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A Comparative Study of Instructional Perspectives among Learning and Development Practitioners

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by

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Signature: ___*Merzudin Selimovic*___ Date: _12/16/2022.

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Abstract

The instructional perspectives of learning and development practitioners have a critical impact on their learners. This study aimed to determine if a relationship existed between years of experience of a learning and development practitioner and how they score on the seven factors of Henschke's (1989) Modified Instructional Perspectives Inventory (MIPI). The MIPI consisted of seven factors: 1) Teacher Empathy with Learners, 2) Teacher Trust of Learners, 3) Planning and Delivery of Instruction, 4) Accommodating Learner Uniqueness, 5) Teacher Insensitivity Toward Learners, 6) Learner-centered Learning Process (Experience-based Learning Techniques), and 7) Teacher-centered Learning Process. The MIPI is a revised version of Henschke's (1989) original Instructional Perspectives Inventory (IPI) (Stanton, 2005, p. 115).

Learning and development practitioners were categorized as either novices or experts. The sample included 16 novice and 22 expert learning and development practitioners. Both groups completed a demographics survey, Henschke's MIPI (1989), and follow up interviews were conducted to allow participants to further elaborate on their responses. A quantitative analysis was conducted using *t*-tests to determine the means of both novice and expert learning and development practitioners. To identify themes, the researcher conducted values coding on the qualitative feedback.

Results revealed no statistical significance among both groups of learning and development practitioners and their scores on the seven factors of Henschke's (1989) MIPI. The study found both novice and expert learning and development practitioners shared similar beliefs, feelings, and behaviors about their roles. Similarly, there was congruence among sources of exposure to adult learning theories, teaching methods,

and/or instructional strategies for both groups. Recommendations for future research include broadening the demographic sample, adding additional measures as part of the study, and examining the implications the Coronavirus Disease 2019 (COVID-19) had on learning and development practitioner's beliefs, feelings, and behaviors about their roles.

Keywords: instructional practices, learning and development, MIPI, Coronavirus, beliefs, feelings, behaviors

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Chapter One: Introduction

Introduction

It is important for learning and development practitioners to possess a deep understanding of self as it has profound implications for every aspect of life including decision making (Ridley et al., 1992), day-to-day functioning (Billett, 2010; Silvia & O'Brien, 2004), relationships (Rogers, 1961), mental health (Gu et al., 2015) and more. This study examined elements of self-awareness and how they may evolve for learning and development practitioners throughout the course of their careers. For the purpose of this study, the researcher referenced learning and development practitioners as those who are involved in the identification of learning needs, design, deliverance or evaluation of learning solutions within an organization. To say it another way, learning and development practitioners utilize andragogy principles within their profession.

Knowles (1980) defined andragogy as the "art and science of helping adults learn. In contrast to pedagogy as the art and science of teaching children" (p. 43). Additionally, Knowles (1970) acknowledged that adults are self-directed and that teachers serve as facilitators in the learning process. Important to note, that throughout literature and this study, the researcher used the term learning and development practitioners interchangeably with trainers, teachers, instructors, facilitators, and adult educators. Upon review of the literature, the researcher identified Henschke's (1989) MIPI as a strong instrument that examined beliefs, feelings and behaviors of learning and development practitioners.

Rationale of the Study

The rationale for this research was to determine if a relationship existed between years of experience of a learning and development practitioner and how they score on Henschke's (1989) MIPI. The researcher reviewed literature and found no research that examined the relationship between years of experience of a learning and development practitioner and instructional perspectives using the MIPI. In addition, the researcher consulted with the creator of the MIPI and confirmed that years of experience was not examined during the development of the instrument (J. Henschke, personal communication, January 31, 2021).

The researcher also found inconsistent literature related to how years of experience were categorized. In particular, Dreyfus and Dreyfus (1986) used a model that grouped individuals into the following categories: novice, advanced beginner, competent, proficient, and expert (p. 21). Dreyfus and Dreyfus (1986) inferred that expertise comes from time and experience. However, Greene (2012) posed that individuals go through three phases to mastery that include apprenticeship, creative-active, and ultimately mastery (p.3). To categorize years of experience, the researcher relied on the works of Ericsson et al (1993) who suggested that "expert performance is acquired slowly over a very long time as a result of practice and that the highest levels of performance and achievement appear to require at least around 10 years of intense prior preparation" (p. 366). Learning and development practitioners with less than 10 years of experience were identified as novices and those with 10 or more years of experience were identified as experts.

Research conducted by Persky and Robinson (2017) stated "Experts have built substantial knowledge bases that affect what they notice, and how they organize, represent and interpret information. These adaptations lead to better problem solving and performance" (p. 72). When researchers examine differences between experts and novices; experts were more knowledgeable, better organized for retrieval and required less effort. They are more self-regulated and focused on mastery (Persky & Robinson, 2017).

Finally, the researcher utilized the results from this study in order to formulate ideas for professional development programs that enhance learning and development practitioner's knowledge and utilization of andragogical principles. Additionally, this study may also provide best practice information from expert learning and development practitioners to the novice practitioners, and conversely.

Purpose of Study

The purpose of this comparative study was to examine the relationship between learning and development practitioners' years of experience and instructional perspectives with the use of Henschke's (1989) MIPI. Henschke's (1989) MIPI assessed guiding beliefs, feelings, and behaviors across seven factors:

1. Teacher empathy with learners

2. Teacher trust of learners

3. Planning and delivery of instruction

4. Accommodating learner uniqueness

5. Teacher insensitivity toward learners

6. Learner-centered learning process (Experience-based learning techniques)

7. Teacher-centered learning process (p. 84)

To engage in this study, participants met the criteria of a learning and development practitioner. Learning and development practitioners are those who are involved in the identification of learning needs, design, deliverance or evaluation of learning solutions within an organization. Participant recruitment efforts included utilization of the researcher's social networks, LinkedIn and Facebook.

Questions and Hypotheses

Research Question: What are the perceptions among learning and development practitioners and the seven factors of the MIPI based on length of experience? The seven factors included:

1. Teacher empathy with learners

2. Teacher trust of learners

3. Planning and delivery of instruction

4. Accommodating learner uniqueness

5. Teacher insensitivity toward learners

6. Learner-centered learning process (Experience-based learning techniques)

7. Teacher-centered learning process (Henschke, 1980, p. 84)

Null Hypothesis 1: There is no difference between novice and expert among learning and development practitioners and the factor of teacher empathy with learners.

Null Hypothesis 2: There is no difference between novice and expert among learning and development practitioners and the factor of teacher trust of learners.

Null Hypothesis 3: There is no difference between novice and expert among

learning and development practitioners and the factor of planning and delivery of

instruction.

Null Hypothesis 4: There is no difference between novice and expert among

learning and development practitioners and the factor of accommodating learner

uniqueness.

Null Hypothesis 5: There is no difference between novice and expert among

learning and development practitioners and the factor of teacher insensitivity toward

learners.

Null Hypothesis 6: There is no difference between novice and expert among

learning and development practitioners and the factor of learner-centered learning process

Null Hypothesis 7: There is no difference between novice and expert among

learning and development practitioners and the factor of teacher-centered learning

process.

Null Hypothesis 8: There is no difference between novice and expert among

learning and development practitioners and the seven factors of the MIPI.

Study Limitations

The scope of this study included the following limitations: The sample population

in this study did not include learning and development practitioners that had no exposure

to adult learning theories, teaching methods, and/or instructional strategies. The majority

of the sample either had mild exposure (21%), moderate exposure (39%), or high

exposure (39%). Similarly, the majority of the sample population were in the business

industry (81%) and either had a bachelor (37%) or masters (37%) degree. The researcher

posited that an increase in sample size and obtaining a sample population from a

completely different geographic region may have created different results.

Furthermore, the researcher's study was limited to the measures that were used.

While this study included surveys and interviews which are self-reported measures,

adding additional measures may have provided further insights and clarifications on the

instructional perspectives of novice and expert learning and development practitioners.

Additional measures included observations of learning and development practitioners

who conducted learning sessions, journaled for a period of time by learning and

development practitioners about their beliefs, feelings, and behaviors, and obtained the

learners' perceptions of the learning and development practitioner's instructional

perspectives.

Definition of Terms

Andragogy: Andragogy is "the art and science of helping adults learn" (Knowles,

1980, p.43).

Beliefs: Dawson (1997) considered beliefs to be learned values and behaviors

"held by the teacher towards the learner that affect the educational process" (p. 5).

Behaviors: Behaviors are "activities designed to occur during the teaching-

learning process to support the learners in reaching their goals" (Dawson, 1997, p. 5).

Feelings: Feelings are "emotional perspective of the teacher towards the students"

(Dawson, 1997, p. 5).

Instructional Perspectives: "Instructional perspectives are the guiding beliefs,

feelings, and behaviors theorized and practiced by adult educators as measured on the

IPI" (Stanton, 2005, pp. 21-22).

Learner-centered Learning Process: Learning that occurs when learners take active roles in the learning process and the role of the teacher is to facilitate by way of social interaction and group dynamics (Houle, 1996).

Learning and Development Practitioner: For the purposes of this study, learning and development practitioners are those who are involved in the identification of learning needs, design, deliverance, or evaluation of learning solutions within an organization. Learning and development practitioners may also be used interchangeably with trainers, teachers, instructors, facilitators, and adult educators.

Learner: "Those who are in the process of learning. Learning is the act or process by which behavioral change, knowledge, skills, and attitudes are acquired" (Boyd et al., 1980, pp. 100-101). For the purpose of this study, student and learner may be used interchangeably.

Teacher-centered Learning Process: Learning where facilitators control the environment (Knowles, 1980). According to Stanton (2005), "the adult learners take a passive part in the learning process" (p. 121).

Trust: Trust and respect between teachers and learners can be created in different ways, for example, avoid threat, avoid negative influences, and allow learners to take responsibility for their own learning (Stanton, 2005). In addition, a relaxed and low risk atmosphere is an important factor in establishing mutual trust and respect.

Summary

This chapter introduced the concept of self-awareness as a critical component that impacts multiple facets of one's life. Of particular interest to this study was centered around andragogy and most important, instructional perspectives of the learning and

development practitioners who work with adult learners. This chapter also introduced an

instrument, Henschke's (1989) MIPI, that examined guiding beliefs, feelings, and

behaviors of learning and development practitioners. This chapter also highlighted the

implications that years of experience may have on instructional perspectives. The next

chapter reviewed the important literature for each of these areas.

Chapter Two: Review of Literature

Introduction

Self-awareness impacts our day-to-day functioning (Silvia & O'Brien, 2004) and decision making (Ridley et al., 1992). For learning and development practitioners, self-awareness not only has an impact on one's self but also to their learners (Housel, 2020). Galbraith (2008) posited that "the beliefs, values, and attitudes you hold influence your teaching perspective as well as the teaching and learning process" (p. 1). Therefore, the premise of this research was to understand how learning and development practitioners instructional perspectives evolve through years of experience. This chapter provided an in-depth historical view of andragogy, a detailed examination of instructional perspectives, and analysis of how experience was a factor to instructional perspectives of learning and development practitioners.

Section one of the chapter reviewed the history and philosophy of andragogy and how adults learn. Then, the chapter examined instructional perspectives of learning and development practitioners. The chapter concluded with a detailed discussion of the role experience has in the development of instructional perspectives.

The History and Philosophy of Andragogy

The earliest text that contained the term andragogy was noted in 1833 by Alexander Kapp, a German high school teacher (as cited in Henschke, 2009). It is important to note that Kapp (1833) did not provide a clear theory or definition for the term andragogy but rather justified it as the practical necessity of the education of adults (Kapp, 1833, as cited in Reischmann, 2004). After Kapp (1833) referenced the term andragogy, it was not used for several decades. One could argue that the term andragogy

was not clearly understood due to its unfinished definition. It was not until the 1920's

when researchers began to use the term more widely.

One of the earliest figures after Kapp (1833) was in Germany by Eugene

Rosenstock-Huessey. Rosenstock (1921) published a report to the Academy of Labor in

Frankfort in which he stated "It is not enough to translate the insights of education theory

[or pedagogy] to the situation of adults . . . the teachers should be professionals who

could cooperate with the pupils; only such a teacher can be, in contrast to a *pedagogue*,

an *andragogue*" (Rosenstock, 1921, as cited in Knowles et al., 2015, p. 39). Although

Rosenstock (1921) referenced the term on several occasions, it did not gain mass

adoption by researchers (Knowles et al., 2015).

One of the first introductions of andragogy in the United States occurred in the

mid-1920's by Eduard C. Lindeman. After traveling to Germany and spending time with

the Workers Education Movement, Lindeman (1926), an educator, came back to the

United States and published *The Meaning of Adult Education*. Lindeman (1926) proposed

discussion as the method for teaching adults, an alternative than what was used to teach

children. In Lindemans' (1926) words:

> When discussion is used as method for adult teaching, the teacher becomes group-
>
> chairman ; he no longer sets problems and then casts about with various kinds of
>
> bait until he gets back his preconceived answer ; nor is he the oracle who supplies
>
> answers which students carry off in their notebooks ; his function is not to profess
>
> but to evoke — to draw out, not pour in ; he performs in various degrees the
>
> office of interlocutor (one who questions and interprets), prolocutor (one who
>
> brings all expressions before the group), coach (one who trains individuals for

team-play), and strategist (one who organizes parts into wholes and keeps the

total action aligned with the group's purpose) (pp. 188-189)

In addition, Lindeman (1926) posed several assumptions about adult learners: (1) adults

are motivated to learn as they experience needs and interests that learning will satisfy, (2)

Adults' orientation to learning is life-centered, (3) Experience is the richest source for

adult learning, (4) Adults have a deep need to be self-directing, and (5) Individual

differences among people increase with age (Knowles et al., 2015, p. 22) .

Comparable figures also added to the andragogy dialogue with published works

such as *Adult Learning* by Thorndike et al. (1928) and *Adult Abilities* by Sorenson

(1938). Important to note, Thorndike's (1898) earliest publications focused on the study

of learning in animals which was first reported in *Animal Intelligence*. Thorndike (1898)

developed three laws that govern learning: (1) The law of readiness for learning, (2) the

law of exercise which connects learning to repetition, and (3) the law of effect which is

dependent on the consequences of learning (Knowles et al., 2015, p. 103). While the

literature on andragogy in the mid-1920's pushed the field along by building on the initial

frameworks, it wasn't until the 1950's and onward that saw one of the largest published

works on andragogy.

During the 1950's and onward, the term andragogy was referenced in numerous

published works internationally. Some of those works included *Andragogy: Nature,*

Possibilities and Boundaries of Adult Education by Hanselmann (1951), *Penological*

Andragogy by Orgizovic (1956), the numerous works of Dusan Savicevic (1991, 2008),

Jack Mezirow (1978), Carl Rogers (1961, 1969), and more prominently Malcolm

Knowles (1979, 1980, 1984, 1989, 1996, 2015) and John Henschke (1989, 1994, 2009) of

which is explored in more detail in the forthcoming section. While the term andragogy

was first published by Kapp (1833) and Lindeman (1926), the concepts of andragogy

were closely connected to Malcom Knowles. Knowles (1989) published on andragogy in

the late 1960's once he became familiar with the term. According to Knowles (1989),

> By the mid-1960's, a rough outline of a theoretical framework of adult learning
>
> had evolved in my mind, and in 1967 I had an experience that made it all come
>
> together. A Yugoslavian adult educator, Dusan Savicevic, participated in a
>
> summer session I was conducting at Boston University. At the end of it he came
>
> up to me with his eyes sparkling and said "Malcom, you are preaching and
>
> practicing andragogy." I replied, "Whatagogy?" because I had never heard of the
>
> term before. (p. 79)

Knowles (1970) then spent time molding and crafting the meaning and concepts of

andragogy and published *The Modern Practice of Adult Education.* He expanded upon

his work on andragogy throughout the years. Knowles (1970) concluded that the

andragogical model was based on various assumptions, however, it is important to note

that the number of assumptions evolved from the original four to the final six

assumptions. The original andragogy assumptions included the learner's self-concept,

experience, readiness to learn, and orientation to learning. The remaining two

assumptions, need to know and motivation to learn were added in later years (Knowles,

1984, 1989a). Table 1 represents Knowles' (1989) six assumptions of andragogy.

Table 1

Malcolm Knowles Six Assumptions of Andragogy

#	Process	Meaning
1	Need to know [A]	Adults need to know why they need to learn something before undertaking to learn it.
2	Self-concept	Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept, they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction.
3	Experience	Adults come into an educational activity with both a great volume and a different quality of experience from that of youths.
4	Readiness to learn	Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.
5	Orientation to learning	Adults are life-centered (or task-centered or problem-centered) in their orientation to learning. Furthermore, they learn new knowledge, understandings, skills, values, and attitudes most effectively when they are presented in the context of application to real-life situations.
6	Motivation to learn [B]	Adults are responsive to some external motivations but the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like).

