Dewey (1938) and is said to be the most prominent proponent of progressive adult education. Lindeman believed that life experiences play a significant role in adult learning and his conception of adult education pointed toward a continuing process of evaluating experiences. Lindeman also advocated a situation approach to

learning stating that the best teaching method is one that emerges from situation experiences. Lindeman believed that, "Every adult person finds himself in specific situations with respect to his work, his recreation, his family-life, et cetera – situations which call for adjustments. Adult education begins at this point" (p. 122).

According to Merriam and Brockett (2007), both Dewey and Lindeman also saw a new role for the teacher as no longer being the oracle who speaks from the platform of authority, but rather being the guide, the pointer-out, who also participates in learning in proportion to the vitality and relevance of his facts and experiences.

In examining the various philosophical perspectives of practice, Merriam and Brockett (2007) point out that many of the concepts and practices in adult education have stemmed from a behaviorist perspective and are "behaviorist in nature" such as behavioral objectives, accountability, competency-based curricula, instructional design models, and some program-planning and evaluation models. The authors state that Tyler's *Basic Principles of Curriculum and Instruction*, first published in 1949 and still in print today, is a good example of a planning model from a behaviorist orientation. They also point out that most contemporary program-planning models have drawn heavily from Tyler.

The next philosophic perspective in adult education, according to Merriam and Brockett (2007), was derived out of humanistic psychology beginning in the 1950s, from the writings of Maslow, Rogers, Buhler, and Bugental.

When applied to education, and to adult education in particular, humanistic assumptions lead to a focus on developing the potential of the learner; indeed, the development of persons is an oft-expressed goal of the entire enterprise of adult

education. Further, humanistic education is learner-centered because the view assumes that learners are internally motivated, can identify their own needs, and can make decisions about content, instructional method, and evaluation. The teacher is a facilitator of students' learning, not an authoritative dispenser of information. The learning transaction necessitates affective as well as cognitive involvement; consequently, learning has an impact not just on the behavior but also on the attitudes and personality of the learner. To effect this involvement, instructional techniques that are experiential, nonthreatening, and collaborative work best. (Merriam & Brockett, 2007, pp. 40–41)

Merriam and Brockett (2007) point out that other philosophical perspectives on adult education have included self-directed learning and andragogy (Malcolm Knowles), phenomenology (Stanage), existentialism and critical social theory (Jarvis), critical or radical philosophy (Paulo Freire and Ivan Illich), feminist theory, and constructivism. They explain that the practitioner of adult education might adopt any one of these philosophical perspectives as their personal philosophical of adult education, or they could choose to operate from a more eclectic position choosing compatible aspects of different theories to explain and guide their practice. The authors state that Apps (1985) cautions on working solely from existing schools of thought believing that this approach can prevent analysis and original thought. Apps states:

Once one reads through a description of these various philosophies, the tendency is to try to fit one's own philosophy into one of these established philosophies. Once one has done so, the inclination is to become comfortable with this new-found intellectual home and stop questioning and challenging and constantly

searching for new positions. We cannot retreat into someone else's philosophy as a kind of storm cellar that protects us from facing our practice head on. (pp. 72–73)

Merriam and Brockett (2007) explain that Apps (1985) suggests an alternative process in which the practitioner tries to identify the beliefs which they hold about adult education; then search for contradictions among their beliefs; next the practitioner tries to uncover the sources of their beliefs, such as personal experiences or the authority of others; and then finally evaluates their beliefs, considering which beliefs to maintain and which beliefs they might want to change. Apps calls this a belief analysis process and believes that this process puts the practitioner in touch with their own implicit philosophy of adult education. Apps also suggests additional concrete activities for the practitioner wishing to engage in a philosophical analysis of their practice including, examining the assumptions that underlie one's own or someone else's practice, clarifying definitions, searching for metaphors, or examining slogans.

Merriam and Brockett (2007) point out that Hiemstra suggested a similar process using a Personal Philosophy Worksheet which asks the practitioner to identify, for example, their beliefs about reality and the nature of being human, as well as their views about professional practice, including its aims, method, and content. Merriam and Brockett summarize this need to develop a personal philosophy and to reflect on one's practice stating, "Connecting our personal views to the larger socio-historical context may lead to a richer and deeper understanding of why we do what we do in our practice" (p. 49).

A final suggestion that Merriam and Brockett (2007) pose for engaging in a philosophical inquiry into one's practice is to examine some of the ethical dilemmas that arise in practice settings. They point out that ethics is, "in fact a branch of philosophy that deals with moral reasoning and moral behavior" (p. 49). Merriam and Brockett explain that there is any number of ethical issues in adult education that could stimulate this kind of inquiry such as program planning, marketing, administration, evaluation, the teaching-learning transaction, and research. They state:

Our experiences in working with learners attempting to sort out their philosophy of adult education suggest that the best place to begin is with situations, incidents, or issues from everyday practice. What tensions have you felt with colleagues, for example? What policies have been difficult to formulate? When have you needed to make a choice between several courses of action? What has been the point beyond which you refuse to compromise in a given situation? (p. 49)

This will be further examined, in relation to this student's experience, in Chapter 4.

All of these methods of developing, examining, and then reflecting on, one's personal philosophy of practice as an adult educator is believed to lead to a more professional approach to the profession. In line with this thinking, Merriam and Brockett (2007) discuss the need for the profession of adult education to develop a more unified perspective and identity, which they believe would lead to a more "professionalization" of the profession. They point to the fields of social work and medicine and state that while these fields are also quite diverse in their approaches to practice, what makes them

seem to be more unified is that they each have a credentialing mechanism that restricts who can practice. They state:

Adult education, for the most part, does not have such regulations and is thus more like the field of administration, which in most situations requires no credential or certification to practice. The MBA degree, like a degree in adult education, does not guarantee entry into the field, nor does not having one prevent someone from being an administrator. (p. 81)

Merriam and Brockett (2007) point out that several writers suggest that the profession of adult educators should decide on a set of principles, an overriding purpose, or a set of strategies that they can agree on as a means of conceptually bringing the practice of adult education together. For example, Beder (1989) proposed five "core principles that form the basic foundation of the field" (p. 48). Apps (1979) believed that rather than establish a set of principles, the profession needs to settle on one clear overriding purpose of continuing education, "to enhance the quality of human life in all its personal and social dimensions" (p. 91). In 1984 Perelman proposed a new kind of learning enterprise for the post-industrial economy, one "focused on adults rather than children, on learning rather than education, on technology rather than institutions, and on private competition rather than public administration" (as cited in Merriam & Brockett, 2007, p. 82). Perelman points out that the major barrier to creating this new adult-focused enterprise is:

An appalling lack of timely and accurate information about the entire system of adult learning in the United States. This information must be gathered, education must be made learning-centered rather than degree-centered, and new technology

must be used, in order to meet the economy's growing need for flexible human capital. (as cited in Merriam & Brockett, 2007, p. 83)

From the research that this student has presented to this point though, it does not appear that Perelman's idea of adult learning being learning-centered rather than degree-centered, which he proposed back in 1984, has yet come into existence as the norm. Yet, Perelman's proposed learning enterprise focusing on private competition back in 1984 appears to have come into play with the onset of for-profit private career colleges. According to Merriam and Brockett (2007) in 1989 Koloski observed, "Anybody and everybody may be in the business of delivering some form of adult education in any number of locations and institutions and for any number of purposes. We are unable, as a field, to provide solid data to identify our colleagues" (p. 73). Koloski (1989) recommended a number of pragmatic steps, which she believed were necessary to create a distinctive image for adult education. According to Koloski (1989), first, a major database needed to be constructed:

In which we "count, categorize, and characterize individuals, programs, and professional affiliations for our field". . . . Second, we must agree on "the professional competencies necessary for the privilege of being called an adult educator," followed by "delineat[ing] standards of practice for each endeavor in the field, from literacy through continuing professional education, from training to civic empowerment." (pp. 74–75)

Merriam and Brockett (2007) conclude this overview on adult education by defining adult education as, "activities intentionally designed for the purpose of bringing

about learning among those whose age, social roles, or self-perception define them as adults" (p. 8).

Merriam and Brockett (2007) also present a number of key concepts in adult learning including five theories, models, and areas of knowledge that they believe have informed the practitioner's understanding of the adult learner and have helped educators work successfully with adult learners. They explain that some of the concepts are the result of years of research and theory development while others are drawn largely from the experiences of educators who have worked with adults in a wide range of settings.

According to Merriam and Brockett (2007) several of the major concepts that have informed the profession's understanding of the adult learner include: andragogy, self-directed learning, transformation theory, adult development, and intellectual functioning. Some of these concepts have already been presented in this section of the literature review. The concepts that will be expanded upon are those that this student believes to be more relevant to this research study.

According to Merriam and Brockett (2007) these concepts emphasize the individual learner, often from a psychological perspective. They present a number of new concepts that they believe, "have begun to take hold" (p. 158), such as situated cognition and feminist pedagogy, as well as new perspectives on older ideas such as training and development and experiential learning. They point out that within these areas the focus on the individual is complemented by a greater emphasis on the social context in which the learning takes place.

*Andragogy*, according to Merriam and Brockett (2007), is essentially a way of thinking about working with adult learners. Malcolm Knowles (1989), whom Merriam

and Brockett (2007) state is a proponent of the concept, describes what he sees as the six assumptions underlying the concept:

1. Adults need to know why they need to learn something before undertaking to learn it.
2. Adults have a self- concept of being responsible for their own lives...they develop a deep psychological need to be seen and treated by others as being capable of self-direction.
3. Adults come into an educational activity with both a greater volume and a different quality of experience from youths.
4. Adults become ready to learn those things they need to know or...to cope effectively with their real-life situations.
5. In contrast to children's and youth's subject-centered orientation to learning (at least in school), adults are life centered (or task centered or problem centered) in their orientation to learning.
6. While adults are responsive to some extrinsic motivators (better jobs, promotions, salary increases, and the like), the more potent motivators are intrinsic motivators (the desire for increased self-esteem, quality of life, responsibility, job satisfaction, and the like). (pp. 83–84)

Pratt (1993), another proponent of the concept, believes that andragogy has made a major contribution to adult education by serving as a recognizable concept that provides familiar ground for adult education and contributing to the profession's understanding of adults as learners, although being limited in explaining or clarifying an understanding of the process of learning.

With respect to *transformation theory*, Merriam and Brockett (2007) believe that experience is central to an understanding of the adult learner. They point out that it is not the mere accumulation of experience that matters, instead, it is the way in which the individual makes meaning of their experience that facilitates growth and learning, and it is this idea that forms the foundation of transformation theory. According to M. C. Clark (1993), what makes transformational learning different from other approaches to learning is that it produces:

More far-reaching changes in the learners than does learning in general, and . . . these changes have a significant impact on the learner's subsequent experiences.

In short, transformational learning *shapes* people; they are different afterward, in ways both they and others can recognize. (p. 47)

Merriam and Brockett (2007) state that transformation theory has been a major milestone in advancing the understanding of adult learning as it has refocused the interest of adult education on an aspect that may be unique to the adult learner, "the way in which experience can lead to fundamental changes in the learner's perspective" (p. 143).

Merriam and Brockett (2007) point out that the *environment* in which learning takes place (physical, psychological, and social) also plays an important role in successful learning. The actual physical space in which learning takes place, including room size, temperature, lighting, acoustics, seating type and arrangement, how technology is arranged and used in the learning space, and the *proxemics*, (how learners relate to one another in terms of body language and personal space), all have an impact on the learning process. The psychological environment centers on creating a climate in which both learners and teachers are able to engage in a genuine exchange recognizing that learners

do not come to the learning situation with a blank slate but come with a range of life experiences. According to Merriam and Brockett some of these life experiences can serve as possible learning resources while others, such as time pressures, difficult work situations, domestic concerns, and such, can detract from learning. Merriam and Brockett also believe that the social environment is another consideration in the realm of adult education, which centers on the culture of the teacher-learning setting. This includes factors such as race and sex in relation to how adult educators work with learners. This was a particularly important consideration within the cultural environments that this student was involved in as the majority of students were multi-cultural, male, and with English not being their first language.

The concept of *experiential learning*, or the role of experience in the process of learning as it was known originally, according to Merriam and Brockett (2007), has its roots in the progressive philosophy of John Dewey (1938), was central to Lindeman's (1926) view of adult education's meaning, and has been reflected in several of the major approaches to adult learning. Specifically, they point out, it is not merely that the accumulation of experience makes a difference, it is how learners attach meanings to or make sense of their experiences that matters. Merriam and Brockett explain that an important application to experiential learning can be found in some innovative efforts to work with adults who return to higher education. In this setting, they state, experiential learning generally refers to learning that takes place outside the classroom including internships, for example, as well as awarding credit for prior learning, including in-services, voluntary activities, work experiences, and so forth. Merriam and Brockett cite Lewis and Williams' (1994) research on the applications of experiential learning in the

context of higher education such as field-based academic programs comprising internship and practicum experiences; cooperative education and community service; granting credit for prior learning; and classroom-based experiential learning, such as case studies, critical incidents, simulations, and games.

Merriam and Brockett (2007) point out that in addition to the contributions to andragogy and transformation theory, the importance of the learner's experience has also helped to shape techniques of collaborative inquiry, also known as collaborative learning. *Collaborative inquiry* is defined as a sharing of information in relationships of equality that promote new growth in each participant and has been grouped under the rubric of action inquiry technologies. According to Brooks and Watkins (1994):

Action technologies bring together theory and practice in a way that places greater emphasis on taking action and working with informal theories and people's experiences, rather than formal theorizing and reporting on research results. . . . action technologies play down the role of the experts and emphasize the input of those whose lives and work are most directly affected by the problem under study. (as cited in Merriam and Brockett, 2007, p. 155).

Merriam and Brockett (2007) believe that one of the most promising approaches to understanding adult learning is found within the concept of *situated cognition*, defined simply as examining and understanding the adult learner's real-life experiences. The key idea behind situated cognition, according to Merriam and Brockett, is that context is central to how adult cognition is understood. Taken from the work of Choi and Hannafin (1995), situated cognition, as an approach, "recognizes the inextricability of thinking and the contexts in which it occurs, and exploits the inherent significance of real-life contexts

in learning" (Choi & Hannafin, 1995, p. 53). Merriam and Brockett continue, "In other words, cognition (or knowing) is not merely something that goes on inside of the individual, but rather is tied to the surroundings and life experiences of the person" (p. 156). The authors cite Wilson (1993), who points out:

That in order to understand the central place of context in thinking and learning, we have to recognize that cognition is a social activity that incorporates the mind, the body, the activity, and the ingredients of the setting in a complex interactive and recursive manner." (p. 72)

According to Wilson (1993), situated cognition is based on three key ideas: 1) learning and thinking are generally social activities; 2) thinking and learning abilities are profoundly structured by the availability of situationally provided tools; and 3) thinking is influenced by interaction with the setting in which learning takes place. Merriam and Brockett (2007) explain that situated cognition is based on the idea that what we know and the meanings we attach to what we know are socially constructed, "thus, learning and knowing are intimately linked to real-life situations" (p. 156).

According to Merriam and Brockett (2007) current work in situated cognition focuses not only on the learning process itself but also on how educators can effect a more authentic, real-life context for learning, for example, through apprenticeships, and can also support the transfer of learning from one context to another. They point out that the premise behind this idea is not new, but, "what appears to be of more recent vintage is the commitment of adult educators to expand their understanding of and interest in the adult learner beyond the limits of individual psychology taken out of the context of life experience" (p. 156). Some examples of situated cognition that this student utilized in the

curriculum design and delivery included field trips to jails, courts, and psychiatric facilities, nursing and retirement homes; mock interview scenarios; case studies; guest speakers; and so forth.

One of the reasons for including this next article in this literature review is the article's relevance to this research study from an organizational development and transformation perspective. Having completed a master's degree in social work, with a community organization, management, and social policy (COMP) specialization, I am very familiar with systems thinking and a systems approach to program planning, development, implementation, and evaluation. *Developing Programs in Adult Education: A Conceptual Programming Model* (Boone et al., 2002) is included within this literature review as it presents a systems approach to curriculum design and delivery, what Boone et al. refer to as a conceptual programming model. The model applies a whole systems perspective of analysis to the target, learner, client, action, programmer, change agent, and adult education organization system from an adult education perspective.

Boone et al. (2002) begin the discussion of programming and the conceptual programming model by first recommending that adult educators broaden their perspectives from historically being concerned solely with the stages of program development and instructional design, to a consideration and inclusion of all of the features of the participating systems that affect the nature of programming and the change process. Boone et al. explain:

The adult educator operates in systems. All efforts are directed toward change in systems. The adult education organization is a system; the adult learner group is a

system; the process employed in developing and implementing an educational program is a system; and the program itself is a system. (p. 3)

Basing their model on a on a systems approach to practice, the authors present a model of the program planning process which they state is, "one of the few theoretical models based in systems theory merged with the practice ecology of adult education" (Boone et al., 2002, p. ix). The authors believe that their conceptual programming model "provides adult educators with a consistent framework for understanding and giving meaning to the many activities in which they engage when planning, designing, implementing, and evaluating adult education programs" (p. xv). The model is, according to the authors, a "nonlinear, conceptually focused, holistic model of the programming process" (p. xv). "It is a comprehensive yet practical conceptual framework for developing adult education programs" (p. xv). The authors are also quick to point out that, "This is not a detailed handbook" (p. xv).

Boone et al. (2002) explain their rationale for developing the conceptual programming model:

In the complex and rapidly evolving organizational and societal contexts in which today's adult educators function, no single programming model can address adequately the myriad diverse adult learners; their societal, cultural, economic, political, and technological contexts; and their highly complex, ever-changing educational needs. However, the conceptual programming model does provide adult educators with the critical concepts and processes needed to develop effective and meaningful programs with and for adult learners. The model reflects continuity of theory while demonstrating flexibility in application. Finally, this

model holistically addresses the entire continuum of processes and products involved in developing valid and reliable educational programs for adults, including the adult learner as a system, the adult learner group as a system, and the institutionalized learner system (family, community, and so on), as well as the contexts within which the system functions. (pp. xv–xvi)

According to the authors (Boone et al., 2002), a primary distinguishing feature of their model is linking the adult education organization and its adult educators to the organization's target publics/learner systems through the process of mapping, as well as the involvement of these publics in collaborative needs identification, assessment, and analysis and the design and implementation of educational programs to respond to these needs (p. xvi). This aspect of the model, from an organizational development and transformation perspective, will be discussed further in Chapter 4 as it relates to the process of curriculum design.

In addition, the authors (Boone et al., 2002) state that the conceptual programming model emphasizes ongoing, planned formative evaluation of all major decisions and actions taken during the implementation of the total programming process (p. xvi). The term, *programming*, as defined by the authors, within the context of adult education, includes the individual and collaborative efforts of the adult education organization, its adult educators, and its target publics/learner systems in the planning, designing and implementing, and evaluating and accounting for planned educational programs. According to Boone et al., programming:

Includes all of the planned and collaborative efforts and activities of adult educators, learners, and their leaders in designing and effecting educational

strategies that should culminate in behavioral change in individual adult learners and, collectively, the targeted learner system and subsequent alterations of the system itself. (p. xvi)

Boone et al. (2002) present several basic assumptions within the context of programming, that they believe helps to define and describe the total programming process, from the initial planning of the program through to evaluating and accounting for program outcomes.

The first assumption is that programming is directed toward a *change in behavior* of the individual adult learner, of learner groups, and of institutionalized learner systems (Boone et al., 2002). According to Boone et al., all of these audiences are *systems*, toward which the adult educators' efforts are to be directed. In the case of the individual adult learner and adult learner groups, reference is to a *change* in their knowledge, skills, attitudes, and practices. In the case of institutionalized learner systems (such as a family, neighborhood, community, or special interest group), reference is in terms of a change in the aggregate of the people comprising the system, and in the system itself).

In order to effect change in a system, Boone et al. (2002) believe that adult educators must focus on its individual members' beliefs, attitudes, and objectives, as well as those of the system. Successful attainment of planned change in a system involves collaboration among the adult education organization's educators, leaders of the system, and members of the system. The outcome of such collaboration may be the alteration of attributes of the system and its sub-systems through the development of a new system or alteration of the old one.

The second assumption is that programming is a *decision-making process*. Boone et al. (2002) state that these processes are accomplished in a systematic, decision-making, value-based mode which involves identifying and interfacing with adult learners, learner groups, and institutionalized learner systems and their leaders. These decision-making processes include collaborative identification, assessment, and analysis of their educational needs; translating those analyzed needs into learner objectives; selecting appropriate change/learning strategies; designing the educational program; invoking action strategies to implement the program; and evaluating and accounting for program outcomes.

The third assumption is that programming is a *collaborative effort* involving both the adult education organization and leaders of its target publics/learner systems in identifying, assessing, and analyzing the educational needs of those target publics (Boone et al., 2002).

The fourth assumption is that programming in adult education is a *system*; a system whose parts (relevant concepts and processes) are interrelated, ordered, and linked to form a collective whole (Boone et al., 2002). According to these authors three major interrelated and connecting subprocesses are encompassed within the programming system: (1) planning, (2) design and implementation, and (3) evaluation and accountability.

The fifth assumption is that programming is the principal means by which the adult education organization obtains systematic and continuous *feedback*. The use of such feedback often helps to keep the organization alert and sensitive to changes in its external environment and forms the base for organizational renewal (Boone et al., 2002). This will

be further discussed from an organizational development and transformation perspective within the adult education organization system in Chapter 4, Part I.

Boone et al. (2002) also examine a number of assumptions that are pertinent to the adult educator. They state that the primary assumptions concern the adult educator's role itself. "First and foremost, the role of the adult educator must be perceived as that of both change agent and programmer" (p. 6). As a change agent Boone et al. state that the adult educator plans and directs the change process as it relates to the individual learner, learner groups, or the institutionalized learner system. The change agent facilitates involvement and helps potential learners to become aware of their needs, formulate educational objectives to meet those needs, devise and implement means for achieving those objectives, and subsequently fulfill their needs. The change agent assists learners in evaluating their successes or failures in needs attainment and helps them re-plan when necessary. The change agent also functions as an educator.

The second assumption relates to the adult educator's role as a programmer. Boone et al. (2002) state that in most instances, the adult educator cannot single-handedly institute a planned program. "As a programmer, the adult educator functions within the context of an adult education organization, in which interactions with colleagues can significantly affect programming decisions" (p. 6). The authors believe that planned programs are structured within the social, cultural, economic, and political context of the organization's external environment, for example, a neighborhood, a community, a county, a state, or a combination of such systems.

The third assumption, according to Boone et al. (2002), is that the adult educator's/programmer's personal characteristics, style, and philosophy, including

personal values, goals, and ethics. Mastery of certain concepts and principles of programming and skills in programming procedures influence the conception of and implementation of the programming process. The programmer's values, goals, and ethics are usually reflected in a personal philosophy of adult education. Boone et al. state that this personal philosophy is an important component of a guiding framework within which the programmer operates, and, the author's believe, is often the final criterion upon which professional decisions are based.

The fourth assumption is that the adult educator/programmer needs a conceptual base from which to operate in the change process (Boone et al., 2002). According to them, concepts that form this base act as the foundation of understanding, which will guide the adult educator/programmer in making intelligent choices and decisions. These authors believe that these concepts combine to form a conceptual framework, or cognitive map that "undergirds the programmer's decisions and choice of activities" (pp. 7–8), and provides a framework within which to make decisions and take actions on the programs they develop. The authors refer to this framework as a cognitive map which represents the integration of concepts and their interrelationships into a framework that is useful in directing the mental processes involved in making decisions and choices. They point out that Laszlo (1972) refers to a cognitive system as constituted of mind-events, including perceptions, sensations, feelings, volitions, dispositions, thoughts, memories, and imagination—that is, anything present in the mind. According to Boone et al. concepts within this system cohere as interdependent constituents, not as a mere collection of diverse aggregates of thoughts. They explain, "Therefore, the term cognitive map is used here to refer to a conceptual framework composed of concepts and their

interrelations that form the programmer's understanding of the component processes of programming" (p. 8).

According to Boone et al. (2002) among the more important concepts in a programmer's cognitive map are the concepts of *systems, culture, change, decision making, and needs*.

Boone et al. (2002) explain that, in general, a *system* is viewed as consisting of several parts that together form a unitary whole and they emphasize that gaining a perspective on programming in adult education requires a degree of *systems thinking*. They explain that systems have universal characteristics and behavioral patterns. According to these authors an understanding of these universalities can be applied to decisions at several points in the programming process, including:

- Analysis of the adult education organization as a system, including its subsystems and their interrelationships.
- Analysis of a learner system, organization, or community that is the target of a change effort.
- Development of a profile of any other organization(s) involved in a collaborative effort or to which the programmer may defer program plans.
- Evaluation of the planned program as a system, and programming as a systems approach to change.
- Assessment of the total social, cultural, economic, and political context within which change is to take place. (p. 9)

Boone et al. (2002) state that the principal product or outcome of adult education programs is positive behavioral change among the participants in the programs offered by

the adult education organizations. Thus, according to them, the collaborative efforts of adult educators and learner groups in the programming process, from planning to evaluation, also constitutes a system.

*Culture*, another concept within the adult educator's/programmer's cognitive map, according to Boone et al. (2002), includes the behavior or lifestyle of a definable grouping of people and may be thought of as all the learned and expected ways of life shared by members of a society such as artifacts, buildings, tools, and other physical things, as well as techniques, social institutions, attitudes, beliefs, motivations, and value systems known to the group. The authors believe that concepts such as culture, subculture, cross-cultural change, cultural bias, and the culture of distinct social groups are increasingly becoming a part of an adult educator's cognitive map.

Boone et al. (2002) believe that scanning, analyzing, and mapping of the organization's external environment also contribute to facilitating an understanding of the cultural differences in the lifestyles of learners in potential learning systems within that environment. Thus, according to these authors, an adult educator's decisions with regard to specific programming strategies should be based, along with other factors, on the particular culture of the learning system toward which the program may be directed.

The next concept, *change*, refers to the alteration of the structure and/or behavior of the systems and it may be planned or unplanned (Boone et al., 2002). The authors state that planned change refers to a purposeful decision to make improvements in a system, usually with the help of a change agent. The authors refer to Bennis, Benne, Chin, and Corey (1969) who define planned change as "a conscious, deliberate, and collaborative effort to improve the operations of a human system, whether it be self-system, social

system, or cultural system, through the utilization of scientific knowledge" (p. 4). Boone et al. explain that the entire effort of programmers is in some way tied to social systems and any educational program being planned represents intended change(s) in the collective behavior of the people within those systems.

Regarding the concept of *decision-making*, Boone et al. (2002) explain that adult educators, as decision makers, are influenced by such factors as their own personalities, values, backgrounds, and communication sources, the nature of the social system(s) involved, and the nature of the innovation, among other factors.

In describing the concept of *needs*, as it relates to the adult educator's/programmer's cognitive map, Boone et al. (2002) draw from Tyler's (1949) definition of a need, stating that a need comprises, "the difference between the present condition of the learner or learner group and a social norm that can be identified. The gap between where these learners are in relation to the social norm constitutes a need" (Boone et al., 2002, p. 12).

Tyler (1949) also identified several sources of information that would indicate the educational needs of learners, with the primary source of information being the learners themselves. Tyler believed that a study of the learners would provide a perspective on their environment, their socio-demographic characteristics, their interests, and the relevance of program content to them. A second source of information for Tyler was to study the learners' contemporary lives to determine their culture, lifestyle, bases for lifestyle, and vocabulary (concepts, skills, and values). According to Tyler such knowledge aids in designing programs relevant to the learners' social context.

A third source of information for Tyler (1949) included suggestions from what Tyler termed, subject-matter specialists. This source of information, according to Tyler, was a source of needs that was most commonly used and most often criticized (pp. 25-26). Boone et al. (2002) agree with Tyler that often specialists propose needs and objectives for individual learners or learner groups that may be too highly technical and specialized. Nonetheless, Boone et al., explain, these specialists generally set the norms on which needs may be based.

This student found that this is often the case when examining course textbooks and instructor resources developed by the publisher for a traditional college student and not designed to the needs and capabilities of the individuals enrolled in accelerated diploma programs at for-profit, private career college organizations. This will be discussed more fully in Part II of this chapter.

Boone et al. (2002) summarize the concept of needs, as it relates to the programmer's cognitive map, explaining that adult educators need to be able to identify, assess, and analyze learners' expressed (felt) needs in collaboration with the individual learner, learner groups, and institutionalized learner systems and their leaders.

The fifth assumption is that the adult educator/programmer makes decisions or choices at every stage and step in the programming process (Boone et al., 2002). As a decision maker, Boone et al. explain that the adult educator/programmer must have an adequate factual and conceptual base from which to make choices from among available options. "The soundness of decisions made will strongly influence the quality of the planned program and its outcomes" (p. 7).

The sixth and final assumption is that the programmer must be skillful in planning, designing, implementing, evaluating, and accounting for program outcomes. According to Boone et al. (2002) specific skills include the ability to communicate effectively, assess needs, write objectives, select general educational strategies, market programs, and develop evaluation devices. They believe that these skills are influenced and shaped by the adult educator's/programmer's cognitive map.

Knox (1980) and Cervero and Wilson (1994) also speak to the complexity of the role of the programmer. According to Boone et al. (2002), Knox and Cervero and Wilson see the role of the programmer as involving skills in strategy and innovation. Additionally, the programmer requires the skills of initiating and bringing about change, creative problem solving, actively seeking out alternatives and opportunities, reforming goals and priorities, negotiating; resolving conflicts, dynamic leadership, diplomacy, political astuteness, and a high degree of risk taking and entrepreneurship.

Boone et al. (2002) summarize their list of programmer assumptions, as they relate to the adult educator stating:

One may conclude from the six assumptions about the dual role of adult educators that they are major strategists who thoroughly understand and are skillful in the use of certain psychological, sociological, political, and educational concepts in linking the organization to its publics. Such linkage is achieved through analyzing and mapping publics; identifying and ranking target publics/learner systems and stakeholder groups; identifying leaders of those publics and stakeholders; and interfacing with those leaders and the learners in collaborative needs identification, assessment, and analysis. Further, adult educators possess the

conceptual and technical skills to translate analyzed needs into viable programs and plans. These conceptual tools and technical skills are coupled with the ability to relate effectively to the functions, structure, and processes of the adult education organization and the beliefs, values, and goals of the learner systems. (p. 8)

Boone et al. (2002) present, "thirteen nationally recognized models of the adult education programming process" (p. xvi) to provide a conceptual map or framework of practice for the adult educator/programmer, as well as to provide support for their conceptual programming model. They describe a variety of contexts in which these models apply and note the similarities and differences among the 13 models presented. According to the authors the most basic similarity among the thirteen models is that all of them have their basic roots in Ralph Tyler's 1949 curriculum development process. Boone et al. also point out that, "It is interesting to note that Tyler's work is grounded in that of John Dewey's classic and seminal expositions on the educational process" (p. 36).

Boone et al. (2002) explain:

The curriculum development framework presented in Tyler's classic book, *Basic Principles of Curriculum and Instruction* (1949), undergirds the other models presented in tables 2-1 and 2-2. All of the models have basic processes of educational development in which semblances of the following elements are present: (1) problem/need definition; (2) formulation of objectives, goals, and means; (3) formal and informal learning strategies; and (4) either an explicit or an implicit evaluation. So, what we have discerned in our overview of the thirteen models is an intellectual order of stages, processes, and steps in presentation.

Even though we have viewed this range of programming models within a common conceptual framework and similarities have been noted, there is an amazing diversity of approaches within the models, reflecting both the broad scope of the adult education field and the many contingent uses for the models. The differences in approach to programming seem to be more of degree than of substance, and the degrees of difference appear to lie primarily in two areas: (1) the values or philosophy of the author(s) and (2) the purpose(s) for which each model was developed. (pp. 38–39)

Boone et al. (2002) believe that their model, the conceptual programming model, greatly expands the content and scope of these models to include its generalizability to programming processes across several different adult education agency and organizational contexts. According to them, these applications could include such agencies and contexts as Cooperative Extension, community colleges, university continuing education divisions, community and volunteer organizations, public health units, human resource development units (training and development) in both the private and public sectors, and other organizations that focus on the education of adults.

In describing the model, Boone et al. (2002) state that their conceptual model uses a holistic, systems approach to programming. They state that this holistic, systems approach moves beyond planning (needs identification, assessment, and analysis) and includes the translation of expressed and analyzed needs of learner systems into a planned program, implementation of that program, and evaluation of outcomes achieved through the program's implementation, as well as accounting to significant stakeholders for results achieved.

Our approach is systems oriented and incorporates a unified and comprehensive concept of programming within a conceptual framework of three dynamic, interrelated and connecting subprocesses: (1) planning; (2) design and implementation; and (3) evaluation and accountability. This framework also provides for relevant concepts subsumed under each of the three subprocesses considered essential in the adult education programming process. Of particular note is that the conceptual model moves beyond planning to include the design and implementation of programs to respond to needs identified in the planning process, and to the evaluation of outcomes (and ultimate impact) achieved through implementation of the planned program. (Boone et al., 2002, p. 52)

A second distinguishing feature of the model, according to Boone et al. (2002), is that it is interdisciplinary and conceptually driven, which distinguishes the model from other program planning models in adult education. They state, "It is derived from, encompasses, and integrates social and behavioral science concepts that focus on planned changes in human systems. Mastery of these concepts is critical to both understanding and implementing the programming process" (p. 42). A further distinction, the authors point out, is that the model places major emphasis on the adult education organization, including and collaborating with target publics/learner systems and their stakeholders in developing and implementing its planned program response to the expressed and analyzed needs of these publics/learner systems. The authors explain that the conceptual programming model defines programming as a macro-process and system, in which the adult education organization and its adult educators engage to facilitate and effect planned changes in the behavior of targeted learner systems (the adult learner, adult

learner groups, and institutionalized learner systems) through planned programs/curriculums. Through this programming process, the adult education organization implements its mission by responding to the changing educational needs of its mandated target publics/learner systems.

Boone et al. (2002) point out that some approaches to programming, in adult education, prescribe a progression of rule-based styles that, "if implemented, are expected to produce intended outcomes" (p. 42). In contrast, the conceptual programming model is designed to bring about planned, intended changes in the behavior of targeted learner systems with a more flexible, conceptual approach based on systems thinking and on a diagnosis of and informed responses to individualized programmatic situational contexts. The model, accordingly, includes three interconnected and related subprocesses: (1) planning, (2) design and implementation, and, (3) evaluation and accountability. Each of these subprocesses, according to the authors, includes sequenced and action-driven processual tasks that are critical to the program's implementation. The concept of processual task is unique to the conceptual programming model. They state that the concept of processual task:

Was developed and formed to lift and elevate adult educators' thinking to a level in which programmatic situations are viewed and approached from a conceptual and process orientation, rather than mechanistic, trial-and-error, or step-by-step perspectives. Essential to the successful implementation of a processual task is the definition of its intended outcome and the selection and implementation of conceptually driven actions leading to the achievement of that outcome. (p. 42)

*Planning*, the first subprocess and the foundation of the conceptual programming process, according to Boone et al. (2002), is defined as a rational, continuing sequence of conceptually driven actions (processual tasks) implemented by adult educators operating from an adult education organization's context in implementing its mission. The outcome of these actions is to link the adult education organization with its mission-mandated targeted publics, interfacing with and involving their leaders, as well as spokespersons of stakeholder groups, in collaborative identification, assessment, and analysis of these publics' expressed and analyzed educational needs. Boone et al. explain that the planning sub-process includes two distinct but closely related dimensions: (1) the organization and its renewal process and (2) linking the organization to its publics. These dimensions and the planning sub-process will be further examined in Chapter 4, Part I, Curriculum Design.

The *design and implementation subprocess* is the second subprocess of the conceptual programming model. Here, the focus is on the organization and the implementation of a purposive educational response by the organization and its adult educators to the expressed and analyzed needs of its target publics in the planning subprocess. This subprocess also includes two distinct but interrelated and connecting dimensions: (1) designing the planned program and (2) implementing the planned program (Boone et al., 2002).

To implement the planned program, adult educators develop incremental plans of action that focus on the strategies needed to operationalize the planned program. According to Boone et al., (2002) these incremental plans of action are often viewed as the actual teaching plans.

The third and final subprocess of the conceptual programming model, the *evaluation and accountability subprocess*, closes the loop, according to Boone et al. (2002) by providing objective and valid feedback about the impact of the planned program to its targeted public(s)/learner system(s) and significant other stakeholder groups. "Although ongoing planned formative evaluations are critical to each decision, choice, and action taken throughout the programming process, at this stage the impact achieved through implementation of the planned program is subjected to rigorous assessment and scrutiny" (p. 47).

Boone et al. (2002) state that the evaluation and accountability subprocess is concerned with adult educators making informed judgments about the effectiveness of the planned program and its plans of action based on established criteria and known, observable evidence. As such, the authors state that this subprocess is the principal means by which the adult education organization accounts for its decisions and expenditures/use of its resources. The evaluation and accountability subprocess is based on three concepts: (1) determining, measuring, and assessing both program micro-outcomes and impacts (macro-outcomes); (2) determining, measuring, and assessing program inputs and determining cost effectiveness; and (3) using evaluation findings for program revisions, organizational renewal, and accounting to the target publics, funding sources, the governance body, and the profession.

