## Message from the Editor-in-Chief

I am happy to share that The Online Journal of New Horizons in Education (TOJNED) has been published third issue in 2011. The first and the second issues covered the selected papers from the conference which was entitled as International Conference on New Horizons in Education, 2010. These issues reflected how our journal works to share and diffuse contemporary education practices from various fields to the academic platform.

As the main mission of the journal is to promote knowledge sharing within professional agenda based on multi-disciplinary approach, the third issue also covered various studies from different fields. I would like to thank to editorial board, reviewers and the researchers for their valuable contributions to the journal and this issue.

Furthermore, I am pleased to announce that further issues will also cover the selected papers from International Conference on New Horizons in Education, 2011 besides the submitted papers to the journal. Once again, I am happy to publish third issue with interesting and valuable researches in order to share with academic world.

**July 01, 2011**

**Prof. Dr. Aytekin İŞMAN**

Editor-in-Chief of TOJNED

## Message from the Editor

It is a great pleasure for me to share the third issue of the TOJNED as it is the brilliant success by publishing different researches from different fields. Also, it is a honor to complete International Conference on New Horizons in Education, 2011 as the selected papers will be published for further issues of the our journal. I would like to thank to all participants to the conference and researchers who contributed to development of the journal. Further to this, I would like to thank to all authors and associate editors for their contributions to the third issue of TOJNED. We are welcome to publish and share qualified work of the researchers with you. All authors can submit their manuscripts to tojnedjournal@gmail.com for the following issues.

**July 01, 2011**

**Prof. Dr. CEM BİROL**

Editor, TOJNED

# Table of Contents

# AN INVESTIGATION OF THE LEARNING STYLES OF PROSPECTIVE EDUCATORS

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**Abstract:** One of the most important aspects of today's education is the learning styles of students since their success is dependant to the way they learn best. This can be achieved by understanding their individual differences and considering this in their education. When teachers become aware of different learning styles and the way they learn best, their teaching will highly benefit from this. Therefore, the aim of this study is to investigate the learning styles of prospective teachers in different Departments in the Faculty of Education such as Turkish Language Teaching, Guidance and Psychological Counselling, Pre-school Teacher Education, and Computer and Instructional Technology Teacher Education at Eastern Mediterranean University during the Academic Year 2009-2010 Spring Semester. Prospective teachers have been asked to complete a Learning Styles Inventory. The data was analysed by using SPSS Statistical Program. It is found that there were differences in the learning styles of prospective teachers according to their Departmental choices and students from Departments with similar subjects have similar dominant styles.

## Introduction

It has been accepted as a valid truth that understanding the ways students learn is the key element for a better education (Collinson, 2000). All people vary in how they perceive and acquire information, conceptualize, form ideas, process and memorize, form value judgments, and how they behave (Hickinson and Baltimore, 1996). The effects of individual differences in learning styles has been investigated in the education field since the way students learn is has a very important role on the academic achievement of students.

There have been various information-processing models that have been developed throughout the history until today. One of these is the model developed by David Kolb. Kolb's Learning Cycle is based on John Dewey's notion that learning must be grounded in experience, Kurt Lewin's ideas of the importance of active learning, and Jean Piaget's emphasis on the interaction between person and environment on intelligence (Teixeira, 2001). Therefore, his theory developed from the learning theory 'experiential learning'. In this theory, learning is a process where knowledge is created through the transformation of experience.

In the Experiential Learning Theory of Kolb, learning is conceived in a four-stage cycle. Kolb claims that people learn through experience and as they learn, they move through this four-stage cycle (Kolb, 1985). The four distinct learning styles are based on the four-stage cycle as he points out that the cycle is the essential element of his experiential learning theory.

Kolb's four-stage cycle:

❖ *Concrete Experience - (CE)*: This stage focuses on personal involvement with people in everyday situations. In this stage, people rely on their feelings more rather than considering problems and situations in a

systematic way. The abilities to be open-minded and flexible for changes are important while learning. In short, this is the stage that learning is achieved by feeling.

❖ *Reflective Observation - (RO)*: In this stage, people understand ideas and situations from different perspectives. People have a tendency on patience, objectivity, and careful judgement but they do not prefer to take any actions. While forming opinions thoughts and feelings are considered. In short, this is the stage that learning is achieved by watching and listening.

❖ *Abstract Conceptualization - (AC)*: Learning involves using logic and ideas rather than feelings while understanding situations and solving problems. Systematic planning and developing theories and ideas for the solutions of problems are considered in this stage. In short, this is the stage that learning is achieved by thinking.

❖ *Active Experimentation - (AE)*: Learners start being active in this stage. There is a practical approach that what really works is important, instead of watching situations only. In short, this is the stage that learning is achieved by doing (Kolb, 1985).

Kolb states that most people go through these stages in the order of concrete experiences, reflective observation, abstract conceptualization and active experimentation. This means that learns have a concrete experience, then observe and reflect it from different perspectives, then form abstract concepts and generalizations in theories and finally actively experience these theories and test what they have learned in complex situations. He also developed Learning Style Inventory to measure learning styles of learners according to the theory of experiential learning. The scores of individuals from this inventory describe their learning styles as one of the four different types (Atkinson, 1991).

Kolb's four types of learning styles:

❖ Converger: Those with highest scores in Abstract Conceptualization (AC) and Active Experimentation (AE). Convergers greatest strength is the practical application of ideas. They are very good when there is a single correct answer or solution to a question or problem and can focus on specific problems or situations. Research on this style of learning shows that Convergers are relatively unemotional, preferring to deal with things rather than people.

❖ Diverger: Those with highest scores in Concrete Experience (CE) and Reflective Observation (RO). Divergers have the characteristics opposite from convergers. Their greatest strengths lie in creativity and imaginative ability. They are able to view concrete situations from many perspectives and generate many ideas. Research shows that Divergers are interested in people and tend to be imaginative and emotional.

❖ Assimilator: Those with highest scores in Abstract Conceptualization (AC) and Reflective Observation (RO). Assimilators are able to understand and create theories. They are good at inductive reasoning and synthesizing various ideas and observations into an integrated whole. Like convergers, they are less interested in people and more concerned with abstract concepts, but are less concerned with the practical use of theories. For them it is more important that the theory be logically sound and precise; in a situation where a theory or plan does not fit the facts.