[A] This assumption was later added by Knowles in 1989 (Knowles, 1989)

[B] This assumption was later added by Knowles in 1984 (Knowles, 1984)

Numerous studies throughout the years demonstrated positive outcomes when learning and development practitioners implemented adult learning and used Knowles (1989) six assumptions (Bengo, 2020; Callary et al., 2017; Twaddell, 2019). For instance, Callary et al. (2017) investigated how Knowles (1989) six assumptions were applied by

coaches of master swim athletes. The results revealed that coaches who utilized Knowles

(1989) assumptions reported positive and functional relationships with their athletes.

Coaches who did not utilize Knowles (1989) assumptions reported being disconnected

with their athletes.

Additionally, Knowles (1995) outlined eight processes that adult educators who

follow the andragogical model use in their facilitation. It can be used as a blueprint for

adult educators that would help their learners acquire information and/or skills. Similar to

his assumptions of andragogy, these processes originally evolved from seven to eight

(Knowles, 1984, 1995). Table 2 represents Knowles' (1995) eight processes of an

andragogical process design.

Table 2

Malcolm Knowles Eight Processes of an Andragogical Process Design

#	Process	Meaning
1	Preparing the Learners [A]	This sets the tone of the learning journey by providing learners with information on a program's purpose, objectives, meeting time and place, audience, registration procedures, cost, potential benefits, and participatory nature of the program. In addition, Knowles (1995) stated that "The announcement might also suggest things for them to think about, such as what special needs, questions, topics, and problems they hope the program will deal with" (p. 5).
2	Climate Setting	This is characterized by different climate conditions for learning. Knowles (1995) emphasized two aspects of climate, physical and psychological. The physical referred to items such as classroom layout (ex: Chairs, Tables). The psychological aspect referred to a climate of mutual respect, collaboration, support, gratification, humanness, openness, and authenticity.
3	Mutual Planning	The process of involving learners in mutual planning to develop learning activities. Knowles (1995) also stated that

Table 2 (continued).

		"people tend to feel committed to any decision in proportion to the extent to which they have participated in making it. They tend to feel uncommitted to any decision that they feel others are making for or imposing on them" (p. 7).
4	Diagnosis of Learning Needs	Assessing the learning needs and interests of individuals can be done in many ways. Knowles (1984) provided various clues as to what people ought to be learning from various sources, including the individual themselves, from people in "helping" roles, mass media, professional literature, and
		organizational/community surveys. Knowles (1984) also posits that identifying the interests of individuals can be obtained from two sources, from the individual themselves and from sources of behavioral evidence.
5	Formulation of Learning Objectives	Knowles (1984) proposed three different levels of the program-development process: 1) general purpose, 2) program objectives, and 3) learning objectives. General purpose refers to the overarching social and institutional goals of the learning endeavor. Program objectives look at the specific priorities of the learning endeavor and learning objectives refer to specific behavioral outcomes of that learning endeavor.
6	Learning Plan Design	Knowles (1984) pointed out that designing a learning plan is an art form that follows artistic principles. The "line" of the learning plan is its sense of direction and continuity. The "space" refers to a focus on the program's timeline of activities. The "tone" is a focus on the shading of the program and can be expressed by conveying a concern for people and their wants. The "color" of the program is conveyed by the hue and intensity of items such as public program announcements, the warmly decorated facilities, and creating a warm atmosphere. "Texture" refers to the feel of a program such as being connected or disconnected, spotty or even, rough or smooth. The texture is determined by how well the elements of line, space, tone, and color fit together.
7	Learning Plan Execution	This process consists of the learning and development practitioner's role as administrator of the learning journey.

Table 2 (continued)

		The aspects of program operations include 1) recruiting and training leaders and teachers, 2) managing the facilities and procedures, 3) educational counseling, 4) promotion and Public relations, and 5) budgeting and financing.
8	Evaluation	Knowles (1984) highlighted that program evaluations have a purpose to improve the organizational operations (ex: facilities, processes) and the program itself (ex: methods and techniques). This can be accomplished by formulating the questions you want answered, gathering the related data, analyzing the data, and modifying the program and operational components based on these findings.

This process was later added by Knowles in 1995 (Knowles, 1995)

Around the 1950's and onward, a robust focus, application, and even criticism of andragogy was apparent. This resulted in the formation of the American Association for Adult and Continuing Education (AAACE) in 1982. The mission statement of the AAACE was to

Provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives. (American Association for Adult and Continuing Education. 2022).

Other scholars added to the field such as Mezirow (1978) with transformative learning, Gardner (1983) with the theory of multiple intelligences, and Kolb (1984) on experiential learning.

Mezirow (1978; 2009) described transformative learning as "the process by which we transform problematic frames of reference (mindsets, habits of mind, meaning perspectives) – sets of assumption and expectation – to make them more inclusive, discriminating, open, reflective and emotionally able to change" (p. 90). In essence, transformative learning is the idea that learners evaluate their past ideas and understandings as they attain new information and through critical reflection which can result in a shifting worldview. Similar to Knowles (1989, 1995), Mezirow (1991) concluded that transformative learning occurs in a nurturing and safe environment with the following conditions: accurate and complete information, freedom from coercion, openness to alternative views, empathy to weigh evidence, capacity for reflection, and an equal opportunity to participate. Nerstrom (2021) further suggested that learning and development practitioners may be the catalyst of transformational change in their learners. To say it another way, individuals who go through a transformative learning process adjust their beliefs, assumptions, and experiences based on new information.

Gardner's (1983) initial theory of multiple intelligence simplified human intelligence into seven types. Gardner (1999) defined intelligence as a "biopsychological potential of our species to process certain kinds of information in certain kinds of ways" (p. 94). Additionally, Gardner (1983) posited that each of the different human intelligences are independent of each other and "can be fashioned and combined in a multiplicity of adaptive ways by individuals and cultures" (p. 9). The seven human intelligences included 1) Logical-mathematical, 2) Linguistic, 3) Musical, 4) Spatial, 5) Bodily-Kinesthetic, 6) Interpersonal, and 7) Intrapersonal (Gardner & Hatch, 1989, p. 6). Over time, Gardner (1999) added an eighth human intelligence which he labeled

Naturalistic. A naturalistic human intelligence refers to individuals who demonstrate

"expertise in the recognition and classification of the numerous species - the flora and

fauna - of his or her environment" (Gardner, 1999, p. 48). In other words, the theory of

multiple intelligence proposes that individuals have different ways in which they learn

and acquire information. Additionally, the ways in which individuals learn and acquire

information are independent of each other.

A common misconception among researchers about multiple intelligences is that

it is synonymous with learning styles. Multiple intelligences represent intellectual

abilities whereas learning styles are the ways learners approach tasks (Strauss, 2013). On

the other hand, some researchers expressed critiques and limitations of the multiple

intelligence theory. For instance, Brand (1996) and Sternberg (1983) rejected the theory

of multiple intelligence as they found it closely connected with the intelligence quotient

(I.Q.). Some researchers suggested there were more intelligences that were originally

proposed, have requested further understanding and evidence of the theory, and have

expressed other educational concerns (Boss, 1994; Eisner, 1994; Levin, 1994).

Kolb (1984) defined learning as "a process in which knowledge is created through

transformation of experience" (p. 9). Kolb (1984) stated that the learning process

consisted of an experiential learning cycle which consisted of doing (concrete

experience), observing (reflective observation), thinking (abstract conceptualization), and

planning (active experimentation). The experiential learning theory's application is vast

and can assist in identifying various learning styles, develop learning and development

practitioners skills, and provide a strong framework for group project work (Shalanova,

2004). Additionally, various experiential learning activities included case studies,

simulations, or on-the-job training. O'Bannon and McFadden (2008) took it a step further

and developed the Experiential Andragogy model, a non-traditional experiential learning

program model designed specifically for adult learners. The experiential andragogy

model is a six-stage process model with each stage progressing to the next. The six stages

included 1) motivation, 2) orientation, 3) involvement, 4) activity, 5) reflection, and 6)

adaptation (O'Bannon & McFadden, 2008, p. 25). Many researchers found the

experiential learning theory showed promising results (Hawtrey, 2007; Healy &

McCutcheon, 2008; Lavoie & Rosman, 2007; Samuel & Durning, 2021; Sharlanova,

2004). To say it another way, the experiential learning theory is a four-stage cycle that

individuals go through, and, as a result, transform those experiences into learning.

Concrete experiences serve as a basis for reflection and from these reflections, learners

incorporate the new information and form abstract concepts.

     In the business industry, organizations spend large monetary amounts on

workforce training and leadership development. Therefore, it is crucial for organizations

to successfully implement programs in order to receive a return on their workforce

investments. Additionally, organizations also find that their investments result in a lack

of improved performance (Beer et al., 2016). Samuel and Durning (2022) reported the

design of the learning programs, a focus on theory and lack of action, and logistical

problems such as traveling or employees' time off work as reasons for the lack of

improved changes. After the application of Kolb's (1984) experiential learning theory in

two separate cases, Samuel and Durning (2022) reported positive success. The success of

both cases was attributed to a) using a coaching model, b) learning was contextualized, c)

they were personalized and just-in-time, and d) they were offered online which provided

flexibility for learners (Samuel & Durning, 2022, p. 197). The researcher also

incorporated Kolb's (1984) experiential learning theory as part of their recommendations

for designing professional development programs that enhance learning and development

practitioners' knowledge and utilization of andragogical principles. Detailed

recommendations for professional development programs are discussed in chapter five.

   The growing body of andragogy literature continued to expand in the 2000's with

different approaches and perspectives, that included a focus to combine online learning

with physical place-based classroom methods or otherwise known as blended learning.

This is in part due to globalization and enhancements in technology as it exposed and

influenced various cultures to different worldviews about the nature of learning

(Merriam, 2018). For instance, Vella (2001, 2002) developed seven steps of training

design as a tool for learning and development practitioners to plan for their learning

sessions. The seven steps of planning included: who, why, when, where, what, what for,

and how (Vella, 2001, pp. 25-26). The who referred to the participants, leaders, and the

number of stakeholders; the why referred to the situation that called for the learning

session; the when referred to the time frame; the where referred to the location of the

learning session; the what referred to the content or the skills, knowledge, and attitudes

that are part of the learning sessions; the what for referred to having achievement-based

objectives; and how referred to the actual learning tasks and materials (Vella, 2001,

2002). Comparably, Vella (2001) identified the four I's as they related to learning tasks.

Learning tasks were associated with the how of a training design. During this stage,

learning and development practitioners identified what learners will actually do (Haugen,

2006). Vella's (2001) four I's included inductive work, input, implementation, and

integration. Inductive work referred to connecting learners with what they already knew.

Input referred to learning tasks that introduced learners to new knowledge, skills, and

attitudes. The implementation task invited learners to interact and practice directly with

the new content. It also allowed the learning and development practitioner to assess if

learners grasped the new content and share any feedback. Finally, learners applied what

they learned to their daily lives during the integration of tasks (Vella, 2001). While Vella

(2001, 2002) focused on the development of tools for learning and development

practitioners during the training design phase, others turned their attention to the

implication's technology had on learning (Diep et al., 2019; Laurillard, 2012; Shea,

2006).

Carr-Chellman (2004) argued that within adult education, internet learning was

the fastest growing market segment. While more information was easily accessible to

learners through the use of the internet, Isenberg (2007) asserted that "The internet alone

does not attend to the process of learning" (p. 4). Further, Merriam and Caffarella (1999)

claimed that "having access to unlimited information is not the same as being able to

search efficiently for the most significant information, or to even know what is most

significant" (p. 17).

Isenberg (2005, 2007) was another compelling author who examined andragogy

principles as they related to technology and internet learning. More specifically, Isenberg

(2005) wanted to understand if it was possible to "support the principles and technology

of adult learning while creating an internet learning experience?" (p. ii). As a result,

Isenberg (2005, 2007) developed an internet-based program that used adult learning

principles to support users in making healthier lifestyle changes. The study concluded

that the internet-based program supported andragogy principles and found 12 themes that

it took to build the program. Those 12 themes included 1) interest, 2) legalities, 3)

money, 4) skill, 5) relationships, 6) doubt, 7) trust, 8) fun, 9) leadership, 10) getting it

right, 11) educational constraints, 12) situational constraints, and 13) evaluation

(Isenberg, 2005, p. ii). Based on an examination of the literature, Isenberg (2005, 2007)

found 32 protocols necessary to build an internet adult learning program and an

additional 21 protocols based on her lived experiences. Some of the protocols asked

learning and development practitioners to lead learners through systematic diffusions of

knowledge by promoting rational thought through dialogue, find creative ways to

integrate educational and cultural elements, partner with a technology company that has

both technological and creative skills, and to celebrate learners' contributions (Isenberg,

2007, p. 195-199).

Additionally, Isenberg's (2007) valuable contributions to the field of andragogy

included the use of Learning Contracts (LC). Isenberg (2007) defined a learning contract

as "a way to help learners structure their own learning" (p. 10). While Knowles (1975)

initially introduced the concept of learning contracts, Hannibal (2017) argued that "It is

Isenberg (2007) who fully developed the modern construct of a learning contract (p. 34).

Knowles (1980) viewed the learning contract as a table comprised of five columns. Those

five columns consisted of 1) learning objectives, 2) learning resources and strategies, 3)

target date for completion, 4) evidence of accomplishment of objectives, and 5) criteria

and means for validating the evidence (Knowles, 1980, p. 381). According to Knowles

(1980), in column one of the learning contract, learners were required to write their

objectives in their own words and arrange them in a sequential order. Column two

consisted of the learner identifying various learning resources and strategies. Column

three urged the learner to specify dates of completion for various tasks. Columns four and

five included the most difficult component for a learning and development practitioner,

the evaluation of learning outcomes. Knowles (1980) placed the responsibility of

evaluation on the learner and concluded that it may cause anxiety as "It is the first time in

the lives of most of them that they have been asked (or allowed) to take this degree of

responsibility for their own learning" (p. 244). Brookfield (1986) viewed learning

contracts as "the chief mechanism used as an enhancement of self-direction" (p. 81).

Fedeli et al. (2013) found that learning contracts "fostered opportunities for

students to experience personal growth, become aware of what they had learned, clarify

their learning, and better focus on the academic content" (p. 109). Additionally, Hannibal

(2017) concluded that coaching of individually-focused sports such as golf, tennis, and

swimming, learning contracts can "offer great freedom, accountability, and involvement

in the coaching process, all of which can lead to improved and sustained performances"

(p. 156). On the other hand, the use of learning contracts had concerns or limitations.

Anderson et al. (1998) believed that "careful attention to orienting the users and to

developing their skills in using learning contracts is seen as important, or else the use of

contracts may produce anxiety or frustration with the learner" (p. 2). According to

Brecko (2004), those using learning contracts report feelings of isolation as it required a

high degree of self discipline to complete the learning contract, difficulty in

understanding the concept of the learning contract at the beginning, finding one-on-one

time with the advisor posed as a limitation, as well as keeping the process manageable (p.

269). Similarly, the Center for Teaching Excellence (n.d.) stated that learning contracts

can be challenging to learners who are used to more teacher-centered learning programs, have not used learning contracts prior, the learning contract may also need to be adjusted as the learning occurs, and learning and development practitioners would need to make the shift from traditional concepts of teaching to a facilitator of learning (para. 3).

Diep et al. (2019) argued "While traditional learning environments have been gradually transformed into those of a technology-mediated nature, instructional designers and instructors of online and blended learning (OBL) are lacking a conceptual framework that underlines the needs of adult learners" (p. 224). Along the same lines, Laurillard (2012) suggested that learning theories have not changed to a great degree with the introduction of technologies. Additional research continued to be pursued in areas such as learner satisfaction (Diep et al. 2016, 2019), assessment strategies for online learning (Conrad & Openo, 2018), engagement (Chen et al., 2018), and sense of belonging (Peacock & Cowan, 2019) with the increased utilization of technology and its utilization in learning. Simonson et al. (2015) also highlighted distinctions between online learning, blended or hybrid learning, and web-facilitated learning. Online learning involves learning where most of the content is delivered online whereas blended or hybrid learning incorporates face-to-face and online learning and web-facilitated learning includes learning where 30% of the content is delivered online (Simonson et al., 2015, p. 5). In other words, adult learning theories have not been able to incorporate the latest technological innovations. Learning and development practitioners lack a consistent and coherent set of principles and guidelines for addressing the unique challenges and requirements of adult learners in a technology-driven environment.

Conrad and Openo (2018) posited that assessments are a critical element in the learning journey. Assessments allow learners the ability to form a connection with prior knowledge and the advances in technology open doors for an array of authentic assessments including those that use social media as a medium. Additionally, Conrad and Openo (2018) highlighted the importance of learning and development practitioners to understand their own philosophical stance on teaching and learning as it will impact the assessments, activities, and materials that are chosen during a learning session. In essence, the assessments, activities, and materials reflect the educators' values. To say it another way, learning and development practitioners' instructional perspectives impact the choices they make in the content and assessments that are administered. Advances in technology have made it possible to use a variety of authentic assessments, including those that incorporate social media in the learning environment.

