



Qun Ding

**Study of the Open Education model Employed at
China's Largest Adult University**



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Thesis presented to the University of Aveiro to fulfil the formalities essential to obtain the degree of European Master in Higher Education (Erasmus Mundus), done under the scientific supervision of Professor Dr. Júlio Pedrosa, Professor Catedrático of the University of Aveiro.

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thanks

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palavras-chave

modelo de Educação Aberta, estudantes adultos, andragogia, aprendizagem auto-conduzida, motivação

resumo

Esta dissertação explora a aplicação do modelo Open Education (educação Aberta), a partir da perspectiva dos estudantes e dos professores da maior Universidade para adultos da China, Chinese Radio and TV University (Universidade Chinesa de Rádio e Televisão).

Foi realizado um inquérito, por questionário auto-administrado, aplicado a 28 professores e 299 estudantes, na filial provincial, Anhui Radio and TV University. Destes foram escolhidos os que preencheram o questionário de modo completo, ou seja, 180 estudantes e 19 professores que terminaram o estudo. Os estudantes relataram que o modelo Open Education lhes permitiu atingir um nível superior de avaliação da sua própria aprendizagem, bem como melhorar a auto-aprendizagem. Infelizmente, a aplicação deste novo modelo não atingiu o efeito desejado.

Este estudo tenta ainda compreender porque o efeito desejado não foi alcançado, comparando o modelo aberto da instrução com outras teorias de aprendizagem do adulto. Os resultados fornecem um guia para o desenvolvimento e melhorias incrementais ao modelo aberto da instrução

keywords

the Open Education model, mature students, andragogy, self-directed learning; motivation

abstract

This dissertation explores the application of the Open Education model from the perspectives of students and teachers employed at China's largest adult university, Chinese Radio and TV University. A self-administered questionnaire was conducted among 28 teachers and 299 students in the provincial branch of Anhui Radio and TV University. Of those chosen to complete the questionnaire, 180 students and 19 teachers completed the study. Students reported that the Open Education model enabled them to hold a higher level of accountability for their own learning and to learn independently. Unfortunately, the application of the new model has not achieved the desired effect. This dissertation explores why the desired effect was not attained by comparing the Open Education model with other adult learning theories. The findings provide a guide for further development and improvement in the Open Education model.

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Chapter 1

Introduction

1. Context of the Study

Chinese economy has changed from one that is static and centrally planned to a dynamic market-oriented approach. This transition, along with rapid economic growth, has led to a series of profound social and economic changes that began in the early 1990s. These changes have influenced traditional ideas and ordinary Chinese people have become aware that they need to upgrade their knowledge and constantly refresh their skills due to higher employment pressures and competition. These developments have stimulated a large number of mature students to return to campuses and begin college programs. Many of these students have been away from formal study for some years. These mature students are sometimes called adult or non-traditional students and include adults who may have attended college for a year or more and then dropped out, adults who received a degree but found they needed additional education, and adults who never attended colleges (Apps, 1981: 11).

In China, Chinese Radio and TV University is the largest adult university and enrolls 65.2% of Chinese distance higher education student.¹ At this university, 97% of its adult students have jobs.² This explains why most students at this University tend to attend courses on a part-time basis. Chinese Radio and TV University is comprised of 32 provincial institutions, each of which includes several branches. These branches do not have self-governing power and are under the policy-making control of Central Radio and TV University.

¹ Retrieved January 18, 2005, from China Education and Research Network: <http://www.edu.cn>

² Retrieved December 20, 2004, from China Education Newspaper Network: <http://www.jyb.com.cn>

In 1999 the Ministry of Education authorized Chinese Radio and TV University to carry out a new teaching and learning model called the Open Education model. This new model is an important component in the implementation of the “Chinese modern distance education project” and was also a key experiment for “expanding the scale for open learning, improving quality, increasing effectiveness and making the university more distinguished”(Chongqing Radio and TV University, 2000). The main aims of the Open Education model are the following: (a) To contribute for the massification of higher education; (b) To develop student’s abilities to learn how to study and to learn for life; (c) To develop Chinese lifelong education systems according to a twenty-first century educational promotion action plan. The core contents of this model are to enhance support and service systems and build multimedia educational resources whereby student-centered models may be developed (Chongqing Radio and TV University, 2000).

The many branches of Chinese Radio and TV Universities have used the Open Education model to undergraduate programmes since 2000. By the end of 2004, 331,200 students educated through the new model of education had graduated. This represents only 22.2% of all students enrolled in programs using the Open Education model.³ The new model has been utilized for five years. Two intensive evaluations of the model were conducted. The first evaluation focused on its effectiveness to transform educational ideologies. The second evaluation was concerned with quantifying the number of students participating in courses and the number of times they used resources associated with the Open Education model, such as online discussion group. Little attention has been paid to the effect of the new model for helping mature students to learn.

³ Retrieved December 15, 2004, from China Radio and TV University Network: <http://www.crtvu.edu.cn>

2. Statement of the Problem

This paper aimed at investigating how far the goals have been established, and whether the strategies adopted in this model match those proven to be effective with mature students. Therefore, the purpose of this study was twofold: first, to conduct an empirical investigation of behaviors and attitudes exhibited by students and teachers in the Open Education model, and second, to examine how these behaviors and attitudes may be affected by the background of adult students and lecturers.

In order to test the first aim of the study, eight research questions were formulated: (a) do students know the course outline before they began the course?; (b) do students frequently use educational resources on the internet including online self-evaluation tests and the course programme website and attend course-related discussion groups and give comments at seminars?; (c) do students prepare study plans at the beginning of each semester?; (d) are students satisfied with their teacher's ability to clarify the purpose and instructional rationale of courses, with supplied educational resources and with the effect of small-group discussion?; (e) what are students' perspectives regarding the roles of the lecturers and importance of study plans?; (f) are teachers aware of the special needs of mature students and are they familiar with the theories of adult education?; (g) do lecturers provide learning materials online and do they answer students' questions via the internet over the course of the semester?; (h) what are teachers' attitudes toward student performance in the seminars and the self-capability of the teacher being a learning facilitator?.

In addition, four research questions were formulated to address the second aim: (a) do students with prior learning experience such as having experiences related to the same program offer comments during seminars more frequently?; (b) do students who studied longer under the Open Education model have a better understanding of the facilitator's role than other students?; (c) are adult students motivated to return to higher education by external pressures or internal pressures?; (d) what are behaviors and attitudes of teachers

influenced by their personal background situations such as if they were full-time or part-time lecturers, if they attended training on the new model, and the length of time in which lecturers have participated in the new model?.

3. The Organization of the Dissertation

The first chapter, “ Introduction”, presents the context of the study and identifies the research problem. The second chapter, “Literature Review”, summarizes the theories about adult teaching and learning in order to provide a basis for the subsequent development of hypotheses. The third chapter, “Fieldwork Design and Methods”, constructs hypotheses, identifies the variables in their operational form and describes how to design research instruments and carry out the survey. The fourth chapter, “Results of the Fieldwork”, shows the data such as the tables and graphs produced by the SPSS 14.0 Programme and indicates whether the data justified acceptance or rejection of the hypotheses. The Fifth chapter, “Result Analysis and Discussion”, discusses the reasons why the results didn’t turn out as expected through analyzing results.

Chapter 2

Literature Review

1. The Basis of the Andragogy Model

The purpose of this section is to identify relevant assumptions that constitute andragogy theories. These assumptions should help to clarify the basis for the development of adult learning and teaching. Andragogy is the most prominent theory regarding adult learning in the second half of twentieth century and is defined as the art and science of helping adults learn, in contrast to pedagogy that is the art and science of helping children to learn.

Malcolm Knowles (Knowles et al., 1998), the father of andragogy theories, proposed six assumptions as the core of the andragogical model that differentiates adult learners from child learners. The first assumption is that adult learners feel the need to know why they need to learn something, what learning will occur and how learning will be conducted before it is undertaken. Because adults prefer to perform goal-setting activities more than children, adults invest considerable energy into probing the benefits they will gain from learning it. The second assumption is that adults have greater need to be responsible for their own decisions and their own lives. Adult students have an independent self-concept and can direct their own learning, however, these students are often treated as dependent in traditional pedagogy. This means that adult students experience conflicts between their prescribed role as a dependent learner under the traditional model and their psychological need to be self-directing. The assumption that adults are self-directed learners is the most important of the six assumptions and important adult learning theories are firmly rooted in this principle (Knowles et al., 1998: 64-68).

A third assumption of the andragogical model is that adults bring a greater volume and different quality of experience to an educational activity than do younger learners. Knowles et al. (1998) regarded adults' experience as rich resources for learning. The fourth assumption is that adults are ready to learn what is needed in order to cope effectively with their real-life situations. And the fifth assumption is that adults generally prefer to use a problem-solving learning orientation in contrast to children and youths who use a subject-centered learning orientation. Pastirik (2006) found that the use of problem-solving learning in a large class with one faculty tutor augmented by an on-line course website was an overall positive experience for the students. Furthermore, adults usually show high interest in learning because of the immediate application of knowledge to real life. In the sixth assumption, adults are more often motivated to learn by internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like) but they are also responsive to some external motivators (better jobs, promotions, higher salaries, and the like) (Knowles et al., 1998: 64-68).

2. Self-directed Learning

Self-directed learning (SDL) emerged from Knowles' second andragogical assumption that an independent self-concept does exist in adult learners' sub-consciousness. SDL, the centerpiece of the andragogical model, has developed into a pillar of adult learning theory and has kept abreast of andragogy (Merriam, 2001). The following key elements in self-directed learning were identified by Tennant (1998:10): (a) knowledge and the ability to apply the basic process of planning, conducting, and evaluating learning activities; (b) the ability to identify one's own learning objectives; (c) the ability to select the appropriate planning strategy and planner expertise; (d) the ability to direct one's own planning when that course of action is appropriate; (e) the ability to make sound decisions about the setting and time management of learning activities; (f) the ability to gain knowledge or skill from the resources utilized; (g) the ability to detect and cope with personal and situational blocks to learning; and (h) the ability to renew motivation.

Those elements indicate that self-teaching, through which learners are capable of taking control of the mechanics and techniques of teaching themselves, and personal autonomy, occurring when an individual assumes ownership of learning and takes control of its goals and purposes, are two concepts of SDL (Knowles, et al., 1998: 135). Among SDL theories, Grow, as mentioned by Knowles et al, presented that self-directed learning was situational and instructors could match the learner's stage with appropriate instructional strategies and different roles in the formal classroom setting to foster self-directed learning (Knowles et al., 1998: 136-139). Grow's stage self-directed learning model is the most practicable, for there are many factors that individual weigh in choosing whether to behave in a self-directed way at a particular point such as learning style, previous experience with the subject matter, previous learning socialization, social orientation and so on (Knowles et al., 1998: 136-139).

3. Transformative Learning

As discussed earlier, the adult learner brings memories of and knowledge gained from rich previous personal experiences into the classroom. As stated in the third assumption of andragogy, the role of the adult learner's experience focuses on how this experience serves to shape or inhibit new learning.

From this assumption, the following three theories of mental schema learning emerged (Knowles et al., 1998: 140): Firstly, learning is labeled as either 'single-loop' or 'double-loop' learning. Single-loop learning is that which fits prior experience and existing values and enables the learner to respond in an automatic way. On the other hand, double-loop learning is that which does not fit the learner's prior experience, or schema, and requires learners to change their mental schema in a fundamental way. Secondly, learning is regarded as either 'knowing-in-action' or 'reflection-in-action'. Knowing-in-action refers to the somewhat automatic responses based on our existing mental schema that enables us to perform efficiently in daily actions. Alternately,

reflection-in-action is the process of reflecting while performing to discover if existing schemas are no longer appropriate, and choosing those schemas that are appropriate. Thirdly, accretion, tuning and restructuring are three different modes of learning in relation to schema. Accretion is typically equated with the learning of facts and involves little change in schema. Tuning involves a slow and incremental change to a person's schemata. Restructuring involves the creation of new schema and is the hardest type of learning for most adults.