According to Boone et al. (2002) a principal belief on which the conceptual programming model is predicated is that programming in adult education takes place in specifiable contexts. Two contexts, in particular, are viewed as central to the model: (1) the social/functional context of the adult education organization and (2) the sociocultural,

economic, political, and technological environment (context) within which planned change is proposed. The authors explain:

While one may visualize adult education programming as occurring outside a formal organization, for the most part this simply is not the case. Adult educators generally are associated with formal organizations, such as universities, Cooperative Extension, community colleges, public schools, industry, social service groups, allied health systems, volunteer organizations, churches, and other systems. Almost always, some type of formal organizational setting is the context for their programming efforts.

The importance of the adult education organization is obvious. The organizational context facilitates or constrains (or both) the adult educator's efforts through: (1) its mission/vision, values, philosophy and goals/objectives; (2) its organizational structure, availability of resources, and how these resources are deployed; and (3) its management system and its internal culture and historical relationships to other organizations. Consequently, adult educators need to be thoroughly knowledgeable about the context and skilled in negotiating the dynamics of their organization. (pp. 243–244)

An examination of the model in relation to its applicability within an organizational development and transformation approach, one of the key reasons for inclusion of this model in this research study's literature review, reveals its generalizability across a wide range of settings and systems, including the learner system, the target system, the planned program system, the adult education organization system, the larger community system of adult education organizations, as well as within each of

these systems, including the learner, the programmer, the planned program, and so forth (Boone et al., 2002).

With respect to the organizational implications of the model, Boone et al. (2002) state that at least two levels of organizational implications emerge from the conceptual programming model. The first concerns the adult education organization or system. While the conceptual programming model can be used to suggest a range of questions about the functions, structure, and processes of the adult education organization, the model also provides some guidance as to specific functions to be executed by the organization. As a result, in a structuring or restructuring of the organization, a catalog of functions is easily derived and the functional architecture of the organization can be planned such that all programming functions are accounted for within the organization. As well, the interrelationships of the subprocesses of the model can also suggest where attention should be focused within the organization's channels of communication to ensure the most efficient and effective flow of information.

The second level of organizational implications, according to Boone et al. (2002), refers to professional organizations of adult educators. They point to Lippitt, Watson, and Westley (1958) who conclude their classic work on planned change with some suggestions for the professional preparation of adult educators for the role of change agent. Boone et al. (2002) state:

We can only echo the Lippitt group on some issues. First, they point out, and quite correctly, that all professional adult educators must develop expertise in several areas. First among these is the derivation or adoption of a conceptual framework for the work they intend to do. That principle is patent throughout the

development and discussion of the programming model, which itself is intended to be such a conceptual framework. Second, they indicate that every student must come to grips with a theoretical orientation to his or her professional activities. A number of theoretical slants in adult education have potential for adoption by students of the field. In fact, a number of theoretical orientations should be considered: theories of organization and management, theories of social structure, theories of evaluation, and many others.

A philosophy of adult education necessarily implies a social philosophy as well, again mirroring an aspect of professional preparation suggested by Lippitt, Watson, and Westley (1958). A view of humankind, based on observation, reading, discussion with teachers and other students, and experience gained as an adult, is requisite to effective practice as an adult educator. (p. 265)

With respect to the specific types of skills needed by the adult education professional practitioner Boone et al. (2002) describe what they believe to be a number of important areas of preparation:

First among these is . . . a conceptual framework within which to operate. Such a framework is gained through study of existing models, integration of their principles, and reflection on their similarities and differences. Allied to this framework is the development of a consistent and coherent personal philosophy of adult education and a social philosophy.

More specifically, the adult educator must develop a range of interpersonal skills necessary for successful interaction with clients, both as individuals and as groups. Among these interpersonal skills are empathy,

observation, effective listening, interviewing, questioning, negotiating, marketing, and a sense of humor. Information-seeking skills are essential: computer literacy and the ability to use public archival and other sources of data, library skills, knowledge of public and private sources of funding, and the like. All these information skills support the particular skills and abilities embedded in the subprocesses (and their accompanying concepts) of the conceptual programming model, without necessarily being specifically part of the model. It goes without saying that a thorough grasp of the programming subprocesses is imperative. (p. 266)

This student's choice not to apply the conceptual programming model as the single instrument of analysis for this research study can be summed up by the following statements by Boone et al. (2002): "It is a comprehensive yet practical conceptual framework for developing adult education programs. . . . This is not a detailed handbook" (p. xv). From this student's point of view, even though the authors point this out at the beginning of the discussion of the model, as an instrument of (applicability) and analysis, for the purpose of this research study, this is one of the weaknesses with the conceptual programming model. This will be examined further in Part I: Curriculum Design and Part II: Curriculum Delivery, Chapter 4.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### **Research Approach**

This research study will be comprised of a self-reflective study utilizing a qualitative participatory action research approach.

In examining the concept of research and more specifically action research, Ernie Stringer, author of *Action Research in Education* (2008) explains:

The Merriam-Webster Online Dictionary (2001) provides the following common ways of using the term “research”: 1. the collecting of information about a particular subject; 2. careful or diligent search; 3. studious inquiry or examination; 4. investigation or experimentation aimed at the discovery and interpretation of facts; 5. revision of accepted theories or laws in the light of new facts; 6. practical application of such new or revised theories or laws. (pp. 2–3)

He continues:

Thus, when we research a particular topic for a school project, we are doing so in terms indicated by definition 1, collecting information in a general sense.

Traditionally, research performed by scientists and scholars tended to be that

related to definitions 4 and 5, though in recent times a broader use includes a more general sense of systematic inquiry inferred by definitions 2 and 3. When practitioners engage in action research, however, they add another dimension to the definition. They engage in careful, diligent inquiry, not for purposes of discovering new facts or revising accepted laws or theories, but to acquire information having practical application to the solution of specific problems related to their work. (p. 3)

Rory O'Brien (1998/ 2012), of the University of Toronto, in his paper "An Overview of the Methodological Approach of Action Research," states that action research, "is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research. . . . Put simply, 'learning by doing'" (¶1). O'Brien continues:

A more succinct definition is: Action research . . . aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction.

What separates this type of research from general professional practices, consulting, or daily problem-solving is the emphasis on scientific study, which is to say the researcher studies the problem systematically and ensures the intervention is informed by theoretical considerations. Much of the researcher's time is spent on refining the methodological tools to suit the exigencies of the

situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis. ¶2)

### **Why Use an Action Research Approach?**

Informal Education, in their article on action research (Smith, 2012), state:

In the literature, discussion of action research tends to fall into two distinctive camps. The British tradition—especially that linked to education—tends to view action research as research oriented toward the enhancement of direct practice.

For example, Carr and Kemmis provide a classic definition: Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Carr and Kemmis, 1986: 162). Many people are drawn to this understanding of action research because it is firmly located in the realm of the practitioner—it is tied to self-reflection. As a way of working it is very close to the notion of reflective practice coined by Donald Schon (1983). ¶1)

Stringer (2008) states that action research, "Is a state of mind, an attitude of inquiry that is an integral part of the habits of a reflective practitioner." (p. iv). He adds, "A distinctive approach to inquiry that is directly relevant to classroom instruction and learning and provides the means for teachers to enhance their teaching and improve student learning" (p. 1), and "Distinguished from basic research by an 'action' phase of inquiry; and always has an immediate practical or applied purpose." (p. 4).

Stringer (2008) continues:

Action research is designed for practical purposes having direct and effective outcomes in the settings in which it is engaged. At the heart of the process . . . are teachers with the intent to investigate issues, which helps them to more effectively and efficiently engage the complex world of the classroom. (p. 2)

### **Characteristics of Action Research**

According to Stringer (2008) action research has a long history, one often associated with the work of Kurt Lewin (1938, 1946, 1948; Lewin & Lewin, 1942), who viewed action research as a cyclical, dynamic, and collaborative process in which people addressed social issues affecting their lives. Stringer states, "through cycles of planning, acting, observing, and reflecting, participants sought changes in practices leading to social action for improvement" (p. 9). Stringer (2008) explains that Bogdan and Biklen (1992) also saw action research as a systematic collection of information that was designed to bring about social change.

Kemmis and McTaggart (1988) suggest that action research is a:

Form of collective, self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. (p. 6)

Reason and Bradbury (2001,) describe action research as:

A participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with

others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities.

(p. 10)

Stringer (2008) states that according to Reason and Bradbury action research requires skills and methods to enable researchers to foster an inquiring approach to their own practices, to engage in face-to-face work with others to address issues of mutual concern, and to create a wider community of inquiry involving whole organizations.

Stringer (2008) explains that an action research routine is a systematic process of inquiry and its strength lies in its systematic execution of these carefully articulated processes of inquiry. He provides the following illustration of an action research routine: a simple look-think-act routine that encapsulates the basic action research processes.

According to Stringer, as researchers implement a study they focus on a specific issue and then:

**Look:** Gathering information (data) by careful observation that includes looking, listening, and recording.

**Think:** Analyzing the information to identify significant features and elements.

**Act:** Using that newly formulated information to devise solutions to the issue investigated. (p. 4)

Stringer (2008) continues by saying this simple routine is enacted repeatedly so that solutions are enacted, observed, analyzed, and reformulated until a successful outcome is achieved. According to Stringer more complex problems and issues require more sophisticated formulations of this simple process, so that a fully articulated action research cycle incorporates the following processes:

*Design* the study, carefully refining the issue to be investigated, planning systematic processes of inquiry, and checking the ethics and validity of the work.

*Gather data*, including information from a variety of sources.

*Analyze the data* to identify key features of the issue investigated.

*Communicate the outcomes* of the study to relevant audiences.

*Use the outcomes* of the study to work toward resolution of the issue investigated. [italics added] (p. 4)

### **Why a Qualitative Versus a Quantitative Study?**

Stringer (2008) points out that while scientifically validated knowledge has the potential to increase the understanding of significant features of our social life and educational practice, to the extent that it fails to acknowledge or take into account the social, cultural, ethical, and political nature of social life, it fails to provide the means to improve people's educational endeavors. In addition, he continues, that one of the major strengths of qualitative research is its ability to allow researchers to tentatively state the problem, then refine and reframe the study by continuing iterations of the look-think-act research cycle.

### **Participatory Action Research**

The Caledonia Centre for Social Development (2012) lists *16 Tenets of Participatory Action Research* by Robin McTaggart which were presented to the 3er Encuentro Mundial Investigacion Participativa (The Third World Encounter on Participatory Research), Managua, Nicaragua, September 3–9, 1989. According to the Centre, these 16 tenets, "represent an important reflection and distillation of the praxis of participatory action research, by one of its leading practitioners, during the 1980s"

(Caledonia Centre for Social Development, 2012, ¶1) Five of the sixteen tenets are presented here to demonstrate the rationale for utilizing this type of research design in this research study. As a participatory, action research-based study, this research study also has the potential for the broader application of the findings within an organizational development and transformation perspective to, in the case of this research study, the larger post-secondary, adult-education industry, as a whole.

6. Participatory action research *involves people in theorising about their practices*. This involves them in being *inquisitive* about and coming to *understand* the relationship between circumstances, action and consequences in their own lives. The theories that participatory action research develops may be expressed initially in the form of *rationales* for practice. These initial rationales are then subjected to critical scrutiny through the participatory action research process.

10. Participatory action research *is a political process* because it involves people in making changes that will affect others. For this reason it sometimes creates resistance to change, both in the participants themselves and in others.

11. Participatory action research *involves making critical analyses* of the institutionally structured situations (projects, programmes, systems) in which people work. The resistance to change felt by a researcher is due to conflicts between the proposed new practices and the accepted practices (e.g. concerning communication, decision-making and educational work) of the institution. This critical analysis will help the participatory action researcher to act politically by (a) involving others collaboratively in the research process and inviting them to explore their practices, and (b) by working in the wider institutional context

towards more rational understandings, more just processes of decision-making, and more fulfilling forms of work for all involved.

12. Participatory action research *starts small* by working on minor changes which individuals can manage and control, and working towards more extensive patterns of change. These might include critiques of ideas of institutions which might lead to ideas for the general reforms of projects, programmes or system-wide policies and practices.

16. Participatory action research *allows and requires participants to give a reasoned justification of their social (educational) work to others* because they can show how the evidence they have gathered and the critical reflection they have done have helped them to create a developed, tested and critically examined rationale for what they are doing. Having developed such a rationale, they may legitimately ask others to justify their own practices in terms of their own theories and the evidence of their own critical self-reflection. (Caledonia Centre for Social Development, 2012)

### **Limitations of Using an Action Research-Based Approach**

Every research study has limitations. Qualitative research studies are often criticized for not being conducted in a scientific manner, having poor reliability and validity, and not having the ability to be generalized to the larger population (Lincoln & Guba, 1985; Stringer, 2008).

Stringer (2008) describes action research as being essentially qualitative or naturalistic, seeking to construct holistic understandings of the dynamic and complex social world of the classroom and of the school. Action research reveals people's

subjective experience and the ways they meaningfully construct and interpret events, activities, behaviors, responses, and problems. He states that although these types of studies provide powerful understandings that enable the development of effective practices and activities, they are mostly specific to particular contexts and lack stability over time, for example, what is true at one time may vary as policies and procedures shift and the actors in the setting change.

According to Stringer (2008), the truths emerging from naturalistic inquiry therefore are always contingent; that is, they are true only for the people, the time, and the setting of that particular study, "We are not looking for 'the truth' or 'the causes' but truths-in-context " (p. 47).

Because qualitative methods are essentially subjective in nature and local in scope, procedures for assessing the validity of research are quite different than those used for experimental study (Stringer, 2008). Stringer explains that a new set of criteria is required in order to provide people with the trust that the research is acceptable.

Stringer (2008) provides the following set of criteria that were developed by Lincoln and Guba (1985), which can be used to establish the validity of action research. Lincoln and Guba suggest that because there can be no objective measures of validity the underlying issue is to identify ways of establishing trustworthiness, "the extent to which we can trust the truthfulness or adequacy of a research project" (Stringer, 2008, p. 48). According to Stringer, Lincoln, and Guba proposed that the means for establishing trustworthiness involve procedures for attaining:

*Credibility:* The plausibility and integrity of a study.

*Transferability*: Whether results might be applied to other contexts than the research setting.

*Dependability*: Research processes are clearly defined and open to scrutiny.

*Confirmability*: The outcomes of the study are demonstrably drawn from the data. (Lincoln & Guba, 1985, pp. 327–328)

Stringer (2008) states, "Trustworthiness, therefore, is established by recording and reviewing the research procedures themselves to establish the extent to which they ensure that the phenomena studied are accurately and adequately represented" (p. 48).

### **Action Research Methods of Evaluation**

This student's research study will utilize what Stringer (2008) refers to as a formative form of evaluation focusing on the ongoing processes of teaching and learning, rather than a summative form of evaluation, which describes or measures learning outcomes. Stringer explains that formative evaluations:

Speak to a broader set of criteria, attempting to understand the more complex processes through which learning takes place and the types and qualities of learning that are occurring, rather than solely measuring or describing student performance on a specific set of learning outcomes. (p. 164)

Stringer (2008) presents the following reiterative processes of inquiry based on Wadsworth's (1997) action evaluation processes which, similar to action research, enables participants to collaboratively explore their work, gain greater insight into their activities, and identify ways to solve problems or enhance the outcomes they seek. Participants build or extend their common understandings of the worth of their activities and test the value of what they are achieving by engaging in the following processes.

These processes will also be utilized for the purposes of this research study's evaluation component:

*Reflection:* Observing own actions in the world and reflecting on what is being experienced.

*Design:* “Naming the problem” and systematically answering questions that arise: Who or what is to be researched? Who are to be the researchers? Who is it for? Whose lives will be improved (the critical reference group for whom services are provided)? Who provides services, funds, and so on for the critical reference group (primary stakeholding group)?

*Fieldwork:* All relevant parties reach an effective understanding of what different people think, value, and what things mean to them.

*Analysis and conclusions:* Identifying themes, trends, or understandings to develop conclusions, explanations, and theories.

*Feedback:* Checking with the researched or evaluated and the critical reference group that we “got it right” and that findings are understandable, plausible, or convincing.

*Planning:* Realistic, practical, and achievable “recommendations” for changed and improved practices are prioritized, planned, and put into practice. (Stringer, 2008, p. 166)

Stringer (2008) believes that an open inquiry approach to evaluation, through its focus on identifying and solving problems, increases the chances of improving educational programs and services. Open inquiry evaluation examines existing practices in the following ways:

- **Starting with general questions** such as, 'How are we doing?', 'What are we doing?', 'What's working?', 'What's not?', 'How do we know?'
- **Asking problem-posing and problem-solving questions** such as, '*How could we improve things?*'
- **Asking what the community needs.**
- **Repeatedly asking “opening up” questions**, such as '*Why are we doing this?*'
- **Starting with immediate problems.**
- **Revealing existing assumptions and intentions.**
- **Developing new and improved evaluative criteria.** [italics added] (Stringer, 2008, p. 166)

This open inquiry approach will also be utilized throughout this research study's evaluation process.

### **Research Questions**

1) Is the current design and delivery of the Accelerated Diploma Program, utilized in Private Career Colleges in Canada, the most effective form of a post-secondary program in order to meet the current needs of the Canadian population and economy?

2) Is it possible to design an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in (Canadian) accelerated diploma programs?

3) Is it possible to deliver an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in (Canadian) accelerated diploma programs?

## **Data Collection Procedures**

The data that will be utilized for the purposes of this research study will be derived from this student's existing datum of curriculum schedules; faculty, and course outlines; course content; and sample demographics.

## **Data Analysis Procedures**

### **Curriculum Design**

For the purpose of this research study, a combination of Oliva's (2001) curriculum development model, Boone et al.'s (2002) conceptual programming model, and Wadsworth's (1997) open inquiry evaluation approach will be utilized for the curriculum delivery analysis of the of the three courses of study designed by this student.

### **Curriculum Delivery**

This student had initially hoped to utilize the National Association of Career Colleges' Instructor Development Certificate Program for reference and analysis purposes within this research study. This student requested permission from the National Association of Career Colleges for a copy of the program for use as one of the resources and instruments for the data analysis components of this research study. This student made repeated requests for the use of this information. NACC's only response was that they would like to receive a copy of this dissertation, for review, upon completion.

Subsequently, this student developed an analysis framework utilizing elements selected from a number of models examined within this research study to produce an analysis framework. This student believes that this analysis framework is more conducive to the purpose of this research study, which is to conduct a self-evaluative study to assess

this student's current methods of curriculum delivery. This analysis framework is derived from the work of Oliva (2001); Wadsworth, (1997); and Boone et al. (2002).

## CHAPTER 4

### DATA COLLECTION AND DATA ANALYSIS

#### **Summary**

This chapter will present and examine the data collection and data analysis methods that will be utilized to conduct this evaluative process. This chapter is comprised of Part I: Curriculum Design and Part II: Curriculum Delivery.

Boone et al.'s (2002) conceptual programming model examined in Part II of the Literature Review (Chapter 2) is, according to the authors, a "nonlinear, conceptually focused, holistic model of the programming process . . . It is a comprehensive yet practical conceptual framework for developing adult education programs" (p. xv).

According to Boone et al. (2002), programming:

Includes all of the planned and collaborative efforts and activities of adult educators, learners, and their leaders in designing and effecting educational strategies that should culminate in behavioral change in individual adult learners and, collectively, the targeted learner system and subsequent alterations of the system itself. (p. xvi)

Within this context of programming, Boone et al. (2002) present several basic assumptions that they believe help to define and describe the total programming process. The first assumption is that the overall goal of programming be directed toward a *change in behavior*, of the individual adult learner, the learner groups, and the institutionalized learner systems. According to these authors, all of these audiences are *systems*, toward which the adult educators' efforts are to be directed. In the case of the individual adult learner and adult learner groups, reference is to a *change* in their knowledge, skills, attitudes, and practices. In the case of institutionalized learner systems (such as a family, neighborhood, community, or special interest group), reference is in terms of a *change* in the aggregate of the people comprising the system, and in the system itself.

In order to effect change in a system, Boone et al. (2002) believe that adult educators must focus on the system's individual members' beliefs, attitudes, and objectives, as well as those of the system itself. Successful attainment of planned change in a system involves collaboration among the adult education organization's educators, leaders of the system, and members of the system. The outcome of such collaboration may be the alteration of attributes of the system and its sub-systems through the development of a new system or alteration of the old one.

The adult educator operates in systems. All efforts are directed toward change in systems. The adult education organization is a system; the adult learner group is a system; the process employed in developing and implementing an educational program is a system; and the program itself is a system. (Boone et al., 2002, p. 3)

Chapter 2 presented an overview of Boone et al.'s (2002) programming model designed for use in adult education. Elements of their model, which is based on a *systems*

approach, will be applied in both the data collection and data analysis sections of this chapter.

The conceptual programming model does provide adult educators with the critical concepts and processes needed to develop effective and meaningful programs with and for adult learners. . . . this model holistically addresses the entire continuum of processes and products involved in developing valid and reliable educational programs for adults, including the adult learner as a system, the adult learner group as a system, and the institutionalized learner system (family, community, and so on), as well as the contexts within which the system functions. (pp. xv–xvi)

Boone et al. (2002) explain that in general a *system* is viewed as consisting of several parts that together form a unitary whole. They emphasize that gaining a perspective on programming in adult education requires a degree of *systems thinking*. They explain that systems have universal characteristics and behavioral patterns. According to these authors an understanding of these universalities can be applied to decisions at several points in the programming process, including:

- Analysis of the adult education organization as a system, including its subsystems and their interrelationships.
- Analysis of a learner system, organization, or community that is the target of a change effort.
- Development of a profile of any other organization(s) involved in a collaborative effort or to which the programmer may defer program plans.

- Evaluation of the planned program as a system, and programming as a systems approach to change.
- Assessment of the total social, cultural, economic, and political context within which change is to take place. (Boone et al., 2002, p. 9)

Boone et al. (2002) state that the principal product or outcome of adult education programs is positive behavioral change among the participants in the programs offered by adult education organizations. According to them, the collaborative efforts of adult educators and learner groups in the programming process, from planning to evaluation, also constitutes a system.

Boone et al. (2002) state that within adult education there are several *systems* operating simultaneously, including the target, client, action, learner, change agent, stakeholder groups, community, programming, planned program, and the adult education organization itself. Each of these systems will be examined within this chapter as they relate to data collection and data analysis within the adult education programming process.

For the purposes of this research study, this student will simultaneously operate within a number of systems including the target, change agent, and programmer systems. Hepworth, Rooney, Dewberry Rooney, Strom-Gottfried, and Larsen (2010) describe the *target system* as the focus of the change efforts. As stated at the beginning of this research study, the purpose and scope of this study is for this student to undertake a self-evaluative research study to assess whether the student's current methods of curriculum design and delivery are conducive to meeting the needs of the students who are enrolling in Canadian accelerated diploma programs. It is believed that the findings from this

research study will better enable this student in designing and delivering innovative teaching methodologies for Canadian accelerated diploma programs. Thus, as the primary focus of the change effort(s) is this student, the target system for the purpose of this research study will be comprised of this student.

Boone et al. (2002) state that the adult educator is also a *change agent*. They define a change agent as:

A professional, practicing adult educator who consciously endeavors to relate to a learner, learner group, or institutionalized learner system for the purpose of creating awareness of a need, definition and acknowledgement of the need, agreement on the need to change, definition of goals/objectives with regard to the need, decisions on change strategies to be pursued, action on strategies, and plans for evaluation. (p. 277)

Boone et al. (2002) examine a number of assumptions that are pertinent to the adult educator. They state that the primary assumptions concern the adult educator's role itself. "First and foremost, the role of the adult educator must be perceived as that of both change agent and programmer" (p. 6). These authors state that as a change agent the adult educator plans and directs the change process as it relates to the individual learner, learner groups, or the institutionalized learner system. The change agent facilitates involvement and helps potential learners to become aware of their needs, formulate educational objectives to meet those needs, devise and implement means for achieving those objectives, and subsequently fulfill their needs. The change agent assists learners in evaluating their successes or failures in needs attainment and helps them re-plan when

necessary. The change agent also functions as an educator. For the purpose of this research study this student will also comprise the *change agent system*.

The second assumption within the context of the programming process relates to the adult educator's role as a programmer. Boone et al. (2002) state that in most instances, the adult educator cannot single-handedly institute a planned program. "As a programmer, the adult educator functions within the context of an adult education organization, in which interactions with colleagues can significantly affect programming decisions" (p. 6). The authors believe that planned programs are structured within the social, cultural, economic, and political context of the organization's external environment, for example, a neighborhood, a community, a county, a state, or a combination of such systems. For the purpose of this study this student will also comprise the *programmer system*.

For the purpose of this research study the adult *learner system* will be comprised of the individuals that this student taught at this campus of the College. The learner system will be described more fully in the following section.

According to Pincus and Minahan (1973) a *client system* includes those persons who are requesting a change, sanction it, are expected to benefit from it, and contract to receive it. Hepworth et al. (2010) add that the client system also consists of those persons who request or are expected to benefit from services. For the purposes of this research study the client system will be comprised of the stakeholder groups (sponsorship agencies, regulatory bodies, potential employers, the adult education organization, the larger community, and so forth).

Hepworth et al. (2010) describe the *action system* as those formal and informal resources which are utilized to achieve client goals. For the purpose of this study the action system will be comprised of all of the resources that this student utilized in designing each of the courses that will be discussed in the following section, Part I: Curriculum Design, of this chapter.

### **Learner System**

The learner system, in this research study, is comprised of the individuals that this student instructed as an instructor at the College from 2009–2012. The sample comprised 57 individuals.

### **Learner System Demographics**

Part I of the Literature Review, Chapter 2, presented findings from a number of research studies that describe the demographics of a group referred to as the non-traditional segment of adult students attending private career colleges in both Canada and the US. These demographics include:

Older males, retraining after health concerns or limited employment opportunities reduced the viability of a previous career; older females, retraining or reentering the workforce after a leave due to family responsibilities; younger students attending programs that are not available in the public college system; students, both young and old, interested in a program of short duration that will provide specific workforce skills; these students may or may not have previous degrees from college or university; young students that intend to pursue additional college or university education after a first degree at a private career college; immigrants,

retraining or changing careers because their education or qualifications are not recognized in Canada. (R. A. Malatest & Associates Ltd., 2008, p. iv)

More than one-half of students who participated in the In-School Survey cited, “a change in career/to pursue a job” (36%), “to gain further skills in current field of work” (10%) or “to gain practical skills” (10 %) as reasons for enrolling in their PTI program (R. A. Malatest & Associates Ltd., 2009, p. 35).

Phase II of the survey (2008) concluded:

For these students, the fact that the public college or university system is not their first choice is perhaps due to longer program durations.

The private system offers short programs specifically geared towards quick entry into the labour market. Students accessing this system appear to be choosing specific programs that are shorter in duration to obtain marketable labour skills without significant investment in post-secondary education. (R. A. Malatest & Associates Ltd., 2008, pp. 58–59)

The demographics of the individuals that this student taught at this campus of the College, mirrors the demographics identified in all of the research studies presented in Chapter 2. The individuals ranged in age from 18 to 63. The majority were male, married, and with dependents. All of the females were married with dependents. The majority of these individuals were attending the College through sponsorship from either WSIB (Workplace Safety and Insurance Board), Ontario's Second Career program. As such the majority of these individuals were not employed, nor had been employed for, at minimum, the past year. For the majority of these individuals English was not their first language. A number of individuals were not proficient in speaking and/or writing

English. The majority of these individuals were not first-generation Canadian. The majority of individuals had completed some form of high school education. The majority of individuals had been a minimum of 5 years since last attending a school or any type of formal educational program.

### **Stakeholders/Client System**

Boone et al. (2002) describe stakeholders as individuals, groups, organizations, or agencies that have an interest/stake in the well-being of the target public. Examples of stakeholders include employers, social service providers, schools, religious groups, volunteers, politicians, and health care providers.

The primary group of stakeholders, for the purpose of this research study, is comprised of the sponsoring organizations that provide funding to the individuals who are enrolled in the programs at the campus of the College where this student was an instructor. This includes WSIB, Second Career, and the Department of Indian and Northern Affairs).

The Ontario Ministry of Training, Colleges and Universities (MTCU) would also form part of the client system as a primary stakeholder whose role is to ensure that the programs and services provided by private career colleges are according to the standards set down by the Ministry.

The larger business community who, it is intended, will hire the College's students upon successful completion of their program would comprise another stakeholder group for the purpose of this research study.

For the purpose of this research study secondary stakeholders would also include other instructors and students of private career colleges; the larger community of private career colleges offering similar accelerated diploma programs of study.

### **Adult Education Organization System**

For the purpose of this research study the adult education organization system is comprised of the College where this student was an instructor.

The following is taken from the College's (n.d.a) *Operations Manual*.

#### HISTORY

Institute Inc. has a rich, colourful and exciting history. The Institute was registered in March 1982 and granted incorporation status on December 22, 1982.

The Institute offered post secondary diploma education and training in technology, law, health, and business in its facility . . . In 2003, it was purchased by the . . . School Board. The . . . campus expanded its operating space and a second campus opened . . . where many of the courses previously offered by the . . . Institute were adapted for college delivery. . . . College was established as the official operating name along with the phrase "Success Begins Today". Both were Trade Marked in May 2009. On August 24, 2012 the College operation was acquired by . . . Communications Inc.

The College continues to expand course offerings in line with current employment market needs and the concept of providing "Gainful Employment" in a recognized occupation or trade for graduates.

#### CURRENT

Both campuses are approved for the purpose of administering Ontario Student Assistance Program (OSAP).

Associations with various organizations heighten the value of the credentials the College offers along with Accreditations to certain programs that validate the depth and breadth of the College's Administrators and their operational effectiveness. (College, n.d.)

The Mission Statement and Vision Statement are also quoted from the College's *Operations Manual*:

#### MISSION STATEMENT

Enhance individual's employment opportunities through creative, innovative, appropriate, and effective curricula to provide the most useful skills-training solutions that has a strong potential for "Gainful employment" in recognized occupation or trade.

#### VISION STATEMENT

Excellence in client services by delivering high performance, up to date education and skills training. Contribute to community partnerships and enhance awareness and visibility of post secondary and adult learning solutions via the Private Career College sector. (College, n.d.)

The College is comprised of two campuses, one approximately one hour west of where this student was an instructor. Each campus has a campus director. One of the campuses houses a campus director who is the individual who was the original owner of the College prior to the College being purchased by the school board. An acting campus

director was responsible for the campus this student when this student commenced employment at the College.

The entrance requirements to career colleges are set by the Ontario Ministry of Training, Colleges and Universities (MTCU). The Private Career Colleges Act, passed in 2005 (Ministry of Training, Colleges and Universities, Private Institutions Branch, 2006), is the act that governs career colleges' standards and requirements. Career colleges are required to administer standardized testing to potential entrants. The WPT (Wonderlic Assessment) (Wonderlic Inc., 1959/2003) test is the test most frequently administered in the southern Ontario region. The test is administered in a timed, proctored setting. Every test is numbered. The test that was administered at the campus where this student was an instructor was a "Pre-Qualification Test" that is not an approved MTCU instrument.

All of the courses that are offered by the College are scheduled for 5-hours per day, generally from 8:00 a.m. to 1:00 p.m., Monday to Friday. If a course is offered on a date that has a holiday during the scheduled course dates class times are extended to make up for the lost hours.

### **Target, Change Agent, and Programmer Systems**

As described earlier in this chapter, for the purpose of this research study, this student will simultaneously operate within all three of these systems.

Over a 3-year period, this student taught a total of 59 courses comprising four different faculties of study. Several of these courses were taught more than once. A chronological listing of the courses that this student taught is contained in Appendix A.

## **Research Questions**

1) Is the current design and delivery of the Accelerated Diploma Program, utilized in Private Career Colleges in Canada, the most effective form of a post-secondary program in order to meet the current needs of the Canadian population and economy?

2) Is it possible to design an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in (Canadian) accelerated diploma programs?

3) Is it possible to deliver an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in (Canadian) accelerated diploma programs?

## **Part I: Curriculum Design**

### **The Programming System**

In Chapter 2, Part II, Boone et al. (2002) were cited for several basic assumptions within the context of programming that they believe help to define and describe the total programming process, from the initial planning of the program through to evaluating and accounting for program outcomes.

One of the assumptions, pertinent to the adult educator, is that the adult educator/programmer needs a conceptual base from which to operate within the change process (Boone et al., 2002). According to Boone et al., concepts that form this base act as the foundation of understanding that will guide the programmer in making intelligent choices and decisions. The authors believe that these concepts combine to form a conceptual framework, or cognitive map that "undergirds the programmer's decisions and choice of activities" (pp. 7–8), and provides a framework within which to make decisions

and take actions on the programs they develop. The authors refer to this framework as a cognitive map, which represents the integration of concepts and their interrelationships into a framework that is useful in directing the mental processes involved in making decisions and choices. They point out that Laszlo (1972) refers to a cognitive system as constituted of mind-events, including perceptions, sensations, feelings, volitions, dispositions, thoughts, memories, and imagination that is, anything present in the mind. According to Boone et al. concepts within this system cohere as interdependent constituents, not as a mere collection of diverse aggregates of thoughts. They explain, "Therefore, the term cognitive map is used here to refer to a conceptual framework composed of concepts and their interrelations that form the programmer's understanding of the component processes of programming" (p. 8).

According to Boone et al. (2002) among the more important concepts in a programmer's cognitive map are the concepts of *systems*, *culture*, *change*, *decision-making*, and *needs*. In general, a *system* is viewed as consisting of several parts that together form a unitary whole, and as has been discussed earlier in this chapter, the authors emphasize that gaining a perspective on programming in adult education requires a degree of *systems thinking*.

The concept of *culture* according to Boone et al. (2002), includes the behavior or lifestyle of a definable grouping of people and may be thought of as all the learned and expected ways of life shared by members of a society such as artifacts, buildings, tools, and other physical things, as well as techniques, social institutions, attitudes, beliefs, motivations, and value systems known to the group. The authors believe that concepts such as culture, subculture, cross-cultural change, cultural bias, and the culture of distinct

social groups are increasingly becoming a part of an adult educator's cognitive map. Boone et al. also believe that scanning, analyzing, and mapping of the organization's external environment also contribute to facilitating an understanding of the cultural differences in the lifestyles of learners in potential learning systems within that environment. According to the authors, an adult educator's decisions with regard to specific programming strategies should be based, along with other factors, on the particular culture of the learning system toward which the program may be directed.

Boone et al. (2002) explain that decision makers are influenced by such factors as their own personalities, values, backgrounds, and communication sources; the nature of the social system(s) involved; and the nature of the innovation; among other factors. According to them, the *decision-making* process involves a series of events, usually occurring in some order and influenced by personal and systemic factors. Programming involves decisions made by the programmer and significant others, and the framework for programming is built from the factors thought to influence the process itself. Thus, programming is a decision-making process; the decision makers include the programmer, members of the adult education and other organizations, leaders of the learner groups, and the learners themselves.

In describing the concept of *needs*, as it relates to the adult educator's/programmer's cognitive map, Boone et al. (2002) draw from Tyler's (1949) definition of a need, stating that a need comprises, "the difference between the present condition of the learner or learner group and a social norm that can be identified. The gap between where these learners are in relation to the social norm constitutes a need" (p. 12).

Stringer (2008), and Boone et al. (2002), all state that one of the initial elements or processes to be undertaken in curriculum development, also referred to as program design by Boone et al., is what Stringer refers to as a needs analysis, a "Statement of personal needs of the learner and social needs of the community/state/nation" (p. 163); and what Boone et al. refer to as, "A written statement of the macro-need and its corresponding needs hierarchy" (p. 157). Stringer's action research approach to designing adult education programs is based on the premise that, "Creative construction of curricula or syllabi provides the means whereby the needs, perspectives, and/or interests of diverse stakeholders can be incorporated into vital, creative, effective programs of learning" (p. 160). According to Stringer this process engages the relevant stakeholders in formulating each of these stages of production as stakeholders describe and analyze student needs such as personal needs, future employment needs, social needs, and so forth.

Action research, another approach to designing adult educational programs, discussed in Chapter 3, also begins the programming process by examining the needs of the learner, as well as the social needs of the larger community. Stringer (2008) explains that action research:

Provides a process for developing a rich, engaging curriculum relevant to the lives and purposes of students, engaging their interests and abilities, and serving the broad human needs of community, society, and the planet. Creative construction of curricula or syllabi provides the means whereby the needs, perspectives, and/or interests of diverse stakeholders can be incorporated into vital, creative, effective programs of learning. (p. 160)

Stringer (2008) suggests a widely used model of curriculum development presented by Oliva (2001), which is based on a curriculum framework that was initially developed by Ralph Tyler (1949) that incorporates the following elements:

- *Needs analysis*: Statement of personal needs of the learner and social needs of the community/state/nation.
- *Goals and objectives*: Broad goals derived from those needs, together with specific objectives to be attained by learners, filtered through a screen of philosophical assumptions.
- *Learning processes*: What learning activities will enable learners to accomplish the objectives?
- *Content*: What subject matter will be associated with those learning activities?
- *Assessment/outcomes*: How will learners demonstrate they have accomplished the learning objectives?
- *Evaluation*: To what extent does the program of learning enable learners to accomplish purposes/goals? Do they fulfill the personal needs of learners and social goals of the community? [italics added] (Stringer, 2008, p. 162)

Stringer (2008) explains that action research engages relevant stakeholders in formulating each of these stages of production. Stakeholders describe and analyze student needs such as personal needs, future employment needs, social needs, and such, which will provide for the development of a healthy, harmonious citizenry. This statement of needs in turn provides the basis for a set of broad goals and more specific objectives describing how these goals are to be attained. Learning processes and curriculum content

comprised of specific skills and knowledge is then incorporated into a well-organized program of learning.