Chen et al. (2018) developed an early-stage analytics toolkit that turned online discussion forum data into valuable information for students in order to foster learner engagement. While learning analytics may be valuable for learning and development practitioners, Chen et al. (2018) aimed to develop the toolkit to be used by learners. Chen et al. (2018) concluded that the toolkit provided "potential but inconclusive efficacy in facilitating student's social and conceptual engagement in online discussion" (p. 8). The study is a crucial step towards an understanding of the implications technology has on learning.

Peacock and Cowen (2019) advocated that a sense of belonging promoted online learning. According to Peacock and Gowen (2019), a sense of belonging encompasses the feeling of being accepted, needed, and valued. Additionally, Peacock and Gowen (2019)

suggested that a sense of belonging involves feelings of connection to a group, class, subject, or institution. According to Maslow's (1962) hierarchy of needs, a sense of belonging lies in between esteem and self-actualization as well as basic needs such as food and safety. As a result, Peacock and Gowen (2019) proposed that online learners need to feel comfortable, safe, and respected by other learners and the learning and development practitioner before they shift their focus to learning new content and skills.

Kaddoura and All Husseiny (2021) developed and applied a new online learning model based on andragogy principles at a local university in the United Arab Emirates. The model was applied to 140 learners enrolled in an Information Security course as the skills taught in this course were practical in real-life scenarios and involved email, web sites, social networks, and various on-line platforms (Kaddoura & All Husseiny, 2021). The study revealed a noticeable difference in student satisfaction on the applied framework. Kaddoura and All Husseiny (2021) planned to expand on this original work with the introduction of peer-to-peer evaluations and the assessment of learner engagement. As technology and online learning is widely used, Kaddoura and All Husseiny (2021) reported that "There is a demand to move out of a traditional pedagogy into andragogy to prepare independent learners who can compete in a global market for higher education graduates" (162).

Both Hung and Chou (2015) and Diep et al. (2016) concluded that learning and development practitioners must also exhibit the role of technology facilitators in online and blended learning environments. The learning and development practitioner's competency with the use of technology in the learning environment positively affected the learners' attitudes towards the course (Diep et al., 2016; Hung & Chou, 2015). To say

it another way, learner anxiety is greatly reduced when the learning and development

practitioners are competent and can solve technological issues that may arise. In a

modernized technology-driven world, andragogy principles will continue to be examined

and tested across many technology-driven use cases (Aziz et al., 2021; Okunna, 2022;

Sabri et al., 2022). In addition, self-directed learning is important in adult education and

the historical and philosophical development of andragogy.

Self-Directed Learning

The term self-directed learning became prominent in literature in the mid-1900's

(Merriam, 2001). Both andragogy and self-directed learning were attempts to define adult

education as "a unique field of practice, one that could be differentiated from learning in

general and childhood education in particular" (Merriam, 2001, p. 11). Some of the

earliest and most notable figures associated with self-directed learning were Houle

(1961), Knowles (1975), and Tough (1967, 1971). Houle (1961) shared a connection with

Knowles (1975) and Tough (1967, 1971) as they were both his former students. Houle

(1961) published The Inquiring Mind which put forth that self-directed learning as an

important part of adult learning. Tough (1961) built upon Houle's (1961) work and

shared a more exhaustive description of self-directed learning. Additionally, Tough

(1971) presented 13 steps learners take in his self-planning learning model. These steps

included elements such as deciding when and where to learn, estimating their current

level of progress, finding resources, and finding the time for learning (Tough, 1971, pp.

94-95). Knowles (1975) published *Self-Directed Learning: A Guide for Learners and*

Teachers in which he described self-directed learning as "A process in which individuals

take the initiative, with or without the help of others, in diagnosing their learning needs,

formulating learning goals, identifying resources for learning, choosing and

implementing appropriate learning strategies, and evaluating learning outcomes" (p. 18).

As described earlier in the text, Knowles (1980) viewed self-directed learners as

possessing a self-concept that is non-dependent.

Another definition and model on self-directed learning included, Garrison (1997)

who viewed self-directed learning as "An approach where learners are motivated to

assume personal responsibility and collaborative control of the cognitive (self-

monitoring) and contextual (self-management) processes in constructing and confirming

meaningful and worthwhile learning outcomes" (p. 18). Garrison made the distinction

that it is a collaborative process between learning and development practitioner and

learner when in formal learning situations. Brockett and Hiemstra (1991) viewed self-

directed learning in two dimensions. The first dimension proposed that self-directed

learning is "A process in which a learner assumes primary responsibility for planning,

implementing, and evaluating the learning process" (Brockett & Hiemstra, 1991, p. 21).

The second dimension "Centers on a learner's desire or preference for assuming

responsibility for learning" (Brockett & Hiemstra, 1991, p. 21). As a result, Brockett and

Hiemstra (1991) posited that self-directed learning included external characteristics,

focused on the instructional process, and internal characteristics, those which the learner

assumed responsibility for learning. On the other hand, Taylor (1986) was known for his

development of a sequential and circular model of self-directed learning in a classroom.

Taylor's (1986) model consisted of four different phases and four transition points. While

many definitions existed for self-directed learning, Charungkaittikul and Henschke

(2018) argued that the earliest models of self-directed learning "proposed by Tough

(1971) and Knowles (1975) are the most linear, moving from diagnosing needs to

identifying resources and instructional formats to evaluating outcomes" (p. 3). Self-

directed learning is not without its concerns or limitations.

Brookfield (1985) criticized self-directed learning as it did not take into account

the social construction and social context of learning. Other researchers noted the missing

aspects of collaboration (Garrison, 1997; Merriam & Caffarella, 1999; O'Donnel, 1999).

Dehnad et al. (2014) took it further and examined the various definitions of self-directed

learning between 2000-2012 and found there to be no consistent, explicit, and

independent definition readily used. To summarize andragogy from self-directed

learning, Hannibal (2017) believed that "Andragogy was the philosophy, pillars, and

principles/assumption used in helping adults learn, while self-directed learning was the

most important way andragogy was to be implemented" (p. 28). In other words,

andragogy is the what whereas self-directed learning is the how or the way in which

adults learn. While the building blocks of andragogy grew extensively over time, as

discussed earlier, it is imperative to examine not only how adults learn but examine those

that facilitate learning, the learning and development practitioners.

Instructional Perspectives

According to the 2021 Training Industry Report, the United States training

expenditures from 2020-2021 peaked at $92.3 billion (Freifeld, 2021, p. 19). That is a

12% increase from the previous year (Freifeld, 2021, p. 19). On average, employees

received nearly 64 hours of training per year while large organizations peaked at 78.1

hours of training (Freifeld, 2021, p. 21). The training activities allowed organizations to

remain competitive and support the organization in order to adapt to the ever-changing

economy, compete within the current market, excel, innovate, produce value added

products and services, conduct safe practices, and reach their intended goals (Salas et al.,

2012). Additional reports indicated that roughly $50 billion is spent on leadership

development training (Prokopeak, 2018, para. 5). Nearly 74% of the leadership

development programs were led by learning and development practitioners (Prokopeak,

2018, para. 12). While learning and development practitioners play a pivotal role in

training and learning activities, much of the research on their beliefs and conceptions of

teaching only appeared since the 1990's. Similarly, there was a misalignment used to

describe these findings such as teaching approaches, orientations, conceptions, beliefs,

instructional perspectives, and intentions. For the purpose of this study, the researcher

examined instructional perspectives. Instructional perspectives were the "guiding beliefs,

feelings, and behaviors theorized and practiced by adult educators" (Stanton, 2005, p.

21). There was a misalignment on what constitutes a great adult educator (Galbraith &

Jones, 2008, 2007). In other words, while the cost of employee training continued to

increase exponentially over the years, a significant portion of research was lacking into

those that were responsible for administering the training.

     Traditionally, an instructor's role focused on identifying what learners needed to

learn, how they would learn it, when, and also evaluating that they have in fact learned

(Knowles, 1980; Knowles et al., 2015). Knowles (1980) initially followed a similar

thought process and outlined six key functions of an adult educator. Knowles (1980)

initial six key functions of a learning and development practitioner were teacher-centered

and included elements such as diagnosing learner needs, planning a sequence of

experiences that will produce the desired learning, and measuring the outcomes of the

learning experience. To put it another way, instructors were responsible for transmitting materials, controlling the way learners received and utilized the materials, and to test if they received the materials. Knowles et al. (2015) views later shifted when he was exposed to the works of Carl Rogers.

Additionally, Knowles (1980) hypothesized that effective learning and development practitioners possess eight characteristics, such as satisfaction from the accomplishments through others, their capacity to establish warm and empathetic relationships, they value the experiences of their learners, and they are committed to involve their learners in organizational and educational processes. Alternatively, Rogers (1969) emphasized a more student-centered approach to learning and encouraged the learner for more self-directed inquiry. Further, Rogers (1969) believed that learning and development practitioners played a pivotal role and exhibited the following characteristics:

1. The facilitator helps to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group.

2. The facilitator helps to elicit and clarify the purposes of the individuals in the class as well as the more general purposes of the group.

3. He relies upon the desire of each student to implement those purposes which have meaning for him, as the motivational force behind significant learning.

4. He endeavors to organize and make easily available the widest possible range of resources for learning.

5. He regards himself as a flexible resource to be utilized by the group.

6. In responding to expressions in the classroom group, he accepts both the intellectual content and the emotionalized attitudes, endeavoring to give each aspect the approximate degree of emphasis which it has for the individual or group.

7. As the acceptant classroom climate becomes established, the facilitator is able increasingly to become a participant learner, a member of the group, expressing his views as those of one individual only.

8. He takes the initiative in sharing himself with the group - his feelings, as well as his thoughts - in ways which do not demand nor impose but represent simply a personal sharing which students may take or leave.

9. Throughout the classroom experience, he remains alert to the expressions indicative of deep or strong feelings.

10. In his functioning as a facilitator of learning, the leader endeavors to recognize and accept his own limitations. (pp. 164-166)

Comparatively, Maslow's (1972) theory aligned with the characteristics proposed by Rogers (1969) and added additional emphasis around the learning and development practitioners responsibility to provide safety. Relatedly, Pratt (1998) emphasized the significance of the learning and development practitioners perspectives on teaching. In particular, Pratt (1998) stated that

Teaching is guided by one's perspective on teaching, which is defined by actions, intention, and beliefs regarding: (a) knowledge and learning, (b) the purpose of adult education or training, and (c) appropriate roles, responsibilities, and relationships for instructors of adults. (p. 11)

Other researchers who published in this field also discussed an array of unique

characteristics that learning and development practitioners may possess (Baker at al.,

1998; Bonnes & Hochholdinger, 2020; Heimlich & Norland, 2002; Walsh & Maffei,

1994). According to Meyer and Marsick (2003),

> Trainers now need much more than delivery and design skills. They must be
>
> strategic partners with line and senior management. They need a deep
>
> understanding of diverse clients and their different learning styles. They must be
>
> able to read the context, assess needs, and select or create appropriate mini–
>
> learning sessions that are often delivered just in time in the middle of work cycles.
>
> They also need to understand how development of individuals promotes and
>
> contributes to group and organizational learning. (p. 80)

On the other hand, Mishra et al. (2019) considered a learning and development

practitioner analogous to a brand spokesperson and connects a learner's experience with

the practitioner and the course to an institution's identity. If we understand the role and

characteristics of the learning and development practitioner, one must also wonder how

the learning and development practitioner came to possess these characteristics.

> Galbraith and Jones (2008) stated that it is the
>
> self-awareness aspect of becoming a teacher of adults that is an essential
>
> component in the journey toward understanding who you are and how it relates to
>
> the other dimensions of teaching and learning, such as the design, organization,
>
> and facilitation processes. (p. 2)
>
> Fenwick and Parsons (2009) put forward a series of questions learning and

development practitioners can ask themselves to better understand their teaching

philosophies. Questions posed by Fenwick and Parsons (2009) included "What are the most important things that learners should know or do by program's end?", "Is knowledge created by learners or should they master the knowledge given to them by others?", "Which is more important: collaborative learning or individual learning?", and "Is learning systematic and sequential, or is it holistic and idiosyncratic?" (p. 15). Additionally, Fenwick and Parsons (2009) asked questions to explore if learning was controlled by the instructor or the learner, is learning instant or does it accumulate with time, and whether learners can exhibit what they have learned after they have learned it or if time is needed for reflection. Fenwick and Parsons (2009) also recommended a reassessment of one's philosophy of teaching to ensure the methods of teaching matched the beliefs about what and how adults should learn. This self-awareness is the foundational element on which learning and development practitioners can build upon to enhance their knowledge and use of andragogy principles.

Comparably, Rose (2013) wrote "Without reflection, it's almost like we're hollow" (p. 35). Brookfield (2017) suggested that critically reflective teaching occurred when learning and development practitioners consistently identified and checked their assumptions that inform their actions. These assumptions are rooted from factors such as the learning and development practitioners' own experiences as a learner, advice received from others, an understanding of what generally acceptable research and theory conclude, and by observing how their learners responded (Brookfield, 2017). Bereiter and Scardamalia (1987) look at reflection as a process. More specifically, a "dialectical process by which higher-order knowledge is created through the effort to reconcile lower-order elements of knowledge" (Bereiter & Scardamalia, 1987, p. 300).

Sellheim (2006) investigated physical therapist educators across three midwestern physical therapist programs and examined their beliefs and conceptions of teaching and learning. Sellheim's (2006) study found that the physical therapist educators' beliefs on education directly influenced their conceptions of teaching and the teaching methodologies they, in turn, deployed. Additionally, Sellheim (2006) suggested that learning and development practitioners' characteristics and instructional methodologies impacted the way students approached their learning.

In another study, Hadley (1975) developed the Educational Orientation Questionnaire (EOQ). The EOQ assessed a learning and development practitioners' orientation as it relates to the constructs of pedagogy and andragogy. In essence, it measured the differences in beliefs and learning strategies among learning and practitioners. The instrument included 60 items of which 30 were andragogical and 30 pedagogical. The EOQ consisted of eight factors that included: 1) pedagogical orientation, 2) andragogical orientation, 3) competitive motivation, 4) pedagogical teaching, 5) social distance, 6) student undependability, 7) standardization, and 8) self-directed change (Hadley, 1975, p. vi). Hadley (1975) tested the EOQ with 409 adult educators from various public and private educational institutions, that included those from business and religious institutions. Test-retest reliability of the EOQ measured 0.89 and a coefficient alpha of 0.94 (Hadley, 1975, p. vi). Kerwin (1979) noted that the EOQ was the first instrument that "empirically studied the teaching behavior of andragogically and pedagogically oriented educators" (p. 3). Additionally, Davenport (1984) found the EOQ had utility as it revealed that educational orientations varied based on academic discipline, gender, institutional setting, and department. Some researchers have used the

EOQ in its original or a modified form since its development (Christian, 1982; Kerwin, 1979; Smith, 1982).

Some researchers continued to develop instruments that examined learning and development practitioners' orientation as it related to constructs of andragogy or teaching methodologies that were closely connected to andragogy principles and processes. Kerwin's (1979) Educational Description Questionnaire (EDQ) and Christian's (1982) Student Orientation Questionnaire (SOQ) were two additional instruments that were developed and based on Hadley's (1975) EOQ. Kerwin's (1979) EDQ served two purposes, to determine "if student's perceive any differences between the teaching behavior of andragogically- and pedagogically-oriented educators, and if so, to determine in what ways the student-perceived teaching behavior of andragogically- oriented educators differs from that of pedagogically-oriented educators" (Kerwin, 1979, p. 3). The second purpose of Kerwin's (1979) EDQ was to determine "if there is a significant difference between andragogical and pedagogical orientation toward education when controlling for certain other factors, such as institutional type, program area, or educator's age" (pp. 3-4). On the other hand, Christian's (1982) SOQ focused on the identification of student preferences, attitudes, and beliefs about education. After administering the instrument among military and civilian personnel at a United States military base as well as adults enrolled in voluntary education programs, Christian (1982) found that the military personnel preferred teaching methods that were more andragogical compared to the civilian personnel. A critique of Hadley's (1975) EOQ, Kerwin's (1979) EDQ, and Christian's (1982) SOQ was that it failed to measure the six assumptions of andragogy (Knowles et al., 2015, p. 327).

Suanmali (1981) developed the Andragogy in Practice Inventory (API) in order to identify learning and development practitioners' beliefs about conceptual approaches in the andragogical process. Suanmali (1981) found that the API, a self-reported instrument, had low degrees of agreement amongst the sample regarding andragogy's significance in the learning environment. Some degrees of agreement were found in the following inventory items: 1) decrease learner's dependency, 2) help learners use learning resources, 3) learners define their own learning needs, 4) assist learners to define, plan, and evaluate their own learning, and 5) reinforce self-concept as a learner (Suanmali, 1981, p. 141). Brookfield (1986) viewed the API as "an instrument designed to test the presence of effective facilitation in practice, rather than providing empirical measures of forms of adult learning—or in other words, whether or not teachers are behaving as effective facilitators" (p. 34)

Knowles (1987) developed his own instrument, the Personal HRD Style Inventory. The Personal HRD Style Inventory, a self-assessment tool, was designed to "provide insight into an instructor's general orientation to adult learning, program development, learning methods, and program administration" (Knowles, 1987, p.1). The instrument's impact on andragogy remains unknown as it has yet to go through academic testing (Knowles et al., 2015, p. 327). Based on the various instruments and tools that were developed through the years, the researcher was able to conduct a full investigation with a focus on the instructional perspectives of Henschke (1989).