❖ Accommodator: Those with highest scores in Concrete Experience (CE) and Active Experimentation (AE). Accommodators are polar opposites form Assimilators. They are good at carrying out plans and experiments and involving themselves in new experiences. They are risk-takers and excel in those situations requiring quick decisions and adaptations. They often solve problems in an intuitive trial and error manner, relying heavily on other people for information. Accommodators are at ease with people but may be seen as impatient and pushy (Kolb, 1985).

Studies have proven that when teachers are aware of the learning styles of their students and the way they learn best, the success rate of students tend to be much higher as their teaching will highly benefit from this. Therefore, the aim of this study is to investigate the learning styles of prospective teachers in different Departments in the Faculty of Education such as Turkish Language Teaching, Guidance and Psychological Counselling, Pre-school Teacher Education, and Computer and Instructional Technology Teacher Education at Eastern Mediterranean University.

**The Study**

The study is a descriptive study as we would like to learn our students' learning styles without influencing their styles.

The participants of the study were the students of various Departments of the Faculty of Education at Eastern Mediterranean University. In total there were 153 students who have participated in this study; 15 of them were from Department of Computer and Instructional Technology and Teacher Education, 11 of them were from Department of Turkish Language and Literature Teacher Education, 2 of them were from Department of Science Teacher Education, 10 of them were from Department of Middle School Mathematics Teacher Education, 3 of them were from Department of Music Teaching, 68 of them were from Department of Psychological Counselling and Guidance, 6 of them were from Department of Social Sciences Teacher Education, 19 of them were from Department of Turkish Language Teaching and 19 of them were from Department of English Language Teaching.

There were two sections in the instrument of the study. In the first section there were 5 questions aimed to get some demographic information about the participants. In the second section the Turkish version of Kolb's Learning Styles Inventory was used. The Turkish version of the inventory was taken from the unpublished Ph.D. dissertation of Güven (2004). In this section there were 12 items and the participants were asked to rank order each statement that best described them from most descriptive, 4, to least descriptive, 1.

As the Turkish version of the 'Kolb's Learning Styles Inventory' was used with a different population, first of all reliability analysis was conducted to find out the reliability values of the subscales of the inventory and to compare these results with other results done before. Table 1 reliability results (cronbach alpha values) of the study. For three subscales cronbach alpha values (ά) are equal to or higher than .70 and this value is acceptable for social sciences and consistent with the other studies (Guven, 2004). When the results are examined it is possible to say that the subscales of the inventory have acceptable consistency.

**Table 1 Reliability analysis**

| Subscales | ά |
|---|---|
| Concrete Experience | .72 |
| Reflective Observation | .59 |
| Abstract Conceptualization | .71 |
| Active Experimentation | .70 |

The inventories were given to the participants during their course hour. With the help of the course instructors, necessary explanations were given to the participants in advance. After the collection of the data, it was analysed by using SPSS 14.00. Then, the learning style of each participant was identified for finding out the frequencies of the learning styles as a whole and for each group.

**Findings**

The study aimed to answer two research questions which were: 1) What are the general learning styles which are dominant among the prospective teachers in various Departments? 2) How do the learning styles of participants in Departments vary? Consequently, the results were as follows for the mentioned research questions.

**What are the general learning styles which are dominant among the prospective teachers in various Departments?**

Table 2 shows the distribution of learning styles in general for the prospective teachers who study in various Departments of Faculty of Education, Eastern Mediterranean University. When Table 2 is examined carefully, it can be said that the learning styles of the participants in different

Departments of the Education Faculty at EMU were almost equally distributed. Nearly 25% of each style was preferred by nearly the same amount of participants. It can easily be seen that the percentages of different learning styles were very close to each other.

**Table 2 Frequency Distribution of the Prospective Teachers' Learning Styles in General**

|  | Frequency | Percentage |
|---|---|---|
| **Converger** | 33 | 21.6 |
| **Diverger** | 47 | 30.7 |
| **Assimilator** | 31 | 20.3 |
| **Accelerator** | 42 | 27.5 |

**How do the learning styles of participants in different Departments vary?**

In this section the learning styles of the participants were analyzed and the results were given in Table 3. There were nine different Departments and the numbers of participants in each Department vary, therefore, instead of numbers of the participants, the percentages were used to show the differences more clearly.

As it can be noticeably seen from Table 3, the learning styles of the participants vary from Department to Department. The results are as follows:

- For the Department of Computer and Instructional Technology Teacher Education the majority of the students in this Department use converger (33.3%) and diverger (26.7%) learning styles.
- In the Department of Turkish Language and Literature Teacher Education, participants mainly use converger (45.5%) style and accelerator (27.3%) style mainly.
- For Science Teacher Education Department unfortunately the researchers could manage to reach only two students where one of them (50%) stated that he/she use converger and the other one (50%) assimilator learning style.
- For Middle School Mathematics Teacher Education Department again there was a uniform distribution of the learning styles among the students. Around 25% of each style was used by 25% of the students.
- Again the researchers could reach only three students of the Department of Music Teacher Education and one of them (33.3%) claimed that he/she used diverger and the other two (66.7%) used accelerator learning styles.
- In Guidance and Psychological Counselling Department, mainly the participants use diverger (32.4%), accelerator (26.5%) and assimilator (25%) learning styles.
- In Social Sciences Teacher Education Department, the majority of the students (50%) use diverger learning styles.
- In Turkish Language Teaching Department again the majority of the students (47.4%) use diverger learning styles when they learn something.
- For English Language Teaching Department it is evident that participants mainly use accelerator (36.8%) and converger (31.6%) learning styles.

**Table 3 Learning Styles of Participants According to their Departments**

|  | Converger | Diverger | Assimilator | Accelerator |
|---|---|---|---|---|
| Computer and Instructional Technology Teacher Education | 33.3 | 26.7 | 20 | 20 |
| Turkish Language and Literature Teacher Education | 45.5 | 18.2 | 9.1 | 27.3 |
| Science Teacher Education | 50 | -- | 50 | -- |
| Middle School Mathematics Teacher Education | 20 | 20 | 30 | 30 |
| Music Teacher Education | -- | 33.3 | -- | 66.7 |
| Psychological Counselling and Guidance | 16.2 | 32.4 | 25 | 26.5 |
| Social Sciences Teacher Education | 16.7 | 50 | 16.7 | 16.7 |
| Turkish Language Teaching | 10.5 | 47.4 | 15.8 | 26.3 |
| English Language Teaching | 31.6 | 21.1 | 10.5 | 36.8 |

## Conclusions

When participants were examined in general, it can be said that the learning styles of them varied. As the participants of the study have been studying in different departments, they have different interests and abilities so these results can be acceptable and predictable. On the other hand, their learning styles were examined according to their departments and differences among departments were identified. For some departments converger learning style was dominant, for some others diverger was dominant and for others accelerator learning style was dominant. When the results were analyzed closer, it can be said that students from departments with similar subjects have similar dominant learning styles.