### **Examining the Needs of Each System**

While the role of this student within the context of this research study is to simultaneously comprise the target, change agent, and programmer systems, for the purposes of this research study the needs of each of these systems are different.

As the target system of this research study, the needs of this student are to conduct an evaluative study to assess whether this student's methods of curriculum design are conducive to meeting the needs of the individuals enrolled in the specific courses of study to be examined, the needs of the various stakeholder groups comprising the client system, as well as the adult educational organization, specifically, the campus of the College where this student was an instructor. As this research study is a self-evaluative study of this student, this student then becomes the target system for the purpose of this study.

As a change agent, the needs of this student, for the purpose of this research study, is to utilize the findings of this research study to affect this student's methods of practice relevant to the future design of the specific courses that will be examined in this study. The secondary need of this change agent system is to share the findings of this research study, relevant to these courses of study, with the larger community of adult education organizations delivering these specific courses within an accelerated diploma program format.

As a component of the programmer system the primary needs of this student, for the purpose of this research study, was to develop courses of study that would meet the needs of all of the relevant systems (client, learner, adult educational organization) which

formed part of the larger community of systems that would have a stake in and/or were impacted by these courses of study.

The needs of one segment of the client system, the primary stakeholders, which in this research study primarily constitute the sponsoring agencies who provide the funding for the individual's program as well as a living allowance while the individual is enrolled in the program, are two-fold. One of the mandates or needs of these sponsoring agencies is to decrease the number of individuals (clients) who are receiving financial benefits from the agency as a result of their being unemployed. This situation is often due to their inability to continue in their current employment as a result of health issues, injuries, lack of employable skills, and so forth. One method of accomplishing this mandate or need is to assist the individual to become employed, usually in a new and different occupation. This can be accomplished by providing these individuals with new behaviors and a new skill-set which can improve their ability to seek and retain gainful employment.

From an organizational development and transformation (OD&T) perspective there is also the need for these sponsoring agencies to be accountable to the general public as many of these agencies receive government funding, from public monies such as the public tax base, for the provision of their services.

It was assumed by this student that the primary *need* of the *learner system* comprising this specific research study was to find employment. As indicated in the previous section on the demographics of the learner system, the majority of the individuals that this student taught at the College was unemployed, and had been unemployed for a minimum period of one year.

Andrew Leonard's article (2012a) discussed in Chapter 2, Part II, quotes Kent Jenkins, Vice President for Public Affairs for Corinthian College, a private career college operating in the U.S. and Canada (Everest College), as describing their students as having extremely low incomes, not able to thrive in traditional academia, and out on their own financially.

They have few options. . . . Corinthian...trains these students for real-world jobs. . . . The education that our students get is economically beneficial to them . . . and that is the way it should work. . . . We enroll a larger percentage of students that are high risk and minority. (¶22)

The individuals comprising the learner system in this research study also have the need to increase their knowledge and skill-base in order to allow them to actively compete in successfully gaining long-term employment.

Tyler (1949) also identified several sources of information that would indicate the educational needs of learners, with the primary source of information being the learners themselves (p. 5). Tyler believed that a study of the learners would provide a perspective on their environment, their socio-demographic characteristics, their interests, and the relevance of program content to them. A second source of information for Tyler was to study the learners' contemporary lives to determine their culture, lifestyle, bases for lifestyle, and vocabulary (concepts, skills, and values). According to Tyler such knowledge aids in designing programs relevant to the learners' social context.

A third source of information for Tyler (1949) included suggestions from what Tyler termed, subject-matter specialists. This source of information, according to Tyler, was a source of needs that was most commonly used and most often criticized. Boone et

al. (2002) agree with Tyler that often specialists propose needs and objectives for individual learners or learner groups that may be too highly technical and specialized. Nonetheless, Boone et al. explain, these specialists generally set the norms on which needs may be based. This will be discussed more fully in Part II of this chapter.

As was discussed in the section on sample demographics, the majority of individuals within this particular learner system have dependents. As such, the learner system's family also has needs including the need for the learner to be employed to support the family and the need for the learner to be employed to contribute to the overall psychosocial health and well-being of the family system, which Stringer (2008) describes as a healthy and harmonious citizenry, as well as serving the broad human needs of community, society, and planet.

The *needs* of one of the secondary stakeholder within the client system, the organizations and corporations who, it is believed will hire these individuals, are to have a population of skilled individuals to recruit from to fill vacancies within their organizations. Many corporations now want the individuals that they look to hire to be pre-trained. Recently, the Royal Canadian Mounted Police (RCMP) announced that potential new recruits will be required to pay for their training (it is a 6-month program, in Regina, Saskatchewan) with the possibility of being hired once they complete their training. It is not a guarantee that they will be hired. Police forces in Canada are not hiring individuals and then training them from scratch, in the way this student was hired.

The needs of the broader adult education organization system, for the purpose of this research study, the for-profit career college system, are also two-fold. According to Wiki Business (Wikipedia, 2013) most career colleges are privately owned and

administered to earn profit to increase the wealth of their owners. Thus, what most for-profit businesses would see as this system's primary need would be the need to be accountable to their respective shareholders. Their secondary need would be to be accountable to their licensing bodies (the Ontario Ministry of Training, Colleges and Universities (MTCU); the Private Career Colleges Act (2005), the Canadian Association of Career Colleges; the National Association of Career Colleges;), agencies who are providing financial sponsorship of the individuals who are enrolled in the adult educational organization's programs (Second Career, OSAP, WSIB, Department of Indian and Northern Affairs, Vocational Rehabilitation Services), and other adult education organizations within the for-profit, private career college industry.

As discussed earlier in this section, each system has a number of needs which they are looking to address specific to their mandate, their Mission, their requirement for accountability to their shareholders and stakeholders, their families, and to themselves.

One of the primary needs that has been identified throughout this research study is the overall societal need, both in Canada and the U.S., to be able to compete globally as a knowledge-based economy. This requires changing the present condition of a significant percentage of the population being unemployed, which in North American society goes against the social norm, to having a population of citizens that have the current skills, knowledge and abilities required to enable them to meet their personal needs, social needs, and future employment needs, culminating in what Stringer (2008) terms a harmonious community.

Boone et al. (2002) summarize this discussion of needs quite effectively, stating, "Only when adult educators and their learners are armed with facts about the current state

of affairs and forecasts for the future can informed decisions be made about educational needs" (p. 54).

The last concept in the programmer's cognitive map, *change*, according to Boone et al. (2002), is the alteration of the structure and/or behavior of a system, and, it may be planned or unplanned. The authors state that planned change relates to a purposeful decision to make improvements in a system, usually with the help of a change agent. They refer to Bennis et al. (1969) who define planned change as "a conscious, deliberate, and collaborative effort to improve the operations of a human system, whether it be self-system, social system, or cultural system, through the utilization of scientific knowledge" (p. 4). Boone et al. explain that the entire effort of programmers is in some way tied to social systems and any educational program being planned represents intended change(s) in the collective behavior of the people within those systems).

Boone et al. (2002) state that the principal product or outcome of adult education programs is positive behavioral change among the participants in the programs that are offered by adult education organizations. Earlier in this chapter, reference was made to the programming and the programming process as culminating in behavioral change in the individual adult learners, the learner system, and within the system itself. Specific to the individual adult learner, Boone et al. explain that this behavioral change is in reference to a change in the individual's knowledge, skills, attitudes, and practices.

From an organizational development and transformation perspective, specific to the system itself, Boone et al. (2002) state that change can be to the alteration of the structure of the system and can also be planned or unplanned. According to these authors, planned change involves a purposeful decision to make improvements within the system

and usually involves the help of a change agent through the utilization of scientific knowledge. They explain that the overall design and packaging of learning activities and teaching methods that adult educators develop and use to intervene with individual learners, learner groups, and institutionalized learner systems to motivate and effect change among them with regard to a defined educational need(s) and objective(s) are the actual change strategies that the adult educator employs in effecting the change.

With respect to the adult education organization, Boone et al. (2002) state that the first and foremost task of the adult education organization is education. Contemporary adult education organizations involve multiple adult educators interacting simultaneously with key leaders of numerous learner systems through the programming process in order to address learners' needs and bring about behavioral change. As a change agent and programmer, the adult educator's concern is, "to alter or change, through education, the behavioral patterns of learners to the extent that they become better equipped to cope with and adapt to the rapid and often unplanned daily changes that occur within their environments" (p. 54).

Boone et al. (2002) state that current and previous efforts of adult educators to motivate and effect change in disadvantaged segments of society, where motivation and value systems differ from the norm, have been and continue to be a perplexing but challenging task. In this respect, the adult educator functions as a teacher, a communicator, and a change agent. These authors explain that the adult educator must be aware of the existing motivations and value systems of each member of the learner system in order to understand how and why such differences exist and how programming and planned change are affected by these differences. This is one of the issues that this

student had to consider in both the curriculum design and curriculum delivery aspects of this research study. This will be examined further in the analysis section of this chapter.

Boone et al. (2002) believe that adult educators are expected to have special expertise in the deductive skills of assessing and translating the expressed needs of the target publics, (the learner system in this research study), into assessed needs, and then formulating for each need a learner objective that defines the new behavior/behavioral change that members of the target public are to acquire to overcome the deficiency defined in the need. According to the authors, adult educators are also expected to select the learning experience (change strategy) in which the target public (learners) will need to participate in order to experience, practice, and acquire the new behavior. The adult educator is also responsible for defining the intended outcome for each learner objective (the new behavior) that members of the target public (learner system) are expected to exhibit following their participation in the learning experience.

For the purposes of this research study there are actually several systems toward whom/which a behavioral change is to be directed, the target, programmer, client, learner, and the adult education organization. The behavioral changes desired for each system will be examined further in Part I of this chapter.

Boone et al. (2002) explain that program design and implementation, "involves translating the expressed and assessed needs of target publics into meaningful and cogent designs, and developing effective teaching-learning strategies to respond to the needs" (p. 157). They refer to Forest and Baker's definition of a planned program as being a set of purposeful, planned, and interrelated experiences to reach the program's educational objectives and to solve problems (Boone et al., 2002).

Boone et al. (2002) state that according to their conceptual programming model, the order of program design and implementation can be seen by examining the basic flow of the model's two major dimensions, designing the planned program and the design of sequenced and incremental plans of action that are the principal means of implementing the planned program. The processes involved within the first dimension of these authors' programming model, designing the planned program, include:

1. A written statement of the macro-need and its corresponding needs hierarchy;
2. A macro-objective and its connecting objectives hierarchy that defines the new behaviors learners will need to acquire to overcome the deficiencies defined in each need included in the needs hierarchy;
3. A macro-change strategy and its corresponding change strategies hierarchy (learning experiences/activities) describing what learners will need to experience and practice to acquire the new behaviors defined in each of the objectives included in the objectives hierarchy;
4. The macro-outcome and its corresponding outcomes hierarchy that specifies the new behaviors that learners will be expected to exhibit upon mastery of the behaviors specified in the objectives hierarchy. (pp. 157–158)

Boone et al. (2002) explain that the macro-need, macro-objective, macro-change strategy, and macro-outcomes and their corresponding hierarchies mirror the developmental nature of intended planned change in the targeted learner system in the content areas in which the expressed needs of this system reside.

The second dimension, according to Boone et al.'s (2002) model, is the design of sequenced and incremental plans of action that are the principal means of implementing

the planned program. This will be utilized as part of the analysis process discussed in Part II: Curriculum Delivery.

Boone et al. (2002) state that these plans of action are derived through careful study and analysis of the hierarchies of needs, objectives, change strategies, and outcomes included in the planned program. They explain that through this study and analysis the adult educator determines the number of plans of action that will be needed, and how they are to be sequenced to implement the planned program:

For each plan of action, the adult educator includes the needs, objectives, learning experiences, and learner activities in which the learners will need to engage so as to experience, practice, and acquire the new behavior specified in each objective; resources that will be needed to implement each of the learning activities; a time schedule; the expected outcome to be achieved for each objective; (an) indicator(s) for each outcome; and sources of data to measure and confirm each indicator. (p. 158)

Boone et al. (2002) explain that in order to assure that the planned program and its plans of action are implemented, adult educators need to select and implement several action strategies, including the procurement and development of resources needed to implement learning activities and the marketing of the planned program and its plans of action. Evaluating all aspects of the ongoing actions involved in implementing the plans of action by applying carefully planned formative evaluations is also the responsibility of the adult educator. According to Boone et al., the adult educator should use every opportunity to provide positive feedback and reinforcement to volunteer resource persons as well as the actual learners toward whom the planned program and plans of action are

directed and use the findings obtained through planned formative evaluations and other evaluative sources to make needed revisions and changes in the plans of action and, if needed, the planned program.

Boone et al. (2002) list a number of what they describe as processual tasks, that they believe must be followed in the designing and implementing processes of the planned program. According to their conceptual programming model the design of a planned program includes four processual tasks. These authors state that these four tasks illustrate the internally consistent logic in the sequence of needs/objectives/change strategies/outcomes and the rational design/framework being constructed. Within Task 1, the Needs Hierarchy, Boone et al. explain that the adult educator analyzes and translates the expressed need(s) of the target public into connecting higher- or lower-level assessed needs in the content area in which the expressed need(s) has been identified through the collaborative efforts of the leaders of the target public, spokespersons of stakeholder groups, and the adult educator. These expressed and assessed needs are then arranged by the adult educator into a developmentally focused needs hierarchy. They explain that the outcome sought:

Is that the adult educator, through mastery of the content area in which the expressed need resides and use of effective deductive logic and reasoning skills, will construct a needs hierarchy that begins with the expressed need at its base and the highest-level (macro) need at its pinnacle, with intermediate ascending-level needs arranged in sequence and in a developmental manner between the expressed need and highest-level (macro) need. (p. 160)

According to Boone et al. (2002) the structured needs hierarchy becomes the basis for designing the planned program and its plans of action. Tyler's (1949) work in curriculum development also lends credence to this conception of needs assessment according to Boone et al.. Tyler believed that needs analysis and assessment begins with the needs expressed by the learner, a critical examination of subject-matter experts' views on the content area in which the learner's expressed need resides, and the expectations that society holds for its members in demonstrating mastery of the content area in which the learner's expressed need is lodged.

Boone et al. (2002) point out that:

Unfortunately, because of time constraints or the perception that they "know" what learners "need," some adult educators develop and superimpose programs on their defined target publics/learner systems. The end results of these well-intended efforts are lack of participation in or outright rejection of the planned program by the intended learners. (p. 161)

In Task 2 of Boone et al.'s (2002) model, the objectives hierarchy, the adult educator formulates a learner objective for each of the assessed needs contained in the needs hierarchy and subsequently arranges these objectives into a connecting and developmental objectives hierarchy. According to the conceptual programming model, the outcome sought is that each learner objective in the objectives hierarchy parallels an assessed need in the needs hierarchy.

Boone et al. (2002) state that the conceptual programming model emphasizes that the focus of the planned program is the macro-need and its accompanying hierarchy of

micro-needs, along with the corresponding macro-objective and its hierarchy of micro-objectives:

These two hierarchies provide the rationale for selecting, developing, and employing specific change strategies (learning experiences and activities) directed at achieving each objective in the hierarchy. The stated objectives must be: (1) consistent with organizational context; (2) within the limitations of available resources; and (3) achievable within the capabilities of intended learners. The derivation and statement of objectives require that the adult educator resolve issues such as the types and levels of behavioral changes that are possible, probable, achievable, and desirable, given the macro-objective. (pp. 164–165)

Boone et al. (2002) explain that a basic problem in formulating objectives is, "to achieve precision in describing the desired new behaviors/behavioral changes that will enable learners to fulfill the deficiencies defined in the statement of needs" (p. 167). The authors point to Tyler (1949) and Gagne (1972) who also agree that educational objectives need to be stated in behavioral terms.

Gagne (1972) accents this point of view:

One assumes that the general purpose of instruction is learning on the part of the student. . . . Therefore . . . one should attempt to identify the outcomes of learning as something the student is able to do, following instruction, which he was unable to do before instruction. (p. 394)

Boone et al. (2002) sum up this discussion of objectives stating that instruction, "ultimately succeeds or fails at the level of the individual adult learner; thus, in instructional situations, one must respect individual needs, individual capabilities, and

individual motivations. Consequently, we must evaluate progress on the basis of individual achievement of stated objectives" (p. 167).

In Task 3 of the conceptual programming model's change strategies hierarchy, the adult educator selects, for each learner objective included in the objectives hierarchy, a learning experience in which the learner participates in order to experience, practice, and acquire the new behavior defined in the learner objective, and then arranges these learning experiences into a change strategies hierarchy (Boone et al., 2002). The authors define this change strategy as, "a carefully designed plan or scheme of learning experiences and accompanying learner activities designed to achieve the macro-objective and its subordinate, ascending/descending-level learner objectives" (p. 170). They explain that the objective is to design strategies that embody meaningful learning experiences and are functional in producing both individual and aggregate behavioral change such as an adoption of a new behavior.

In determining what the learners need to experience, Boone et al. (2002) believe that adult educators should give particular attention to learning concepts that have support from authorities on adult learning such as:

- Learning occurs through the active behavior of the learner; it is what the learner does that s/he learns, not what the teacher does;
- The learner must have opportunity to experience and practice the new behavior specified in the learner objective. Since the complete definition of the learner objective includes not only a statement of the new behavior involved but also a statement of the content area in which the new behavior resides, the learning

experience should provide the learner opportunity to deal with the content implied by the learner objective.

- The learning experience must be such that the learner obtains satisfaction from using the new behaviors defined in the learner objective.
- The outcomes (responses) desired in the learning experience must be within the range of possibility for the learners.
- Many different learning experiences can be used to attain the same learner objective.
- A single learning experience may produce several outcomes (intended or unintended).
- A primary concern in dealing with adult learners is relearning. If effective learning is to occur, what has been learned previously needs to be related to new learning. There must be recognition of and connection to relevant prior experiences so that the new learning can be explored as it relates to what the learner has already experienced. (p. 171)

Another concern expressed by Boone et al. (2002) in relation to selecting learning experiences and constructing a change strategies hierarchy, is with respect to the sociocultural environment in which the target public (learner system) resides. They point out:

Because needs are defined out of and in terms of the sociocultural context of learners, and because objectives are defined and ordered out of socially relevant needs, it follows that change strategies and learning experiences/activities encompassed therein-also must take that holistic social and cultural world into

account. Change strategies (and hence learning experiences selected) should fit into the learners' lifestyles and social-group norms/expectations. The powerful influence of such social elements must be recognized and accepted. (p. 172)

In Task 4 of the conceptual programming model's outcomes hierarchy the adult educator defines an intended outcome for each learner objective included in the objectives hierarchy and subsequently arranges these outcomes into a connecting and parallel outcomes hierarchy (Boone et al., 2002). In defining the indicators of a successful, planned program, the authors refer to Hatry (1999), who states:

Outcomes are the events, occurrences, or changes in conditions, behaviors, or attitudes that indicate progress toward achievement of the mission or objectives for the program . . . Outcomes are not what the program itself did but the consequences of what the program did. . . . Outcomes include side effects, whether intended or not, and whether beneficial or not. (p. 150)

With respect to the designing of the planned program, Boone et al. (2002) explain that judgment on the part of the adult educator is clearly required during this process:

Will the probable outcomes of the learner objectives (and hence the planned program) solve individual/ group/community problems identified through the needs assessment and analysis? If not, do(es) the learning experience(s) require revision? If so, what sort of revision? Tentatively answering outcome questions forms the foundation for more formal future evaluation and accountability efforts, and feeds into them. (p. 176)

The second dimension of Boone et al.'s (2002) conceptual programming model, implementing the planned program, will be discussed in Part II of this chapter, Curriculum Delivery.

For the purpose of this research study, a combination of Oliva's (2001) curriculum development model, Boone et al.'s (2002) conceptual programming model, and Wadsworth's (1997) open inquiry evaluation approach will be utilized for the curriculum delivery analysis of the of the three courses of study designed by this student.

### **Data Collection Procedures**

This research study will specifically focus on analyzing three separate courses of study that were designed by this student for three of the programs that are offered at the campus of the College where this student was an instructor. The specific courses selected for examination and analysis comprise a course that was designed by this student utilizing a course textbook (Social Welfare in Canada-Police Foundations program); a course that was designed by the student based on a subject/module outline (Entrepreneurship Business Planning and Development) and a course that was designed by this student utilizing a College course booklet (Job Search).

### **Overview of the Three Courses of Study Selected for Analysis**

#### **Faculty of Law and Security—Police Foundations Diploma Program**

The "Police Foundations Essay" is administered by this College campus to individuals applying to the Police Foundations Diploma program of study. The essay component is administered to the each individual who applies to the program, in addition to the Prospective Student Pre-Qualification Test, as part of the enrollment process for the Police Foundations Program. The essay asks two questions, "Why would you like to

pursue a career in law enforcement?" and "Why do you wish to take this program at the . . . College?" (College, n.d.b). When this student inquired as to who was responsible for designing the Police Foundations program this student was told that the College believed that it was a police officer although no one at the College was aware of who that was.

There are a minimum of three instructors required for delivery of the Police Foundations program, as the College prefers to hire on-the-job police officers who also work shift work. For this reason, according to the College, courses are not scheduled to run consecutively (daily) from beginning to end, but are scheduled to meet the work schedules of each instructor. If an instructor is teaching a 10-class course, which would comprise a 2-week period at most career colleges, due to instructor work schedules, at the College, the course may run over the entire length of the semester, for example, 16–18 weeks. So the student may start Day 1 of the Social Welfare in Canada course on a Monday but may not be scheduled for Day 2 until the Friday of the following week. Interspersed on the other 8 days could be from one to eight different courses depending on which instructor is assigned to teach each course and their work schedules.

The current Police Foundations Diploma program, offered at the Mississauga campus, where this student is an instructor, is different from the program being offered at the Burlington sister campus, located approximately 1 hour away. At the Burlington campus the courses are scheduled according to the day of the week. For the entire duration of the semester the Social Welfare in Canada course would be offered every Monday morning; another course, such as Introduction to Criminology, would be offered every Monday afternoon. A different course would be offered the next morning and subsequent a different course in the afternoon, until the courses for the semester are

covered and the week is at an end. The program is also set up for continuous enrollment by semester allowing for three new-student admission periods per year.

### **Social Welfare in Canada course**

In August 2009, I was contacted by one of the administrative staff of the College, Mississauga campus, and asked if I could fill-in to teach the *Social Welfare in Canada* course to the current group of Police Foundations students. The course was scheduled to begin in 2 weeks. This was the first course that I taught at the College. As I had two degrees in social work and had worked in the field for a number of years I felt confident in my ability to deliver the course. As well, in the past, I had taught workshops to adult students over a 1–2 day period. I assumed that the course schedules and materials such as the course outlines and resources and so forth would be immediately made available for my review.

Prior to my first day of teaching, I requested a copy of the textbook, the course outline, and any supplemental materials related to the Police Foundations program, the College, the students, and such. I was advised that these would all be provided to me on my first day of instructing. When I arrived at the College I was given the textbook, *Social Welfare in Canadian Society*, 3rd. edition, 2006; advised that the course was scheduled for nine classes; and provided with the course dates and times. A request for the course materials, outlines, and any other supplemental information yielded nothing further. Requests for the course syllabus and any supplementary materials were met with the response that the previous Campus Director had departed with all of the program syllabus, manuals, and so forth. The course was scheduled for 45 hours over nine classes and was spread over a 13-week period.

## **Faculty of Career Management—Job Search course**

The Job Search course is also known as the Career Management Workshop, Supply Chain-Job Search (Accelerated Supply Chain and Inventory Management Diploma) and Employment Plus (Police Foundations Diploma). The course comprises 25 hours of instruction over a 1-week period, for 5 hours per day. If the course is scheduled for a 4-day week due to a holiday, then the course duration is 24 hours at 6 hours per day. The course is usually taught to a mixed population of students, from all of the programs that are being offered at that time at the College, who are due to graduate within the next 2–3 months.

In April 2010, this student was approached by the Assistant Registrar and asked to teach the Job Search course from April 26th to the 30th, which was in just over 2 weeks. Originally, the course had been offered on-site and a spiral-bound paperback copy of materials had comprised the course textbook. The course was then moved and offered off-site through an employment agency. The Mississauga campus of the College had recently made the decision to bring the course back to the campus and offer the course on-site. This would be the first time the course would be again offered back on-site. The course textbook, a spiral-bound booklet, was titled, "Job Search." A publication date or author name was not listed in the booklet. When this student inquired as to the author and date of the booklet, the response was that no one at the College knew who compiled the booklet or the date that it was prepared. This student was also advised that there was neither a course module nor any additional supplementary materials available for the course. This student was not offered any information on the number of students who

would be attending the course, their demographics, or the programs of study in which they were enrolled.

Classes at the Mississauga campus of the College were generally scheduled from 8:00 a.m. to 1:00 p.m., Monday to Friday. As this student was also teaching mornings for the Police Foundations program this specific offering of the Job Search course would be scheduled for 5 afternoons, from 1:00 p.m.–6:00 p.m.

**Faculty of Management—Business Administration and Management Diploma Program—Entrepreneurship Business Planning and Development course**

The Business Administration Diploma, with its specialty in Management, Human Resources or Finance is comprised of the same foundational courses. A minor number of course changes are reflected by the program's emphasis on finance, management, or human resources, although all of the Business Administration Diploma programs offer a basic overview of each of these areas.

Except for the computer, accounting, finance, and payroll course components of the program, one instructor generally instructs the program. At the campus where this student instructed, the accounting/finance/payroll courses were usually instructed by campus financial staff (payroll, Financial Officer, Assistant Registrar). The computer programs were instructed by a dedicated computer-programming instructor.

In February 2011, the, then current instructor of the Business Administration and Management Diploma program approached this student to substitute teach, at the last minute, a 2-week course. By this time, this student had designed and delivered 27 courses.

The Entrepreneurship Business Planning and Development course was scheduled to run for 50 hours over 10 consecutive days. The only materials that this student was given was the Subject/Module Outline (Appendix K). A current copy of the textbook that was listed on the outline (the outline listed a 2006 edition) was also requested. This student was advised that the textbook was being used as a general textbook for the overall Business Administration and Management Diploma program but was not specifically relevant for this course and that this student would need to locate other course-specific materials. This student asked for the course outline and materials that the instructor would have had or prepared to be used to deliver the course and was advised that there were no materials available. This student was advised that the course materials would need to be prepared by this student.

### **Data Analysis Procedures**

The purpose of this section is to assess the data collection processes that this student undertook for each of the three courses that will be examined within this section.

The data analysis process will apply a combination of elements comprising Oliva's (2001) curriculum development model, Boone et al.'s (2002) conceptual programming model, and Wadsworth's (1997) open inquiry evaluation approach for the purposes of this research study, which is to conduct a self-evaluative analysis of this student's current methods of curriculum design. This student has selected this integrated analysis framework as this student did not find that any one of the models or frameworks that this student researched, for the purposes of this study, provided all of the elements that this student believed were required for such a comprehensive analysis.

The following section provides a description of the integrated elements that this student has selected to utilize in the application of this framework. The elements comprising the framework are: needs analysis, goals and objectives, learning processes, content, assessment and outcomes, and evaluation and accountability.

## **Elements of the Curriculum Design Analysis Framework**

### **Needs analysis**

Boone et al. (2002) describe the needs analysis as, "a written statement of the micro-need and its corresponding needs hierarchy" (p. 157) and explain that needs are defined out of and in terms of the sociocultural context of the learners.

Stringer (2008) states that Oliva (2001) described a needs analysis as consisting of a statement of the personal needs of the learner and the social needs of the community, state, and nation.

According to Stringer (2008), "Stakeholders describe and analyze student needs. . . that will provide for the development of a healthy, harmonious citizenry" (p. 162).

In this research study the learners are not only comprised of the learner system but also the target system (this student) as the purpose of this research study is to conduct a self-evaluative research study to assess whether this student's current methods of curriculum design and delivery are conducive to meeting the needs of the students who are enrolling in Canadian accelerated diploma programs.

### **Goals and objectives**

Utilizing Oliva (2001) and Tyler 's (1949) models, Stringer (2008) explains that broad goals are then derived from those needs, "together with specific objectives to be attained by learners, filtered through a screen of philosophical assumptions" (p. 162).

Boone et al. (2002) explain that a macro-objective and its connecting objective hierarchy is established that defines the new behaviors the learners will need to acquire to overcome the deficiencies defined in each need included in the needs hierarchy.

Boone et al. (2002) explain that the stated objectives must be:

(1) consistent with organizational context; (2) within the limitations of available resources; and (3) achievable within the capabilities of intended learners. The derivation and statement of objectives require that the adult educator resolve issues such as the types and levels of behavioral changes that are possible, probable, achievable, and desirable, given the macro-objective. (pp. 164–165)

Boone et al. (2002) also state that "objectives are defined and ordered out of socially relevant needs" (p. 172), culminating in a behavioral change and a change in the knowledge, skills, attitudes, and practices of members of the learner system, the target system, the client system, the action system, and so forth.

According to Boone et al. (2002) all efforts of the adult educator are directed toward change in systems and as a change agent and programmer the adult educator's concern is also, "to alter or change, through education, the behavioral patterns of learners to the extent that they become better equipped to cope with and adapt to the rapid and often unplanned daily changes that occur within their environments" (p. 54).

As the programmer, the primary goal is to design a course that is "achievable within the capabilities of intended learners" (Boone et al., 2002, p. 164). Boone et al. also state that the adult educator/programmer needs to resolve issues such as the type and levels of behavioral changes that are possible, probable, achievable, and desirable, given the macro-objective.

According to Boone et al. (2002) the first and foremost task of the adult education organization is education.

### **Learning processes**

In describing the learning processes, Stringer (2008) states that Oliva (2001) then asks what learning activities will enable learners to accomplish the objectives. Boone et al. (2002) explain learning processes as:

A macro-change strategy and its corresponding change strategies hierarchy (learning experiences/activities) describing what learners will need to experience and practice to acquire the new behaviors defined in each of the objectives included in the objectives hierarchy.

Boone et al. (2002) state that:

Change strategies – and learning experiences/activities encompassed therein . . . must take that holistic social and cultural world into account. Change strategies (and hence learning experiences selected) should fit into the learner's lifestyles and social- group norms/expectations. (p. 172)

### **Content**

Stringer (2008) explains that in order to determine the appropriate content for curriculum development, Oliva (2001) poses the question of what subject matter will be associated with those learning activities.

### **Assessment and outcomes**

According to Stringer (2008), Oliva (2001) poses the question of how learners will demonstrate they have accomplished the learning objectives as a means of assessing the curriculum (program/course) outcomes.

Boone et al. (2002) describe the elements of this process as "The macro-outcome and its corresponding outcomes hierarchy that specifies the new behaviors that learners will be expected to exhibit upon mastery of the behaviors specified in the objectives hierarchy" (p. 158).

Boone et al. (2002) also state that the principal product or outcome of adult education programs is positive behavioral change among the participants in the programs that are offered by adult education organizations.

### **Evaluation and accountability**

Boone et al. (2002) state that in order to maintain and improve the standards of their profession, adult educators must continually examine and share the results of their own efforts as related to the roles expected of them as adult educator, programmer, and change agent.

According to Stringer (2008), Oliva (2001) asks to what extent the program of learning enables learners to accomplish purposes/goals and whether they fulfill the personal needs of learners and social goals of the community in evaluating the program or course of study.

Boone et al. (2002) pose the following question when evaluating the program or course of study, "Will the probable outcomes of the learner objectives (and hence the planned program) solve individual/group/community problems identified through the needs assessment and analysis?" (p. 176).

Stringer (2008) points out that an open inquiry approach to evaluation, through its focus on identifying and solving problems, increases the chances of improving

educational programs and services. Open inquiry evaluation examines existing practices in the following ways:

- **Starting with general questions** How are we doing? What are we doing? What's working? What's not? How do we know?
- **Asking problem-posing and problem-solving questions** How could we improve things?
- **Asking what the community needs.**
- **Repeatedly asking "opening up" questions** Why are we doing this?
- **Starting with immediate problems.**
- **Revealing existing assumptions and intentions.**
- **Developing new and improved evaluative criteria.** (p. 166)

Boone et al. (2002) further explain that as part of the evaluation and accountability subprocess, "the adult education organization must analyze, interpret, and communicate programming choices and expected outcomes to its learners and their leaders, the governance body, and the profession" (p. 84). Further, management and renewal of the adult education organization depend on continuous generation of program outcomes and feedback through evaluation and accountability.

According to Boone et al. (2002) the adult education organization has both a commitment and an ethical responsibility to account for program choices (inputs), short-term outcomes, and long-term impacts/macro-outcomes to its target publics/learner systems, funding sources, the profession, and governance body.

In summing up the evaluation and accountability process, Boone et al. (2002) state that an important reason for engaging in program evaluation is to use these

evaluative findings to modify or redirect program inputs, where necessary, for current or future planned program cycling. According to Boone et al. these findings may reveal that the needs of target publics require further amplification, or that the objectives need clarifying, or that the teaching-learning strategies used need to be changed or modified, or that more time should be allocated for the program.

A second major use of program evaluation findings is to examine the viability and effectiveness of the total adult education organization. In this respect, organizational renewal in terms of rethinking and possibly altering the organization's functions, its structure, and its management system and practices may be necessary for effective fulfillment of the organization's mission and goals (Boone et al., 2002).

Boone et al. (2002) state that the reporting of the program results, such as the program outcomes and impacts, must be accurate and continuous. "The adult education organization's publics must be continuously apprised of the successes and failures of the adult education organization and its planned programs; this is particularly true for learners, their leaders, and other key publics" (p. 89). In addition, means must be devised and implemented for reporting of the planned program outcomes and their impact with the results being communicated to the organization's governance body. According to Boone et al. the adult education organization must be prepared, at all times, to account to its governance body for its planned programs and to justify the confidence and support accorded by these policy formulators. In addition, Boone et al. state that in order to maintain and improve the standards of their profession, adult educators must continually examine and share the results of their own efforts as related to the roles expected of them as adult educator, programmer, and change agent.

Boone et al. (2002) state that one of the uses of program evaluation findings is to examine the viability and effectiveness of the total adult education organization. According to Boone et al. the reporting of the results must be continuous and accurate. "The adult education organization's publics must be continuously apprised of the successes and failures of the adult education organization and its planned programs; this is particularly true for learners, their leaders, and other key publics" (p. 89).

### **Curriculum Design Analysis Framework for the Faculty of Law and Security, Police Foundations Diploma Program, Social Welfare in Canada Course**

The only course materials provided to this student in preparation for instructing this course was the course textbook, a 2006 edition, and the course timetable. As this student was not provided with any information on the individuals who were enrolled in this course of study (the learner system) or provided with information on the client system and the relevant stakeholder group members, this student, subsequently, made a number of assumptions with respect to the design of this specific course of study.

#### **Needs Analysis**

The over-riding need(s) of each of these systems was discussed earlier in Part I of this chapter, Curriculum Design. An identification of the needs specific to this Police Foundations Diploma Program and this specific offering of the Social Welfare in Canada course of study (August–September, 2009) will be identified within the following sections.

#### **Target system**

The needs of the target system (this student) is to assess whether this student's methods of curriculum design for this offering of the Social Welfare in Canada course are

conducive to meeting the needs of the individuals who were enrolled in this specific course of study and the needs of the various stakeholder groups comprising the client system as well as the adult educational organization, specifically, the campus where this student instructed.

### **Change agent system**

The adult educator is also a change agent (Boone et al., 2002). The primary need of this change agent system is to utilize the findings of this research study to affect this student's methods of practice relevant to the future design of the Social Welfare in Canada course of study. The secondary need of this change agent system is to share the findings of this research study, relevant to this course of study, with the larger community of adult education organizations delivering this specific course within an accelerated diploma program format.

### **Programmer system**

The adult educator is also the programmer (Boone et al., 2002). The primary need of this programmer system, for the purpose of this course of study, was to develop a course of study that would meet the needs of all of the relevant systems (client, learner, adult educational organization) which formed part of the larger community of systems that would have a stake in and/or were impacted by the Police Foundations Diploma program and the Social Welfare in Canada course of study.

This student requested all program and course materials at the time this student was asked to teach this course. This student was advised that the requested materials could not be provided until the first day of teaching this course. At the onset of the first day of teaching this course this student was advised that there were no available program

or course materials for this specific course of study. This student was handed the course textbook, 2006 edition, and given the course schedule. As the information on the learner system demographics was not provided to this student, the social and cultural needs and abilities and capabilities of the learner system, relevant to the program of study and the requirements of the client system and adult education organization, were not considered in the design of this course. This student contacted the textbook publisher for possible instructor resources but was advised that they were no longer available for this edition. This student requested a newer edition of the textbook from the College personnel but was advised that the textbook provided to this student was the textbook that would be used for the course as they were the edition in-stock and had to be used up. This student subsequently utilized her experience as a police officer and social worker together with the course textbook and Police Foundations program brochure to develop this course of study, while concurrently delivering this course of study.

### **Client system**

The client system includes those persons who are requesting a change, sanction it, are expected to benefit from it, and contract to receive it as well as those persons who request or are expected to benefit from services (Hepworth et al., 2010). Boone et al. (2002) describe stakeholders as individuals, groups, organizations, or agencies that have an interest/stake in the well-being of the target public (learner system). The client system for this specific Social Welfare in Canada course offering is comprised of primary and secondary stakeholders.