Henschke (1989) developed an assessment instrument that helped answer the following question: "What beliefs, feelings, and behaviors do adult educators need to possess to practice in the emerging field of adult education?" (p. 83). Based on his

research, experiences as an adult educator, and the current literature of the time,

Henschke (1989) identified five building blocks critical for an adult educator to practice

in the field. Those five building blocks included: 1) beliefs and notions about adult

learners, 2) perceptions concerning qualities of effective teachers of adults, 3) phases and

sequences of the adult learning process, 4) teaching tips and adult learning techniques,

and 5) implementing the prepared plan. As a result, Henschke (1989) developed the IPI, a

self-reporting measurement tool that consisted of originally 50 questions, the IPI

examined seven factors that sought to identify the "teacher's personal and contextual

identification, actions, and competencies in the classroom, and philosophical belief for

guided practice" (Henschke, 1989, p.81). Those seven factors included: 1) Teacher

Empathy with Learners, 2) Teacher Trust of Learners, 3) Planning and Delivery of

Instruction, 4) Accommodating Learner Uniqueness, 5) Teacher Insensitivity Toward

Learners, 6) Learner-centered Learning Process (Experience-based Learning

Techniques), and 7) Teacher-centered Learning Process. Henschke (1989) went a step

further than previously developed instruments and created a comprehensive inventory

that incorporated the critical elements necessary for a personal vision for teaching.

Teacher Empathy with Learners

The factor teacher empathy with learners references empathetic learning and

development practitioners who focus on the development of a "warm, close, working

relationship with adult learners" (Stanton, 2005, p. 116). Additionally, empathetic

learning and development practitioners respond to their learner's learning needs

(Henschke, 2016). Questions on the instrument for this factor focused on the learning and

development practitioners' preparation to teach, appreciation to learners who were

engaged, acknowledgment of changes in them, the promotion of positive self-esteem in

their learners, and the balancing of efforts between learner content acquisition and

motivation.

Teacher Trust of Learners

The factor teacher trust of learners referred to the trust established between the

learning and development practitioner and the learner. The trust is accomplished in

different ways such as avoiding negative influence, listening, and allowing learners to

take responsibility for their own learning (Stanton, 2005). Pratt (1998) believed that the

goal of establishing trust with learners is so they are able to build self-esteem and dignity.

The questions on the instrument for this factor were focused on areas such as

communication, respect, listening, and expressing confidence that learners will develop

the required skills.

Planning and Delivery of Instruction

In planning and delivery of instruction, the learning and development practitioner

involves the learner in the planning process (Henschke, 2016). Additionally, Knowles

(1980) recommended the incorporation of evaluation and feedback in the planning

process. Examples of questions on the instrument from this factor included "how

frequently do you use a variety of teaching techniques?" and "how frequently do you

establish instructional objectives?" (Stanton, 2005, p. 342).

Accommodating Learner Uniqueness

Accommodating learner uniqueness indicated learning and development

practitioners taking into consideration their learners' differences. These differences

included learner self-concept, motivation, accumulated life experience, and the purpose

learners have in mind for the materials being learned (Pratt, 1998; Stanton, 2005).

Learning and development practitioners should apply learning facilitation techniques that

are distinct to their learners as each learner has their own preferences and methods for

learning (Henschke, 2016). The questions on the instrument that related to this factor

were focused on the identification of items such as the frequency of learning and

development practitioners supporting learners' exploration of their own abilities,

encouraging them to solicit answers from other learners, and how they would approach a

specific learning task.

Teacher Insensitivity Toward Learners

When learning and development practitioners fail to recognize the learner's

uniqueness and perspectives, trust, mutual respect, and the bond amongst them is

separated (Henschke, 2016). As a result, the lack of trust, mutual respect, and bond leads

to insensitivity. Knowles (1989) suggested that listening to what learners say is one way

to show care and respect. Questions on the instrument that related to this factor included

"How frequently do you have difficulty understanding learner point-of-view?" and "How

frequently do you feel impatient with learner's progress?" (Stanton, 2005, p. 343).

Learner-centered Learning Process (Experience-based Learning Techniques)

The factor learner-centered learning process (experience-based learning

techniques) refers to learners taking an active part in the learning process and the learning

and development practitioner's role is to facilitate group dynamics and social interactions

(Houle, 1996). In this type of environment, the materials are relevant, there is an

openness to asking questions, a motivation to engage, and an emphasis on adults to learn

(Knowles, 1980). Questions on the instrument that related to this factor were focused on

the identification of learning and development' frequency to conduct group discussions,

teach through simulations of real-life, conduct role plays, and group learners together to

listen for a specific purpose.

Teacher-centered Learning Process

On the other hand, a teacher-centered learning process indicated an opposing

concept from learner-centered learning processes. In a teacher-centered learning process,

the transmission of information is one-way from the learning and development

practitioner to the learner (Henschke, 2016). In this type of environment, learners take a

passive part in the learning process (Stanton, 2005). The questions on the instrument that

related to this factor aimed to identify how frequently learning and development

practitioners believe their primary goal is to provide learners as much information as

possible, teach exactly as they planned, make their presentations clear enough for their

learner, believe their teaching skills are refined as they can be, and require learners to

follow the exact learning experience that was designed.

After the initial development and implementation of the instrument, it continued

to be tested, refined and improved. In time, Henschke (1994) adjusted the number of

questions (from 50 to 45) as well as either removed or added questions in order to

strengthen the instrument (p. 75). Other researchers tested the instrument in various

settings and used cases (Curran 2019; Dawson, 1997; Drinkard, 2003; Manjounes, 2010;

McManus, 2007; Moehl, 2011; Reinsch, 2007; Rowbotham, 2007; Ryan, 2009; Thomas,

1995; Seward, 1997; Stanton, 2005; Stricker, 2006; Vatcharasirisook, 2011). The

instrument was quantitatively validated in three of the studies (Moehl, 2011; Stanton,

2005; Vatcharasirisook, 2011).

Most notably, Stanton (2005) noted strong overall internal reliability of the IPI reporting Cronbach alpha of .8768 (p. 211). Stanton (2005) also recommended the use of reverse scoring on two subscales of the instrument: Teacher Insensitivity toward learners and Teacher-centered Learning Process (p. 115). Similarly, recommendations were made to adjust the response scales from four to five and offer the following responses for each item: (a) Almost never, (b) Not often, (c) Sometimes, (d) Usually, and (e) Almost always (Stanton, 2005, p. 115). As a result, this provided subtle distinctions in survey responses and provided a consistency of direction in scores across all subscales (Ryan, 2009). The MIPI is a result of Stantons' (2005) modifications to the original IPI (p. 115). The questions in the subscales from the original IPI remained the same in the MIPI (Stanton, 2005).

Moehl (2011) investigated the role psychological type, as measured by the Myers-Briggs Type Indicator (MBTI), plays in predicting instructional perspectives as measured by the MIPI among 426 faculty members at four campuses of a public university. Additionally, variations in instructional perspectives among faculty in similar academic disciplines and whether those variations existed as a result of exposure to adult learning theories, methods, and/or instructional strategies were explored. Moehl (2011) found a significant relationship between the MBTI and the MIPI. Variations in instructional perspectives among faculty members of similar MBTI types teaching in the same discipline also existed as well as "exposure to adult learning theories, methods, and/or instructional strategies account for a significant portion of the variation" (Moehl, 2011, p. ii).

Vatcharasirisook (2011) used an adapted version of the MIPI to examine the relationships among supervisors and subordinates on two dependent variables, employees job satisfaction and employee's intention to stay. After examining a sample of 513 subjects, Vatcharasirisook (2011) found that three out of the seven characteristics of supervisors have a direct or indirect impact on employees job satisfaction and intent to stay in the organization. The three characteristics included supervisor empathy with subordinates, supervisor trust of subordinates, and supervisor insensitivity toward subordinates. In addition, the researcher spoke with the creator of the instrument and confirmed that years of experience of learning and development practitioners was not examined utilizing the MIPI (J. Henschke, personal communication, January 31, 2021).

Experience as a Factor

The researcher examined the relationship years of experience had on learning and development practitioners and their instructional perspectives. More specifically, the researcher investigated how one's instructional perspectives may or may not evolve over time. By having a better understanding of one's instructional perspectives over time, the researcher was able to formulate training and professional development opportunities for learning and development practitioners as they continue to master their craft. This section will review prior research that examines the relationship between years of experience and the characteristics, knowledge, and skills a learning and development practitioner processes, including literature that explains how to best categorize years of experience.

Persky et al. (2017) sought to identify what differentiates a novice from an expert and how that impacts how they teach classes or design curriculum. Persky et al. (2017) stated "experts have built substantial knowledge bases that affect what they notice, and

how they organize, represent and interpret information. These adaptations lead to better

problem solving and performance" (p. 72). Similarly, Persky et al. (2017) identified

various characteristics that separate experts from novices. These characteristics included

the following: experts know more, their knowledge is better organized and integrated,

they have better strategies for accessing knowledge and using it, and they are self-

regulated and have different motivations (p.75). Wisshak and Hochholdinger (2020) took

a different angle regarding learning and development practitioners characteristics.

After gathering survey data from 190 participants, Wisshak and Hochholdinger

(2020) identified a distinction between hard-skill and soft-skill trainers and the

knowledge and skills they believe their position required. According to Wisshak and

Hochholdinger (2020), soft-skill trainers utilized approaches that were more learner-

centered. They also focused more on interpersonal elements such as communication,

relationship building, providing feedback, and managing group processes.

Gauld and Miller's (2004) Australian study investigated the qualifications and

competencies of trainers and to determine if a relationship existed between these

attributes and their effectiveness. Using data from 303 trainers, Gauld and Miller (2004)

found that "formally qualified trainers become more effective with more years of

experience in training positions" (p. 16). Additionally, Gauld and Miller (2004) found

that roughly 75% of trainers had been in their field for ten years or less (p. 12) which was

consistent with Leach's (1992) North American Study.

Similarly, Gauld and Miller (2004) found that 10% of trainers who possessed less

than two years of experience in training roles rated themselves as "less than satisfactory"

whereas the same rating was not represented with trainers who had over five years of

experience in training roles (p. 13). They also found that the majority of trainers who were in the field for 10-20 years rated themselves as excellent. This also matched Leach's 1991 study (as cited in Gauld & Miller, 2004). Table 3 represents data from Gauld and Millers (2004) regarding trainer competences deemed important by experienced qualified trainers:

Table 3

Trainer Competencies Deemed Important by Experienced Qualified Trainers

Trainer competency	Frequency
Set goals and objectives	45
Reflect upon work	45
Evaluate effects and impact of training	45
Provide positive reinforcement	44
Facilitate group learning activities	44
Fair in assessment	44
Listen actively	44
Conduct a needs assessment	43
Counsel students	43
Use questioning to involve participants	43
Demonstrate vision	42
Write effectively	42
Build relationships	41
Attend to individual differences in trainees	41
Know the organization's needs	41
Keep current and up-to-date	40
Have research skills	40

Table 3 (continued).

Develop lesson plans	39
Blend different training techniques	39
Excellent knowledge of the subject	32

Note: From "The qualifications and competencies held by effective workplace trainers"

by D. Gauld, and P. Miller, 2004, *Journal of European Industrial Training, 28*(1), p. 18.

(https://doi.org/10.1108/03090590410513866). Reprinted with permission.

Of relative importance is the concept of expertise re-development. The literature

lacks insights into scenarios where an individual needs to renew their expertise in order to

keep up with advancements in their industry, hyper growth of technological

advancements as well as local and global policy changes (De Vos & Van der Heijden,

2017). An understanding of expertise re-development may assist learning and

development practitioners with the changes and advances on adult learning they face such

as the concept of online learning reference earlier in the chapter. Van der Heijden (1998)

coined flexperts as those who have the capacity to meet their growing and changing

expertise requirements in their specific domains. More specifically, flexperts are

"individuals who are capable of acquiring more than one area of expertise within adjacent

or radically different fields or who are capable of acquiring a strategy to master a new

area of expertise or expert performance in another territory" (Van der Heijden, 2000, p.

12). Similarly, Birney, et al. (2012) coined flexible expertise as "the capacity to move

across different domains and problem types smoothly and appropriately" (p. 573).

Grenier and Kehrhahn (2008) put forth a conceptual model for expertise re-

development labeled the Model of Expertise Redevelopment (MER). Grenier and

Kehrhahn's (2008) MER is a three-stage process model that consisted of dependence, independence, and transcendence. Dependence is a stage where experts rely on other individuals, resources, and adapt their approaches to the new demands being placed on them while the independence stage contains a comfortability with obtaining new knowledge or skills (Grenier & Kehrhahn, 2008). Finally, the transcendence stage is defined as individuals who "are secure in their knowledge and abilities to such an extent that they are free to improvise and to feel confident in challenging and altering existing practices." (Grenier & Kehrhahn, 2008, p. 208).

The researcher found inconsistent literature related to how various years of experience were categorized. For example, Dreyfus and Dreyfus (1986) identified a model for the development of expertise as being a novice, then moving to advanced beginner, competent, proficient, and ultimately an expert. This model suggested that expertise is a function of time and experience. Gobet and Chassy (2009) criticized the Dreyfus and Dreyfus (1986) model of skill acquisition and proposed an alternative, the template theory, which emphasized the role of intuition as one of the defining features for developing expertise. From a different perspective, Greene (2012) examined various masters of their craft throughout history (ex: Leonardo da Vinci, Henry Ford) and based on extensive research on neuroscience, cognitive science, and studies on creativity, Greene (2012) shared three phases one goes through to reach their full potential to mastery. According to Greene (2012), mastery is a feeling of command one has of themselves, the world around them, and it becomes their way of seeing the world. Greene's (2012) three phases to mastery included:

1. Apprenticeship: This is when one learns the basics of a certain field.

2. Creative-Active: Through practice and immersion, one gains a deeper

   understanding of the subject. In addition, they begin to experiment with the

   elements involved.

3. Mastery: In this phase, one has attained a high degree of knowledge,

   experience, and focus that they can see the entire picture with clarity. (p. 3)

While Greene (2012) acknowledged time is a critical component in obtaining

mastery, he emphasized that mastery is dependent on the intensity of one's focus rather

than the quantitative nature of time itself. For the purpose of this study, to determine the

categorization of years of experience, the researcher relied on the works of Ericsson et al.

(1993). Ericsson et al. (1993) suggested that "expert performance is acquired slowly over

a very long time as a result of practice and that the highest levels of performance and

achievement appear to require at least around 10 years of intense prior preparation" (p.

366). This 10-year assumption was confirmed in other domains such as music (Sosniak,

1985), tennis (Monsaas, 1985), swimming (Kalinowski, 1985), long-distance running

(Wallingford, 1975), and mathematics (Gustin, 1985).

Ericsson et al. (1993) also made the distinction that experienced individuals can

continue to increase their performance as a result of deliberate efforts to improve. Their

maximum level of performance is not automatically achieved as a result of extended

experience. According to Ericsson et al. (1993), "Deliberate practice is a highly

structured activity, the explicit goal of which is to improve performance. Specific tasks

are invented to overcome weaknesses, and performance is carefully monitored to provide

cues for ways to improve it further" (p. 368).

Additionally, Ericsson (2008) identified that significant improvements in performance were made when individuals were given tasks with well-defined goals, when they were motivated to improve and are provided with feedback, as well as have opportunities for repetitions and incremental refinements of their performance. Additionally, Ericsson et al. (2007) connected the importance of reflection as a factor to improve performance. More specifically, Ericsson et al. (2007) linked reflection "tightly to activities designed to improve one's performance, ideally in situations that allow deliberate practice, will reflection lead to clear, reproducible performance differences" (E68). K. Anders Ericsson was recognized as one of the foremost experts on expertise that contributed to more than 275 journal articles, books, and chapters (Charness, 2021). For the purpose of this study, those with less than 10 years of experience were identified as novices and those with 10 or more years of experience were identified as experts.

Summary

This chapter presented an overview of the history and philosophy of andragogy. The earliest literature and international expansion of andragogy were explored along with alternative philosophical viewpoints. Chapter two also investigated instructional perspectives of learning and development practitioners with a focus on the development, refinements, and improvements made to Henschke's (1989) MIPI. The chapter concluded with a focus on understanding the role experience has in the development of instructional perspectives. Historical and philosophical roots must be explored in order to understand the discipline of andragogy. Savicevic (1998) stresses the importance and value of examining the historical and philosophical roots of andragogy by stating "This is a process of permanent re-examining of the concept, re-defining of its subject and

terminology, re-examining of theories as their outgrowing through gaining new knowledge and new data based in valid research" (p. 110-111). Draper (1998) summarized it best by stating that "Tracing the metamorphoses of andragogy/adult education is important to the field's search for identity. The research for meaning has also been an attempt to humanize and understand the educational process" (p. 24). Chapter three discusses the research design, methodology, reliability and validity for the comparative examination of instructional perspectives among learning and development practitioners.