For further study students who study in similar departments can be examined in more detail to find out what makes the students in these departments use the same or similar kind of learning styles. In this study, requirements of the different departments can be taken into consideration in order to find out if the learning styles of the students match with the requirements of their departments.

Also, student's learning styles can be correlated with their success rates and identify if there is a correlation between their learning styles and their success rates. Moreover, it can be suggested that students with specific learning styles are more successful than the others who have different learning styles.

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# AN INVESTIGATION OF THE REPUBLIC PERIOD'S MUSIC EDUCATION POLICIES WITHIN THE CONTEXT OF PUBLIC EDUCATION FROM THE PERSPECTIVE OF MONOPHONY AND POLYPHONY

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**Abstract:** When the music policies during the first years of Republic are considered, it is seen that the discussions about the quality of Turkish contemporary music was supported by Ataturk's views. More focus was on polyphony and monophony; therefore, the studies were more focused on these policies. The most comprehensive study related with the music education policies was the report written and published in 1961 by the National Education Council Fine Arts Committee. This research has addressed the consistency of the republic period's music education policies in the perspectives of monophony and polyphony. Therefore; the present research aimed to investigate monophony and polyphony concepts, which act as parts of republic period's public education. Within the scope of the research, to determine the views about polyphonic and monophonic music, content analysis has been performed to identify the principles of polyphony and monophony in music education. The data obtained as a result of content analyses were analyzed with respect to the aims of the research, around the concepts of monophony and polyphony. The results have revealed that the report comparing monophony and polyphony includes several positive remarks. The negative remarks regarding the rate of monophony reveals that the report's general tendency is by polyphony. It is found that the components of monophony and polyphony and educational policies are almost equally consistent with each other.

**Keywords**: Music policies, Music education, Monophony, Polyphony

## Problem

Human being is born as a creature in an environment which consists of communal and cultural components. Therefore, he lives with these communal and cultural components side by side and interacts with them. During this interaction process, human realizes his own life efficacy together with the others around and this makes him change and progress by becoming more socialized and cultural (Uçan, 1996). One of the most significant variables which identify the quality of education is the cultural phenomenon. The expectation of communal culture from its individuals comes true towards the educational opportunities. At the same time, the attitude and behavioral patterns valuable for the community at the same time put forth educational aims. The process which improves these behavioral patterns is called as educational process (Fidan ve Erden, 2001). A communal sense is achieved only when the attitudes desired to be gained for the individual as a result of education is combined with the social phenomenon. The most constitutive item of this phenomenon is the educational policies.

When it is considered that education is organized to grow wholesome individuals for the community (Küçükahmet, 2000), the effect of these variables on education is clearly observed. Music education is a part of general education and as well as being a part of educational policies. For this reason, music education can not be thought as independent. The general understanding of the government policies generally reflect educational policies and the private policies reflect music

education. Music education can be defined as causing individual certain intentionally defined musical habits through his own life and as a process to cause specific changes on the behavior of the individual through his own life (Uçan, 1997).

When it is considered that the educational policies' efficiency should be at every field of education, it is expected to have a common demeanor for music education. It can be uttered that the most distinctive change among music education policies emerge during Republic Period. With the Republic, the social and cultural structure of the community is attained towards appropriate regulations for a contemporary civilization and this brought new approaches together. The most distinctive component of the Republic Period's educational policies is unquestionably Ataturk and his friends' views. In the TBMM's opening meeting which was held on the 1st of November 1934, Ataturk mentioned the necessity and obligation of improving Turkish music to a contemporary civilization level for the improvement of the concerned community (Say,1992).

When the music policies starting by the first years of Republic is overviewed, it is seen that the discussions about the quality of Turkish contemporary music  was supported by Ataturk's views and more focus was on polyphony and monophony. The studies conducted later are addressed towards these policies. The most comprehensive study related with the music education policies was report written and published in 1961 by National Education council fine arts committee.

The public education fine arts part of this report analyzes the monophony and polyphony in a detailed way. This research will identify the consistency of the Republic period's music education policies under the frame of public education as a part of general music education in terms of monophony and polyphony. According to this, the problem of this research addresses the question of investigating

the consistency of the Republic period's music education policies under the frame of public education fine arts department in terms of monophony and polyphony within the 1961 report of national education council fine arts committee associated with ministry of national education .

## Aim

This research aims to investigate monophony and polyphony concepts which act as the parts of Republic Period's public education. To achieve this aim, the research addresses the following questions and tries to answer them:

- What are the opinions about the single monophony of the Republic Period's music education according to the official records?

- What are the opinions about the polyphony of the Republic Period's music education according to the official records?

## Method

Within the scope of the research, to determine the opinions about polyphonic and monophonic music, document analysis is carried out and both primary and secondary resources are browsed.

In order to analyze the public's music education related with monophony and polyphony, reports which belong to the Ministry of National Education's fine arts education are being browsed.

The nature of the research consists of the reports which belong to the establishments connected with the Ministry of National Education's fine arts education. Within four meetings of the Republic Period, a report related with fine arts education has been found. The reports which constitute

the nature of this study are all attained and it is decided that the most comprehensive study is the fine arts committee report (1961) which belong to the Ministry of National Education, 7th National Education Council's documents. For this reason, the sample of this research consists of this report.

**Data Collection**

Content analysis is carried out to identify the principles of polyphony and monophony in general music education. Content analysis is a scientific approach which investigates social reality through written and other materials' objective and systematic categorization, converting into numbers and subtracting in terms of the comprised messages through its meaning and/or grammar (Tavşancıl, Aslan: 2001). For the content analysis, the report which is prepared by Ministry of National Education related with fine arts is being used as materials. The two main concepts of this research are polyphony and monophony. The monophony category which is constituted under the frame of these concepts is analyzed as monophony, Turkish folk music as Turkish classic music, polyphony category as polyphony and chorus as orchestra. For the analysis of these concepts, sentences are used as context division. Under this frame, direction analysis is carried out and inferences are made about the direction of the report and about its tendency. While categorizing, a music educator is being asked his compromises about categories and sub categories and under this direction:

Reliability=negotiation number (98) /negotiation (98) + no negotiation (21)= % 82

Ratios reveal the reliability of this study.