The primary stakeholder group, the main group that is requesting a change as well as contracting to receive it, for this specific offering of this course of study, is the

sponsoring agencies/organizations that provide funding to the individuals who are enrolled in this Police Foundations Diploma Program at this campus of the College. This student was not aware of whether either member of the learner system was receiving sponsorship to attend the program. This student did make the assumption that if any member of the learner system was receiving sponsorship to attend the program that the primary need of the sponsor (stakeholder) would be for their client to become employed, preferably in the career sector in which their client was enrolled, the law and security field.

The Ontario Ministry of Training, Colleges and Universities (MTCU) is also a stakeholder as it serves as the regulatory and governing body over private career colleges in Ontario. The MTCU states that the Ministry is, "responsible for the administration of laws relating to education and skills training" (2012).

One of the secondary stakeholder groups are the local, regional, and national police forces; public and private law and security agencies; Canadian Border Patrol Services; provincial and federal conservation and wild life authorities; municipal enforcement agencies; and so forth, whose need is to hire individuals with the proven knowledge and skills appropriate for employment within the law and security industry. These stakeholders will look to recruit and hire these individuals upon successful completion of the Police Foundations program.

Another secondary stakeholder group is other Police Foundation programs and adult educators whose needs are to ensure that they are delivering the most efficient and effective programs of study to meet all of their relevant systems needs (learner, client,

adult education organization). Results from this research study can be shared with these groups to also enhance their provision of services.

The social needs of the community, state, and nation must also be identified (Oliva, 2001). The needs of this stakeholder group, in relation to this learner system, is to develop their personal, future employment, and social needs through the provision of appropriate and relevant educational opportunities so as to provide for the development of a harmonious citizenry (Stringer, 2008).

### **Action system**

The action system is comprised of the formal and informal resources that are utilized to achieve client goals (Hepworth et al., 2010), the client being defined for this purpose of this research study as the client system, comprising the relevant stakeholder groups, as well as the learner system. The planned program itself is one of the formal resources that would be utilized to achieve the goals identified by all of the stakeholder groups comprising the client system (Boone et al., 2002). The action system, for the purpose of this analysis, is the Social Welfare in Canada course, designed by this student, and the formal and informal resources comprising this course of study.

The primary need for the formal and informal resources comprising this system is to design a course of study that is relevant to the specific needs of each stakeholder group comprising the client system, while also being cognizant of the social, cultural, and personal needs of the learner system.

### **Learner system**

During the initial design stage of this course of study, this student did not have any information on the members of the learner system such as demographics and method

of program financing (self-payment, OSAP, Second Career, Workplace Safety and Insurance Board (WSIB), and so forth). As this information was not available, it was not taken into consideration in the design of this course of study.

It was assumed by this student that the primary need of the individuals comprising this system would be to gain employment in the field of law and security. It was further assumed by this student that the secondary needs of the individuals comprising this system would be to pass this course in order to meet one of the requirements toward earning their Police Foundations Program diploma.

### **Adult education organization system**

The adult education organization system, for the purpose of this research study, is comprised of all adult education organizations offering accelerated diploma programs and the adult educators who design and deliver these programs and courses of study.

The specific adult education organization that this research study will focus on is a Canadian for-profit private career college at which this student instructed. As the College is a for-profit enterprise it is assumed by this student that the College's primary need is to be accountable to its shareholders for the efficient, effective, and profitable operation of the college as a business. It is also assumed by this student that the secondary need of the college to be accountable to the various stakeholders who have an interest in the success of the members of the learner system (sponsoring agencies, Ontario Ministry of Training, Colleges and Universities (MTCU), law and security agencies, members of the learner system, and the action and programmer system (this student).

## **Goals and Objectives**

### **Target system**

Based on the needs of this student, the target system, to complete a self-evaluative study, the overall goal and objective is for this student to conduct an evaluative study on all of the relevant components of the Social Welfare in Canada course which this student developed.

The learning objectives of this target system is to assess whether this student's current methods of curriculum design are conducive to meeting the needs of the individuals who are enrolled in this specific course of study; the various stakeholder groups (client system); the adult education organization (the College); and the larger community of adult educators and adult education organizations and the larger society as a whole.

### **Change agent system**

The overall goal for this specific course of study, with respect to curriculum design, is to conduct a self-evaluative research study to assess this student's current methods of curriculum design to better enable this student in designing innovative teaching methodologies for the accelerated Police Foundations Diploma Program and the Social Welfare in Canada course of study.

As a change agent system, the learning objectives will be to share the findings of this research study, specific to the design components of this course of study, with the larger community of adult education organizations and adult educators who also offer a similar Social Welfare in Canada course of study within an accelerated Police Foundations Diploma Program.

### **Programmer system**

This student was advised that there were no written goals and objectives for either this program or course of study. The course textbook was the only course material provided to this student in preparation for instructing this course.

Utilizing this student's background and experience in the fields of law enforcement and social work, this student assumed that the overall goal of this course of study would be to provide the members of the learner system with an understanding of social welfare and the Canadian social welfare system and its relationship within the fields of law and security. This student also assumed that the learning objectives of this course of study would be to provide the members of the learner system with the knowledge, skills, abilities, and practices that would be required of an individual seeking employment in a law and security field.

### **Client system**

This student assumed that the overall goal and learning objectives of the primary stakeholder group would be for their clients to be successful in obtaining long-term employment, preferably in the law and security field.

This student assumed that the overall goal and objectives of the secondary stakeholder group was to have a pool of skilled, knowledgeable, and qualified candidates to recruit from to fill current and future job openings.

This student assumed that the overall goal and objectives of MTCU was for the program and course offerings to be designed and delivered according to the Ministry standards.

This student assumed that the overall goal and objectives of the larger stakeholder group, including the community and society as a whole, was to have a healthy, harmonious citizenry (Stringer, 2008), which with respect to this learner system would be to obtain employment within the law and security industry.

### **Action system**

As this student was not provided with any program or course goals and learning objectives prior to delivering this course, this student assumed that the goals for the action system were to provide the learner system with an understanding of the social welfare system in Canada and its relationship within the a law and security field.

This student assumed that the learning objectives for the action system were to utilize a variety of resources relevant to social welfare and the law and security field including guest speakers, tours of facilities, audio-visual resources, and practice assignments, in order to provide the learner system with the appropriate knowledge, skills, abilities, and practices required to obtain employment in a law and security field.

### **Learner system**

It was assumed by this student that the primary goal of the individuals comprising this learner system would be to gain employment in the law and security field.

This student also assumed that the learning objectives of these individuals would be to obtain the knowledge, skill-base, and practice abilities required to successfully complete this course and subsequently the program of study that could lead to obtaining long-term employment in the field of law and security.

### **Adult education organization system**

The Mission Statement of the College is to:

Enhance individual's employment opportunities through creative, innovative, appropriate, and effective curricula to provide the most useful skills-training solutions that has a strong potential for "Gainful employment" in recognized occupation or trade. (College, n.d.a)

Although this student was not given any materials on the organization, program or specific course of study, except for the course textbook, it was the assumption of this student that the primary goal of this adult education organization was to provide the members of the learner system with the learning experiences, learning activities, and practices opportunities that would enable them to successfully complete this course of study as partial requirements to successfully completing their Police Foundations Diploma program of study.

It was also assumed by this student that one of the learning objectives of the adult education organization for this specific course of study was for the adult educator (this student) to design a course of study that would provide the members of this learner system with the relevant knowledge, skills, and abilities to enable them to secure employment in a law and security field.

This student also assumed that a second objective of the adult education organization would be to meet the needs of each the various stakeholder groups affiliated with each individual's program of study such as enabling these individuals to obtain employment within the law and security field.

This student believes that this would have a positive impact on the relationship between the adult education organization (the College and this student's campus) and the various stakeholders (sponsoring agencies; law and security agencies;) which could lead

to an increase in the adult education organization's profile and awareness within the community and within the industry; an increase in program enrollments, and a positive relationship with the Ministry.

### **Learning Processes**

#### **Target system**

This student, the target system, will complete a self-evaluative study, to assess whether the learning experiences and activities and change strategies designed by this student for this specific Social Welfare in Canada course were conducive to meeting the needs of the individuals who were enrolled in this specific course of study relative to their appropriateness to meeting the needs of the specific learner, client, and adult education organization systems.

#### **Change agent system**

It is the belief of this student that the findings of this research study, with respect to the learning experiences, learning activities, and behavioral change strategies designed by this student specific to this course of study, will better enable this student in the future design of this specific course of study. It is also the belief of this student that the findings of this research study, with respect to the learning experiences, learning activities, and behavioral change strategies designed by this student for this course of study, will better enable the larger community of adult education organizations in their design of this course of study, within an accelerated Police Foundations Diploma program, to meet similar learner and client system needs.

### **Programmer system**

As this student was not given any materials on the Police Foundations program or the Social Welfare in Canada course of study, based on this student's experience and knowledge as a police officer and social worker, and utilizing the course textbook and program brochure, this student made a number of assumptions relating to the learning experiences, learning activities, and behavioral change strategies that would be required by the various stakeholder groups (client system) comprising the Police Foundations Diploma Program at this campus of the College. It was also assumed by this student that these learning experiences and learning activities would enable the members of the learner system to acquire the new behaviors required to compete in obtaining employment in a law and security field.

### **Client system**

It was assumed by this student that the various stakeholder groups comprising the client system would have identified the learning experiences, learning activities, and practices, the desired behavioral changes, and the relevant knowledge, skills, and abilities required to obtain employment in the law and security field. As this information was not provided to this student, this student made assumptions relating to the learning processes that would be required to meet the needs of the learner system, based on this student's experience and knowledge as a police officer and a social worker.

### **Action system**

No resource listings were provided to this student for this course of study. Based on this student's experience as a police officer and social worker, and utilizing the course textbook provided and program brochure, this student incorporated a variety of resources

into within each of the class offerings. These formal and informal resources included relevant power-point presentations, movies, videos, and handouts, relevant guest speakers, and facility tours, which were designed to provide members of the learner system with learning experiences, activities, and practice opportunities that would contribute to the development of new behaviors, attitudes, knowledge, skills, and practices required for employment in the law and security field.

Appendix F (Social Welfare In Canada Course Resources) contains a listing of the resources specific to this offering for this course of study, as compiled by this student.

The learning processes designed by this student for this specific course of study are contained in Appendix B (Course Outline), Appendix C (Grading Criteria), Appendix D (Project Outline), and Appendix E (Class Outline).

### **Learner system**

It was assumed by this student that the individuals comprising this learner system would engage in the learning experiences, learning activities, and practices required to demonstrate the behavioral changes identified and required to fulfill the successful completion of this course of study.

### **Adult education organization system**

It was assumed by this student that this campus of the College would participate in providing opportunities to accomplish the learning experiences and learning activities identified and required to accomplish the change strategies relevant to the successful completion of this Social Welfare in Canada course of study.

## **Content**

### **Target system**

As no materials were provided to this student for this course of study this student will conduct a self-evaluation on the appropriateness of the subject matter materials that this student designed for this specific offering of this course of study relevant to meeting the needs of the learner, client, and adult education systems and the requirements of the Police Foundations Diploma program.

### **Change agent system**

The content and subject matter, designed by this student for this course, will be assessed and evaluated as to its appropriateness to meeting the needs of the various stakeholder groups who comprise the client system, as well as the relevance of the content and subject matter to meeting the requirements for the Police Foundations Diploma program.

The results of this analysis will be utilized to affect this student's design methods relevant to this course of study. The results will also be shared with the relevant stakeholder group members (client system) and the larger community of adult educators and adult education organizations.

### **Programmer system**

As no materials other than the 2006 course textbook were provided to this student prior to the commencement of this course, this student developed the course content based on the textbook and this student's experience and knowledge as a police officer and social worker. Class outlines, developed on a class-by-class basis, due to the lack of program preparation time, will be examined in more detail in Part II of this chapter.

**Client system**

Normally, this information would be provided for as part of the program and/or course of study materials. As it was not, this student made a number of assumptions with respect to the content requirements of the various stakeholders based on this student's experience as a social worker and police officer.

**Action system**

Normally, this information would be provided for as part of the program and/or course of study materials. As it was not, this student made a number of assumptions in designing this course of study with regards to the content requirements of the various stakeholders, as well as in relation to the demographics and capabilities of the individuals comprising this learner system. This student's experience as a social worker and police officer was utilized in the design of this course in relation to these requirements and capabilities.

Appendix C contains the Grading Criteria and Project Requirements. Appendix D contains an explanation of the Community Resource Directory Project, one of the requirements designed by this student for this course of study.

Appendix F (Social Welfare In Canada Course Resources) contains a listing of the resources specific to this offering for this course of study, as compiled by this student.

The learning processes designed by this student for this specific course of study are contained in Appendix B (Course Outline), Appendix C (Grading Criteria), and Appendix D (Project Outline).

A sample lesson plan for this course of study, developed by this student, is contained in Appendix E (Class Outline).

### **Learner system**

As the program, course materials, and information on the individuals comprising the learner system was not provided to this student prior to designing this course of study, this student did not consider the social, cultural, lifestyle, and social-group norms and expectations of each individual in the learner system (Boone et al., 2002), prior to the actual delivery of the course. This student did attempt to incorporate this information as best as was practicable, in light of the timelines of acquiring the information and the subsequent, somewhat concurrent, delivery of the course of study. This will be examined further in Part II of this chapter.

### **Adult education organization system**

It was assumed by this student that this campus of the College would participate in providing the resources and materials required to meet the goals and objectives and learner and stakeholder needs relevant to this course of study as detailed in the course requirements designed by this student for this specific course offering.

### **Assessment and Outcomes**

#### **Target system**

The learning objectives for this target system were to assess whether this student's current methods of curriculum design is conducive to meeting the needs of the individuals who are enrolled in this specific course of study, the various stakeholder groups (client system), the adult education organization (the College and this student's campus), and the larger community of adult educators and adult education organizations and the larger society as a whole. This student believed that the findings from this

assessment would better enable this student in designing innovative teaching methodologies for the courses comprising Canadian accelerated diploma programs.

The outcomes that this student hoped to achieve by conducting an analysis of this specific course of study were to increase this student's knowledge, skills, abilities, and practices to better enable this student in the future design of the Social Welfare in Canada course of study. I would state that the processes that I have undertaken in applying the analysis framework to the design aspect of this course has provided me with new and more relevant knowledge, skills, abilities, and practices for future curriculum development and design, as it relates to this course of study within an accelerated diploma program format.

#### **Change agent system**

As a change agent system, the learning objectives were to share the findings of this research study, specific to the design components of this course of study, with the larger community of adult education organizations and adult educators who also offer a similar Social Welfare in Canada course of study within an accelerated diploma program.

The outcome of this learning objective cannot be assessed until these results are actually disseminated to the larger adult education system. It is the goal of this student to make available the results of this research study to other adult education organizations and adult educators who offer the Social Welfare in Canada course within an accelerated program of study for their review.

#### **Programmer system**

Utilizing the course textbook and this student's experience as a police officer and social worker, this student made a number of assumptions with regards to the learning

objectives and subsequent outcomes for this course of study. This student designed this course of study to provide the members of the learner system with the current knowledge, skills, abilities, and practices that would be required for an individual to seek out and obtain employment within the law and security field.

These outcomes cannot be assessed until the members of this learner system complete this course of study and the new behaviors have been exhibited/demonstrated by the successful completion of the course requirements outlined in Appendix C (Grading Criteria).

### **Client system**

This student assumed that the overall learning objectives of the primary stakeholder group would be to provide their respective members of the learner system with the relevant and current knowledge, skills, abilities, and practices that would be required for an individual to seek out and obtain employment within the law and security field.

This student believes that these objectives would be met by each member of the learner system successfully completion all of the requirements designed by this student for this specific course of study.

This student assumed that the overall objectives for the Ministry would be that the members of the learner system be provided with the relevant and current knowledge, skills, abilities, and practices required for an individual to seek out and obtain employment within the law and security field.

Based on this course of study, which this student designed, this student believes that these objectives would be met by each member of the learner system successfully completing the requirements designed by this student for this specific course of study.

This student assumed that the overall learning objectives of the secondary stakeholder groups would be for the members of the learner system to have acquired and be able to demonstrate their newly acquired knowledge, skills, abilities, and practices upon gaining employment within each secondary stakeholder's specific law and security field.

This student assumed that the overall learning objectives of the community and society as a whole would be for these members of the learner system to apply and exhibit these newly acquired behaviors for the betterment of themselves, their families, and their community.

It is this student's belief that these overall outcomes cannot be assessed until each member of this learner system successfully completes this course of study and demonstrates these new behaviors by obtaining employment within his or her respective program area of study.

These outcomes cannot be assessed in the short-term for the purpose of this research study. It is the belief of this student that after having successfully completed this course of study that the members of the learner system should be capable of demonstrating these new behaviors within their lives, the lives of their families, the community, and society as a whole.

### **Action system**

As there were no stated outcomes for this course of study, it was assumed by this student that positive behavioral changes in the knowledge, skills, abilities, and practices, relevant to this Social Welfare in Canada course of study, would be demonstrated by the successful attainment of the course requirements by each of the individuals comprising the learner system.

Appendix B contains the course outline. Appendix C contains the grading criteria. Appendix D contains the project requirements. Appendix F contains the course resources listings.

### **Learner system**

It was assumed by this student that the primary objective of the individuals who would comprise the learner system for this course of study was to obtain the knowledge, skill-base and practice abilities required by the various stakeholders to obtain long-term employment within the law and security field.

This student made that assumption that each member of the learner system would demonstrate an understanding of the social welfare system in Canada and the relationship of social welfare to the field of law and security. Demonstrations of these understandings would be assessed by utilizing the criteria listed in the Grading Criteria outline specific to this Social Welfare in Canada course of study (Appendix C).

These outcomes cannot be assessed until each member of this learner system successfully demonstrates these new behaviors by completing the requirements for this course of study (See Appendix C: Grading Criteria).

### **Adult education organization system**

It was assumed by this student that one of the learning objectives of the adult education organization for this specific course of study was for the adult educator (this student) to deliver a course of study that would provide the members of this learner system with the relevant knowledge, skills, and abilities to enable them to secure employment within the law and security field.

It was the belief of this student that this specific Social Welfare in Canada course of study could not have been delivered based solely on the materials (course textbook, 2006) provided to this student for the delivery of this course. As such, this student believed that she first had to design this course of study, utilizing the provided course textbook, prior to being able to subsequently deliver this course of study. Therefore, I believe that the learning objectives and subsequent outcomes could be deemed to have been achieved as this student did complete the course design in readiness for delivery of this specific Social Welfare in Canada course of study.

As there were no assessment and outcome requirements provided for this course of study it was assumed by this student that successful completion of this course of study by the individual members of the learner system would demonstrate fulfillment of the College's learning objectives required for this specific course of study.

These outcomes cannot be assessed until each member of this learner system successfully demonstrates these new behaviors by completing the requirements for this course of study.

This student also assumed that a second objective of the adult education organization would be to meet the needs of the various stakeholder groups affiliated with

each of the individual members of the learner system, such as enabling these individuals to obtain employment within the law and security field.

It is this student's belief that these outcomes could only be assessed if the adult education organization (the College and this student's campus) has completed an assessment and evaluation of the course and course outcomes and is then also willing to share these results with all of the relevant stakeholder groups comprising this specific client system.

### **Evaluation and Accountability**

This section examines whether the personal needs of the learners, the goal of the learning program, the social goals of the community have been met and assesses whether the probable outcomes will actually solve the identified individual, group, and community problems identifies throughout this research study.

### **Target system**

In relation to Oliva's (2001) question of whether the program of learning fulfilled the personal needs of the learner, specific to this research study, as this student is also one of the learners, I would state that the process that I have undertaken in applying the analysis framework to the design aspect of this course has greatly improved my knowledge, skills, and abilities for future curriculum development and design, thus fulfilling one of the personal needs of this learner. This area will be further discussed under the Summary and Conclusions section specific to this course of study.

### **Change agent system**

I believe that this student's newly acquired knowledge and skills have resulted in positive behavioral change for this student which I believe will have a positive impact on

the design of innovative teaching methodologies for the Police Foundations Diploma Program and the Social Welfare in Canada course, not only by this student, but also for utilization by the larger system of adult education organizations delivering this course of study within a Police Foundations accelerated diploma program.

I also believe that this student's newly acquired knowledge, skills, and abilities, as a change agent, will assist this student as an organizational transformation and development practitioner toward solving, and serving, as Stringer (2008) puts it, "the broad human needs of community, society and the planet" (p. 160).

The knowledge, skills, and abilities learned by this student throughout the processes of conducting the research for this study also offered this student the opportunity to practice the knowledge, skills, and abilities gained through the processes utilized in conducting the research for this self-evaluative study.

### **Programmer system**

I believe that this student's newly acquired knowledge, skills, and abilities, obtained through the process of conducting an evaluation of this student's design of this specific course of study, will have a positive contribution to this student's future curriculum development of the Social Welfare in Canada course and the accelerated Police Foundations Diploma program.

### **Client system**

This student is not aware that any information was shared with or disclosed to the various stakeholders comprising the client system. Therefore, an analysis of this information and the stakeholders' reactions to it cannot be provided by this student. This student does believe, from an accountability perspective, that it is a necessary component

of curriculum design that the findings obtained from an evaluative process of all of the design elements comprising the course of study be shared with all relevant members of the client system, as well as the adult educator, by the adult education organization.

### **Action system**

This student believes that the learning experiences, learning activities, and practice opportunities designed specifically for this course of study by this student, would provide members of the learner system with all of the required knowledge, skills, and abilities to seek out and obtain employment within their program areas.

A more in-depth analysis of the learning experiences and activities specific to this course of study will be examined in Part II: Curriculum Delivery.

### **Learner system**

Course evaluations were completed by each individual comprising the learner system at the completion of this course of study. Appendix G provides a copy of the evaluation form that is given to each individual at the completion of each course of study.

The completed course evaluations for this course of study were not made available to this student. This student was advised that the members of the learner system did not have any complaints with the course content. The Instructor and Facility sections will be further discussed in Part II of this chapter.

### **Adult educational organization system**

This student is not aware that any of the analysis, outcomes, and evaluation/assessment information was analyzed by the College and/or communicated to relevant members the client system, the stakeholder groups, "the governance body, and the profession" (Boone et al., 2002, p. 84).

Without knowing whether this information was analyzed and/or communicated by the College to any of the relevant stakeholder groups, including this student, this student's overall assessment is that the adult educational organization most likely did not carry out its responsibility to account for program choices (inputs), short-term outcomes, and long-term impacts/macro-outcomes to its target publics/learner systems, funding sources, the profession, and governance body (Boone et al., 2002).

The viability and effectiveness of the total adult education organization such as its functions, structure, management system, and practices (Boone et al., 2002) is also in question, based on this student's assumption that the course outcomes and impact(s) were not analyzed and communicated accordingly. This will be discussed further in the Summary and Conclusions section relating to this specific course of study.

### **Summary and Conclusions: What have I, the researcher, learned?**

As the researcher conducting this study, and according to Boone et al. (2002), Stringer (2008), Oliva (2001) and Wadsworth (1997), I do not believe that all of the programming processes were met by the programmer (this student), members of the learner system, members of the client system, MTCU, and the adult education organization, this campus of the College.

It was not known whether the program, course content, and the timelines for each course of study met the Ministry standards relevant to an accelerated program of study. Also, information on who originally designed the Police Foundations Diploma program and whether the original program was designed as an accelerated program of study was not known to members of the adult education organization.

There was no information provided to the programmer in preparation for designing this course of study and there was not sufficient time to appropriately prepare this course of study in preparation for meeting the course delivery schedule.

The issue of not having the information with respect to the demographics of the learner system did not allow the programmer to incorporate the educational, social, and cultural needs of the members of the learner system into the design of this specific offering of this course of study.

The issue of not having the information with respect to the relevant members of the client system did not allow the programmer to incorporate the current required knowledge, skills, and abilities from a law and security perspective, into the design of the course.

Although the programmer was able to utilize her experience as a police officer and social worker in the design of the course, it had been at least 10 years since she had been employed in the law enforcement field.

The adult educator was also not experienced as a curriculum designer for either a career college course or an accelerated program of study.

As the researcher for this study, I believe that the programmer did not have the current, and even perhaps relevant, knowledge and skills necessary to design a course of study and to design this course of study within the current knowledge, skills, abilities, and practices required within the law and security field.

The issue of not being provided with a course outline, program and course goals and objectives, learning outcomes, and the outcomes and assessment criteria required by the adult education organization and the Ministry is, this researcher believes, detrimental

to the design of this course of study, and potentially, to the overall long-term success of the learner system in both obtaining employment in the law and security field and applying the course content within the law and security field.

As the researcher, my final question to the adult education organization and the Ministry would be, if the course materials were not available for the delivery of this course then what was the course content in the previously delivered Police Foundations program and how was the course delivered without course goals, objectives, learning activities and outcomes, and course content.

### **Implications for my practice as an adult educator and as an Organizational Development and Transformation (OD&T) practitioner**

In undertaking this self-evaluative research study I believe that I now have the relevant knowledge, skills, and abilities required of an adult educator/programmer to design an appropriate course of study to meet all of the relevant needs, goals, and objectives of the overall program of study and its respective courses of study.

The knowledge, skills, and abilities learned by this student throughout the processes of conducting the research for this study also offered this student the opportunity to practice the knowledge, skills, and abilities gained through the processes utilized in conducting the research for this self-evaluative study. As an adult educator, I believe that now, after completing this evaluative process, that I would only be willing to deliver a course of study if I were first provided with all of the necessary information and resources to appropriately deliver it, if I actually would accept the offer at all. If this information and resources were not provided or available, I would not be willing to deliver the course of study. As a professional adult educator I would explain that if the

course materials and information are not available that an appropriate period of time will be required for the design of the course prior to the actual delivery the course of study.

August 2010 was the next time that I was asked to teach the Social Welfare in Canada course. By then, I had designed 18 different courses within four separate faculties. As the adult educator, I taught the Social Welfare in Canada course on four separate occasions from 2009 to 2012. As I was the only adult educator instructing the course I continued to utilize the original course design modifying the course content to be relevant to the social and cultural needs of each new learner system. A newer edition of the textbook was obtained once the previous stock (2006) was exhausted. Until I engaged in conducting this research study I had not designed this course of study utilizing written detailed plans of action; stated detailed goals and objectives, and so forth. One of the implications for my future practice as an adult educator is to incorporate all of the learnings and abilities gained in conducting this research study in the future design of innovative methods of curriculum design and delivery within the field of adult education.

From an organizational development and transformation perspective, as a change agent, I believe that there are a number of systems that lacked professionalism and failed in their responsibilities to ensure, as well as institute, the necessary accountability measures and procedures required by a provider of services agency.

As the career college regulatory agency, I believe that the Ontario Ministry of Training, Colleges and Universities' (MTCU) role and responsibility is to monitor the programs and services offered by private career colleges. As the research in Chapter 2 demonstrated, the professionalism of the for-profit, private career college industry is in question and under study. As an organizational development and transformation

practitioner my questions to MTCU would be to inquire as to when was the most recent time that the MTCU attended the adult education organization and requested copies of program curriculum and course content to ensure that the adult education organization was fulfilling its responsibilities as a responsible provider of programs and services.

The adult education organization, (this campus of the College), is responsible and accountable to the MTCU, the members of the learner system, members of the client system, and to this adult educator, for the appropriate and professional provision of programs and courses of study, which, as they state in their mission statement, will "Enhance individual's employment opportunities through creative, innovative, appropriate, and effective curricula to provide the most useful skills-training solutions that has a strong potential for "Gainful employment" in recognized occupation or trade" (College, n.d.a). The College's vision statement continues, "Excellence in client services by delivering high performance, up to date education and skills training" (College, n.d.a). As an OD&T practitioner, specific to this course of study, I believe that this adult education organization has not fulfilled its responsibilities to the members of the learner system, their respective sponsorship agencies, and the MTCU. Also, I believe that the adult education organization is responsible to the relevant members of the client system who look to hire and recruit these individuals believing that they are receiving the relevant and current knowledge, skills, abilities, and practices required for employment in the law and security field. The adult education organization, I believe, is also responsible to other adult education organizations and particularly the organizations that comprise the for-profit private career college who, by virtue of one college's unfit business practices,

as the research in this study has demonstrated, are deemed to all be engaging in unfit business practices.

As a for-profit private career college, I believe that this adult education organization does have a responsibility to its shareholders for the effective, efficient, and profitable operation of the College as a business. I do not believe, as an OD&T practitioner, that this should extend to the saving of money by using up out-of-date inventory. As Boone et al. (2002) point out, in the long-term this will actually have a negative impact on the ongoing and future success of the adult education organization if its practices are found to be suspect.

I believe that the adult education organization is also responsible, by extension, to the larger community, including family, and society as a whole, who assume that as the adult education organization is listed under the MTCU as an Accredited college that the individuals who attend their programs of study are provided with "high performance, up-to-date education and skills training," with a "strong potential for gainful employment" as the College states in its mission and vision statements (College, n.d.a).

I also believe that this adult education organization's responsibility to this student, as the adult educator for this course of study, was to have provided the necessary materials and information in order for this student to effectively deliver this course of study. I do not believe that the adult education organization acted professionally in not disclosing to this student, at the time of requesting this student to teach this course, that there were no course material and resources other than an old edition of the textbook, available for the delivery of this course of study.

As an OD&T practitioner, I believe that the situation of this adult education organization having an acting Campus Director greatly impacted the delivery of services and programs within this organization. It quickly became obvious to this student that the lines of authority and accountability were not in place to deal with such issues as lack of course materials, inadequate course resources, and so forth.

I also believe, that from an OD&T perspective, that this adult education organization has a responsibility to the sponsorship agencies such as Second Career, WSIB, and OSAP. Second Career and WSIB provides the financial resources for the individual (their client) to attend the program of study and for a living allowance while the individual is enrolled in the program of study. These sponsorship agencies assume that their client will be successful in acquiring the relevant knowledge, skills, and abilities to successfully obtain employment within the program area of study. As well, the programs of study that these sponsorship agencies have enrolled their clients in are the areas of employment that the current research indicates are in need of employees. The research in Chapter 2 of this study stated that the repayment rates of student loans for individuals receiving government sponsorship, in the form of student loans, to attend these educational organizations, were extremely low. The rates of repayment will decrease even more if the individuals attending these adult education organizations are not receiving adequate and appropriate skills training, impacting their ability to be successful in completing the program and/or in obtaining employment. As OSAP is the Ontario government's student assistance program providing funding to eligible individuals to attend programs of learning at higher-education facilities, this adult

education organization also has a responsibility to OSAP in the provision of services and programs to their respective clients.

In order to bring about change in the larger system of adult education organizations operating within the for-profit, private career college sector, this student believes that it will be necessary to begin by addressing the potential for these issues, as described above, within each of the for-profit, private career college, adult education organizations, and the system of adult education organizations as a whole.

**Implications, from an organizational development and transformation perspective, to the profession of adult educators as a whole and to the for-profit, private career college sector of the industry, as a whole**

The studies presented in Chapter 2 of this research study indicate that there are a number of issues relating to the professionalism of adult educators and the adult education organizations, particularly within the for profit, private career college sector of the industry.

The processes that this student chose to undergo, after being asked to teach this course, is not a unique situation to this student or to this College. It is this student's belief that this is also not a unique situation within the sector of the adult education organization system.

From an OD&T perspective, with respect to the profession of adult educators, as a whole, I specifically used the word *chose* in referring to this student's conscious, albeit naive at the time, decision to agree to deliver this course of study without being provided the necessary materials to effectively do the job. My undertaking in conducting this self-evaluative study has taught me that this is not the behavior of a professional adult

educator. I believe, after completing this research study, that as a professional adult educator, this student should have declined the offer to deliver the course until the appropriate and relevant course materials were made available to this student. Had this student, at that time, been offered the opportunity to design this course of study, I believe that acting as a professional adult educator, it would have been in the best interests of this student and the various systems (learner, client, and so forth) to have declined the offer as this student did not have the skill-base as a programmer, at that time, to effectively design this course of study.

From an OD&T perspective it becomes evident that the for-profit, private career college sector, as a whole, and the various client systems that impact and are impacted by this system (MTCU, sponsorship agencies, potential program employers, members of the learner system, and so forth) need to become more accountable to each other and demand more accountability from each other in order that the needs of the members of the learner system can be successfully achieved and maintained.

**Curriculum Design Analysis Framework for Faculty of Career Management—  
Supply Chain and Inventory Control Management Program, Job Search Course**

This student was only provided with a course booklet (Job Search). No program information, course materials, goals and objectives, outcomes, and so forth were provided to this student in preparation of delivering this course. Information on the individuals who were enrolled in this course of study (learner system), including the learner demographics as well as information on the relevant stakeholder group members (client system) and their respective course and program requirements, were also not provided to this student. Subsequently, this student believed that in order to effectively deliver the

Job Search course, this student would first need to design this course of study utilizing, in part, the provided Job Search course booklet. This student subsequently also made a number of assumptions with respect to the design of this specific course of study.

### **Needs Analysis**

#### **Target system**

The needs of the target system (this student) is to assess whether this student's methods of curriculum design for this offering of the Job Search course are conducive to meeting the needs of the individuals who were enrolled in this specific course of study and the needs of the various stakeholder groups comprising the client system as well as the adult educational organization, specifically, this campus of the College.

#### **Change agent system**

The primary need of this change agent system (this student) is to utilize the findings of this research study to affect this student's methods of practice relevant to the future design of the Job Search course of study.

The secondary need of this change agent system is to share the findings of this research study, relevant to this course of study, with the larger community of adult educational organizations delivering this specific course within an accelerated diploma program format.

#### **Programmer system**

For the purpose of this course of study the primary need of this programmer system (this student) was to develop a course of study that would meet the needs of all of the relevant systems which formed part of the larger community of systems that would have a stake in and/or were impacted by this specific Job Search course of study. As the

only materials provided to this student for this course was the Job Search booklet it was necessary for this student to locate current materials relevant to the subject matter. The needs of the learner system relevant to their respective program of study and the requirements of the client system and adult education organization were not considered in the design of this specific Job Search course, as that information was not provided to this student.

This student requested all program and course materials at the time this student was asked to teach this course. This student was advised that the only material available was the Job Search course booklet. As this student was not provided with the course goals, objectives, and outcomes, this student researched the current literature on employment programs and training and utilized the Job Search course booklet to develop this course of study while concurrently delivering this course of study.

### **Client system**

This student was not advised of the specific program of study that each member of the learner system was enrolled in prior to this student delivering this course of study. As a result, this student did not have information on the various stakeholder groups, comprising the client system, prior to the concurrent design and delivery of this course.

Prior to delivery of this course of study, this student was not made aware of the methods of funding that the members of the learner system were attending under but this student was aware that the majority of the individuals attending programs at this campus of the College, were receiving some type of government sponsorship (Second Career, WSIB, OSAP). Although the needs of a number of stakeholder groups comprising the

client system were not initially considered, this demographic of the learner system was considered by this student in the design stages of this course of study.

As a primary stakeholder the needs of the Ontario Ministry of Training, Colleges and Universities (MTCU) is to ensure that the course of study is being offered to the members of the learner system as per the Ministry standards and requirements. This includes adherence to the Private career Colleges Act (2005) by the adult education organization.

Another secondary stakeholder group is other adult education organizations and adult educators whose needs are to ensure that they are delivering the most efficient and effective programs of study to meet all of their relevant systems needs (learner, client, adult education organization). Results from this research study can be shared with these groups to also enhance their provision of services.

The social needs of the community, state, and nation must also be identified (Oliva, 2001). The needs of this stakeholder group, in relation to this learner system, is that the personal, future employment, and social needs of the individuals comprising the learner system be developed through the provision of appropriate and relevant educational opportunities so as to provide for the development of a harmonious citizenry (Stringer, 2008).

### **Action system**

The primary need for the formal and informal resources comprising this system is to result in providing a course of study that is relevant to the known specific needs of each stakeholder group comprising the client system, while also being cognizant of the known social, cultural, and personal needs of the learner system.

As this student was not aware of the needs of each member of the learning system prior to designing this course of study, these needs were not taken into consideration during the design phase of this course of study.

Based on this student's knowledge since commencing teaching at the College of the demographics of the majority of students attending the College, and this student's research into the current job search process, a variety of formal and informal resources to enable members of the learning system to meet their assumed needs (increase knowledge, skills, abilities, and so forth) was incorporated by this student, into the design of this course of study.

### **Learner system**

The demographics on the individuals comprising the learner system for this specific Job Search course were not made known to this student at the time she was asked to teach this course. Based on this student's knowledge of the demographics of the learner systems comprising the other courses that this student had designed since coming to this campus of the College, this student made a number of programming assumptions with respect to the learner system needs. Although this student was not aware of the specific program that each of the individuals comprising the learner system were enrolled in, this student assumed that individuals were attending their respective programs with the need to increase their knowledge, skills, and abilities to enable them to obtain new or different employment in their respective program areas.

It was further assumed by this student that the secondary needs of these individuals comprising the learner system would be to pass the Job Search course in order to meet one of the requirements toward earning their respective program diploma.

## **Adult education organization system**

The adult education organization is this campus of the College, a Canadian for-profit private career college. As the College is a for-profit enterprise it is assumed by this student that the College's primary need is to be accountable to its shareholders for the efficient, effective, and profitable operation of the College as a business. It is also assumed by this student that the secondary need of the College is to be accountable to the various stakeholders who have an interest in the success of the individuals comprising the learner system (sponsorship agencies, MTCU, companies within the respective programming area, members of the learner system, and the action and programmer system (this student)).