Learning is viewed as the process in which the schemas of a learner change from a quantitative to qualitative process. According to McGuire and Inlow (2005: 370), Mezirow (2000) presented that transformative learning refers to the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove to be more true or justified to guide action. Kiely et al. (2004) classed transformative learning as one of particular dimensions in the process model of adult learning.

Kolb, as referred by Knowles et al. (1998: 146-149), brought up the experiential learning with interest based on the transformative learning theories. He suggested that learning was not so much the acquisition or transmission of content but was better described as the interaction between content and experience, whereby new knowledge was created through transformation of experience. Kolb's experiential learning fits exactly with the fifth assumption of andragogy where adult learners generally prefer a problem-solving orientation to learning. Thus, adult learners tend to be more motivated toward learning that is closely related to a real-life context.

4. Motivation to Learn

The main point of these adult learning theories is to help stir the internal learning motivation of adult learners and to provide learning opportunities that will be effective learning according to the andragogical assumptions regarding adult motivations to learn. The need for internal satisfaction is regarded as the most potent motivator for adult students (Knowles et al., 1998). Sewell (2000:318) expressed the similar view that mature students might be more likely to be studying out of interest or for pleasure rather than for vocational motives. Wlodowski suggested that adult motivation to learn was comprised of four factors: success - adults want to be successful learners; volition - adults want to feel a sense of choice in their learning; value - adults want to learn something of value; enjoyment - adults want a pleasure learning experience (Knowles et al., 1998: 149). This theory of motivation indicates that personal value should be fully respected in adult learning. This is consistent with the expectancy theory which states that adult learners will be the most motivated when they believe they can learn the new material (expectancy) and that the learning will help them with a problem or issue (instrumentality) that is important in their life (valence) (Knowles et al., 1998). If this is the case, what should be the role of the teacher in order to effectively assist adult learning?

5. Conceptions of a Teacher in Adult Learning

This section will address the concept of what it means to be a teacher in regard to adult learning. To begin, it will help to understand that tasks are asked of teachers in adult education. These tasks involve two main orientations to teaching (Kember, 2000: 30): knowledge transmission and learning facilitation. The teacher takes on the role of facilitator in the latter while the teacher is expected to be an instructor in the former. As mentioned earlier, the six assumptions of andragogy consider the internal needs of adult students, respect them with an individual identity, and place equal importance upon the adult as a learner and the teacher as a facilitator. This title, facilitator, is good expression of the equalization education. Furthermore, the main task of teaching to adults is to facilitate

learning.

The first task for a facilitator of learning is to help learners become aware of their “need to know” and for them to discover the gaps between where they are now and where they want to be so as to enkindle their enthusiasm for learning. Consequently, facilitators acted as motivators. According to Knowles et al. (1998: 150), teachers who expect to be good motivators should develop the following characteristics and skills: expertise (the power of knowledge and preparation), empathy (the power of understanding and consideration) enthusiasm (the power of commitment and animation) and clarity (the power of language and organization).

The second task for a facilitator is to assist adults so they may learn in a way that enhances their capabilities as self-directed learners. Facilitators should be motivated to learn what students need. The adult educator Freire, as mentioned by Jarvis (1995: 150), advocated similar ideas believing that: the educators must a co-learner and listen to those who have a learning need in order to serve a diagnostic function. This enables the educator to learn the language of the potential learners and also to identify with them. As referred by Harpaz et al. (2005), the teacher’s positive attitude toward students can create effective learning. The teacher as the role of a co-learner should help each adult student to diagnose the gap between his or her aspirations and his or her present level of performance. In this way they more fully realize who they are and build up their self-concept as independent learners.

The third task for a facilitator is to foster reflection on the part of adult students and to help them achieve deeper learning. It is important to note that reflection is the key to transformative learning. The educator’s job is not only to transmit or implant new ideas, but also to modify old ones that may get in the way of new ones (Knowles et al., 1998: 147). The facilitator helps the students to apply new learning to students’ experience and thus to make the learning more meaningful and integrated.

6. The Open Education Model

This section will introduce the new Open Education adult learning model used by Chinese Radio and TV University in recent years and provide a basic framework of the model as the research subject of this dissertation.

For the past five years, the many branches of Chinese Radio and TV University have carried out the new teaching and learning model to undergraduate programmes calling it the Open Education model as the Implementation of the "Outline for the Chinese Educational Reform and Development" authorized by the Ministry of Education. The Ministry of Education actively pushed forward the process of open education and modernization of teaching so as to create a firm basis for building up a modern open university with Chinese characteristics (Chongqing Radio and TV University, 2000).

Since 2000 the Ministry of Education and Central Radio and TV University have employed this new teaching and learning model to undergraduate programmes calling it the Open Education model. Tight (1996: 88) states that "learning concepts can be divided into two groups: those which mainly focus on the perspective of the organization providing education or training such as distance, flexible and open learning or education; and those which are more concerned with the perspective of the individual learner such as action, discovery, learner-managed and student-centered learning." The Open Education model should be an overlap between two above learning: it encourages widespread access to and participation in education while it suggests a learner-centered philosophy that describes courses flexibly designed to meet individual requirements.

6.1 The Organizational Perspective

Tight (1996: 95) presents that the use of the term 'open' admits that education and learning have traditionally been 'closed' by various barriers including entrance requirements, time constraints, financial demands, geographical distances, and, much more subtly, social and

cultural barriers, as well as those of gender. Chinese Radio and TV Universities are dedicated to helping adult students overcome some of these barriers such as entrance requirements, time constraints and geographical distances to their further education. Firstly, the institutions adopted an 'open entry' policy meaning that adult students are exempted from an examination before entry (Chongqing Radio and TV University, 2000). This 'open entry' policy combines democratic notions about equality of educational opportunity with what may seem to us in China to be unwarrantably optimistic assumptions regarding the educability of the majority of adults. As a result, Chinese higher education rejects any attempt to select students for adult education (Stephens, 1992: 993). This is the first time in Chinese higher education history that this has occurred.

The second effort by Radio and TV University to overcome student barriers was the implementation of flexible courses to meet individual requirements. By doing so, the new model challenged the previous model in which there is a unified study time fixed by the school in the traditional pedagogy. The new model also reduced the number of face-to-face lectures. Now the class hours dedicated to information lectures are only one-third of the class hours required by the course. Because of these students are more motivated to learn from the network, environment and service created by institutions in order to realize the space-time separation between teaching and learning (Chongqing Radio and TV University, 2000). These measures solve the conflict between mature students' work and study and at the same time remove barriers of time constraints and geographical distances.

6.2 The Individual Learner's Perspective

The new model has broken from the traditional pedagogy and shows different characteristics. The goal of the new model is to achieve learning autonomy through learning guidance and learning assistance (Chongqing Radio and TV University, 2000).

6.2.1 Learning Autonomy

Cultivating the independent learning capabilities of adult students is the aim of the new model with the expectation that adult students will be motivated to self-advocacy and will become learning subjects in the learning process (Chongqing Radio and TV University, 2000). Firstly, adult students will be required to formulate an individual study plan at the beginning of every new semester (Chongqing Radio and TV University, 2001). Then, they can lay out study schedules and control the learning process on their own according to their personal daily timetable. Secondly, students will be encouraged to find educational recourses and information by themselves. It will be possible for many educational resources including multimedia-assisted course materials, to be uploaded from the Internet so that students can choose the appropriate materials to learn. Thirdly, students will be expected to actively attend diverse kinds of teaching activities such as lecture, group discussion, web interaction and question & answer sessions, and the like (Chongqing Radio and TV University, 2001). Lastly, students should finish assignments on time and evaluate their progress periodically through online self-examination (Chongqing Radio and TV University, 2002).

6.2.2 Learning Guidance

Learning guidance is an important factor to help adult students to achieve learning autonomy. Lecturers, as those who are responsible to guide the learning process, will mainly act as guides and facilitators (Chongqing Radio and TV University, 2000). In the new model, lecturers will be facilitators, whose main responsibility is not to control students but to release them and inspire their inner enthusiasm into the learning process in order to attain effective learning. To do this, teachers should introduce the goals, tasks and features of the course at the beginning of instruction. This will help students to know what they will be expected to learn and why it is important. In addition, facilitators should give the general structure of the course and its study methods in order to help adult students master the learning process and step into student roles quickly and easily. Secondly,

facilitators should not parrot a text but give a series of inspiring lectures to stimulate students' study interest. Thirdly, facilitators should make resources available on the Internet and give directions regarding how to use the digital, multimedia and interactive special platforms. These electronic resources are very important mediums to allow for learning autonomy. Fourthly, facilitators should also be a manager who is responsible for arranging learning events such as face-to-face lectures, study teams and group discussion (Chongqing Radio and TV University, 2001). In addition to arranging these events, facilitators should show students how to involve themselves in the seminars and group discussion learning events (Chongqing Radio and TV University, 2002).

6.2.3 Learning Assistance

Learning assistance is the other means to help achieve learning autonomy. (Chongqing Radio and TV University, 2000) It refers to the external environment of teaching and learning. Firstly, universities can supply a network environment and service such as video courses and online self-examinations (Chongqing Radio and TV University, 2002). Secondly, coordinators and teachers should give students multifarious support. At the beginning of a new semester coordinators should share information about the Open Education model to help students understand and adapt to the new model. They should also help students organize study plans and supply technology support including information regarding how to access the course program and related study materials on the Internet (Chongqing Radio and TV University, 2001).

Chapter 3

Fieldwork Design and Methods

3.1. Formulated Hypothesis

The following hypotheses were formulated:

- (a) The application of the Open Education model has not achieved its desired effect: all students do not know the course outline before the course began; all students do not use the online educational resources or self-evaluation tests frequently, they do not access their programme website to check information, nor do they attend course-related discussion groups or frequently gave comments at seminars; all students do not prepare study plans at the beginning of each semester; all students are not satisfied with their teacher's abilities to clarify the purpose and instructional rationale of courses, with supplied educational resources and with the effect of small-group discussion; all students do not realize the importance of study plans and the role that the lecturers are playing; all teachers are not aware of the special needs of mature students nor are they familiar with the theories of adult education; all lecturers do not frequently provide learning materials online nor answer students' questions via the internet over the course of the semester; generally speaking, most teachers are not satisfied with student performances in the seminars but are satisfied with teachers' self-capability of being learning facilitators.
- (b) Students who have prior learning experience such as having experience in the same program before attending give comments at seminars more frequently.
- (c) Students who study longer in the Open Education model perceive the role of facilitator more clearly than others;

- (d) Most of adult students are primarily motivated to return to higher education systems by internal pressures rather than external pressures;
- (e) Teachers who were full-time, received the Open Education model training before, and spent more time teaching in the new model show a more positive attitude toward the self-capability of teachers' role as a learner facilitator than others.

3.2. Rationale for the Hypotheses

The first hypothesis was used to describe the present situation surrounding the application of the Open Education model and explore the attitudes and performance of students and teachers in the new model. Its purpose was to provide the basis of the discussion part.

The intention of the second hypothesis was to confirm the relationship between students' prior learning experience and their performance. This hypothesis was reconciled with the third assumption of andragogy which states that the experience adults bring to the learning process has a very important impact on that process. On one hand, experience can aid in learning new knowledge if this knowledge is presented in such a way that it relates to existing knowledge and mental models. On the other hand, those same mental models may be giant barriers to new learning when the new learning challenges them (Knowles et al., 1998: 143-144).

