

UNIVERSITY OF LATVIA
Faculty of Education, Psychology and Art
Department of Pedagogy
Pedagogical Research Institute

**THE LEARNING OUTCOMES APPROACH IN FORMAL
SECOND CHANCE EDUCATION**

Doctoral Thesis in Adult Pedagogy

Author:
Dmitrijs Kuļšs

Supervisor:
Dr. habil. paed., professor **Irina Maslo**

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CONTENTS

Introduction.....	7
1. The Learning Outcomes Approach: From Policy to Pedagogy.....	19
1.1. Learning Outcomes: Theoretical Background	19
1.2. Conceptualisation of Learning Outcomes: Historical Perspective.....	21
1.3. The Learning Outcomes Approach: A Policy Domain	23
1.4. Definition of the Learning Outcomes Approach in Education	27
2. Paradigm Change in Formal Second Chance Education	36
2.1. Deconstructing the Learning Outcomes Approach	39
2.2. Second Chance Education.....	43
2.3. Linking Formal Second Chance Education and the Learning Outcomes Approach.....	50
3. Teachers' and Pupils' Views on the Use of the Learning Outcomes Approach ..	55
3.1. Introduction to Research Methodology.....	55
3.2. First Cycle: Approaches to Teaching Inventory	60
3.3. Second Cycle: Perception of Pupils on Effects of Learning Outcomes to Teaching and Learning.....	74
3.4. Third Cycle: Focus Groups with Teachers and Pupils.....	89
3.4.1. Focus Groups with Teachers.....	90
3.4.2. Focus Groups with Pupils	105
Conclusion	113
List of References	122
Appendices.....	142

List of Tables

Table 1	Pupil-centred and teacher-centred elements of learning	41
Table 2	A transfer of good practices from second chance: the mechanisms and processes	45
Table 3	Evening schools in Latvia: The number of pupils and teachers in 2011	57
Table 4	Criteria and indicators in the approaches to teaching inventory	58
Table 5	Analysis of ITTF items with significant correlation combined with the mean for each specific item	66
Table 6	Analysis of CCSF and CCSF/ITTF items with significant correlation and a mean value.....	69
Table 7	Pupils' questionnaire completion time (in seconds)	75
Table 8	Gender and age of participants in the pupils' questionnaire.....	76
Table 9	Correlation of pupils' reasons to study in the evening school	78
Table 10	Analysis of responses to the question "During the first lesson in the semester teacher explains in detail what I will learn in the end of the semester".....	80
Table 11	Analysis of responses to the question "In the beginning of school year I know what knowledge and skills I will acquire by the end of school year"	80
Table 12	A schedule of the focus group discussions	89
Table 13.	Length of focus group recordings	90
Table 14.	Number and share of references to PoL, ITTF, and CCSF items	97
Table 15.	Assumptions related to PoL by teachers and their impact	98
Table 16.	Share of references to PoL, ITTF, and CCSF items	107
Table 17.	Pupils' assumptions related to PoL and their impact.....	107

List of Figures

Figure 1.	Conceptualisation of learning outcomes in the educational context.....	34
Figure 2.	Learning outcomes approach model contextualised in the policy, practice, and theory framework	36
Figure 3.	Main elements in learning outcomes policy	37
Figure 4.	Early leavers from education and training in the EU-28 (2002–2013).....	51
Figure 5.	Mean of teachers' positive responses by subject and survey question	

	(ITTF items).....	62
Figure 6.	Mean of teachers' positive responses by subject and survey question (CCSF items).....	64
Figure 7.	Use of the learning outcomes approach in math, language, science, and other subjects (based on teachers' responses).....	65
Figure 8.	Case A: "Formal assessment"	67
Figure 9.	Case B: "Good notes"	67
Figure 10.	Case C: "Facts are everything"	68
Figure 11.	Combined case A and C.....	68
Figure 12.	Case D: "Ideas and debate"	70
Figure 13.	Case E: "Books and discussion"	71
Figure 14.	Case F: "Changed concepts"	71
Figure 15.	Case G: "Notes and examples"	72
Figure 16.	Case H: "Restructuring knowledge"	72
Figure 17.	Pupils' questionnaire response rate by school	75
Figure 18.	Number of questionnaire participants who are early leavers from education	76
Figure 19.	Number of questionnaire participants by year of (foreseen) graduation	77
Figure 20.	Reasons for studying in the evening school (sum of positive responses).....	78
Figure 21.	Number of responses by pupils to the question "During the first lesson in the semester teacher explains in detail what I will learn in the end of the semester"	80
Figure 22.	Activities during the lesson (a mean of a count sum) in the view of pupils	82
Figure 23.	Pupils' view of what the teacher should do during the lesson (a mean of a count sum).....	83
Figure 24.	Pupils' view of what they need to do to succeed in studies (a mean of a count sum).....	84
Figure 25.	Measuring the impact of CCSF and ITTF concepts in math and language subjects.....	85
Figure 26.	Pupils' requests for additional information about a subject from teachers (mean)	86
Figure 27.	Division of pupil responses to the question "During the class I have requested additional information on a subject that I am interested in".....	86

Figure 28. A set of main questions for the focus groups of teachers	91
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List of Appendices

Annex 1. Chapter 3 of the Maastricht Treaty of 1992	143
Annex 2. Survey: Approaches to teaching inventory (Latvian version, adapted)	144
Annex 3. Survey: Approaches to teaching inventory (English version)	148
Annex 4. Survey: Perception of 18–24-year-old pupils of second chance education schools on implementation of learning outcomes (English version)	152
Annex 5. Survey: Perception of 18–24-year-old pupils of second chance education schools on implementation of learning outcomes (Latvian version)	161
Annex 6. ITTF and CCSF correlation table: Spearman's rho and Sig. (2-tailed).....	172
Annex 7. Schools participated in the focus group discussions	173
Annex 8. Transcripts of the focus groups (teachers)	174
Annex 9. Transcripts of the focus groups (pupils)	188
Annex 10. The instruction and the learning paradigm	203

Introduction

Scholars have discussed learning outcomes for more than a century; the work of educationalists such as Watson (1878–1958), Skinner (1904–1990), Pavlov (1849–1936), and Bloom (1913–1999) underpin the behaviourist view of the concept. Recent literature on higher education studies captures the concept of learning outcomes (Entwistle, 2005; Nygaard, Højlt, & Hermansen, 2008; Ramsden, 2003; Tolhurst, 2007). However, the learning outcomes approach has only recently strengthened its position in the field of education (CEDEFOP, 2009), stimulating continuous debate devoted to this topic as an important and influential paradigm for teaching and learning in education and educational practice (Lipman, 2003; Thomas, 2007) and the appearance on the political agenda in Europe and elsewhere (Leuven and Louvain-la-Neuve Communiqué, 2009). Proponents expect policy that supports learning outcomes will improve the quality of all education systems, including pedagogical aspects (Bruner, 1966). The expectation is that learning outcomes support lifelong learning (Field, 2006), and have implications for the purpose and process of learning (Sutherland & Crowther, 2006; Usher & Edwards, 2007; Field, 2005).

However, scant research has addressed learning outcomes in relation to compulsory education for adult non-completers or “second chance” education, the focus of this study. The theory of transitions grounds the perception of a “second chance” (Ross & Gray, 2005). Early cessation of education or rejection of “first chance” education frequently leads to “second chance” education, what Munns and McFadden (2000) call unfinished business. Parents’ educational backgrounds, family structure, gender, language background, indigenous status, academic achievement, and academic motivation all influence non-completion of school. Family income plays an important role (Ross & Gray, 2005). In Australia, 41% of non-completers who wanted to study left school because of need for employment (Australian Bureau of Statistics, 2009).

This study focuses on the use of learning outcomes and the learning outcomes approach by teachers in a second chance education setting. It aims at improving

understanding of the learning outcomes approach.

In different contexts, the answer to the question, what is a learning outcome, and how are learning outcomes used, had different connotations. In relation to lifelong learning, learning outcomes may be described as an approach. The following researchers have (often implicitly) studied learning outcomes in relation to lifelong learning: Jarvis (2010), Field (2005, 2006), Schuller & Watson (2009), Nicoll (2006), Crowther & Sutherland (2007). Jarvis refers to the popularity of learning outcomes from the behaviouristic perspective: “Behaviourism does explain some of the outcomes of the learning process which can be measured, so that in an age where quantification is important, it is not surprising that behaviourism retains its attractions” (2010, p. 9). Nicoll (2006) discusses learning outcomes from a perspective of post-compulsory education policy. Schuller and Watson (2009) try to predict how education policy can be used in the future for human development, which implies the use of learning outcomes.

Scholars have not paid learning outcomes a great deal of attention in relation to policy implementation. Exceptions within well-known literature include May and Winter (2009); Harden, Crosby, and Davis (1999); Kennedy (2009); and Rauhvargers, Deane, and Pauwels (2009). The most recent published study on learning outcomes in the context of vocational education and training management is by Kinta (2014). She discusses the transition to a learning process that occurs in vocational education and training based on learning outcomes.

In the discourse of pedagogy and didactics (Žogla, 2001), scholars have formulated learning outcomes as a concept or as an approach within a pedagogical context. The following scholars have studied learning outcomes in this context: Barr and Tagg (1995); Bloom, Masia, and Krathwohl (1964); Driscoll and Wood (2007); and Tolhurst (2007). Like scholars addressing it in relation to lifelong learning, they often have done so implicitly.

Outside of learning outcomes, scholars have discussed second chance education, also referred to as rescue, recovery, or compensation programmes, from the perspective of theory of transitions (Munns & McFadden, 2000; Ross & Gray, 2005), motivation in adult education (Ahl, 2006), and adult learning (Knowles, Holton, & Swanson, 2005). The notion of second chance education has been contrasted with the concept of early termination of education (Day, Mozuraityte, Redgrave, & McCoshan, 2013; Polidano, Tabasso, & Tseng, 2013; Vallejo & Dooly, 2013).

The following statements underpin the **topicality of the study**:

- Conducting educational research with politics and policy-making (evidence-based research) has increasing implications (Cohen, Manion, & Morrison, 2007);
- According to the European Centre for the Development of Vocational Training, “Across Europe, the post-compulsory phase of general education is the part of the education system that has been least influenced by reforming ideas about learning outcomes” (CEDEFOP, 2011, p. 10);
- The challenge to combine behaviourist and constructivist theories to reduce barriers and increase opportunities for lifelong learning; and
- Early leavers from education (EU28 2013 benchmark: 12%; 2020 objective: less than 10%) (Eurostat, 2013) present a challenge to education systems across Europe.

Research Problem

Many European countries have embraced learning outcomes and the use of a learning outcomes approach as means to improve the coherence of their education systems at all levels. However, theory-grounded research to explain the challenges and possibilities of such an approach has been minimal, and virtually nonexistent in relation to formal second chance education. Thus, reformers will find the present study valuable.

The **object**¹ of the study is pedagogical practice in formal second chance education and the application of a learning outcomes approach.

Questions of the Study (Investigation)

The study addresses the following questions:

- 1) What are a learning outcome and a learning outcomes approach in education?
- 2) To what extent are Latvian evening schools implementing a learning outcomes approach in pedagogical practice?
- 3) What pedagogical barriers and opportunities exist in formal second chance education regarding the implementation of the learning outcomes approach?

Aim of the Study

The aim of the study is to discover links between the learning outcomes approach and pedagogical practice in a formal second chance education setting, and to provide relevant data on barriers and opportunities for the teaching/learning process of young adults who are early leavers from education.

Methodology

This study's empirical data and mixed methods research combines the collection and analysis of quantitative and qualitative data (Lieber & Weisner, 2010) that allows reducing the Hawthorne Effect (i.e., people who know that they are being observed tend to outperform those who do not know about the observation) (Rasmussen, 2006). The approach is idiographic (tendency to specify) rather than nomothetic (tendency to generalize) (Jaccard & Dittus, 1990).

Using a mixed-scanning model (Stillman, 2009) allows the author to take a broad

¹ In the Latvian version of the summary of the thesis, a subject is distinct from the object following the national pedagogical research traditions.

view of possible options and look further into those that require a more in-depth examination. This compromise between a rational or linear approach (Sutton & Levinson, 2001) and an incrementalist approach (small changes to existing policies rather than dramatic fundamental changes) (Denhardt, 2010) allows a systematic, controlled, empirical, and critical investigation of hypothetical propositions about the presumed relations among phenomena of learning outcomes to be checked against objective reality (Kerlinger, 1970).

While science becomes politicised (Pielke, 2002), learning outcomes are seen within an input-process-output model of learning outcomes approach (adapted from Driscoll & Wood, 2007). The model consists of input, process, and output categories. The input category reflects the notion of teacher competence and curriculum, while teaching and learning represent a process category. The output category includes assessment and learning outcomes—knowledge, skills, and competence. Based on the results of the theoretical study, the epistemological perspective will reinforce the assumptions gained by means of a parsimonious series of questionnaires.

The study surveyed teachers and students in formal second chance education schools (often referred as “evening schools”) that provide upper secondary education to young adults. The teachers’ questionnaire was based on the Approaches to Teaching Inventory (ATI) developed by Trigwell, Prosser, and Waterhouse (1999). The questionnaire was translated into Latvian and adapted for the present study and to reflect the study target group. The students received a questionnaire simultaneously to assess their perception of the learning outcomes of evening schools. This questionnaire was developed for the study, which required piloting with a small number of respondents for validation (Cohen et al., 2007). Focus group interviews with teachers and students followed this phase.

Other aspects of the methodology include the identification of pedagogical barriers and opportunities in data analysis.

Limitations of the Study

Despite divergent definitions of learning outcomes, the study focuses on the learning outcomes approach in pedagogy. This includes the approach that makes explicit the existing goals of teaching/learning, which are often implicit or poorly articulated. The study does not include research on curricula, and the policy context only functions as a backbone of the developments of the learning outcomes approach in formal second chance education. The study also addresses the formal second chance education setting only; it does not address other forms of learning, such as non-formal and informal.

The context creates a limitation of the study: Its findings can only be practically applied to the pedagogical context and to formal second chance education. While the study addresses other contexts and other educational settings, it does so only to show the evolution of the approach and to saturate second chance education as a context.

Stages of Research

The research was conducted in the following stages.

The first stage of the research (2009–2011): Desk research and analysis of the existing literature on adult (including second chance) education and learning outcomes has been carried out. The learning outcomes and learning outcomes approach definition analysis and research has been conducted as well. Policy and pedagogical practice elements have been acknowledged and discussed within the context of behaviourist and cognitivist pedagogical theories. Based on theoretical literature and practical pedagogical experience (the author mastered a course called “Policy Planning, Implementation, Analysis, and Evaluation” in 2009/2010), a research methodology has been developed and an in-depth analysis of theoretical literature has been carried out. Based on the analysis of literature, a coherent learning outcomes approach definition has been developed. The research methodology has been discussed in multiple scientific colloquiums and within the framework of the Erasmus programme

(starting from 1 September 2011) at Aarhus University, Copenhagen (supervisor: Associate Professor Søren Ehlers).

The second stage of the research (2011–2013): The initial model of the learning outcomes approach has been developed together with criteria for evaluation. The learning outcomes approach was analysed in a formal second chance education context, using case studies from four European countries. Two questionnaires have been developed within the empirical part of the research. The first is the questionnaire for the second chance education students: “Perception of 18–24-year-old pupils of second chance education schools on the implementation of learning outcomes”. The second is the questionnaire for teachers, “Approaches to Teaching Inventory”, which has been adapted from Trigwell et al. (1999). After piloting of the two surveys with a limited number of respondents, the learning outcomes approach initial model and the criteria have been further developed. Empirical research and updating of the methodology of the research have been done in consultation with Prof. (Hon.), Dr. h.c. mult. Arne Carlsen (UNESCO). Empirical research (the first and second phases) has been conducted. The data have been processed, analysed, and interpreted. The progress of the research project, including the results, has been discussed at the methodological seminars for doctoral students at the University of Latvia, as well as at the ASEM Forum on Lifelong Learning in Copenhagen (29–31 May 2012) and the E-ASEM Research Network Meeting 1 in Kuala Lumpur (14–15 November 2011).

The third stage of the research (2013–2014): A third phase of the empirical research—analysis and interpretation of the focus group interviews with teachers and pupils of formal second chance education schools in Latvia—has been conducted. This has allowed for a comparison between the data from the first and second phases of the empirical research. Conclusions and suggestions have been prepared. The thesis has been completed, designed, and prepared for the defence within the European Social Fund project “Support for Doctoral Studies at the University of Latvia.”

Novelty of the Study

The study explores the concept of learning outcomes and their use in the context of formal second chance education. Both of these areas represent relatively underexplored fields of research; the learning outcomes approach is a new concept, and scholars have not yet widely discussed the formal second chance education setting.

The nascent scholarship on learning outcomes within the pedagogical context has generally employed behaviourist theory. This study seeks to combine this approach with constructivist theories to create a definition of the learning outcomes approach better suited to pedagogical practice. A model suggesting how the use the learning outcomes approach can change the educational paradigm in a context of policy, theory, and practice has been developed.

The study also identifies the barriers and opportunities for improving the use of learning outcomes and suggests pedagogical solutions for coherent use of learning outcomes in the second chance education.

Practical Application of the Study Results

Eurostat (2014) defines an early leaver from education as “a person aged 18 to 24 who has finished no more than a lower secondary education and is not involved in further education or training.” Early leavers are considerably disadvantaged as a group (Black, Polidano, & Tseng, 2012). Scholars and policymakers in Europe and elsewhere have long sought ways to reduce the number of early leavers from education. The European Union has declared its intention to reduce Europe’s share of early leavers from education to 10% by 2020 (European Commission & Eurostat, 2013); it has auspiciously decreased from 16.9% in 2002 to 12% in 2013. Latvia’s share of early leavers was 16.9% in 2002 but had decreased at a pace faster than the rest of Europe to 10.5% in 2013. This, in part, reflects the existence of second chance schools, which means that individuals who dropped out of school early nonetheless

can be involved in education at a later stage.

This study reflects the idea that the second chance schools should offer high-quality learning, such as that which the learning outcomes approach would afford. This approach will improve the coherence and relevance of formal second chance education. The study shows, however, that such schools are not fully applying it, and describes the barriers and opportunities instructors face in such settings in seeking to apply a learning/facilitating paradigm.

The results of the research have been discussed in the following publications:

Kuļšs, D. (2014). The learning outcomes approach in formal second chance education: Case of Latvia. Proceedings of the International Scientific Conference “Sabiedrība, integrācija, izglītība,” vol. 2, Rēzeknes Augstskola, ISSN 1691-5887, 139–150.

Fernāte, A., Birzina, R., Andersone, R. & Kuļšs, D. (2013). The Learning Outcomes Approach in Formal Second Chance Education of Early School Leavers in Latvia. ECER 2013, Creativity and Innovation in Educational Research. Retrieved from <http://www.eera-ecer.de/ecer-programmes/conference/8/contribution/21901>

Kuļšs, D. (2012). Pieaugušo formālā un neformālā izglītība, kā arī informālā mācīšanās kā mūžizglītības principa ieviešanas elements [Formal and non-formal adult education, as well as informal learning as an element of implementation of a lifelong learning principle]. Pieaugušo izglītība: rakstu krājums / sast. un iev. aut. Kristīne Mārtinsone; galv. red. Vilnis Purēns; red. Rīta Cimdiņa - Rīga: RaKa, 18–27.

Kuļšs, D., & Muhina, J. (2011). Mūžizglītības politikas pamatnostādņu 2007.-2013.gadam īstenošanas gaita 2009. un 2010.gadā. Ministry of Education and Science of Latvia. Retrieved from http://izm.izm.gov.lv/upload_file/Izglitiba/Muzizglitiba/MI_pamatnostadnu_zinojums_2011.pdf

Kuļšs, D. (2011). Use of ECTS for permeability in VET higher education study programmes: example of Riga Technical College and Riga Technical University (CEDEFOP case study No.2009-0228/AO/ECVL/ILEMO/Credits&Permeability/017/09). Bremen: IT Bremen University.