Categories identified are as follows:

1. Monophony                    2. Polyphony

   1.1 Monophony              2.1 Polyphony

   1.2 Turkish Folk Music        2.2 Orchestra

   1.3 Turkish Classical Music      2.3 Chorus

To identify the concepts' directional tendency and attitude, context division has been coded as negative, positive, mixed and neutral.

The concept of monophony has been analyzed under the sub category of monophony, Turkish Folk Music and the Turkish Classical Music, whereas the concept of polyphony has been analyzed under the sub category of polyphony, orchestra and chorus. According to this views are coded as follows; Positive:1, Mixed:3, Negative:5, Neutral:7.

The data obtained as a result of scanning model and content analyses are analyzed according to the aim of the research, around the concepts of monophony and polyphony. As a result of this

analysis, Republic Period's music education policies and reports belonging to the establishments of ministry of national education, the opinions about these concepts are comparatively evaluated and the consistencies are interpreted.

## Findings and Discussion

**Divisions Related with Monophony**

Table 1. The Frequency and Percentage Values Regarding the Monophony

| Definitions | Frequency | |
|---|---|---|
| Positive | 3 | 3.57 |
| Mixed | 1 | 1.19 |
| Negative | 3 | 3.57 |
| Neutral | 3 | 3.57 |
| **Total** | **10** | **11.9** |

When one deals with the concept of monophony in the report, it is observed that this concept takes place within the total of 10 analysis division. Therefore, the concept of monophony takes place within % 11.9 part of this report. When one examines the analysis divisions of the concept of monophony, it is seen that % 3.57 of the views equally includes positive, negative and neutral views, whereas % 1.19 includes mixed views. According to this, when one handles the monophony concept of monophony category, there are both positive and negative views. For this reason, there is not any definite judgment.

**Table 2. The Frequency and Percentage of Values Regarding the Turkish Folk Music**

| Definitions | Frequency | % |
|---|---|---|
| Positive | 6 | 7.14 |
| Mixed | 2 | 2.38 |
| Negative | 2 | 2.38 |
| Neutral | 5 | 5.95 |
| **Total** | **15** | **28.60** |

When one deals with the concept of Turkish Folk Music in the report, it is observed that this concept takes place within the total of 15 analysis division. Therefore, the concept of Turkish Folk Music takes place within % 28.60 part of this report.

When one examines the analysis divisions of the concept of Turkish Folk Music, it is seen that % 7.14 includes positive, % 2.38 includes mixed and negative views and %5.95 includes neutral views.

According to this, when one handles the monophony concept of Turkish Folk Music's monophony category, there are both positive and negative views. However, positive views are weighted.

There is an affirmative approach related with Turkish Folk Music.

**Table 3. The Frequency and Percentage Values Regarding the Turkish Classical Music**

| Definitions | Frequency | % |
|---|---|---|
| Positive | 2 | 2.38 |
| Mixed | - | - |
| Negative | 3 | 3.57 |
| Neutral | 2 | 2.38 |
| **Total** | **7** | **8.33** |

When one deals with the concept of Turkish Classical Music in the report, it is observed that this concept takes place within total 7 analysis division. Therefore, the concept of Turkish Classical Music takes place within %8.33 part of this report. When the analysis divisions of the concept of Turkish Classical Music were examined, it is seen that % 2.38 includes positive and neutral views, % 3.57 includes negative views; however, no mixed views were found. When considering the monophony concept of Turkish Classical Music's monophony category, negative views were found to be prevalent.

**Divisions Related with Polyphony**

**Table 4. The Frequency and Percentage Values Regarding the Polyphony**

| Definitions | Frequency | % |
|---|---|---|
| Positive | 11 | 13.9 |
| Mixed | - | - |
| Negative | 2 | 2.38 |
| Neutral | 6 | 7.14 |
| **Total** | **19** | **22.61** |

When one deals with the polyphony in the report, it is observed that this concept takes place within total 19 analysis division. Accordingly, polyphony concept takes place within %22.61 part of this report. When one examines the analysis divisions of the polyphony concept, it is seen that %13.9 includes positive views, %7.14 includes neutral views and %2.38 include negative views. Despite that there are no any mixed views. According to this, when one handles the polyphony concept of polyphony category, positive views are striking. Negative views are observed at a very low rate.

**Table 5. The Frequency and Percentage Values Regarding the Orchestra**

| Definitions | Frequency | % |
|---|---|---|
| Positive | 3 | 3.57 |
| Mixed | 1 | 1.19 |
| Negative | - | - |
| Neutral | 1 | 1.19 |
| **Total** | **5** | **5** |

The report reveals that orchestra concept takes place within total of 5 analysis division. Accordingly, the concept of orchestra takes place within %5.95 part of this report. When one examines the analysis divisions of the concept of orchestra, it is seen that %3.57 includes positive views; %1.19 includes neutral and mixed views. Despite that, no negative views were found.

According to this, when the polyphony concept of polyphony category was considered, positive views are striking. Negative views are observed less frequently.

**Table 6. The Frequency and Percentage Values Regarding the Chorus**

| Descriptions | Frequency | % |
|---|---|---|
| Positive | 1 | 1.19 |
| Mixed | 1 | 1.19 |
| Negative | 1 | 1.19 |
| Neutral | 4 | 4.76 |
| **Total** | **7** | **8.33** |

The report reveals that the concept of chorus takes place within total 7 analysis division. Accordingly, the concept of chorus takes place within % 8.33 part of this report. When one examines the analysis divisions of the concept of chorus, it is seen that %1.19 includes positive, mixed and negative views and %4.76 includes neutral views. According to this, when the chorus concept of polyphony category was considered, there is no any definite information regarding positive and negative views.

**Table 7. The Frequency and Percentage Values Regarding the Total Concept of Monophony**

| Concepts | F | % |
|---|---|---|
| Monophony | 10 | 11.9 |
| Turkish Folk Music | 15 | 17.85 |
| Turkish Classical Music | 7 | 8.33 |
| **TOTAL** | **32** | **38.08** |

A general analysis of the concepts of Turkish Folk Music and Turkish Classical Music related with monophony belonging to monophony concept reveals that, %38.08 of the report give place to monophony category. Accordingly, the report gives place %17.85 for Turkish Folk Music, %11.9 for monophony and %8.33 for Turkish Classical Music. The conclusion of this is the most significance among monophony category is shown to Turkish Folk Music.