It was that hypothesis three would test the transformation of adult students' ideologies regarding the new model. Evidently adult students in China are still in the first stage of change known as the "unfreezing". During this time, existing beliefs and perspectives were unfrozen, but not yet changed (Knowles et al., 1998: 144). For this reason, the transformative process needs more time.

Hypothesis Four related to the last principle of Knowles' andragogy (Knowles et al., 1998). Instead of internal motivation, Osborne et al. (2004: 312) states that external motivators such as professional advancement and career enhancement were the most important factors influencing adult students' decisions to return to higher education. Furthermore, motivation was also attained through clearly stated learning objectives at the beginning of instruction. As mentioned by Knowles et al. (1998: 189), Research done by Bandura in 1982 identified the following two instructional variables: self-efficacy (one's belief that one can execute a given behavior in a given setting) and outcome expectancy (one's belief that the given outcome will occur if one engages in the behavior).

It can be inferred that the teacher as a facilitator is an important partner in the learning process and that the teacher's beliefs influence students. Therefore, the goal of the last hypothesis was to find the relationship between the teacher's background and his or her attitude regarding the Open Education model. According to some empirical experience, full-time staff members have more dedication to the new model than part-time staff because part-time staff members feel dissociated from the main body of the school. In addition, attending the training about the new model and participating in the new model longer would improve teachers' abilities to perform in the Open Education model. In summary, the last four hypotheses would supply empirical evidence to explain the reasons for the facts the first hypothesis would describe.

3.3. Operational Definitions of the Variables

The background characteristics of adult students and teachers and students' motivations for studying were chosen as independent variables. Background characteristics of adult students used in this study involved their prior learning experience, while background characteristics of teachers involved whether or not they received training on the Open Education model and if they had experience teaching under the model. Motivation was defined as the reasons for which students returned to higher education and chose the

programs in which they participated. It was therefore hypothesized that these independent variables would affect the following dependent variables: the behaviors and attitudes of students and lecturers in the Open Education model. Student behaviors referred to learning-related behaviors while teacher behaviors referred to teaching performance. Student attitudes indicated attitudes toward teachers and toward the instructional approach, while teacher attitudes indicated views on self and students.

3.4 Methods

A survey was used to examine students' and teachers' experiences within undergraduate programmes in the Open Education model. The self-completion questionnaire as a quantitative method was employed in this research. Firstly, survey research is highly flexible. It is possible to describe a situation and study relationships between variables, and the like (Muijs, 2004:44). The research questions were chosen to confirm relationships between different variables. Secondly, the method is also efficient in terms of our being able to gather large amounts of data at reasonably low cost and effort compared to other methods like observation (Muijs, 2004:44). Thirdly, the self-completion questionnaires could be sent out in very large quantities at the same time so that research time was saved. Fourthly, interviewer effects are eliminated since there is no interviewer present when a self-completion questionnaire is being completed (Bryman, 2004:133). So candid answers to the Open Education model were expected in the research. The research instruments designed for collecting data were two self-completion pencil and paper questionnaires. One was called student questionnaire while the other was named teacher questionnaire.

3.4.1. Questionnaire Design

The student questionnaires consisted of three parts: Part one of the questionnaires sought to obtain some background information with questions about adult students' prior learning experience; Part two focused on adult students' motivation for learning; Part three concentrated on self-reported learning experience in the process of the new model.

The teacher questionnaires examined three aspects: background, self-reported teaching experience in the new model and self-evaluated abilities regarding the conceptual and theoretical framework of adult learning and helping learners become self-directing. The third part was an adaptation of Self- Diagnostic Rating Scale Competencies for the Role of Adult Educator/Trainer in Core Competency Diagnostic and Planning Guide (Knowles et al., 1998:217).

To address the shortcomings of forced choice questions, the questionnaires were supplemented with open-ended questions so as to provide clarification of respondents' perceptions of the Open Education model. It was hoped that Open-ended questions that were thematically collated and summarized would help understand the quantitative results better. The closed questions were computer analysed to derive simple descriptive statistics and some inferential statistics. Moreover, the 'do not know' option was included in choices in order to avoid the risk of forcing people to express views that they do not really hold (Bryman, 2004:156).

3.4.2. Sample Definition

The provincial branch of Anhui Radio and TV University, located in the east of China, is a relatively small institution dedicated to the education of mature students. Most courses take place in the evening because most students are in full-time employment. More than 1700 part-time students are currently enrolled, among which 598 undergraduate students are participating in the Open Education model.⁴

Part-time undergraduate students whose student number is odd were all included in the sample. This means that probability samples in which the selection is entirely mechanical were used so as to prevent bias in the process of investigation. The student questionnaires were administered on the 26th and 27th on February, 2006 that were school attendance

⁴ The number is provided by the registry at the Provincial Branch of Anhui Radio and TV University

register dates for the second semester. When students registered for the second semester, coordinators in different programs were responsible for sending out the questionnaires to them. It was not until their coordinators contacted them that the students knew that they were part of this survey. The course coordinators explained the purpose of the study and the function of the questionnaires to the students and the need for consent was explained verbally. Completion of the questionnaires was conceded as consent. Each student questionnaire was distributed and returned within a class period. 180 student questionnaires were returned and the response rate was 60.2% out of a possible 299 returned student questionnaires. The student sample included 180 respondents, among which there were 69 males and 111 females. They were studying four different undergraduate subjects in the school. The average age of adult student samples was 28.6 ± 4.2 years old (Table 1).

Table 1 Characteristics of the Samples

Name	Number	Average age range (year)	Average length of participation in the new model (year)
Student respondent	180	28.6±4.2	
	69 Males/ 111 Females		
Teacher respondent	19		3

Source: Fieldwork.

In addition, there were about 15 full-time lecturers and more or less 50 part-time teachers, among which 14 full-time subject lecturers and 14 part-time teachers teaching undergraduate subjects were partaking in the Open Education model. The teacher questionnaires were sent out to all the teachers participating in the new model since the total was small. They had participated in the new model for an average of 3 years (Table 1). Of a total of 28 subject lecturers, 19 completed questionnaires were returned, giving a response rate of 68%.

Permission was granted by the provincial branch of Anhui Radio and TV University. According to the ethical protocol, all participants were fully notified of the aim and process of this study. They were informed that participation was voluntary and it was stressed that all personal data would be handled confidentially. Their identities were not revealed in the

questionnaires.

3.4.3. Independent Variable

In this ex post facto study the background information of the students and the teachers was chosen as the independent variables since it can be assumed that if there was a relationship between their background information and their attitudes and behaviors in the Open Education model, the latter were more probably influenced by the former rather than the reverse. The students' background information comprised seven items divided into two parts. The first part described personal simple information consisting of "Are you male or female?", "How old are you?" and "What is your programme at this university?". 1 stands for Male and 2 represents Female in the variable 'sex'. The second question was an open question. The third question was measured with a four-point scale: 1 for 'Management', 2 for 'Law', 3 for 'Accounting' and 4 for 'Finance'. The second part describing students' prior learning experience was composed of three items: "What is the highest educational level attained before attendance?", which was oriented on a five-point scale: -1 for 'don't know', 1 for 'Higher school', 2 for 'University but not to degree level/Higher education lower level', 3 for 'University to degree level/ Higher education upper level tertiary' and 4 for 'others'; "How long have you studied at this university?", which was an open question; "Did you have experience in the same field prior to entry on this programme?" that was oriented on a three-point scale: -1 for 'don't know', 1 for 'Yes' and 2 for 'No'. Also there were three variables about the teachers' background characteristics: "Are you a part-time or full-time teacher?"(1=Part-time, 2=Full-time) "Do you attend the training programme about the new model?" (1=Yes, 2=No) and "How long have you participated in the new model?" which was an open question.

Besides the above variables, since it could be assumed that student behaviors and attitudes in the Open Education model were more probably influenced by their motivation, there was an independent variable about motivation in the student questionnaire: "What is the

main reason for you to return to Radio and TV University?”. The first variable was rated on a seven-point scale as follows: ‘don’t know’, ‘To avoid the national examination’, ‘To acquire a new start after a life-transforming event such as redundancy and divorce, and the like’, ‘To want to gain promotion within the same general employment area for reasons such as higher salaries and higher positions’, ‘To want a qualification as a way out of present dead-end job and find another suitable job’, ‘To enjoy learning really in order to improve self-esteem, quality of life and so on’ and ‘other’.

3.4.4. Dependent Variable

Students’ learning-related behaviors, students’ attitudes toward the teachers, teachers’ performance, teachers’ views on self and students, and general knowledge and subject knowledge lecturers have were selected as the dependent variables in this study. Students’ behaviors include performance in a simulated situation, number of question asked, time devoted to learning, and the like (Tuckman, 1978: 363). The corresponding items were “Did you know a course outline/syllabus that listed the objectives the course was intended to help you accomplish and content units before you begin the course?” (1=Yes, 2=No), “How often do you use the educational resources available at the programme web?”, “How often do you use online self- evaluation tests?”, “How frequently do you access your programme web to check information?”, “How often do attend discussion groups?”, “How often do you give comments at a seminar?”. For each of the items, students were asked to provide a response on a four point Likert scale: -1 for ‘don’t know’, 1 for ‘Never’, 2 for ‘Occasionally’ and 3 for ‘Frequently’. Besides, two other variables were “Which of the following best describes ways for solving questions if you have doubts?” (-1 = don’t know, 1 = Lecture, 2 = Classmates, 3 = Group discussion, 4 = Release questions through program web, 5 = Others) and “Do you prepare a study plan at the beginning of every new semester?”(1= Yes, 2 =No, 3= I don’t know what a study plan is). Attitude toward the course or instructor is a potential dependent variable in the affective domain (Tuckman, 1978: 361). The corresponding items were “How would you evaluate the ability of your

teachers?’ in clarifying the purpose and instructional rationale of courses at the beginning of instruction in the new model” with a five point likert scale ranging from ‘Absent’ to ‘Very high’, “How satisfied are you with the effect of small-group discussion?” with a five point Likert scale ranging from ‘Very dissatisfied’ to ‘Very satisfied’, “How helpful is the study plan you make at the beginning of every new semester?” with a four point scale ranging from ‘Not at all helpful’ to ‘Very helpful’ and “What do you think is your teachers’ main role now?” (-1 = don’t know, 1 = To explain subject matter and give necessary information clearly in the classroom, 2 = To give inspiring lecture plus guide discussion, 3 = To inspire students interest and involve them in discussion, 4 = To give expert advice about self- directed learning efficiently). The last item is the educational resource index which is a sum score indicating to what extent students were satisfied with the content of provided educational resources such as web materials, textbooks, guidance materials and other educational resources. A high score would indicate a favorable attitude towards educational resources and a low score would show an unfavorable view on the issue.

The dependent variables about teachers’ performance were “How often do you upload the materials available as resources for learning in a semester?” and “How often do you answer students’ questions through internet?”, which were scored from 1 ‘Less than once a month’ to 4 ‘Once a week’ plus 5 ‘Others’. The only variable about attitudes toward adult students was “How satisfied are you with students’ behaviors in seminars?” scored from 1 ‘Very dissatisfied’ to 5 ‘Very satisfied’. Measures of self-concept and of value orientation are relevant in some studies of classroom effects (Tuckman, 1978: 361). Two variables about teachers’ self-evaluation were “How would you evaluate your ability to conceptualize and explain the role of teacher as a facilitator and resource person to your students?” and “How would you evaluate your level of interest in the objective determination of your teaching effectiveness in the new model?”, whose responses ranged from ‘Absent’ to ‘Very high’. Besides, two indexes indicated to what extent subject lecturers estimated their abilities as learning facilitators. A high score would suggest a

positive attitude toward their self-ability as learning facilitators and a low score would show a negative view on the issue. In addition, two items about general knowledge and comprehension teachers gain were “Do you understand mature students’ special needs?”(1=Yes, 2=No) and “To what extent are your familiar with the theories of adult education learning?” oriented from ‘Very unfamiliar’ to ‘Very familiar’.