## **Goals and Objectives**

### **Target system**

Based on the need of this student, the target system, to complete a self-evaluative study, the overall goal is for this student to conduct an evaluative study on all of the relevant design components of the Job Search course that this student, in part, designed.

The learning objectives of this target system is to assess whether this student's current methods of curriculum design is conducive to meeting the needs of the individuals who are enrolled in this specific course of study, the various stakeholder groups (client system), the adult education organization (this campus of the College), and the larger community of adult educators and adult education organizations and the larger society as a whole.

### **Change agent system**

The overall goal for this specific course of study is to better enable this student in designing innovative teaching methodologies for future offerings of the Job Search course.

As a change agent system, the learning objectives will be to share the findings of this research study, specific to the design components of this course of study, with the larger community of adult education organizations and adult educators who also offer a similar Job Search course of study within an accelerated program of study.

### **Programmer system**

No program materials, such as the overall program goals and objectives for the client system, the adult educational organization, and the learner system were provided to this student for this course of study. A course booklet was the only material provided to this student in preparation for instructing this course.

Utilizing the Job Search course booklet and the research this student gathered on current job search processes, this student made a number of assumptions with regards to the goals and objectives for this course of study.

As this student was not aware of the program area of study that each member of the learner system was enrolled in this student made a number of assumptions with regards to the overall goals of the learner system and client system. With respect to the learner system, this student assumed that the overall goal was to provide the members of the learner system with an understanding of the job search process that would be required for individuals to seek out and obtain employment within their specific program areas.

As this student was not initially aware of the program area that each member of the learner system was enrolled in information the learning objectives relevant to the client system, for this specific course of study, were not taken into consideration. This student therefore developed generic learning objectives that were to design a course of study that would provide the members of the learner system with the current knowledge, skills, abilities, and practices that would be required for individuals to seek out and obtain employment within their specific program areas.

### **Client system**

Although this student was not made aware of all of the stakeholders comprising the primary stakeholder group (the organization sponsoring the members of the learner system), this student assumed that the overall goal of the primary stakeholder group would be for their clients to be successful in obtaining long-term employment, preferably in the program area, in which their client was enrolled. This student assumed that the overall learning objectives of the primary stakeholder group would be to provide their respective members of the learner system with the relevant and current knowledge, skills, abilities, and practices that would be required for individuals to seek out and obtain employment within their specific program areas.

This student assumed that the overall goal of the MTCU was for the course of study to be designed according to MTCU standards. This student assumed that the overall learning objectives of the MTCU would be that members of the learner system would be provided with the relevant and current knowledge, skills, abilities, and practices that would be required for individuals to seek out and obtain employment within their specific program areas, according to the MTCU standards.

This student assumed that the overall goal of the secondary stakeholder groups were to have a pool of skilled, knowledgeable, and qualified candidates to recruit from to fill current and future job openings. This student assumed that the overall learning objectives of the secondary stakeholder groups would be for these members of the learner system to have acquired and demonstrated this newly acquired relevant and current knowledge, skills, abilities, and practices for an individual to obtain employment within each secondary stakeholder's field.

This student assumed that the overall goal of the larger stakeholder group, including the community and the larger society, was to have a healthy, harmonious citizenry (Stringer, 2008) by having members of this learner system becoming employed within their chosen program areas of study. This student assumed that the overall learning objectives of the community society as a whole would be for these members of the learner system to apply and exhibit these newly acquired behaviors for their own betterment, their families, the community, and society as a whole.

### **Action system**

As this student was not given any program or course goals and objectives prior to teaching the course this student assumed that the overall goal of this course of study was to provide the learner system with an understanding of the job search process. As this student was not aware of each learner's specific program of study, this Job Search course was designed for application to any program of study.

Not having information on the specific program each learner system member was enrolled in, this student assumed that the learning objectives for this course of study were to utilize a variety of resources to provide the individuals comprising the learner system

with the knowledge, skills, and abilities required to seek and obtain employment within any program area. As such, this student designed this course as a generic Job Search course of study.

### **Learner system**

It was assumed by this student that the overall goal of the individuals comprising this learner system was to successfully complete the Job Search course of study as part of the requirement to obtaining their diploma in their respective program areas of study.

It was assumed by this student that the primary learning objective of the individuals who would comprise the learner system for this course of study was to increase their knowledge and skill-base in order to allow them to actively compete in successfully gaining long-term employment.

### **Adult education organization system**

According to this adult education organization, the mission of the College is, basically, to enhance an individual's employment opportunities through curricula, by obtaining the skills training required, for the strong potential of obtaining gainful employment in a recognized occupation or trade (College, n.d.a).

The vision statement of the College basically continues on and adds, contribute to community partnerships and enhance awareness and visibility of post-secondary and adult learning solutions (College, n.d.a).

Although this student was not given any materials on the organization, program, or specific course of study, except for the course booklet, it was the assumption of this student that the primary goal of the College was to provide the members of the learner system with the (curricula) learning experiences, learning activities, and practices

opportunities (obtaining the skills training required) that would enable them to them to successfully complete this course of study as partial requirements to successfully completing their overall program of study.

It was also assumed by this student that one of the learning objectives of the adult education organization for this specific course of study was for the adult educator (this student) to design a course of study that would provide the members of this learner system with the relevant job search knowledge, skills, and abilities to enable them (strong potential), to secure (gainful) employment (in a recognized occupation or trade).

This student also assumed that a second objective of the adult education organization would be to meet the needs of each the various stakeholder groups (contribute to community partnerships) affiliated with each individual's program of study, such as enabling these individuals to obtain employment within their respective program areas.

This student believes that this would have a positive impact on the relationship between the adult education organization (this campus of the College) and the various stakeholders (Second Career, WSIB, members of the supply chain and inventory management industry) which could lead to an increase in the College's profile and awareness in the community and within the industry (contribute to community partnerships), an increase in program enrollments, and a positive relationship with the MTCU.

## **Learning Processes**

### **Target system**

This student, the target system, will complete a self-evaluative study, to assess whether the learning experiences and activities and change strategies designed, in part, by this student for this specific Job Search course were conducive to meeting the needs of the individuals who were enrolled in this specific course of study relative to their appropriateness to meeting the needs of the specific learner, client, and adult organization systems.

### **Change agent system:**

It is the belief of this student that the findings of this research study, with respect to the learning experiences and activities and behavioral change strategies developed, in part, by this student specific to this Job Search course, will better enable this student in future design methods relevant to the Job Search course of study. It is also the belief of this student that the findings of this research study, with respect to the learning experiences and activities and behavioral change strategies developed by this student with respect to this specific Job Search course, will better enable the larger community of adult educators and adult educational organizations in the appropriate design of a Job Search course of study to meet similar learner and client system needs.

### **Programmer system**

Without being provided with information on the learner system and client system, their needs, and goals and objectives, this student made a number of assumptions in designing this specific Job Search course relating to the learning experiences, activities and change strategies that would be required by the various stakeholder groups (client

system) comprising this course of study. This student also assumed that these learning experiences and activities would enable the learners to acquire the new behaviors required to compete in obtaining employment within their program fields.

Appendix H contains the Job Search Course Overview that this student designed for this course of study. Appendix I contains the course Grading Criteria that this student designed for this course of study which outlines some of the learning experiences, learning activities, and practices that each member of the learning system will be required to achieve in order to successfully compete this course of study. These areas will be examined in more detail in the Content section related to this course of study. Although the course was listed as Job Search, the programs that this student designed for this course were diploma programs. This student believed that interchanging the word *career* in the place of *job* in the course materials and presentations would have a more positive behavioral effect for the members of the learner system.

### **Client system**

As this student was not provided with information on the specific program of study that each member of the learner system was enrolled in, this student initially designed a generic Job Search course that would provide members of the learner system with the knowledge, skills, and abilities required to seek and obtain employment in their related program field.

As this student was also not provided with information on the various stakeholder groups that comprised the client system, this student researched the supply chain and inventory management industry to identify a list of probable stakeholders, including a list of possible learner program sponsors. Utilizing this information and the Job Search

course booklet this student prepared a variety of learning experiences, activities, and practices that this student believed would lead to the desired behavioral changes required to obtain employment in the supply chain and inventory management industry.

The Course Overview (Appendix H) and the Grading Criteria (Appendix I) provides a listing of some of the learning experiences, activities, and practices this student designed for this specific Job Search course offering relative to what this student believed would be the learning processes required by the relevant members of the client system.

### **Action system**

The only resource that this student received, in preparation for delivery of this course, was the Job Search course booklet. Based on this student's findings during the initial delivery of this course and this student's subsequent research on the supply chain and inventory management industry, this student incorporated a variety of resources into each class offering. These formal and informal resources included relevant PowerPoint presentations, videos, and job-seeking and interviewing-process handouts. This student believed that these resources would provide members of the learner system with learning experiences, activities, and practice opportunities that would contribute to developing new behaviors, attitudes, knowledge, skills, and practices which would culminate in obtaining employment in their respective program areas. Appendix J (Job Search Course Resources) contains a listing of the resources specific to this offering of this course of study, as compiled by this student.

### **Learner system**

It was assumed by this student that the individuals comprising this learner system would engage in the learning experiences, learning activities, and practices required to demonstrate the behavioral changes identified and required to fulfill the successful completion of this Job Search course of study.

### **Adult education organization system**

It was assumed by this student that this campus of the College would participate in providing the resources and the opportunities to accomplish the learning experiences and learning activities identified and required to accomplish the change strategies relevant to the successful completion of this Job Search course of study.

### **Content**

#### **Target system**

This student will conduct a self-evaluation on the appropriateness of the subject matter materials which this student developed, to provide the specific members of the learner system with learning experiences, activities, and practice opportunities that would contribute to developing new behaviors, attitudes, knowledge, skills, and practices which this student believed would culminate in obtaining employment in the supply chain and inventory management industry.

#### **Change agent system**

A review of the subject matter materials developed by this student will be assessed and evaluated as they pertain to this specific offering of the Job Search course.

The results of the analysis of the content for this course of study will be utilized to affect the target system's (this student) design methods relevant to this course of study.

The results will also be shared with the relevant stakeholder group members and the larger community of adult educators and educational organizations.

### **Programmer system**

This student developed the course content based, in part, on the Job Search course booklet and the materials and information gathered by this student's research on the subject matter relevant to the supply chain and inventory management industry.

### **Client system**

Information on the various stakeholder groups comprising the client system for this specific learner system was not provided to this student prior to the delivery of this course of study. This student therefore made a number of assumptions with respect to the content requirements desired by the various stakeholders based on this student's research in the supply chain and inventory management fields.

### **Action system**

Normally, information on the formal and informal resources to be utilized as part of the course content would be provided for as part of the program and/or course of study materials. Also, information on the learner system and client system would be made available. As it was not, this student researched the current literature on employment programs and training and utilized the Job Search course booklet to develop this course of study, while concurrently delivering this course of study. In doing this, this student made a number of assumptions in designing this course of study with regards to the content requirements of the various stakeholders as well as in relation to the demographics and capabilities of the individuals comprising this learner system. As information on the demographics and capabilities of the learner system were not made

available to this student prior to the commencement of this course, this student continuously made modifications to the content of this course on a day-to-day basis. This will be examined further in Part II of this chapter.

Appendix H contains the 5-Day Course Overview. Appendix I contains the course Grading Criteria. Appendix J contains the Course Resources listing.

### **Learner system**

As information on the individuals comprising the learner system was not provided to this student, this student did not consider the social, cultural, lifestyle, and social-group norms and expectations of each individual in the learner system, (Boone et al., 2002) prior to the actual delivery of this Job Search course of study.

### **Adult education organization system**

It was assumed by this student that this campus of the College would participate in providing the resources and materials required to meet the goals and objectives and learner and stakeholder needs relevant to this specific Job Search course of study as detailed in the Job Search course requirements designed for this course by this student.

### **Assessment and Outcomes**

#### **Target system**

The learning objectives for this target system were to assess whether this student's current methods of curriculum design is conducive to meeting the needs of the individuals who are enrolled in this specific course of study, the various stakeholder groups (client system), the adult education organization (this campus of the College), and the larger community of adult educators and adult education organizations and the larger society as a whole. This student believed that the findings from this assessment would

better enable this student in designing innovative teaching methodologies for the courses comprising Canadian accelerated diploma programs.

The outcomes that this student hoped to achieve by conducting an analysis of this specific course of study were to increase this student's knowledge, skills, abilities, and practices to better enable this student in the future design of the Job Search course of study. I would state that the processes that I have undertaken in applying the analysis framework to the design aspect of this course has provided me with new and more relevant knowledge, skills, abilities, and practices for future curriculum development and design, as it relates to this course of study within an accelerated diploma program format.

### **Change agent system**

As a change agent system, the learning objectives were to share the findings of this research study, specific to the design components of this course of study, with the larger community of adult education organizations and adult educators who also offer a similar Job Search course of study within an accelerated diploma program.

The outcome of this learning objective cannot be assessed until these results are actually disseminated to the larger adult education system. It is the goal of this student to make available the results of this research study to other adult education organizations and adult educators who offer the Job Search course within an accelerated program of study for their review.

### **Programmer system**

Utilizing the Job Search course booklet and the research this student gathered on current job search processes, this student made a number of assumptions with regards to the objectives for this course of study. Initially, this student was not aware of the program

area of study that each member of the learner system was enrolled in. This student therefore initially developed generic learning objectives that were to design a course of study that would provide the members of the learner system with the current knowledge, skills, abilities, and practices that would be required for individuals to seek out and obtain employment within their specific program areas.

These outcomes cannot be assessed until the members of this learner system complete this course of study and the new behaviors have been exhibited/demonstrated by the successful completion of the course requirements outlined in Appendix I (Grading Criteria).

### **Client system**

This student assumed that the overall learning objectives of the primary stakeholder group would be to provide their respective members of the learner system with the relevant and current knowledge, skills, abilities, and practices that would be required for individuals to seek out and obtain employment within their specific program areas.

This student believes that these objectives would be met by each member of the learner system in the successful completion of the requirements designed by this student for this specific course of study.

This student assumed that the overall learning objectives of the MTCU would be that members of the learner system would be provided with the relevant and current knowledge, skills, abilities, and practices that would be required for individuals to seek out and obtain employment within their specific program areas.

Based on the course of study which this student, in part, designed, this student believes that these objectives would be met by each member of the learner system successfully completing the requirements designed by this student for this specific course of study.

This student assumed that the overall learning objectives of the secondary stakeholder groups would be for the members of the learner system to have acquired and be able to demonstrate their newly acquired knowledge, skills, abilities, and practices upon gaining employment within each secondary stakeholder's field.

This student assumed that the overall learning objectives of the community and society as a whole would be for these members of the learner system to apply and exhibit these newly acquired behaviors for their own betterment, their families, their community, and society as a whole.

It is this student's belief that these overall outcomes cannot be assessed until each member of this learner system successfully completes this course of study and demonstrates these new behaviors by obtaining employment within his or her respective program area of study.

These outcomes cannot be assessed in the short-term for the purpose of this research study. It is the belief of this student that after having successfully completed this course of study that the members of the learner system should be capable of demonstrating these new behaviors within their lives, the lives of their families, the community, and society as a whole.

### **Action system**

As there were no stated outcomes for this course of study, it was assumed by this student that the positive behavioral changes in the knowledge, skills, abilities, and practices relevant to the Job Search course of study would be demonstrated by the successful attainment of the course requirements, developed by this student, by each of the individuals comprising this learner system.

Appendix H contains the 5-Day Course Overview. Appendix I contains the course Grading Criteria. Appendix J contains the Course Resources listing.

### **Learner system**

It was assumed by this student that the primary objective of the individuals who would comprise the learner system for this course of study was to obtain the knowledge, skill-base, and practice abilities required by the various stakeholders to obtain long-term employment within their respective program areas.

This student made the assumption that each member of the learner system would demonstrate an understanding of relevant job search processes that would result in obtaining employment in their respective program areas. Demonstrations of these understandings would be assessed by utilizing the criteria listed in the Grading Criteria outline specific to this Job Search course of study (Appendix I).

These outcomes cannot be assessed until each member of this learner system successfully demonstrates these new behaviors by completing the requirements for this course of study (see Appendix I, Grading Criteria).

### **Adult education organization system**

It was assumed by this student that one of the learning objectives of the adult education organization for this specific course of study was for the adult educator (this student) to deliver a course of study that would provide the members of this learner system with the relevant job search knowledge, skills, and abilities to enable them to secure gainful employment.

It was the belief of this student that this specific Job Search course of study could not have been delivered based solely on the materials provided to this student for the delivery of this course. As such, this student felt that she had to first design this course of study, utilizing the provided Job Search course booklet, prior to being able to actually deliver the course of study. Therefore, the learning objectives and subsequent outcome could be deemed to have been achieved as this student did complete the course design in readiness for delivery of this specific course of study.

As there were no assessment and outcome requirements provided for this course of study it was assumed by this student that successful completion of this course of study by the individual members of the learner system would demonstrate fulfillment of the College's learning objectives required for this specific course of study.

These outcomes cannot be assessed until each member of this learner system successfully demonstrates these new behaviors by completing the requirements for this course of study.

This student also assumed that a second objective of the adult education organization would be to meet the needs of each the various stakeholder groups affiliated

with each individual's program of study, such as enabling these individuals to obtain employment within their respective program areas.

It is this student's belief that these outcomes could only be assessed if the adult education organization (this campus of the College) has completed an assessment and evaluation of the course and course outcomes and is then also willing to share these results with all of the relevant stakeholder groups comprising this specific client system.

### **Evaluation and Accountability**

This section examines whether the personal needs of the learners, the goal of the learning program, and the social goals of the community have been met and assesses whether the probable outcomes will actually solve the identified individual, group, and community problems identifies throughout this research study.

### **Target system**

The purpose of this research study, relevant to this specific course of study, was to conduct an analysis of the design of this specific course of study to assess whether this student's current methods of curriculum design is conducive to meeting the needs of the individuals who are enrolled in this specific course of study, the various stakeholder groups (client system), the adult education organization (this campus of the College), and the larger community of adult educators and adult education organizations and the larger society as a whole.

This student's newly acquired knowledge, skills, abilities, and practices gained by undertaking this evaluative process, I believe, has resulted in positive behavioral change for this student which I believe will have a positive impact on this student's designing of

innovative teaching methodologies for the future design of the Job Search course of study.

This area will be further discussed under B of the Summary and Conclusions section specific to this course of study.

### **Change agent system**

I believe that this student's positive behavioral change will have a positive impact on this student's designing of innovative teaching methodologies for the future design of the Job Search course of study. In addition, as a change agent, I believe that the sharing of this information with the larger system of adult educational organizations and adult educators will also have a positive impact in their designing of a Job Search course of study within an accelerated diploma program of study.

I also believe that this student's newly acquired knowledge, skills, and abilities, as a change agent, will also contribute to solving individual, group, and community problems which have been identified throughout this research study, such as in the developing of courses and the sharing of information within the larger system of adult education organizations to, as Stringer (2008) states, serve "the broad human needs of community, society and the planet" (p. 160).

The knowledge, skills, and abilities learned by this student throughout the processes of conducting the research for this study also offered this student the opportunity to practice the knowledge, skills, and abilities gained through the processes utilized in conducting the research for this self-evaluative study.

### **Programmer system**

I believe that this student's newly acquired knowledge, skills, and abilities, obtained through this analysis will have a positive contribution to this student's future curriculum development of the Job Search course and the accelerated diploma programs of study.

### **Client system**

This student is not aware that any information was shared with or disclosed to the various stakeholders comprising the client system. Therefore this student is not able to provide an analysis of this information and the stakeholder's reaction to it. This student does believe, from an accountability perspective, that it is a necessary component of curriculum design that the findings obtained from an evaluative process of all of the design elements, goals, objectives, and outcomes comprising the course of study be shared with all relevant members of the stakeholder group, by the adult education organization.

### **Action system**

This student believes that the learning experiences, learning activities, and practice opportunities designed specifically for this course of study by this student, would provide members of the learner system with all of the required knowledge, skills, and abilities to seek out and obtain employment within their program areas.

A more in-depth analysis of the learning experiences and activities specific to this course of study will be examined in Part II: Curriculum Delivery.

### **Learner system**

Course evaluations were completed by each individual comprising the learner system at the completion of this Job Search course of study. Appendix G provides a copy of the evaluation form that was given to each individual at the completion of each course of study. All individuals enrolled in courses at this campus of the College complete the same evaluation form.

The completed course evaluations for this Job Search course of study were not made available to this student. This student was advised that all of the members of this learner system were positive with respect to this course content. The Instructor and Facility sections will be further discussed in Part II of this chapter.

### **Adult educational organization system**

This student is not aware that any of the analysis, outcomes, and evaluation/assessment information was analyzed by the College and/or communicated to relevant members the client system, the stakeholder groups, "the governance body, and the profession" (Boone et al., 2002, p. 84).

Without knowing whether this information was analyzed and/or communicated by the College to any of the relevant stakeholder groups, including this student, this student's overall assessment is that the adult education organization most likely did not carry out its responsibility to account for program choices (inputs), short-term outcomes, and long-term impacts/macro-outcomes to its target publics/learner systems, funding sources, the profession, and governance body (Boone et al., 2002).

The viability and effectiveness of the total adult education organization, such as its functions, structure, management system, and practices (Boone et al., 2002) is also in

question, based on this student's assumption that the course outcomes and impact(s) were not analyzed and communicated accordingly.

These issues will be further discussed on Part C of the next section.

## **Summary and Conclusions**

### **What have I, the researcher, learned?**

As the researcher conducting this study, and according to Boone et al. (2002), Stringer (2008), Oliva (2001), and Wadsworth (1997), I do not believe that all of the programming processes were met by the programmer (this student), members of the learner system, members of the client system, the Ontario Ministry of Training, Colleges and Universities, and the adult education organization (this campus of the College).

It was not known whether the course content and the timelines for this course of study met the MTCU standards relevant to an accelerated program of study. Also, information on who originally designed the course of study and whether it was designed as an "accelerated" program of study was not known to members of the adult education organization.

There were minimal materials and information provided to the programmer in preparation for designing this course of study and there was not sufficient time to effectively prepare the course of study prior to the schedule course delivery dates.

The issue of not having information with respect to the demographics and respective programs of study for each member of the learner system did not allow the programmer to incorporate the educational, social, and cultural needs of each individual comprising this learner system into the design of this specific offering of this course of study.

Not having information with respect to the relevant members of the client system did not allow the programmer to incorporate the current required knowledge, skills, and abilities from a potential employer's perspective, into the design of this course.

The adult educator was not experienced as a curriculum designer for either a career college course or an accelerated program of study. As the researcher for this study, I believe that the programmer did not have the current, and even perhaps relevant, knowledge and skills necessary to design a course of study and to design this course of study within the current knowledge, skills, abilities, and practices required for an individual to engage in a successful job search process.

There was also the issue of only being provided with a course booklet but not the course outline, program and course goals and objectives, learning outcomes, or the outcomes and assessment criteria required by the adult education organization and the MTCU. As the researcher, I believe this lack of information was detrimental to the design of this course of study, and potentially, to the overall long-term success of the learner system in seeking out and obtaining employment within their program field.

As the researcher, my final question to the adult education organization and the MTCU would be, if course materials and resources were not available for the previous delivery of this course then what did the course content consist of and how was the course delivered without course goals, objectives, learning activities, and outcomes using only the Job Search course booklet as the content?

## **Implications for my practice as an adult educator and as an Organizational Development and Transformation (OD&T) practitioner**

In undertaking this self-evaluative research study I believe that I now have the relevant knowledge, skills, and abilities required of an adult educator/programmer to design an appropriate course of study to meet all of the relevant needs, goals, and objectives of the overall program of study and its respective courses of study.

The knowledge, skills, and abilities learned by this student throughout the processes of conducting the research for this study also offered this student the opportunity to practice the knowledge, skills, and abilities gained through the processes utilized in conducting the research for this self-evaluative study. As an adult educator, I believe that now, after completing this evaluative process, that I would only be willing to deliver a course of study if I were first provided with all of the necessary information and resources to effectively deliver the course. If this information and resources were not provided or available, I would not be willing to deliver the course of study. As a professional adult educator I would explain that if the course materials and resources are not available for curriculum delivery, then an appropriate period of time will be required for the design of the course prior to the actual delivery the course of study.

I delivered 10 different sessions of the Job Search course from April 2010 to March 2012 within four different faculties. The first time that I delivered the course was to a group enrolled in the same program of study, Supply Chain, and Inventory Management. In the subsequent offering of the Job Search course the group was comprised of individuals from all of the programs of study at this campus who were due to graduate within the next two months. This was not always made known to me prior to

delivery of the course. This required constant modifications to the course as it was concurrently being delivered. As I was the only adult educator instructing the course I continued to utilize the original course design, modifying the course content to be relevant to the social and cultural needs of each new learner system, once I became aware of their needs. Until I engaged in conducting this research study I had not designed this course of study utilizing written detailed plans of action, stated detailed goals and objectives, and so forth. One of the implications for my future practice as an adult educator is to incorporate all of the learnings and abilities gained in conducting this research study in the future design of innovative methods of curriculum design and delivery within the field of adult education.

From an organizational development and transformation perspective, as a change agent, I believe that there are a number of systems that lacked professionalism and failed in their responsibilities to institute the necessary accountability measures required of an agency that is a provider of services to the general public.

As the regulatory agency, I believe that the MTCU's role and responsibility is to monitor the programs and services offered by private career colleges. As the research in Chapter 2 demonstrated, the professionalism of the for-profit, private career college industry is in question and under study. As an organizational development and transformation practitioner my questions to the MTCU would be to inquire as to the recent date(s) that the MTCU attended the college and requested copies of program curriculum and course content as a means of ensuring that the adult education organization was fulfilling its responsibilities as a provider of services and programs.

The adult education organization, this campus of the College, is responsible and accountable to the MTCU, the members of the learner system, members of the client system, and to this adult educator, for the provision of programs and courses of study, which, as they state in their mission statement, will "Enhance individual's employment opportunities through creative, innovative, appropriate, and effective curricula to provide the most useful skills-training solutions that has a strong potential for "Gainful employment" in recognized occupation or trade" (College, n.d.a) The College's vision statement continues, "Excellence in client services by delivering high performance, up to date education and skills training" (College, n.d.a). As an OD&T practitioner, specific to this course of study, I believe that this adult education organization has not fulfilled its responsibilities to the members of the learner system, their respective sponsorship agencies, and the MTCU. Also, I believe that the adult education organization is responsible to the relevant members of the client system who look to hire and recruit these individuals believing that they are receiving the relevant and current knowledge, skills, abilities, and practices required for employment in the law and security field. The adult education organization, I believe, is also responsible to other adult education organizations and particularly the organizations that comprise the for-profit private career college who, by virtue of one college's unfit business practices, as the research in this study has demonstrated, are deemed to all be engaging in unfit business practices.

As a for-profit private career college, I believe that this adult education organization does have a responsibility to its shareholders for the effective, efficient, and profitable operation of the college as a business. I do not believe, as an OD&T practitioner that this should extend to the saving of money by not providing the required

resources, such appropriate textbooks and learning resources. As Boone et al. (2002) point out, in the long-term, this will actually have a negative impact on the ongoing and future success of the adult education organization if its practices are suspect.

I believe that the adult education organization is also responsible, by extension, to the larger community (family and so forth) and society as a whole who assume that as the adult education organization is listed under the MTCU as an accredited college that the individuals who attend their programs of study are provided with "high performance, up-to-date education and skills training," with a "strong potential for gainful employment" as the College states in its mission and vision statements (College, n.d.a).

I also believe that this adult education organization's responsibility to this student, as the adult educator for this course of study, was to have provided the necessary materials and information in order for this student to effectively deliver this course of study. I do not believe that the adult education organization acted professionally in not disclosing to this student, at the time of requesting this student to teach this course, that there were minimal course material and resources (a booklet) available for delivery of this course.

As an OD&T practitioner, I believe that the situation of an acting Campus Director greatly impacted the delivery of services and programs within this organization. It quickly became obvious to this student that the lines of authority and accountability were not in place. The implications of this situation, within this adult education organization, will become more apparent in the next course analysis.

I also believe, that from an OD&T perspective, that this adult education organization has a responsibility to the sponsorship agencies such as Second Career,

WSIB, and OSAP. Second Career and WSIB provides the financial resources for the individual (their client) to attend the program of study and for a living allowance while the individual is enrolled in the program of study. These sponsorship agencies assume that their client will be successful in acquiring the relevant knowledge, skills, and abilities to successfully obtain employment within the program area of study. As well, these sponsorship agencies have enrolled their clients in these specific programs of study based on the current research that indicates that these are the industries and occupations that are in need of employees. The research in Chapter 2 of this study stated that the repayment rates of student loans for individuals receiving government sponsorship, in the form of student loans, to attend these educational organizations, were extremely low. The rates of repayment will decrease even more if the individuals attending these adult education organizations are not receiving adequate and appropriate skills training impacting their ability to be successful in completing the program and/or in obtaining employment. As OSAP is the Ontario government's loan initiative program designed to assist eligible individuals to attend educational programs, this adult education organization also has a responsibility to OSAP in the provision of services and programs to their respective clients.

In order to bring about change in the whole system of adult education organizations, this student believes that it will be necessary to begin by addressing the potential for these issues, as described above, within each for-profit private career college adult education organization.

**Implications, from an organizational development and transformation perspective, to the profession of adult educators as a whole and to the for-profit, private career college sector of the industry, as a whole**

The studies presented in Chapter 2 of this research study indicate that there are a number of issues relating to the professionalism of adult educators and the adult education organizations, particularly within the for profit, private career college sector of the industry.

The processes that this student chose to undergo, after being asked to teach this course, is not a unique situation to this student or to this College. It is this student's belief that this is also not a unique situation within the sector of the adult education organization system.

From an OD&T perspective, with respect to the profession of adult educators, as a whole, I specifically used the word *chose* in referring to this student's conscious, albeit naive at the time, decision to agree to deliver this course of study without being provided the necessary materials to effectively do the job. My undertaking in conducting this self-evaluative study has taught me that this is not the behavior of a professional adult educator. I believe, after completing this research study, that as a professional adult educator, this student should have declined the offer to deliver this course until the appropriate and relevant course materials were made available to this student. Had this student, at that time, been offered the opportunity to design this course of study, I believe that acting as a professional adult educator, it would be in the best interests of this student and the various systems (learner, client, and so forth) to decline the offer as this student

did not have the skill-base as a programmer, at that time, to effectively design this course of study.

From an OD&T perspective it becomes evident that the for-profit, private career college sector, as a whole, including the various client systems that impact and are impacted by this system (MTCU, sponsorship agencies, potential program employers, members of the learner system, and so forth) needs to become more accountable to and demand more accountability from all of the systems within the adult education organization system.

**Curriculum Design Analysis Framework for the Faculty of Management—Business Administration and Management Diploma Program Entrepreneurship Business Planning and Development Course**

The only information provided to this student, after being asked by the program instructor to teach this course, was the course Subject/Module Outline (Appendix K) which lists states a module title and subtopic titles. No specific content is provided. Program information, course materials, or specific goals, objectives, or outcomes, were also not made available to this student in preparation of delivering this course. Information on the individuals who were enrolled in this course of study (learner system) including the learner demographics as well as information on the relevant stakeholder group members (client system) and their respective course and program requirements were also not provided to this student. There were no course materials, textbook, or resources, for either the adult educator (this student) or the members of the learner system. This student believed that in order to effectively deliver this course of study this

student would first need to design this course. This student subsequently made a number of assumptions with respect to the design of this specific course of study.

### **Needs Analysis**

#### **Target system**

The needs of the target system (this student) is to assess whether this student's methods of curriculum design for this offering of the Entrepreneurship Business Planning and Development course are conducive to meeting the needs of the individuals who were enrolled in this specific course of study and the needs of the various stakeholder groups comprising the client system as well as the adult educational organization, specifically, this campus of the College.

#### **Change agent system**

The primary need of this change agent system (this student) is to utilize the findings of this research study to affect this student's methods of practice relevant to the future design of the Entrepreneurship Business Planning and Development course within an accelerated Business Administration and Management Diploma program of study.

The secondary need of this change agent system is to share the findings of this research study, relevant to this program of study, with the larger community of adult educational organizations delivering an Entrepreneurship Business Planning and Development course within an accelerated Business Administration and Management Diploma program's format.

#### **Programmer system**

For the purpose of this course of study the primary need of this programmer system (this student) was to design an Entrepreneurship Business Planning and

Development course of study that would meet the needs of all of the relevant systems which formed part of the larger community of systems that would have a stake in and/or would be impacted by the Business Administration and Management Diploma program. As this student was not provided with this information, this student made a number of assumptions with respect to all of the systems related to this specific course offering and program of study. As the specific needs of the learner system and the relevant stakeholder members of the client system were not known to this student at the time of the design of this course of study this information was not initially considered.

This student requested all program and course materials at the time this student was asked to teach this course. This student was advised that the only material available was the Business Administration and Management Diploma program textbook (one) that did not have any information specific to this course of study. As this student also did not receive the course goals and objectives or outcomes, this student researched the current literature on employment programs and training and utilized the Subject/Module outline to develop this course of study within a limited period of time just prior to delivering this course of study.

### **Client system**

Although this student was not made aware of the various stakeholder groups prior to and during the design of the program, this student researched the industry to ensure that the relevant client system needs would be considered in the design of this course of study. This student was not made aware of the members of the learner system that were receiving sponsorship to attend the program but this student was aware that the majority of the individuals attending programs at this campus of the College were receiving some

type of government sponsorship (Second Career, WSIB, OSAP). Although the needs of a number of stakeholder groups comprising the client system were not thus considered, this demographic of the learner system was considered by this student in designing this Entrepreneurship Business Planning and Development course of study.

As one of the primary stakeholders the needs of the Ontario Ministry of Training, Colleges and Universities (MTCU) is to ensure that the course of study is being offered to the members of the learner system as per the MTCU requirements.

A secondary stakeholder group is other adult educational organizations delivering the accelerated Business Administration and Management Diploma programs and the adult educators whose needs are also to ensure that they are delivering the most efficient and effective programs of study to meet all of their relevant systems needs (learner, client, adult education organization). Results from this research study can also be shared with these groups to enhance their provision of services.

The social needs of the community, state, and nation must also be identified (Oliva, 2001). Although unknown to this student at the time, this student believed that the needs of some of the members of this stakeholder group, in relation to this learner system, would be to develop their personal, future employment, and social needs through the provision of appropriate and relevant educational opportunities so as to provide for the development of a harmonious citizenry (Stringer, 2008).

### **Action system**

The primary need for the formal and informal resources comprising this system is to offer a program of study that relates to the known specific needs of each stakeholder

group which comprise the client system, while also being cognizant of the known social, cultural, and personal needs of the learner system.

As this student was not aware of the needs of each member of the learning system prior to designing this course of study these needs were not taken into consideration during the design phase of this course of study.

Based on this student's knowledge since commencing teaching at the College of the demographics of the majority of students attending the College, and this student's research into the business administration and management fields, a variety of formal and informal resources to enable members of the learning system to meet their assumed needs (increase knowledge, skills, abilities, and so forth) was incorporated by this student, into the design of this course of study.

### **Learner system**

The demographics of the individuals that would be attending this specific course of study were not made known to this student at the time of designing this course of study. Based on this student's experience with the demographics of the learner systems of the other courses that this student had designed since commencing instructing at this campus of the College this student made a number of programming assumptions with respect to the learner system needs. This student assumed that the primary need of this specific learner system was to gain employment in the Business Administration and Management fields. It was further assumed by this student that the secondary needs of the members of the learner system would be to pass the Entrepreneurship Business Planning and Development course of study in order to meet one of the requirements toward earning their Business Administration and Management diploma.

## **Adult education organization system**

The adult education organization is the campus of the College where this student was an instructor, a Canadian for-profit private career college. As the College is a for-profit enterprise it was assumed by this student that the College's primary need is to be accountable to its shareholders for the efficient, effective, and profitable operation of the College as a business. It was also assumed by this student that the secondary need of the College would be to be accountable to the various stakeholders who have an interest in the success of the members of the learner system including sponsorship agencies, MTCU, companies within the business administration and management fields, members of the learner system, and the action and programmer system (this student).

## **Goals and Objectives**

### **Target system**

Based on the need of this student to complete a self-evaluative study, the overall goal is for this student to conduct an evaluative study on all of the relevant components of this specific offering of the Entrepreneurship Business Planning and Development course, which this student designed.

The learning objectives of this target system is to assess whether this student's current methods of curriculum design are conducive to meeting the needs of the individual members of this specific learner system who were enrolled in this specific course of study, the various stakeholders who were members of the client system, the adult education organization, the larger community of adult education organizations and their respective adult educators, and the larger society as a whole.

### **Change agent system**

The overall goal for this specific course of study is to better enable this student in designing innovative teaching methodologies for future offerings of the Entrepreneurship Business Planning and Development course.

As a change agent system, the learning objectives will be to utilize the findings of this research study, specific to this course of study, to affect this student's methods of practice, and to share the findings of this research study with the larger community of adult education organizations and the adult educators delivering a similar Entrepreneurship Business Planning and Development course of study within an accelerated Business Administration and Management Diploma program.

### **Programmer system**

No program materials, such as the overall program goals and objectives for the client system, the adult educational organization, and the learner system were provided to this student for this course of study. The Subject/Module Outline (Appendix K) was the only material provided to this student in preparation for instructing this course.