AIC. (2012). Referencing of the Latvian Education System to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area. Rīga: Akadēmiskās informācijas centrs & Izglītības un zinātnes ministrija. 115 lpp. Retrieved from https://ec.europa.eu/ploteus/sites/eac-eqf/files/Latvian%20Self-Assessment%%202nd%20version_May%202012.pdf

Kulss, D., & Ramina, B. (2011). Qualifications Framework in Latvia: From Inputs to Outcomes. Proceedings of conference Transforming Nations through Enculturation of Lifelong Learning, ICLLL2011: Policies and Implementation & Realising LLL for All, Kuala Lumpur: ASEM Forum on Lifelong Learning, 390–399.

Kuļšs, D. (2010). Workplace Learning: Change of Scene. Proceedings of Vietnam Forum on Lifelong Learning: Building a Learning Society, Hanoi. Viet Nam News Agency Publishing House. Publishing license no. 436-2011/CXB/1-19-DT, 182–193.

Luka, I., & Kuļšs, D. (2010). New Solutions for Eliminating Barriers for Lifelong Learning: Opportunities and Challenges. Proceedings of Vietnam Forum on Lifelong Learning: Building a Learning Society, Hanoi, Vietnam. Viet Nam News Agency Publishing House. Publishing license no. 436-2011/CXB/1-19-DT, 379–399.

Maslo, E., Kulšs, D., Kokare, M., Baranova, S., & Babajeva, L. (2011). Understanding of Workplace Learning in the Context of Latvia. In Workplace Learning in Europe and Asia: National Survey Report of Latvia. Rīga: Latvijas Universitāte, ISBN 978-9934-517-01-3, 15–25.

The results of the thesis have been discussed in the following academic fora:

Presentation: The Learning Outcomes Approach in Formal Second Chance Education of Early School Leavers in Latvia. (Fernāte, A. (presenter), Birzina, R. (presenter), Andersone, R., Kuļšs, D.) Presented at the European Conference on Educational Research 2013 (ECER 2013): Creativity and Innovation in Educational Research, Istanbul, 9 September 2013.

Panel discussion: Theorising and Practicing Core Competences. ASEM Forum on Lifelong Learning: Learning Unlimited, Copenhagen, 29–31 May 2012.

Presentation: Latvijas izglītības sistēmas zināšanu un prasmju līmeņi [Levels of knowledge and skills in the Latvian education system] (Kuļšs, D.). Riga: Academic Information Centre - National Coordination Point. The European Qualifications Framework in Latvia, Riga, 27 April 2011.

Presentation and discussion of the report Referencing of the Latvian Education System to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area, EQF advisory group, Brussels, 5 October 2011.

Presentation: Qualifications Framework in Latvia: From Inputs to Outcomes' (Kulss, D., & Ramina, B.) Presented at the conference Transforming Nations through Enculturation of Lifelong Learning, ICLLL2011: Policies and Implementation & Realising LLL for All, Kuala Lumpur, 14–15 November 2011.

Presentation: Workplace Learning: Change of Scene at the conference Vietnam Forum on Lifelong Learning: Building a Learning Society. Hanoi, Vietnam, 7 December 2010.

Theses for the defence:

1. The underpinning of the learning outcomes approach in formal second chance education encompasses a balanced construct of behaviourist and cognitivist theories that embrace a meaningful, learner-centred approach.
2. In Latvia, pedagogical practice in the formal second chance education setting partially employs the potential of learning outcomes approach; rather, inherent information transfer and teacher-focused pedagogical traditions have prevailed.
3. Overcoming the barriers and full exploitation of the opportunities identified in the study will facilitate coherent use of the learning outcomes approach in formal second chance education. The main barriers are related to pedagogical practice that often focus on formal assessment, overwhelming use of books, provision of many facts, and ability to answer all the questions, instead of enabling and challenging pupils to find their own answers. The main opportunities that are partly used in pedagogical practice is facilitation and challenging of students' ideas, using complex and ambiguous examples as to provoke discussion as well as discussing of such examples among pupils and with teachers.

1. The Learning Outcomes Approach: From Policy to Pedagogy

1.1. Learning Outcomes: Theoretical Background

Although the literature establishes various definitions of “learning” and “outcomes” separately, no common agreement exists on a single definition of “learning outcomes.” Nor has a common approach to using learning outcomes emerged (CEDEFOP, 2011). As Adam (2004) describes, educational thinkers and policy makers in Europe use the term frequently, but few seem to understand the significance of the term:

Learning outcomes have achieved an exalted status bolstered by the ubiquitous number of references to them in conferences, official documents and communiqués. This is in stark contrast to the poor level of understanding associated with them and their relatively rare practical implementation across Europe. Detailed experience of learning outcomes is in fact limited to just a few countries at both the institutional and national levels. (Adam, 2004, p. 3)

Conceptualisation of learning outcomes needs to take different contexts into account. Learning outcomes operate differently at the macro policy level than at the micro level of implementation in the classroom. For two decades, policymakers have successfully promoted learning outcomes (Strain & Field, 1997) in relation to questions of education policy formulation, transformation, and implementation at the global, national, and regional/local levels. This has not necessarily translated to practical implementation of the learning outcomes approach in education systems, curriculum design, teaching, learning, assessment, or quality assurance (Adam, 2004; Battersby, 1999). Learning outcomes effectively clarify who, how, what, and when teaching, learning, and assessing take place. They shift the orientation of education from the teacher to the pupil through the understanding of learning as a personal process reflecting the embeddedness of the learner in social collectivities (Nygaard et al., 2008).

Another way to view learning outcomes is with reference to three different scales: 1) transnational, 2) national, and 3) local (Adam, 2004). Institutions—implementing bodies of educational programmes that provide a learner with an opportunity to acquire knowledge, skills, and competences—represent the local level. At this level, learning outcomes, expressed in measurable units, serve as a tool or instrument that clarifies the learner’s gains from an educational programme. A learning outcomes approach encourages teachers to provide relevant support to pupils using effective methods. It prompts schools to identify the overlaps between subjects in curricula and helps them perform objective, rather than comparative, assessments.

At the national level, a learning outcomes approach provides policymakers with relevant information on return on investment. In other words, it prompts them to understand and make informed decisions on public spending for education, to translate finance inputs into outcomes. Although this neo-liberal view of the function of government originated more than 100 years ago with Adam Smith’s economic theory (Klees, 2008), arguably, it has come to dominate in developed countries throughout the world in the last two or three decades; it prompts the use of learning outcomes at the national level.

At the international level, the learning outcomes approach operates in two ways. On the one hand, it absorbs and accumulates local- and national-level definitions and brings them to a wider context. On the other hand, the international context has its own political and policy agenda. Learning outcomes at the international level are a source of international mobility, benchmarking, and transparency (Adam, 2004).

Regardless of the level of discussion, looking at learning outcomes development from a historical perspective is helpful in better understanding the emergence of the concept.

1.2. Conceptualisation of Learning Outcomes: Historical Perspective

No consensus exists among scholars about the origins of learning outcomes. The behavioural school of psychological thought, which Watson (1878–1958) and Skinner (1904–1990) pioneered, as well as Pavlov’s (1849–1936) dog conditioning experiments (Adam, 2004), clearly represent a theoretical underpinning. Following the behavioural school, scholars have described learning outcomes as the clear measurement of learning results—measurable outcomes at the later stage associated mainly with vocational education in the United States. In Europe, rapid expansion of secondary and tertiary education in the mid-20th century created the current view of learning outcomes (Hussey & Smith, 2002). Dramatically increased spending on public education led to a call for more accountability by policymakers and society alike. As Professor Kerry Kennedy describes the need, learning outcomes mean “the community in general and governments in particular can be in a better position to monitor what happens in...education” (Kennedy, 2009, p. 2). Hussey and Smith (2002) describe the demand as follows: “What was implicit must be explicit and the subjective intuitions of educators must be replaced with objective, measurable criteria” (p. 222). As early as 1956, Bloom described accountability as crucial, saying learning outcomes are “an attempt to build a taxonomy of educational objectives...to provide for classification of the goals of our educational system” (Bloom, 1956, p. 1).

Bloom’s taxonomy of educational objectives emphasised learning outcomes. This work sought to address the crucial question of whether educational objectives could be classified at all. He acknowledged that taxonomisation fit the physical and biological sciences more naturally, but noted a consensus that educational objectives or descriptive statements of educational results could be classified (Bloom, 1956).

While this early work used the term “educational objectives,” this study treats the term as essentially the same as learning objectives, given that context in both cases refers to the formal educational process. Objectives are outcomes to be achieved.

(Section 1.4 addresses this distinction in more detail.)

By the early 1990s, the term “learning outcomes” had come into vogue, and both the United States and the United Kingdom had embraced it as a policy concept. As Moutsios (2000, 2008) describes, many countries adopted the approach after the turn of the century.

The European Union has strongly emphasised learning outcomes since 2000. The Education and Training 2010 process (European Commission, 2008) represented an early, broad-based embrace of the concept. The main added value of the learning outcomes approach has been twofold. Firstly, it requires a shift away from inputs such as “subjects, content, [and] contact hours” and towards a “reliance on the primacy of learning outcomes” (CEDEFOP, 2009, p. 15). Secondly, it promotes lifelong learning (European Parliament, 2008).

Almost every contemporary education policy in Europe embraces lifelong learning and at least a notion of learning outcomes (Council of the European Union, 2011; European Commission, 2008). The national qualifications frameworks in Europe and other continents have made learning outcomes more visible (Bohlinger, 2012). Qualifications frameworks are also the most prominent tools that embrace and promote the concept of learning outcomes in the policy domain.

1.3. The Learning Outcomes Approach: A Policy Domain

Policymakers and educators view learning outcomes differently. Not surprisingly, governance impacts the pedagogical aspects that affect educators (Lassnigg, 2012). Linking learning outcomes with national qualifications frameworks and other policy instruments seems inevitable (Bohlinger, 2012). Learning outcomes are also becoming an instrument for changes in education policy (Souto-Otero, 2012). Therefore, understanding learning outcomes' pedagogical aspects requires understating the roots of learning outcomes in the policy domain. This section briefly discusses these roots in Europe specifically.

Cooperation in the Field of Education

The European community has been cooperating in the field of education since the early 1970s. The first European education policy initiative took place in 1971 in response to an economic crisis and the growing pressure to increase spending on education. The ministers of education met for the first time and agreed to deal with national education problems at the community level by signing a “Resolution of the Ministers of Education” (Spinelli, 1972).

Two years later, the ministers identified the areas to address: closer relations between education systems; creating education statistics at the European level; the academic recognition of diplomas and study periods; mobility of teachers, students, and researchers; and foreign languages (Ministers of education, 1974). In 1975, Europe established the Education Committee, which did not meet in the late 1970s but has been working since 1981 to address the issues the ministers of education identified. The European Commission also established a directorate for education, vocational training, and youth within the Directorate-General for Employment and Social Affairs.

In spite of this international attention to education policy, the cooperation across Europe remained a “grey area” legally—the Community establishing treaty did not provide for it. The Maastricht Treaty (1992) made it possible to establish an official European educational policy; this represented a turning point. Article 126 of the treaty established a legal basis for cooperation with respect to education. Simultaneously it confirmed that education would remain a sovereign competence of each member state and that the Commission would not supplant national systems and policies (European Commission, 2006).

This confirmation meant that policy would promote cooperation between states by addressing educational mobility without jeopardising state sovereignty. Countries would not charge citizens of community states higher fees to study in state-owned universities, and community funded programmes would provide support for study-abroad programs through Erasmus grants across the community. The treaty did not explicitly institute learning outcomes.

The Treaty on European Union (2010) underwent a series of amendments in 1997, 2001, and 2007 (Treaty of Amsterdam, 1997; Treaty of Nice, 2001; Treaty of Lisbon, 2007). Article 126 on education became Article 165 because of the addition of preceding articles, but the only revision to it was the addition of sports and youth initiatives that encouraged youth participation in democratic life in Europe and promoted fair and open sports. The emergent emphasis on learning outcomes in education in the European Union had other sources, as the next section will describe.

Learning Outcomes in the European “Policy”

Learning outcomes relate strongly to “competences”, “knowledge”, and “qualifications.” Therefore, education policy that used and emphasised this terminology typically strengthened the learning outcomes approach. In 1995, the European Commission issued a white paper entitled “Teaching and Learning: Towards the Learning Society” articulating its agenda (European Commission, 1995).

The paper recognised knowledge, qualifications, and the updating of qualifications as means to overcome the challenges facing education and training systems in what had become a learning society. It described the need to aid students to assemble qualifications on the basis of ‘building blocks’ of knowledge acquired at different times and in various situations. It called for encouraging the acquisition of new knowledge and more flexible methods of recognising skills, including non-formal competences. This laid the groundwork for future emphases on learning outcomes.

A year later, the Council of the European Union decided to provide diploma supplements in higher education. Supplements included information describing a pupil’s course of study. Although this information did not necessarily address learning outcomes—in fact, it emphasised inputs, such as subjects undertaken and hours spent in class—supplements would become a key part of the learning outcomes approach.

The Bologna Declaration (1999) stimulated the beginning of the reform process to make higher education more compatible and comparable across Europe, as well as more competitive and more attractive for pupils (van der Wende, 2000). Dubbed the Bologna Process, this process promoted transparency and raised a number of questions, including how students could compare different higher education systems, and how educational institutions could validate learning abroad and non-formal learning.

The Bologna Process would prompt the use of learning outcomes. In 2003, the ministers of education released a statement describing a need “to describe qualifications in terms of workload, level, learning outcomes, competences and profile” to allow for comparisons of higher education gained in different European states (Berlin Communiqué, 2003, p. 4). Policymakers embraced the learning outcomes approach as an instrument of transparency that would lead to the creation of a European Higher Education Area. Stephen Adam (2004), a leading expert on the Bologna Process, explicitly confirms that it promoted learning outcomes.

At the same time, he noted that few countries had implemented the learning outcomes approach, calling this gap “a significant challenge to the Bologna process” that “calls into doubt the full realisation of the European Higher Education Area by 2010” (Adam, 2004, p. 3). Nonetheless, the Bologna Process ensured that member countries would embrace learning outcomes, at least at the national level, and at least in relation to higher education. Whether the application of the policy should continue at all levels of education remained an open question.

Along with the Bologna Process, the development of the European Qualifications Framework (EQF) and National Qualifications Framework (NQF) has evolved. The EQF process intended to standardise learning outcomes as a result of general, vocational, higher, and non-formal education to provide a better understanding of qualifications of students across European countries; as a mirror of qualifications levels, it would enable their mobility across national borders. It also prompted members of the European Union to revise and even reform national education systems to perform better in global economies. It promotes national governments’ investment in non-formal learning (Vogler-Ludwig, 2009) and in tools such as validation of non-formal and informal learning. These principles underpin lifelong learning.

Summary:

The roots of learning outcomes policy in Europe go back to 1971 calls for more transparency in education. An emphasis on mobility of students spurred a call for more transparency, as did the question of how to recognise students’ accomplishments abroad when they returned to their home universities. These issues led to centralised educational policy, and the 1999 Bologna Treaty consolidated these developments in the Bologna Process, which emphasised learning outcomes. The development of the EQF entrenched learning outcomes policy and promoted the learning outcomes approach at all levels, including formal second chance education.

1.4. Definition of the Learning Outcomes Approach in Education

This section of the study gives an overview and analysis of the existing definitions of learning outcomes and proposes a new definition that the thesis will use to consider the main findings from the existing theory. Existent literature has not generated a stable definition for “learning outcomes,” which may be situated in any number of contexts, including professional, guidance, personal, and educational contexts (CEDEFOP, 2009). The term encompasses different theories, from behaviourism and similar educational initiatives such as mastery learning (Block, 1971), behavioural objectives (Mager, 1984), and competency-based approaches (Argüelles & Gonczi, 2000) to progressivism or constructivism aspects of learning and teaching (e.g., the idea of pupil-focused learning) (Bruner, 1966; Kennedy, 2009; Spady, 1994).

The broad limits of the term require a high level of precaution in interpretation of learning outcomes due to a loose connection to the context in which they are observed. Bjørnavold and Pevec Grm (CEDEFOP, 2009) describe learning outcomes as a “a set of tools or keys, but loosely linked and useful in different ways according to the context” (p. 141).

In a work context, learning outcomes are part of a job profile. Employers use them to evaluate employees’ abilities to fulfil certain tasks they deem necessary (CEDEFOP, 2011). Employers find measurements of such outcomes useful in hiring and retaining employees. In this context employers consider the result or product, not the process that secured it, to be important. Therefore, the significance of learning contexts in the work context has minimal bearing on this study.

In a guidance context, however, the entrance requirements for the position at the school/university or workplace may relate to learning outcomes (CEDEFOP, 2011). In this context, the owner of learning outcomes may make an informed decision about the standards of a school or his or her fitness for a particular workplace. The significance of learning outcomes in this context applies to the concerns of this study.

The use of learning outcomes in a personal context relates directly to the use of learning outcomes in an educational context in that individuals use these indicators to leverage their learning (CEDEFOP, 2011). However, learning outcomes in an educational context, in particular in teaching and learning, refer to aggregated outcomes across pupil populations. The literature and policy documents explored here increase understanding of the definition and conceptualisation of learning outcomes. In the educational context, Gagné and Driscoll (1988) supply what may be the shortest definition of learning outcomes—products of a learning process. Their behaviourist approach describes every result of learning as measurable. This definition has presented learning outcomes as something that can be acquired during learning and then measured through an evaluation process. The definition focuses on the product of learning rather than on the process of learning. It describes outcomes as a transferable commodity. This does not necessarily mean that learning involves only tangible products, but it emphasises them.

The European Parliament provides a policy perspective on learning outcomes; it emphasises outcomes as a product of cognitive, skill-based, and affective learning (European Parliament, 2008). This definition has roots in the cognitive, emotive, and psychomotor domains of Bloom’s taxonomy (Bloom et al., 1964). It focuses on the result of learning rather than the process or environment of learning.

However, policymakers in Europe and other parts of the world recognise the value of Bloom’s emphasis on communication facilitation as a primary goal of learning outcomes (Bloom, 1956). Bloom states, “The major purpose in constructing a taxonomy of educational objectives is to facilitate communication” (Bloom, 1956, p. 10). Arguably, communication or understanding of learning outcomes is one of the major tasks of 21st-century education around the globe.

Bloom understood educational objectives as related to learning outcomes through a prism of time. Transforming objectives into outputs affects outcomes and performance over time.

Hussey and Smith (2002) describe learning outcomes as “observable products” (p. 223). Like Bloom, they see learning outcomes as a bridge of mutual understanding and communication between stakeholders that are involved in the educational process, be it through teaching, learning, or assessment. In the global environment at the policy level, they provide communication between policymakers who have a better understanding of educational results and thus perceive them as accountable commodities. While Hussey and Smith criticize the learning outcomes approach, they admit that products are a necessary part of education.

Biggs and Collis, in their Structure of the Observed Learning Outcome (SOLO) taxonomy, characterize learning outcomes by five levels of pupils’ understanding of subject areas: 1) prestructural, 2) unistructural, 3) multistructural, 4) relational, and 5) extended abstract (Biggs & Collis, 1982). Each level is more complex than the last. At the prestructural level, pupils are simply acquiring bits of unconnected, unorganised information, while, at the extended abstract level, the pupil makes connections and can generalise and transfer the principles and ideas underlying the specific subject. The SOLO taxonomy is of interest because it integrates a commodity element of the learning outcomes approach and an element of communication between different levels of complexity of learning outcomes in different subject areas.

Harden et al. (1999) present another definition of learning outcomes. In a witty style, they describe a three-circle model for classifying learning outcomes. The first component of the model is “doing the right thing” or what one should be able to do. The second component is “doing the thing right,” which underpins approaches and principles of learning outcomes. The last component of the model, “the right person doing it,” speaks to the development of the individual as a professional. Harden developed his model for medical education purposes, but it bears on this study. It illustrates several of the major elements of the learning outcomes approach—the organisation of knowledge, the educational strategies, the assessment procedures, the educational environment, and the teaching methods, in addition to the content of knowledge that comprises the outcomes.