3.4.5. Procedure

Sample students and teachers were told that the study related to the Open Education model at the provincial branch of Anhui Radio and TV University and that they should not take the instrument more than once. Instructions given in two questionnaires were suitable for Chinese in that Chinese people were used to using ticks to answer questions. Non-respondents were not followed up in that a response rate of above 60% is acceptable (Bryman, 2004:135). Furthermore, the time of the investigation was very limited. In addition, there were some reasons for employing half the population as samples: first, a sufficient sample size was guaranteed for analysis because not all the adult students registered on the required date and a low response rate is always a problem in social surveys; secondly, selected representative samples were easily controlled through the simple selective mode since coordinators who were responsible for selecting students maybe had few concepts of representative samples.

3.5 Significance of the Study

It is hoped that this study will begin to answer some of the questions that educators at Chinese Radio and TV University have concerning the effect of the Open Education model. The Ministry of Education and Central Radio and TV University made a nation-wide evaluation of the experimental program three years ago. The study intended to further investigate problems in the use of the new model and the reasons that may have caused them. It also intended to explore ways to solve the problems so as to achieve the desired effects of teaching and learning in the Open Education model.

Chapter 4

Results of the Fieldwork

A representative sample of 299 mature students and 28 lecturers were invited to participate in the survey, of which 180 mature students and 19 lecturers returned questionnaires. Not all respondents answered all questions. To reflect the content of the questionnaires and students' opinion in the open-ended questions, the findings were presented within the five hypotheses mentioned earlier. The data was analysed using the SPSS 14.0 Programme (Statistical Package for Social Science Version 14.0). Descriptive statistics of population expressed such as percentages, mean, standard deviations, contingency table and regression analysis were used throughout the study. Findings from questionnaire were further elaborated from the answers to supplemented open-ended questions. From the 199 respondents, 129 narrative comments were received. Written responses from the open-ended questions were assessed using content analysis. The written statements were read and categorized.

1. Hypothesis One

The first hypothesis assumed that the application of the Open Education model has not achieved the desired effect. That is to say, if we are concerned to produce autonomous, critical and reflective learners, and to improve learning, we need to know what sense adult students are making of what is offered to them, and how they view and feel about circumstances in which it is being offered. This means that we were interested in whether adult students' performance did correspond to the intended results in the new model. We used mode and median instead of mean because the variable "How often do you use the educational resources available at the programme web" is ordinal and the mean should be employed only in relation to interval/ratio variables (Bryman, 2004: 229).

Table 2 shows that 57.6% of respondents used the educational resources available at the programme web frequently and both the median and the mode were 3.

Table 2 USE OF THE EDUCATIONAL RESOURCES AVAILABLE AT THE PROGRAMME WEB

		Frequency	Percent	Valid Percent	Median	Mode
Valid	Never	1	.6	.6	3.00	3
	Occasionally	74	41.1	41.8		
	Frequently	102	56.7	57.6		
	Total	177	98.3	100.0		
Missing	No answer	2	1.1			
	Don't know	1	.6			
	Total	3	1.7			
Total		180	100.0			

Source: Fieldwork.

Table 3 gives the actual frequencies in the use of online self-evaluation tests: 70.5% of the students used the test occasionally while 24.4% used it frequently and 5.1% never used it.

Table 3 USE OF ONLINE SELF-EVALUATION TESTS

		Frequency	Percent	Valid Percent	Median	Mode
Valid	Never	9	5.0	5.1	2.00	2
	Occasionally	124	68.9	70.5		
	Frequently	43	23.9	24.4		
	Total	176	97.8	100.0		
Missing	No answer	1	.6			
	Don't know	3	1.7			
	Total	4	2.2			
Total		180	100.0			

Source: Fieldwork.

Table 4 shows that 65.1% of the respondents frequently accessed program webs to check information and 34.9% of them did occasionally.

Table 4 ACCESSING PROGRAMME WEB

		Frequency	Percent	Valid Percent	Media	Mode
Valid	Occasionally	61	33.9	34.9	3.00	3
	Frequently	114	63.3	65.1		
	Total	175	97.2	100.0		
Missing	More than one answer	1	.6			
	No answer	1	.6			
	Don't know	3	1.7			
	Total	5	2.8			
Total		180	100.0			

Source: Fieldwork.

Similarly, 58.9% of respondents frequently attended discussion groups and 41.1% did it occasionally (Table 5).

Table 5 ATTENDING DISCUSSION GROUPS

		Frequency	Percent	Valid Percent	Median	Mode
Valid	Occasionally	72	40.0	41.1	3.00	3
	Frequently	103	57.2	58.9		
	Total	175	97.2	100.0		
Missing	No answer	2	1.1			
	Don't know	3	1.7			
	Total	5	2.8			
Total		180	100.0			

Source: Fieldwork.

When answering how often you give comments at seminars, 70.3% of respondents chose 'Occasionally', 26.3% selected 'Frequently' and 3.4% picked 'Never' (Table 6).

Table 6 GIVING COMMENTS AT SEMINARS

		Frequency	Percent	Valid Percent	Median	Mode
Valid	Never	6	3.3	3.4	2.00	2
	Occasionally	123	68.3	70.3		
	Frequently	46	25.6	26.3		
	Total	175	97.2	100.0		
Missing	No answer	1	.6			
	Don't know	4	2.2			
	Total	5	2.8			
Total		180	100.0			

Source: Fieldwork.

We used the bar chart and the pie chart to explain the following nominal variables because they are two of the easiest methods to use if you were working with nominal or ordinal variables (Bryman, 2004: 228). Figure 1 shows that 57.4% of respondents knew a course outline before attending the course whereas still 42.6% of them did not know it.

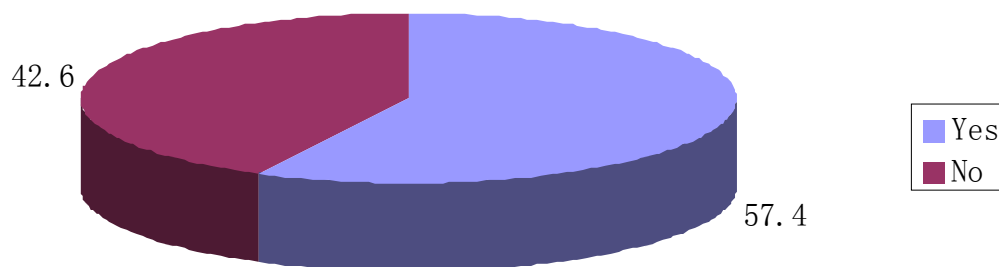


Figure 1 KNOWING A COURSE OUTLINE BEFORE THE COURSE BEGINS

Source: Fieldwork

Nine comments (82%) suggested that students knew a course outline through the programme web while two comments (18%) pointed out that students got information through the introduction of program coordinators and facilitators. Figure 2 suggests that 69.66% of the respondents prepared study plans whereas 28.65% did not prepare them and even 1.69% of the respondents did not know what study plans are.

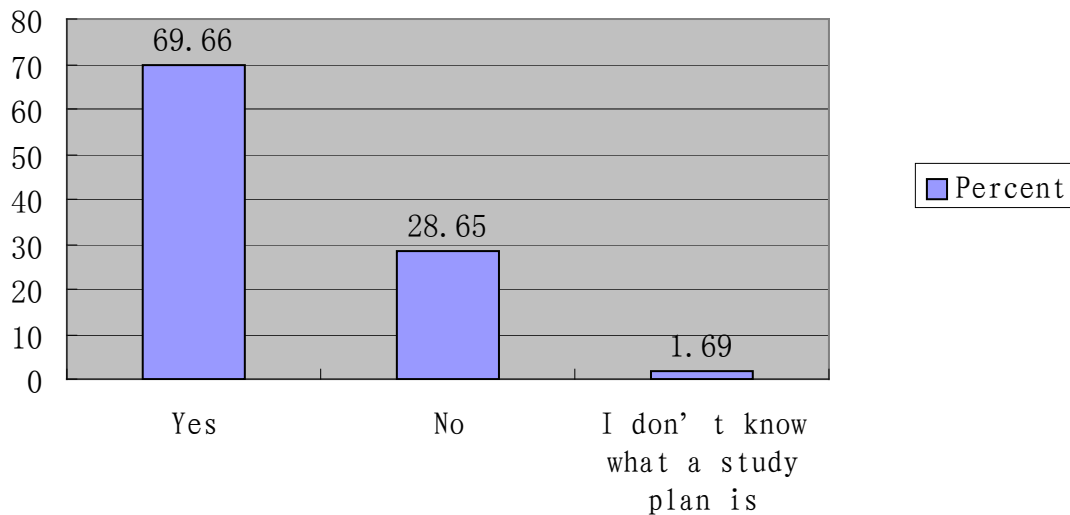


Figure 2 DO YOU PREPARE A STUDY PLAN

Source: Fieldwork

We were also interested in knowing students' attitudes towards the new model. Our hypotheses were that the majority of students were satisfied with the new model. Figure 3 demonstrates that 48.4% of our respondents evaluated the average ability of teachers' clarifying the purpose and instructional rationale of courses at the beginning of instruction in the new model and 83.1% of adult students commented that the study plan was either helpful or very helpful (Table 7).

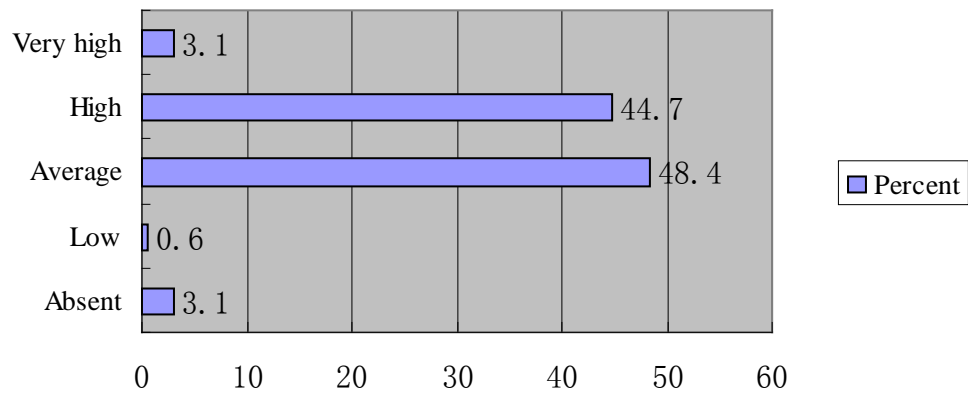


Figure 3 THE EVALUATION OF TEACHERS' ABILITY TO CLARIFY THE PURPOSE AND INSTRUCTIONAL RATIONALE OF COURSES
Source: Fieldwork

Table 7 STUDENT APPRECIATION OF THE STUDY PLAN

		Frequency	Percent	Valid Percent	Media	Mode
Valid	Not at all helpful	2	1.1	1.1	3.00	3
	Not very helpful	28	15.6	15.8		
	Helpful	120	66.7	67.8		
	Very helpful	27	15.0	15.3		
	Total	177	98.3	100.0		
Missing	More than one answer	1	.6			
	No answer	2	1.1			
Total		180	100.0			

Source: Fieldwork.