**Table 8. The Frequency and Percentage Values Regarding the Total Concept of Polyphony**

| Concepts | F | % |
|---|---|---|
| **Polyphony** | 19 | 22.61 |
| Orchestra | 4 | 4.76 |
| Chorus | 7 | 8.33 |
| **TOTAL** | **30** | **35.7** |

A general analysis of the concepts of polyphony, orchestra and chorus related with polyphony belonging to polyphony concept reveals that, %35.7 of the report give place to polyphony category.

Accordingly, the report gives place %22.61 for polyphony, % 4.76 for orchestra and %8.33 for chorus.

The conclusion indicates that the most significance among polyphony category is shown to the concept of polyphony.

**Table 9. General Evaluation of Direction Analysis**

| Categories | Positive % | Negative % | Mixed % | Neutral % | TOTAL % |
|---|---|---|---|---|---|
| Monophony | 13.09 | 9.52 | 3.57 | 11.9 | 38.08 |
| Polyphony | 18.66 | 3.57 | 2.38 | 13.09 | 37.7 |

Upon examining the report and handling the concept of monophony within the concepts of analysis divisions, it is seen that %13.9 includes positive, % 9.52 negative, %3.57 mixed and %11.9 includes neutral views. Totally, the category of monophony is dealt by the ratio of % 38.08.

When one examines the analysis divisions of the concept of polyphony, it is seen that % 18.66 includes positive views, %3.57 includes negative views, and % 2.38 mixed views and % 13.09 neutral views. In total, the category of polyphony is dealt by the ratio of % 37.7. It is observed that both of the categories are closely and equally dealt with. At this point, the difference between positive and negative views regarding the ratio is very remarkable. When monophony and polyphony is considered comparatively, the report presents positive views about polyphony. The fact that the rate of monophony is high for the negative views clearly indicates that the reports' general tendency is towards polyphony.

## Conclusion and Suggestions

The report comparing monophony and polyphony includes several positive remarks. The negative remarks regarding the rate of monophony reveals that the report's general tendency is by polyphony.

It is revealed that the components of monophony and polyphony and educational policies are almost equally consistent with each other.

The commissions related with national education have given place to music education in 1961. However, since then there hasn't been submitted any report regarding the significance shown to music education. As a result, there is not enough attention paid to music education.

During the Republic Period, occasional commission meetings regarding fine arts should have increased the frequency of their meetings. It is observed that the problems discussed throughout these meetings are today still continuous.

Besides the educators, schools which are as the centers of education need to act within this modernity level of logic and music education policy should be identified. While the government creating the policies and improving them, the important role of music education, for fine arts and as a branch of art should not be forgotten for a contemporary education as well as a contemporary community. Therefore, all the studies should be done and continued according to this thought structure. It should not be disregarded that the level of a contemporary community can be increased via the significance given to arts in addition to other branches.

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# ASSESSMENT IN EARLY CHILDHOOD EDUCATION: COMMONLY USED CURRICULUM MODELS AND TURKISH CURRICULUM

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**Abstract:** Assessment is an important part of early childhood education system. Changes in theoretical issues, increasing emphasis on interventions in early childhood and growing influences of parental concerns foster early childhood educators to use more trendy assessment techniques in early years (Gredler, 2000). In the current paper, assessment strategies of four early childhood education models including High Scope, Montessori, Waldorf and Project approach are reviewed. In addition to this review, Turkish Ministry of National Education (MONE) Curriculum is also examined in order to determine similarities and differences among these different curricula. A review of the different curriculum models revealed that apart from High Scope curriculum model, other three curriculum models and MONE curriculum do not provide well defined guidelines to assess development of young children.

**Keywords**: assessment, early childhood education, curriculum models

According to Wortham, (2007) due to its importance, assessment in early childhood education should have some principles. First of all, assessment should use many sources of information and learning measures. Furthermore, it should improve learning of the child and/or it should be beneficial to the child. The third issue mentioned is about its fairness. All the techniques used should be fair for all children. The last issue mentioned on the principles of assessment is that it should involve both the child and his/her family.

Today, assessment is the crucial part of early childhood education system because the changes in theoretical issues, increasing emphasis on interventions in early childhood, increased focus on assessments on determination of at risk children, growing influence of parental concerns and legal decisions foster educationalists to focus on more trendy assessment techniques in early childhood years (Downs & Strand, 2006; Gredler, 2000). There are various methods to use to accomplish this goal. Assessment methods can be used in formal and informal ways (Wortham, 2008). Both formal or informal, measurement and evaluation of young children's development require well defined criteria since using only one method may sometimes not draw accurate picture of a child. It is also difficult for teachers to decide on behaviors, skills or activities to assess in forms of either observation or documentation or other methods of assessment (Gober, 2002).

In early childhood years the most commonly used assessment ways include norm referenced standardized performance tests and teacher ratings. Standardized tests aim to measure children's performance differences on tasks which are considered as representing important theoretical construct (Bagnato, 2005 as cited in Downs & Strand, 2006). Standardized tests are generally conducted two or three times in a year, with limited capacity to provide continuous information supply. Another assessment technique is called as authentic assessment. In this method an individual's growth and development is evaluated by using real life events (Taylor & Nolen, 2008). Some examples of authentic (informal) assessment techniques are; observation, teacher designed measures, checklists, rating scales, rubrics, performance and portfolio assessments, interviews, directed assignments, portfolios, narrative reports and technology based assessments (Wortham, 2008).

The results of assessment, regardless of the type of method used, can be used in variety of ways while planning for instruction, reporting progress or evaluating instructional program (Wortham, 2008). To exemplify, a form of authentic assessment technique used in fields of early childhood special education and psychology is curriculum-based assessment (CBA). CBA is assessing mastery of specific skills leading a desired outcome. This approach does not directly rely on teacher ratings. It relies on repeated direct performance assessments of skills of young children. CBA provides educators with continuous formative assessment of child's mastery of skills which help them to develop important outcomes (Downs & Strand, 2006).

