

**‘You Can’t Really Think How You are Going To Use It’:
The Voices of Learners in the
Development and Delivery of the TVET
Curriculum**



TVET

- Curriculum
- Teaching
- Resources
- Labour Market Demand
- Social Partnerships
- Leadership and Management
- Needs of the Learners

Learning - Definitions

- ✚ Association between stimulus and response, change in behaviour (Gagne 1985)**
- ✚ Understanding of the knowledge underlying the acquisition of the skills (Jarvis 1995)**
- ✚ Learning is social participation (Hodkinson 2005)**
- ✚ Expected and achieved outcomes (Bowden and Marton 1998)**

Learners' Voices

- ✚ Perceptions of learning
- ✚ Motivations for learning
- ✚ Learning Styles
- ✚ Prior Knowledge – Frame of Reference
- ✚ Learning in harmony with expectations

Methodology

- TVET Institution - Jamaica
- Semi – structured interviews
- Participant Observations
- Learners from various TVET programmes
- Approaches to learning illustrated by learners

ANDY

Don't go around giving unnecessary information that you don't really need, like Maths in high school, you can't really think how you are going to use it. You don't function that way. A different thing when you go out there, is the real thing, is people car and people's lives is in your hands.

Issues

- Learners question what is learnt
- Make meaning of an experience
- Interested in the relevance of learning-application
- Disconnect between learning and the world of work
- Role of the teacher

Cognitive Approach

- Development of metacognitive skills
- Connecting, Analyzing, Abstracting, Evaluating, Problem Solving
- Focus on 'how' and not 'what'
- Understanding purposes underlying behaviour



John Dewey

- **John Dewey (1859-1952)**
- **Education should not merely teach facts**
- **Education should stress critical thinking**
- **Students learn by doing**

BEVERLY


Beverly stated that she did the programme because she wanted to be better able to do her job better. She is interacting with her students in a different way. She went on to say that some of the comments she would once make to her students she no longer makes those comments.

Issues

- Learning – the acquisition of competencies
- Making meaning of an experience
- Relating to one's frame of reference

Motivations for learning

- Develop new skills
- Acquire new knowledge
- Improve existing competencies
- Develop powers of insight
- Harmonize learning with their expectations


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- Influenced by prior learning
 - Constructivist approach to learning
 - Making new interpretations
 - Assessing against frame of reference

BRUCEY

It is as if I have one concept, now I am learning another concept. When I match my concepts against these concepts then I realize the shortfalls in my concept. You have to look at what you have done and what the actual situation is and put them together and see which one enhance and you have to decide which one to use.

Factors Influencing Learning

- Question and challenge existing beliefs
- Behaviours, values and beliefs are provisional and relative (Brookfield 1986)
- Culturally Influenced
- Praxis – Reflection upon activity, new activity, reflection

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- Adults are self directed
 - Autonomous Learners
 - Lifelong learning
 - Rapidly changing world - Pace of technology change
- (example of technology for the different groups, eg. Hybrid cars)

CHARLES

When you are in a new job or new environment you are not a hundred percent certain of what you are doing. As you progress you become more adept and so more confident. You probably weren't taught certain things but you get a job to do and you start doing it and you find out along the way that your output is not what you would like it to be and you realize there is a gap and you try to adjust what you are doing.'

Rapidly Changing World


(Global Future 2045 Summit: February 2012)


- Machines with artificial intelligence: exceeding, matching human brainpower
- Devices fused to the human body – creation of a third hand
- Unlimited access to information – chip in the brain
- Tablets – portable computers

Learning Goals

- Preparing learners for an unknown future
- Interpret new cultural setting
- Determine how to act
- New ways of seeing
- (Bowden and Marton 1998)


- ‘Graduates will face a variety of situations in their professional lives.....develop capability of discerning and focusing on critical aspects of situations(Bowden and Marton p.11)’

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- Development of capabilities
 - Ways of ‘seeing a phenomenon’
 - Learners conceive phenomena
 - New Conceptions
 - Philosophy – Student being prepared for an unknown future

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- **Appreciation of real world variations**
 - **Ability to define a problem**
 - **Problem solving ability**
 - **Communication skill**
 - **Literacy and numeracy skills**
 - **Lateral thinking**

Generic Skills (Key Skills)