An overall satisfaction rate of 75.7% was found when respondents were asked about their degree of satisfaction with the model (Table 8).

Table 8 DEGREE OF SATISFACTION WITH THE EFFECT OF SMALL-GROUP DISCUSSION

		Frequency	Percent	Valid Percent	Median	Mode
Valid	Very dissatisfied	2	1.1	1.2	4.00	4
	Dissatisfied	9	5.0	5.2		
	Neither satisfied nor dissatisfied	31	17.2	17.9		
	Satisfied	121	67.2	69.9		
	Very satisfied	10	5.6	5.8		
	Total	173	96.1	100.0		
Missing	No answer	2	1.1			
	Don't know	5	2.8			
	Total	7	3.9			
Total		180	100.0			

Source: Fieldwork.

Regarding students' attitudes toward educational resources, we analyzed the interval variable 'Satisfaction from educational resources index' by the standard deviation and range (Table 9).

Table 9 SATISFACTION FROM EDUCATIONAL RESOURCES INDEX

N	Valid	177
	Missing	3
Mean		13.40
Std. Deviation		3.5
Range		19

Source: Fieldwork.

We can see that along with the measures of central tendency, we now also have a number of measures of spread. The standard deviation (SD) was 3.5. In the large sample, approximately 68 percent of observations will lie one SD from the mean, and 95 percent of observations are likely to lie 2SD of the mean (Moore and McCabe, 1999: 72). The mean

was 13.40. Therefore, 68 percent of our respondents were likely to lie between 13.40-3.5 (= 9.9) and 13.40+3.5 (=16.9). This indicates that most of respondents took a neutral attitude towards educational resources. The range was 19, which corresponded to the difference between the highest and lowest value. It also suggests that there was more variability in the views on educational resources.

Figure 4 shows that teachers' main role was regarded as being to explain subject matter and give necessary information clearly in the classroom (30.6%), to give inspiring lectures plus guide discussion (24.3%), to inspire students' interest and involvement in discussion (27.2%) and to give expert advice about self-directed learning efficiently (17.9%).

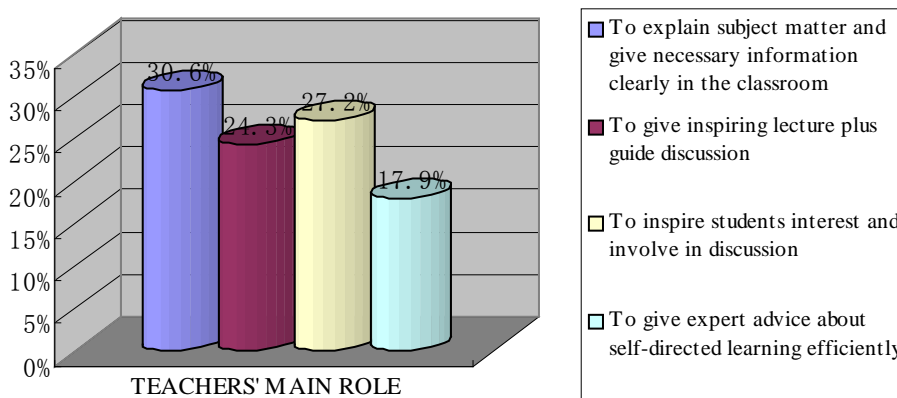


Figure 4 THE PERCEPTIONS OF STUDENTS ABOUT ROLE OF THE TEACHER

Source: Fieldwork.

We wanted also to explore teachers' behavior and views in the Open Education model. When asked if they knew mature students' special needs (Table 10), 100 percent of respondents replied 'Yes'. In addition, five comments were given: Two comments showed that the special need of mature students was to solve the conflict between their study and work; Two comments pointed out that mature students' study motivation came from social pressure and one comment indicated that mature students were teacher dependant. This goes again our previous assumption that not all the teachers knew special needs of mature students.

Table 10 DO YOU KNOW SPECIAL NEEDS OF MATURE STUDENTS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	19	100.0	100.0	100.0

Source: Fieldwork.

The majority of teachers (84.2%) stated that they were familiar with the theories of adult education learning (Table 11), which means that the assumption that not all the lecturers were familiar with the theories of adult education learning is proved correct.

Table 11 TEACHERS' FAMILIARITY WITH THE THEORIES OF ADULT LEARNING

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Unfamiliar	3	15.8	15.8	15.8
Familiar	16	84.2	84.2	100.0
Total	19	100.0	100.0	

Source: Fieldwork.

Additionally 50% of respondents uploaded the materials for learning two or three times a month and 22.2% of them even did it less than once a month. Furthermore, 11.1% of them chose 'others' and commented that they did it at least twice a week (Table 12).

Table 12 FREQUENCY OF UPLOADING MATERIALS BY TEACHERS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than once a month	4	21.1	22.2	22.2
Once a month	1	5.3	5.6	27.8
2 or 3 times a month	9	47.4	50.0	77.8
Once a week	2	10.5	11.1	88.9
Others	2	10.5	11.1	100.0
Total	18	94.7	100.0	
Missing More than one answer	1	5.3		
Total	19	100.0		

Source: Fieldwork.

Figure 5 suggests that 47.4% of the respondents answered students' questions via Internet once a week, 10.5% of them did less than once a month and 42.1% of our respondents chose 'Others' and gave the answers which were 'More than five times a week', 'Three or four times a week', 'Once a day' and so on. Thus our hypothesis that not all the lecturers often uploaded the learning materials and answer students' questions through Internet in a semester is also proved correct.

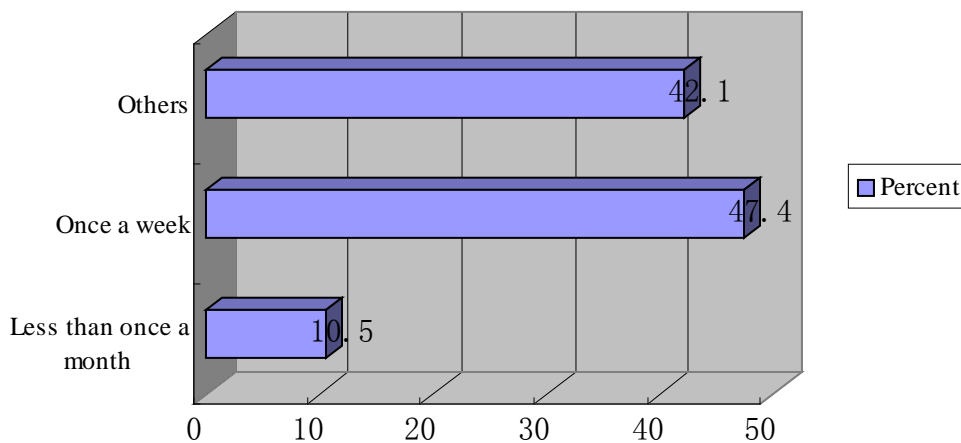


Figure 5 ANSWERING QUESTIONS THROUGH INTERNET
Source: Fieldwork

The results about the degree of satisfaction of teachers with students' behaviours at seminars show that 61.1% of the respondents reported that they were dissatisfied with students' behavior (Table 13). Four respondents commented that students lacked study initiative and that most students couldn't comment at seminars.

Table 13 SATISFACTION WITH STUDENTS' BEHAVIORS AT SEMINARS

	Frequency	Percent	Valid Percent	Median	Mode
Valid Dissatisfied	11	57.9	61.1	2.00	2
Valid Neither satisfied nor dissatisfied	2	10.5	11.1		
Valid Satisfied	5	26.3	27.8		
Valid Total	18	94.7	100.0		
Missing No answer	1	5.3			
Total	19	100.0			

Source: Fieldwork.

The amount of variation in a sample can be just as interesting as providing estimates of the typical value of a distribution (Bryman, 2004: 229). Two continuous variables were analysed about self-capability of being learning facilitators through the standard deviation and range. In the helping students become self-directed learners index (Table 14), the average number of subjects taken by the lecturers was 9.8 (SD=1.7), and Table 15 indicates that the average number of ‘Conceptual and theoretical framework of adult learning index’ was 16.1 (SD=1.9). Thus, our assumption that most teachers weren’t satisfied with students’ performance in seminars but satisfied with their self-capability of being learning facilitators is accepted.

Table 14 HELPING STUDENTS BECOME SELF-DIRECTED LEARNERS INDEX

N	Valid	19
	Missing	0
Mean		9.8
Std. Deviation		1.7
Range		7

Source: Fieldwork.

Table 15 CONCEPTUAL AND THEORETICAL FRAMEWORK OF ADULT LEARNING INDEX

N	Valid	19
	Missing	0
Mean		16.1
Std. Deviation		1.9
Range		8

Source: Fieldwork.

2. Hypothesis Two

The second hypothesis was that students who have prior learning experience such as having experience in the same program and having studied the same subjects before attending would give comments at seminars more frequently. Table 16 gives us information that 27% of respondents who have experience in the same field prior to entry on this program gave comments at a seminar frequently and 2.7% of them never gave opinions

while 25.8% of them without related experience frequently gave opinions and 4.8% of them never did it. In this case, we can see clearly that mature students with prior experience are much more likely than those without prior experience to give comments at a seminar.

Table 16 STUDENTS GIVING COMMENTS AT SEMINARS * HAVING PRIOR EXPERIENCE
Crosstabulation

			HAVING EXPERIENCE IN THE SAME FIELD PRIOR TO ENTRY ON THIS PROGRAMME		Total
			Yes	No	
GIVING COMMENTS AT SEMINARS	Never	Count % within HAVING PRIOR EXPERIENCE	3 2.7%	3 4.8%	6 3.5%
	Occasionally	Count % within HAVING PRIOR EXPERIENCE	78 70.3%	43 69.4%	121 69.9%
	Frequently	Count % within HAVING PRIOR EXPERIENCE	30 27.0%	16 25.8%	46 26.6%
Total		Count % within HAVING PRIOR EXPERIENCE	111 100.0%	62 100.0%	173 100.0%

Source: Fieldwork.

3. Hypothesis Three

Hypothesis three stated that Students who study longer in the Open Education model understand the role of a facilitator more clearly than others. We used a contingency table to analyse two variables in that the continuous variable 'How long have you studied at this university (Year)' and the nominal variable 'Teachers' main role' were regarded as an independent variable and a dependent variable respectively (Table 17). Half of the students in their first half-year of study chose 'To explain subject matter and give necessary information clearly in the classroom' as the teacher's main role, 83.3% of respondents in two and a half year of study selected 'To give inspiring lecture plus guide discussion' as the teacher's main role, 41.7% and 25% of them in three years of learning respectively picked 'To inspire students interest and involve in discussion' as the teacher's main role and 'To give expert advice about self-directed learning efficiently' as the teacher's main role. The data from students with more than three years of study would not be considered because the number of respondents was very low. Besides, respondents did not explain 'Others'. Therefore the assumption can be accepted.

4. Hypothesis Four

This hypothesis predicted that the majority of adult students were motivated to return to higher education systems mainly by internal pressures rather than external pressures. The median and the mode are shown in Table 18.1. In total 64.4% of respondents chose 'To require a new start after a life-transforming event such as redundancy and divorce, and the like', 'To want to gain promotion within the same general employment area e.g. higher salaries, higher positions' or 'To want a qualification as a way out of present dead-end job and find another suitable job' (Table 18.2). So the hypothesis can be rejected.