This student made a number of assumptions with regards to the overall goal of this Entrepreneurship Business Planning and Development course of study with respect to this learner system and the relevant members of this client system. Utilizing the Business Administration and Management Diploma brochure and the two-page Subject/Module Outline, this student designed a curriculum based on the assumptions that the overall goal of this course of study was to provide the members of the learner system with an understanding of entrepreneurship and the entrepreneurial processes from within a business administration and management perspective.

This student also made a number of assumptions with respect to the learning objectives for this course of study. Utilizing the Business Administration and Management Diploma brochure, the two-page Subject/Module Outline, and this student's research findings on entrepreneurial processes, this student believed that the learning objectives for this course of study would be to provide the members of the learner system with the knowledge, skills, abilities, and practices to become a successful entrepreneur. As all of the members of the learner system were enrolled in the Business Administration and Management Diploma program the design of this course would need to incorporate this aspect into the curriculum.

### **Client system**

Although this student was not provided with information on the members of the primary stakeholder group, the sponsorship agencies, this student assumed, from her experience in having designed 27 courses at the College, that this group would be comprised of program sponsors, such as Second Career and WSIB. Based on these assumptions, this student also assumed that the overall goal of the primary stakeholder group was for their clients to be successful in obtaining long-term employment, preferably in the program area, business administration and management, in which their clients were enrolled. This student assumed that the learning objectives of this stakeholder group would be to provide their respective members of the learner system with the relevant knowledge, skills, abilities, and practices that would be required to complete this specific course of study as a requirement to obtaining their program diploma.

This student assumed that the overall goal of the MTCU was for the course of study to be designed according to MTCU standards. This student assumed that the overall learning objectives of the MTCU would be that the members of the learner system would be provided with the relevant and current knowledge, skills, abilities, and practices required to become an entrepreneur.

This student assumed that the overall goal and objectives of the secondary stakeholder groups, those stakeholders who would look to recruit employees from this learner system, would be to have a pool of skilled, knowledgeable, and qualified candidates to recruit from to fill current and future job openings within the business administration and management field.

This student assumed that the overall goal and objectives of the larger stakeholder group, including the community and society as a whole, was to have a healthy, harmonious citizenry (Stringer, 2008). With respect to this specific course of study, Entrepreneurship Business Planning and Development, members of the learner system could chose to become entrepreneurs and start up their own company or they could choose to become employed within the business administration and management field. This student assumed that the overall learning objectives of the community and society would be for these members of the learner system to apply and exhibit these newly acquired behaviors for their own betterment, the betterment of their families, the community, and society as a whole.

### **Action system**

As this student was only provided with the Subject/Module Outline (Appendix K), and not provided with the program or course goals and learning objectives prior to

teaching the course, this student assumed that the goals of this course of study were to provide the learner system with an understanding of entrepreneurship and the entrepreneurial processes as it relates to the business administration and management fields. Utilizing the information contained in the Business Administration and Management Diploma brochure, the two-page Subject/Module Outline, and this student's research findings on entrepreneurial processes, this student made the assumption that the overall learning objectives were to utilize a variety of resources to provide the individual members of the learner system with the knowledge, skills, and abilities required to become a successful entrepreneur.

### **Learner system**

It was assumed by this student that the primary goal of the individuals comprising this learner system was to obtain long-term employment in a business administration and management field. It was assumed by this student that the learning objectives of these individuals comprising the learner system would be to obtain the knowledge, skill-base, and practice abilities required to become a successful entrepreneur as well as to meet the requirements of the various stakeholders to obtain long-term employment in the field of business administration and management.

### **Adult education organization system**

The mission of the College is, basically, to enhance the individual's employment opportunities through curricula, to obtain the skills training required for the strong potential of obtaining gainful employment in a recognized occupation or trade (College, n.d.a). Although this student was not given any materials on the organization, program or specific course of study, except for the course Subject/Module Outline (Appendix K), it

was the assumption of this student that the primary goal of the College was to provide the Entrepreneurship Business Planning and Development course, within the context of the accelerated Business Administration and Management Diploma program of study, to enable the members of the learning system to secure gainful employment in the business administration and management fields.

It was also assumed by this student that one of the learning objectives of the adult education organization for this specific course of study was for the adult educator (this student) to design a course of study that would provide the members of this learner system with the relevant entrepreneurial knowledge, skills, and abilities to enable them, to become a successful business entrepreneur.

It was also assumed by this student that the learning objectives of the adult education system for this specific course of study was to provide the required skills training to the learner system to meet the needs of the various stakeholder groups affiliated with the Business Administration and Management Diploma program to better enable the members of the learner system in obtaining employment within the business administration and management field.

This student believes that this would have a positive impact on the relationship between the adult education organization (this campus of the College) and the various stakeholders (Second Career, WSIB, business administration and management companies) which could lead to an increase in the College's profile and awareness in the community and within the industry, an increase in program enrollments, and a positive relationship with the MTCU.

## **Learning Processes**

### **Target system**

This student, the target system, will complete a self-evaluative study, to assess whether the learning experiences, activities, and behavioral change strategies designed by this student for this specific Entrepreneurship Business Planning and Development course were conducive to meeting the needs of the individuals who were enrolled in this specific course of study.

### **Change agent system**

It is the belief of this student that the findings of this research study, with respect to the learning experiences, activities, and behavioral change strategies developed by this student specific to this Entrepreneurship Business Planning and Development course, will better enable this student in the future design methods relevant to this specific course of study. It is also the belief of this student that the findings of this research study, with respect to the learning experiences, activities, and behavioral change strategies developed by this student with respect to this specific course of study, will better enable the larger community of adult educational organizations and adult educators in the appropriate design of a Entrepreneurship Business Planning and Development course of study to meet similar learner needs.

### **Programmer system**

Without being provided with information on the learner system and relevant stakeholder members of the client system, their needs, and goals and objectives, and information on the overall Business and Administration Management Diploma program, this student made a number of assumptions in designing this specific Entrepreneurship

Business Planning and Development course relating to the learning experiences, activities and change strategies that would be required by the various stakeholder groups comprising the client system. This student also assumed that these learning experiences, activities, and practices would enable the learners to acquire the new behaviors required to become a successful entrepreneur, as well as to compete in obtaining employment in a business administration and management field.

Appendix L contains the Course Outline and Grading Criteria that this student designed for this course of study which outlines some of the learning experiences, learning activities, and practices that each member of the learning system will be required to achieve in order to successfully complete this course of study. These areas will be examined in more detail in the Content section related to this course of study.

### **Client system**

As this student was not provided with information on the various stakeholder groups that comprised the client system, this student researched the business administration and management fields to identify a list of probable stakeholders, including a list of possible learner program sponsors. Utilizing this information and the Subject/Module Outline (Appendix K) this student prepared a variety of learning experiences, activities, and practices that this student believed would lead to the desired behavioral changes required to obtain employment in the business administration and management fields.

The Course Outline and Grading Criteria (Appendix L) provides a listing of some of the learning experiences, activities, and practices this student designed for this specific Entrepreneurship Business Planning and Development course offering relative to what

this student believed would be the learning processes required by the relevant members of the client system.

### **Action system**

As there was no formal and informal resources provided to this student specific to this course of study, other than the Subject/Module Outline (Appendix K), this student incorporated a variety of formal and informal resources into each class offering based on this student's research on entrepreneurial processes.

As there was no textbook or reading material provided for this course, this student developed a course manual that will be examined in more detail in the Content section for this specific course of study. As well, relevant PowerPoint presentations, movies, videos, and handouts, designed to provide members of the learner system with learning experiences, activities, and practice opportunities that would contribute to their understanding of the entrepreneurial processes and the subsequent development of new behaviors, attitudes, knowledge, skills, and practices which could enable these individuals to become successful entrepreneurs and also to obtain employment in the business administration and management fields. Appendix N (Course Resources) contains a listing of the resources specific to this Entrepreneurship Business Planning and Development course offering.

### **Learner system**

It was assumed by this student that the individuals comprising this learner system would engage in the learning experiences, learning activities, and practices required to demonstrate the behavioral changes identified and required to fulfill the successful completion of this Entrepreneurship Business Planning and Development course of study.

### **Adult education organization system**

It was assumed by this student that the campus of the College where this student was an instructor would participate in providing the resources and opportunities required to accomplish the learning experiences, learning activities, and practices identified by this student to enable the members of the learner system to accomplish the change strategies relevant to the successful completion of this Entrepreneurship Business Planning and Development course of study.

### **Content**

#### **Target system**

This student will conduct a self-evaluation on the appropriateness of the subject matter materials which this student developed, to provide these specific members of the learner system with learning experiences, learning activities, and practice opportunities that would contribute to developing new behaviors, attitudes, knowledge, skills, and practices required to become a successful entrepreneur and to obtain employment within the business administration and management field.

#### **Change agent system**

A review of the subject matter materials course developed by this student will be assessed and evaluated as they pertain to this specific offering of the Entrepreneurship Business Planning and Development course.

This student will utilize the results of the analysis of the content for this course of study to affect this student's design methods relevant to future offerings of this course of study. The results will also be shared with the relevant stakeholder group members and the larger community of adult educators and adult education organizations offering the

Entrepreneurship Business Planning and Development course within an accelerated Business Administration and Management Diploma program.

### **Programmer system**

This student developed the course content based, in part, on the Business Administration and Management Diploma Program College brochure, the Entrepreneurship Business Planning and Development course Subject/Module Outline (Appendix K), and the materials and information gathered by this student on current entrepreneurial processes relevant to entrepreneurship, business planning and development, and business administration and management. This student believed that these subject materials would provide the members of the learner system with the knowledge, skills, and abilities to become a successful entrepreneur as well as successfully compete in and obtain employment in the business administration and management field.

### **Client system**

Information on the various stakeholder groups comprising the client system for this specific learner system was not provided to this student prior to the delivery of this course of study. This student therefore made a number of assumptions with respect to the content requirements desired by the various stakeholders based on this student's research in the business administration and management field.

This student believed that the subject materials designed by this student would provide the members of the learner system with the relevant and current knowledge, skills, and abilities to become a successful entrepreneur and that would be required to

successfully compete in and obtain employment in the business administration and management field.

### **Action system**

Normally, information on the formal and informal resources to be utilized as part of the course content would be provided for as part of the course materials. Also, information on the learner system and client system would be made available. As information on the demographics and capabilities of the learner system were not made available to this student prior to the designing of this course this student made a number of assumptions with regards to the content requirements of the various stakeholders as well as in relation to the demographics and capabilities of the individuals comprising this learner system.

Utilizing the College program brochure, the Subject/Module course outline, and materials which this student had collected in researching entrepreneurial processes, this student compiled a variety of formal and informal resources including a course manual which this student developed for this specific course of study. Appendix L contains the Course Overview and Grading Criteria. Appendix M contains the course manual Table of Contents. Appendix N contains the Course Resources listing.

### **Learner system**

As information on the individuals comprising the learner system was not provided to this student, this student did not consider the social, cultural, lifestyle, and social-group norms and expectations of each individual in the learner system (Boone et al., 2002) prior to the actual delivery of this course of study. This student did attempt to incorporate this information as best as was practicable in the delivery of this Entrepreneurship Business

Planning and Development course of study. This will be examined further in Part II of this chapter.

### **Adult education organization system**

It was assumed by this student that this campus of the College where this student was an instructor would participate in providing the resources and materials required to meet the goals and objectives and learner and stakeholder needs relevant to this specific Entrepreneurship Business Planning and Development course of study as detailed in the Job Search course requirements (Appendix L: Course Outline and Grading Criteria) developed by this student.

### **Assessment and Outcomes**

#### **Target system**

The learning objectives for this target system were to assess whether this student's current methods of curriculum design is conducive to meeting the needs of the individuals who are enrolled in this specific course of study, the various stakeholder groups (client system), the adult education organization (this campus of the College), and the larger community of adult educators and adult education organizations and the larger society as a whole. This student believed that the findings from this assessment would better enable this student in designing innovative teaching methodologies for the courses comprising Canadian accelerated diploma programs.

The outcomes that this student hoped to achieve by conducting an analysis of this specific course of study were to increase this student's knowledge, skills, abilities, and practices to better enable this student in the future design of the Entrepreneurship Business Planning and Development course of study. I would state that the processes that

I have undertaken in applying the analysis framework to the design aspect of this course have provided me with new and more relevant knowledge, skills, abilities, and practices for future curriculum development and design, as it relates to this course of study within an accelerated diploma program format.

### **Change agent system**

As a change agent system, the learning objectives were to share the findings of this research study, specific to the design components of this course of study, with the larger community of adult education organizations and adult educators who also offer a similar Entrepreneurship Business Planning and Development course of study within an accelerated Business Administration and Management program of study.

The outcome of this learning objective cannot be assessed until these results are actually disseminated to the larger adult education system. It is the goal of this student to make available the results of this research study to other adult education organizations and adult educators who offer the Entrepreneurship Business Planning and Development course within an accelerated program of study for their review.

### **Programmer system**

Utilizing the program brochure, the Subject/Module Outline, and the materials and information gathered by this student on current entrepreneurial processes, this student made a number of assumptions with regards to the learning objectives and subsequent outcomes for this course of study. This student designed this course of study to provide the members of the learner system with the current knowledge, skills, abilities, and practices that would be required for an individual to become an entrepreneur as well as to

seek out and obtain employment within the business administration and management field.

These outcomes cannot be assessed until the members of this learner system complete this course of study and the new behaviors have been exhibited/demonstrated by the successful completion of the course requirements outlined in Appendix L (Course Outline and Grading Criteria).

### **Client system**

As there were no stated goals and objectives for the client system, this student assumed that completion of the Entrepreneurship Business Planning and Development course of study within the context of the overall Business Administration and Management Diploma program of study, by each individual comprising the learner system, was a desirable outcome for all of the relevant stakeholder group members.

This student assumed that the overall learning objectives of the primary stakeholder group would be to provide their respective members of the learner system with the relevant and current knowledge, skills, abilities, and practices that would be required for individuals to seek out and obtain employment within their specific program areas.

Based on the course of study which this student designed this student believes that these objectives would be met by each member of the learner system in the successful completion of the requirements designed by this student for this specific course of study.

This student assumed that the overall learning objectives of the MTCU would be that the members of the learner system would be provided with the relevant and current knowledge, skills, abilities, and practices that would be required for an individual to

become an entrepreneur and/or seek out and obtain employment within the business administration and management field.

This student assumed that the overall learning objectives of the secondary stakeholder groups would be for the members of the learner system to have acquired and be able to demonstrate their newly acquired knowledge, skills, abilities and practices upon gaining employment within the business administration and management field.

This student assumed that the overall learning objectives of the community society would be for these members of the learner system to apply and exhibit these newly acquired behaviors for their betterment, and the betterment of their famil, the community and society as a whole. It is this student's belief that these overall outcomes cannot be assessed until each member of this learner system successfully completes this course of study and demonstrates these new behaviors by becoming an entrepreneur and/or seeking out and obtaining employment within the business administration and management field.

These outcomes cannot be assessed in the short-term for the purpose of this research study. It is the belief of this student that after having successfully completed this course of study that the members of the learner system should be capable of demonstrating these new behaviors within their lives, the lives of their famil, the community, and society as a whole.

### **Action system**

As there were no stated outcomes for this course of study, it was assumed by this student that the positive behavioral changes in the knowledge, skills, abilities, and practices relevant to the Entrepreneurship Business Planning and Development course of

study would be demonstrated by the successful attainment of the course requirements, developed by this student, by each of the individuals comprising this learner system.

Appendix L contains the course outline and the course requirements (Course Outline and Grading Criteria). Appendix N contains the Course Resources listings.

### **Learner system**

It was assumed by this student that the primary learning objective of the individuals comprising the learner system for this course of study would be to obtain the knowledge, skill-base, and practice abilities required to become an entrepreneur as well as to obtain employment within the business administration and management field.

This student also made the assumption that each member of the learner system would demonstrate an understanding of all of the processes required to developing and implementing a successful business plan. Demonstrations of these understandings would be assessed by applying the criteria listed in the Grading Criteria outline specific to this Entrepreneurship Business Planning and Development course of study (Appendix L).

This student believes that these outcomes cannot be assessed until each member of this learner system successfully demonstrates these new behaviors by completing the requirements for this course of study (Appendix L: Grading Criteria).

### **Adult education organization system**

It was assumed by this student that one of the learning objectives of the adult education organization for this specific course of study was for the adult educator (this student) to deliver a course of study that would provide the members of this learner system with the relevant knowledge, skills, and abilities to enable them to become

entrepreneurs and to also secure employment in the business administration and management field.

It was the belief of this student that this specific Entrepreneurship Business Planning and Development course of study could not have been delivered based solely on the materials provided to this student for the delivery of this course. As such, this student believed that she first had to design this course of study, utilizing the provided Subject/Module course outline prior to being able to subsequently and concurrently deliver this course of study. Therefore, I believe that the learning objectives and subsequent outcomes could be deemed to have been achieved as this student did complete the course design in readiness for delivery of this specific Entrepreneurship Business Planning and Development course of study.

As there were no assessment and outcome requirements provided for this course of study it was assumed by this student that successful completion of this course of study by the individual members of the learner system would demonstrate fulfillment of the College's learning objectives required for this specific course of study.

These outcomes cannot be assessed until each member of this learner system successfully demonstrates these new behaviors by completing the requirements for this course of study.

This student also assumed that a second objective of the adult education organization would be to meet the needs of each the various stakeholder groups affiliated with each individual's program of study such as enabling these individuals to obtain employment within the business administration and management field.

It is this student's belief that these outcomes could only be assessed if the adult education organization (this campus of the College) has completed an assessment and evaluation of the course and course outcomes and is then also willing to share these results with all of the relevant stakeholder groups comprising this specific client system.

### **Evaluation and Accountability**

This section examines whether the personal needs of the learners, the goal of the learning program, the social goals of the community have been met and assesses whether the probable outcomes will actually solve the identified individual, group, and community problems identifies throughout this research study.

### **Target system**

The purpose of this research study, relevant to this specific course of study, was to conduct an analysis of the design of this specific course of study to assess whether this student's current methods of curriculum design is conducive to meeting the needs of the individuals who are enrolled in this specific course of study, the various stakeholder groups (client system), the adult education organization (this campus of the College), and the larger community of adult educators and adult education organizations and the larger society as a whole.

I believe that the purpose, goals, and objectives of assessing this student's current methods of curriculum design were achieved. This student's newly acquired knowledge, skills, abilities, and practices gained by undertaking this process have resulted in positive behavioral change for this student which I believe will have a positive impact on this student's designing of innovative teaching methodologies for the future design of the Entrepreneurship Business Planning and Development course of study.

The knowledge, skills, and abilities learned by this student throughout the processes of conducting the research for this study also offered this student the opportunity to practice the knowledge, skills, and abilities gained through the processes utilized in conducting the research for this self-evaluative study.

### **Change agent system**

As a change agent, I believe that the sharing of the results of this analysis with the larger system of adult education organizations and adult educators will have a positive impact in their design of an Entrepreneurship Business Planning and Development course of study within a Business Administration and Management accelerated diploma program of study.

I also believe that this student's newly acquired knowledge, skills, and abilities, as a change agent, will also contribute to solving individual, group, and community problems which have been identified throughout this research study, including designing and delivering adult education programs that will meet the needs of the members of the learner system, the client system, and the broader needs of society as a whole.

### **Programmer system**

I believe that this student's newly acquired knowledge, skills, and abilities, obtained through the process of conducting an evaluation of this student's design of this specific course of study, will have a positive contribution to this student's future curriculum development of the Entrepreneurship Business Planning and Development course and the accelerated Business Administration and Management Diploma program.

From the perspective of the programmer system, this analysis process has demonstrated to this student the necessity for the adult educator/programmer to also have

the relevant knowledge, skills, and abilities required to effectively design a curriculum that will meet all the needs of all of the relevant systems.

### **Client system**

This student is not aware that any information (course outcomes, evaluations by members of the learner system, and so forth) was shared with or disclosed to the various stakeholders comprising the client system. Therefore, this student is not able to provide an analysis of this information and the stakeholder's reaction to it. This student does believe, from an accountability perspective, that it is a necessary component of curriculum design that the findings obtained from an evaluative process of all of the design elements comprising the course of study be shared with all relevant members of the stakeholder group, by the adult education organization.

### **Action system**

This student believes that the program designed by this student, including the formal and informal resources, learning experiences, learning activities, and practice opportunities designed specifically for this course of study, would provide the members of the learner system with all of the required knowledge, skills, abilities, and practice opportunities to become an entrepreneur.

This student was advised, after this course was delivered, that the comments on the Course Content section in the completed Course Evaluations were all positive.

### **Learner system**

Course evaluations were completed by each individual comprising the learner system at the completion of this Entrepreneurship Business Planning and Development course of study. Appendix G provides a copy of the evaluation form that was given to

each individual at the completion of each course of study. All individuals enrolled in courses at this campus of the College complete the same evaluation form.

The completed course evaluations for this Entrepreneurship Business Planning and Development course of study were not made available to this student. This student was advised that all of the members of this learner system were positive with respect to this course content. The Instructor and Facility sections will be further discussed in Part II of this chapter.

### **Adult educational organization system**

This student is not aware that any of the analysis, outcomes, and evaluation/assessment information was analyzed by the College and/or communicated to relevant members the client system, the stakeholder groups, "the governance body, and the profession" (Boone et al., 2002, p. 84).

Without knowing whether this information was analyzed and/or communicated by the College to any of the relevant stakeholder groups, including this student, this student's overall assessment is that the adult educational organization most likely did not carry out its responsibility to account for program choices (inputs), short-term outcomes, and long-term impacts/macro-outcomes to its target publics/learner systems, funding sources, the profession, and governance body (Boone et al., 2002).

The viability and effectiveness of the total adult education organization such as its functions, structure, management system, and practices (Boone et al., 2002) is also in question, based on this student's assumption that the course outcomes and impact(s) were not analyzed and communicated accordingly.

These issues will be further discussed on Part C of the next section.

## **Summary and Conclusions**

### **What have I, the researcher, learned?**

As I have stated in the Summary and Conclusion sections of the two preceding courses of study, as the researcher conducting this study, I do not believe that all of the programming processes were met by the programmer (this student), members of the learner system, members of the client system, the MTCU, and the adult education organization (this campus of the College).

With respect to this particular course of study, this student was provided with a Subject/Module course outline. The date listed for the textbook which was used for the Business Administration and Management program was listed as 2006. This student was aware that a more up-to-date edition of the textbook was available. This student did not believe that she could assume that the Subject/Module course outline was current. Therefore, it was also not known whether the program, course content, and the timelines for this course of study met the MTCU standards relevant to an accelerated program of study.

There was no information such as course materials, resources, goals, objectives, and so forth provided to the programmer in preparation for designing this course of study and there was also not sufficient time to effectively prepare the course of study prior to the scheduled delivery of the course.

The issue of not having the information with respect to the demographics of the learner system did not allow the programmer to incorporate the educational, social, and cultural needs of the members of the learner system into the design of this specific offering of this course of study.

The issue of not having the information with respect to the relevant members of the client system did not allow the programmer to incorporate the current required knowledge, skills, and abilities from a business administration and management perspective, into the design of the course.

Although this student, as the programmer, was able to utilize her experience as an entrepreneur in the design of this course, this student was not experienced as a curriculum designer for either a career college course or an accelerated program of study. As the researcher for this study, I believe that the programmer (this student) did not have the current, and even perhaps relevant, knowledge and skills necessary to design a course of study and to design this course of study within the current knowledge, skills, abilities, and practices required within a business administration and management field.

The issue of not being provided with a course outline, program and course goals and objectives, learning outcomes, the outcomes and assessment criteria required by the adult education organization and the MTCU is, this researcher believes, detrimental to the design of this course of study, and potentially, to the overall long-term success of the learner system in both becoming an entrepreneur and obtaining employment in the business administration and management field.

As the researcher, again my final question to the adult education organization and the MTCU would be, if the course materials were not available for the delivery of this course then what was the course content in the previously delivered Business Administration and Management Diploma program and how was the course delivered without course goals, objectives, learning activities and outcomes, and course content? In addition, as a change agent, I would ask the adult education organization to inquire as to

what the program instructor's course content would have consisted of had that adult educator delivered this course of study.

**Implications for my practice as an adult educator and as an Organizational Development and Transformation (OD&T) practitioner**

As stated in the preceding sections, I believe that this self-evaluative research study has provided this student with the relevant knowledge, skills, and abilities required of an adult educator/programmer to design an appropriate course of study to meet all of the relevant needs, goals, and objectives of the overall program of study and its respective courses of study.

I believe that the knowledge, skills, and abilities learned by this student in conducting this research study has been demonstrated by applying the processes utilized in conducting the research for this self-evaluative study. I believe that in the knowledge that I have now gained as a professional adult educator, that I would make different choices in being invited to deliver a course of study.

After completing this evaluative process, it is my intention that I will only agree to deliver a course of study if I am first provided with all of the necessary information and resources to effectively deliver the course, if I agree to do it at all. From the perspective of a professional adult educator, I would explain that if the course materials and information are not available that an appropriate period of time will be required for the design of the course prior to the actual delivery the course of study. I also believe that if I do not have the expertise to design the course of study that, as a professional adult educator, that I should not accept the offer.

Until I engaged in conducting this research study I had not designed this course of study utilizing written detailed plans of action, stated detailed goals and objectives, and so forth. One of the implications for my future practice as an adult educator is to incorporate all of the learnings and abilities gained in conducting this research study in the future design of innovative methods of curriculum design and delivery within the field of adult education.

In May, 2011, I was offered the opportunity to instruct the next Business Administration and Management Diploma program which would commence in June, in less than one month. I was given the nine subject modules and corresponding textbooks. No course manuals or materials were provided. I was advised that there were no course or supplementary materials available except for the course materials, which I had prepared for the Entrepreneurship Business Planning and Development course that I had just designed and delivered in February.

As in the previous course of study, this student chose to agree to undertake this task. After completing this evaluative process, relative to this course of study, I now realize from an adult educator's perspective that this was not an appropriate choice to make. As this analysis was specific to the Entrepreneurship Business Planning and Development course I will not comment further on the ramifications of designing the complete program of study. The issue is raised here to demonstrate that the processes which this student has undertaken in conducting this research study can be applied more broadly to this student's practice as a whole.

From an organizational development and transformation perspective, as a change agent, I believe that in this situation the same systems lacked professionalism and failed

in their responsibilities to institute the necessary accountability measures required by a regulatory agency in the monitoring of an organization that is a provider of programs and services to the general public. I will not repeat here what has already been stated in the two previous analyses. For the purpose of this specific course of study I believe that this adult education organization's responsibility to the members of the learner system and to this student, as the adult educator for this course of study, was negligent. This student was advised by the instructor responsible for delivery of the Business Administration and Management program of study that there was neither a course textbook nor materials available for this course of study. I believe that the adult education organization had the responsibility to ensure that these materials were available to the individuals enrolled in the program and that an appropriate curriculum of study had been developed in preparation for delivery of this course of study.

In order to bring about change in the whole system of adult education organizations, this student believes that it will be necessary to begin by addressing the potential for these issues within each of the for-profit private career colleges within the adult education organization system.

**Implications, from an organizational development and transformation perspective, to the profession of adult educators as a whole and to the for-profit, private career college sector of the industry, as a whole**

As stated in the analysis of the two previous courses of study, the processes that this student chose to undergo, after being asked to teach this course, is not a unique situation to this student or to this College. And, as stated earlier in this section, it is this student's belief that this is also not a unique situation within the sector of the adult

education organization system. The implications to the profession of adult educators and to the for-profit, private career college sector of the industry is often that the public believes that all adult educators and their respective organizations provide the same quality of services and programs. This detracts from the adult educators and the adult education organizations which are operating in an ethical and professional manner. While their goal is to make a profit, their parallel goal is to meet the needs of the individuals who attend their programs; this subsequently contributes to the future employment success of those individuals and to the greater needs of the larger community.

As has been pointed out in the previous analyses, from an OD&T perspective, it becomes evident that the for-profit, private career college sector, as a whole, including the various client systems that impact and are impacted by this system (MTCU, sponsorship agencies, potential program employers, members of the learner system, and so forth) needs to become more accountable to and demand more accountability from all of the systems who have an interest in the overall goal of "serving the broad human needs of community, society and the planet" (Stringer, 2008, p. 160). This student believes that this can only be accomplished by first meeting the immediate needs of the individuals who come to these adult education organizations seeking a better quality of life for themselves and their families.

## **Part II: Curriculum Delivery**

Merriam and Brockett (2007) put forth the following questions that they believe adult educators should ask themselves when engaged in the process of curriculum delivery.

- What do you and your coworkers believe about the adult learner whom you serve?
- What assumptions do you as an educator, trainer, or consultant make about the adult students that you work with?
- What do you assume to be true about learning in adulthood?
- What do you believe about the learning process? About the role of the teacher? The student?
- What do you believe about the goal or end purpose of your work as an adult educator? (Merriam & Brockett, 2007, pp. 29–30)

Merriam and Brockett (2007) believe that the curriculum and the nature of instruction will differ, dramatically, depending on whether the adult educator feels that learners should gain a certain body of knowledge, or that personal development is the goal, or that learners should become empowered to effect social change.

The analysis of this student's curriculum delivery methods will comprise an integrated framework utilizing Oliva's (2001) curriculum development model, Boone et al.'s (2002) conceptual programming model, and Wadsworth's (1997) open inquiry evaluation approach for the purposes of this research study, which is to conduct a self-evaluative analysis of this student's current methods of curriculum delivery. This student has elected to use an integrated analysis framework, as this student did not find that any one of the models or frameworks that this student researched, for the purposes of this study, provided all of the elements that this student believed were required for such a comprehensive analysis.

Boone et al.'s (2002) conceptual programming model has a second dimension that will be utilized in this section to examine this student's current methods of curriculum delivery. This second dimension—implementing the planned program—has two components:

- (1) designing incremental and sequenced plans of action derived from the planned program that become the principal means for implementing the planned program; and
- (2) invoking the action strategies needed to implement plans of action and, subsequently, the planned program. (p. 178)

Boone et al. (2002) explain that since the planned program is a prospectus for meeting the expressed and assessed needs of the target public (learner system for this research study), the plans of action need to "operationalize the prospectus" and detail strategies that will need to be implemented to meet the learners' assessed needs within a specified period of time. According to Boone et al. the plans of action are the means of implementing the planned program, and they can only be developed following a thorough study and analysis of the planned program. The second dimension of the conceptual programming model comprises seven processual tasks that are to be completed by the adult educator in implementing the planned program:

Task One: The adult educator studies and analyzes the hierarchies of needs, objectives, change strategies, and outcomes included in the planned program.

The outcome sought is that the adult educator will acquire a thorough understanding of the planned program and, particularly, its connecting hierarchies of needs, objectives, change strategies, and outcomes. (p. 178)

Boone et al. (2002) explain that in implementing the planned program, initially, incremental and sequenced plans of action, derived from the planned program, need to be designed and invoked.

**Task Two:** The adult educator critically assesses each need, its learner objective, change strategy, and outcome and incorporates these into detailed plans of action.

The outcome sought is that adult educators will develop detailed plans of action that outline specific strategies for assuring that action is taken on each of the needs, objectives, change strategies, and outcomes included in the planned program's hierarchies. These plans of action include: (1) selecting learning activities that will provide learner opportunities to experience, practice, and acquire the new behavior as defined in each objective; (2) designating the human and other resources required to implement each of the learning activities; (3) specifying a time schedule for implementing each activity; (4) restating the outcome to be achieved for each of the learner objectives as defined in the objectives hierarchy; (5) defining the indicator(s) that will prove whether each of the outcomes has been achieved; and (6) identifying the information sources that will provide evidence that each outcome and its indicator(s) have been achieved.

Adult educators must examine what the learners will need to experience in order to practice and acquire the new behavior, and then use their understanding of adult learning concepts and theory to choose the learning activity(ies).

Learning activities may be printed materials, videos, computer-assisted instruction, Web-based instruction, demonstrations, meetings (both face-to-face and virtual), and so on. The new behavior to be learned and "what the learner will

need to experience to learn the new behavior” are criteria that should guide the adult educator in selecting appropriate learning activity(ies). (Boone et al., 2002, p. 179)

The outcomes defined in the outcomes hierarchy must be revisited to determine indicators that will clearly demonstrate that the learners have acquired and can demonstrate the "new behaviors" as defined in each objective of the hierarchy of objectives. (p. 180)

Boone et al. (2002) explain that plans of action can be likened to detailed lesson plans used by educators in higher education. They provide the following example headings for a plan of action:

- Expressed need
- Assessed Needs
- Learner Objectives
- Change Strategies
- Learner Activities
- Resources Needed
- Time Schedule
- Intended Outcomes
- Outcome Indicators
- Sources of Information (pp. 181–182)

Cognitive theories also emphasize the role of the learner's thoughts, beliefs, attitudes, and values (Schunk, 2012). Schunk explains that learners who doubt their capabilities to learn may not properly attend to the task or may work halfheartedly on it,

which he states, retards learning. Such learner thoughts as “Why is this important?” or “How well am I doing?” can affect learning. According to Schunk "Teachers need to consider students’ thought processes in their lesson planning" (p. 22).

Task Three: The adult educator identifies, mobilizes, develops, and utilizes resources, both human and material, to implement the learning experiences and their connecting learning activities defined in the plan(s) of action. (Boone et al., 2002, p. 183)

Davis and Sumara's (2010) article relating to the elements that comprise good teaching states that the emergent research on teaching is now suggesting that it is not about *changing* students, but about *challenging* students (¶1). Davis and Sumara believe that teaching that focuses on challenging learners is organized around the much more demanding tasks of setting situations that allow students to negotiate the level of difficulty, of trusting they will choose the tougher route when they are able, of really listening to where they are coming from, and what they know (¶1).

We have no hard evidence for it, but our strong suspicion is that, if researchers were to reframe their analyses of what’s going on in the classrooms of those 5 percent of teachers whose students are excelling - regardless of where those students start and irrespective of social demographics - they would find that, in fact, what those teachers are up to isn’t all over the map. With regard to practices, they are doubtlessly challenging their students, refusing to make things easy and constantly expecting more of learners than learners might imagine themselves capable. And with regard to qualities, they are undoubtedly curious - about where ideas come from, how students might have arrived at particular constructs,

possibilities that arise when different people and different traditions are juxtaposed, and so on. (¶19)

Schunk (2012) asks how such learning occurs. He explains that the research shows that environmental factors affect what teachers do and how students learn. Behavioral theories imply that teachers should arrange the environment so that students can respond properly to stimuli. Cognitive theories emphasize making learning meaningful and taking into account learners' perceptions of themselves and their learning environments.

According to Schunk (2012) behavioral and cognitive theories agree that differences among learners and in the environment can affect learning, but they diverge in the relative emphasis they give to these two factors. Schunk explains that behavioral theories stress the role of the environment, specifically, how stimuli are arranged and presented and how responses are reinforced. He states that behavioral theories assign less importance to learner differences than do cognitive theories.

Schunk (2012) states that these two conceptualizations of learning have important implications for educational practice. In summary, he states, "Teachers need to consider how instruction affects students' thinking during learning" (p. 22).

Schunk (2012) points out that researchers, such as Floden (2001), are increasingly viewing teaching as the creation of learning environments that assist students in executing the cognitive activities necessary to develop skills and reasoning abilities. A number of researchers (Pellegrino, Baxter, & Glaser, 1999; Pianta & Hamre, 2009), according to Schunk (2012), are examining student learning by observing teaching during content instruction, especially in schools and other places where people typically learn.

Task Four: The adult educator utilizes various strategies and techniques in marketing both the planned program and its plans of action. . . .

Task Five: The adult educator engages in monitoring and conducting planned formative evaluations of all aspects of the plans of action as they are being implemented. (pp. 185–188).

Boone et al. (2002) explain the processes to be followed in evaluating the plans of action:

Periodic formative evaluations of ongoing plans of action as well as other forms of feedback should provide an assessment of each learning activity in the plans of action and indications of the adequacy of the learning activities in effecting positive behavioral change or the acquisition of new behaviors by the target publics, within their sociocultural context. In addition to providing an opportunity to replan and make adjustments for any inadequacies, the findings of such evaluations should suggest "next step" actions. Lippitt, Watson, and Westley (1958), Beal et al. (1966), Knowles (1970), Brookfield (1986), and Houle (1996) concur with this approach to learning-activity modifications through the monitoring of, and feedback obtained through, planned formative evaluations and other evaluative sources. (pp. 191–192)

Task Six: The adult educator provides continuous reinforcement via feedback to the learners, teachers, and other volunteer resource persons involved in helping implement the planned program and its plans of action. (Boone et al., 2002, p. 190)

Boone et al. (2002) explain that the change process in adult education is difficult for both the learner and teacher and is often a very slow process. They state:

A change in behavior or the acquisition of a new behavior undertaken by individual learners and institutionalized learner systems requires considerable input on their part in attempting to understand and respond to the proposed change. . . . in most change situations, the adult learners involved are busy persons for whom learning new ways of behaving is secondary to earning a living and performing other crucial adult roles. (p. 190)

According to Boone et al. (2002), to help adult learners persist in this type of situation those adults who are attempting to learn need reinforcement in the form of feedback. Boone et al. state that a number of authors (Brookfield, 1986; Houle, 1996; Kidd, 1973; Knowles, 1970). Lippitt, Watson, & Westley (1958) agree that behavioral change occurs most effectively when adult learners are given feedback about their performance, along with support and encouragement for their efforts. Boone et al. explain that the importance of the reinforcement and feedback process is supported in learning theory.