Notably, Harden's definition links learning outcomes to outcomes-based education. He describes the advantages of outcomes-based education for teaching and learning as follows: facilitating questioning the purposefulness of learning; creating a model that is readily acceptable to most teachers and is teacher-friendly (Slavin, 1994); prizing easily understood concepts (this conforms to Adam's (2004) emphasis on the importance of learning outcomes as an instrument of clarifying the results of learning for the pupil and educator; provision of a powerful and robust framework for curricula that integrates teaching; setting out details of the finished product against which the product will be judged, emphasising accountability and quality assurance; self-directed learning, encouraging pupils to take more responsibility for their own learning; and flexibility to permit course delivery and educational strategy adjustments, provided specified learning outcomes still result (Harden et al., 1999).

Another definition speaks to the influence of learning outcomes on the teaching and learning dimension. Battersby notes that "'learning outcomes' are best viewed in the context of an approach to thinking about teaching and learning rather than a formula or a change in course outline terminology" (Battersby, 1999, p. 3). This aspect of learning outcomes can influence teaching and learning.

Two sample situations will illustrate this influence. In the first, pupils receive limited or no information about what an upcoming class will address—that is, they have no knowledge of the learning outcomes. In another situation, pupils know the desired learning outcomes of an upcoming class. It is likely that instructors will use different teaching and learning approaches in these two situations, meaning learning outcomes can influence teaching and learning only inasmuch as revealing the desired learning outcomes represents a particular teaching/learning approach.

The emphasis on the simultaneous influence of learning outcomes on teaching and learning potentially diminishes the emphasis on individual learners, especially if the pedagogical aspects of the educational process rather than learning itself become the goal. The learners' perceptions of learning may also reflect their central role and the

influence of information about the learning outcomes. Tolhurst (2007) presents evidence that pupils with more sophisticated epistemological beliefs achieve superior results in their learning. Previous research indicates that complex epistemological beliefs are directly connected to and also result in improved learning outcomes (Andre & Windschitl, 2003; Hofer & Pintrich, 2002; Schraw, 2001).

Professor Thomas J. Shuell (1986) describes another point of learning outcomes. His research on learning and cognition and methods and theories of teaching describes learning outcomes as a conceptual shift towards making learning more meaningful and effective for pupils. He divides learning outcomes into two parts: quantitative and qualitative.

Quantitative learning outcomes focus on acquisition of actual knowledge. Pupil and teacher each make an effort to ensure that the pupil acquires knowledge. Knowledge transmission plays a leading role in creating learning outcomes in an educational context. Quantitative learning outcomes are potentially accountable and measurable. For example, it is reasonably easy to measure whether a pupil has learned a mathematical axiom. As a clearly defined and previously accepted statement, the learning outcome can be measured. Here accountability plays a major role, as in the behaviourist model where availability for measurement is a vital prerequisite for learning.

Although quantitative outcomes are part of a learning outcomes approach, qualitative outcomes of learning dominate most of such approaches (Varnava-Marouchou, 2009). Qualitative outcomes are closely related to non-cognitive, individual differences, such as the conceptions and approaches—how an individual conceives a phenomenon and its influence on an individual's action (Freeman & Richards, 1993)—to learning that have been recognised as potential predictors of learning success (Cantwell & Scevak, 2004). In other words, using learning outcomes or a learning outcomes approach requires a conceptual shift towards making learning more meaningful and effective for pupils. As the CEDEFOP notes, “Use of learning outcomes is also likely to enable

learners to be clearer about expectations they are to meet, encourage them to take initiative in learning and be more responsible for managing their learning” (2011, p. 8). Qualitative measurement of learning outcomes is possible, and may even be considered a better indicator of learning than quantitative measurements such as examination performance (Ramsden, 2003).

Reflecting an emphasis on both qualitative and quantitative measurements, Nygaard, Holtham, and Courtney (2009) define learning outcomes as “cognitive outcomes such as knowledge, skills, competencies, personal attributes and abilities, and affective outcomes such as personal goals, values, attitudes, identity, world views, and behaviours” (p. 20), which is the longest list of domains of learning outcomes found in the literature. The authors derived them largely from Bloom’s taxonomy of educational objectives (Anderson & Krathwohl, 2001). This study will simplify the list, however, to knowledge, skills, and competence, which represent a general consensus in the literature. This raises the question of the significance of these three terms.

Definitions of knowledge vary from Plato’s “justified true belief” to the “outcome of assimilation of information through learning” (CEDEFOP, 2014, p. 147). The European Parliament (2008) describes knowledge as “the outcome of the assimilation of information through learning... the body of facts, principles, theories and practices that is related to a field of work or study” (Annex I [g]). A core element relates Plato’s definitions to the CEDEFOP’s and the European Parliament’s. Knowledge is the outcome of learning that a learner can, at a minimum, reproduce. It is what a learner knows as a result of learning, whether formal, non-formal, or informal. Non-formal learning does not result in a formal diploma or qualification, but unlike informal learning it is often framed in a programme (Kuļšs, 2012).

This study will use the term “skills” to mean applying knowledge and “know-how” to mean completing tasks and solving problems. Skills may be described as cognitive (involving the use of logical, intuitive, and creative thinking) or practical (involving

manual dexterity and the use of methods, materials, tools, and instruments).

But the most controversial component of learning outcomes is competence. On the one hand, the European Parliament (2008) describes competence as “the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development” (Annex I [i]). On the other hand, competence includes knowledge, understanding, and skills in itself (Lum, 1999), which makes it redundant. If knowledge and skills are part of competence, it makes little sense to put knowledge, skills, and competence on the same grid to describe learning outcomes, unless competence emphasises the use of knowledge and skills. However, policymakers often refer to all three. Entwistle (2005) points out that the emphasis of learning outcomes is “clearly on the individual acquisition metaphor rather than participation.” He goes on to note that “the metaphors themselves [are] identified in relation to the processes of learning, rather than the outcomes, and a participatory process can lead to the individual acquisition of knowledge or understanding, so it is not surprising that ‘mixed’ metaphors [are] also identified” (p. 79). For the purposes of this study, “competence” refers to *how* the learner uses knowledge and skills, which avoids the redundancy others have incurred.

Summary:

There is no single definition of learning outcomes; scholars and policymakers alike differ about what they are and how they are used in different contexts. However, it is possible to extract the main element of learning outcomes out of many definitions, *id est*, it is the product of learning.

Nevertheless, learning outcomes as a product of learning aren't a goal in themselves. It is more important to see what changes the use of learning outcomes or the learning outcomes approach brings into education. In fact, it influences not only curriculum and assessment but also learning and teaching and promotes understanding and communication among stakeholders at the local, national, and international levels.

In educational contexts, the conceptualisation of the learning outcomes (LO) approach may be presented as follows (Figure 1):

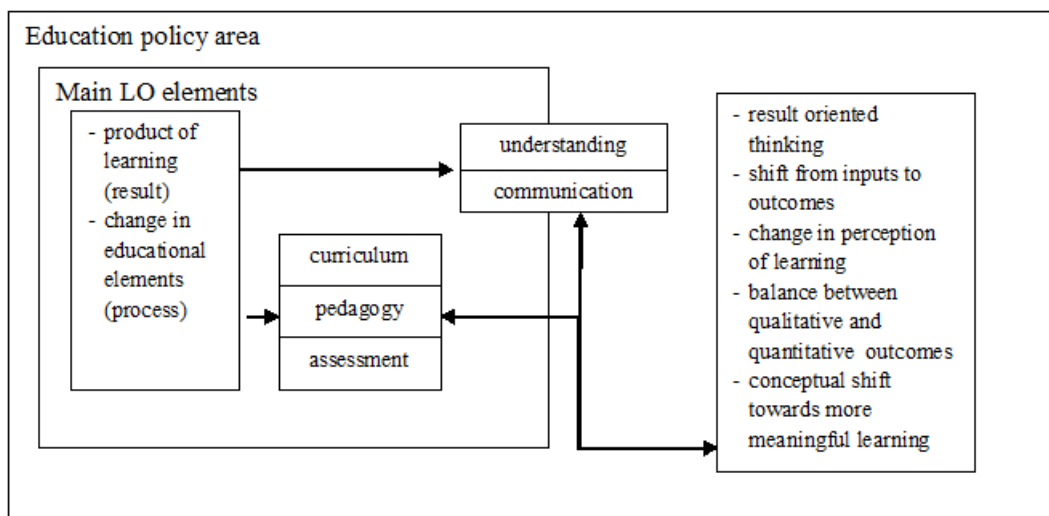


Figure 1. Conceptualisation of learning outcomes in the educational context

Figure 1 presents a framework with two main learning outcome elements in the education policy area. They can be described as a process and a result of learning. Whereas the process is linked to pedagogical aspects of learning outcomes, the result is linked to an understanding and communication of domains. These domains influence factors that are not direct elements of learning outcomes but are closely connected to them. These elements include results-oriented thinking and changes in the perception of learning.

Learning outcomes have roots in behaviourist traditions, but constructivist traditions have come to influence them in relation to the educational context. The change in the teaching and learning paradigm as part of a lifelong learning tradition reflects a shifting focus from inputs (hours studied, books read, etc.) to arguably more meaningful outcomes of education, inter alia, learning outcomes.

For the purposes of this study, learning outcomes are defined as the learner's *integrated* knowledge (what a learner knows), skills (what a learner can do), and competence (how the learner uses knowledge and skills) as a result of educational

activity.

The learning outcomes approach to education is defined as a *meaningful and learner-centred* approach derived from the use of learning outcomes that influences curriculum, pedagogy, and assessment and serves as a communication, thinking-change, and accountability instrument for educational professionals, learners, and policymakers. This study focuses on pedagogy, including approaches that make the goals of the programme, which are often implicit or poorly articulated, explicit. This study reflects the fact that the need for an understanding of learning outcomes is increasingly global. In the emerging global society, policy prioritises the understanding of learning outcomes between different countries, not within an organisation or even a nation. In this context, learning outcomes cannot be “a private fantasy” (Bloom, 1956, p. 11); they must be a real mechanism of communication and understanding of education systems worldwide.

As previously discussed, the characteristics of learning outcomes depend on context. Chapter 2 will discuss the learning outcomes approach in the educational setting this study addresses—formal second chance education.

2. Paradigm Change in Formal Second Chance Education

Educational policy has garnered substantial attention together with growing interdependence between EU members in education (Guthrie, 2003). The difficulty of capturing learning outcomes in a single theoretical frame (Codd, 1988) in part explains the ongoing debate. Figure 2 presents the model of an educational paradigm change using the learning outcomes approach in a context of policy, theory, and practice.

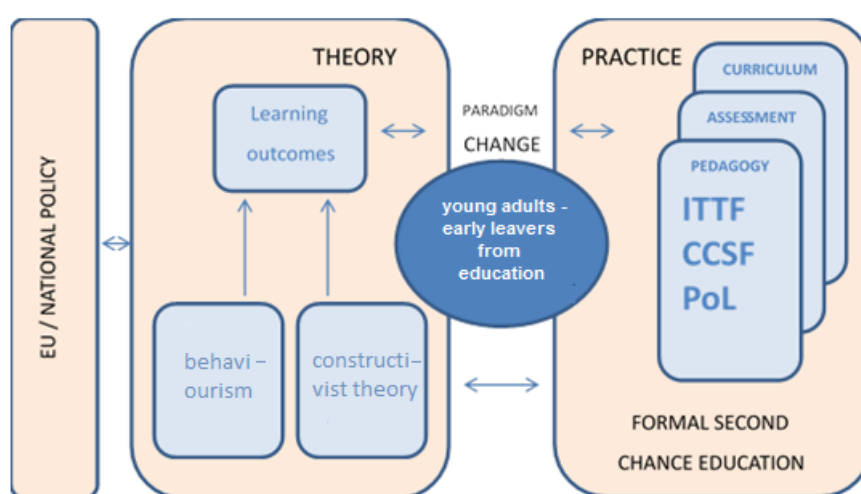


Figure 2. Learning outcomes approach model contextualised in the policy, practice, and theory framework

Figure 2 captures how theory, policy, and practice context frames learning outcomes for the purpose of this study. Reflecting its roots in policy, behaviourism theory intersects with critical constructivism to provide a basis for learning outcomes approach development that this work will apply to formal second chance education. Through interaction with the practice domain (or at least with formal second chance education), the learning outcomes approach reflects curriculum, assessment, and pedagogical changes and thus changes the learning paradigm. In the pedagogical practice, three concepts influence the learning outcomes approach most explicitly: the perception of learning (PoL) and how it influences the outcomes and process of learning; the information transfer/teacher-focused (ITTF) concept; and the conceptual

change/student-focused (CCSF) approach, where students develop their own ideas about what learning is and use them in practice, as well as receive instruction from a teacher.

Policymakers have not always aligned new policy with the theoretical framework described above. Production cycles of politicians and researchers rarely match (Green, 2006), and some policies reflect unsystematic approaches to the issues and unscientific mindsets (Noah & Eckstein, 1969). In the case of the learning outcomes approach, scholars only began an active discussion after the policy cycle strengthened its position in education. Section 2.1 presents this problem in more detail.

Nind, Rix, Sheehy, and Simmons emphasise that “wider social and economic policies” drive scholars’ interest in pedagogic practice (2013, p. 14). Learning outcomes policy evolved from the European Commission’s intention to make education systems comparative and accountable. No single educational theory has driven the making of policy; as described in the previous section, it has encompassed various, often contradictory theories.

Three elements interact in learning outcomes policy: the use of the learning outcomes approach, improved learning outcomes, and change in teaching and learning (Figure 3).

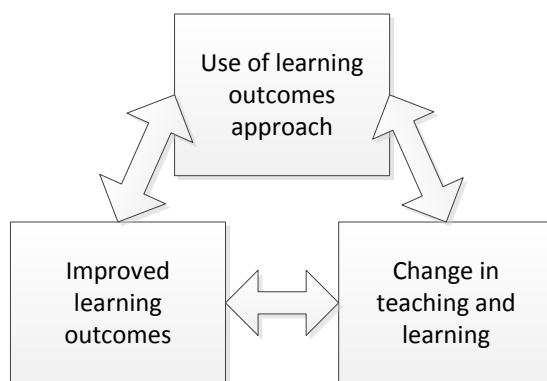


Figure 3. Main elements in learning outcomes policy

Figure 3 presents a model of interaction between the use of learning outcomes, change

in teaching and learning, and improved learning outcomes. The use of the learning outcomes approach naturally influences teaching and learning, while improvements in teaching and learning typically improve learning outcomes. In other words there is a bi-directional interaction between learning outcomes (result) and the learning outcomes approach. Improved learning outcomes require changes in teaching and learning.

Bruner (1966) argues that theory in educational discourse consists of three different components: theory of instruction (prescriptive, normative), theory of learning, and development (descriptive). The understanding that theory is controversial goes back a long time. Glaser and Strauss (1967) attribute “elegance” to natural sciences or grounded theory; Cohen et al. (2007) attribute “unevenness” to educational theory. The present study draws on the early works of Wilfred Carr to understand theory as the ability to explore one or more problems in a systematic and rigorous manner (Carr, 1995). This opposes Barrow and White (1993), who state that scientific disciplines such as philosophy and social science should drive theory (Thomas, 2007). These arguments suppose the learning outcomes approach cannot be grounded within a single theory; their understanding requires thorough analysis of more than one pedagogical theory.

2.1. Deconstructing the Learning Outcomes Approach

In the first half of the 20th century, behaviourism, led by Watson and Skinner, played the dominant role in education systems (Biddle, Good, & Goodson, 1997). As one of the fathers of behaviourism, Skinner argued that cause and effect control behaviour—not the mind or reasoning—and knowledge exists on its own outside the human mind as a specific entity. Based on this, he described learning as the transmission of knowledge to learners (Catania & Harnad, 1988). This led to the formation of learning outcomes as a clear measurement of results of learning.

The introduction of a Europe-wide approach to education has made accountability a vital issue in education policy (Kennedy, 2009). However, debate in Europe about the shift of paradigm from teaching to learning (learner learns, not teacher teaches) has been persistent in the past two decades. These debates encompass adult learning and education as well as education of children (von Rein, 2012). As Henson (2006) describes it, constructivism is a theory on how learning occurs. The main idea of constructivism is that learners' willingness to seek meaning through the questioning of their own knowledge and new discoveries drives outcomes. Borich and Tombari (1997) describe constructivism as the approach in which learners receive “an opportunity to construct their own sense of what is being learned” (p. 177) as opposed to knowledge. They point out the importance of building links between the ideas and facts being taught.

John Dewey (1897) describes constructivism thus: “I believe that education, therefore, is a process of living and not a preparation for future living” (p. 78). Richardson (1997) defines the constructivist pedagogy referring to the way people learn themselves rather than the way they are required to learn: “Constructivism is a descriptive theory of learning (this is the way people learn or develop); it is not a prescriptive theory of learning (this is the way people *should* learn)” (p. 3). Inspired by Dewey, Reich (2009) suggests that instead of mirroring the outer world in the human mind, education should view humans as observers, participants, and agents

that replicate patterns of learning. A constructivist theory of learning grounds the creation of classroom environments, activities, and methods (Baia, 2008).

According to Killen (2007), “the basic premise of constructivism is that knowledge is obtained and understanding is expanded through active construction and reconstruction of mental frameworks” (p. 8). This view underpins a notion of active construction that the learning outcomes approach emphasises.

Learning occurs only when learners actively engage in building their own experiences (Cheek, 1992). According to Kant (1963), humans actively receive information and build networks of information with it. Human beings assimilate new knowledge with existent knowledge to build their own understanding of the new information (Kant, 1963).

The definitions present the shift from teaching to learning over the years. In theory, teacher-focused teaching should gradually become pupil-centred teaching and then pupil-centred learning.

The learning outcomes approach relies on two crucial principles: knowledge is a necessary prerequisite for learning, and motivation is a necessary component of learning. The first relates to learning as the basis of structure and meaning-making—the more learners know, the more they can learn. The second reflects the necessity of activating learners’ sensory apparatuses through motivation, which might include relevance, curiosity, fun, accomplishment, achievement, or external rewards.

Duit and Treagust (1997) argue that both behaviourism and constructivism shed light on the learning outcomes approach: “...research should not focus on differences but present an inclusive view of learning and conceptualise the different positions as complementary features that allow researchers to address the complex process of learning more adequately than from a single position” (p. 3). They also argue that theories should grow conceptually rather than change conceptually (Duit & Treagust 2003). This understanding enriches the learning outcomes approach.

Although the behaviouristic component is still strong in contemporary understandings of the learning outcomes approach, a pupil-centred, learning-focused approach to employing the primacy of outcomes rather than process has prevailed (Table 1). The theoretical framework effectively contextualises this change of emphasis from teacher-oriented education to pupil-centred learning, where pupil-centred learning focuses on fundamental links between design, delivery, and measurement of learning (Adam, 2004).

Table 1. Pupil-centred and teacher-centred elements of learning

Teacher-centred	Pupil-centred
teacher transfers knowledge	teacher facilitates learning
pupils learn from scratch	pupils learn using their own perceptions and construct their own meaning
curriculum is in the centre	knowledge and use of it is in the centre

Table 1 depicts the differences between pupil-centred and teacher-centred elements of learning outcomes. The main elements of a teacher-centred approach are knowledge transfer (from teacher to pupil), the assumption that pupils do not have any previous knowledge of the subject (e.g., from life experience), and the primacy of curriculum. A pupil-centred approach includes teachers facilitating learning rather than teaching knowledge, assisting learners in constructing their own meanings of information. It centralises knowledge instead of curriculum.

Barr & Tagg (1995) describe the change of paradigm from teaching to learning in terms of mission and purpose, criteria for success, teaching and learning structures, learning theory, productivity and funding, and the nature of pupil and teacher roles. With respect to mission and purpose, the main elements in the learning paradigm are learning production, discovery and construction of knowledge, learning environments, quality of learning as opposed to delivery of instruction, transfer of knowledge, offer of programmes, and quality of instruction. Success is measured by outcomes rather than inputs and quality of learning rather than quality of instruction. These

fundamental differences help to distinguish the instruction paradigm from the learning paradigm. The learning paradigm also employs a holistic approach that values “the whole” more than the parts. From a theoretical point of view, the learning paradigm does not suppose that learning is an abstraction but rather that knowledge exists in every person’s mind, where experiences shape it. The paradigmatic aspects of teaching also differ; in the learning outcomes approach, teachers develop pupils’ competencies and talents rather than classify and sort pupils. They empower and value shared governance and teamwork rather than deliver lectures (Annex 10).