Table 17 TEACHERS' MAIN ROLES * HOW LONG HAVE YOU STUDIED AT THIS UNIVERSITY (YEAR) Crosstabulation

			HOW LONG HAVE YOU STUDIED AT THIS UNIVERSITY (YEAR)										Total	
			.50	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00		6.00
TEACHERS' MAIN ROLE	To explain subject matter and give necessary information clearly in the classroom	Count	5	9	8	17	0	3	0	1	0	2	1	46
		% HOW LONG HAVE YOU STUDIED AT THIS UNIVERSITY (YEAR)	50.0%	27.3%	40.0%	40.5%	.0%	25.0%	.0%	11.1%	.0%	25.0%	20.0%	31.3%
	To give inspiring lecture plus guide discussion	Count	2	7	2	13	5	1	0	2	0	2	3	37
		% HOW LONG HAVE YOU STUDIED AT THIS UNIVERSITY (YEAR)	20.0%	21.2%	10.0%	31.0%	83.3%	8.3%	.0%	22.2%	.0%	25.0%	60.0%	25.2%
	To inspire students interest and involve in discussion	Count	3	9	6	9	1	5	0	2	1	2	0	38
	% HOW LONG HAVE YOU STUDIED AT THIS UNIVERSITY (YEAR)	30.0%	27.3%	30.0%	21.4%	16.7%	41.7%	.0%	22.2%	100.0%	25.0%	.0%	25.9%	
	To give expert advice about self-directed learning efficiently	Count	0	8	4	3	0	3	1	4	0	2	1	26
	% HOW LONG HAVE YOU STUDIED AT THIS UNIVERSITY (YEAR)	.0%	24.2%	20.0%	7.1%	.0%	25.0%	100.0%	44.4%	.0%	25.0%	20.0%	17.7%	
Total	Count	10	33	20	42	6	12	1	9	1	8	5	147	
	% HOW LONG HAVE YOU STUDIED AT THIS UNIVERSITY (YEAR)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Source: Fieldwork.

Table 18.1 THE MAIN REASON FOR RETURNING TO RADIO AND TV UNIVERSITY

N	Valid	174
	Missing	6
Median		3.00
Mode		3

Source: Fieldwork.

Table 18.2 THE MAIN REASON FOR RETURNING TO RADIO AND TV UNIVERSITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To require a new start after a life-transforming event such as redundancy and divorce, and the like.	4	2.2	2.3	2.3
	To want to gain promotion within the same general employment area e.g. higher salaries, higher positions	89	49.4	51.1	53.4
	To want a qualification as a way out of present dead-end job and find another suitable job	19	10.6	10.9	64.4
	To enjoy learning really in order to improve self-esteem, quality of life and so on.	60	33.3	34.5	98.9
	Others	2	1.1	1.1	100.0
Total	174	96.7	100.0		
Missing	More than one answer	5	2.8		
	No answer	1	.6		
	Total	6	3.3		
Total	180	100.0			

Source: Fieldwork.

5. Hypothesis Five

We applied the multiple linear regression method to test the hypothesis that teachers who were full-time, received the Open Education model training before, and spent more time teaching in the new model show a more positive attitude toward the self-capability of teachers' role as a learner facilitator than others.

Table 19.1 gives us the measures of how well our overall model with three predictors together was able to help students become self-directed learners. The value of R square, that gives us the amount of variance in the index by three predictor variables together, was 0.425, while adjusted R square, that gives us a measure of how well our model was likely to fit in the population, was 0.292. These results indicate that our predictors were good at predicating the index because the data between 0.11 and 0.3 shows that our model modestly fits the data (Muijs, 2004: 166).

Table 19.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652(a)	.425	.292	1.403

a Predictors: (Constant), HOW LONG HAVE YOU PARTICIPATED IN THE NEW MODEL, ARE YOU A PART-TIME OR FULL-TIME TEACHER, HAVE YOU ATTENDED THE TRAINING ABOUT THE NEW MODEL

Source: Fieldwork.

Table 19.2 gives us some important information: the second column gives us our b coefficients. If we looked at 'Are you a part-time or full-time teacher', that value was 2.224. So in concert with the hypothesis, if the score on that variable went up by 1 (from part-time to full-time), helping students become self-directed learners index was expected to go up by 2.224. Furthermore, the variable was statistically significant ($p=0.028$). And the variable had the largest beta of three variables in the analysis (0.583), followed by the length of participating in the new model (0.403) and attending training about the new model (0.286). However, unfortunately the last two variables had no significance. Similarly,

the method was utilized to help us understand the relationship between three above predictors and ‘Conceptual and theoretical framework of adult learning index.

Table 19.2 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.740	2.902		.599	.559
	A PART-TIME OR FULL-TIME TEACHER ATTENDING THE TRAINING	2.224	.900	.583	2.472	.028
	THE LENGTH OF PARTICIPATION IN THE NEW MODEL	1.963	1.724	.286	1.139	.275
		.778	.442	.403	1.761	.102

a Dependent Variable: HELPING STUDENTS BECOME SELF-DIRECTED LEARNERS INDEX

Source: Fieldwork.

Table 20.1 presents that adjusted R square was up to 0.254, a modest relationship. The length of participating was statistically significant and had the largest beta of all variables (0.654). If the number on that variable went up by 1, the index was predicated to go up by 1.324 (Table 20.2).

Table 20.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627(a)	.394	.254	1.513

a Predictors: (Constant), HOW LONG HAVE YOU PARTICIPATED IN THE NEW MODEL, ARE YOU A PART-TIME OR FULL-TIME TEACHER, HAVE ATTENDED THE TRAINING ABOUT THE NEW MODEL

Source: Fieldwork.

Table 20.2 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.808	3.129		3.774	.002
	A PART-TIME OR FULL-TIME TEACHER ATTENDING THE TRAINING	.760	.970	.190	.783	.447
	THE LENGTH OF PARTICIPATION IN THE NEW MODEL	-.432	1.859	-.060	-.232	.820
		1.324	.476	.654	2.780	.016

a Dependent Variable: CONCEPTUAL AND THEORETICAL FRAMEWORK OF ADULT LEARNING INDEX

Source: Fieldwork.

Results from the questionnaire are further described in the supplemented open-ended questions: 59 comments and suggestions for future improvement were registered, including 52 students' points of view and 7 opinions of teachers. The benefits of the model are identified (19 comments, 37%) by the following verbatim:

'Generally speaking, it is a suitable model for part-time adult students.'

'I like this kind of learning. This is because I do not have to request a time-off from my workplace for attending class.'

Secondly, similar to the findings from the questionnaire portion of the study, the most frequently identified inadequacy in the process of applying the new model is a lack of opportunity for human interaction and practice (14 comments, 27%). Their views are exemplified by the following verbatim:

‘Despite the website design being interactive, it was good that I attended the face-to-face tutorial. It was good that I talked directly with the lecturer.’

‘I hope teachers to manage to have more group discussion and communication with students.’

‘The school should offer more face-to-face courses and practice training.’

‘Lecturers should not read a text but provide reflective teaching. Lectures should not only clarify the important and complex issues and concepts relating to subject matter but also inspire our learning interest and show appropriate learning experiences and modes to us.’

‘I hope to have a smooth and prompt way to communicate with teachers.’

‘I want more case analyses so as to improve my ability to practise.’

Thirdly, there were 7 comments about educational resources:

‘Educational materials on the web should include new ideas relating to a course and update in time.’

‘Add educational facilities so as to improve hardware environment.’

The following comments from teachers are summarized:

‘The new model is a product of juggling between study and work commitments. It can meet mature students’ need and advance students’ capability of learning independence. But when students had no computer or Internet access outside the campus, this would bring

about difficulties of learning.’

The new model is not suitable for Chinese society and holds false hope.

‘The new model helps adult students step out of time and space limitations.’

‘The new model can not reach the goal in one step and needs a long period to develop.’

To sum up, students’ suggestions for future improvement mainly concern three aspects: firstly to create more opportunities to link textbook stuff with practice, secondly to have good communication with teachers, and thirdly to improve education resources. Teachers’ suggestions for future improvement mainly concern two aspects: first to conditions of applying the new model and secondly, to realize the significance value of the Open Education model.

Chapter 5

Result Analysis and Discussion

The results presented in this dissertation are based on a case study research. Although the case study offer a wealth of information, this information is gathered in specific situations, as was the case here. The focus is on discussing the Open Education model where the promotion of a shift from teacher-centered learning to student-centered learning is being attempted. The study was based on the six andragogical principles described in the theoretical background section. As mentioned by Kiely et al. (2004), the central dynamic principle at work in Knowles's andragogical equation is that adults are a unique breed of learner and require a different instructional strategy from traditional teacher-centered and subject-focused pedagogy. A series of theories about adult education practice were generated. The Open Education model is just a prescriptive model of how teachers and students should behave in Chinese adult education. The findings will be summarized and the reasons why the results did not turn out as hypothesized or expected or hypotheses were conformed will be explained.

1. The Needs of Mature Students

The Open Education model has been used to respond to the particular profile of mature students. Adult students are coming into contact with higher education after an interval away from the classroom. Therefore, they need to be familiar with the learning procedure especially in a new model that is different from traditional pedagogy. Mature students as adults have potential for being responsible for their own decisions, as considered in the first assumption of andragogy (Knowles et al., 1998). Therefore, facilitators are required to detail the objectives, features and instruction methods of a course before teaching in order that adult students know the how, what and why of the instruction and are fundamentally prepared for the instruction to follow in the Open Education model. According to the introduction of a course, mature students decide by themselves if they are interested

enough to attend the course and competent enough to meet its demands. It is hoped that adult students become motivated intrinsically, develop a positive attitude towards learning when they can see that what they are learning makes sense and is important and so feel interested. However, the results showed that a fairly considerable number of students still did not know a course outline before attending and less than one fifth of the students who knew it did get it from teachers.

Providing students with a course syllabus would help them to develop their individual learning plans and enhance their self-perception as independent learners. The new model stipulates that program coordinators should help students organize study plans. The study plan is similar to the learning contract in andragogy, which is a device used by learners to guide and plan their learning (Tennant, 1988: 9). The learning plan is, therefore, a key element in self-directed learning and promoted as a tool for assisting adult learners to exercise self-direction, that is to say, by identifying goals, resources, implementations, and the means of evaluating their learning (Ross-Gordon, 2003: 44). The research showed that nearly one third of students did not prepare a study plan or did not know what a study plan was.

It is the responsibility of the learner-centered instructor and facilitator to be sensitive to learners' needs (McGuire and Inlow, 2005: 375). The facilitator is an important element that strongly influences the results. The results of this study showed that teachers in the role of facilitator do not know mature students' special needs properly in the institution. Although the data retrieved from the closed questions showed that every teacher respondent thought he or she knew the needs of mature students and a large part of them were familiar with adult learning theories, their comments indicated that they only viewed the contradiction between students' study and work commitments as the special needs of mature students. In addition, around one sixth of them thought that they did not know theories well. Moreover, teachers are not conscious of their roles of co-learners.

Freire, as mentioned by Jarvis (1990: 150), emphasizes that the teacher has to reach out to the learners and learn from them in order to be able to contribute effectively to the teaching and learning process. But the Open Education model did not consider this. A learning contract requires some kind of diagnosis of needs, followed by a specification of goals and objectives, the identification of learning strategies and resources, and the evaluation of progress (Tennant, 1988: 9). Facilitators need to immerse themselves in adult students, 'listen' to their needs with empathy and diagnose the gap between where they are and where they will reach. This indicates that teachers should be very close to students, which means challenges to Chinese traditional ideology. The facilitators' mental models in China are always influenced by Confucian philosophy that means learners play a submissive role and receive knowledge passively while teachers play a leading role and focus upon transmitting knowledge and information. The top-down authority is deep-rooted in the Chinese educational system. This mental model can not be changed temporarily. Moreover, greater emphasis in the Open Education model has been placed on the individualization of teaching and learning strategies.