Chapter Three: Research Method and Design

This research used a mixed-methods approach to examine the relationship between learning and development practitioners' years of experience and instructional perspectives with the use of the MIPI. The instrument assessed guiding beliefs, feelings, and behaviors across the following seven factors: teacher empathy with learners; teacher trust of learners; planning and delivery of instruction; accommodating learner uniqueness; teacher insensitivity toward learners; learner-centered learning processes (experience-based learning techniques), and teacher-centered learning processes (Henschke, 1989).

Participants were selected if they met the criteria of a learning and development practitioner. For the purpose of this study, learning and development practitioners are those who are involved in the identification of learning needs, design, deliverance or evaluation of learning solutions within an organization. Important to note, that throughout literature and this study, the researcher used the term learning and development practitioners interchangeably with trainers, teachers, instructors, facilitators, and adult educators. This chapter was organized to first provide the rationale of the study and the research question involved. This is followed by a discussion of the study's population, data collection, and analysis procedures. The chapter concluded with notes on the reliability and validity of the study.

Rationale and Research Question

While the MIPI was used in various contexts, the researcher did not find any studies that specifically examined the relationship between a learning and development practitioners' years of experience and their instructional perspectives. The researcher also

consulted with the creator of the instrument and confirmed years of experience of

learning and development practitioners was not examined utilizing the MIPI (J.

Henschke, personal communication, January 31, 2021). After an in-depth review of the

literature, the researcher's own experiences as a learning and development practitioner,

the researcher posed the following research question and hypotheses:

Research Question: What are the perceptions among learning and development

practitioners and the seven factors of the MIPI based on length of experience? The seven

factors included:

1. Teacher empathy with learners

2. Teacher trust of learners

3. Planning and delivery of instruction

4. Accommodating learner uniqueness

5. Teacher insensitivity toward learners

6. Learner-centered learning process (Experience-based learning techniques)

7. Teacher-centered learning process

Null Hypothesis 1: There is no difference between novice and expert among

learning and development practitioners and the factor of teacher empathy with learners.

Null Hypothesis 2: There is no difference between novice and expert among

learning and development practitioners and the factor of teacher trust of learners.

Null Hypothesis 3: There is no difference between novice and expert among

learning and development practitioners and the factor of planning and delivery of

instruction.

Null Hypothesis 4: There is no difference between novice and expert among learning and development practitioners and the factor of accommodating learner uniqueness.

Null Hypothesis 5: There is no difference between novice and expert among learning and development practitioners and the factor of teacher insensitivity toward learners.

Null Hypothesis 6: There is no difference between novice and expert among learning and development practitioners and the factor of learner-centered learning process.

Null Hypothesis 7: There is no difference between novice and expert among learning and development practitioners and the factor of teacher-centered learning process.

Null Hypothesis 8: There is no difference between novice and expert among learning and development practitioners and the seven factors of the MIPI.

The researcher utilized data from this study in order to begin formulating ideas for professional development programs that enhance learning and development practitioners knowledge and utilization of andragogy principles. This study may also provide best practice information from expert learning and development practitioners to the novice learning and development practitioners and conversely.

Data Collection and Analysis Procedures

The researcher used various methods to recruit participants for this study. LinkedIn and Facebook were the two social media platforms used for recruitment. For LinkedIn, the researcher posted to their internal network that consisted of 700 contacts at

the time of research. Similarly, the researcher contacted the Saint Louis chapter of the

Association for Talent Development (ATD). ATD is the world's leading organization

focused on the promotion and advancement of workplace learning and performance

(Association for Talent Development, 2022). The ADT Saint Louis' LinkedIn page

consisted of 767 followers at the time of the posting. Similarly, the researcher posted to

their internal network on Facebook and to a private Facebook group that consisted of

other doctoral students. The researcher's Facebook page consisted of 400 contacts and

the private Facebook group made up of other doctoral students consisted of 2,400

contacts at the time of writing.

　　　The researcher utilized the survey tool, *Qualtrics*, to construct the consent form,

demographics survey, and questions from the MIPI. The first step within *Qualtrics*

required participants to review the consent form and agree to participate in the study.

After the agreement, participants were asked to agree or disagree if they met the criteria

of a learning and development practitioner. If participants agreed, they continued with the

study. If participants disagreed, the survey concluded as they did not meet the criteria to

continue with the study. Then, participants were asked to complete a demographics

survey. The demographics survey asked questions related to their years of experience in

learning and development, which industry they primarily worked, their highest level of

education, as well as level of exposure and source of exposure to adult learning theories,

teaching methods, and or instructional strategies. After the demographic survey,

participants completed the MIPI. Then, the quantitative data from the MIPI was analyzed

to obtain scores for all seven instructional perspectives factors and an overall total score.

Lastly, the researcher added a question towards the end of the survey that asked participants if they volunteered to opt in for a 30-minute recorded interview with the researcher to further elaborate on their responses and provide their contact information so the interview could be scheduled. The survey was open for 30 days. Those who opted in for the interview were added to a random number generator that identified three participants from each group, novice and expert, who were selected to partake in the interviews. The researcher later transcribed all interviews and coded common themes with the use of a values coding methodology.

To maintain the anonymity of each participant, the researcher established a coding methodology. The first participant to complete the study was assigned the identifier P1 followed by the second participant as P2 and so on until the final participant was recorded as P46. Important to note, the results of the random number generator identified participants P45, P3, and P38 from the novice group and participants P4, P2, and P9 from the expert group to partake in the interviews. This identifier followed the participant through each facet of the data analysis process that included responses on the demographics survey, the MIPI, and any interviews that were conducted. The researcher then took specific steps to analyze the results of the study.

The raw data of the entire *Qualtrics* survey was exported into an excel spreadsheet. Identifiers were assigned to each participant to maintain anonymity. First, the researcher identified those who did not meet the criteria to participate in the study (N=23) due to either participants not meeting the criteria of a learning and development practitioner or those who did not complete the survey in its entirety. Then, the researcher copied the results of each participant into a second spreadsheet where data analysis was

conducted. The second spreadsheet had a tab that housed the results of each participants'

scores on the seven factors from the MIPI and an overall total score. There were also tabs

for each participant where their raw answers to each question on the instrument were

copied. Each of those tabs had a similar layout that included the participants identifier

and responses to their instrument questions laid out in a way that would automatically

calculate scores for each seven factors of the instrument and sum the factors in order to

obtain the overall total score.

Important to note, for the scoring process, the researcher used a specific rubric

from the instrument. The instrument converted the A-E scores of the instrument's 45

questions into numerical values. In this instance, A=1, B=2, C=3, D=4, E=5, however,

there were certain questions that were reverse scored (A=5, B=4, C=3, D=2, E=1). The

reverse scored items included questions #3, #5, #11, #13, #18, #20, #25, #27, #32, #34,

#36, and #41. The scoring rubric is further illustrated in Appendix B. The scores for each

participant were transferred to a data analysis tab. Finally, the participants were

reorganized to fit into one of two categories; those who noted they had less than 10 years

of experience in learning and development were grouped and copied to a new tab labeled

Novices and those who noted they had 10 or more years of experience were grouped into

a tab labeled Experts.

The researcher used descriptive statistics for each group by use of excel formulas

to obtain means, standard deviations, and variances for each factor of the instructional

perspective inventory and the overall total score. A final tab was created that housed the

research question and result of each hypothesis. Next, the researcher used excel formulas

to conduct independent samples t-test for each hypothesis to determine significance.

Independent samples t-testing is a common statistics method of hypothesis testing that examines whether there is a statistically significant difference between the means of two independent samples (Babbie, 2021). The researcher validated the statistical methodology and analysis by having it reviewed by the director of the College of Education and Human Services Office of Graduate Studies at Lindenwood University. A separate procedure followed the interview portion of the study.

The researcher used a random number generator to identify three participants from each group, novice and expert, who would be selected to partake in the interviews. The results of the random number generator identified participants P45, P3, and P38 from the novice group and participants P4, P2, and P9 from the expert group to partake in the interviews. After the participants were identified, the researcher scheduled meetings via Zoom. The interviews were recorded and later transcribed in a separate document that contained each participant's transcription, participant identifiers, which category they belonged to (novice or expert), time stamps, and who spoke (researcher or participant) at each of the different time stamps. All identifiable information was later removed and audio permanently deleted from Zoom as well as the researcher's computer. The researcher used values coding methodology for each interview.

The researcher color coded each interview question. The complete list of interview questions and each of the factors they focused on from the MIPI are included in Appendix D. The researcher examined interview transcripts to identify and color code the beliefs, feelings, and behaviors expressed by each participant as they related to the factors of the MIPI. The common themes from values coding were later identified for each group, novice and expert, and added to separate tables. The researcher added a second

column in the table which showcased examples or stories participants expressed as they related to each of the themes identified.

To synthesize the demographics data of the sample, the researcher created a new tab in the data analysis spreadsheet and copied the raw demographics data from the participants. Next, the researcher created tables within this tab that visualized the results of the demographics data. One table represented the results of the entire group while the second table included the results of only the novice group and the third table included the results of the expert group. The tables that represented the demographics data are demonstrated in chapter four.

Reliability and Threat to Validity

The trustworthiness of the data analysis techniques was promoted in several ways. For instance, the questions selected for the demographics data were first validated by the committee members. Templates with built-in excel formulas were used to analyze the data for the MIPI. The interview questions were validated with the committee chair. The interviews were recorded, transcribed verbatim, and the transcripts checked three times at different dates for accuracy. There were no participant identifiers tied to individual responses. The results of the research study were maintained in a secure online account that required multi-factor (MFA) authentication. MFA is an authentication method that requires an individual to provide two or more verification factors to gain access to an account (Mohammed, 2013).

Summary

This chapter provided an outline of the complete methodology employed for this study on the relationship between a learning and development practitioners years of

experience and their instructional perspectives. The study used a mixed-methods

approach that employed both quantitative and qualitative components. Quantitative

components of the study included the use of a survey that captured demographics data as

well as data for the MIPI. The MIPI assessed the guiding beliefs, feelings, and behaviors

theorized and practiced by learning and development practitioners. The qualitative

elements of the study included interviews with a number of participants so their

responses were further elaborated. This chapter also outlined the data collection and

analysis procedures, as well as the reliability and validity components of the study.

Chapter Four: Analysis/Results

This study examined the relationship between learning and development practitioners' years of experience and their instructional perspectives. Instructional perspectives were measured by use of Henschke's (1989) MIPI. This study included one research question and eight hypotheses. The results provided a rich and descriptive source of data regarding the guiding beliefs, feelings, and behaviors among two groups of learning and development practitioners.

Research Question: What are the perceptions among learning and development practitioners and the seven factors of the MIPI based on length of experience? The seven factors included:

1. Teacher empathy with learners

2. Teacher trust of learners

3. Planning and delivery of instruction

4. Accommodating learner uniqueness

5. Teacher insensitivity toward learners

6. Learner-centered learning process (Experience-based learning techniques)

7. Teacher-centered learning process

Null Hypothesis 1: There is no difference between novice and expert among learning and development practitioners and the factor of teacher empathy with learners.

Null Hypothesis 2: There is no difference between novice and expert among learning and development practitioners and the factor of teacher trust of learners.

Null Hypothesis 3: There is no difference between novice and expert among learning and development practitioners and the factor of planning and delivery of instruction.

Null Hypothesis 4: There is no difference between novice and expert among learning and development practitioners and the factor of accommodating learner uniqueness.

Null Hypothesis 5: There is no difference between novice and expert among learning and development practitioners and the factor of teacher insensitivity toward learners.

Null Hypothesis 6: There is no difference between novice and expert among learning and development practitioners and the factor of learner-centered learning process.

Null Hypothesis 7: There is no difference between novice and expert among learning and development practitioners and the factor of teacher-centered learning process.

Null Hypothesis 8: There is no difference between novice and expert among learning and development practitioners and the seven factors of the MIPI.

Results

The researcher aimed to obtain a sample size of 20-40 participants. However, 46 participants were obtained at the closing of the survey. Eight participants' data points were not included as they either marked "No" which indicated they did not meet the criteria of a learning and development practitioner or they did not complete the survey in its entirety. As a result, 38 participants' responses were utilized for the data analysis.

Depending on a participant's years of experience in learning and development, they were added to either the expert or novice group.

Null Hypothesis 1: An independent sample t-test was conducted to examine if expert and novice learning and development practitioners differ on their instructional perspectives. The results revealed that expert learning and development practitioners (M=22.09; SD=1.74) and novice learning and development practitioners (M=21.13; SD=1.89) do not differ on their empathy for their learners; $t(36) = 0.11$, t critical value = 2.03, do not reject the null hypothesis.

Null Hypothesis 2: An independent sample t-test was conducted to examine if expert and novice learning and development practitioners differ on their instructional perspectives. The results revealed that expert learning and development practitioners (M=47.50; SD=4.80) and novice learning and development practitioners (M=46.13; SD=3.61) do not differ on teacher trust of learners; $t(36) = 0.34$, t critical value = 2.03, do not reject the null hypothesis.

Null Hypothesis 3: An independent sample t-test was conducted to examine if expert and novice learning and development practitioners differ on their instructional perspectives. The results revealed that expert learning and development practitioners (M=21.86; SD=2.12) and novice learning and development practitioners (M=20.31; SD=2.87) do not differ on their planning and delivery of instruction; $t(36) = 0.06$, t critical value = 2.03, do not reject the null hypothesis.

Null Hypothesis 4: An independent sample t-test was conducted to examine if expert and novice learning and development practitioners differ on their instructional perspectives. The results revealed that expert learning and development practitioners

(M=28.45; SD=3.36) and novice learning and development practitioners (M=26.69;

SD=2.63) do not differ on accommodating learner uniqueness; $t(36) = 0.09$, t critical

value = 2.03, do not reject the null hypothesis.

Null Hypothesis 5: An independent sample t-test was conducted to examine if

expert and novice learning and development practitioners differ on their instructional

perspectives. The results revealed that expert learning and development practitioners

(M=27.91; SD=3.79) and novice learning and development practitioners (M=27.31;

SD=3.63) do not differ on teacher insensitivity toward learners; $t(36) = 0.63$, t critical

value = 2.03, do not reject the null hypothesis.

Null Hypothesis 6: An independent sample t-test was conducted to examine if

expert and novice learning and development practitioners differ on their instructional

perspectives. The results revealed that expert learning and development practitioners

(M=17.64; SD=3.77) and novice learning and development practitioners (M=16.5;

SD=3.29) do not differ on their learner-centered learning process; $t(36) = 0.34$, t critical

value = 2.03, do not reject the null hypothesis.

Null Hypothesis 7: An independent sample t-test was conducted to examine if

expert and novice learning and development practitioners differ on their instructional

perspectives. The results revealed that expert learning and development practitioners

(M=14.91; SD=3.22) and novice learning and development practitioners (M=14.69;

SD=3.36) do not differ on their teacher-centered learning process; $t(36) = 0.84$, t critical

value = 2.03, do not reject the null hypothesis.

Null Hypothesis 8: An independent sample t-test was conducted to examine if

expert and novice learning and development practitioners differ on their instructional

perspectives. The results revealed that expert learning and development practitioners

(M=180.36; SD=12.34) and novice learning and development practitioners (M=172.75;

SD=10.17) do not differ on the seven factors of the MIPI; $t(36) = 0.05$, t critical value =

2.03, do not reject the null hypothesis.

　　　　According to Henschke's (1989) MIPI rubric, expert learning and development

practitioners scored above average (180.36) on their use of andragogical principles.

Similarly, novice learning and development practitioners scored above average (172.75)

on their use of andragogical principles. The complete set of levels and their related scores

can be found in Appendix B. The central tendencies for the MIPI and their seven factors

with respect to the expert group are in table 4 and table 5 for the novice group.