Section 2.2 describes second chance education and how teachers implement the learning outcomes approach in a specific learning context such as second chance education.

2.2. Second Chance Education

The concept of a “second chance” in education has its grounds within the theory of transitions (Ross & Gray, 2005). Early leaving from education or rejection of the “first chance” education may lead to a break in education after which the leaver returns. Many early leavers re-enter education at a later stage because they feel they didn't make full use of their first chance in education and feel they have “unfinished business” (Munns & McFadden, 2000, p. 104).

People from a lower socioeconomic background are at a higher risk of leaving school early (Kritikos & Ching, 2005). The main factors influencing non-completion of compulsory and secondary school are: parents' educational backgrounds, family structure, gender, language background, indigenous status, academic achievement, and academic motivation. Income-related factors have an impact on school drop-out rates (Ross & Gray, 2005). For example, in Australia 41% of non-completers willing to study cited work-related or financial reasons for the departure in (Australian Bureau of Statistics, 2009).

The mission of second chance education is to accommodate the needs of those returning to education. It offers both formal and non-formal/informal learning. Most research on motivation in adult education, and most of the practical interest in such research, concentrate on how to recruit and keep adult learners (Ahl, 2006). This study, however, explores opportunities and barriers for successful engagement in second chance education among those adults who enter programs that offer an upper-secondary education diploma. Andragogy, teaching strategies devised for adults or the process of engaging adult learners with the structure of learning experience (Knowles et al., 2005), also has close links to second chance education theory.

Distinctive Features of Second Chance Education Compared to Initial Education

Second chance education schools around the world have an objective distinct from initial education—to engage early leavers from education. From curricula development to learning environments to pedagogy to social and emotional support to approaches to assessment, second chance education differs from initial education. On the subject of the pedagogical specificities of second chance education, Day et al. (2013), among others, indicate that second chance education emphasises personalised learning, active learning methods, and innovative approaches; this holds true in a majority of second chance schools in Europe. A teacher commonly offers each student personal help and coaching. These programs help students plan their own education and support flexible learning. The use of active learner engagement methods, including such innovations as “learning by doing,” allows for contextualisation of learning within the real-life context (Day et al., 2013).

As Longworth (2003) notes, second chance schooling methods should be incorporated into initial education; a fundamental transformation of initial (or compulsory) education systems to become open for all is needed (Longworth, 2003). Thus, the innovative techniques of second chance schooling should arrive in mainstream schools. However, as Cleave, Jowett, and Bate (1982) note, transferring educational methods can be complicated: “When a seedling is transplanted from one place to another, the transplantation may be a stimulus or a shock. The careful gardener seeks to minimise shock so that the plant is re-established as (easily) as possible” (p. 195). When applying this metaphor to education, the seedling is the learning method and the transplantation is the transfer to another educational setting.

Day et al. (2013) mapped four mechanisms of transfer of second chance elements into a mainstream education: replication, re-modelling, alternation, and adoption of key principles only (Day et al., 2013, p. 94). The replication mechanism is the most direct instrument and avoids dilution. Yet the methods that work in a particular context may

not work in others. Re-modelling of existing mainstream educational provision, based on a more selective application of good practice characteristics from second chance education, is more flexible. As schools experiment with transferring the models, they can adapt them for their own pupils' needs. Of course, experimentation takes time and resources. Alternative educational provision based on a second chance is another mechanism of transfer. It is fully demand-led and relies on the needs of learners in the particular context. Similar to re-modelling, it requires substantial resources to implement. The light version of transfer is adoption of the ethos and key principles of second chance education. However, this might not ensure sustainability of the system or good results. Table 2 lays out these characteristics.

Table 2. A transfer of good practices from second chance education: the mechanisms and processes

Model	Advantages	Challenges
The replication of second chance schemes	No dilution of methods	Effectiveness in other contexts is not clear
The re-modelling of existing mainstream educational provision, based on a more selective application of good practice characteristics from second chance	Schools may experiment; less contingent on reproducing the conditions of the original schemes	Time-consuming
The development of alternative educational provision, based on the second chance model	Demand-led	Requires substantial resources
The adoption of the ethos and key principles of second chance education	Easy to implement	Limited transfer

Source: Adapted from Day et al. (2013, p. 72)

A barrier to any of these methods of transfer is evidence that second chance schools have higher per-pupil costs than initial education systems. A 2001 action study by the European Commission that addressed Europe's second chance education system between 1996 and 2000 found that the average cost of a second chance school per pupil was 7901 euros, whereas the corresponding figure in the regular education system was approximately 40% lower (European Commission, 2001). This means that reformers will likely face greater difficulties in getting methods popular in second chance schools into initial schools.

Second Chance Education's Contemporary Development

While compensatory evening schools have existed since the beginning of the 19th century (Berrol, 1976), the trend is towards funding initial education to lower drop-out rates rather than addressing the needs of early leavers from education (Tyler & Lofstrom, 2009). By contrast, a 2001 study in Canada credited second chance education for a high secondary school completion rate (Gingras, Bowlby, & Pilon, 2001). The remainder of this section will describe the second chance education systems of European countries: Ireland, Belgium, France, and Latvia. The three main characteristics of these systems are their target group, the characteristics of their providers, and the essentials of teaching and learning that the systems employ.

Ireland: A Reforming System

The economic crisis beginning in 2008 in Ireland imposed new budgetary realities on Ireland's second chance education system. Policymakers have recognised the need to make the sector more efficient while continuing to serve the needs of Ireland's early leavers from education (Panteia, 2013).

Ireland's system specifically seeks to address both situational and dispositional

reasons that its target pupils may hesitate to enter second chance education. Situational barriers include inability to pay the study fees, lack of time due to family obligations or employment, and inability to reach the school. Dispositional barriers include bad experiences with initial education, a lack of confidence in individual capabilities, feelings that one is too old to learn, a sense of class identity that may disrupt emotional comfort with diplomas, and a sense that coursework will not produce a positive return (Broek, Buiskool, & Hake, 2010). Adult learners may have left school early or never had a chance to go to secondary school. The definition of an adult learner is not strictly linked to the learner's age. In many cases it indicates a return to education after a break. Ireland's system supports those who seek a formal qualification as well as those seeking to update skills or self-enrichment. Its pupils include retired people looking to take up a hobby and people who lose their jobs and need to develop new skills to find new employment.

To address the situational needs of adult learners, Ireland's system provides flexible learning arrangements (e.g., daytime, evening, full-time, and part-time courses for adult learners) (AONTAS, 2011). Curricula in second chance schools focus on applied rather than general skills (Day et al., 2013). To address the dispositional barriers, Ireland's system seeks to create a non-threatening environment that will allow adults to overcome the negative feelings associated with negative experiences in the initial stage of education. It requires instructors to be friendly and respectful of learners' needs. In keeping with this, it embraces learner-centred methods. Personalised and flexible teaching methods are used to involve and motivate pupils.

Belgium (Flanders): Structured Learning

Belgium has three different education systems—a Dutch-speaking community in Flanders, a French-speaking community in Wallonia, and a German-speaking community in a small part of Wallonia. This description refers to Flanders. The number of people enrolling in Belgium's second chance education has been growing

for years.

Throughout the country, early leavers from education can obtain an equal secondary school diploma through an exam or through secondary schools for adults. The exam assumes an explicit learning outcomes approach in its behaviourist extreme. This means a commodity type of learning outcomes. Secondary schools for adults provide structured learning. Early leavers who have been out of school longer tend to favour secondary school over the exam, perhaps because the exam board offers no tutoring and students are unlikely to have retained the information on the exam.

The average age of Belgian pupils in second chance education is 24 years. While early leavers from education in Belgium typically have poorly educated or immigrant parents, and second chance education aims to serve these students to alleviate inequalities, Glorieux, Heyman, Jegers, & Taelman (2011) found that second chance students have disproportionately wealthier backgrounds and native Belgian parents. However, whereas second chance pupils most commonly cited personal interest and job-related reasons as the reason for their enrolment, their parents most cited obtaining the opportunity to study in higher levels of education (Vandemeulebroecke, 1981). The most commonly cited reasons for withdrawing from initial school in Flanders were being weary of school, redoing a year, and having personal problems (Glorieux et al., 2011).

France: Driven by the European Commission's Pilot Initiative

The European Commission's pilot initiative in the late 1990s transformed France's approach to second chance education. While systems in Germany, Denmark, Spain, Finland, France, Greece, Italy, the Netherlands, Portugal, Sweden, and the United Kingdom also grew under the pilot initiative, the French model may be the most robust. More than 60 schools throughout France serve more than 6,000 students per year (2nd Chance in Europe, 2012).

France's model continues to embrace "general" characteristics—committed partnerships, student-centred and active learning, and flexible teaching modules endorsed by the pilot project. It has no set age limit, but in practice it does not serve pupils older than 25 (2nd Chance in Europe, 2012).

Personal one-to-one support has been an essential element in France (Arico & Lasselle, 2010). Schools apply a student-centred, pedagogical approach to teaching career management skills. Second chance schools embrace a model in which teachers discuss decisions (e.g., administrative) with students and use a joint process in making them. Evidence suggests a strong demand for France's second chance system (European Commission, 2001).

Latvia: Emphasis on Formal Qualifications

Latvia's first second chance education institutions were established in the beginning of the 20th century. Various names have been used to distinguish them from initial schools (e.g., "evening," "additional," "adult," etc.).

The main function of these schools is to provide adult early leavers from education the opportunity to obtain formal qualifications, including the primary or secondary education level diploma (Dedze, Kruzmetra, Lazdina, & Mikiško, 2005). Ivanova (2002) points out that second chance education schools are popular among people who hold full-time jobs and wish to enhance their qualifications. In Latvia, students select a second chance school primarily for the programmes it offers (Eglītis, 2007). Chapter 3 of this study provides a detailed description of Latvian evening schools.

Section 2.3 makes a broad sweep of formal second chance education to provide an overview of the theoretical underpinning of second chance education and to begin to describe its relationship to learning outcomes.

2.3. Linking Formal Second Chance Education and the Learning Outcomes Approach

The European Commission (2011) has identified a reduction of early school leaving as a gateway to reaching Europe 2020 strategy targets. Along with increasing tertiary education attainment, it has set decreasing the early leavers' rate as a key education target.

Implementation has proven difficult, however. According to the data of the Organization for Economic Co-operation and Development (OECD), school completion rates did not improve very much between 1995 and 2008, going from 74% to 80% (Sonnet, 2010). The European Union has lower rates of early departure from education, but efforts to improve the statistics have had limited success.

The Europe 2020 strategy's calls to reduce early leavers from education to 10% by 2010 were not achieved by 2013, although the EU-28 average share of early leavers from education—Europe's 2020 strategy indicator—decreased from 16.9% in 2002 to 12.0% in 2013 (European Commission & Eurostat, 2013). Latvia, however, has been more successful than the member states on average, with a 10.5% early leaver rate in 2013. Figure 4 depicts the falling drop-out rate in Europe.

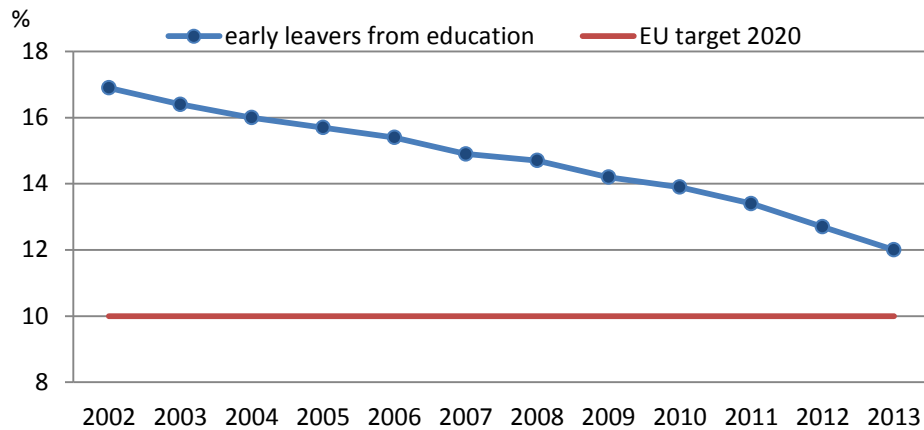


Figure 4. Early leavers from education and training in the EU-28 (2002–2013)

Source: Eurostat, 2014

When many students leave school at early stages, this presents a challenge to existing education reforms. Increased school autonomy, accountability, compulsory schooling, and early intervention to ensure basic competences for everyone have not achieved the aims of the European Commission in reducing early departure from education to 10%.

The Effects of Early Departure from Education

Polidano et al. (2013) observe that early departure from education can have positive effects: “...time out from school may have a positive effect if it gives early school leavers the chance to mature and develop a plan for their future, which may help them better weigh-up the benefits and costs from returning to study” (Polidano et al., 2013, p. 4). However, negative effects on both individuals and their communities may overwhelm these advantages in many cases. Dale (2009), in a study of early school departure in Europe, concludes that dropping out of school is associated with a wide range of economic and social disadvantages. Longitudinal research results show that individuals from vulnerable groups (those from low-income families, the disabled, those with special educational needs, teenage mothers, those with health problems,

and migrants) are more likely to drop out of school than others.

Causes of Early School Departure

Munns and McFadden (2000) conclude that complex group and individual processes may encourage students to reject school in the initial education phase. They emphasise a strong link between learning outcomes of pupils in lower and upper grades of secondary schools and individual decisions to leave school early. As Furlong (1991) describes, students acquire a “rationale for rejecting school” (p. 306) through these early failures. Similarly, Dale (2009) describes patterns of academic achievement as predictors of leaving school early, a finding this study also supports (see Section 3.4). Munns and McFadden (2000) describe second chance education as an opportunity for pupils to address the unfinished business of the conditions that led them to reject school. Teachers often confront pupils’ oppositional behaviour in a second chance setting because of this dynamic.

Traag and van der Velden (2011) seek to explain individual decisions to leave school using human capital theory. They identify lower individual cognitive capacities, as well as lack of motivation or a negative perception of learning, as a cause of early departure. An earlier study describes an individual’s struggle to reclaim successful personal and educational identities amidst the constraints and hazards in their daily lives as a reason for returning to education (Ross & Gray, 2005).

Interestingly, those who drop out of school to take a job are much more likely to reengage in education than those who leave school because they did not like school or had other motivational issues (Polidano et al., 2013).

Remedies for Early Departure

Literature suggests that interventions focused on protecting “at risk” pupils from pressures that lead to disengagement can decrease rates of early departure (Dale, 2009). As Polidano et al., (2013) describe, systems without programmes to encourage early leavers from education to return to study may cause further societal problems

and slow progress towards a coherent education system. Second chance education programmes are part of the solution for individuals who have already left school early.

Second chance education offers early leavers from education the opportunity to gain qualifications they might have obtained through initial school. Kritikos and Ching (2005) argue that second chance schools should not become alternatives to schools but rather be schools that are smaller in size, with more teachers per pupil.

Within the rich history of their existence, second chance education schools usually provide pupils with a more individual pedagogical approach, and offer more practical training so as to increase the relevance of studies for pupils. Recognition of prior learning is a vital part such schools' approach (Benjamin, Nind, Hall, Collins, & Sheehy, 2003). Recognition can be summative (in order to obtain a formal qualification) or formative (in order to visualise existing competences).

Second chance education's focus on adults has significant implications (Kuļšs, 2012). Adult learners and young learners differ in their approach to learning; as Jarvis, Holford, and Griffin (2003) describe them, adults are more:

- Self-directed than younger learners;
- Aware of why they are in the classroom; and
- Ready to apply immediately acquired learning outcomes in practice.

Therefore, adult learning has stronger links to the learning outcomes approach than youth learning.

Summary:

This chapter described the theoretical underpinning of second chance education. It gave four brief descriptions of systems in Europe as examples of the range of systems, noting that the dominant type of second chance education provides the young adult learner with two main opportunities: a return to education and a diploma or qualification. Second chance education typically addresses the needs of its pupils by

offering learning times that allow them to have jobs and families while pursuing coursework. The selected country examples describe CCSF as the dominant approach over the ITTF approach (Trigwell, Prosser, & Ginns, 2005); this is one of the main pillars of second chance education's pedagogy. This chapter also addressed the support for the active transfer of practices common to second chance education to initial education as a means to ensure that the learner is positioned at the centre (Day et al., 2013).

Teachers' and pupils' views on the use of the learning outcomes approach can help reveal links between the elements of the concept of learning outcomes and its use in the second chance education setting.

3. Teachers' and Pupils' Views on the Use of the Learning Outcomes Approach

3.1. Introduction to Research Methodology

The First and Second Cycles

Research into the differences between deep approaches and surface approaches to learning goes back to the 1970s (Biggs, 1978; Entwistle & Ramsden, 1982; Marton & Säljö, 1976). A number of studies have empirically linked deeper approaches to learning—intellectual engagement rather than memorizing and reporting facts and information—with higher-quality learning outcomes rather than surface learning approaches that are the results of pupils' perception of learning (Marton & Booth, 1997; Ramsden, 2003; Van Rossum & Schenk, 1984). Trigwell et al. (1999) argue that pupils who experience high-quality teaching and who to at least a degree perceive learning as an independent process of choosing priorities engage in deeper learning. While these studies targeted tertiary levels of the education system, their findings likely apply to secondary education.

Prosser, Trigwell, and Taylor (1994) characterised the shift from teacher-focused to pupil-oriented approaches to teaching as a transition that occurs through five strategies:

- A) Teacher-focused strategy with the intention of transmitting information to pupils;
- B) Teacher-focused strategy with the intention that pupils acquire the concepts of the discipline;
- C) Teacher/pupil interaction strategy with the intention that pupils acquire the concepts of the discipline;
- D) Pupil-focused strategy aimed at pupils developing their own conceptions; and
- E) Pupil-focused strategy aimed at pupils changing their conceptions (Trigwell et al., 1999, p. 58).

Teachers that take approach (A) transmit information to pupils. They assume pupils have little or no prior knowledge of the field of study and focus on direct teaching methods and what is important to teach, rather than what is important for pupils to learn. Teachers that take approach (E) encourage their pupils to take advantage of self-directed learning, and debate, interact, and discuss issues that arise. In a pupil-focused strategy, a teacher is a mediator rather than instructor (Prosser et al., 1994). Other authors describe similar categories (Bruce & Gerber, 1995; Lonka, Joram, & Bryson, 1996; Postareff, Katajavuori, Lindblom-Ylänne, & Trigwell, 2008), and while most focus on higher education, their frameworks can be applied to other levels of education.

This study examines pedagogical aspects of the learning outcomes approach from the following perspectives:

- Teacher perspective
- Pupil perspective

The main objective is to acknowledge empirically the existing links between a theoretically defined learning outcomes approach and a change of learning paradigm. Theories behind learning outcomes include contextual learning theory, situational learning theory, learning by engaging, deep (active) learning, demand-driven learning, a descriptive teaching approach, and generic (transformative) competences. This study addresses the transition via these theories from an information transfer/teacher-focused (ITTF) strategy focused on transmitting information to pupils to a conceptual change/student-focused (CCSF) strategy or approach aimed at pupils changing their conceptions (Trigwell et al., 2005) in the second chance education environment.

In order to complete this task, the author used a set of two questionnaires, each addressing its own target group: teachers and pupils in the second chance education schools in Latvia, commonly called “evening schools.”

Data Collection

In November 2011, 21 schools with a total population of 5,057 18–24-year-old pupils received both questionnaires (Table 3). (The data reflect information obtained on 21 October 2011 from the state education information system of Latvia [www.viis.lv].) A sample of a minimum of 278 pupil responses has to be drawn to ensure a confidence level of 95%. The methodology required 15% of total teacher population responses, which resulted in a total of 42 teacher responses, to ensure representative results (Cohen et al., 2007).