2. Prior and New Experience

The new model pays much attention to learning techniques that tap into adult learners' experience, such as group discussion, seminar and problem-solving activities instead of transmittal techniques. Small group discussion is a common occurrence to express, exchange experiences and facilitate reflection, considering that adult students have rich individual experiences outside the classroom. This conforms to the third assumption of andragogy and transformative learning theory (Knowles et al., 1998).

Group procedures should achieve a better fit or congruence between the student and the teacher, the peer group, the task and a set of common purposes in order to facilitate both cognitive and affective learning (Khan and Weiss, 1973: 779). This is also in accordance with the third stage of Grow's stages (Knowles et al., 1998) in learning autonomy in which

a facilitator participates as an equal. The results suggested that all the respondents attended the learning event, more than half of the respondents attended discussion groups frequently and a small part of the respondents gave opinions at seminars frequently. Furthermore, a large part of student respondents showed satisfaction with small group discussion. By contrast a large part of teacher respondents showed dissatisfaction with seminars and commented that many students lacked study initiative and did not give any comment. So, what reasons can account for the opposite outcome?

Firstly, Chinese mature students' prior experience inhibits and shapes new learning. For most of the students, their previous educational experience could largely be summed up as didactic teaching and passive learning. They were used to tightly structured courses in which the teacher defined the content and delivered it. As a new student said, she had not been used to the new model although she began to study half a year ago. The traditional old mental model takes root among students so that some mature students still prefer the features of teacher-centered instruction. Table 17 and Figure 4 suggested that 50% of new students and one third of all the respondents chose the role of the teacher as 'to explain subject matter and give necessary information clearly in the classroom'. They still regarded themselves as teacher dependants and the teachers as a role of coach or authority. That corresponds to the first of Grow's stage (Knowles et al., 1998). However, prior experience also contributes to the new learning. Results indicated the respondents with prior experience related to the subject matter gave more comments than those without related experience.

Secondly, although learning autonomy is the core of the Open Education model, the new model postulated that attending group discussion and seminar was compulsory. The shadow of the traditional model still remains in the new model. In the Open Education model facilitators does not control learning outcomes and learned knowledge. But, in contrast, some mature students, especially new students, want teachers to control learning

outcomes while teachers and administrators also want to control the outcomes that measure the effect of learning. As a result of this, all the students can attend the learning events such as group discussion and seminars but only a small part of them can give comments.

More mature students showed satisfaction with the group discussion. The learning technique places great emphasis on peer-helping activities (Knowles, et al., 1998). During the process of interpersonal activities students can interchange individual experience and further shape new experience. Some comments showed that students liked this learning event and expected more group discussion. In contrast, teachers were dissatisfied with the performance of students in seminars because their interior mental models still keep traditional criteria which value cohesion rather than conflict, excellence rather than equality and achievement rather than participation to measure mature students. Teachers should remove the bias and show positive attitudes towards students when acting as facilitators. As referred by Harpaz, et al. (2005: 138), when students feel that they are accepted by their teachers and when they feel comfortable in the educational environment, they tend to invest themselves in learning. That is to say, facilitators should inspire the interior learning motivation of students.

3. Motivation to Learn

The last assumption of Knowles' andragogy is that mature students are motivated to learn mainly by internal motivation rather than external motivation (Knowles et al., 1998). In contrast, profession advancement in general and career enhancement in particular were the major motivators for potential mature entrants (Osborne et al., 2004:312). Students' internal and external motivations are context-dependent, not easily distinguishable and interrelate with one another in a complex way (Misch, 2002: 153).

The results suggested that adult students in the sample were motivated to return mainly by external pressures rather than internal pressure. Job and career utility were significant

predictors of training motivation in the Open model. China is still a subsistence and competition society and more adults realize that they need to update their knowledge so as to survive in the society. So it is not surprising that the result contrasted with the last andragogical assumption.

Therefore, we should pay much attention on how to inspire students' intrinsic learning motivation in the Open Education model. Firstly, creating a harmonious relationship between teachers and students is an important factor. Wlodkowski (2003: 40) pointed that learners and instructors feel respected by and connected to one another by creating a learning atmosphere. Similarly, the emphasis on the personal relationship between the facilitator and the learner is a feature of Knowles' conception of the andragogical teacher who '...accepts each student as a person of worth and respects his feelings and ideas...seeks to build relationships of mutual trust and expose his feeling' (Tennant, 1988: 19). The results showed that a harmonious relationship between the facilitator and the learner has not been built up in the studied sample. In addition to Confucian philosophy mentioned before, there is another factor that influences the creation of the expected relationships: part-time lecturers whose occupation is the practice of teaching adults make up the majority of the staff in the school. They are at the periphery of the university's tutorial activities and feel a sense of loneliness so that they are lacking enthusiasm for the new model. The study showed that the part-time staff had less competence to help students to become self-direct than the full-time staff. How to motivate part-time lecturers is, therefore, an important issue for creating a harmonious learning atmosphere.

Secondly, as mentioned before, the purpose of a facilitator is to facilitate learning. So the teacher as the role of facilitator is also an important factor to motivate students' internal learning interest. Ross-Gordon (2002) stated that teachers' attitude and beliefs are key factors in the selection of teaching approaches. The school has realized the importance of facilitators and organized the staff to attend the training about the new model so as to

indoctrinate them with the novel ideology of the model. But the results indicated that the effect of training was not satisfactory and attendance of the training was not relevant to teachers' competence to play a particular role as facilitators. The difficulty of changing teachers' previous deep-seated beliefs is one reason for the result. The comments from teachers suggested that teachers' present beliefs were inconsistent with the new ideas of the new model and they still stuck to the traditional pedagogy. The results that 22.2% of teacher respondents uploaded the materials and 10.5% of them answered questions through Internet less than once a month lacked initiative in the Open Education model. Besides, the result that the facilitators with more length of participation had greater ability to describe the conceptual and theoretical framework of adult learning than those with less length of attendance indicated that changing beliefs and behaviors would require some time. How to transform teachers' belief and inspire their internal motivation is, therefore, a key issue in the Open Education model.

Thirdly, a problem-solving approach yields intrinsic motivation and better learning. Knowles et al. (1998) pointed out that adult students' learning is problem solving in their orientation to learning and interested in immediate application of knowledge. Effective learning entails engaging in authentic problems. Learning is best when it occurs in an authentic context, in which the learners grapple with a problem that they experience as "real" and "urgent", that bothers them, that involves their life plan or identity (Harpaz et al., 2005: 138). Our respondents had the same idea that they hoped to have more opportunities to practise and relate theories into practice. As mentioned by Khan and Weiss (1973), educational resources such as textbooks and software are an important medium to help students to solve problems in their real life. The result indicated that most respondents held a neutral attitude towards educational resources. Thus, how to help adult students to improve their capability of solving problems and make educational materials suitable for adult students' appetite should be considered in the new model.

Fourthly, students' intrinsic motivation can be inspired when they receive ongoing informative feedback. Harpaz et al. (2005: 138) suggested that learning is facilitated when learners are given timely rich information regarding their performances and achievements and how to improve them, when assessment is formative and sustaining. The Open Education model stipulated that students should evaluate their progress through online self-examination. However, the result indicated that most respondents only used online self-evaluation tests occasionally. The main reason is that teaching is separated from the final examination for which the Central Radio and TV University formulates unified questions. Therefore, students showed less enthusiasm for self-evaluation. How to make students value self-assessment is an important issue to be considered in the Open Education model.

4. Limitations of the Study

One limitation of this study is that it took place in one college. Like all single site studies the generalization of the findings across other sites is dependent on the existing structures available within that institution. Besides, the chi square test could not be used in the second hypothesis, for the following conditions that no cell should have an expected value of less than one and no more than 20% of the cells should have expected values less than five were met (Muijs, 2004: 125). Thus, the significance level or probability value could not be calculated so the point that the difference found in our sample still existed in our population could not be confirmed.

The continuous variable about self-evaluated abilities was viewed as the other limitation when the results were analysed, due to large differences between teachers' self-assessment and their actual performance according to the results. There is a tendency for instructors to overrate themselves and there are negligible relationships of self-assessment with other criteria such as student ratings and measures of student gain.

5. Conclusion

The aims of this study were to investigate how far the goals of the Open Education model have been established, and whether the strategies adopted in this model match those proven to be effective with mature students. The Open Education model includes the organizational perspectives and individual learners' perspectives on learning. It would shed more light on the individual learners' views. The findings have shown that the application of the new model has not achieved the desired effect. For example, nearly one third of students did not prepare a study plan or did not know what a study plan; around half of students did not use the educational resources and attended discussion group frequently; mature students in the sample were motivated to return to higher education mainly by external pressures such as career development; teachers only viewed the contradiction between adult students' study and work commitments as the special needs of mature students; a large part of teachers were dissatisfied with the performance of students at seminars. Furthermore, the results have shown that some ideologies of traditional pedagogy still remain in the new model and people's mentality, although the new model has stepped out of the limitation of traditional pedagogy and the traces of existing adult education theories such as andragogy, self-directed learning and transformative learning can be found in it.

The results were found only through quantitative research because of the limited research time. If the resource time had been enough, qualitative research instruments such as unstructured and semi-structured interviews would have been used in order to design a subsequent quantitative phase of the study by analyzing collected qualitative data. As Bryman(2004) mentioned, qualitative research can facilitate quantitative research. In addition, further research should be done on how to transform teachers' belief and inspire their enthusiasm for the new model, and how to motivate students' internal learning interest in order that the application of the Open Education model can achieve its desired effect.

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Annex

Annex 1 Questionnaire for students

学生问卷调查

Questionnaire for Students

我们邀请学号尾数是奇数的本科同学参加这个问卷调查。我们非常需要您的关于开放教育新型模式的看法。您的评估将帮助我们了解该模式在实施过程中的情况。请**只选择一个**最能代表您的看法的答案，请在该答案后打‘√’

We will invite undergraduate students whose student number is odd to join the activity. We would like to have your opinion on the new model called ‘Open Education’. Your evaluation will help us understand the situations during the application process. Please choose one answer that best represents your views by placing a tick ‘√’ after the chosen answer.

1. 性别 Are you male or female?

1. 男 Male
2. 女 Female

2. 年龄 How old are you?

-----岁 ----- years

3. 在您入学前的最高学历是什么？ What is the highest educational level attained before attendance?

-1. 不知道 don't know

1. 高中 Higher school
2. 大专或没有学位的本科 University but not to degree level/ Higher education lower level
3. 大学本科 University to degree level/ Higher education upper level tertiary
4. 其他（请说明） Others (please specify)

4. 您选择电大接受教育最主要的原因是什么？（请只选择一个） What is the main reason for you to return to Radio and TV University? (Choose only one)

-1. 不知道 don't know

1. 避免高考 To avoid the national examination
2. 需要一个新的开始，在经历了一个人生转变例如下岗，婚变等 To require a new start after a life-transforming event such as redundancy and divorce, and the like.
3. 为了在现在的工作领域中获得提升，例如更高的薪水，职位等 To want to gain promotion within the same general employment area e.g. higher salaries, higher positions
4. 为了获得文凭寻求其他合适的工作以逃脱现在的工作 To want a qualification as a way out of present dead-end job and find another suitable job
5. 以学习为乐趣以提高自尊和生活品质等 To enjoy learning really in order to improve self-esteem, quality of life and so on.
6. 其他（请说明） Others (Please specify)

5. 您在电大已经学习了多长时间? How long have you studied at this university?
6. 在电大您的专业是什么? What is your programme at this university?
- 1.工商管理 Management
 - 2.法律 Law
 - 3.会计 Accounting
 - 4.金融 Finance
7. 您选择该专业主要的原因是什么? (请只选择一个) What is the main reason for you to choose the programme? (Choose only one)
- 1. 不知道 don't know
 1. 个人兴趣 Your interest
 2. 受其他人(同事, 同学, 家人等)的影响下 Under the influence of others including colleagues, classmates and so on
 3. 比起其他专业, 该专业毕业后好就业 Find suitable jobs easier after graduation than others
 4. 比起其他专业, 该专业毕业后拿的薪水高 Get higher salaries after graduation than others
 5. 其他(请说明) Others (Please specify)
8. 您在参加这个专业学习前有相关的经验吗? Did you have experiences in the same field prior to entry on this programme?
- 1. 不知道 don't know
 1. 有 Yes
 2. 没有 No
9. 您在参加这个专业前学过任何相关的科目吗? Did you study any of the following subjects prior to entry on this programme?
- 1. 不知道 don't know
 1. 有 Yes
 2. 没有 No
10. 您在过去三年参加过任何课程的学习或培训吗? Did you undertake any course/s in the past three years?
- 1. 不知道 don't know
 1. 有 Yes
 2. 没有 No

如果回答是有, 请说明 If yes, please identify the course/s:

11. 在电大您开始一门课程的学习之前知道该课程的大纲（包括该课程实现的目标和内容）吗？
Did you know a course outline/syllabus that listed the objectives the course was intended to help you accomplish and content units before you begin the course?