Table 4

Central Tendency for the MIPI and their Seven Factors | Expert Group | (N=22)

Independent Variables	Mean	Standard Deviation	Variance
Instrument Total Score	180.36	12.34	152.24
1. Teacher empathy with learners	22.09	1.74	3.04
2. Teacher trust of learners	47.50	4.80	23.02
3. Planning and delivery of instruction	21.86	2.12	4.50
4. Accommodating learner uniqueness	28.45	3.36	11.31
5. Teacher insensitivity toward learners	27.91	3.79	14.37
6. Learner-centered learning process (Experience-based learning techniques)	17.64	3.77	14.24
7. Teacher-centered learning process	14.91	3.22	10.37

Table 5

Central Tendency for the MIPI and their Seven Factors | Novice Group | (N=16)

Independent Variables	Mean	Standard Deviation	Variance
Instrument Total Score	172.75	10.17	103.40
1. Teacher empathy with learners	21.13	1.89	3.58
2. Teacher trust of learners	46.13	3.61	13.05
3. Planning and delivery of instruction	20.31	2.87	8.23
4. Accommodating learner uniqueness	26.69	2.63	6.90
5. Teacher insensitivity toward learners	27.31	3.63	13.16
6. Learner-centered learning process (Experience-based learning techniques)	16.5	3.29	10.80
7. Teacher-centered learning process	14.69	3.36	11.30

Summary of Participants' Characteristics

The researcher applied descriptive statistics on the demographics data to produce a summary of the sample. The descriptive statistics for the entire sample are represented in Table 6. 58% of the sample confirmed that they had 10 or more years of experience in the learning and development field whereas 42% of the sample had nine or less years of experience. The majority of the sample worked in the business industry (82%) and the rest worked either in higher education (11%), counseling (3%), early childhood education (3%), or community health care (3%).

The researcher examined the sample's highest level of education and found that the majority had either a bachelor or master's degree, both at 37% respectively. Six participants had doctorate degrees and others had either a high school diploma or GED (1), Ed.S (1), juris doctorate (1), or other post graduate education (1). Of the participants,

39% stated they had high exposure to adult learning theories, teaching methods, and/or

instructional strategies. Another 39% stated they had moderate exposure and 21% had

mild exposure to adult learning theories, teaching methods, and/or instructional

strategies.

The researcher examined the sources of exposure and found that the majority of

the sample stated it was on-the-job (92%). Additional sources of exposure to adult

learning theories, teaching methods, and/or instructional strategies for the sample

included professional development programs (63%), mentoring (55%), conferences

(42%), graduate coursework (39%), professional journals (29%), and undergraduate

coursework (13%). A small percentage of the sample noted they also used Google (3%),

joined professional associations (3%), or had exposure to executive development

programs (3%).

Table 6

Descriptive Statistics for Entire Sample

Category	N	(%)
Years of Experience		
10 or more years	22	58%
Nine or less years	16	42%
Industry		
Business	31	82%
Higher Education	4	11%
Other: Counseling	1	3%
Other: Early Childhood Education	1	3%
Other: Community Health Care	1	3%
Highest Level of Education		
High School Diploma or GED	1	3%
Associate	0	0%

Table 6 (continued).

Bachelor	14	37%
Master	14	37%
Doctorate	6	16%
Other: Ed.S.	1	3%
Other: Juris Doctorate	1	3%
Other: Post graduation - lato sensu	1	3%
Level of exposure to adult learning theories, teaching methods, and/or instructional strategies		
No Exposure	0	0%
Mild Exposure	8	21%
Moderate Exposure	15	39%
High Exposure	15	39%
Sources of exposure to adult learning theories, teaching methods, and/or instructional strategies		
Undergraduate Coursework	5	13%
Graduate Coursework	15	39%
Conferences	16	42%
Professional Journals	11	29%
Mentoring	21	55%
Professional Development Programs	24	63%
On-the-Job	35	92%
Other: Executive Development	1	3%
Other: Google	1	3%
Other: Professional Associations	1	3%

The researcher completed descriptive statistics for each group, novice and expert.

The descriptive statistics for each group are illustrated in Table 7. The researcher

examined both groups independently and identified key differences. For instance, 50% of

the novice group only had a bachelor's degree while only 45% of the expert group noted

they had a master's degree. As for levels of exposure to adult learning theories, teaching

methods, and/or instructional strategies, 56% of the novice group had moderate exposure

compared to 64% of high exposure for the expert group. Both groups had zero

participants that had no exposure to adult learning theories, teaching methods, and/or

instructional strategies.

The researcher examined sources of exposure that are different for each group by

20% or greater and identified differences in key areas. For instance, the novice group

sources of exposure to adult learning theories, teaching methods, and/or instructional

strategies included 25% in graduate coursework, 19% in conferences, and 13% in

professional journals. Those same sources of exposure for the expert group included 50%

in graduate coursework, 59% in conferences, and 41% in professional journals. Both

groups identified on-the-job as a strong source of exposure with 88% for the novice

group and 95% for the expert group.

Table 7

Descriptive Statistics Based on Group

Group	Novice Group		Expert Group	
Category	N	(%)	N	(%)
Years of Experience				
10 or more years	0	0%	22	100%
Nine or less years	16	100%	0	0%
Industry				
Business	13	81%	18	82%
Higher Education	1	6%	3	14%
Other: Counseling	0	0%	1	5%
Other: Early Childhood Education	1	6%	0	0%
Other: Community Health Care	1	6%	0	0%
Highest Level of Education				
High School Diploma or GED	1	6%	0	0%

Table 7 (continued).

Associate	0	0%	0	0%
Bachelor	8	50%	6	27%
Master	4	25%	10	45%
Doctorate	2	13%	4	18%
Other: Ed.S.	0	0%	1	5%
Other: Juris Doctorate	1	6%	0	0%
Other: Post graduation - lato sensu	0	0%	1	5%
Level of exposure to adult learning theories, teaching methods, and/or instructional strategies				
No Exposure	0	0%	0	0%
Mild Exposure	6	38%	2	9%
Moderate Exposure	9	56%	6	27%
High Exposure	1	6%	14	64%
Sources of exposure to adult learning theories, teaching methods, and/or instructional strategies				
Undergraduate Coursework	0	0%	5	23%
Graduate Coursework	4	25%	11	50%
Conferences	3	19%	13	59%
Professional Journals	2	13%	9	41%
Mentoring	7	44%	14	64%
Professional Development Programs	8	50%	16	73%
On-the-Job	14	88%	21	95%
Other: Executive Development	0	0%	1	5%
Other: Google	1	6%	0	0%
Other: Professional Associations	0	0%	1	5%

Major Findings from Interviews

The interviews among the learning and development practitioners provided

additional insights to their guiding beliefs, feelings, and behaviors. Important to note, the

results of the random number generator identified participants P45, P3, and P38 from the

novice group and participants P4, P2, and P9 from the expert group to partake in the

interviews. The following section explored the different themes identified for each factor

of the MIPI. The researcher identified themes based on specific language used by the

participants. Table eight illustrated the interview themes identified for the factor, teacher

empathy with learners.

Collectively, the group of learning and development practitioners noted that

empathy with learners was connected to learner engagement and authenticity. Empathy

also served as the foundation for connection and is how you build trust with learners. For

instance, for the factor empathy with their learners, participant P4 from the expert group

noted

Oh it's critical. Very critical. You have to be able to put yourself into their shoes.

And if you cannot do that and they cannot see that you have empathy and that you

understand their situation, then they're not going to listen to you. They're not

going to want to stay in your classroom and they will not stay engaged,

Similarly, participant P3 from the novice group noted "It's how you build trust with

people. Trust in the learning environment. I mean, in any world, it is built on two

dimensions. It's built off of competence and warmth. And one of the competencies of

being warm, empathy, is a component of that". Galbraith (2008) concurred with similar

findings and suggests "Having students view you as authentic and credible is grounded in

the process of building trust between you and them" (p. 6).

Table 8

Identified Themes | Instrument Factor #1: Teacher Empathy with Learners

Theme	Descriptor
Learner Engagement	Empathy is connected to learner engagement
Authenticity	Empathy is connected to authenticity
Trust	Empathy is how you build trust
Connection	Empathy drives connection

Upon examination of the interview themes from the second factor of the MIPI, teacher trust of learners, the researcher uncovered the impact trust had on the learning process. Table nine illustrates the set of interview themes identified from the factor teacher trust of learners. Learning and development practitioners concurred that learners may not listen to someone if they do not trust them. Similarly, learning and development practitioners believed that trust helps establish a healthy interaction and rapport. The learning and development practitioners also identified that modeling the behavior you are after is a critical aspect of trust building. Participant P2 from the expert group explained how trust helps establish a healthy interaction and rapport by stating that

I think if you want to be able to establish a healthy interaction and a healthy rapport where people feel free to speak up and people feel free to ask questions and people feel free to struggle. You have to establish that baseline sense of trust so that people can feel vulnerable, they can take risks, they can be a little bit uncomfortable as they're learning something new, trying new things, and that it's okay because they do trust the environment and they trust the person leading them through it.

Participant P38 from the novice group expressed similar findings and stated "trust just

creates a synergy and an environment where people all are going to work hard for the

collective good, the greater good". For the theme, modeling the behavior you are after,

participant P2 expanded to state

> Sometimes you just have to model the behavior that you're after, right? You can
>
> tell people to trust you. You can tell people that it's okay to, you know, to take a
>
> risk and to be a little bit uncomfortable but unless you show them that you're
>
> willing to do the same, I think there's something to be said for that.

The major themes identified in this factor are also aligned with research conducted by

Stanton (2005), Pratt (1998), and Henschke (2016). Stanton (2005) highlighted that trust

is established in various ways and two ways this can be accomplished, is by listening and

avoiding negative influence. Stanton (2005) findings were similar to the findings in this

study.

Table 9

Identified Themes | Instrument Factor #2: Teacher Trust of Learners

Theme	Descriptor
Listening	Learners will not listen to someone if they do not trust them
Healthy interaction and rapport	Trust helps establish a healthy interaction and rapport
Modeling	You have to model the behavior you want from your learner

Table 10 illustrated the interview themes identified for the third factor of the

MIPI, planning and delivery of instruction. Planning and delivery of instruction is a

meticulous process. Additionally, planning and delivery of instruction included that

learning and developing practitioners had a deep understanding of the material,

developed personal stories for the various topics that would be discussed, practiced as

much as possible, ensured all of the tactical pieces of the learning process were in order

(ex: equipment, wifi, slide deck), and also they were in the right mindset to facilitate the

learning journey. Participant P4 from the expert group provided a succinct summary of

how they best prepare by stating

> The first thing I have to do is make sure I really understand the flow of the
>
> program itself. Whether I built it or I'm purchasing content from another vendor
>
> and I'm going to just deliver it. I think I have to really sit down and think through
>
> "what are my personal stories that I'm going to share with each different topic that
>
> I'm going to cover?". I have to have that all prepared in advance. I need to
>
> practice, practice, practice. I don't think you can practice often enough. And also,
>
> I think it's really important to practice in the real setting. So, it's not like, just
>
> practice, like sit down and just talk through it. It's actually, you know, like, if
>
> you're going to do it in a classroom, go to the classroom. Set up the equipment.
>
> Set up your slide deck. Whatever tools you're going to use and actually make sure
>
> everything works so that when they walk in, it's seamless.

The researcher also found that practicing looks different for various learning and

development practitioners. While participant P4 from the expert group stated the

importance of practicing in the real setting, participant P3 from the novice group prefers

to walk through everything once or twice. Specifically, participant P3 stated "...then I get

to a point where I start rehearsing. I'll practice it once or twice, just walk through it all,

make sure my timing's down. What I'm going to say". The theme of practicing and

practicing to reach expertise is in line with authors previously discussed in chapter two

(Dreyfus & Dreyfus, 1986; Ericsson, 2008; Ericsson et al., 1993, 2007; Greene, 2012; Kolb, 1984). Ericsson et al. (1993) suggested that through practice is where an individual will reach expert performance. Similar to participant P4 from the expert group who noted they prepare by going to the classroom where they will be facilitating and practicing as much as possible, Ericsson et al. (1993) noted that "Deliberate practice is a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further" (p. 368). Furthermore, when the learning and development practitioner is preparing to deliver content that's already in existence, additional approaches can be taken.

These additional approaches included talking to the original creator of the content or observing the learning session multiple times before taking full ownership. Participant P2 from the expert group stated

> In this case, it was material that was already in existence so I did talk to
> somebody who had facilitated it before to kind of get their, you know, "here's
> what I did here. Here's what I did there". Those types of things. Obviously talking
> through the activities and talking through timing. I think it's nice to have that just,
> you know, in the back of your mind knowing that you're probably going to do
> things a little bit differently but at least you, you know, have that level of
> familiarity with how somebody else did it to draw upon. But I'm big with being
> able to see the content, whether it's, you know, slides that you're doing, or its
> videos, or it's transcripts that go along with those videos, the learner guide. Those

types of things. Being able to look at all of those in order to kind of set the

foundation for the content

Participant P38 from the novice group shared similar values and stated "I've seen the

presentation done twice. The second time I saw it, I definitely took copious notes and just

made sure that I was kind of understanding how it's been done before."

In addition, the mindset of the learning and development practitioner is of critical

importance. It allows the learning and development practitioner to think about and plan

for their learners' needs. Participant P9 from the expert group summarized this and stated

I think the other is getting into the mindset of committing myself entirely to these

people for this period of time and like committing to being present. So, you know,

taking some time before the session to center myself. Remember the purpose of

why I'm here. Sort of energetically, like, think about the audience. Think about

their needs. Going back to that empathy piece…like really sort of embody them

and remember what my role is in their journey and kind of just do this

mindfulness practice.

Table 10

Identified Themes | Instrument Factor #3: Planning and Delivery of Instruction

Theme	Descriptor
Deep understand of the material	Have a deep understanding of the material
Personal stories	Develop personal stories
Practice	Practice as much as possible
Table 10 (continued).	
Tactical pieces	Ensure all tactical pieces are in order (ex: equipment, wifi, slide deck)
Mindset	Get into the right mindset

The researcher examined interview themes from the fourth factor of the MIPI, accommodating learner uniqueness, and uncovered different ways learning and practitioners can ensure learners are accommodated during the learning process. The different strategies included designing the learning experience to support different learning styles and ensuring the learning journey is flexible while also creating opportunities for learners to practice what they are learning. Similarly, learning and development practitioners can ask learners for their feedback and ensure they are being present in the moment during the learning process.

When designing the learning journey to be flexible and to support different learning styles, participants specifically discussed learning styles such as auditory, visual, and kinesthetic learners. Additionally, participants highlighted the importance of recognizing that every single person learns differently. Specifically, participant P9 stated

I think simplifying it by saying "some people are visual learners. Some people are audio learners. Some people are kinesthetic learners". Yeah, sure, those are like real categories that exist. but I think that there's so many more factors to that. Some people like to, you know, I don't know, like to talk in a small group and other people like to talk in a large group. There's just so many ways in which someone can learn that it's like it's a little bit hard to answer that because of the answer to my very first question which was like "everyone's different". Absolutely every single person is different, so you have to kind of just go in with that knowledge and adapt your style and your materials and your activities and your engagement experiences accordingly.

The themes found in this factor are closely connected to Kolb's (1984) experiential

learning theory and Gardner's (1999) theory of multiple intelligences. Gardner's (1999)

human intelligence types such as linguistic and bodily-kinesthetic are expressed in

participant P9's earlier statement of visual, audio, and kinesthetics learners. Table 11

illustrates the complete set of interview themes identified for the factor accommodating

learner uniqueness from the MIPI.

Table 11

Identified Themes | Instrument Factor #4: Accommodating Learner Uniqueness

Theme	Descriptor
Learning styles	Design the learning experience to support different learning styles
Flexibility	Your designed learning journey must be flexible
Practice	Learners must practice what they are learning
Feedback	Ask learners for feedback
Being present	Be present in the moment with learners

When the researcher examined the interview themes from the fifth factor of the

MIPI, teacher insensitivity toward learners, three main points stood out. Learning and

development practitioners agreed that it is imperative to sincerely care about the people

they are training. Learners can sense when someone is not sincere. Additionally, learning

and development practitioners need to create a safe environment for learners. Mezirow

(1991) shared a similar sentiment and believed that transformative learning can only

occur in a nurturing and safe environment that is filled with empathy and an openness to

alternative ways. Similar to the first factor, teacher empathy with learners, this factor is

also connected to trust building. Collectively, the learning and development practitioners

emphasized their care and concern for their learners. For example, participant P2 from

the expert group stated

> I think it's part of my nature. I don't feel like I have to try to remember to do that
>
> because I feel like, just for me and probably for a lot of learning and development
>
> people, that just comes naturally. That's why we do what we do because we care
>
> in the first place about how people are and how they're, you know, how they're
>
> progressing and how they're learning.

Participant P45 from the novice group shared similar sentiments and stated

> If you're just doing your job maybe you don't care but if you're a true learning
>
> professional, you care about people learning stuff. You find a way to get them the
>
> knowledge that they need to get to achieve whatever they're trying to achieve.

Knowles (1989) posited that listening to what learners say is one way to show care and

respect. Table 12 represents the complete set of interview themes identified from the

factor, teacher insensitivity toward learners.

Table 12

Identified Themes | Instrument Factor #5: Teacher Insensitivity toward Learners

Theme	Descriptor
Caring for learners	You have to sincerely care about the people that you are training. Learners can sense when you do not
Trust building	Care and concern for learners is connected to trust building
Safe environment	You have to create a safe environment for learners

For the sixth factor of the MIPI, learner-centered learning process, five major themes emerged from the interviews. When learning and development practitioners discussed learner-centered learning processes, they recognized that 1) learning is a journey and not a one-time event, 2) learners need to feel valued, 3) the learning environment should match real-life as much as possible, 4) think about what you do from the learner's perspective and the learner experience, and 5) explain the "why" to learners. Participant P3 from the novice group broke down how they think about designing content with the learner in mind and stated

> I like to break the thought process down in the instruction design into three
> spaces. The formalized piece where I'm actually transferring knowledge and
> skills. Like discussing it, right, so they could get the context behind it. Then,
> social activities where I stop talking and allow them to actually interact and drive
> the conversations. Then, I reinforce what people say and how it's relatable,
> specifically if it's over a number of days, right, how to make it all connect.