Table 3. Evening schools in Latvia: The number of pupils and teachers in 2011

No.	School	Total pupils (18–24 years old)	Total teachers:
1	Aizkraukles Vakara (maiņu) vidusskola	115	19
2	Cēsu 2. vakara (maiņu) vidusskola	20	13
3	Gulbenes Vakara (maiņu) vidusskola	110	34
4	Jēkabpils vakara vidusskola	187	24
5	Jelgavas Vakara (maiņu) vidusskola	410	38
6	Jūrmalas vakara vidusskola	293	27
7	Liepājas vakara (maiņu) vidusskola	300	29
8	Līvānu novada Vakara (maiņu) vidusskola	88	14
9	Ludzas novada vakara vidusskola	161	32
10	Madonas Vakara un neklātienes vidusskola	79	16
11	Preiļu novada Vakara (maiņu) un neklātienes vidusskola	115	20
12	Rēzeknes vakara vidusskola	85	20
13	Rīgas 14. vakara (maiņu) vidusskola	349	43
14	Rīgas 18. vakara (maiņu) vidusskola	440	51
15	Rīgas 9. vakara (maiņu) vidusskola	555	50
16	Rīgas Raiņa 8. vakara (maiņu) vidusskola	397	41
17	Rīgas vakara ģimnāzija	590	50
18	Saldus Vakara vidusskola	121	18
19	Talsu novada Vakara un neklātienes vidusskola	170	17
20	Tukuma Vakara un neklātienes vidusskola	286	41
21	Ventspils vakara vidusskola	186	37
	Total population	5057	634
	Sample (confidence 95%)	278	42*

* An assumption that 95 teachers (15% of total teacher population) are teachers of mathematics and the

Latvian language would require 76 teacher responses with a confidence level of 95%. However, for the purpose of the study, surveying only one math and one Latvian language teacher from each school, resulting in a sample of 42 teachers, is sufficient. Latvian and math teachers are mentioned separately because of the design of the questionnaire.

School names are indicated here to introduce the coverage of the sample and will be not mentioned further in the study.

The questionnaire's inventory of approaches to teaching uses a set of criteria for both CCSF and ITTF items (Table 4).

Table 4. Criteria and indicators in the approaches to teaching inventory

Item	Criteria	Indicator
CCSF	strong positive impact on the use of the learning outcomes approach	mean average is greater than 3.0
ITTF	strong negative impact on the use of the learning outcomes approach	mean average is greater than 3.0
ITTF	links between ITTF items	Spearman's rho $>.350^{**}$
CCSF/ITTF	links between CCSF and CCSF/ITTF items	Spearman's rho $>.350^{**}$
ITTF and CCSF (by subject)	the use of the learning outcomes approach	the difference between ITTF mean average and CCSF mean average is positive

As Table 4 indicates, the analysis tests five criteria against the corresponding indicators. Calculation of the arithmetic mean average provides a notion of a strong

impact on the use of the learning outcomes approach. The difference between the ITTF mean average and the CCSF mean average indicates the use or non-use of the learning outcomes approach. Spearman's rank correlation coefficient between ITTF and CCSF items helps to define links between individual ITTF and CCSF items and serves as a basis for the analysis of barriers and opportunities.

The Third Cycle: Supporting the Analysis of the First and Second Cycles

Following the first two stages, the **pupil and teacher focus group interviews** in formal second chance education were analysed. Teacher focus groups were organised separately from pupil focus groups, both within the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) project "Identification and Analysis of New Challenges and Solution Opportunities That Influence Adult (18–24) (Re)involvement in Lifelong Learning." The qualitative data analysis supports and captures the reasons for the results of the quantitative study. The qualitative data consist of findings from five focus groups with teachers and pupils from the evening schools.

The author used content analysis to analyse the data (Krippendorff, 2004). The pragmatic and semantic approaches (Creswell, 2013) included procedures for classifying signs according to their probable causes and effects to discover the reasoning behind the words and to seek classification of signs according to their meanings (see Section 3.4 for detailed information).

3.2. First Cycle: Approaches to Teaching Inventory

The survey of the teachers was carried out online from 28 November 2011 to 12 December 2011 using an online survey service, QuestionPro.com.

The questionnaire was adapted from Trigwell et al. (1999), including, inter alia, translation into Latvian, data collection, and result processing. It consists of 16 items, eight of which relate to “information transfer/teacher-focused” (ITTF) items and eight of which relate to “conceptual change/student-focused” (CCSF) items (Annex 2 and Annex 3 respectively contain these two parts). The CCSF questions refer to the use of the learning outcomes approach, and ITTF questions point to the absence of this approach.

One hundred and twenty-four teachers at 21 Latvia evening schools representing four subject groups (Trigwell & Prosser, 2004)—language (28%), math (15%), science (24%), and other (32%)—received the questionnaire. The survey is subject-sensitive, meaning that it is expected that teachers of different subjects (not multi-subject teachers) would respond differently if asked to complete the survey. On average, teachers spent seven minutes filling out the questionnaire, which differed from the four minutes projected during the validation process.

Out of the 84 questionnaires that were returned, two questionnaires were returned with most questions blank; the remaining 82 comprised the data set.

All teachers who responded to the survey questions are formal second chance education teachers. Of the 21 schools in which they teach, two thirds (75.9%) of the cumulative student body is 18 to 24 years old. For analysis purposes, their responses were divided into four subject groups:

- Mathematics (MATH)
- Language (LANG)
- Science (SCI)

- Other subjects (OTH)

Overall representation of each group is as follows:

- Math: 12 teachers (14.6%)
- Language: 23 teachers (28.1%)
- Science: 20 teachers (24.4%)
- Other subjects: 27 teachers (32.9%).

Figure 5 presents the response variations (mean average) between teachers of different subjects. The scale is from one to five, where five means that all respondents have replied positively to the statement included in the questionnaire.

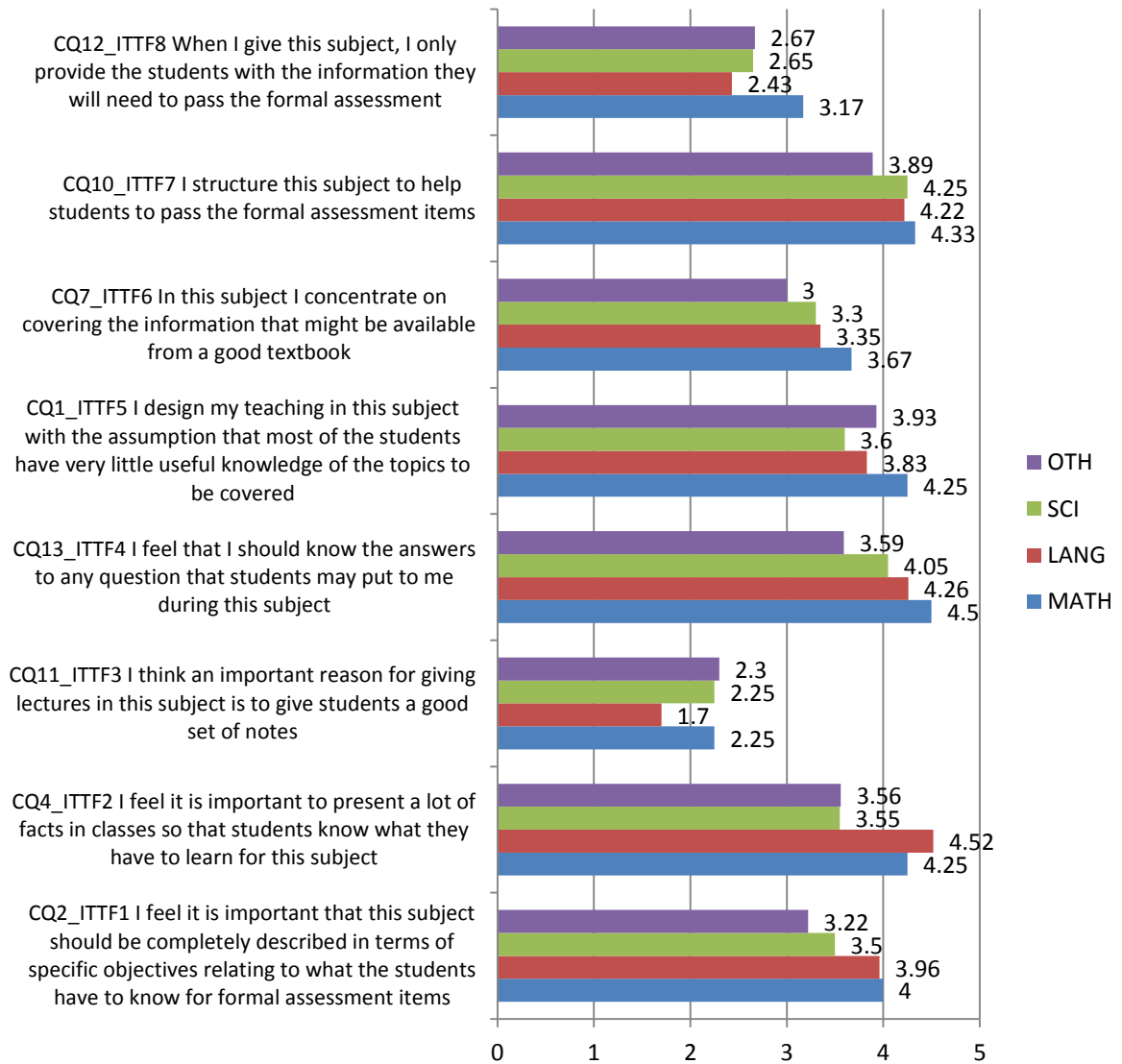


Figure 5. Mean of teachers' positive responses by subject and survey question (ITTF items)

Results suggest that math teachers are particularly likely to betray an information transfer/teacher focus, emphasis on formal assessment (CQ10=4.33), and assume that most pupils have very little useful knowledge of course topics (CQ1=4.25). They also are particularly likely to feel they should know the answers to all student questions (CQ13=4.5). It should be noted that although the math group is noticeably smaller than the rest of the subject groups, this is not likely to have a strong impact of outlying responses.

Another finding concerning subject division is that science subjects are less ITTF-directed than math. Although science teachers' emphasis on structuring course material to help students pass formal assessment (CQ10=4.25) approaches that of math teachers (CQ10=4.33), they strive to exceed the requirements of formal assessment (CQ12=2.65) at much higher rates than math teachers (CQ12=3.17).

Teachers emphasise facts (CQ4=3.55) and knowing what learning outcomes should be for formal assessment (CQ2=3.5) less in science than in math. The reason for the difference may be in the way mathematics is taught—it is evidently harder for teachers to relate learning math to daily life than science subjects. The teachers' assumption (CQ1) that pupils already have useful knowledge of the topics to be covered reflects this understanding.

The survey results suggest language teachers emphasise facts (CQ4=4.52) and their ability to respond to all questions pupils may pose to them (CQ13=4.26). The importance of formal assessment in the language subjects is high (CQ10=4.22), as it is in other subjects that can be described as part of schools' traditional examination subjects.

The strong influence of ITTF factors across subject foci suggests a weak rather than strong use of the learning outcomes approach. The teachers surveyed view their pupils as in need of direct instruction and their own role as strongly related to formal exams. The results of the part of the survey that assesses use of the CCSF approach bear this out, as Figure 6 reflects.

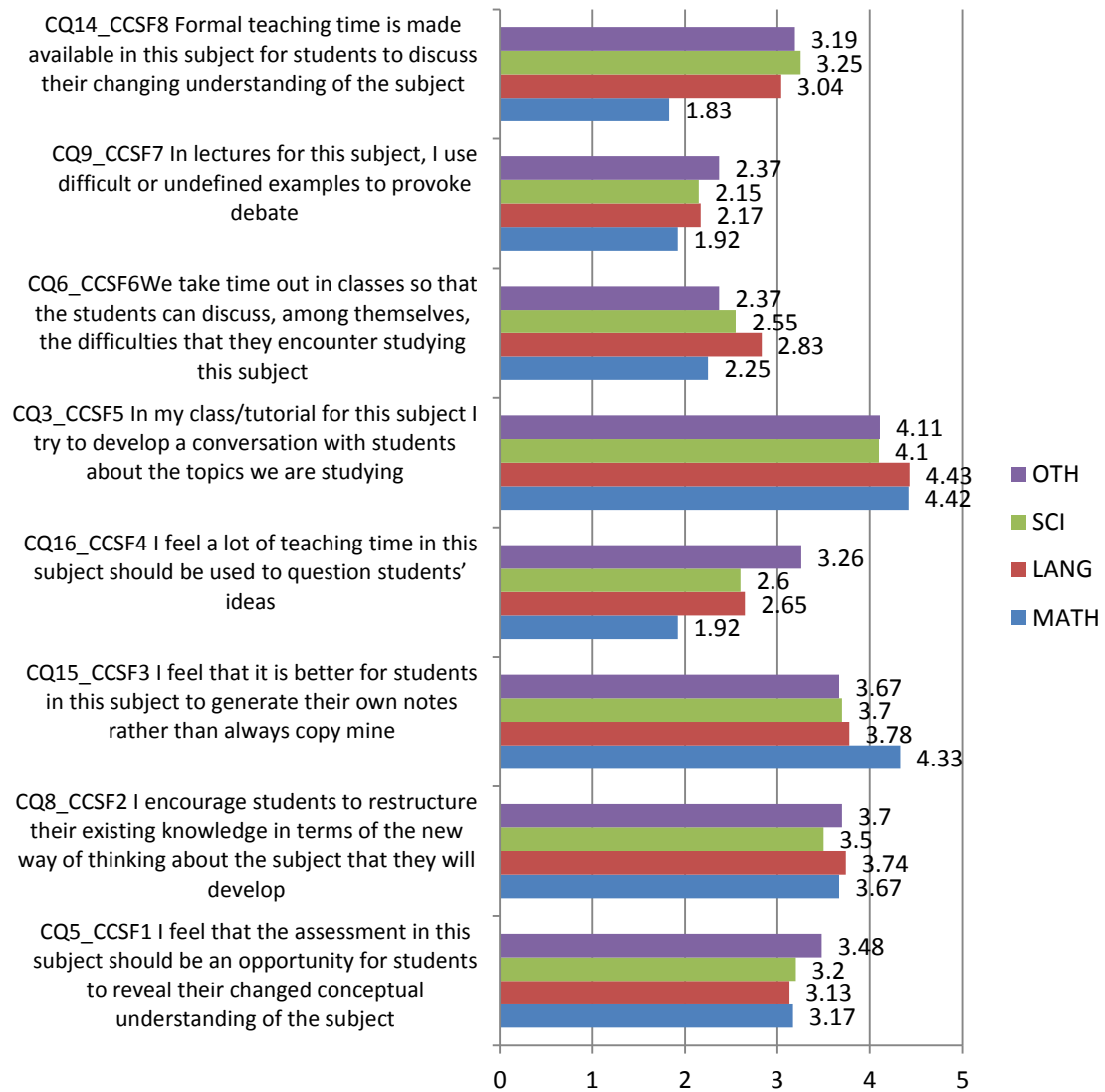


Figure 6. Mean of teachers' positive responses by subject and survey question (CCSF items)

The CCSF-based characteristic teachers described as most important is developing a conversation with pupils about the topics they are studying (CQ3 \geq 4.1). However, their answers with respect to every other CCSF characteristic suggest this may reflect a misinterpretation of the word “conversation” to mean a teacher’s monologue and students’ reflection.

Overall, language teachers use a learning outcomes approach (mean=3.221) more than math, science, and “other” teachers do, but their use of ITTF principles (mean=3.534)

still outpaces their use of CCSF principles.

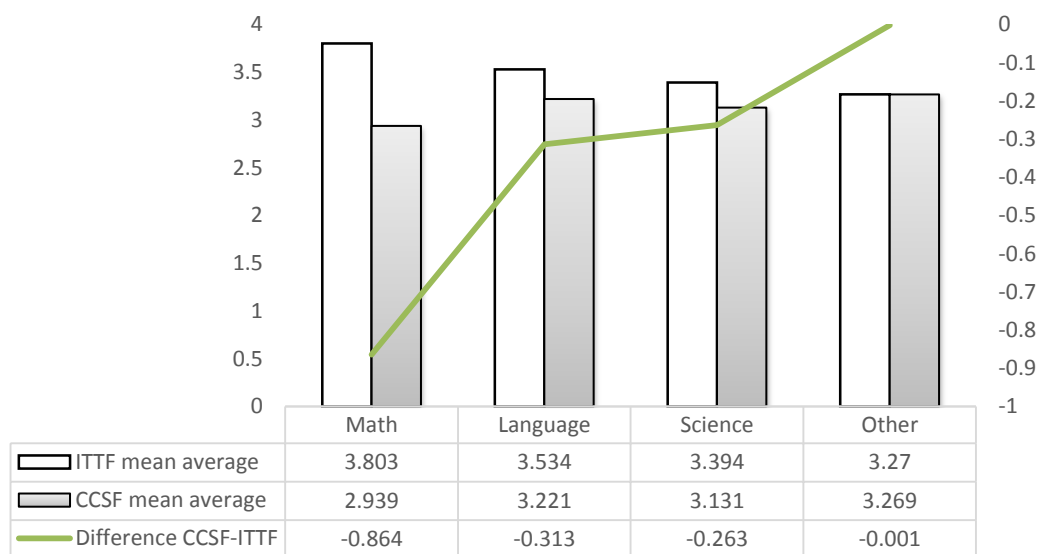


Figure 7. Use of the learning outcomes approach in math, language, science, and other subjects (based on teachers’ responses)

All three subjects—language, mathematics, and science—have shown explicit use of the ITTF approach over the CCSF approach (Figure 7). In mathematics teaching the difference is starker (-0.864) than in the science and language subject groups. Science demonstrates a higher value of ITTF and CCSF factors sum (-0.263) than math and language. Other subjects that are not identified in this study have equal power of CCSF and ITTF, which is higher than 3 in both cases (half of the teachers agree to the item). This indicates that math teaching uses the learning outcomes approach the least, while language and science teaching use it more frequently.

Barriers to the Application of the Learning Outcomes Approach

Annex 6 describes the application of Spearman’s non-parametric data correlation analysis to identify the barriers and opportunities that exist to enhance use of the learning outcomes approach in the second chance school context. This section presents most significant barriers that have been identified in the empirical study.

Table 5 presents the ITTF items that have a significant Spearman's rank correlation coefficient greater than 3.5 combined with the mean for each specific item.

Table 5. Analysis of ITTF items with significant correlation combined with the mean for each specific item

Case ID	ITTF item	Mean	S.rho	ITTF item	Subject (Mean)
A	CQ2_ITTF1 I feel it is important that this subject should be completely described in terms of specific objectives relating to what the pupils have to know for formal assessment items	MATH (4.00) LANG (3.96) SCI (3.50) OTH (3.22)	.551**	CQ13_ITTF4 I feel that I should know the answers to any question that pupils may put to me during this subject	MATH (4.50) LANG (4.26) SCI (4.05) OTH (3.59)
			.482**	CQ4_ITTF2 I feel it is important to present a lot of facts in classes so that pupils know what they have to learn for this subject	MATH (4.25) LANG (4.52) SCI (3.55) OTH (3.56)
			.359**	CQ10_ITTF7 I structure this subject to help pupils to pass the formal assessment items	MATH (4.33) LANG (4.22) SCI (4.25) OTH (3.89)
B	CQ11_ITTF3 I think an important reason for giving lessons in this subject is to give pupils a good set of notes	MATH (2.25) LANG (1.70) SCI (2.25) OTH (2.30)	.458**	CQ12_ITTF8 When I give this subject, I only provide the pupils with the information they will need to pass the formal assessment	MATH (4.00) LANG (3.96) SCI (3.50) OTH (3.22)
C	CQ4_ITTF2 I feel it is important to present a lot of facts in classes so that pupils know what they have to learn for this subject	MATH (4.25) LANG (4.52) SCI (3.55) OTH (3.56)	.447**	CQ10_ITTF7 I structure this subject to help pupils to pass the formal assessment items	MATH (4.00) LANG (3.96) SCI (3.50) OTH (3.22)
			.414**	CQ13_ITTF4 I feel that I should know the answers to any question that pupils may put to me during this subject	MATH (4.50) LANG (4.26) SCI (4.05) OTH (3.59)

**Sig. (2-tailed) <0.01

The correlation analysis presents three potential cases for further research. Cases A, B, and C demonstrate a significant correlation between items in the ITTF approach category. However, correlation does not prove causality (Cohen et al., 2007), so there may be no causal link between the items.