Assessment is to be considered as a process and each child should be followed in this process, not in a form of product. In Turkey, assessment is done in a structured way, in predetermined times to learn about the development of an individual. A number of studies are conducted in Turkey related to assessment and evaluation techniques used by teachers. The results revealed that the teachers face with problems in implementing new assessment and evaluation techniques in their classrooms (Gelbal & Kelecioglu, 2007). These problems might emerge due to teachers' lack of knowledge about implementation of these new constructivist assessment techniques. As a result of their lack of knowledge, they mostly prefer to use the most familiar assessment technique for them as exams or face to face interviews. For instance, in the study conducted with elementary school students, researchers investigated assessment strategies used by primary school teachers (Gelbal & Kelecioglu, 2007). Teachers stated that they mostly prefer to use traditional assessment techniques while assessing their students' progress. The least likely used method is students' self-evaluation. However, in constructivist education teachers can use various assessment and evaluation techniques (Gelbal & Kelecioglu, 2007). In line with the findings of the previous study, according to the study conducted by Karakus & Kösa (2009) teachers find constructivist assessment tools time consuming and leading to extra effort. However, the findings of the study showed that although the teachers face with problems in using new assessment strategies, they also believe that these new techniques are helpful for them to learn about characteristics of children and the program used in their schools (Karakuş & Kösa, 2009).

The major purpose of this review is to provide detailed information about the assessment strategies used by different curriculum models and MONE curriculum. Under this goal, brief information is provided for each four widely known early childhood education curriculum models including High Scope, Montessori, Waldorf and Project approach. Then information about their current early childhood education curriculum assessment strategies are presented along with information related to MONE curriculum.

## Curriculum Models and Assessment

### High Scope Curriculum Model & Assessment

The beginning of High Scope model goes back till 1960's to Ypsilanti, Michigan, USA. The model is a mixture of traditional teacher experience and Jean Piaget's constructivist theory of child

development (Wortham, 2006). The curriculum aims to help children gain knowledge and skills in the areas of literacy, initiative and social relations, movement, music and classification. The model has a major goal of helping an individual to be able to think independently and be a good problem solver. That is why assessment, adult-child interactions, daily routines and learning experiences are considered as the crucial parts of the curriculum in addition to helping children to be active learners (Peyton, 2005).

After implementing the curriculum model many years, the High Scope research foundation created an assessment model of High Scope curriculum. The assessment tool is called as High Scope Child Observation Record (COR). COR aims to help teachers and administrators to do their best in their program to support each child's developmental needs. The model has got three assessment tools. The first two of them, Infant Toddler Child Observation Record and Preschool Child Observation Record are developed for infants and toddlers; whereas Early Literacy Skills Assessment (ELSA) is developed for measuring literacy skills of children who enroll in preschool programs (Highscope, 2009).

## Montessori Curriculum Model and Assessment

Montessori curriculum model, emerged in the early 20th century, divides education into three main parts: motor, sensory, and language or intellectual education. The classroom is a prepared environment with materials that are carefully sequenced and structured. Materials are introduced by teacher and also children can select materials freely during their independent work projects. One of the major principles of the curriculum model aims to promote self discipline in children. Montessori education's another key aspect is its use of hands. Throughout the day children use their hands and this supports their sensory development (Blount, 2007; Wortham, 2006).

In Montessori schools assessment is done through teacher observations, anecdotal records, and parent-teacher conference forms. The results of Roemer's study (as cited in Dunn, 2000) indicated that besides those methods, 90% of Montessori schools of her sample used some form of standardized tests. In the Montessori early childhood education settings, anecdotal records, informal conferences with students, observation of students, one-to-one interviews with students, checklists of lessons, demonstration of skill mastery and standardized achievement tests are used to assess each child's development areas independently (Dunn, 2000).

## Waldorf Curriculum Model & Assessment

The first Waldorf schools were founded in Stuttgart, Germany, in 1919 (Ashley, 2008). The major goal of Waldorf schools was to help young children to adjust to both physical and spiritual facts of their existence and use them in the best way. In Waldorf curriculum, a teacher is seen as a gardener of the child's soul and cultivator of environment (Ogletree, 1996).

According to Rudolf Steiner, who is the founder of Waldorf education, human being is composed of threefold being which are spirit, soul and body. The capacities of these three mechanisms are unfold in early childhood, middle childhood and adulthood. In the early childhood years, which are considered as from birth to age of seven, the educational focus of Waldorf model is on play, bodily intelligence and oral language (Schimitt-Stegmann, 1997). In this process imitation is the crucial aspect of life which will help to identify the self with the environment by the help of active will. Therefore, environment of child should provide opportunity to imitate in a meaningful way. In Waldorf curriculum, standardized tests that are used to assess children's educational progress are problematic because they generally present an incomplete picture of student's abilities. On the other hand, children's products or three dimensional paradigms help adults to recognize emotional, physical, cognitive development of young children. Because of this reason Waldorf teachers assess the development of young children in many ways to understand their balanced whole development.

Consequently, portfolio method (teachers observe, describe and characterize a child's school performance) is found to be more appropriate for Waldorf curriculum's assessment (Petrash, 2002).

## Project Approach & Assessment

Project approach was the central of progressive education in 1960s and 1980s. In today's early childhood education system, it is used by many schools as a way of curriculum. Projects are defined as in depth investigation of a topic which is undertaken with a small group of children or as a whole class. A main focus of the project works is finding answers for the questions which are proposed by teacher, children or both the teacher and the children (Helm & Katz, 2001).

In the project approach, a topic, learning process and results are parts of a whole and indispensable. Moreover, children focus on many skills of themselves in forms of selecting a topic, investigating questions, characterizing findings and contributing to others (Schuler, 2000). Because of this reason active learning of children should be fostered through helping them to use their own questions and directions used as steps for learning. Therefore, in order to be able to understand the functions of the objects, an individual should have hands on experiences with various objects (Feng, 1989).

Assessment in project approach is done through informal assessment techniques. In detail, individual portfolios and observations are done by the teachers through use of developmental checklists and anecdotal notes. Children's self-reflections based on understandings of their own and narratives of learning experiences of whole class, individual or small groups are the major forms of assessment methods used in project approach classes (Helm & Katz, 2001).

## Assessment in Turkish Ministry of National Education – Early Childhood Education Curriculum

Assessment in the system of Turkish Ministry of National Education (MONE) Curriculum is divided in three basic headings; assessment of child, assessment of program and self assessment of teacher.

According to teacher handbook of MONE curriculum in an early childhood setting, a child is to be known by a teacher very well. For this reason, the teacher is to know the developmental characteristics of each child in reference to concrete tools. Teachers can use observational forms, anecdotal records, developmental checklists, standardized tests, portfolios and developmental reports. In the booklet of MONE curriculum, an example of each tool is provided for teachers.