Learning proceeds with greater ease for adult learners when they are aware of their strengths and weaknesses. Adult learners' responses to a learning situation are affected by their perceptions of their degree of success in achieving the new behavior and by its relevancy to their lifestyles. When adult learners know their status and are made aware of their progress, they more successfully modify or change their behavior to achieve their objectives. (p. 191)

Schunk (2012) points out that behavioral theories consider two learner variables in relation to this change process, the individual's reinforcement history (the extent to which the individual was reinforced in the past for performing the same or similar behavior) and the individual's developmental status (what the individual is capable of doing given his or her present level of development).

Cognitive theories, according to Schunk (2012), acknowledge the role of environmental conditions as influences on learning. For example, that a teacher's explanations and demonstrations of concepts can serve as environmental inputs for students; that a student's practice of skills combined with corrective feedback, as needed, can also promote learning. Schunk points out, though, that cognitive theories contend that instructional factors alone do not fully account for a student's learning. What students do with information, for example, how they attend to, rehearse, transform, code, store, and retrieve it, is also critically important. In addition, the ways that learners process the information will determine what, when, and how they learn, as well as what use they will make of the learning.

Task Seven: Adult educators must be sensitive to the need for and be willing to use the findings of planned formative evaluations and other forms of evaluative feedback to adapt or redirect learner experiences, learning activities, and other aspects of the plans of action as needed. (Boone et al., 2002, p. 191)

According to Boone et al. (2002) this final task, related to plans of action, emphasizes the importance of keeping teaching strategies and learning experiences geared to the target public's (learner system) expressed and assessed needs. The authors point out that considerable flexibility is needed by the adult educator to act promptly in

modifying or changing learning activities when situations warrant. They point out that adult educators who have implemented a planned program know that various circumstances inevitably may lead to alterations in its original design. "Learners' needs may shift within a content area; unique group characteristics may render learning activities inappropriate. Further, anticipated resources for learning activities may not materialize or may disappear" (p. 191).

Boone et al. (2002) explain that a key factor in implementing and carrying out plans of action is the adult educator's sensitivity to and understanding of what is transpiring with regard to the change situation. The authors state, "Well-informed adult educators will promptly grasp problematic situations and respond positively and effectively with regard to modifying learning activities or other aspects of the planned program and the overall programming process" (p. 191).

According to Schunk (2012), "Teachers who realize that their instruction is not being comprehended will alter their approach; conversely, when students understand material that is being presented, teachers are apt to continue with their present approach" (p. 18).

### **Curriculum Delivery Analysis Framework**

The analysis framework will be applied to each of the three courses of study, discussed in Part I of this chapter, to assess whether this student's current methods of curriculum delivery were conducive to meeting the needs of the individuals comprising the learner system relevant to each course of study.

### **Step 1**

The adult educator studies and analyzes the planned program hierarchy of needs, objectives, change strategies, and outcomes.

How to assess and what are the results? Did the adult educator demonstrate an understanding of all of the components of the planned program in delivering the course of study?

### **Step 2**

The adult educator critically assesses each need, learner objective, change strategy, and outcome and incorporates into detailed plans of action. The plans of action are to include learning activities, required resources, a time schedule, the outcome(s) to be achieved, and the outcome indicators.

How to assess and what are the results? Did the adult educator develop relevant plans of action that include a timeline, learning activities, resources, outcomes to be achieved, and outcome indicators?

### **Step 3**

The adult educator identifies, mobilizes, develops, and utilizes human and material resources to implement the learning experiences and learning activities.

How to assess and what are the results? What resources were utilized in implementing the learning experiences and learning activities?

### **Step 4**

The adult educator markets the planned program and plans of action.

How to assess and what are the results? What activities did the adult educator undertake to market the course of study?

### **Step 5**

The adult educator monitors and conducts planned formative evaluations of the plans of action as they are being implemented.

How to assess and what are the results? Did the adult educator continuously monitor and evaluate the course of study as it was being delivered?

### **Step 6**

The adult educator provides continuous reinforcement and feedback to learners and other relevant systems involved in helping implement the planned program and its plans of action.

How to assess and what are the results? What types of reinforcement and feedback did the adult educator provide to each member of the learner system and to other relevant systems?

### **Step 7**

The adult educator utilizes the findings of the formative evaluations and evaluative feedback to adapt or redirect learner experiences, learning activities, and other aspects of the plans of action, as needed and required.

How to assess and what are the results? Did the adult educator instruct to the personal needs, future employment needs, cultural needs, and social needs of each member of the learner system as well as the social needs of the community/state/nation as identified in the Needs Analysis section of the planned program? (Boone et al., 2002; Oliva, 2001; Stringer, 2008; Wadsworth, 1997).

Was each member of the learner system able to accomplish the learning objectives? (Oliva, 2001).

Did the learning activities enable learners to accomplish the objectives (Oliva, 2001), and if not, did the adult educator modify, adjust, redirect the activities and experiences as needed and required? (Boone et al., 2002).

**Curriculum Delivery Analysis Framework for the Faculty of Law and Security  
Police Foundations Diploma Program Social Welfare in Canada Course**

**Step 1**

As this student also designed the planned program for this course of study, as the adult educator responsible for delivering the course, this student has studied and analyzed the various system needs, objectives, strategies, and outcomes for this offering of the Social Welfare in Canada course of study.

**Step 2**

As the adult educator, this student critically assessed the needs, learner objectives, change strategies, and outcomes as designed by this student based on the information that this student had been provided with at that time, which was the 2006 course textbook. This student, concurrently acting as the adult educator, compiled plans of action in the form of a course outline, grading criteria, project assignment, class outline, and the course resources (Appendices B–F).

In assessing and evaluating this adult educator's curriculum delivery methods this student believes that a more detailed listing of the individual class schedule should have been developed which would have provided the learner system with a better understanding and awareness of the content for each class. A more detailed description of each learning activity, including the purpose of engaging in the activity, would provide the learner system with an understanding of the learning activity, the new behavior, skill,

ability, and so forth that each learning activity was designed to achieve. A more detailed description of each outcome that was to be achieved and the outcome indicators would provide the learner system with an understanding of what they would be expected to demonstrate to show that they had acquired the new behavior, skill, or ability.

These changes would also be beneficial to all of the relevant members of the client system to demonstrate the new skill-base that members of the learner system would have acquired and be expected to demonstrate in seeking future employment, as members of their community and society, and in demonstrating the successful achievement of the course outcomes to the various stakeholders and members of the larger community (MTCU, adult education organizations and adult educators, sponsorship agencies, and so forth).

As this student was not aware of the demographics of the individuals comprising the learner system issues with respect to beliefs, attitudes, and values, particularly from a cultural perspective, were not considered. Language issues would also have been an important consideration, as English was not the first language of either of these individuals. This had a great impact on the learning activities and expected outcomes for each of these individuals. Another issue that became prevalent during this curriculum delivery was the issue of this student's gender. Altercations by one particular individual toward this student occurred during every class.

### **Step 3**

As this student was concurrently designing and delivering this course of study, as the adult educator, this student utilized all of the resources identified in Appendix F, in the delivery of this course of study.

The only resource provided to this student and the members of the learner system was a course textbook dated 2006. Instructor resources from the publisher, including current learning resources (videos, case studies, and so forth) were no longer available for this edition. Not having current and up-to-date materials resulted in this student having to spend additional time locating relevant and current resources to enhance the learning activities for the members of the learner system.

There were several issues with respect to the learning environment that this student believes had a negative impact on the learning processes and outcomes that took place within the classroom. In the winter, the temperature of the classroom was extremely cold and the members of the learner system and this student had to resort to wearing coats to stay warm. In the summer, the temperature of the classroom was extremely hot. This student was told that the pipes had not been connected to the side of the building where the classroom was located, so it would not have heat in the winter or air conditioning in the summer. Electric heaters were placed in the classrooms on the side of the building that this student's classroom was located in. There were four electric heaters in the classroom during the winter time as the members of the learner system were always cold.

I believe that equipment issues also had a negative impact on the learning processes of the individual members of the learner system. The computer equipment that was provided for both the members of the learning system and this student were outdated and would constantly crash and shut down. This student required computer equipment with audio-visual capability to show PowerPoint presentations, videos, DVDs, webinars, and so forth. This equipment was seldom available to this student for classroom use. Members of the learner system became increasingly frustrated at having lost documents

and not having the capability to print documents. (Individuals were not allowed to print, photocopy, or fax documents at the College.)

Both of the individuals who were enrolled in this course of study were attending the Police Foundations program through the sponsorship of the Second Career program. This student had a number of concerns regarding the capabilities of both of these individuals to successfully complete the course and the program of study. Both individuals demonstrated extremely inefficient language and writing skills. Both individuals did not appear to be motivated to apply themselves in an attempt to succeed in the program. This student arranged a number of site visits to jails, courthouses, and social service facilities. Although this student stated that these site visits were a course requirement both individuals refused to attend, stating that they would only attend if they were reimbursed for their expenses. This issues of what I believe was a lack of motivation on the part of both of these individuals will be will be discussed further under Steps Six and Seven.

#### **Step 4**

This student, as the adult educator, did not market the planned program, plans of action, or course of study. This was not a requirement of the instructors by the College. Also, this student was not provided with the opportunities to be able to do so.

#### **Step 5**

It was necessary for this student, as the adult educator, to continuously monitor and evaluate the course of study as it was being offered as this student was simultaneously designing the course as it was being delivered.

Once this student became aware of the demographics of the members of the learner system, this student realized that the curriculum design would have to be modified to meet the capabilities of both members of the learner system. The exams were designed as open book to enable both individuals to minimally obtain a passing (50%) score. This modification still resulted in both individuals requiring re-tests.

### **Step 6**

This student, as the adult educator, advised the learner system, at the beginning of the course and throughout the course, that she was available to meet with each individual before and after class to discuss learner needs, the course, and so forth. Each individual comprising the learner system for this course of study was provided with timely and relevant feedback in relation to the learning activities, required course assignments and exams, and outcome measures.

Both members of the learner system did choose to meet with this student on several occasions. The purpose though, was not to request additional help or assistance with a course matter, but to demand that marks received on assignments and grading criteria be altered.

The numerous attempts at providing positive feedback and reinforcement by this student to both members of the learner system were not received in a positive manner.

### **Step 7**

As discussed in Part I of this chapter, specific to this course of study, this student was not provided with information on the demographics of each individual comprising the learner system including their personal, cultural, and social needs. The needs of the client system, the community, and society as a whole, related to this course of study were

also not known to this student. Having been a police officer and social worker, this student made a number of assumptions on the needs of the members of the client system. At the time of being asked to instruct this course of study, this student was not aware that course materials, resources, a course module, and so forth were not available and that this student would first need to design the course prior to its delivery.

Only when this student arrived to deliver this course did she become aware of the demographics of each member of the learner system. The learner system for this course was comprised of two male individuals. The learner system demographics were 1) male, age 31, Spanish descent, first-generation Canadian, unemployed, high-school diploma, still living at home with parents; 2) male, age 54, Vietnamese, in Canada five years, poor spoken English, poor written English, married with two dependents, unemployed. Both individuals were attending the Police Foundations Diploma program through the sponsorship of the Second Career program.

This student consistently altered and adapted the curriculum to attempt to meet the expressed and assessed needs of both members of the learning system. As a result, this student believes that the integrity of the course curriculum was jeopardized and the outcomes achieved by both members of the learner system were not representative of the actual outcomes.

### **Summary**

Apps (1985) states that having a philosophical stance, as adult educators, can make a contribution to the field and that philosophizing serves as continuing education's conscience, raising questions of an ethical and moral nature about various practices and procedures, and separates professional adult educators from others working in the field.

It was issues such as those described in the preceding seven-step analysis that led this student to initially question her ability as an adult educator. This student felt that her professional ethics were continually being compromised and challenged. The lack of accountability by the adult education organization to the members of the learner system and to this student as the adult educator only seemed to encourage a lack of accountability by the members of the learner system to themselves and to this student.

This was the first course of study that this student had delivered within a career college setting. The course evaluations submitted, reluctantly, by both members of the learner system were of a positive nature. Although they were encouraged by this student to be honest regarding equipment and environment issues both students chose not to do so.

### **Curriculum Delivery Analysis Framework for the Faculty of Career Management Job Search Course**

As this student also designed the planned program for this course of study, as the adult educator responsible for delivering the course, this student has studied and analyzed the various system needs, objectives, strategies, and outcomes for this offering of the Job Search course of study.

As the adult educator, this student critically assessed the needs, learner objectives, change strategies, and outcomes as designed by this student based on the information that this student had been provided with at that time, which was only the Job Search course booklet. This student, concurrently acting as the adult educator, compiled plans of action in the form of a course overview (Appendix H) and the grading criteria, which listed the course assignments (Appendix I) and course resources (Appendix J).

In assessing and evaluating the quality and effectiveness of the plans of actions that this adult educator developed this student believes that a more detailed listing of the individual class schedule should have been developed which would have provided the learner system with a better understanding and awareness of the content for each class. A more detailed description of each learning activity, including the purpose of engaging in the activity, would have provided the learner system with an understanding of the learning activity and the new behavior, skill, ability, and so forth that each learning activity was designed to achieve. A more detailed description of each outcome that was to be achieved and the outcome indicators would have provided the learner system with an understanding of what they would be expected to demonstrate to show that they had acquired the new behavior, skill, or ability.

These changes would also be beneficial to all of the relevant members of the client system to demonstrate the new skill-base that members of the learner system would acquire and be expected to demonstrate in seeking and obtain employment within their program field.

As this student was not aware of the demographics of the individuals comprising the learner system issues with respect to beliefs, attitudes, and values, particularly from a cultural perspective, were not considered. Language issues would also have been an important consideration, as English was not the first language of several members of the learner system. The majority of the individuals enrolled in the course were attending the program through the Workplace Safety and Insurance Board (WSIB). The majority did not have a high school diploma. These demographics strongly impacted the types of

learning activities and expected outcomes for each of these individuals. This will be discussed further in Steps 6 and 7.

As this student was concurrently designing and delivering this course of study, as the adult educator, this student utilized all of the resources identified in Appendix J, in the delivery of this course of study.

The only resource provided to this student and the members of the learner system was the Job Search course booklet. Not having materials and resources for delivery of this course resulted in this student having to spend additional time researching the employment process and locating relevant and current resources to enhance the learning activities for the members of the learner system.

There were several issues with respect to the learning environment that this student believes had a negative impact on the learning processes and outcomes that took place within the classroom. In the winter, the temperature of this classroom was extremely hot. In the summer, the temperature of the classroom was extremely cold. This was the reverse to the situation on the other side of the building. Most people in the building usually had a cold or flu symptoms.

I believe that equipment issues also had a negative impact on the learning processes of the individual members of the learner system. The computer equipment that was provided for the members of the learning system and this student were outdated and would constantly crash and shut down. This student required computer equipment with audio-visual capability to show PowerPoint presentations, videos, DVDs, webinars, and so forth. This equipment was seldom available to this student for classroom use. Members of the learner system became increasingly frustrated at having lost documents

and not having the capability to print documents. (Individuals were not allowed to print, photocopy or fax documents at the College.)

The majority of the individuals that were enrolled in this course of study were attending their program through the sponsorship of WSIB. This student had a number of concerns regarding the capabilities of many of these individuals in their ability to successfully complete the course and the program of study. Most of the individuals demonstrated extremely inefficient language and writing skills. The majority of the individuals had only been employed at one place of employment for their entire career and were not familiar with resume writing, the interview process, and many of the job search processes that would be required of them in seeking and obtaining future employment. Most of the members of the learner system were enrolled in the Supply Chain and Inventory Management Diploma program but stated that though this was not their program of choice, if they did not attend the program that they would not receive benefits from WSIB. The majority of these individuals had been injured on the job and could no longer return to their previous place or employment nor remain within their previous line of employment. It would have been beneficial to this student to be aware of these issues prior to commencing delivery of this course of study. The implications of these issues for the majority of these individuals will be discussed further under Steps 6 and 7.

This student, as the adult educator, did not market the planned program, plans of action, or course of study. This was not a requirement of the instructors by the College. Also, this student was not provided with the opportunities to be able to do so.

It was necessary for this student, as the adult educator, to continuously monitor and evaluate the course of study as it was being offered as this student was simultaneously designing the course as it was being delivered.

Once this student became aware of the demographics of the members of the learner system, this student realized that the curriculum design would have to be modified to meet the capabilities of the various members of the learner system. Extensions on course assignments were provided, allowances were made for individuals who chose not to participate in the interview processes, and so forth. It was not within this student's authority to enforce the grading and course requirements.

This student, as the adult educator, advised the learner system, at the beginning of the course and throughout the course, that she was available to meet with each individual before and after class to discuss learner needs, the course, and so forth. Each individual comprising the learner system for this course of study was provided with timely and relevant feedback in relation to the learning activities, required course assignments and exams, and outcome measures.

Several of the members of the learner system met with this student to request extensions on assignments, permission to not participate in activities, and so forth.

The attempts at providing positive feedback and reinforcement by this student to the members of the learner system were always received in a positive manner.

As discussed in Part I of this chapter, specific to this course of study, this student was not provided with information on the demographics of each individual comprising the learner system, including their personal, cultural, and social needs. The needs of the client system, the community, and society as a whole, related to this course of study were

also not known to this student. At the time of being asked to instruct this course of study, this student was not aware that course materials, resources, a course module, and so forth were not available and that this student would have to design the course of study in preparation for delivery of this course.

Only when this student arrived to deliver this course did she become aware of the demographics of each member of the learner system. The learner system for this course was comprised of 10 male individuals. The learner system demographics were landed immigrants and first-generation Canadians, unemployed, the majority had a high-school diploma, poor written English, and were married with dependents. All of the individuals were enrolled in the Supply Chain and Inventory Management Diploma program. The majority of the individuals were attending the program through the sponsorship of the Workplace Safety and Insurance Board (WSIB) program. This student researched the industry to ensure that the relevant client system needs would be considered in the further design of this course of study.

Also, once this student became aware that all of the members of the learner system were enrolled in the same program of study, the Supply Chain and Inventory Management Diploma program, this student revised the learning experiences, learning activities, and practices to provide the learner system with more relevant practice and learning opportunities to better equip them to seek and obtain employment in a supply chain and inventory management field.

### **Summary**

As stated in the previous analysis of the Social Welfare in Canada course of study, all of these issues contributed toward this student questioning her abilities as an

adult educator instructing within a for-profit private career college environment. This student continuously questioned the ethics and professionalism of many of these actions but chose to try to operate with her own integrity in providing these courses of study in a professional manner.

**Curriculum Delivery Analysis Framework for the Faculty Management Business Administration and Management Diploma Program Entrepreneurship Business Planning and Development Course**

**Step 1**

As this student also designed the planned program for this course of study, as the adult educator responsible for delivering the course, this student has studied and analyzed the various system needs, objectives, strategies, and outcomes for this offering of the Entrepreneurship Business Planning and Development course of study.

**Step 2**

As the adult educator, this student critically assessed the needs, learner objectives, change strategies, and outcomes as designed by this student based on the information that this student had been provided with at that time, which was only the Subject/Module Outline (Appendix K). This student, concurrently acting as the adult educator, compiled plans of action in the form of a course outline and grading criteria (Appendix L), a course manual (Appendix M: Table of Contents), and a course resources listing (Appendix N).

In assessing and evaluating this adult educator's curriculum delivery methods this student believes that a more detailed listing of the individual class schedule should have been developed which would have provided the learner system with a better understanding and awareness of the content for each class. A more detailed description of

each learning activity, including the purpose of (engaging in) the activity, would provide the learner system with an understanding of the learning activity and the new behavior, skill, ability, and so forth that each learning activity (was hoped to achieve). A more detailed description of each outcome that was to be achieved and the outcome indicators would provide the learner system with an understanding of what they would be expected to demonstrate to show that they had acquired the new behavior, skill, or ability.

Again, as was stated in the previous course analyses, these changes would also be beneficial to all of the relevant members of the client system to demonstrate the new skill-base that members of the learner system would acquire and be expected to demonstrate as potential entrepreneurs in a business environment.

As this student was not aware of the demographics of the individuals comprising the learner system issues with respect to beliefs, attitudes, and values, particularly from a cultural perspective, were not considered. An issue that became immediately prevalent during this curriculum delivery was the issue of this student's gender. With respect to this course, serious altercations by four particular individuals toward this student occurred during the second class.

### **Step 3**

As this student was concurrently designing and delivering this course of study, as the adult educator, this student utilized all of the resources identified in Appendix N: Course Resources, in delivering the course of study.

The only resource provided to this student was a Subject/Module Outline. Not having current and up-to-date materials resulted in this student having to spend additional time locating relevant and current resources to enhance the learning activities for the

members of the learner system that included the design and development of a course manual, by this student.

There were also the same issues with respect to this learning environment, similar to those issues discussed in the two previous course analyses (temperature, equipment, resources). This student believes that these issues also had a negative impact on the learning processes and outcomes that took place within the classroom as the members of the learner system were usually more preoccupied with these issues that with the course content.

Again, the majority of the individuals that were enrolled in this course of study were attending the Business Administration and Management Diploma program through the sponsorship of either WSIB or the Second Career program. As in the previous situations, this student had a number of concerns regarding the capabilities of these individuals to successfully complete the course and the program of study. The two male individuals did not appear to be motivated to apply themselves in an attempt to succeed in the program. I believe that this issue precipitated an occurrence that will be discussed further under Steps Six and Seven.

#### **Step 4**

This student, as the adult educator, did not market the planned program, plans of action, or course of study. This was not a requirement of the instructors by the College. Also, this student was not provided with the opportunities to be able to do so.

### **Step 5**

It was necessary for this student, as the adult educator, to continuously monitor and evaluate the course of study as it was being offered as this student was simultaneously designing the course as it was being delivered.

When this student became aware of the demographics of the members of the learner system, this student realized that the curriculum design would have to be modified to meet the capabilities of the various members of the learner system. Extensions on course assignments were provided; allowances were made for individuals who were not always able to participate in the learning activities due to health issues, or due to children and child-care issues, and so forth. As in the previous situations, it was not within this student's authority to enforce the grading and course requirements.

### **Step 6**

This student, as the adult educator, advised the learner system, at the beginning of the course and throughout the course, that she was available to meet with each individual before and after class to discuss learner needs, the course, and so forth. Each individual comprising the learner system for this course of study was provided with timely and relevant feedback in relation to the learning activities, required course assignments and exams, and outcome measures.

Several of the members of the learner system chose to meet with this student to discuss assignments, request extensions on assignments, and discuss the entrepreneurial process.

The attempts at providing positive feedback and reinforcement by this student to the members of the learner system were always received in a positive manner.

## **Step 7**

As discussed in Part I of this chapter, specific to this course of study, this student was not provided with information on the demographics of each individual comprising the learner system including their personal, cultural and social needs. The needs of the client system, the community, and society as a whole, related to this course of study were also not known to this student.

When this student arrived to deliver this course she became aware of the demographics of each member of the learner system. The learner system for this course was comprised of eight female and two male individuals. The majority of the individuals comprising the learner system were first-generation Canadian, unemployed high-school diploma. The female members were all married only two of the females had young dependents. All but one individual was attending the program through the sponsorship of the Second Career program.

This course of study ran over 10 consecutive days. On the first day of the course, all of the members of the learner system that came to class arrived late. Only 4 of the 10 came to class. On the first day the course outline and the grading criteria were handed out and the course assignments were discussed at length. On the second day of class, nine of the ten individuals came to class and seven of the nine arrived late. This student made several attempts to bring the class to order, as there was much coming and going, talking, and so forth. As this student was presenting a lecture she observed several individuals typing on their laptops. Three individuals had ear buds in and this student could actually hear what was playing. When this student advised the class that this behavior was not acceptable when she was teaching she was sworn at and spoken to inappropriately by

four individuals, two female and two male. This student was advised that their other instructor lets them surf the net, listen to their music as that is how they learn; come to class when they want, if at all; and so forth. When it became obvious that issue would not be resolved by this student, this student approached the registrar/sales manager to seek advice on this student's next course of action. The registrar/sales manager suggested that he meet with the class, with this student present, to understand their issues. The four members then wrote up a petition and presented it to the acting Campus Director requesting that this student's employment be terminated. By this time, this student had refused to continue instructing the class until the issues were resolved.

When this student checked the browsing history on the computers of several of the members of the learner system, one of the computers, where one of these four individuals sat, had, in "today's" browsing history, an article titled, "How to Kill Your Teacher." A number of similar articles were also in the current browsing history. The times listed were during the lecture portion of the course. This student took the computer to the registrar/sales manager and related the situation. This student explained that these actions constituted an offence under the new Ontario legislation, Workplace Violence and Harassment Act. This student and members of the learner system met the following day, during the scheduled hours of instruction to discuss and resolve the situation. This student did choose to continue instructing this class and this course of study.

In describing the curriculum design process presented earlier in this section, Boone et al. (2002) explain that a key factor in implementing and carrying out plans of action is the adult educator's sensitivity to and understanding of what is transpiring with regard to the change situation. The authors state, "Well-informed adult educators will

promptly grasp problematic situations and respond positively and effectively with regard to modifying learning activities or other aspects of the planned program and the overall programming process" (p. 191).

As I reflect on this incident, for the purpose of this research study, and how this situation was dealt with by the adult education organization's administrative body, as well as how this student handled the situation, I believe that I acted as a professional adult educator in my expectations of the members of this learner system. I believe that the organization's administrative body could have acted in a more professional manner in enforcing the student regulations such as lateness, class attendance, and so forth, which was an issue in every course that this student instructed. I believe that from an organizational development and transformation perspective the adult education organization also has a responsibility to MTCU and to the sponsorship agencies in regards to the performance issues of their clients.

### **Summary**

As stated in the previous analysis of the Social Welfare in Canada course and the Job Search course of study, all of these issues contributed toward this student questioning her abilities as an adult educator instructing within a for-profit private career college environment. This student continuously questioned the ethics and professionalism of many of these actions but chose to try to operate within her own integrity in providing these courses of study in a professional manner. A practice that was not carried out at this adult education organization was instructor reviews by the administration or by peers. I believe that instructor reviews and assessments can provide benefits to many of the systems involved with the adult education system. One of the benefits would be that in

similar situations to the one described in the previous section, the competency of the adult educator would not become an issue or be questioned.

### **Summary and Recommendations**

Schunk (2012) believes that educational professionals should strive to integrate theory, research, and practice. He states, "We must ask how learning principles and research findings might apply in and out of school. In turn, we should seek to advance our theoretical knowledge through results of informed teaching practice" (p. 21).

According to Schunk (2012), learning theory and educational practice should and do complement one another and he believes that neither is sufficient to ensure good teaching and learning.

Learning theory is no substitute for experience. Theory without experience can be misguided because it may underestimate the effects of situational factors. When properly used, theory provides a framework to use in making educational decisions.

Conversely, experience without theory may often be wasteful and potentially damaging. Experience without a guiding framework means that each situation is treated as unique, so decision making is based on trial and error until something works. Learning how to teach involves learning what to do in specific situations. (Schunk, 2012, pp. 20–21)

With respect to learning and instruction, Schunk (2012) explains that although theories and research findings help to advance the field of learning, their ultimate contribution must be to improve teaching that promotes learning.

In summarizing the findings from the analysis of this student's curriculum delivery methods I believe that this self-evaluative process has provided this student with the opportunity to reflect on an number of important practice issues that I believe are prevalent within the larger adult education organization system.

When this student was first contacted in 2009 and invited to teach the Social Welfare in Canada course of study, this student did not have any educational practice experience in the higher-education field of practice. This student believed that by having taught one- to two-day workshops to adults and having designed courses and workshops for social service settings that she would be quite competent in teaching this course of study. This student believed that with her theoretical background of having both a bachelors and a master's degree in social work, as well as having been a police officer, that she had the appropriate experience and qualifications required to effectively provide this course of study.

From an organizational development and transformation perspective, I believe that situations similar to this, and to the issues that have been examined within this curriculum design analysis, are occurring at a number of adult education organizations, both private and public.

As I stated at the beginning of this research study, it is not the goal of this student and this research study to investigate or expose any wrongdoings within Canada's for-profit, private career college industry. This would be beyond the scope of this research study and this student's expertise. The purpose of this research study was to conduct a self-evaluative, self-reflective research study to assess the effectiveness of this student's teaching methodologies as an instructor at a for-profit private career college in Canada.

Overall, I believe that as an inexperienced adult educator, with minimal support and resources, that this student continuously maintained an attitude of professionalism in providing these services and programs to the various learner systems. I believe that, at that time, if this student had possessed the knowledge, skills, abilities, theoretical perspectives, and learning principles required of a professional adult educator, and which, I believe, this student now has acquired, this student would have made different choices with respect to agreeing to deliver the courses of study, to designing the courses of study, and to the many behavioral issues that were prevalent within this adult education organization.

Based on the results of the processes that this student undertook in conducting this research study and the effects on the student from engaging in the self-reflective and self-evaluative processes throughout this study, the following recommendations are put forth to the larger community of the adult education organization system:

- It is recommended by this student that adult education organizations hire instructors that (are fluent/qualified) in the topic area and are also experienced adult educators.
- It is recommended by this student that adult educators possess Ministry qualifications and experience and that this be regulated by the industry regulatory bodies.
- It is recommended by this student that curriculums be designed according to MTCU standards and the Private Career Colleges Act (2005 or current) and that this be monitored by the regulatory bodies.

- It is recommended by this student that adult educators/programmers design the course to accomplish the acquisition of the desired new behaviors and then deliver the course utilizing instructors who possess these behaviors and can model these new desired behaviors to the members of the learner system.
- It is recommended by this student that the Ministry attend and monitor adult education organizations comprising the private career college (PCC) sector.
- It is recommended by this student that the Ministry and/or the regulatory agency require course curriculums to be submitted **and** approved prior to being delivered.

### **Research Questions**

1) Is the current design and delivery of the Accelerated Diploma Program, utilized in Private Career Colleges in Canada, the most effective form of a post-secondary program in order to meet the current needs of the Canadian population and economy?

Based on the processes that this student engaged in and the research that this student examined in conducting this research study, it is the belief of this student that the current design and delivery of the Accelerated Diploma Program that is being offered within some Canadian Private Career Colleges, is not the most effective form of a post-secondary program to meet the current needs of a large and growing segment of the Canadian population and the current economy.

The results of this analysis of both the curriculum design and the curriculum delivery methods, is only one example of the issues, and the potential for issues, that I believe, are prevalent within the adult education organization system.

I believe that if a number of areas were addressed, particularly with respect to the needs of the learner system and by extension the relevant members of the client system, that the potential exists for an effective form of a post-secondary program that will enable the members of the learner system to acquire the new behaviors, skills, knowledge, abilities, and practices to enable them to secure long-term, employment in the form of a career. I do not believe that this can be achieved utilizing an accelerated format of curriculum design and delivery. Every member of the learner system, in every course of study that this student delivered, was unemployed and had been unemployed for at least 1 year (Second Career funding requirements); for the majority, English was not their first language, resulting in the majority having literacy issues; the majority had been out of school for a number of years, and many did not have a high-school education or diploma. I believe that with these issues that this segment of the population, a segment that are more drawn to the private career college sector as it is their sponsors' program of choice, needs to be enrolled in a program of longer duration than the accelerated program provides if the end result is really for these individuals to succeed within Canadian society.

2) Is it possible to design an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in Canadian accelerated diploma programs?

I do not believe that it is possible to design an accelerated diploma program curriculum that is conducive to meeting the learning needs of the current population of individuals that are enrolling in Canadian accelerated diploma programs.

3) Is it possible to deliver an accelerated diploma program curriculum conducive to the learning needs of the individuals who are currently enrolling in Canadian accelerated diploma programs?

I do not believe that it is possible to deliver an accelerated diploma program curriculum that is conducive to meeting the learning needs of the current population of individuals that are enrolling in Canadian accelerated diploma programs.

CHAPTER 5  
SUMMARY, DISCUSSION, AND RECOMMENDATIONS

**Summary**

**Problem**

Miner (2010) states, in his report on Ontario's labor market future, "there is a looming demographic and labour market crisis which has the potential to shake the very foundations of our society and economy. . . . The crisis arises from the intersection of two mega-trends: an aging population and an emerging knowledge economy" (p. 1). Miner explains that with the emergence of Canada's knowledge economy, that the proportion of the labor force requiring some form of education or training beyond high school, "will increase dramatically" (p. 1). He continues, "Using a variety of Canadian and U.S. estimates, it is concluded that by 2031 we will need 77% of our workforce to have post-secondary credentials (apprenticeship, university, college, industry, professional)" (p. 1).

In 2005, the Ontario Ministry of Education concluded that 81% of the new jobs that were created in Ontario between 1996 and 2001 required management training, apprenticeship training, or a college or university diploma or degree (Miner, 2010).

In 2007, the federal department of Human Resource and Skill Development Canada stated, "about 65% of all new jobs created over the next five years are expected to require some form of post-secondary education/training" (Service Canada, 2007, p. 3).

In an earlier study conducted in 1997, the British Columbia Ministry of Skills, Training and Education put the level higher stating that forecasts for employment by education and training indicate that 75% of new and replacement jobs will require at least some post-secondary education and/or training equivalent (Miner, 2010,).

A more recent British Columbia study conducted by the Ministry of Advanced Education and Labour Market Development (2009) put the proportion of skilled workers required in the future at 76.2% (Miner, 2010).

With respect to the situation in the U.S., Miner (2010) points out that a recent study conducted by the Obama administration (Executive Office of the President Council of Economic Advisors, 2009) showed similar findings. "In general, the U.S. appears to be shifting toward jobs that require workers with greater analytical and interpretive skills – skills that are typically acquired with some post-secondary education" (Executive Office of the President Council of Economic Advisors, 2009, p. 21).

Another U.S. study conducted in 2007 by Holzer and Lerman predicted that 78% of job openings between 2004 and 2014 would require education or training beyond high school (Miner, 2010).

In 2009, the Lumina Foundation, based in the U.S., predicted that without change to a more educated workforce there would be a shortage of 16 million post-secondary educated adults in America by 2025 (Miner, 2010).

The Ontario Long-Term Report on the Economy, published by Ontario's Ministry of Finance in 2010, outlines some of the key issues that Ontario will have to deal with in the coming years. "Demographically, the province will see population aging and slower growth in the working age population. . . This may have an impact on economic performance and productivity growth" (p. 99). Economic growth, according to the report, would be affected by demographics as well as an ongoing shift in world economic growth, U.S. economic growth, commodity prices, and the value of the Canadian dollar, globalization, and structural changes in the composition of the economy. The report points to a rising demand on public services, particularly health and education, due in part to population ageing and the need for competitiveness in a global economy. The report concludes by stating that supporting higher education and training will help to encourage Ontario's productivity, which they state is a key driver of quality of life. "The government's current focus on education, innovation and tax modernization will capitalize on Ontario's key strengths: a well-educated population and a diverse economy" (p. 99).

According to a 2011 report *Beyond The Boomers* compiled by the Regional Municipality of York and Employment Ontario, the aging Canadian workforce will have the potential effect of labor shortages precipitated by retiring baby boomers. The report (2011) points to the impending role for educators stating:

Businesses will be increasingly dependent on educators to partner with them to meet future labor demands. As York Region's economy changes from a goods-producing to a knowledge-based economy, businesses will need educators to

supply the skills and knowledge training, workplace literacy and English as a Second Language (ESL) skills required to compete globally.

Through post-secondary school education and youth career guidance services, our educators will create programs that develop relevant skills and knowledge and promote the careers local businesses will require. (p. 8)

According to the *Tomorrow's Opportunities & Priorities* (TOP) Report 2010, conducted by the Workforce Planning Board of York and South Simcoe regions, the following sectors are key to the region's future employment growth: manufacturing; professional, scientific, and technical services; specialty trade contractors; administrative support services; health care; and hospitality, as defined as food service and drinking places (p. 3).

The Ontario Ministry of Finance Report (2010), *Ontario's Long-Term Report on the Economy*, states that, "Growth in employment in high-skilled occupations (requiring postsecondary education or management skills) has far exceeded growth in employment for workers with lower skill levels" (p. 34). The report points out that employment in high-skilled occupations has increased by an average annual rate of 1.9% between 1987 and 2008, while employment in low-skilled occupations grew by just 1.0%. "These trends are expected to continue in the long term, leading to an increasing share of employment in high-skilled occupations" (p. 34).

The Ontario Ministry of Finance report (2010) concludes, "A highly skilled and educated workforce is a key building block for a prosperous and sustainable future" (p. 83). According to the report businesses in Ontario already benefit from a talent-rich workforce with approximately 62% of Ontarians aged 25 to 64 having completed a

postsecondary certificate, diploma, degree, or other training program. The report states that this is a higher rate of postsecondary education than in any Organization for Economic Co-operation and Development (OECD) country. The report cautions, that in order to stay competitive in the future, it will be imperative to build on this advantage and continuously improve the education and skills training systems in Ontario.

Miner (2010) discusses the implications of each potential group of new workers—Freedom 55 seniors (those wishing to work beyond retirement), immigrants, women, the disabled, youth—and how each group will contribute to diverting the impending Canadian labor market crises.

Miner (2010) believes that if Canada modified its educational system to allow students to move through to graduation more quickly, "without sacrificing the quality of their education or training" (p. 14), they would be able to get into the labor force more quickly.