Case A (Figure 8) exposes the link between teachers' feeling that they must simultaneously prepare pupils for formal assessment by describing specific objectives of the subject (CQ2_ITTF1), know all the answers to pupils' questions (CQ13_ITTF4), and present as many facts during the lessons as possible

(CQ4_ITTF2). It also suggests a link between a seen need to describe objectives for formal assessment (CQ2_ITTF1) and the need to pass them (CQ10_ITTF7).

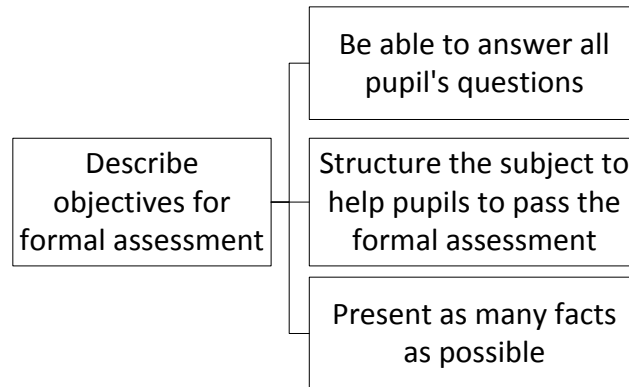


Figure 8. Case A: “Formal assessment”

Case B (Figure 9) represents the link between teachers’ sense that they must focus only on knowledge for formal assessment (CQ10_ITTF7) and provide pupils with material to create good notes (CQ11_ITTF3). However, few teachers felt they should provide material for good notes (mean of CQ11_ITTF3 < 2.5), which makes this correlation of limited interest.

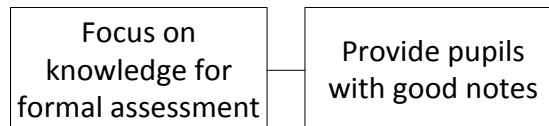


Figure 9. Case B: “Good notes”

Case C (Figure 10) demonstrates the link between teachers’ feeling that it is important to present a lot of facts in classes so that pupils know what they have to learn for a subject (CQ4_ITTF2), to structure the subject to help pupils to pass the formal assessment (CQ10_ITTF7), and to know the answers to any question pupils may ask (CQ13_ITTF4). These three items have a strong link and a significant impact for evaluation.

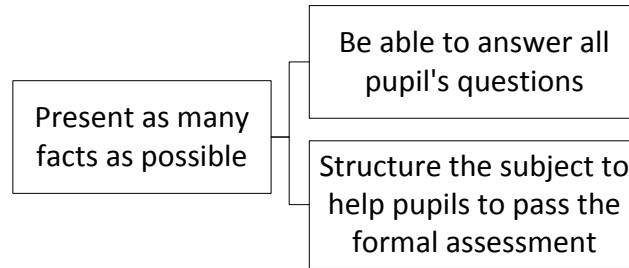


Figure 10. Case C: “Facts are everything”

Notably, cases A and C also have common links and can be combined into a single case (Figure 11).

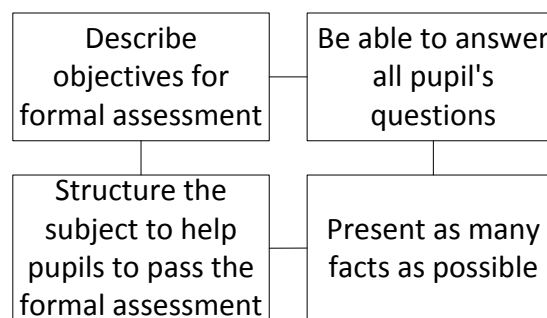


Figure 11. Combined case A and C

The combined case A and C demonstrates the main linked barriers for use of the learning outcomes approach. Most teacher respondents reflected an attitude that formal assessment preparation should be a major objective in the classroom. This links to teachers’ perception of the need to be able to answer all the questions possible, which suggests the idea that new knowledge does not exist or that students are not capable of conceiving of new areas of study. Another interlinked teachers’ position is between describing objectives for formal assessment and “fact shooting” as the main classroom work instrument instead of discussions. This again leads to the need to be able to answer all the pupils’ questions. This emphasis also correlates with the idea that helping pupils to pass the formal assessment is the main goal of instruction. Teachers operate under a concept of knowledge framed by the exam to the exclusion of outside knowledge.

Opportunities

If ITTF items provide us with evidence of interlinked barriers, the CCSF approach items and ITTF-CCSF approach items that have strong interlinkage provide information about existing opportunities to improve the use of the learning outcomes approach. The following CCSF and CCSF/ITTF items have a significant correlation coefficient greater than 0.350 combined with the mean for each specific item (Table 6).

Table 6. Analysis of CCSF and CCSF/ITTF items with significant correlation and a mean value **Sig. (2-tailed) <0.01

Case ID	ITTF item	Mean	S.rho	ITTF item	(Mean)
D	CQ16_CCSF4 I feel a lot of teaching time in this subject should be used to question pupils' ideas	MATH (1.92) LANG (2.65) SCI (2.60) OTH (3.26)	.491**	CQ9_CCSF7 In lectures for this subject, I use difficult or undefined examples to provoke debate	MATH (1.92) LANG (2.17) SCI (2.15) OTH (2.37)
			.457**	CQ14_CCSF8 Formal teaching time is made available in this subject for pupils to discuss their changing understanding of the subject	MATH (1.83) LANG (3.04) SCI (3.25) OTH (3.19)
E	CQ6_CCSF6 We take time out in classes so that the pupils can discuss, among themselves, the difficulties that they encounter studying this subject	MATH (2.25) LANG (2.83) SCI (2.55) OTH (2.37)	.400**	CQ9_CCSF7 In lectures for this subject, I use difficult or undefined examples to provoke debate	MATH (1.92) LANG (2.17) SCI (2.15) OTH (2.37)
			.445**	CQ7_ITTF6 In this subject I concentrate on covering the information that might be available from a good textbook	MATH (3.67) LANG (3.35) SCI (3.30) OTH (3.00)
F	CQ4_ITTF2 I feel it is important to present a lot of facts in classes so that pupils know what they have to learn for this subject	MATH (4.25) LANG (4.52) SCI (3.55) OTH (3.56)	.385**	CQ5_CCSF1 I feel that the assessment in this subject should be an opportunity for pupils to reveal their changed conceptual understanding of the subject	MATH (3.17) LANG (3.13) SCI (3.20) OTH (3.48)
			.381**	CQ7_ITTF6 In this subject I concentrate on covering the information that might be available from a good textbook	MATH (3.67) LANG (3.35) SCI (3.30) OTH (3.00)
G	CQ9_CCSF7 In lectures for this subject, I use difficult or undefined examples to provoke debate	MATH (1.92) LANG (2.17) SCI (2.15) OTH (2.37)	.369**	CQ11_ITTF3 I think an important reason for giving lectures in this subject is to give pupils a good set of notes	MATH (2.25) LANG (1.70) SCI (2.25) OTH (2.30)
H	CQ3_CCSF5 In my class/tutorial for this subject I try to develop a conversation with pupils about the topics we are studying	MATH (4.42) LANG (4.43) SCI (4.10) OTH (4.11)	.383**	CQ8_CCSF2 I encourage pupils to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop	MATH (3.67) LANG (3.74) SCI (3.50) OTH (3.70)

In contrast to barriers, defining opportunities need not take into account how actively the teacher respondents used them. However, the mean score reflects which opportunities were most actively used. The highest mean score for math, science, and language subjects was common. Most of teachers agreed on the necessity to develop a conversation with pupils (CQ3_CCSE5) and the importance of presenting a lot of facts in classes (CQ4_ITTF2). Interestingly, in other subjects the two highest mean scores are CCSF-related. As in the case of math, science and language teachers feel the necessity to develop a conversation with pupils (CQ3_CCSE5) is important, but this is complemented by the necessity to encourage pupils to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop (CQ8_CCSE2). Combined CCSF items may produce stronger CCSF pedagogical effects and are closely related to the learning outcomes approach.

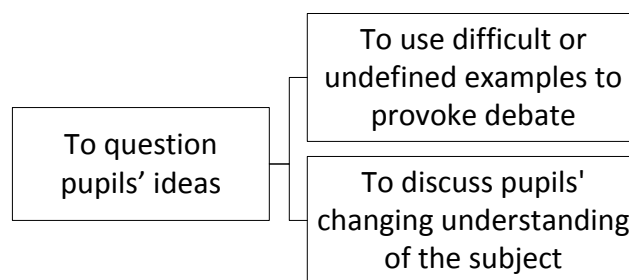


Figure 12. Case D: “Ideas and debate”

Case D (Figure 12) defines the opportunity encompassed by teachers’ view of the need to devote a lot of time questioning pupils’ ideas (CQ16_CCSE4) and of the use of difficult examples to provoke a debate (CQ9_CCSE7). These two elements correlate strongly ($S.rho=0.491^{**}$). Teachers’ responses suggest they do not consider frequent use of these elements; the mean ranges from 1.92 to 2.65 for questioning the ideas and from 1.92 to 2.17 for the use of difficult examples to provoke a debate. Notably, language teachers use both of these elements more actively than mathematics and science teachers.

Case D also reveals the link ($S.rho=0.457^{**}$) between questioning pupils’ ideas and allowing them to discuss their changing understanding of the subject (CQ14_CCSE8).

Math teachers use this opportunity the least (mean=1.83) compared to science (mean=3.25) and language teachers (mean=3.04).

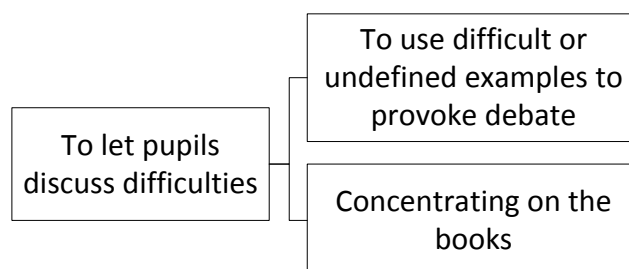


Figure 13. Case E: “Books and discussion”

Case E (Figure 13) reveals the link ($S.rho=0.400$) between teachers letting pupils discuss difficulties they encounter during the class (CQ6_CCSF6) and teachers’ use of difficult examples to provoke a debate (CQ9_CCSF7). None of the elements are used frequently in any of the subjects, and therefore the opportunity to improve exists.

A link ($S.rho=0.445$) also exists between teachers letting pupils discuss difficulties they encounter during the class (CQ6_CCSF6) and concentrating mostly on the books (CQ7_ITTF6). This link between an ITTF and CCSF item suggests a strong opportunity to increase the use of the learning outcomes approach to improve elements not directly connected to them or even contrary to the idea of the learning outcomes approach.

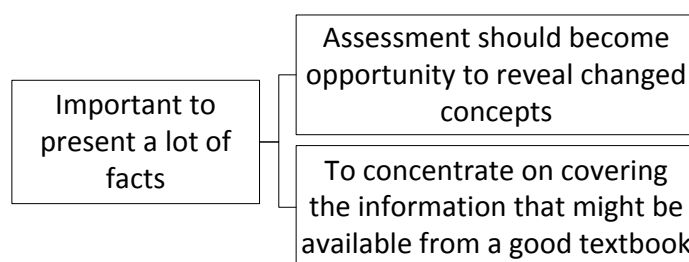


Figure 14. Case F: “Changed concepts”

Case F (Figure 14) describes the link ($S.rho=0.385^{**}$) between the importance of presenting a lot of facts (CQ4_ITTF2) and the feeling that the assessment should be

an opportunity for pupils to reveal their changed conceptual understanding of the subject (CQ5_CCSE1). It also demonstrates the link between presenting the facts and concentrating on covering information that might be available from a good textbook (CQ7_ITTF6). Like case E, this correlation suggests an opportunity to improve the approach to learning.

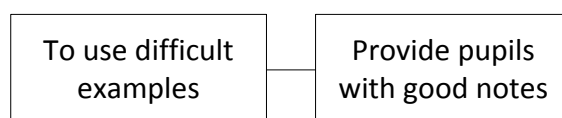


Figure 15. Case G: “Notes and examples”

Case G (Figure 15) describes the link ($S.rho=0.369^{**}$) between the importance of using difficult examples to stimulate the debate (CQ9_CCSE7) and the ITTF approach item—working to provide an opportunity to write down qualitative notes (CQ11_ITTF3).

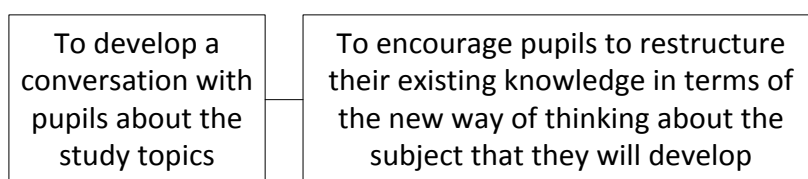


Figure 16. Case H: “Restructuring knowledge”

Case H (Figure 16) describes the correlation ($S.rho=0.383^{**}$) between the importance of developing a conversation with pupils about the topics they study (CQ3_CCSE5) and encouraging them to restructure their existing knowledge (CQ8_CCSE2).

Summary:

1. Results reveal a tradition of concentrating on pupils’ ability to pass an examination, an overwhelming result among teachers of all subjects.
2. Teachers of all subjects use an ITTF-based approach and not a learning outcomes approach. Domination of mathematics is evident in the information

transfer/teacher-focused cohort.

3. Teachers encourage pupils to restructure their existing knowledge in terms of the new way of thinking about the subject but otherwise do not emphasise pupils' ideas.
4. Results with respect to the question of whether teachers should develop a conversation with pupils about the topics they are studying are outliers in terms of a strong preference for a CCSF method, which may suggest teachers consider their monologues to be conversations.
5. Evening school teachers emphasise knowledge framed by formal assessment.
6. Teachers' emphasis on the need to devote a lot of time to questioning the pupils' ideas strongly links to the use of difficult examples to provoke a debate without having a strong presence among respondents.
7. Teachers' interest in questioning pupils' ideas correlates with allowing them to discuss their changing understanding, and science and language teachers use these opportunities more than math teachers.
8. Correlations between CCSF and non-CCSF (ITTF) items, such as the strong link between concentration on the books and giving pupils an opportunity to discuss their difficulties during the class, represent opportunities to improve the use of the learning outcomes approach.
9. The link between the importance of presenting a lot of facts during the class and the teachers' feeling that the assessment should be an opportunity for pupils to reveal their changed conceptual understanding of the subject represents an opportunity to improve the use of the learning outcomes approach through addressing non-CCSF items.
10. Teachers' responsibility to provide material for good notes is likely to be connected to the necessity to give difficult examples that provoke a debate during the class.

3.3. Second Cycle: Perception of Pupils on Effects of Learning Outcomes to Teaching and Learning

The author developed a 23-question survey, “Perception of 18–24-year-old pupils of second chance education schools on implementation of learning outcomes” (Annex 4), based on the ITTF and CCSF concepts (Trigwell et al., 1999) to assess pupils’ perceptions. Seven participants (Cohen et al., 2007) were involved in a validation process of the English-language version before the author translated it into Latvian (Annex 5).

Across 21 formal second chance education schools, 288 pupils received invitations by email to answer the pupil questionnaire on 28 November 2011. Twenty-six percent (75 pupils) completed the survey at this time, and another 13% (38 pupils) completed it after 5 December 2011. Another 9% (26 pupils) completed the survey within a week of a final reminder in mid-December, 2011. All surveys were completed between 29 November 2011 and 24 January 2012. After the deadline, the survey was closed and it became unavailable for filling out online. The automated process assigned a unique token to each participant. At the conclusion of this process, 251 out of 288 pupils initially invited had viewed the questionnaire. Two hundred and eleven started to complete the survey online; 125 pupils completed the survey or at least the bulk of it, yielding a 43% overall response rate.

The author excluded nine surveys because the main data were missing; the data set consists of 116 responses. IBM SPSS Statistics 19 was used to analyse the data set. Average survey completion time was 947 seconds (Table 7).

Table 7. Pupils' questionnaire completion time (in seconds)

N	Valid	116
	Missing	0
Mean		947
Std. Deviation		516
Minimum		335
Maximum		3536

Minimum completion time was 335 seconds and maximum was 3536 seconds. During the validation phase the average completion time was 600 seconds.

Figure 17 shows the distribution of responses among the 21 evening schools. An ID number ensures anonymity of responses.

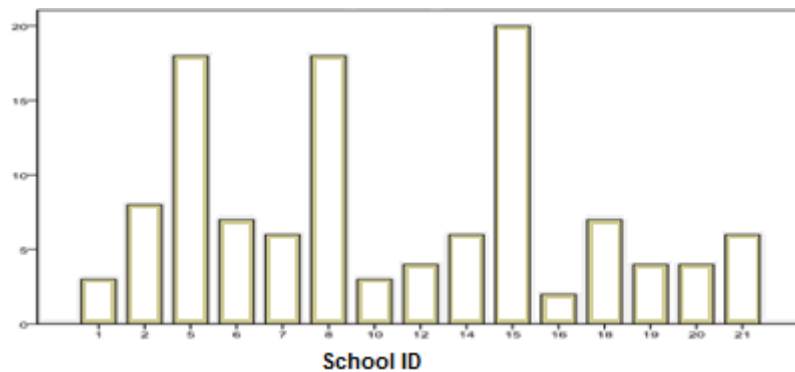


Figure 17. Pupils' questionnaire response rate by school

Figure 17 reflects the fact that some schools encouraged pupils to fill out the survey while others did not.

Table 8 shows the demographic distribution of participants. By design, most fall into the 18–24-year-old age group.

Table 8. Gender and age of participants in the pupils' questionnaire

			Age Group			Total
			<17	18–24	>25	
Gender	Females	N	2	53	14	69
		% within gender	2.9%	76.8%	20.3%	100.0%
		% within age group	40.0%	60.2%	60.9%	59.5%
	Males	N	3	35	9	47
		% within gender	6.4%	74.5%	19.1%	100.0%
		% within age group	60.0%	39.8%	39.1%	40.5%
Total		N	5	88	23	116
		% within gender	4.3%	75.9%	19.8%	100.0%
		% within age group	100.0%	100.0%	100.0%	100.0%

Table 8 shows that 69 respondents are females and 47 are males. 75.9% of all respondents are between the ages of 18 and 24 with balanced distribution by gender in this group.

Figure 18 shows the answer to the question of whether they have interrupted their studies for more than six months. This reveals whether they are early leavers from education.

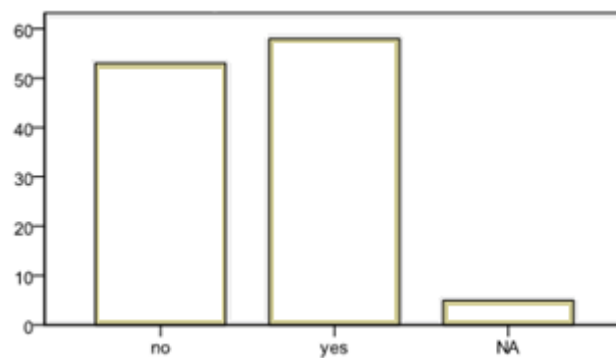


Figure 18. Number of questionnaire participants who are early leavers from education

As Figure 18 shows, more than half of the respondents are early leavers from education. Presumably the 4.3% of respondents who did not want to answer the question also lack a diploma, given the shame attached to dropping out.

Normally, students attending second chance education schools in Latvia study for three or four years to obtain an upper secondary education diploma. Thus, the distribution of responses by the (foreseen) graduation year of respondents lies within a five-year period (Figure 19).