1. 知道 Yes
2. 不知道 No

如果回答知道，请说明： If yes, please specify where you get:

12. 您怎样评价老师开始上新课前，对于这门课程的目标和教学方法陈述的能力？ How would you evaluate the ability of your teachers in clarifying the purpose and instructional rationale of courses at the beginning of instruction in the new model?

- 1. 不知道 don't know
1. 没有能力 Absent
 2. 能力低 Low
 3. 能力一般 Average
 4. 能力高 High
 5. 能力非常高 Very high

13. 您多久才用网上的教学资源？ How often do you use the educational resources available at the programme web?

- 1. 不知道 don't know
1. 从来不用 Never
 2. 有时用 Occasionally
 3. 经常使用 Frequently

14. 这个指数是关于对于教学资源的满意程度，0 表示非常不满意到 5 表示非常满意。请在相应的数字上画圈‘○’ The index regarding satisfaction from educational resources. Please circle the number from 0 (very dissatisfied) to 5 (very satisfied) (use circle ‘○’)

1. 对于网上资料的内容的满意程度？ How satisfied are you with the contents of materials available at the program web?

0 1 2 3 4 5

2. 对于中央电大提供的课本内容的满意程度？ How satisfied are you with the contents of textbooks provided by central Radio and TV University?

0 1 2 3 4 5

3. 对于省电大提供的辅导材料的满意程度？ How satisfied are you with the contents of guidance materials provided by Provincial Radio and TV University?

0 1 2 3 4 5

4. 对于其他教学资源内容的满意程度？请说明 How satisfied are you with the contents of other educational resources? Please specified:

0 1 2 3 4 5

15. 您多久用在线自测题? How often do you use online self- evaluation tests?

- 1. 不知道 don't know
- 1. 从来不用 Never
- 2. 有时用 Occasionally
- 3. 经常使用 Frequently

16. 您多久进入您的专业网页浏览信息? How frequently do you access your programme web to check information?

- 1 不知道 don't know
- 1.从不进入 Never
- 2. 有时进入 Occasionally
- 3. 经常进入 Frequently

17.有小组讨论的时候, 您参加吗? How often do attend discussion groups?

- 1. 不知道 don't know
- 1. 从不参加 Never
- 2. 有时参加 Occasionally
- 3. 经常参加 Frequently

18. 您对小组讨论的效果满意吗? How satisfied are you with small-group discussions?

- 1 不知道 don't know
- 1. 非常不满意 Very dissatisfied
- 2. 不满意 Dissatisfied
- 3. 无所谓满意不满意 Neither satisfied nor dissatisfied
- 4. 满意 Satisfied
- 5. 非常满意 Very satisfied

19. 您多久在讨论课上发言? How often do you give comments at a seminar?

- 1 不知道 don't know
- 1.从不发言 Never
- 2. 有时发言 Occasionally
- 3. 经常发言 Frequently

20. 您怎样看待您的老师目前最主要的角色? (只选择一个) What do you think is your teachers' main role now? (Choose only one)

- 1 不知道 don't know
- 1. 在课堂上能清楚地解释内容传授必要的信息 To explain subject matter and give necessary information clearly in the classroom
- 2. 启发式的授课, 激发学生的兴趣引导讨论 To give inspiring lecture plus guide discussion
- 3. 激发学生的学习兴趣参与到讨论中 To inspire students interest and involve them in discussion
- 4. 给出建议关于怎样有效的自主学习 To give expert advice about self-directed learning

efficiently

21.如果您遇到学习问题，您通常如何解决问题？（只选择一个）Which of the following best describes ways for solving questions if you have questions? **(Please tick one only)**

-1 不知道 don't know

1. 找老师 Lecturer

2. 找同学 Classmates

3. 通过小组讨论解决 Group discussion

4. 在自己专业网页上发布信息，寻求帮助 Release questions through program web

5. 其他途径（请说明） Others (please specify)-----

22. 您在每个新学期开学制订学习计划吗？ Do you prepare a study plan at the beginning of every new semester?

1. 制订 Yes

2. 不制订 No

3. 我不知道学习计划是什么 I don't know what a study plan is

23.您认为在新学期开始时制订的学习计划有多少帮助？ How helpful is the study plan you make at the beginning of every new semester?

1. 完全没有帮助 Not at all helpful

2. 不是很有帮助 Not very helpful

3. 有帮助 Helpful

4. 非常有帮助 Very helpful

欢迎对教学的新型模式给出进一步的看法： Welcome further comments about teaching and learning in the new model:

谢谢您的合作！ Thank you for your time and assistance!

Annex 2 Questionnaire for teachers

教师问卷调查

Questionnaire for Teachers

我们邀请已经参与新型教学模式‘开放教育’试点的教师参加这个问卷调查。我们非常需要您的关于开放教育新型模式的看法。您的评估将帮助我们了解该模式在实施过程中的情况。请**只选择**一个最能代表您的看法的答案，请在该答案后打‘√’

We will invite teachers who have participated in ‘Open Education’ to join the activity. We would like to have your opinion on the new model called open education. Your evaluation will help us understand the situations during the application process. Please choose one answer (use tick)

1.您是全职还是兼职教师？ Are you a part-time or full-time teacher?

- 1.兼职 Part-time
- 2.全职 Full-time

2. 在过去几年您参加了关于新型模式的任何形式的培训吗？ Did you attended the training programme about the new model?

1. 是的 Yes
2. 没有 No

请写下进一步的看法 Further comments (Please write):

3. 您参与这个新型模式多久了 How long have you participated in the new model?

4. 您怎样评价您的能力关于向学生解释您作为导学者和助学者角色？ How would you evaluate your ability to conceptualize and explain the role of teacher as a facilitator and resource person to your students?

- 1.不知道 don't know
1. 完全没有 Absent
 2. 能力低 Low
 3. 能力一般 Moderate
 4. 能力高 High
 5. 能力非常高 Very high

5. 您怎样评价您的兴趣对于在新模式下的您的教学效果? How would you evaluate your level of interest in the objective determination of your teaching effectiveness in the new model?
- 1. 不知道 Don't know
1. 完全没兴趣 Absent
 2. 兴趣不高 Low
 3. 兴趣一般 Moderate
 4. 兴趣高 High
 5. 兴趣很高 Very high
6. 您知道成人学生的特殊需求吗? Do you understand mature students' special needs?
1. 知道 Yes
 2. 不知道 No
- 请写下进一步的看法 Further comments (Please write):
7. 您对成人教育学习理论熟悉程度 To what extent are you familiar with the theories of adult education learning?
- 1. 不知道 don't know
1. 完全不熟悉 Very unfamiliar
 2. 不熟悉 Unfamiliar
 3. 熟悉 Familiar
 4. 非常熟悉 Very familiar
8. 在一学期中, 您多久上传学习资料到网上? How often do you upload the materials available as resources for learning in each semester?
1. 少于一个月一次 Less than once a month
 2. 一个月一次 Once a month
 3. 一个月 2 到 3 次 2 or 3 times a month
 4. 一星期一次 Once a week
 5. 其他 (请说明) Others (please specify)
9. 您多久通过互联网的方式回答学生的问题 How often do you answer students' questions through Internet?
- 1. 不知道 don't know
1. 少于一个月一次 Less than once a month
 2. 一个月一次 Once a month
 3. 一个月 2 到 3 次 2 or 3 times a month
 4. 一星期一次 Once a week
 5. 其他 (请说明) Others (please specify)

10. 您对学生在讨论课上的表现满意程度? How satisfied are you with students' behaviors in the seminars?

-1. 不知道 don't know

1. 非常不满意 Very dissatisfied

2. 不满意 Dissatisfied

3. 无所谓满意不满意 Neither satisfied nor dissatisfied

4. 满意 Satisfied

5. 非常满意 Very satisfied

请写下进一步的看法 Further comments (Please write):

11. 这个指数是关于对于目前您所从事的角色能力的自我认识, 关于帮助学生实现自主学习的能力。0 表示没有能力到 5 表示能力很高。请在相应的数字上画圈‘○’To indicate on the six-point scale below the present level of each competency required for performing the particular role you are engaging in by **placing a ‘○’ at the appropriate point.** The index regarding helping students become self-directed learners0 (absent) to 5 (very high)

1. 您的能力关于解释传统的教学方法和自主学习的概念之间的区别

Ability to explain the conceptual difference between didactic instruction and self-directed learning.

0 1 2 3 4 5

2. 您的能力关于设计和引导一小时, 三小时, 一天和三天的学习体验以帮助学生发展自主学习的技能

Ability to design and conduct one-hour, three-hour, one-day, and three-day learning experiences to develop the skills of self-directed learning

0 1 2 3 4 5

3. 您的能力关于你的行为帮助学生形成自主学习

Ability to mode the role of self-directed learning in your own behavior

0 1 2 3 4 5

12. 这个指数是关于对于目前您所从事的角色能力的自我认识, 关于成人学生学习的概念和理论框架。0 表示没有能力到 5 表示能力很高。请在相应的数字上画圈‘○’

To indicate on the six-point scale below the present level of each competency required for performing the particular role you are engaging in by **placing a ‘○’ at the appropriate point.** The index regarding the conceptual and theoretical framework of adult learning (Please circle the number from 0 (absent) to 5 (very high)

1. 您的能力关于描述和应用现代概念和研究发现关于成人学生的需要、兴趣、动机、能力和发展的特点

Ability to describe and apply modern concepts and research findings regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners.

0 1 2 3 4 5

2. 您的能力关于描述少年学生和成人学生的不同以及对他们不同教学方法的实施

Ability to describe the differences in assumptions about youths and adults as learners and the implications of these differences for teaching.

0 1 2 3 4 5

3. 您的能力关于估计来自较大环境（学校，社会，传统文化等）的力量对学生作用的效果，以及您富有建设性地运用这些力量来影响学生的能力

Ability to assess the effects of forces impinging on learners from the larger environment (groups, organizations, cultures) and manipulate them constructively.

0 1 2 3 4 5

4. 您的能力关于描述学习的不同理论和估计这些理论与成人学习环境的相关性

Ability to describe the various theories of learning and assess their relevance to particular adult learning situations.

0 1 2 3 4 5

5. 您的能力关于向学生解释您作为导学者和助学者的角色？

Ability to conceptualise and explain the role of teacher as a facilitator and resource person for self-directed learners.

0 1 2 3 4 5

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感谢您的合作！ Thank you for your time and assistance!