Miner (2010) refers to, "a recent and interesting trend" (p. 14) in which Ontario colleges are also becoming what Miner terms finishing schools for four-year university graduates. He explains that students are completing their degree programs and then enrolling in a one- or two-year postgraduate certificate or diploma program in a college. He believes that this recent trend reflects recognition by students that an academic education is often not enough and that an employable skill is also required. He sums up his report stating, "We have a two-fold task ahead of us. We need to increase our labour force, and we need to increase the proportion of the labour force with post-secondary education or training" (p. 17). His reference to an employable skill is one of the unique features of the accelerated diploma programs that Canadian private career colleges are

currently providing. As Miner and others have pointed out, in order to provide these employable skills quickly, and to this specific segment of the Canadian population, accelerated diploma programs have become the program of choice for not only a large number of adult students, but also among public sponsorship agencies. A Canadian, for-profit, career college specializing in accelerated diploma programs, triOS College, defines *public sponsorship*, in their recruiting brochure (2012) as, "the student's fees are to be paid for by the sponsoring agency. Typical sponsor agencies would be the Department of Indian and Northern Affairs, Vocational Rehabilitation Services, and Workplace Safety and Insurance Board (WSIB)" (p. 37). If the individual has been recently laid off and/or is currently receiving employment insurance benefits, funding bodies such as Ontario's Second Career Program will also provide government support.

According to the report Learn Canada 2020 (Council of Ministers of Education of Canada, 2008) the Council of Ministers of Education of Canada has recognized that Canada, "must develop an accessible, diversified and integrated system of Adult Education learning and skills development that delivers training when Canadians need it" (¶7). This is another feature of the accelerated diploma programs offered by Canadian for-profit private career colleges—the ability to provide skill-based education, quickly (accelerated) in order to enable these individuals to rapidly re-enter the workforce. According to the Survey of Canadian Career College Students, (R. A. Malatest and Associates Ltd., 2008), the private system offers short programs specifically geared toward quick entry into the labor market.

Miner (2010) points to Ontario's Second Career Program, which, as of October 2009, had enrolled 20,939 students. According to Miner there were obvious literacy

issues, students were often unprepared, there were territorial battles between various elements of the system, and there were inefficiencies caused by unclear organizational mandates (p. 18). But, he points out, in one year the program was able to respond to more than 20,000 workers who needed retraining. Miner states:

Our projections indicate that over a 22-year period, and based on medium population growth projections, we will need to train, retrain, or recruit some 1.73 million workers. That translates into an increase of 78,636 post-secondary graduates per year, an increase four times the number simply admitted into Second Career programs. (p. 18)

These students, who enter accelerated diploma programs through Ontario's Second Career Program, make up one of the primary groups that were examined in this research study.

Miner (2010) also points out that there is a second problem to overcome:

We have an appalling rate of illiteracy in this country. ABC Canada estimates that four out of 10 Canadians aged 16 to 65 struggle with low literacy rates to the point that their ability to advance their skills training is inhibited. The illiteracy rate among immigrants is six in 10 (ABC, 2009). (p. 17)

These issues of literacy and unpreparedness, as indicated by Miner (2010), are only a few of the issues that this group of students struggles with. As an increasing number of the students enrolled in the accelerated diploma programs are recent immigrants to Canada, often from a country where English is not their first language, this becomes a major issue to consider in the curriculum design and delivery of these programs.

In addition to these issues identified by Miner (2010) and others (Leonard, 2012a, 2012b; United States Senate Committee on Health, Education, Labor, and Pensions, 2012), there are also other issues which have been identified as impacting the effectiveness of the accelerated diploma program curriculum design and delivery:

- an anticipated increase of 78,636 post-secondary graduates per year, an increase four times the number simply admitted into Second Career programs (Miner, 2010, p. 18);
- over 60,000 students enrolling annually in Ontario's career colleges (Ontario Association of Career Colleges, 2012);
- multiple intakes throughout the year (Ontario Association of Career Colleges, 2012);
- the characteristics of the typical student': extremely low incomes; did not thrive in traditional academia; out on their own financially; have few options; dropout rates can be high; high risk and minority, disadvantaged, and older students; higher unemployment and "idleness" rates and lower earnings six years after entering programs (Leonard, 2012a, 2012b);
- more than half of the students who enrolled in those colleges in 2008-2009 left without a degree or diploma within a median of 4 months (United States Senate Committee on Health, Education, Labor, and Pensions, 2012);
- approximately one-half (51%) of the institutions reported employing instructors with grade 12 (23%) or other qualifications (28%) (R. A. Malatest And Associates Ltd., 2007).

The accelerated diploma program was developed to meet the emerging and rapidly changing needs of business—not only business as in the sense of healthcare, law enforcement, trades, and training, but also as it pertains to the business of operating a for-profit college. Accelerated diploma programs provide the corporate client (for example, the public sponsor such as Workplace Safety and Insurance Board (WSIB), Second Career (Government of Ontario), Department of Indian and Northern Affairs) with a quick solution to a mounting problem. Take the problem of high unemployment amongst, primarily, an unskilled, adult, labor force, at least unskilled within this new knowledge-based economy, and provide them with a skill-base to enter into this knowledge-based workplace in an accelerated or rapid-entry process. While this might meet the increasing immediate manpower needs of business it does not appear to have met the overall long-term needs of this population that was shown by the research cited in this study.

DegreeDirectory.org, (2012), an American website, describes and explains the benefits of accelerated programs. Although the site describes degree programs, the information it provides is also relevant to the Canadian accelerated diploma program.

Attending an accelerated college degree program will help you earn a degree more quickly than you would in a standard college degree program. Earning a college degree can require a big commitment. Accelerated degree programs are designed for students who would like a quality education in a short amount of time and with more flexibility. Accelerated programs are offered for many degree types and levels. Instead of taking courses in a normal semester or quarter format, these programs typically condense the amount of time a course runs, thereby allowing you to earn more credits per year.

DegreeDirectory.org (2012) states that the benefits of accelerated programs include, spending less time in school which could potentially save money on tuition; not having to make too many adjustments to family or job responsibilities, since many accelerated programs plan their courses to meet the needs of nontraditional students; as well as being ready for your chosen career field quicker, which, according to their website, means the individual can start earning money and gaining the experience the individual will need for advancement, sooner.

Katina Blue (2012) an ehow.com contributor, describes the advantages and disadvantages of accelerated college degrees. With regards to the advantages, she states:

The fast pace of accelerated programs means that students will finish school and enter the job force more rapidly than traditional students. Also, because accelerated students obtain a degree in a shorter time, they also can decrease the overall amount of student loans they must repay. ¶3

With respect to the disadvantages she states:

Accelerated degree programs must condense information into a briefer time span than traditional programs. This means that speed is the focus of the curriculum. If you are a fast learner, this could be a great thing; however, grasping complex concepts or terms, such as in an accelerated nursing program, might prove challenging when you are rushed to learn them. ¶4

As the research cited has shown, the trend in Canadian adult education appears to be moving more toward for-profit private career colleges and the accelerated diploma program of study even in light of the fact that a number of areas of concern within the programs have been identified by sponsoring agencies, governments, and the career

college industry. Katina Blue (2012), in describing the disadvantages of accelerated college degrees, so succinctly sums it up, "If you are a fast learner, this could be a great thing; however, grasping complex concepts or terms, such as in an accelerated nursing program, might prove challenging when you are rushed to learn them" (¶5).

The following advertisement is presented by the National Association of Career Colleges (NACC), on their website, as an advertisement for their Instructor Development Program. This is presented here as an example of the industry's awareness of inefficiencies within the private career college system.

- LOOKING TO IMPROVE THE QUALITY OF INSTRUCTION AT YOUR CAREER COLLEGE? NACC is pleased to announce its new Instructor Development Program ONLINE
- Though you have hired many great field experts to teach your programs and courses, the reality is that many instructors have little or no background in education. They may be some of the best business people, IT professionals, health care workers, etc., but... **how well can they teach?**
- By providing your instructors with a solid foundation in adult education you will not only be helping them but also providing your students with a more meaningful education and making an invaluable improvement to your College as a whole. Better instructors, better graduates, BETTER COLLEGE!

(NACC, 2012a)

In summary, as the literature cited shows, for many individuals who are enrolling in for-profit, private career colleges, access to a community college is not an option, either due to academic limitations, financial issues and constraints, time issues, and so

forth. As well, access to a regular program of study in a private career college is also not an option as many of these students are attending their diploma program through public sponsorship, which prefers to enroll these students in accelerated diploma programs. This population of students is often at a disadvantage as soon as they enter the program. Not only does this become a problem for the student, it becomes a problem for the service providers, and in particular, the instructor, as instructors struggle to meet the academic needs of such a broad-based student population who have such a varying lists of needs and issues (language, previous academic, family, cultural, social, emotional). Adding to these issues is the fact that such a condensed program of study must be completed in a fraction of the time of that of the same program offered in a community college.

As Organizational Development and Transformation practitioners, I believe we have an obligation to ensure that the education that this segment of the population receives is to the same standards that an individual enrolled in a regular institution and program of study would receive. Not only do we have an obligation to this population and ourselves, as adult educators, but as the majority of these individuals attend these programs of study through public sponsorship, primarily derived from the citizen tax base, we also have an obligation to the citizenry of the country, as a whole.

### **Method**

This research study was comprised of a self-reflective study utilizing a qualitative participatory action research approach. The data utilized for the purposes of this research study was derived from this student's existing datum of curriculum schedules, faculty and course outlines, course content, and sample demographics.

This research study specifically focused on analyzing three separate courses of study that were designed by this student for three of the programs that were offered at the campus of the College where this student was an instructor. The specific courses selected for examination and analysis comprised a course that was designed by this student utilizing a course textbook (Social Welfare in Canada-Police Foundations program); a course that was designed by the student based on a subject/module outline (Entrepreneurship Business Planning and Development) and a course that was designed by this student utilizing a College course booklet (Job Search).

### **Curriculum design**

For the purpose of this research study, this student utilized a combination of Oliva's (2001) curriculum development model, Boone et al.'s (2002) conceptual programming model, and Wadsworth's (1997) open inquiry evaluation approach for the curriculum delivery analysis of the three courses of study that this student designed.

### **Curriculum delivery**

For the purpose of examining the curriculum delivery aspect of this research student, this student developed an analysis framework utilizing elements selected from a number of models examined within this research study to produce an analysis framework. This student believed that this analysis framework was more conducive to the purpose of this research study, which was to conduct a self-evaluative study to assess this student's current methods of curriculum delivery. This analysis framework is derived from the work of Oliva (2001); Wadsworth, (1997); and Boone et al. (2002).

This research study was not intended to provide a critical evaluative analysis of the for-profit private career college industry. It was the goal of this research study to

focus on the front-line provider of service, the adult educator/instructor, in order to more effectively facilitate student success.

It is this student's belief that the results of this study may, in turn, further facilitate the professionalism of curriculum design and delivery within the for-profit private career college sector of post-secondary education in order to meet the needs of the enrolling student population.

## **Results**

The purpose of this research study was to conduct a self-evaluative, self-reflective research study to assess the effectiveness of this student's teaching methodologies as an instructor at a for-profit private career college, in Canada.

It was this student's belief, based on this student's professional experience as an instructor within the adult education field, and supported by recent studies in both Canada and the United States, that the current method of curriculum design and delivery were not effective in meeting the learning needs of the current demographics of students that are enrolling in for-profit private career college accelerated diploma programs in Canada.

It was also assumed, by this student, that this research study would help to facilitate a better practice model to assist not only the adult educators who are instructing within the accelerated diploma program sector of for-profit private career colleges in Canada, but also for stakeholders (post-secondary institutions, government agencies, sponsorship agencies) with a vested interest in the success of the individuals they enroll into these programs.

## **Discussion**

This research study was undertaken by this student as a self-evaluative study to assess this student's current methods of curriculum design and delivery. This student's experience, as an instructor at a for-profit, private career college, had caused her to question her abilities and her professionalism in carrying out this work. Understanding the value and the necessity of evaluating one's practice and, as an organizational development and transformation practitioner, the value of disseminating the knowledge gained to the larger community of practice, this student chose to undertake this process in a more formal manner of conducting a qualitative research study.

This research study was not intended to provide a critical evaluative analysis of the for-profit private career college industry. It was the goal of this research study to focus on the front-line provider of service, the adult educator/instructor, in order to more effectively facilitate student success.

One of the findings revealed to this student in undertaking this research study, is that there is still an industry focus on the forfeiture of repayment of student loans as evidenced by the release of, almost daily, current articles, studies, and reports on this issue. I believe that this has become detrimental to the concurrent issues of meeting student needs, curriculum design and delivery, instructor (adult educators) qualifications, and so forth. If these areas are not addressed by the industry, the ability to repay these loans, by the individuals that are enrolled in these programs, is greatly diminished, and may even become non-existent if these individuals are not successful in completing their program of study and subsequently gaining long-term employment.

Another finding, that I believe is of great significance in this area of research, is the issue of these individuals actually being successful at securing a position of employment in the specific program that the individual was enrolled in. The majority of the individuals that this student instructed were enrolled in the specific program area not by their own choice but by their sponsorship agency. Added to this, was the issue that even though these individuals successfully completed their program of study, there was no guarantee that they would be successful in securing employment within the industry. I believe that without a strong network of service providers to assist these individuals in the entirety of the process that the goal of successfully attaining long-term employment, a career, might never be achieved.

### **Recommendations**

Based on the results of the processes that this student undertook in conducting this research study and the effects on the student from engaging in the self-reflective and self-evaluative processes throughout this study, the following recommendations are put forth to the larger community of the adult education organization system:

- It is recommended by this student that adult education organizations hire instructors that (are fluent/qualified) in the topic area and are also experienced adult educators.
- It is recommended by this student that adult educators possess Ministry qualifications and experience and that this be regulated by the industry regulatory bodies.

- It is recommended by this student that curriculums be designed according to MTCU standards and the Private Career Colleges Act (2005 or current) and that this be monitored by the regulatory bodies.
- It is recommended by this student that adult educators/programmers design the course to accomplish the acquisition of the desired new behaviors and then deliver the course utilizing instructors who possess these behaviors and can model these new desired behaviors to the members of the learner system.
- It is recommended by this student that the Ministry attend and monitor adult education organizations comprising the private career college (PCC) sector.
- It is recommended by this student that the Ministry and/or the regulatory agency require course curriculums to be submitted **and** approved prior to being delivered.

## APPENDIXES

### Appendix A Chronology of Courses Designed and Delivered by Student

<b>Faculty</b>	<b>Course</b>	<b>Dates</b>
Police Foundations	Social Welfare in Canada	August 2009
Police Foundations	Law Enforcement One	October 2009
Police Foundations	Provincial Statutes	October 2009
Police Foundations	Criminal Investigations & Evidence	October, 2009
Police Foundations	Introduction to Criminology	November2009
Police Foundations	Canadian Public Administration	March 2010
Police Foundations	Young Offenders & Juvenile Justice	March 2010
Police Foundations	Job Search	April 2010
Supply Chain & Inventory Management	Supply Chain-Job Search	April 2010
Mixed Faculties	Career Management	June 2010
Police Foundations	Crisis Intervention Strategies	June 2010
Supply Chain & Inventory Management	Supply Chain Job Search	July 2010
Police Foundations	Conflict Management	July 2010
Police Foundations	Interpersonal Communications	July 2010
Police Foundations	Incident Response	July 2010
Police Foundations	Radio Communications	July 2010
Police Foundations	Ten Codes	July 2010
Medical Receptionist & Administrative; Business Administration with Human Resources Specialty	Job Search	August 2010
Police Foundations	Criminal Justice in Canada	August 2010
Police Foundations	Social Welfare in Canada	August 2010
Business Administration with Human Resources Specialty	Job Search	September2010
Police Foundations	Interpersonal Communications	November2010
Police Foundations	Social Welfare in Canada	December2010
Business Administration & Management	Job Search	January 2011

<b>Faculty</b>	<b>Course</b>	<b>Dates</b>
Supply Chain & Inventory Management	Supply Chain-Job Search	January 2011
Police Foundations	Criminal Justice in Canada	January 2011
Police Foundations	Introduction to Criminology in Canada	February 2011
Business Administration with Human Resources Specialty	Entrepreneurship Business Planning & Development	February 2011
Police Foundations	Sociology in Canada	March 2011
Business Administration with Human Resources Specialty	Job Search	March 2011
Supply Chain & Inventory Management	Supply Chain-Job Search	March 2011
Police Foundations	Young Offenders & Juvenile Justice	April 2011
Police Foundations	Introduction to Psychology	April 2011
Accounting & Administrative Studies	Job Search	April 2011
Business Administration & Management	Business Concepts	June 2011
Business Administration & Management	Management Principles	June 2011
Business Administration & Management	Organizational Behaviour & Culture	July 2011
Business Administration & Management	Business Law & Business Ethics	July 2011
Business Administration & Management	Job Search	July 2011
Business Administration & Management	Human Resource Management	August 2011
Business Administration & Management	Micro Economics	August 2011
Business Administration & Management	Macro Economics	August 2011
Police Foundations	Canadian Public Administration	August 2011
Business Administration & Management	Marketing, Sales & Advertising - Level 1	August 2011

Police Foundations	Political Science	August 2011
<b>Faculty</b>	<b>Course</b>	<b>Dates</b>
Business Administration & Management	Entrepreneurship Business Planning & Development	September 2011
Dental Receptionist & Administrative	Job Search	September 2011
Supply Chain & Inventory Management	Supply Chain Job Search	September 2011
Police Foundations	Employment Plus	October 2011
Police Foundations	Interpersonal Communications	October 2011
Police Foundations	Introduction to Criminology in Canada	October 2011
Police Foundations	Sociology in Canadian Society	November 2011
Police Foundations	Social Welfare in Canada	December 2011
Accounting & Administrative Studies	Job Search	December 2011
Supply Chain & Inventory Management	Supply Chain -Job Search	December 2011
Police Foundations	Criminal Justice in Canada	January 2012
Police Foundations	Introduction to Psychology	February 2012
Accounting & Payroll Administration	Job Search	March 2012
Police Foundations	Young Offenders & Juvenile Justice	April 2012

## **Appendix B Social Welfare in Canada Course Outline**

### **Social Welfare Police Foundations Program**

#### **Course Outline:**

**Class One: Chapter 1 & 2**

**Class Two: Chapter 3 & 4**

**Class Three Chapter 5 & 6**

**Class Four: MID-TERM EXAM**

#### **OPEN-BOOK Chapters 1-6 Inclusive**

**Class Five: Chapter 7 & 8**

**Class Six: Chapter 9 & 10**

**Class Seven: Chapter 11 & 12**

**Class Eight Chapter 13 & 14**

**Class 9: FINAL EXAM**

#### **OPEN BOOK Chapter 7-14 Inclusive**

## Appendix C Social Welfare in Canada Grading Criteria

### GRADING CRITERIA

**100%**

**10% - Class Attendance & Participation - Discuss**

**20% - PROJECT - to be presented in Class 9, AFTER having written FINAL**

**EXAM**

**30% - Mid-Term Exam - Chapters 1-6 To be held in-class 4 - September 18,  
2009**

**40% - Final Exam - Chapters 7-14 - To be held in-class 9 - October 21, 2009**

#### PROJECT: 20% of final mark

**-develop a Community Resource Directory for the community you intend to work in, comprising a list of community resources applicable to the area of work you will be involved in**

**-refer to page 123 for a definition and to Exhibit 6.3 on page 134 as an example of types of resources**

**-use Chapter 6 of your text as a reference as well as p. 14, Chapter 1**

**Provide the Name of the Agency/Organization, Location, Phone #, a Contact name (person), web address and what resources they provide.**

**\*\*\*SOME CLASS TIME WILL BE PROVIDED TO WORK ON THIS**

**PROJECT\*\*\***

## **Appendix D Social Welfare in Canada Project Outline**

### **SOCIAL WELFARE IN CANADIAN SOCIETY**

#### **PROJECT: 20% of final mark**

**-develop a Community Resource Directory for the community you intend to work in, comprising a list of community resources applicable to the area of policing you will be involved in**

**-refer to page 123 for a definition and to Exhibit 6.3 on page 134 as an example of types of resources**

**-use Chapter 6 of your text as a reference as well as p. 14, Chapter 1;**

**Provide the Name of the Agency/Organization, Location, Phone #, a Contact name (person), web address, what resources they provide.**

**\*\*\*SOME CLASS TIME WILL BE PROVIDED**

**TO WORK ON THIS PROJECT\*\*\***

## Appendix E Social Welfare in Canada Class Outline

### Social Welfare Lesson Plan

#### CLASS 1:

Introduction of Students

Introduction of Instructor

Why Students Taking Police Foundations Program

Student Expectations

Instructor Expectations

Grading Criteria

Define Social Welfare:

-ask students what they think 'social welfare' is (definition - p. 3)

*Definition of Social Welfare-students to describe what they think Social Welfare is & what types of jobs are social welfare jobs & the role social welfare has in Canadian Society*

CHAPT. 1:

SLIDES 2-13

CHAPT. 2:

SLIDES

PROJECT:

## **Appendix F Social Welfare in Canada Course Resources**

### **Social Welfare in Canada Course**

#### **Resource Listings**

##### **Tours:**

Chartwell Senior's Retirement Residence; Vanier Centre for Women; Maplehurst Provincial Correctional Jail; Provincial Courts (LIST); Traffic Court; Bail Court;

##### **Guest Speakers:**

Probation Officer; John Howard Society; Elizabeth Fry Society; Corrections Officer;

##### **Audio-Visuals:**

PowerPoint presentations; National Film Board of Canada (NFB) videos and documentaries;

##### **Handouts:**

How the Social Welfare System Helps People; Social Welfare History, Chronology, Canada; Exhibit - Examples of Personal Social Services; Canadian Index of Wellbeing; The Elder-Care Guide; No End to the Pain; Religion by Pie-Chart; Top 10 Countries of Birth of Recent Immigrants;

##### **Projects:**

Community Resource Directory; Class Presentations;

## **Appendix G Course Evaluation Form**

## COURSE EVALUATION FORM

*(Please complete this evaluation form so that we can continue to provide you with the best possible training)*

Course: \_\_\_\_\_ Start Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

### COURSE CONTENT

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. Did the topics covered meet your expectations?                 | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Was the manual helpful, easy to follow and understand?         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. Did the course provide you with useful skills and information? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. Would you recommend this course to others?                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

COMMENTS: \_\_\_\_\_

### INSTRUCTOR

(Please rate the following questions accordingly)

- |  | Excellent                | Good                     | Average                  | Poor                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The instructor was punctual, professional and well prepared for the class.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The instructor demonstrated a complete understanding of the material and equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The instructor presented the course in a way that was easy to understand.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The instructor provided individual help and answered questions as necessary.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS: \_\_\_\_\_

### FACILITY

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. The registration process was thorough and timely.                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. The computer equipment was set up appropriately for me to learn. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. The classroom was comfortable and well organized.                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

### OTHER

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 1. Would you be interested in receiving updated course schedules? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
|---|------------------------------|-----------------------------|

*Thank you for taking the time to complete this form. Your comments are very important to us.*

## **Appendix H Job Search Course Overview**

### **CAREER SEARCH**

**26 - 30 April, 2010**

#### **COURSE OVERVIEW**

*Monday, April 26<sup>th</sup>. - 1:00 p.m. – 6:00 p.m.*

**Day 1:           Introduction**

**Marketing Yourself**

**Steps in Career Campaign**

**Self - Assessment**

*Tuesday, April 27<sup>th</sup>. - 1:00 p.m. – 6:00 p.m.*

**Day 2:           Your Portfolio**

*Wednesday, April 28<sup>th</sup>. - 1:00 p.m. - 6:00 p.m.*

**Day 3:           Marketing Strategies**

**Interview Techniques**

*Thursday, April 29<sup>th</sup>. - 1:00 p.m. – 6:00 p.m.*

**Day 5: Post-Interview**

**Mock Interviews**

*Friday, September 10<sup>th</sup>. - 1:00 p.m. – 6:00 p.m.*

**Day 5: Interviews**

**Feedback**

**Follow-Up**

**Appendix I Grading Criteria Outline for Job Search Course**

**CAREER SEARCH**

**26 - 30 April, 2010**

**GRADING CRITERIA:**

**40% - Submission of Completed Cover Letter & Resume**

**DUE: Friday – END of class**

**30% - Submission of Completed Mock Interview Questions**

**Due: Thursday – BEGINNING of class**

**30% - Successful Completion of Interview Process**

**Friday - IN-CLASS**

## **Appendix J Job Search Course Resources**

### **Day One:**

**Audio-Visuals:** powerpoint presentation

**Handouts:** "The Steps of a Successful Career Campaign"; "Transferable Skills Checklist" (exercise to be completed during class time); "Skills and Personal Abilities Worksheet" (exercise to be completed during class time); "Nine Interview Questions" (taken from Job Search course booklet-a required course assignment)

**Job Search Booklet:** Pages 1-29

### **Day Two:**

**Audio-Visuals:** powerpoint presentation

**Handouts:** "Commonly Confused Words"; "Personal Branding"; "The What, Why and How of Toastmasters"; "Why This Sample Resume Rocks"; "Characteristics of a Good Cover Letter"; "Writing the Cover letter"; "Cover Letter Writing Tips"; "Twenty-Eight Common Mistakes"; "My Favorite Resume Cover Letter";

**\*\*Tour: Day One or Day Two - Tour of the Mississauga Employment**

### **Resource Centre**

**Job Search Booklet:** Pages 31-53

### **Day Three:**

**Audio-Visuals:** powerpoint presentation

**Handouts:** "30-Second Script Template" (exercise to be completed during class time); "Network Planning Sheet" (exercise to be completed during class time); "Company Evaluation Exercise" (exercise to be completed during class time); "Types of Interviews"; "Strategic Job Search Program - Exceptional Interviews";

## **Appendix J Job Search Course Resources (continued)**

**Job Search Booklet:** Pages 54-70 & 71-100

### **Day Four:**

**Audio-Visuals:** powerpoint presentation; "How to Survive an Interview and get the Job" video;

**Handouts:** "Volunteer Organizations"; "Proof Story Worksheet" (exercise to be completed during class time); "Sample Job Interview Questions & Answers"; "Behavioral Interview Questions & Answers"; "Tips for Managers"; "Job Interview Questions Database for Job-Seekers"; "After The Interview Post Interview Checklist"; "checklist for the Interview"; "How to Sell Yourself in a Job Interview";

**Group Exercise:** utilizing the "Nine Interview Questions" handout the class will participate in a mock 'panel interview' exercise

**Job Search Booklet:** Pages 101-112

### **Day Five:**

**Audio-Visuals:** PowerPoint presentation;

**Handouts:** "Interview Process"; "Post Interview Process"; "Evaluating the Job Offer";

**Individual Exercise:** each individual to complete a mock interview with the instructor as a required course assignment

**Job Search Booklet:** Pages 113-114

## Appendix K Subject/Module Outline for Entrepreneurship Business Planning & Development Course

### Appendix H – Subject/Module Outline for each subject in the Program (CONTINUED)

Identify the individual modules that make up this subject. Also identify the instruction hours to be spent on each and how much weight each module is given in terms of assessment of the subject. Assessment values must add to 100% and contact hours must correspond to the number which was identified in Appendix G.

**Module Outline Attach additional sheets if required: Module – 17 Entrepreneurship Business Planning & Development – 50 hrs. (page 1 of 2)**

Contact Hours	Module Topic Sub Topics	Relative Weight in %
<u>5 hrs</u> 1.5 hrs 1.5 hrs 2.0 hrs	a) <b>The Context of Entrepreneurship – What is it?</b> b) <b>The Entrepreneurial Process – What do they do?</b> c) <b>Current Social Responsibility and Ethical Issues Facing Entrepreneurs</b>	10%
<u>4 hrs</u> 1.5 hrs 2.5 hrs	▪ <b>Start-Up and Planning Issues</b> Identifying Environmental Opportunities and Competitive Advantage 1. The Incongruous 2. The Unexpected 3. Industry & Market Structures 4. Demographics 5. Perception Changes 6. The Process Need 7. New Knowledge	8%
<u>5 hrs</u> 2.0 hrs 2.0 hrs 1.0 hrs	▪ <b>Researching the Venture's Feasibility:</b> a) Generating and Evaluating Ideas b) Researching Competitors c) Researching Financing	10%
<u>5 hrs</u> 1.0 hrs 2.0 hrs 2.0 hrs	▪ <b>Organizing Issues</b> a) Legal Forms of Organization (Sole Proprietorship, Partnership, Corporation). b) Organizational Design & Structure c) Human Resource Management	10%
<u>5 hrs</u> 1.0 hrs 2.5 hrs 1.5 hrs	▪ <b>Leading Issues</b> a) Personality Characteristics of Entrepreneurs (Type E) b) Motivating Employees Through Empowerment c) The Entrepreneur as a leader (Leading the Venture/ Leading Employee Work Teams)	10%

**Textbooks/Manuals**  
**Management** – Pearson-Prentice Hall – Eight Canadian Edition-Stephen P. Robbins, Mary Coulter, Nancy Langton © 2006

## Appendix K Subject/Module Outline for Entrepreneurship Business Planning & Development Course

### Appendix H – Subject/Module Outline for each subject in the Program (CONTINUED)

Identify the individual modules that make up this subject. Also identify the instruction hours to be spent on each and how much weight each module is given in terms of assessment of the subject. Assessment values must add to 100% and contact hours must correspond to the number which was identified in Appendix G.

Module Outline *Attach additional sheets if required:* Module – 17 Entrepreneurship Business Planning & Development (page 2 of 2)

Contact Hours	Module Topic Sub Topics	Relative Weight in %
<u>5 hrs</u> 2.0 hrs 1.5 hrs 1.5 hrs	<ul style="list-style-type: none"> <li>▪ <b>Controlling Issues</b> <ul style="list-style-type: none"> <li>a) Managing Growth (Planning / Organizing / Controlling)</li> <li>b) Managing Downturns (Recognizing Crisis Situations, Dealing with Downturns, Declines and Crises)</li> <li>c) Stimulating and making Changes</li> </ul> </li> </ul>	10%
<u>5 hrs</u> 2.5 hrs 2.5 hrs	<ul style="list-style-type: none"> <li>▪ <b>The Continuing Importance of Innovation</b> <ul style="list-style-type: none"> <li>a) Exiting the Venture (Business Valuation Methods, Other Important Considerations, Tips in Exiting)</li> <li>b) Managing Personal Life Choices and Challenges (Elements of a Feasibility Study)</li> </ul> </li> </ul>	10%
<u>4.5 hrs</u> 0.5 hrs 1.5 hrs 1.0 hrs 1.5 hrs	<ul style="list-style-type: none"> <li>▪ <b>Leadership</b> <ul style="list-style-type: none"> <li>a) Managers vs. Leaders</li> <li>b) Leadership Theories Early/Contingency (Trait, Path-Goal Behavioural, Contingency, Situational, Participational)</li> <li>c) Approaches to Leadership (Transformational-Transactional, Charismatic, Visionary, Team )</li> <li>d) Current leadership issues (Power, Trust, Morals, Online, Empowering, Cross-Cultural, Gender)</li> </ul> </li> </ul>	9%
<u>6.5 hrs</u> 0.20 hrs 0.20 hrs 0.50 hrs 0.20 hrs 0.20 hrs 0.20 hrs 4.0 hrs	<ul style="list-style-type: none"> <li>▪ <b>Elements of a Business Plan</b> <ul style="list-style-type: none"> <li>a) Executive Summary</li> <li>b) Analysis of Opportunity</li> <li>c) Analysis of the Context</li> <li>d) Description of the Business</li> <li>e) Financial Data &amp; Projections</li> <li>f) Supporting Documentation</li> </ul> </li> <li>▪ <b>Planning the Venture</b> <ul style="list-style-type: none"> <li>– Developing a Personal Business Plan</li> </ul> </li> </ul>	13%
<u>5 hrs</u> <b>50 hrs</b>	<ul style="list-style-type: none"> <li>▪ <b>Case Study ( 3 hrs) and Test (2 hrs)</b></li> </ul> <p style="text-align: right;"><b>Module Total:</b></p>	10% <b>100%</b> ✓

**Appendix L Entrepreneurship Business Planning & Development**  
**Course Outline & Grading Criteria**

**Entrepreneurship Business Planning & Development**  
**February 14 - 25, 2011**  
**Course Outline & Grading Criteria**

**Course Outline:**

A course manual will be used for this course comprising the required course readings. Students are expected to come to each class prepared to discuss the assigned readings. Time in-class will be allotted for working on course readings and assignments.

**Grading Criteria:**

The grade for the course will be comprised of the following:

Completion of **CASE STUDIES** - 50%

Completion of **WORKBOOK** - 50%

**\*\*\*Completed WORKBOOK and CASE STUDIES are to be handed in on or  
before Friday, February 25th., 2011. \*\*\***

## **Appendix M Entrepreneurship Business Planning & Development Course Manual**

### **Table of Contents**

- Section 1: Guide to Small Business**
- Section 2: Basic Business Plan**
- Section 3: Business Plan: Purchase**
- Section 4: Business Plan: Franchise**
- Section 5: Business Plan: Family Firm**
- Section 6: Operational Efficiency Plan**
- Section 7: Strategic growth Plan**
- Section 8: Business Plan: Examples & Template Weblinks**
- Section 9: Business Plan: Sole Proprietor**
- Section 10: Business Plan: Partnership**
- Section 11: Business Plan: Corporation**
- Section 12: Weblinks**
- Section 13: Business Glossary**

## **Appendix N Entrepreneurship Business Planning and Development Course**

### **Resources**

#### **Audio-Visuals:**

PowerPoint presentations delivered each class; Social Entrepreneurship  
PowerPoint;

#### **Webinar: Develop a Business Plan to Boost Your Sales & Profits**

**Videos: The following will be shown each class with a question and answer  
discussion to follow.**

Bulldog Interactive Fitness; Baron of Beer; LuLu.com; Red Paper Clip; Sugar  
High; Bright Lights, Deep Waters; Java Nook; Beer Mitts; Cottage Cheesecake Industry;  
Easy Wash; Julie Aurora; Bijou Bead; Chick Advisor; High Flyers; Fields of Seeds;

#### **Business Development Corporation (BDC) Videos:**

Entrepreneurs Tips: 8D Technologies; Success Stories: Alex Bastide;

#### **Handouts:**

Business Plan templates; sample business plans; The Top 5 Questions To Ask  
Yourself Before Starting A Business; GoSmallBiz Entrepreneurial Aptitude test - to be  
completed on computer during class; Thinking of Starting a Small Business? Three  
Questions to Ask Yourself Before Starting a Small Business; Entrepreneurial Self-  
Assessment - Are you the entrepreneurial; type? -50 statement questionnaire to be  
completed during class; 100 Business Ideas; Tapping into your "inner" entrepreneur;  
sample low-investment business ideas; Purchase Characteristics for Various Ages; Small  
Biz Canada: Read, Learn, Succeed With Free Business Ecourses; The Small Business

## **Appendix N (continued)**

Decision; Small Business Profile: Peter Van Stolk; Personality Characteristic Checklist to be completed during class; Intrapreneurs; Small Business Failures; Entrepreneurship vs. Manager; Small Business: Canada - What Are The Most Common Business Startup Mistakes People Make?; Building a Business vs. Making a Living; Institute for Finance & Entrepreneurship - Free Resources About Business Finance - weblinks; Factor's Three Forms of Business Formation; Business Assessment Checklist/Notes; Franchisor Assessment Checklist/Notes; Advertising for Small Business; Salary Plans for a Small Business; Tax Attributes of Forms of Business; GST/HST General Information; management of the External Issues; A Guide to Creating and Managing a Profitable Business - Finance without Fear; 10 Key Online Hires For Your Startup; List of frequently used Web sites for Small Businesses; Ethics and Social Responsibility of Entrepreneurs; How Will I Grow Personally - Entrepreneurship and Ethics; Canada Business - Is entrepreneurship for you?;

### **Case Studies:**

Calvin: Business Idea; Lena: Partnerships; Gordan: Weighted Ranking System; Douglas: Ongoing Financial; Planning; Shawna I & Shawna II: Purchasing An Existing Business vs. Opening New Business & Franchises; Ronaldo: Employee Taking Over Business; Brad: Franchising Assessment; Daniel: SWOT and Growth Strategy; Petra: Operational Efficiency Plan; Will: Human resources Issues; Nathan: Business Ethics

### **Workbook:**

**Writing an Effective Business Plan** - to be completed and submitted as a course requirement

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## BIOGRAPHICAL SKETCH

Sheila McKinnon-Oke has over 30 years of experience working and volunteering in the social services sector. She began her career in social services as one of the first female provincial police officers in Ontario. She gained experience working and volunteering in the justice and correctional systems while earning degrees in Criminology and Social Work. While completing her Masters of Social Work she worked in Community Development and Social Planning.

Sheila also has extensive experience working directly with individuals, children, and families from diverse cultural and social backgrounds. She has designed programs for youth, offenders, caregivers, seniors, and multicultural groups. She was Vice President of The Kids Network, an acclaimed training and publishing house which specialized in child and youth cultural, social, educational, and literary programs.

Most recently, Sheila worked as an adult educator and course designer at a for-profit career college in the faculties of Law and Security and Business and Human Resources. She is currently in private practice as a social work consultant to long-term care facilities.

Sheila's volunteer experiences range from providing front-line services in criminal justice, corrections, and health care to sitting on various boards and committees locally, provincially and nationally. As a Volunteer Instructor for the Alberta Community Development's Board Development Program, she facilitated 1–2 day workshops to nonprofit organizations and library boards around the province. Sheila currently volunteers with Management Advisory Services

(MAS) as a volunteer consultant to not-for-profit organizations and as a member of the Board of Directors on the Huronia Highlands Branch of OASW and a mentor to Social Workers with the Ontario Association of Social Work (OASW).