Further and Adult Education in the ‘Path’ of the Perfect Storm

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CREATING CONNECTIONS
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We are in the Path of the Perfect Storm...

- TEQ education providers need to design programmes that develop within participants new and different skills and perspectives that help them to:
  - think beyond their current contexts & disciplines
  - appreciate and exploit the value latent in their prior knowledge and previous experience
  - recognise the corresponding need to interact with others and bridge the knowing/doing gap
TEQ programme delivery teams need to understand that:

- Adult learners’ educational experiences often conflict with their worlds
- Individuals have to resolve these challenges for themselves
  - In the end their understandings and perspectives change as a result.
- Such changes are not always obvious; they may not be revealed within the usual classroom, assessment and student evaluations.
- The perspective transformation experience is a specific example of this ‘significant learning’.
OUTCOMES:
*If We Use The Energy of the Wave*

- Combined, the elements of this response will
  - Create *professional development* progression paths derived from signature pedagogies that meet the needs of the sector
  - Re-define *professional identity* for teachers within the sector
  - Add to the body of knowledge on *perspective transformation* and *identity theory*
THE TEQ RESEARCH PROJECT

Professional Development of Further and Adult Educators in Ireland 2012-2015

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TEQ PROJECTS

WIT
- Transformative Teaching-Learning Environments
- Evolving & Emerging Professional Identity

Fulbright
- Perspective Transformation in Doctoral Education
- Internal & External Transformative Learning Spaces

WIT / NUIG
- Professionalisation of Further & Adult Education
External and internal forces for change are causing an evolution in the world of further and adult educators in Ireland. This is resulting in an emergent and evolving professional identity at the personal, professional and situational levels.

Our work is exploring how to create internal and external transformative learning spaces to support this evolution within professional development programmes in higher education.
‘LEARNING SELF’

Being

Doing

Knowing

Adapted from Jarvis, Graham Cagney in print 2014

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TEQ Programmes in Further & Adult Education

Modules

Programme Modules
Teaching Practice 1  Teaching Practice 2  Teaching Practice 3

Teaching-Learning Strategies
- projects
- mentoring
- reflection
- facilitation by staff
- video work
- brainstorming
- team work
- individual work

Learning Outcomes
- Critical thinking & reflection
- Cross-disciplinary working
- Creating communities of practice
- Handling diversity & conflict
- Linking to practice
- Confidence in application
- Leaders in further & adult education

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HEI ‘inner’ Teaching-Learning Environment

Adapted from Entwistle 2003

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Perspective Transformation & Habits of Mind

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Evolving and Emerging Professional Identity

Embraces notions of identity, context, emotion and agency.

Teacher Identity Formation

Personal
Professional
Situational

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Mannix, 2013
Underlying Big Ideas . . .

Exploring how an individual participant’s understanding and perspectives change as a result of being in an immersive professional development programme for faculty in higher education. (Study draws on faculty participants from three US universities)

Examining how faculty in higher education experience perspective transformation about the nature and rigor of doctoral education. (Study is set among a faculty community of practice focused on reinventing an Educational PhD programme).
Internal Spaces of Adult Learning

Incentive: Motivation, Emotion & Volition

Content: Abilities, Insight, Understanding

Interaction: Action, Communication, Cooperation

Habits of Mind
- Epistemic
- Psychological
- Aesthetic
- Moral-ethical
- Socio-linguistic
- Philosophical

Conceptual Framework
The Path of Perspective Transformation

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**Share our current research expertise:**
- Cognition and Adult Learning
- Lifelong/ lifewide professional career
- Development
- Transformative Teaching-Learning
- Environments in Higher Education
- Identity: Future Possible Selves
- Framework

**Influence future research directions:-**
- Transformative Learning & Professional Development
- Scholar Leaders
- Inter-disciplinary teaching & working
- Commercialisation of university research
- Action learning/Action research

**Create connections & opportunities with colleagues:**
- Within WIT, and with existing partners in Ireland, Europe, Canada & USA
- Collaborate in research projects Irish, European and International partners

**Connect with other disciplines in novel ways**

**How we think, learn & work:**
Enhancing Inter & Cross Disciplinary Thinking, Learning and Working.

**Learning Organisations:** Enabling Innovation and Creativity in Higher Education Contexts & Partnerships

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