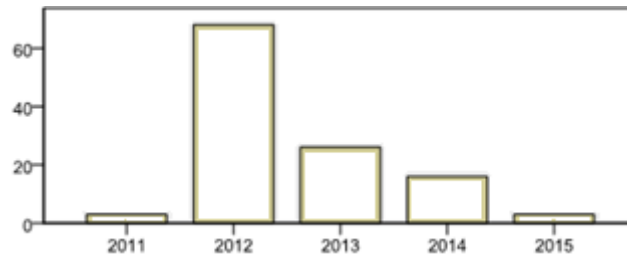


Figure 19. Number of questionnaire participants by year of (foreseen) graduation

As Figure 19 shows, the biggest cohort (58.6%) of respondents expected to graduate within a year of participating in the survey. Only three respondents were planning to graduate in 2015.

Pupils' reasons for participating in formal second chance education varied. Figure 20 shows their responses to a question framed to encourage participants to mark all that apply:

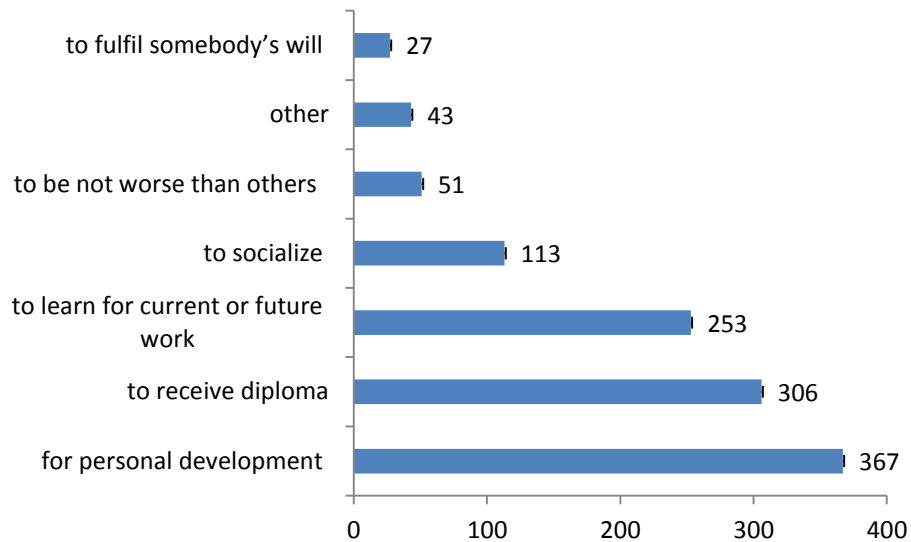


Figure 20. Reasons for studying in the evening school (sum of positive responses)

As this figure shows, the most common reasons were personal development and a wish to receive a diploma (Figure 20). The negative correlation (-0.330**) between these two motivations demonstrates that few pupils were motivated by both diploma and knowledge. Moreover, those pupils who study to enter the labour market are not interested in learning outcomes for their personal development ($S.rho=-0.390^{**}$) (Table 9).

Table 9. Correlation of pupils' reasons to study in the evening school

Correlation Coefficient/ Sig. (2-tailed)	to receive diploma	to learn for current or future work	to learn for personal development	to socialise (make new friends, spend time well)	to fulfil somebody's will (e.g., relatives)	to be not worse than others
to receive diploma	1.000					
	.					
to learn for current or future work	-.390**	1.000				
	.000	.				
to learn for personal development	-.330**	-.128	1.000			
	.000	.171	.			
to socialise (make new friends, spend time well)	-.195*	-.032	-.248**	1.000		
	.036	.735	.007	.		
to fulfil somebody's will (e.g., relatives)	.005	-.046	-.274**	.246**	1.000	
	.956	.623	.003	.008	.	
to be not worse than others	-.090	-.069	-.297**	.369**	.634**	1.000
	.336	.464	.001	.000	.000	.

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Pupils who prioritise getting a diploma indicate they are not interested in learning to enhance their effectiveness as workers. As Table 9 shows, socialising is correlated with a wish not to be worse than others. This emphasises the social function of the learning process. A wish not to be worse than others is also connected to a fulfilling of somebody's (e.g., parent, spouse) will. However, such links are out of this study's scope, as they do not help reveal the use of the learning outcomes approach in the pedagogical context.

Summary:

1. Pupils in second chance education schools mostly entered the evening schools either to pursue a diploma, to acquire knowledge for work, or to acquire knowledge for their personal development (the most relevant).
2. Pupils who wish to receive the diploma typically do not express interest in acquiring knowledge.

Despite a wide definition of the learning outcomes approach, this study focuses narrowly on pedagogy, including, but not limited to, approaches that make the existing goals of the programme, which are often implicit or poorly articulated, explicit. The more that teachers issue clear and explicit instructions about what they want pupils to learn, the more likely it is that pupils will succeed in learning (Battersby, 1999). The pupil questionnaire therefore approaches the question of the use of the learning outcomes approach from a threefold perspective (parentheses contain questionnaire codes):

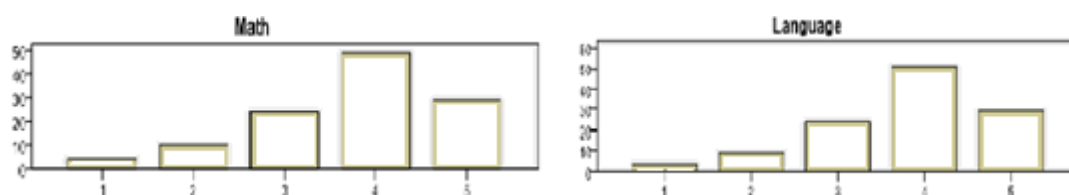
- Teacher informs pupils about learning outcomes (B11*_RCV_info_fTCH);
- School informs pupils about learning outcomes (B13*_RCV_info_fSCHL);
- and
- Pupils themselves find out about learning outcomes (B12*_RCV_info_fOWN).

According to the results of the questionnaire, teachers inform pupils about learning outcomes at about equal rates in math and language subjects (Table 10).

Table 10. Analysis of responses to the question “During the first lesson in the semester teacher explains in detail what I will learn in the end of the semester”

	Mean	Std. Deviation	Variance
Math	3.77	1.033	1.067
Language	3.81	0.986	0.972

As the table shows, most of the pupils indicate teachers articulate what learning outcomes they should achieve by the end of the semester. Further, most strongly agreed (Figure 21).



Legend: 1-strongly disagree; 2-disagree; 3-neither agree nor disagree; 4-agree; 5-strongly agree

Figure 21. Number of responses by pupils to the question “During the first lesson in the semester teacher explains in detail what I will learn in the end of the semester”

For both subjects, the cumulative percent for responses “strongly disagree” and “disagree” is less than 13% (Figure 21). However, these results may not capture the use of learning outcomes as the learning outcomes approach defines it. They may suggest that the message emphasises memorization of facts rather than understanding of principles (Table 11).

Table 11. Analysis of responses to the question “In the beginning of school year I know what knowledge and skills I will acquire by the end of school year”

	Mean	Std. Deviation	Variance
Math	3.63	.965	.931
Language	3.61	.940	.883

The results in Table 11 reveal that pupils feel they absorb the information as to semester goals. The results are similar for language and mathematics. In both cases, the cumulative percent for responses “strongly disagree” and “disagree” is less than 15%. About half of the participants respond positively when asked whether they received the coming semester study plan that includes information about learning outcomes before the beginning of the semester. There is no difference between subjects (mean=3.04 [math] and 3.09 [language]). These results should be treated with caution, as pupils within school, subject, and graduation year may differ substantially in their responses.

The next question seeks to measure whether acknowledging learning outcomes influences whether pupils will acquire learning outcomes. The question “Does knowing in advance what will be learnt affect the learning in the view of pupils?” attempts to examine pupils’ perception of learning. Only 19.1% of pupils state that knowing projected outcomes in advance affects their learning process. In other words, pupils do not feel that knowing in advance the learning outcomes they should acquire will affect the acquisition. This conclusion is contrary to the theoretical underpinning of the learning outcomes approach.

Pupils’ approach to learning and teachers’ approach to teaching are two of the key factors determining the use of learning outcomes in the second chance education environment. The pupil survey’s object was to identify whether the second chance schools are using a learning outcomes approach at all; the results of the teachers’ survey revealed that teachers report a teacher-focused approach rather than a pupil-centred approach.

A question about activities during class sought to determine whether pupils reported the presence of activities suitable to a learning outcomes approach. Pupils were asked to distribute 10 points among six options. For example, if six points were allocated to one answer, the four remaining points were distributed among one or more remaining options. The more points a reply receives, the more value it gives to an answer

(Figure 22). The pupils were also offered a seventh option, “other,” where they could list additional classroom activities. The literature refers to this method as a “count sum” (Cohen et al., 2007).

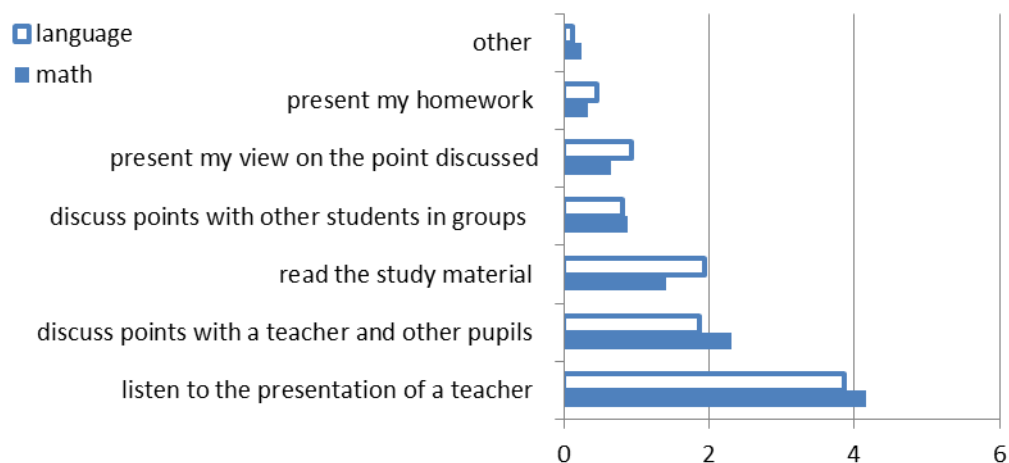


Figure 22. Activities during the lesson (a mean of a count sum) in the view of pupils

Figure 22 reveals that pupils indicated that their major task during class is to listen to the presentation of the teacher. This held true across math (4.16 points) and language (3.86 points). In language classes, they indicated reading the study material as the second most common activity; it was third in math. The dominance of these two activities gives an important signal that classroom activities reflect a strong tradition of knowledge transmission from a teacher to pupils, which reflects non-use of the learning outcomes approach. Of course, these results represent pupil recall, not direct observation, which is inherently less reliable. However, the author suggests that pupil perceptions (e.g., if they feel that they spend most of their time in passive listening) should be taken into account.

The next question asked pupils about their opinion of the tasks their teachers should fulfil (Figure 23). A count sum method applies for this question as well (Cohen et al., 2007).

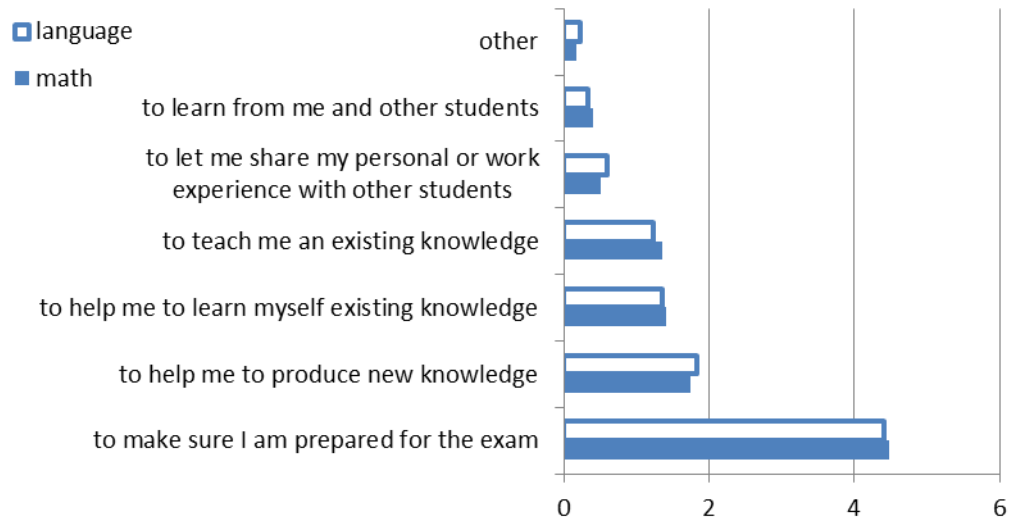


Figure 23. Pupils' view of what the teacher should do during the lesson (a mean of a count sum)

When asked what the ideal teacher would do, pupils in both subjects acknowledged the importance of being prepared for the exams. This contradicts the conclusion that pupils do not commonly deem the knowledge that will be acquired during the semester important since it will not change their learning, and raises the question of whether pupils do not consider examination as a proof of learning outcomes.

However, the second most important task of the teacher, according to the pupils in both subjects, is to encourage the pupils to produce new knowledge (mean [language]=1.75; mean [math]=1.83). This suggests a desire that would be compatible with the learning outcomes approach.

The next question asked about pupils' perception of what they would need to succeed in their studies (Figure 24). The questionnaire employed the count sum method here as well, with 10 points to apply to seven options. No significant difference between subjects emerged here, except that presenting and arguing appears less important in math than in the language subject area.



Figure 24. Pupils’ view of what they need to do to succeed in studies
(a mean of a count sum)

The most important thing pupils think they need to do in order to succeed in both math (3.40) and language (2.94) is to attend all lessons. It is worth noting that pupils considered it more important to attend math lessons than to attend language lessons (Figure 24), due to the fact that language lessons are more learning outcome-oriented than math. In terms of importance to the pupils, the following knowledge application skills were in second and third place:

- To learn how to learn (e.g., where to find information, how to use it, etc.) (2.03)
- To be able to apply content of books (e.g., formulas, rules) in my personal and work life (1.55)

In math, lifelong learning skills, “learn to learn,” as well as reproducing and applying content are of similar importance in the pupils’ opinion for successful completion of the subject.

In response to a question about whether teachers invite pupils to provide updates as to their learning on the subject from personal or professional experience, pupils largely

responded in the negative. This question might connect to how to deal with new IT equipment. Math pupils were asked to complement the learning with their personal experience almost as often (mean=2.88) as in language class (mean=2.90). This suggests the classroom did not embrace the learning outcomes approach in terms of valuing student experience and expertise.

The breakdown of ITTF and CCSF aspects according to the pupil respondents was similar across both language and math subjects (Figure 25).

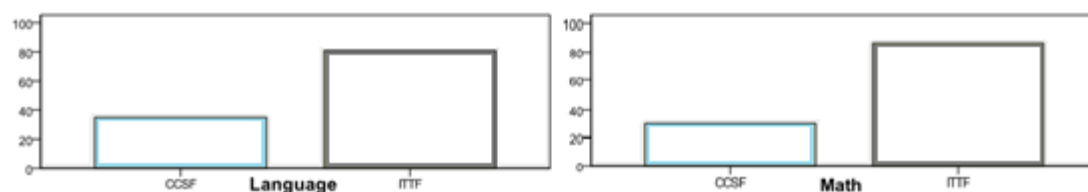


Figure 25. Measuring the impact of CCSF and ITTF concepts in math and language subjects.

Figure 25 shows that pupils consider the study process to be focused around what the teacher teaches rather than what the pupil learns. Results suggest an approximately 5% stronger effect in math than in languages. Still, at least 70% of all pupils consider the study process to be an information transfer/teacher-focused process, rather than conceptual change/student-focused. Pupil responses show that they usually request teachers for additional information on a subject they are interested in (Figure 26, Figure 27). Pupils position themselves as active learners and request additional information when they feel they need to do so.

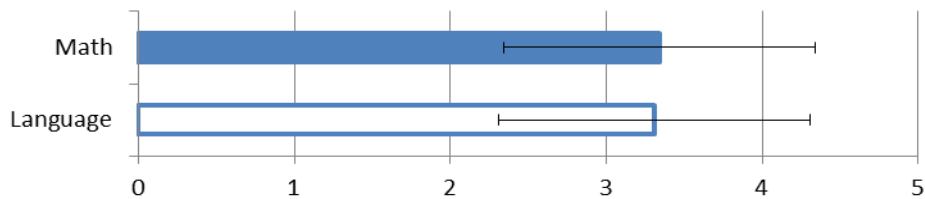


Figure 26. Pupils' requests for additional information about a subject from teachers (mean)

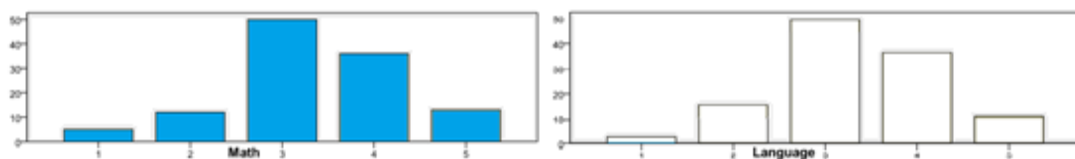


Figure 27. Division of pupil responses to the question "During the class I have requested additional information on a subject that I am interested in"

Significantly, age negatively correlates with such requests; the older pupils are, the less likely they are to ask for such information, especially in language classes. As Section 3.4 suggests, teachers think that older pupils make more information requests than younger pupils.

Traditional or front teaching has been a tradition for many years in Latvia. The data show that in spite of a strong belief on the part of policymakers that a learning outcomes approach would serve the aims of second chance schools to engage early leavers from education, the majority of evening schools employ traditional methods. Both language and mathematics show similar results.

The analysis of pupils' responses also shows that pupils consider learning theorems, rules, and texts by heart a significant (if not the major) part of their learning. Empirical data validate the notion that entrenched tradition leads teachers to emphasise rote memorisation rather than learning how to learn. The data for language and math subjects are similar.

A learning outcomes approach captures the presentation of pupils' own conclusions on a topic rather than reproducing old knowledge. When pupils were asked whether teachers provoke them, individually or as a group, to present their own conclusions on a topic, responses revealed some emphasis on pupil conclusions in the language subject, but very little in math. However, even in language it is difficult to determine whether pupils' own conclusions come to supersede the transmission of knowledge, as the language outcomes approach would require.

Pupil responses to the questionnaire suggest that they expect to use the knowledge they acquire in language classes immediately or at a later stage in life or work situations. Fewer have this expectation for math learning. Pupil focus groups reflect similar results; many pupils don't feel math has a practical application.

As mentioned previously, pupils mostly enter formal education in the evening schools because they wish to receive a diploma, they wish to acquire knowledge for work, or they wish to receive knowledge for their personal development (the most important part). Empirical data from this study show that pupils believe that knowledge is or would be useful in most cases for their future life.

In the strongest indicator that pupils have not experienced a learning outcomes approach, the results of the study show that pupils consider the main task of their studies to acquire existing knowledge rather than produce new knowledge. This emphasis on knowledge transmission holds true across both math and language subjects.

Summary:

1. The results of the pupil survey confirm the interpretation of the teacher survey that teachers do not fully employ a learning outcomes approach in formal second chance education.
2. Pupils prioritise successful completion of a subject over outcomes, including attending all lessons and listening to the teacher, and emphasise passing the

external examination as a goal.

3. Pupils consider the study process to be focused around what the teacher teaches rather than what the pupil learns. They consider the main task of their studies to acquire existing knowledge rather than produce new knowledge.
4. Language lessons orient to the learning outcomes approach more than math. In terms of importance, pupils believe the following knowledge application skills are in second and third place: a) to learn how to learn (e.g., where to find information, how to use it, etc.), and b) to be able to apply content of books (e.g., formulas, rules) in their personal and work lives.
5. The language teachers provoke pupils to make their own conclusions rather than receive knowledge from teachers only slightly more often than math teachers, according to pupil perception.
6. Pupils receive sufficient information about what will be acquired in due time. But they do not agree that advance knowledge of learning outcomes can improve or even change in any way learning that is contrary to the theoretical study.
7. Pupils have a stronger perception of receiving communication of future learning outcomes via the teacher than via formal documents such as teaching plans.