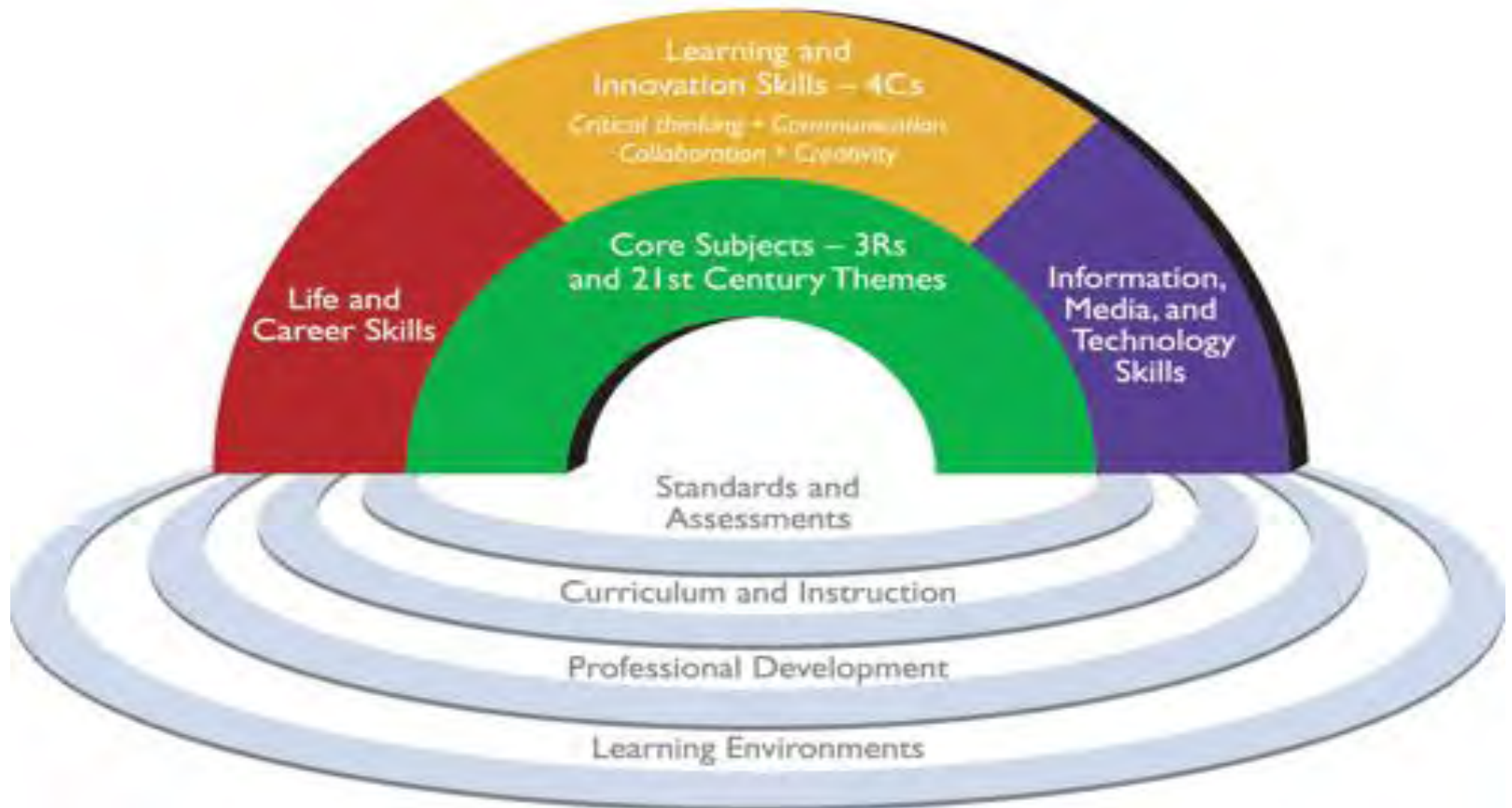
- Knowledge of core facts, procedures and skills
- Understanding of core concepts
- Understanding the relation between core concepts
- Understanding of theory – practice relation

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- Insight
 - Perspective
 - Self motivation
 - Capacity for self learning
 - (Bowden & Marton 2004)

21st Century Learning

Taken from *Partnership for 21st Century Skills*

21st Century Student Outcomes
and Support Systems



Effectiveness of learning

(Bowden and Marton 1998)

- Learning goals are shared by learners
- Learning for meaning rather than information acquisition
- Extending learners' understanding of skill by building on what they already know
- Learners taking responsibility for learner
- Relating new ideas to learners' experiences
- Integrating three aspects of competence: observable practice, subject matter knowledge, skills and generic attributes

STRATEGIES

- Discussion
- Games
- Small Group work
- Role playing
- Collaborative analysis of personal experience