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# EDUCATIONAL LEARNING AND DEVELOPMENT

Building and Enhancing Capacity

Margaret Baguley et al.





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# Educational Learning and Development: Building and Enhancing Capacity

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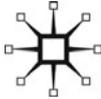
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*This book is dedicated to our friends and families who have supported and enriched our educational journey*



*Everything comes from everything, and everything is made from everything, and everything can be turned into something else.*

—Leonardo da Vinci, *Notebooks*

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## List of Abbreviations



ADHD	Attention Deficit Hyperactivity Disorder
AMEP	Adult Migration English Programme
CBRN	Capacity-Building Research Network
CDA	Critical Discourse Analysis
COL	Commonwealth of Learning
CPD	Continuing Professional Development
EAL/D	English as an Additional Language or Dialect
EQ	Emotional Quotient/Emotional Intelligence
ESL	English as a Second Language
ICT/s	Information and Communication Technology/ies
IELTS	International English Language Testing System
MBTI®	Myer Briggs Type Indicator
PAH	Pedagogy, Andragogy and Heutagogy
PAR&E	Participatory Action Research and Evaluation
PISA	Program for International Student Assessment
RAL	Remote Access Laboratories
ROVIO™	Rovio Entertainment Ltd.
TPACK	Technological Pedagogical Content Knowledge
USQ	University of Southern Queensland, Australia

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# 1

## Conceptualising and Contextualising Educational Learning and Development

► **Abstract:** *Educational learning and development is evidenced in a range of sectors and is of interest to a range of stakeholders, particularly in regards to its capacity-building potential. This introductory chapter seeks to conceptualise and contextualise this area in the following three ways. The first section will present various approaches taken in conceptualising educational learning and development, including an overview of current contexts. The second will present ten distinct empirical data sets that have been analysed and assist in conceptualising and contextualising this area. The data sets will be used in the third section to identify eight 'hot topics' and 'wicked problems' in educational policy-making and practice in order to further understand and re-conceptualise educational learning and development from new and perhaps also challenging perspectives.*

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## Introduction

Educational learning and development is evident in a range of sectors, and is particularly attractive due to its potential to build and enhance capacity. The role of education in both learning and development is complex, diverse and dependent on context. As Freedman and Hernandez (1998) contend, '[C]ontext is a complex social, political and economic milieu in which theory and practice are enacted' (cited in Bamford, 2006, p. 29). A teacher, instructor or facilitator is often involved in the learning process which encompasses many diverse areas including school-discipline subjects, vocational areas, adult learning and professional expertise. Educational qualifications are seen as an important part of professional expertise and also development (Heyneman, 2000; Pilz, 2012) with various types of evaluation and feedback playing an important part in ensuring the quality of courses and curricula being offered (Cathcart et al., 2013; Moore, 2009).

There has been increased emphasis on the relationship between assessment and its connection to quality teaching and learning in areas such as professional development (Baguley & Kerby, 2012; Nicol et al., 2014), accreditation (Geigher, 2009; Jung & Latchem, 2012), various modes of learning including online (Anasatasiades, 2012; Cheng et al., 2013) and catering for diverse learners (Hallahan et al., 2012; Richard, 2009). This reflects greater accountability across a range of sectors with standardised testing and other measures of performativity which appear to comply with neoliberal reform policies (Carr & Porfilio, 2011).

The education sector has faced many changes due to its pivotal role, particularly in the schooling system, of educating students and preparing them to live in society. It is essential in a complex and rapidly changing world that educators are able to update their knowledge and skills as required so that they can appropriately respond to the needs of a diverse range of learners. As James (2008) reveals creating capacity through processes such as professional development empowers a person to face change and uncertainty. As Baguley and Kerby (2012) contend, '[R]elevant and authentic professional development enhances capacity through various aspects such as supportive networking, the acquisition of new knowledge and expertise, the opportunity to pursue an area of interest and the ability to design, implement and evaluate a project' (p. 108). The cycle of continuous feedback and evaluation is an important process for capacity-building and ensuring educational development is

current, relational and relevant. This is particularly critical when ensuring learning and teaching are contextual and able to effectively cater to a diverse range of learners.

In 1960 UNESCO adopted the *Convention against Discrimination in Education* which seeks to discourage all forms of discrimination in the education sector. This mandate also builds upon the foundation established by the *Universal Declaration of Human Rights* in 1948 (United Nations, 2013). Later social uprisings such as the Civil Rights movement in the United States led to formal legislation in settings such as schools and workplaces which sought to eliminate discrimination in various guises, such as in relation to gender, age, sexuality, disability, religion, race and socio-economic status.

In the education sector various approaches to teaching and learning have also been affected by such changes with one of the most important being the placement of the learner at the centre of this process. This is evidenced in the widespread implementation of constructivist approaches which draw upon the ideas of educational theorists such as Dewey, Piaget and Vygotsky. Through constructivist approaches educators have

come to value the view that as students construct knowledge, learning is organized around the purposes of the learner, including social purposes, and occurs within cultural contexts as students use the cultural tools at hand to assist them in knowledge construction. (Stewart & Walker, 2005, p. 12)

There is extensive literature related to educational learning and development which focuses on learner-centred approaches and values the role of the learner in the process (Cheville, 2010; Halpenny & Pettersen, 2014; November, 2012). This knowledge and its implementation is an important aspect of capacity-building in the education sector. Educators are also aware of learning preferences and styles, such as the Myer Briggs Type Indicator, and multiple intelligences (Gardner, 1983) which assist in constructing curricula and assessment that provide opportunities for learners to demonstrate their learning in a range of ways. This view is supported by Davis's finding (2008) in Australia's national review of visual education that 'the curriculum stalwarts of literacy and numeracy are no longer sufficient to equip students with the basics they need to operate in the innovation oriented, digitally wired twenty-first century' (p. 10). Davis contends that the arts, for example, provide other ways of learning but have been diminished in the current accountability climate.