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Compare and Contrast Principles of Practice

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### Abstract

To develop a teaching style, educators must become knowledgeable in certain areas of teaching and in their expert field in order to understand how to transfer learning. Being an expert in one field does not necessarily mean that one knows how to transfer the learning to students.

Educators develop their own teaching styles by understanding their own teaching philosophy.

This paper compared and contrasted Stephen Brookfield's and Huey B. Long's teaching styles.

Research was conducted through Education Resources Information Center (ERIC) and Google

Scholar. Six references were located to include textbooks and primary articles. A literature

review was conducted to determine their relevance in the study. Results revealed that the

literature supported both teaching styles.

### Compare and Contrast Principles of Practice

Throughout an educator's professional career, they develop their own unique instructional style of how to transfer learning to others. To develop a teaching style, an educator must become knowledgeable in certain areas of teaching. One of these areas is in the principles of practice. Educators have varying and similar views of these principles depending on their own teaching philosophy. To show how various principles of practices can differ and be similar, the principles of two educators' practices, Stephen Brookfield and Huey B. Long, are compared and contrasted according to authors of the same field.

### **Comparing Brookfield's and Long's Practices**

Brookfield and Long's research revealed comparing elements in their principles of practice. Galbraith (2004) revealed that Brookfield's critical reflective practice and Long's self-directed learning principles are common with teachers of adults. As teaching styles comprise attitudes, traits, and qualities of what a teacher displays, educators must reflect on what principles may have created a successful experience for them and for their students (Galbraith, 2004). According to Hanor and Hayden (2004, as cited by Brookfield, 1995; and Thiel, 1999), reflective practices engage educators in an ongoing cycle that includes self-observation and self-evaluation to comprehend more clearly their own actions and the responses they prompt in themselves and in students. The goal is not only to undertake a particular problem or question identified in the beginning, but to observe and improve the practice on an ongoing basis. As Brookfield and Long may share aspects of their principles of practice, they also have distinct elements.

### **Contrasting Brookfield's and Long's Practices**

#### **Huey Long**

Long recognized 10 philosophical principles that are used in practicing principles; he separated them into two categories. The first category addressed the first five principles as the “nature of the learner” (Long, 2002, as cited by Galbraith, 2004, p. 9), (a) learning is facilitated in an environment that emphasizes the person as an individual and their subjective learning nature; (b) students’ personal worth and self-respect facilitate the instructors’ teaching; (c) adults are self-governing with their own goals, desires, and expectations; (d) adult students are capable of making decisions affecting their own wellbeing; and (e) adult’s self-concept progresses continuously towards self-accountability, self-responsibility, and self-direction.

The last five principles, the second category, addressed the “philosophical positions related to teaching” (Long, 2002, as cited by Galbraith, 2004, p. 9), (a) adults’ life experience influences their learning; (b) application relates to adults’ orientation to learning, from cognitive to motor skills, from mental theories to real-life problem solving; (c) learning should be intrinsically motivated; (d) humans naturally resist change, resist constraints, and resist changing; and (e) as people are encouraged to trust themselves, they make mistakes and try again. This type of atmosphere facilitates learning.

As Long’s research involves self-directed learning (SDL), he suggested that when redefining SDL, two aspects should be explored, (a) SDL as a process or method of learning (Fisher, King, & Tague, 2001, as cited by Knowles, 1975; and Long, 1990) and (b) the personality characteristics that are required and developed as an outcome of SDL (Fisher et al., 2001, as cited by Oddi, 1996, 1987).

The best measure for SDL readiness, especially in the educational and nursing research field, or to compare various SDL aspects with numerous characteristics (Hiemstra, 1994), is Guglielmino's instrument, Self-directed Learning Readiness Scale (SDLRS) (Fisher et al., 2001, as cited by Wiley, 1983; O'Kell, 1988; and Linares, 1989, 1999). Unfortunately, H. B. Long and Agyckum (1984, as cited by Fisher et al., 2001) have had difficulties in validating the SDLRS when comparing SDL readiness scorers and teaching ratings. They determined that it was possible that the SDLRS did not measure self-direction in learning. Long (1989; as cited by Hiemstra, 1994) suggested that any SDL theory building should be conducted in terms of sociological, pedagogical, and psychological dimensions.

### **Stephen Brookfield**

Brookfield recognized six principles of effective practice for which he provided for adult teachers. His principles include, (a) adults volunteer to participate in learning; (b) adults respect other participants for their self-worth of learning, eventually becoming successful in their field; (c) facilitation occurs between adult learners; (d) adults and learners continuously involve in activities, reflection, collaboration, new activity, further reflection, and collaborative analysis; (e) facilitation strengthens adults' critical reflection; and (f) facilitation nurtures self-directed learning and empowers adults (Galbraith, 2004).

Brookfield (1995, as cited by Glowacki-Dudka & Barnett, 2007) developed the Critical Incident Questionnaire (CIQ), a single-page handout form, to study for evidence of group development in the online environment. The CIQ has also been applied to traditional settings (Glowacki-Dudka, 2007). According to Glowacki-Dudka and Barnett (2007, p. 44), Brookfield (1995) designed the CIQ to give to students at the end of a face-to-face class to "help embed our teaching in accurate information about students' learning that is regularly solicited and

anonymously given”. Brookfield continued that “its purpose is not to determine what students liked or didn’t like about the class, it gets them to focus on specific, concrete happenings that were significant to them” (Glowacki-Dudka & Barnett, 2007, p. 44).

### Conclusion

Various educators develop their own principles of practice based on their own teaching philosophy and what works best in their field. Brookfield and Long’s practices were common in all educators, including attitudes, traits, and teaching qualities that teachers display. To ensure these practices benefit students, educators should reflect on their practices to self-evaluate as they redefine and improve their transfer of learning. Long’s research encompassed the learner’s character and teaching philosophies as they involved in self-directed learning. Brookfield’s critical incident questionnaire assisted students with what was significant to them. Students will continue to be exposed to these principles and be taught to understand how they can benefit from them throughout their professional career.

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