In the MONE curriculum, assessment of a program is done through analyzing the objectives and goals of activities done in the classroom. Teachers are advised to plan the objectives and goals of their activities by considering each child's reflections to activity. Teachers can also asses yearly or monthly program by using their own reflective viewpoint. Moreover, they are also advised to assess their own effectiveness by considering both child's and program evaluation results in the MONE curriculum. Indeed, by analyzing development of their students and the effectiveness of their program, teachers assess their own progress in an informal way.

## Conclusion and Recommendations

Assessment might give dangerous results under two mismatch conditions (Taylor & Nolen, 2008). The first one occurs when there is a mismatch between a school and the world beyond the school. The second one emerges when there is a mismatch between assessment tools and instruction. The curriculum models in early childhood education consider education from different perspectives. Since the models reflect different viewpoints towards education, as a result, they might

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have different assessment strategies. Because of this reason, mismatches between the world beyond the school, assessment tools and instruction can be seen.

In the current paper, mainly four models which are High Scope, Montessori, Waldorf and Project approach are analyzed in relation to their cores and assessment strategies used. Except from High Scope curriculum model, the other three curriculum models have authentic but not standardized system of assessing the development of young children, curriculum or teacher. Indeed, the assessment system of the High Scope curriculum seems informal but it has a standard, some of which are open ended rubrics to be completed at all High Scope schools.

In addition to the models mentioned above, the MONE curriculum is also analyzed in terms of assessment strategies used. The MONE curriculum teacher handbook provides some information for teachers about assessment methods that can be used in classroom settings by providing examples of them. Yet, studies conducted with teachers in Turkey related to assessment issues indicate that teachers still need detailed information and evaluation guidelines about different types of assessment and evaluation techniques (Gelbal & Kelecioglu, 2007; Karakuş & Kösa, 2009). Especially in 2006, educational system of early childhood years in Turkey has changed. A new model of curriculum developed based on constructive perspective. It is, however, still missing some of the requirements of constructivist education in terms of assessment techniques.

Assessment is to be considered as a process and in relation to development of a child at any age should not be considered in a form of product. The studies conducted in Turkey on this issue indicate that assessment is done in a structured way, in predetermined times to learn about the development of an individual. However, it is important to know the process of that development and use appropriate constructivist assessment techniques (Gelbal & Kelecioglu, 2007; Karakuş & Kösa, 2009; Kan, 2007; Öncü, 2009; Ünver, 2007).

In order to have a balance between the goals of education and ways of assessment that can be used throughout the process, teachers are to know assessment and evaluation techniques in accordance with the curriculum models they are implementing. At this point, it is important to consider their viewpoints, needs, and deficiencies related to assessment and evaluation methods they use (Karakuş & Kösa, 2009). Also, it is important to reconsider the issue that through traditional methods it is difficult to assess development of each child in the classroom environments where constructivist education techniques are implemented. Teachers should use different assessment and evaluation techniques. To reach this goal, it is important to provide some in-service training sessions or some other types of professional development activities for teachers to help them to be able to use different assessment and evaluation techniques in their classrooms effectively (Gelbal & Kelecioglu, 2007).

## Limitations

In early childhood years development is so rapid therefore it is very difficult to assess development of young children appropriately (Gober, 2002), and because of this reason assessment in early childhood education is different from the concepts of education in older ages. Finding out appropriate ways to assess development of young children might be very difficult for both teachers and researchers. As a result while preparing the current paper, it was difficult to find out resources on assessment strategies used in early childhood education especially about the stated curriculum models. In the paper the references found mainly focuses on giving information about the curriculum models and do not go into detail about assessment in the curriculum models used. Even in the MONE curriculum, it was difficult to get detailed information about concrete assessment strategies to be used in early childhood education. Because of these reasons, it is very important to focus on comparing and contrasting detailed characteristics of curriculum models in terms of assessment in order to provide resources for teachers and researchers.

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# CONTINUING PROFESSIONAL DEVELOPMENT: LEARNING FROM WORK BASED PROJECTS

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**Abstract:** The learning process in action research provides the means to create knowledge by involving colleagues in negotiation and mediating of knowledge accumulated through multiple perspectives and dialogue. Therefore, the collaborative effort of the colleagues for change oriented actions and improvement of working practices is significant within the work context. The purpose of the study is to report on the reflections and learning of colleagues taken from work based research projects within an action research process in order to understand how those processes contributed to construct knowledge and professional development. The notion of lifelong learning and continuing professional development shows the significance of conducting action researches to enhance learning of others and learning from others in work settings. In this respect, it is essential to determine the importance of data collection techniques in action research processes. Qualitative research methods, including researcher diary and notes and personal observations as professionals, were used to reveal the impact of negotiation, reflection and collaborative efforts on co-constructing knowledge in improving the working practices through action research process. Experiences and reflections of the professionals were analyzed thematically and triangulated. Findings revealed that negotiation and reflection are the essential elements for constructing knowledge within the constructivist paradigm for professional learning. In addition, action research plays the important role of embracing the colleagues' collaborative efforts and mutual engagement for change oriented actions within the work places, with the aim to improve the working practices.

**Keywords:** action research, lifelong learning, professional development, reflection, work-based project

## Introduction

Higher education shifts their practices by the notion of continuous professional development, lifelong learning, knowledge based and learning organizations. In this respect, work-based learning is learning through work that relies on independent and collaborative learning. It is self-management learning with the support of work-place mentors and various types of learning and guidance materials (Johnson, 2001). The development of work-based learning depends on prior learning and experience of the researchers as practitioners. Therefore, deep learning is experienced through work based projects where the experiential learning cycle is followed by structuring perceptual experiences. The experiential learning process is divided into the following steps:

- Definition of the problem.
- Analysis and understanding of the problem.
- Generation of possible options to solve the problem.
- Choice of the most appropriate option.

- Implementation of the chosen solution.
- Evaluation of the result.

In order to sort the real workplace problem out, the adoption of action learning supports the individuals learning abilities with four activities enhancing the work based learning. Namely these activities are; experiential learning, creative problem solving, organization of relevant knowledge and co-learner group support. Activities that are employed in both action learning support the view that provide insights to realize how work based learning incorporate learning theories (Johnson, 2001). For the development of work based learning, there is an essential need to consider new commitments to the life long learning. In this respect, learning in the work place contributes to develop skills enhancement, employability and capacity to deal with change in relation to the personal development learners (Lam et al., 2000).