The interview theme, explaining the "why" to learners, is also aligned to Knowles (1989a) six assumptions of andragogy. Knowles (1989a) highlights the importance of learners needing to know why the need to learn something before undertaking to learn it. Participant P45 from the novice group encapsulated their thoughts by stating "I definitely think that the way that it's best kind of remembered is understanding the "why" behind it. So, no matter what I train on or teach on it's, you know, here's the "thing", and here's why it's important". Table 13 represents the full interview themes identified for the factor, learner-centered learning process.

Table 13

Identified Themes | Instrument Factor #6: Learner-Centered Learning Process

Theme	Descriptor
Learning journey	Learning is a journey and not a one-time event
Valued	Learners need to feel valued
Real-life	The learning environment should match real-life as much as possible
Learner perspective and experience	Think about what you do from the learner's perspective and the learner experience
Explaining the "why"	Explain the "why" to learners

For the final factor of the MIPI, teacher-centered learning process, interview themes were limited. The main theme that emerged from these interviews included the importance of directness with learners when they are not knowledgeable about a particular topic. This was illustrated in table 14. Participant P2 from the expert group summarized this and stated

> When it's consulting or you know you're in the early stages of just scoping out or doing a needs assessment or something like that. I think that's probably when I'm a little bit more direct just because I feel like you're in the driver's seat. You know what you need to do. You know the process you need to follow and your customer doesn't, your internal customer doesn't. So, you're really guiding them.

One of the potential reasons we see limited themes identified for this factor could be due to the low scores both groups demonstrated for this factor. From a possible maximum score of 25, the expert group had a mean of 14.91 and the novice group had a mean of

14.69. When the researcher compared mean scores from this teacher-centered learning

process to the remaining factors, the teacher-centered learning process also scored the

lowest. After examination of the interviews, the researcher also identified participants

expressed higher values towards learner-centered learning processes than for teacher-

centered learning processes. Another potential reason these insights are exhibited from

this factor could be due to the topics the learning and development practitioners typically

teach. For instance, teaching hard skills such as how to use a particular system may

require learning and development practitioners to be more direct with learners and show

them how to complete specific steps. As a result, learning and development practitioners

would utilize more teaching-centered learning processes. Even Knowles (1980) initially

viewed the functions of a learning and development practitioner as teacher-centered prior

to being exposed to the works of Carl Rogers. Knowles (1980) discussed that learning

and development practitioners were responsible for diagnosing learning needs, planning

various learning experiences that produce a desired learning, and were responsible for

measuring the outcomes.

Table 14

Identified Themes | Instrument Factor #7: Teacher-Centered Learning Process

Theme	Descriptor
Be direct	Be more direct with learners when they are not knowledgeable about a topic

Summary

        This chapter summarized the findings of the two primary data gathering methods

employed in this study. The findings revealed that there was no statistical significance

between expert and novice learning and development practitioners and how they scored

on the MIPI. Both groups scored analogously on each of the seven factors of the instrument. Similarly, there were no participants from either group that had no exposure to adult learning theories, teaching methods, and/or instructional strategies. The two groups also identified that their source of exposure mainly resulted from on-the-job experiences. After the results of participants' interviews were examined, the researcher found both groups also shared relatively similar values as learning and development practitioners.

For example, both groups identified empathy and sensitivity toward learners as critical components to trust building. Participant P3 from the novice group summarized this and stated "It's how you build trust with people. Trust in the learning environment. I mean, in any world, it's built on two dimensions. It's built off of competence and warmth. And one of the competencies of being warm, empathy, is a component of that". Only one factor from the instrument, teacher-centered learning process, appeared to have limited themes identified. This can be for a number of reasons such as a stronger value toward learner-centered learning processes or perhaps it is dependent on the types of topics learning and development practitioners often teach. The qualitative feedback ~~gathered~~ also provides rich information when beginning to formulate ideas for professional development programs that enhance learning and development practitioners' knowledge and utilization of andragogical principles. The full set of recommendations are discussed in chapter five.

Chapter Five: Discussion

This study explored the relationship between years of experience of a learning and development practitioner and how they score on Henschke's (1989) MIPI. Learning and development practitioners are those who are involved in the identification of learning needs, design, deliverance or evaluation of learning solutions within an organization. The researcher examined two groups of learning and development practitioners, novices and experts. The novice group consisted of 16 learning and development practitioners with nine years or less experience and the expert group consisted of 22 learning and development practitioners with ten or more years of experience. Both groups were invited to complete a demographics survey, the MIPI, and an optional 30-minute interview for participants to further elaborate on their responses. The research question and hypotheses are listed below.

Research Question: What are the perceptions among learning and development practitioners and the seven factors of the MIPI based on length of experience? The seven factors included:

1. Teacher empathy with learners

2. Teacher trust of learners

3. Planning and delivery of instruction

4. Accommodating learner uniqueness

5. Teacher insensitivity toward learners

6. Learner-centered learning process (Experience-based learning techniques)

7. Teacher-centered learning process

Null Hypothesis 1: There is no difference between novice and expert among learning and development practitioners and the factor of teacher empathy with learners.

Null Hypothesis 2: There is no difference between novice and expert among learning and development practitioners and the factor of teacher trust of learners.

Null Hypothesis 3: There is no difference between novice and expert among learning and development practitioners and the factor of planning and delivery of instruction.

Null Hypothesis 4: There is no difference between novice and expert among learning and development practitioners and the factor of accommodating learner uniqueness.

Null Hypothesis 5: There is no difference between novice and expert among learning and development practitioners and the factor of teacher insensitivity toward learners.

Null Hypothesis 6: There is no difference between novice and expert among learning and development practitioners and the factor of learner-centered learning process.

Null Hypothesis 7: There is no difference between novice and expert among learning and development practitioners and the factor of teacher-centered learning process.

Null Hypothesis 8: There is no difference between novice and expert among learning and development practitioners and the seven factors of the MIPI.

This chapter is organized in five sections: summary of findings, implications, recommendations for professional development programs, recommendations for future research, and a conclusion.

Summary of Findings

Independent samples t-tests were conducted for each of the hypotheses to examine the relationship between expert and novice learning and development practitioners and how they scored on the MIPI. Independent samples t-testing is a common statistics method of hypothesis testing that examines whether there is a statistically significant difference between the means of two independent samples (Babbie, 2021). The results revealed that expert and novice learning and development practitioners do not differ on the MIPI. The inventory consisted of seven factors and an overall total score. The seven factors included teacher empathy with learners, teacher trust of learners, planning and delivery of instruction, accommodating learner uniqueness, teacher insensitivity toward learners, learner-centered learning process (Experience-based learning techniques), and teacher-centered learning process. The researcher examined the commonalities in the two groups that may support the lack of differences in how they scored on the MIPI.

A number of elements were apparent upon examination of the shared characteristics both expert and novice learning and development practitioners possessed. For instance, 82% of learning and development practitioners worked in the business industry. The sample also included similar educational backgrounds as the majority of learning and development practitioners either had a bachelor (37%) or master's (37%) degree. Two additional characteristics were apparent among the sample, their level and

sources of exposure to adult learning theories, teaching methods, and/or instructional strategies.

The researcher evaluated the levels of exposure to adult learning theories, teaching methods, and/or instructional strategies for the entire sample and found that 39% expressed that they had moderate exposure and 39% stated they had high exposure. Only 21% of the sample expressed a mild exposure and 0% of the sample expressed they had no exposure to adult learning theories, teaching methods, and/or instructional strategies. Along the same lines, the source of exposure to adult learning theories, teaching methods, and/or instructional strategies were relatively alike. The entire sample expressed high sources of exposure through on-the-job (92%), professional development programs (63%), and mentorships (55%). While both groups shared various commonalities in terms of their demographics, the results of the interviews provided additional insights into their shared values as learning and development practitioners.

The interview questions were designed to identify values the learning and development practitioners had as they related to the seven factors of the MIPI. For instance, when learning and development practitioners were asked to "describe your planning process when preparing to deliver instruction", the question was intended for practitioners to further elaborate on the factor, planning and delivery of instruction, from the MIPI. The complete set of interview questions and their related factors on the MIPI are demonstrated in Appendix D. After further examination of the interviews, the sample also shared various commonalities in their values as learning and development practitioners. In particular, the sample assents that empathy is how you build trust, trust helps establish a healthy interaction and rapport, learners need to feel valued, and that

learners must practice what they are learning. The complete set of shared values amongst both groups from the interviews are discussed in chapter four. The results of this study also pose several implications for learning and development practitioners.

Implications

Learning and development practitioners may find that this study provided a resource of information on beliefs, feelings, and behaviors novice and expert learning and development practitioners have of their role. The quantitative survey data combined with the qualitative interviews not only provided substantial insights into how both groups scored on the seven factors of the instrument but also how they viewed each factor in greater detail. For example, when teacher empathy was discussed with learners, the majority of learning and development practitioners shared that empathy is connected to learner engagement and authenticity, it is how you build trust, and it also drives connection among the educator-learner relationship. Similarly, when planning and delivering instruction, learning and development practitioners in both groups expressed the importance of having a deep understanding of the material, developing personal stories for the various topics discussed, practicing as much as possible, ensuring all tactical pieces such as equipment and slide decks are in order, and being in the right mindset for the facilitation as important elements.

This study also found congruence between sources of exposure to adult learning theories, teaching methods, and/or instructional strategies among learning and development practitioners. This study suggested that the largest sources of exposure for novice and expert learning and development practitioners are on-the-job (92%), in professional development programs (63%), and mentoring opportunities (55%). By

offering learning opportunities in these areas, learning and development practitioners

may continue to increase their knowledge and utilization of andragogy principles.

Recommendations for Professional Development Programs

This study provided information for an organization to formulate ideas for

professional development programs that enhance learning and development practitioners'

knowledge and utilization of andragogical principles. The researcher recommends a five-

part learning journey that allows learning and development practitioners to 1) gain a

better understanding of their personal beliefs, feelings, and behaviors, 2) build upon their

current knowledge of andragogy principles, and 3) acquire experiences that allows them

to practice what they have been learning.

The five-part learning journey consists of 1) taking Henschke's (1989) MIPI, 2)

Learning more about learner-centered learning processes, teacher-centered learning

processes, as well as planning and delivery of instruction as indicated on the MIPI, 3)

learning more about teacher empathy with learners, teacher trust of learners,

accommodating learning uniqueness, and teacher insensitivity with learners as indicated

on the MIPI, 4) examining current andragogy principles and related authors, and 5)

completing an individualized and experiential learning activity. The second part of the

learning journey combined three factors together as they all have a focus on the design of

the learning that occurs in a classroom. Similarly, the third part of the learning journey

combined the remaining four factors as they focus on the active parts of the learning that

occurs in the classroom.

The first, second, and third part of the professional development program should

focus on the first goal which is to gain a better understanding of one's personal beliefs,

feelings, and behaviors. The first part should consist of learning and development

practitioners taking Henschke's (1989) MIPI. Learning and development practitioners

would use the inventory as a self-reflective tool to gain insights into their own beliefs,

feelings, and behaviors. Galbraith and Jones (2008) concluded that "self-awareness lays

the groundwork for developing a vision for teaching, becoming authentic and credible,

and understanding your teaching perspective. Self-awareness is basically the foundation

on which you build your teaching practice" (p. 2). Similarly, Henschke (1994) posed that

learning and development practitioners can use the inventory to answer several questions

that are central to the educator-learner relationship:

1. How does my selection of, and how will my use of this inventory in this

setting fit in with my understanding of the way people learn or change (learning theory)?

2. What position does this inventory and its use hold in the context of

learning objectives toward which I am working in this educational

experience (learning design)?

3. What immediately observable learning needs does this inventory and its

use meet at this time with these participants (specific relevance)? (p. 77)

The self-reflection elements in this part of the learning journey lay the foundation for

what is to come.

The second part of the professional development program is for learning and

development practitioners to gain additional insights into the seven factors of the

instrument, understand how they currently exhibit these factors in their own practice, and

learn alternative ways these factors can be exhibited. For this part, three factors from the

instrument should be combined as the main topics. Those factors include learner-centered

learning process, teacher-centered learning process, and planning and delivery of instruction. These factors are combined as they all have a focus on the design of the learning that occurs inside a classroom. For example, when designing a learning experience for learners, the learning and development practitioner can make the decision to only have a one-way transmission of knowledge flow. As a result, this would be closely connected to the factor, teacher-centered learning process. However, if the learning and development practitioner desires a learning environment that is learner-centered, the learning and development practitioner should encourage learners to be active in their learning process and encourage group and social interaction.

Along the same lines, the researcher recommends utilizing the interview themes identified from this study as talking points for the three factors. For example, for the factor planning and delivery of instruction, it is important to 1) have a deep understanding of the material, 2) develop personal stories, 3) practice as much as possible, 4) ensure all of the tactical pieces such as equipment, wifi, and slide decks are in order, and 5) get into the right mindset for the learning journey. The interview themes for the three factors are discussed in chapter four.

The third part of the professional development program is for learning and development practitioners to gain insights into the remaining four factors of the instrument, continue their understanding of how they currently exhibit these factors in their own practice, and learn alternative ways these factors can be exhibited. The remaining four factors include teacher empathy with learners, teacher trust of learners, accommodating learning uniqueness, and teacher insensitivity with learners. The four factors are combined as they focus on the active parts of the learning that occurs in the

classroom. The active parts include items such as trust building with learners, empathy with learners, and being sensitive to the learner's different needs. Similar to part two of the professional development program, the researcher recommends utilizing the interview themes from this study as talking points for the four factors. For instance, for the factor teacher trust of learners, it is important for learning and development practitioners to understand that 1) learners are not going to listen to them if they do not trust them, 2) trust helps establish a healthy interaction and rapport, and 3) you have to model the behavior you want from your learner. The interview themes for the remaining four factors can also be found in chapter four.

The fourth part of the professional development program is focused on completing the second goal which is for learning and development practitioners to build upon their current knowledge of andragogy principles. To accomplish this, the researcher recommends learning and development practitioners examine the current andragogy principles and related authors. More specifically, Malcolm Knowles (1989a, 1995) contributions continue to play a pivotal role in today's andragogy literature. Knowles (1989a) six assumptions of andragogy guide learning and development practitioners in delivering a learner-centered education. Along the same lines, Knowles (1995) eight processes of an andragogical process design provides a robust blueprint for learning and development practitioners that would help their learners acquire information and/or skills. Elements such as these not only provide knowledge to learning and development practitioners regarding andragogy principles but are also useful tools that can be re-purposed in their practice. The final part of the professional development program will encompass all of the previous parts into a cohesive manner.

        The last part of the professional development program is focused on the

completion of the final goal which is for learning and development practitioners to

acquire experiences that allow them to practice what they have been learning. To

accomplish this, the researcher recommends learning and development practitioners

complete an individualized and experiential learning activity. Kolb (1984) asserted that

knowledge acquisition relies on four stages of the experiential learning cycle: concrete

experience, reflective observation, abstract conceptualization, and active

experimentation. Examples of experiential learning activities include conducting case

studies, simulations, or on-the-job training. Experiential learning activities such as these

have shown to be successful in bridging the gap between theory and practice (Kolb,

1984; Samuel & Durning, 2022). As a reference point, 92% of learning and development

practitioners in this study gained exposure to adult learning theories, teaching methods,

and/or instructional strategies on-the-job. These recommendations provide a building

block for a professional development program that would enhance learning and

development practitioners' knowledge and utilization of andragogy principles. The

following set of recommendations provide insight into how the current study could be

replicated or enhanced.

Recommendations for Future Research

        The findings suggest several directions for those who wish to replicate or enhance

this study. The first recommendation is to attain a broader demographic sample. The

current sample did not include any learning and development practitioners that had no

exposure to adult learning theories, teaching methods, and/or instructional strategies. The

majority of the sample either had mild exposure (21%), moderate exposure (39%), or

high exposure (39%). Along the same lines, while a large portion of the sample had

bachelor (37%) or masters (37%) degrees, the researcher recommends aiming for a more

eclectic sample of learning and development practitioners with varying types of degrees,

such as vocational degrees or varying levels of education such as an associate's degree or

specialized certifications. Consequently, the above recommendation may also impact the

industry in which participants' work. The majority of participants from this study were in

the business industry (81%). One way to achieve the above recommendation is to add an

additional sample from a completely different geographic region. The researcher also

poses that an increase in the sample size may have created different results.