Moreover, conducting projects for the work setting within work based learning processes help to create highly skilled and flexible workforce, along with an economic stability and up-to-date skills and knowledge (Keeling et al., 1998). A learning project is an instrument for members in a work place to organize learning activities systematically around a central work-related theme or problem. Learning projects are aimed to find out solutions of work problems and to improve professional practices at work. Working people are key characters in the work setting to organize learning activities and projects (Poell, 2001).

Strong pressures and changes are bridging the gap between higher education in the workplace and the industry environment. Due to this reason, the work based learning process gains importance because it improves practices in the workplace and also the industry learning environment (Malfroy & Yates, 2003). To provide a roadmap for the personal and professional contexts for the workers' reflections, work based projects become essential as a reflective practice (Leitch & Day, 2001). In this respect, the construction of knowledge becomes an important process of sharing and managing to address the utility of research outcomes.

The action research and collaborative research advocate doing research 'with' practitioners. Action research is based on changing practices by producing changes in a concrete situation. It relies on a set of action–reflection cycles. Further to this, collaborative research brings closer the world of research and the world of practice and mediates between these two cultures in order to construct knowledge. In work based learning process, both researches approaches play a great role for professional development creating a spirit of reflexive community and community of practice (Argyropoulos & Nikolaraizi, 2009; Savoie-Zajc & Descamps-Bednarz, 2007). There is intensified need to change classic techniques and strategies which can be done by reflecting on collaborative research projects and action research projects to advance an agenda for inclusion bringing or conveying changes to institutional cultures and practices (Vogrinc & Zuljan, 2009).

The underlying principles of action research – reciprocity, reflexivity and reflection are essential in work based research projects for a continuum of critically reflective practice. It is seen that knowledge can be created but also it is used for the benefits of work places and practitioners (Robertson, 2000). In work based research projects, action research and collaborative research are employed to change and develop working practices. Within this research process focus groups are key data collection techniques within qualitative research settings (Parker & Tritter, 2006).The focus group is a tool for collecting qualitative data through moderated group discussion that facilitates and encourages sharing of ideas and a depth understanding of the issues (Breen, 2006; Minnis et al., 1997).

In this research study, the term of work based learning is incorporated by lifelong learning and continuing professional development through work based projects. Learning can be advocated through action research and collaborative research to promote reflective practices for the benefits of both practitioners and working place. In this respect, sharing work experiences based on negotiation and

reflection within action research put forwards how worker researchers play a key role to construct professional and organizational knowledge. Focus groups are the main data collection techniques to enhance dynamic of communication, sharing among research participants and workers researchers. The aim of this research study to explore reflection of worker researchers' experiences through work based research projects and to interpret their learning cycles within continuing professional development. In this respect, following research questions are set;

- How worker researchers perceive work based research projects?
- How worker researches perceive their learning in continuing professional development?
- How worker researchers enhance their practical knowledge through work based research projects and research approach, techniques?

## Methodology

The qualitative research method employed in this study used words and researchers' experiences in order to provide insights to co-construct knowledge. Three different work based research projects were used for this purpose. Practitioners reflections on-action (Schon, 1983) upon their experiences with work based research projects were used, a case study approach was employed to answer at the "how" questions in order to explore interpretations in professional fields (Yin, 1994). The practitioners are here defined as researchers' professionals, as opposed to the traditional professional researches, and in this role they rightly fulfil the work-based research approach (Costley & Armsby, 2007). Three work-based projects were purposefully reflected as a sample with a voluntary participation. The three research experiences in different research contexts enhance credibility of the findings. Data collection methods including researcher diary, notes and personal interviews were used to interpret perceptions of researchers about work based research projects, their learning within continuing professional development, and their reflection through collaborative efforts within action research process. Collected qualitative data were analysed thematically and triangulated. The experiences of three different professionals by different projects reflected the credibility of research findings (Silverman, 2005).

## Findings and Results

The findings of this research show that reflections and negotiation are essential elements in order to construct knowledge within the constructivist paradigm in a professional working environment. The findings also show that the collaborative efforts and mutual engagement between colleagues for change oriented action improved their working practice.

One of the participants wrote:

"Creating mutual understanding was the key success factor and I therefore concentrated fully on creating a good flow of communication"

Another comment was as follows:

"Action research helped me understand how to interpret "two plus two equals to five" and showed me that synergy in activities and between myself and participants played a great role in achieving the goals and objectives of the research"

And again:

'As a result of my participatory action research, the collaborative efforts of volunteer participants and myself contributed change and development in creating a team work culture within the organization and developing the generic skills of students'

The research also showed that engaging in a work based research provides additional challenges, because the worker-researcher needs to find the right balance between his professional capacity and his research engagement. The following sentences were recorded:

"I had dual roles as worker and researcher which created a substantial workload during the research process"

Another participant wrote also:

"I had to manage my dual roles as worker and researcher and cope with a heavy load of teaching as well as responsibilities as an executive peer journal reviewer"

However at the same time the work based research proved to be an effective tool in order to generate knowledge in the workplace for the workplace within the constructivist paradigm, as recorded from one of the participant.

"The work-based approach was surely beneficial as I wasn't a 'professional researcher',on the contrary I was a 'researcher-professional' at ease in his own practice"

The worker researchers perceive therefore their work-based research project as an important tool in order to generate knowledge through the use of reflection and negotiation. They also perceive that their continuing professional development was enhanced by the engagement in a research that was grounded into a working context; this has in fact developed and changed their practice and professional knowledge. This professional knowledge was actually enhanced by the participatory action research projects, which provided changes and development in the professional practice based on the constructivist approach and a teamwork culture.

## Discussion and Conclusion

This qualitative research provided insights on the notion of lifelong learning and continuing professional development that underlined the significance of conducting action researches in work settings. This research gives valuable findings on enhancing learning of others and learning from others in work settings (Norton et al., 2010). In a co-construction of professional knowledge, work based projects become a great change to reveal critical analysis and reflection ability on learning process (Malfroy & Yates, 2003). In this respect, this research yielded reflection and critique to learning; shared colleagues' work experiences based on negotiation and reflection within the action research paradigm are significant in the construction of knowledge. This research study relies on mutual engagement in a collective interactive process for professional learning and experiences (Lam et al., 2006; Smith & Betts, 2000).

This research study shows that the learning process in action research creates knowledge by involving colleagues in negotiation and mediation of knowledge, as it is accumulated through multiple perspectives and dialogue. Therefore colleagues' collaborative effort for change oriented actions and improvement of working practices is significant within the work context (Savoie-Zajc & Descamps-Bednarz, 2007).

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