The second recommendation for future researchers is to add an additional

measure as part of the study. While this study included surveys and interviews which are

self-reported measures, an additional measure may include conducting observations of

learning and development practitioners conducting learning sessions. As a result, the

researcher would be able to cross reference and observe the beliefs, feelings, and

behaviors learning and development practitioners expressed in their surveys and

interviews. An alternative measure to consider is having the sample journal for a period

of time about their beliefs, feelings, and behaviors. Consequently, the study would

become longitudinal in nature.

The final recommendation is to add additional survey and interview questions that

examine the implications of the Coronavirus Disease 2019 (COVID-19) had on learning

and development practitioners' beliefs, feelings, and behaviors. COVID-19 is a type of

virus that caused an international pandemic of serious respiratory illnesses. Transmission

of COVID-19 can occur when individuals are breathing, talking, laughing, singing,

coughing, or even sneezing. Those infected with COVID-19 were initially recommended

to isolate for up to 10 to 20 days (Johns Hopkins School of Medicine, 2022). Due to the

severe symptoms of COVID-19 and lengthy isolation periods, many organizations

transitioned into remote work. Employees were able to work from a location other than a

central office. Many employees worked from their homes in order to avoid contracting

COVID-19. As a result, in-person training sessions transitioned to distance learning

utilizing video conferencing tools such as Zoom, Google Meet, or Microsoft Teams.

There are many learning and development practitioners who conducted training sessions

solely in-person throughout their career. Learning and development practitioners

transitioning to only provide training sessions by means of distance learning not only

have a steep learning curve to understand the technology being utilized but it may also

impact their beliefs, feelings, and behaviors for their role.

Conclusion

After investigating the relationship between learning and development

practitioners' years of experience and instructional perspectives with the use of

Henschke's (1989) MIPI, the researcher found no statistical significance. Data analysis

revealed that novice and expert learning and development practitioners shared similar

beliefs, feelings, and behaviors. According to Henschke's (1989) MIPI, both groups

scored above average in their use of andragogy principles. The researcher shared

implications for this study, included recommendations for future research, and outlined a

five-step professional development program intended to increase learning and

development practitioners' knowledge and utilization of andragogy principles. The

program recommendations incorporated ideas from the literature review and from this

study. As historical andragogy literature and this study conclude, learning is a journey and not a one-time event. Learning and development practitioners must continuously be learning, and in some cases re-learning, in order to increase their self-awareness as it has implications for their lives, their learners, and the organizations they serve.

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Appendix A: IRB Approval

Jan 13, 2022 3:16:30 PM CST

RE:
IRB-22-56: Initial - A Comparative Study of Instructional Perspectives among Learning and Development Practitioners

The study, A Comparative Study of Instructional Perspectives among Learning and Development Practitioners, has been Approved as Exempt.

Category: Category 1. Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

The submission was approved on January 13, 2022.

Here are the findings:

Regulatory Determinations

This study has been determined to be minimal risk because the research is not obtaining data considered sensitive information or performing interventions posing harm greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

Sincerely,
Lindenwood University (lindenwood) Institutional Review Board

Appendix B: Modified Instructional Perspectives Inventory

2

MODIFIED INSTRUCTIONAL PERSPECTIVES INVENTORY

©John A. Henschke

Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned teachers of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to you as you work with adult learners.
Circle one letter (A, B, C, D, or E) opposite each item that best describes you.

How frequently do you:	Almost Never	Not Often	Sometimes	Usually	Almost Always
1. Use a variety of teaching techniques?	A	B	C	D	E
2. Use buzz groups (learners placed in groups to discuss)	A	B	C	D	E
3. Believe that your primary goal is to provide learners as much information as possible?	A	B	C	D	E
4. Feel fully prepared to teach?	A	B	C	D	E
5. Have difficulty understanding learner point-of-view?	A	B	C	D	E
6. Expect and accept learner frustration as they grapple with problems?	A	B	C	D	E
7. Purposefully communicate to learners that each is uniquely important?	A	B	C	D	E
8. Express confidence that learners will develop the skills they need?	A	B	C	D	E
9. Search for or create new teaching?	A	B	C	D	E
10. Teach through simulations of real-life?	A	B	C	D	E
11. Teach exactly what and how you have planned?	A	B	C	D	E
12. Notice and acknowledge to learners positive changes in them?	A	B	C	D	E
13. Have difficulty getting your point across to learners?	A	B	C	D	E

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How frequently do you:	Almost Never	Not Often	Sometimes	Usually	Almost Always
14. Believe that learners vary in the way they acquire, process, and apply subject matter knowledge?	A	B	C	D	E
15. Really listen to what learners have to say?	A	B	C	D	E
16. Trust learners to know what their own goals, dreams, and realities are like?	A	B	C	D	E
17. Encourage learners to solicit assistance from other learners?	A	B	C	D	E
18. Feel impatient with learner's progress?	A	B	C	D	E
19. Balance your efforts between learner content acquisition and motivation?	A	B	C	D	E
20. Try to make your presentations clear enough to forestall all learner questions?	A	B	C	D	E
21. Conduct group discussions?	A	B	C	D	E
22. Establish instructional objectives?	A	B	C	D	E
23. Use a variety of instructional media? (internet, distance, interactive video, videos, etc.)	A	B	C	D	E
24. Use listening teams (learners grouped together to listen for a specific purpose) during lectures?	A	B	C	D	E
25. Believe that your teaching skills are as refined as they can be?	A	B	C	D	E
26. Express appreciation to learners who actively participate?	A	B	C	D	E
27. Experience frustration with learner apathy?	A	B	C	D	E
28. Prize the learner's ability to learn what is needed?	A	B	C	D	E
29. Feel learners need to be aware of and communicate their thoughts and feelings?	A	B	C	D	E
30. Enable learners to evaluate their own progress in learning?	A	B	C	D	E

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How frequently do you:

31. Hear what learners indicate their learning needs are?	A	B	C	D	E
32. Have difficulty with the amount of time learners need to grasp various concepts?	A	B	C	D	E
33. Promote positive self-esteem in the learners?	A	B	C	D	E
34. Require learners to follow the precise learning experiences you provide them?	A	B	C	D	E
35. Conduct role plays?	A	B	C	D	E
36. Get bored with the many questions learners ask?	A	B	C	D	E
37. Individualize the pace of learning for each learner?	A	B	C	D	E
38. Help learners explore their own abilities?	A	B	C	D	E
39. Engage learners in clarifying their own aspirations?	A	B	C	D	E
40. Ask the learners how they would approach a learning task?	A	B	C	D	E
41. Feel irritation at learner inattentiveness in the learning setting?	A	B	C	D	E
42. Integrate learning techniques with subject matter content?	A	B	C	D	E
43. Develop supportive relationships with your learners?	A	B	C	D	E
44. Experience unconditional positive regard for your learners?	A	B	C	D	E
45. Respect the dignity and integrity of the learners?	A	B	C	D	E

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INSTRUCTOR'S PERSPECTIVE INVENTORY
FACTORS

| (1)	(2)	(3)	(4)	(5)	(6)	(7)
4 ___	7 ___	1 ___	6 ___	5 ___	2 ___	3 ___
12 ___	8 ___	9 ___	14 ___	13 ___	10 ___	11 ___
19 ___	16 ___	22 ___	15 ___	18 ___	21 ___	20 ___
26 ___	28 ___	23 ___	17 ___	27 ___	24 ___	25 ___
33 ___	29 ___	42 ___	37 ___	32 ___	35 ___	34 ___
	30 ___		38 ___	36 ___		
	31 ___		40 ___	41 ___		
	39 ___					
	43 ___					
	44 ___					
	45 ___					
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

Scoring process
A = 1, B = 2, C = 3, D = 4, and E = 5
Reversed scored items are 3, 5, 11, 13, 18, 20, 25, 27, 32, 34, 36, and 41. These reversed items are scored as follows: A = 5, B = 4, C = 3, D= 2, and E = 1.

	FACTORS	TOTAL	POSSIBLE MINIMUM	POSSIBLE MAXIMUM
1.	Teacher empathy with learners.	___	5	25
2.	Teacher trust of learners.	___	11	55
3.	Planning and delivery of instruction.	___	5	25
4.	Accommodating learner uniqueness.	___	7	35
5.	Teacher insensitivity toward learners.	___	7	35
6.	Experience based learning techniques (Learner-centered learning process).	___	5	25
7.	Teacher-centered learning process.	___	5	25
	Grand Total	___		

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Use of Andragogical Principles Category Levels

Category Levels	Percentage	IPI Score
High above average	89%-100%	225-199
Above average	88%-82%	198-185
Average	81%-66%	184-149
Below average	65%-55%	148-124
Low below average	54%	<123
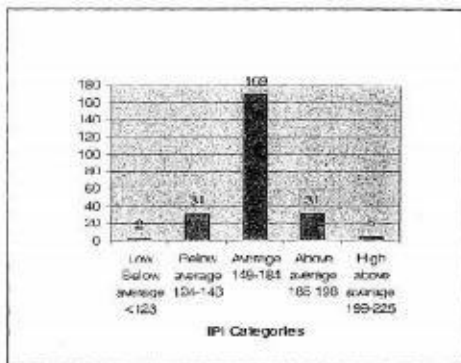
Items constituting the seven factors of the Instructional Perspectives Inventory

Seven factors under IPI	IPI Items
1. Teacher *empathy* with Learners	4, 12, 19, 26, 33
2. Facilitator *trust of* Learners	7, 8, 16, 28, 29, 30, 31, 39, 43, 44, 45
3. *Planning and delivery* of instruction	1, 9, 22, 23, 42
4. *Accommodating* learner uniqueness	6, 14, 15, 17, 37, 38, 40
5. Teacher *insensitivity* toward Learners	5, 13, 18, 27, 32, 36, 41
6. *Learner-centered* learning process (*Experience—based* learning techniques)	2, 10, 21, 24, 35
7. *Teacher-centered* learning process	3, 11, 20, 25, 34

Appendix C: Participant Demographics Survey

- Indicate years of experience in Learning & Development: _____

- Which of the following categories best describes the industry you primarily work

  in?

  ○ Higher Education   ○ Business   ○ Other: _____

- Indicate your highest level of education: ○ High School Diploma or GED ○

  Associate ○ Bachelor ○ Master ○ Doctorate ○ Other_____

- Indicate your level of exposure to adult learning theories, teaching methods,
  and/or instructional strategies

  ○ No Exposure ○ Mild Exposure ○ Moderate Exposure ○ High Exposure

- Indicate your source(s) of exposure to adult learning theories, teaching methods,
  and/or instructional strategies:

  ☐ Undergraduate Coursework ☐ Graduate Coursework ☐ Conferences
  ☐ Professional Journals ☐ Mentoring ☐ Professional Development Programs
  ☐On-the-Job ☐ Other: _____

Appendix D: Interview Questions

Interview Questions	MIPI Factor
What is your teaching philosophy? - *Your teaching philosophy is **a self-reflective statement of your beliefs about teaching and learning**. It's a one to two page narrative that conveys your core ideas about being an effective teacher in the context of your discipline.* Describe your classroom management structure	Teacher-centered learning process & Learner-centered learning process
Do you feel having empathy with your learners is important? - *If yes:* Why is it important? - *If no:* Why is it not important?	Teacher empathy with learners
Do you feel having trust with your learner is important? - *If yes:* Why is it important? - *If no:* Why is it not important?	Facilitator's trust of learners
Describe your planning process when preparing to deliver instruction Describe the ways in which you tend to deliver instruction	Planning and delivery of instruction
How do you engage learners who have different learning needs?	Accommodating learner uniqueness
How important is it for you to show concern and care for your learners? Let's unpack that. Can you tell me a bit more on how you do that?	Teacher insensitivity toward learners
Is there anything else you would like to add?	N/A

Appendix E: Social Media Script

Calling all Learning & Development (L&D) practitioners!

I would like to hear more about your guiding beliefs, feelings and behaviors as an L&D

practitioner so that we can learn more about how they impact the work you do on a daily

basis. Check out the brief survey below and if you're up for it, I would love to schedule a

follow up interview with you!

[Qualtrics link here**]**

Bonuses:

- Completely anonymous

- You will be contributing to published research

- Assist a fellow L&D practitioner (me) to complete their dissertation

- Adds an engaging break to your daily routine (~ 10 minutes to complete)

Appendix F: IRB Approved Consent Form to Participants

LINDENWOOD

Survey Research Consent Form

**A Comparative Study of Instructional Perspectives among Learning and
Development Practitioners**

You are being asked to participate in a survey conducted by and Dr. Tammy Moore at Lindenwood University. We are doing this study to compare instructional perspectives and years of experience among Learning and Development (L&D) Practitioners. Questions in the survey will focus on L&D Practitioners instructional perspectives. It will take about 10 minutes to complete this survey. We will be asking about 30 other people to answer these questions.

L&D practitioner criteria: For the purposes of this study, L&D practitioners are those who are involved in the identification of learning needs, designing, delivering, or evaluating learning solutions within an organization.

At the end of the survey, you will be asked if you are interested in participating in an additional interview by providing the researcher an email address and phone number for scheduling purposes. Participants will have the option to interview face-to-face, phone, or Zoom conferencing. The interview should take about 30 minutes. If the interview is conducted by Zoom, the webinar will be recorded, audio only, and destroyed after transcribing. If the interview is conducted face-to-face or phone, then I will be recorded by an audio only recording device. The recording will be destroyed after transcribing.

Your participation is voluntary. You may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window.

There are no risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study. We hope what we learn may benefit other people in the future.

WHO CAN I CONTACT WITH QUESTIONS?
If you have concerns or complaints about this project, please use the following contact information:

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact

Michael Leary (Director - Institutional Review Board) at 636-949-4730 or mleary@lindenwood.edu.

By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by closing the survey browser. My consent also indicates that I am at least 18 years of age.

You can withdraw from this study at any time by simply closing the browser window. Please feel free to print a copy of this information sheet.

Appendix G: Permission to use Modified Instructional Perspectives Inventory

LINDENWOOD
LINDENWOOD UNIVERSITY   ST. CHARLES, MISSOURI

November 10, 2021

School of Education
Lindenwood University
St. Charles, MO 63301

I am pleased that you wish to use the Modified Instructional Perspective's Inventory (MIPI) in your Doctoral Dissertation at Lindenwood University, St. Charles, MO. I understand that your dissertation title is "Comparative study of Instructional Perspectives among Learning and Development Practitioners."

I hereby give your permission to use this copyrighted instrument. I would expect appropriate citations for the inventory in your dissertation or any publications that result from using it.

If there is any other way that I may assist you in this process, please let me know. My best wishes to you in your research. I look forward to hearing of your results.

Best Regards,

John A. Henschke

John A. Henschke

John A. Henschke, EdD, Lindenwood University
Emeritus Professor and Former Chair of the Andragogy Doctoral Emphasis
Specialty Instructional Leadership Program, Lindenwood University

jahenschke@gmail.com

Selected Published Works of John A. Henschke may be found at:
http://works.bepress.com/john_henschke   https://irl.um sl.edu/adulteducation-faculty   www.umsl.edu/~henschke   or at

http://trace.tennessee.edu/cgi/myaccount.cgi?context= *[When this appears, go to left and click 'authors'.]*

209 S. Kingshighway ✞ Saint Charles, MO 63301-1695 ✞ Phone: (314) 344-9087
www.lindenwood.edu

Appendix H: Permission to reproduce table "Trainer Competencies Deemed

Important by Experienced Qualified Trainers"

Report ∨

Merzudin Selimovic   5 days ago

Hi there,

I am a doctoral student in St. Louis, Missouri and came across your publication "The qualifications and competencies held by effective workplace trainers", 2004. My current dissertation research has a close connection to this and I was hoping to gain permission from you to use one of the figures in your publication as part of my dissertation? Specifically, I am interested in using Table V. "Trainer competencies deemed important by experienced qualified trainers".

Please advise.

Best,
Merzudin S.

Peter Miller to you   5 days ago

Hi Merzudin

Thank you for the interest in our work. Yes, you have permission. Best wishes with the research. Would you send me a extract of the research once completed please.

Kind regards

Peter

Vitae

Merzudin Selimovic has been a learning and development practitioner for over 10 years. He has a track record of successfully leveraging cross-functional teams to produce high-impact learning content, programming, and systems. Merzudin has served in various industries including higher education, correctional facilities, health care, and fintech. Previous roles and organizations include Learning and Development Operations Manager at Cash App, Program Manager of Executive Learning and Development at Centene Corporation, Project Manager of Operational Excellence at Mercy Hospital South, Human Resources and Development Director at Bilingual In-Home Assistant Services.

Accomplishments include implementation of organization-wide Learning Management Systems, development and implementation of global learning programs such as new hire orientation, leadership development for senior level executives, and onboarding programs for an array of roles including Pharmacists, Physical and Occupational Therapists, Patient Care Technicians, and Email, Voice, and Messaging Customer Success Advocates. Additionally, Merzudin has provided extensive consulting services to organizations on a variety of topics including employee relations, strategy and implementation, and process improvement. Merzudin holds a Bachelor of Arts (B.A.) degree in Psychology and a Master of Arts (M.A.) in Management and Leadership, both from Webster University.