3.4. Third Cycle: Focus Groups with Teachers and Pupils

As described in the literature, a focus group is a structured group interview where the interviewer relies on the interaction within the group rather than trying to prevent or limit it. The advantages of using the method are manifold. The focus group data analysis provides information that may support or reject the data gathered from earlier surveys (teachers, pupils). It also represents the opportunity to use qualitative data to explain quantitative data results: to capture reasons behind the answers provided in the survey. Technically a focus group method also allows the researcher to collect a large amount of data within a limited period of time (Cohen et al., 2007).

The focus groups with teachers and pupils were conducted within the second cycle of the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) project “Identification and Analysis of New Challenges and Solution Opportunities That Influence Adult (18–24) (Re)involvement in Lifelong Learning.” They were organised between 16 October and 28 November 2012 in five regions (including the capital) of Latvia (Table 12). In total, participants from 24 schools took part in the focus group discussions (see the list of schools in Annex 7).

Table 12. A schedule of the focus group discussions

Region	Place	Date
Zemgale	Tukums, Zemītes iela 5/1	16 October 2012
Kurzeme	Ventspils, Saules iela 37	31 October 2012
Latgale	Līvāni, Rīgas iela 113/117	6 November 2012
Rīga	Rīga, Kr.Barona iela 71	14 November 2012
Vidzeme	Limbaži, Parka iela 38	28 November 2012

The ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub)² project—organiser of the focus groups—made ten digital format audio recordings

² For more information about the ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub), see <http://asemlllhub.org>.

available for this study. The total length of the recordings is 14 hours, 14 minutes, and 31 seconds (Table 13).

Table 13. Length of focus group recordings

Region	Focus group	Time (hh:mm:ss)
Kurzeme	Pupils	00:38:24
Latgale	Pupils	01:28:37
Riga	Pupils	01:58:15
Vidzeme	Pupils	02:13:20
Zemgale - Pieriga	Pupils	01:35:59
Total recorded time	Pupils	07:54:35
Kurzeme	Teachers	01:16:10
Latgale	Teachers	00:38:51
Riga	Teachers	01:00:01
Vidzeme	Teachers	01:29:35
Zemgale - Pieriga	Teachers	01:55:19
Total recorded time	Teachers	06:19:56
Overall recorded time	Teachers/Pupils	14:14:31

To ensure the anonymity of the respondents in line with research ethics, the analysis of the focus group discussions took place after obscuring the schools and individuals (Cohen et al., 2007).

3.4.1. Focus Groups with Teachers

In total, 44 teachers from 24 evening schools took part in five teacher focus groups supervised by the professor of the University of Latvia, Dr. habil. paed., Irina Maslo. The number of participants in every group was between six and 10.

The focus group interviews were held in Latvian. Interviewers presented groups of

teachers and pupils with a set of main questions (Figure 28). At times, the interviewer changed the order of the questions in the course of discussion or asked additional clarification questions to facilitate the discussion. Focus group data include group data and group interaction data (Duggleby, 2005).

Introduction

When do you feel you have learnt something?*

Learning is...*

Do you have situations in daily life that you have not faced before?

What are your future career objectives?

What is your learning experience?*

How many languages do you speak?

How have you been learning languages?

Do you like your job?

Can you learn something by participating in the meetings?

Can you learn something during your free time?

Please describe a situation in which you felt you were learning.

Source: Adapted from Illeris (2010)

* selected questions for further analysis

Figure 28. A set of main questions for the focus groups of teachers

Figure 28 presents a set of main questions that were presented to participants of the teacher focus groups. Based on the criteria (Figure 29), a limited number of questions have been selected for further analysis for the purpose of this study.

Criteria:

1. The question may reveal information relevant to the information transfer/teacher-focused (ITTF) concept.
2. The question may reveal information relevant to the conceptual change/student-focused (CCSF) concept.
3. The question may reveal information linked to the teachers' perception of learning (PoL).

Figure 29. Criteria for selection of the most relevant questions

Based on the criteria in Figure 29, the author selected three main questions for the data analysis. The selected questions are marked with an asterisk in Figure 28. Teachers were not asked to describe their own teaching but rather their experience of learning in general.

Transcripts

Transcripts from audio files were produced for both the selected and additional (clarification) questions. An abridged transcript method, which only transcribes the portions that relate to the phenomenon of interest and creates shorter transcripts that support focus on the research questions, has been used (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009).

Transcripts have been translated into English and are available in Annex 8. Transcripts have also been anonymised to protect the identities of those who participated in the study (Clark, 2006). Schools and individuals cannot be identified from the anonymised data. Geographical regions can still be traced through the context of respondents' replies.

Data Analysis

For the analysis of the data, content analysis has been employed that is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004, p. 18). The pragmatic and semantic approaches (Creswell, 2013), including procedures for classifying signs according to their probable causes and effects, were used to discover the reasoning behind the words and to seek classification of signs according to their meanings. NVivo 10 software was used in the analysis of the transcripts. However, during the analysis of data, regional differences proved to be insignificant and are therefore not shown in the study. Quotations have been provided in the text to enrich the analysis.

The analysis of the data followed several consecutive steps. The first was data grouping. Responses from the five regional focus groups were merged into a single text document, with all answers split into the groups.

In the next step, the groups were labelled in order to depict what each group of answers describes:

- Introduction:
 - The data describe the teachers’ background. Teachers explain the reasons why they chose to work in the evening school, their previous work experience and its difference from their current position, and whether they like what they do. The data in this group also include a notional teachers’ description of their pupils or pupils of the evening schools in general.
- “What is your learning experience?”
 - The data explains teachers’ learning experience. In various cases, teachers have linked learning experience with their teaching experience in the class.
- “When do you feel you have learnt something? [Describe what] learning is...”
 - The data introduce a notion of what teachers’ perception of learning

may be. These data are useful to identify what can be done differently in the learning process, the opportunities for establishing more coherent learning and, according to the previous group data, teaching.

The next step involved exploring how the information responds to the research objectives and the conclusions drawn.

The final stage of the data analysis attempted to provide information on implications of the conclusions, explaining what they mean in relation to the quantitative research results and proposing emerging questions for further discussion.

Descriptive Outline

The background information and a portrait of the respondents frame the interpretation of the focus group results. The respondents of the teacher focus group are teachers from secondary evening schools from all regions of Latvia, including the capital. Representatives of the administration of schools also participated in the focus group discussions, as the director and the deputy director of a school often serve as subject-teachers, especially in small schools. This means that teachers may have at times followed these leaders in their answers. The research requested gender balance, but of the 44 teachers that participated in the focus group discussions only three were males. This reflects the general gender imbalance in the formal second chance education schools in Latvia.

Most of the teachers that participated in the focus groups had worked previously in a regular, general primary or secondary school (initial education) and had experience teaching younger pupils. Some teachers had worked in vocational schools and in the private sector prior to their current positions at the evening schools. None had working experience in the higher education sector. Teaching experience ranged from one to 40 years.

The majority of respondents described themselves as liking their schools, although responses could have been biased by the presence of the authority in the focus group

links revealed in the theoretical study. The results support the theoretical underpinning; a clear link between the conceptual change/student-focused approach (CCSF) and the perception of learning (PoL) emerged, while the information transfer/teacher-focused approach (ITTF) tended to characterise the comments of teachers who did not favour these two approaches (Figure 31).

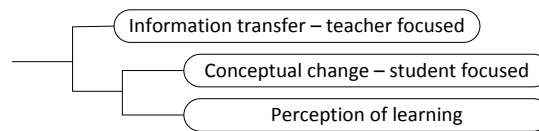


Figure 31. Nodes clustered by word similarity

Summary:

The third cycle of the empirical part of the research used the analysis of structured interviews with teachers and pupils to support or reject the results acquired in the first two cycles. This section provides a description of the focus group composition, data collection, and their treatment using pragmatic and semantic approaches. Criteria for selecting the data (questions) include:

- The question may reveal information relevant to the information transfer/teacher-focused (ITTF) concept.
- The question may reveal information relevant to the conceptual change/pupil-focused (CCSF) concept.
- The question may reveal information linked to the teachers' perception of learning (PoL).

The use of the abridged transcript method, including translation into the English language, allows for efficient use of data. Finally, a descriptive outline supports the links between pedagogical approaches described in Chapters 1 and 2.

Perception of Learning (PoL) as a Driver of the Learning Outcomes Approach

As discussed in Chapters 1 and 2 of this study, perception of learning is an important

element relevant to a wider context of the learning outcomes approach.

Analysis of teachers' perception of learning is necessary to compare how many times the focus group interviews contained references to perception of learning (PoL), the conceptual change/student-focused (CCSF) approach, and the information transfer/teacher-focused (ITTF) approach. Table 14 shows the results.

Table 14. Number and share of references to PoL, ITTF, and CCSF items

Item	Number of references	%
Perception of learning	19	18.81
Conceptual change/student-focused approach	61	60.40
Information transfer/teacher-focused approach	21	20.79

Almost a fifth of the total number of references were linked to perception of learning. This shows a rather high level of acknowledgement among teachers of the importance and necessity of possessing sufficient reasoning for learning and information about learning outcomes.

Analysis of the focus group reveals several assumptions teachers have made about learning. While teachers were asked to describe their own perceptions of learning, they often referred to their professional lives. Table 15 provides a summary of respondents' assumptions as revealed in the focus group discussions.

Table 15. Assumptions related to PoL by teachers and their impact

Assumption	Impact*	Reference to the results of quantitative analysis	Qualitative analysis supports the evidence from the quantitative analysis
Maturity, pupils' own questions	Medium	CQ1_ITTF5 CQ3_CCSF5 CQ16_CCSF4	partly
Practical usage of knowledge	Strong	CQ4_ITTF2	partly
Formal assessment: "a paper"	Medium	CQ10_ITTF7	yes
Will of others	Medium	-	-
A challenge	Weak	CQ13_ITTF4	yes
Opportunity to influence the reasoning	Weak	-	-
Adjust teaching to the needs of the students	Strong	-	-

* Interpretation of the data

Respondents stressed the importance of students having a reason to pursue second chance education. Comments such as the following reveal this:

"Our school's secondary education is not only for a paper [meaning a diploma]."

"I learn when I think it is interesting and I have an objective. The same is with pupils."

"We have to find the right approach: for those who study because of a grandmother's will and for those who came after a long break with high motivation and forgotten basics."

Teachers strongly defend their need to know why learning takes place. The last comment articulated something that teachers often implied—that knowing why helps them tailor their teaching. Although the notion of “the right approach” does not give any concrete indication as to what the approach should be, it provides evidence of an embedded requirement of different pedagogical practices in learning.

Teachers expressed their belief that motivation plays an important role in teaching as well:

“If there is motivation we can teach everything.”

Teachers made comments that indicate they influence the reasoning of learning or adjust teaching for pupils’ needs. The following teacher statements support this:

“I am able to raise interest in my subject.”

“We need to show the meaning of learning first.”

“We agreed with pupils in the 12th grade: I will not teach some topics but will have topics that will be necessary for their future life...”

“We always ask pupils what they want from us—[and many say] ‘to pass exams.’”

“We give them [pupils] what they request.”

According to teachers, strategic cooperation with pupils in selecting the most appropriate and relevant learning outcomes is the most effective instrument in the hands of teachers when it comes to the changing perceptions of learning in the learning outcomes approach framework.

Focus group discussions showed that teachers view pupils’ maturity and an aspiration to make practical use of knowledge as having a great influence on learning:

“Mature adults are learning. They really know what will be valuable for them in life.”

“My subject...is very well-placed because it is very practical and will be used in real life.”

“They come with their own life questions.”

“When a person becomes older s/he doesn’t study for the sake of studying but because s/he needs it.”

These comments suggest that perception of learning plays an important role only in combination with a certain degree of pupils’ maturity. Maturity includes the ability to pose their own critical questions, often based on their own life experiences or learning.

Summary:

Perception of learning is one of the drivers behind the learning outcomes approach and the CCSF approach. Qualitative analysis at least partly supports the evidence from the quantitative analysis. For example, it affirms the finding of an embedded requirement of different pedagogical practices in learning. It reveals that teachers consider strategic cooperation with pupils in selecting the most appropriate and relevant learning outcomes to be the most effective instrument they have to change the perceptions of learning in the learning outcomes approach framework. Teachers acknowledge the importance of pupils’ perception of learning. They also appreciate pupils’ maturity. This suggests that a practical usage of knowledge, followed by the maturity of pupils and their own interests, are the strongest reasons for learning in teachers’ view. Teachers also acknowledge learners’ needs and express willingness to adjust their teaching to meet those needs. Most participants in the focus group interviews have prior experience in initial schools and have a positive attitude towards the evening school environment because of the challenges their pupils face.

Employing the ITTF and CCSF Concepts

Section 3.2 describes the links between ITTF and CCSF items. The qualitative analysis of the teacher focus group interviews supports this correlation in that teachers' statements at times capture both the ITTF- and CCSF-related items. The following example shows the longitudinal transitions from an ITTF to a CCSF approach:

In the beginning of my career I used an academic approach at school: reading, noting, etc. [ITTF item.] Ten years in I understood that I need to show why a subject is needed. I teach demand and supply in economics. Why? How can a pupil apply this knowledge? [CCSF item.]

Based on the focus group interview data analysis, the transition to the learning outcomes approach appears to be important for teachers.

As a general trend, the focus group interviews included more CCSF items (60.4%) than ITTF items (20.79%). The result does not statistically support the results of the quantitative analysis. While the quantitative and qualitative data were gathered a year apart, it seems unlikely that teaching approaches changed drastically in this period. A closer look at the CCSF items suggests a stronger connection between the quantitative results and qualitative results. Teacher respondents often expressed CCSF concepts in relation to recommendations rather than in relation to their actual behaviour. Almost one third (29.6%) of CCSF statements and almost one fifth (19.87%) of ITTF statements were recommendations; eliminating them from the sample presents a different picture, although CCSF items still outweigh ITTF items. The author hypothesizes that completing the survey on the learning outcomes approach may have affected some teachers' perception of their own behaviour as conforming more with the approach, or that they recall themselves as meeting an ideal they perceive more frequently than they actually do, but cannot test this.

The analysis of the data yielded five factors that contribute to implementing the

learning outcomes approach:

1. Learning from the others, including pupils
2. Practical application of knowledge and use of examples
3. Acknowledgement and understanding.
4. Interaction.
5. Teaching the basics and learning the rest

This list features the elements according to their frequency of reference in teacher focus groups, with the most-referenced first. Teachers described learning from pupils, as from colleagues, as valuable. Their statements in this regard include:

“I learn from life, from my pupils.”

“Informally I learn from my colleagues, also teaching them.”

“You can learn everywhere: during meetings, seminars.”

“You share thoughts and then realise that...you can find answers to your questions.”

“I learn from pupils. Sometimes I do not agree with what they say but they always make me think.”

Teachers’ comments also suggested that they seek to apply knowledge to practical matters and use examples to stimulate pupil engagement, a technique closely linked to the perception of learning. Their comments included:

“I feel that I understand something when I see that the information I have acquired may be useful for others.”

“We need to teach through real examples.” (Recommendation)

“I think evening school teachers try to put more practical application in front

of studies.”

“I have learnt something when I can practically do something.”

“The most valuable learning for me is learning by doing.”

Teachers also reference acknowledgement and understanding of a subject:

“In the evening school you have to evaluate [a pupil’s] progress and not knowledge in real terms.”

“I knew how to talk about it, how to make notes of it, how to draw it without understanding of it. Then I realised that I need to dig deeper to be able to explain to pupils what it is.”

These statements differ markedly from the idea that a teacher should know everything, as in an ITTF approach. Teachers described interaction as a stimulus tool for pupils. Learning through a game or peer learning (being equal) is mentioned as an effective instrument.

“Every class [hour] should have a push, movement. If I cannot get movement from a pupil, this is my problem.”

“I teach in the form of a game.”

“I understand that I have to work with a pupil as equal to equal.”

In these quotes, teachers in focus group use both PoL and CCSF items to express points of view aligned with the learning outcomes approach. Their comments about their senses that they should know everything about their subject and be able to answer any question a pupil poses have similar characteristics. For example:

“A learning challenge is...if someone asks me how to solve something [and I can’t do so immediately].”

“When a pupil asks you a question you don’t have an answer to. You find this information later and learn a lot.”

“Almost every day pupils have a question about how to do something that you cannot answer. You have to say I don’t know and will find out.”

These statements by the teachers suggest their openness to more coherent CCSF approaches. Their survey responses suggest a strong sense that they should know everything. The responses have high mean values. However, statements such as these suggest that a transition to a learning outcomes approach could trade on this openness.

Teachers seemed to recognise that teaching is necessary to initiate the process. The rest should be done through a learning process.

“I think that nowadays young people have so much information, a big offer. We [teachers] have to find the basics of basics—trends—and we give them to pupils.”

These comments clearly represent a link to the constructivist theory of “building the knowledge” rather than gaining it from a source. Notably, they simultaneously connect constructivist ideas with behaviourist theory, with initial or start-up learning done through teaching rather than learning through constructing the knowledge from previous experiences.

Summary:

None of the participants of the teacher focus groups used the phrase “learning outcomes.” However, they described learning from others, including pupils, practical application and use of examples, acknowledgement and understanding of what has been learnt, and interaction between a teacher and a pupil; all of these suggest they are open to coherent use of the learning outcomes approach. Their comments suggest they like to think of themselves as providers of the opportunity to learn.

The qualitative data suggests participants may be taking part in a longitudinal change from ITTF to CCSF practice. Transforming pedagogical practice to align with the learning outcomes approach will take time. The qualitative data from the teacher focus group interviews also show more use of a learning outcomes approach in pedagogical practice than the quantitative analysis suggests. This may demonstrate teachers' aspiration to use a learning outcomes approach, and their phrasing, framing a CCSF item as wishful thinking, supports this view. Therefore, the qualitative analysis of the ITTF and CCSF factors cannot be used to confirm or reject the presence of a learning outcomes approach in the classroom, but it does apply as a tool for explaining phenomena and providing good practice examples focusing on CCSF items. The focus group comments included a number of factors that contribute to implementing the learning outcomes approach (learning from others, including pupils; practical application and use of examples; acknowledgement and understanding; interaction; teaching the basics and learning the rest; recognising that they needn't know everything). Teachers' sense that they teach the basics and allow pupils to learn through experience is quite pronounced.

3.4.2. Focus Groups with Pupils

Pupil focus groups focused on the same questions that teachers discussed in their focus groups. Seventy-two pupils, including 13 males, from 24 evening schools participated in the focus group discussions. The author used the same data analysis methodology to analyse pupil focus group discussions as Section 3.4.1 describes in relation to teacher focus groups, including producing and using transcripts (Annex 9).

Descriptive Outline

Most of the pupil participants have previous experience in two or more schools, vocational education and training, or regular primary or secondary schools. Analysis of pupils' age cohort reveals that most of the pupils are early leavers who returned to education at the second chance school. Many pupils are from a poor socioeconomic background (e.g., from low-income families).

time, pupils accentuated their perceptions of learning (PoL) (22.6%) in the focus group discussions more than teachers (18.8%) (Table 16).

Table 16. Share of references to PoL, ITTF, and CCSF items

Item	Teachers %	Pupils %
CCSF	60.4	45.2
ITTF	20.8	32.1
PoL	18.8	22.6

As Section 3.4.1 discusses, these results should be considered with caution. Pupils may express their sense that they *should* be learning through PoL more than they are. The potential influence of their teachers undermines the validity of data, which can only provide limited analysis.

Practical application of knowledge, according to pupils' comments, has the strongest impact on learning. Learning for self-improvement and for improving social/health conditions has the weakest impact (Table 17).

Table 17. Pupils' assumptions related to PoL and their impact

Assumption	Impact
Practical application of knowledge	Strong
Empathy as a precondition of learning	Medium
A need for a change	Medium
Self-improvement	Weak
Social/health conditions	Weak

Table 17 compares the impact of different PoL items on the use of a learning outcomes approach. These items appeared in both teacher and pupil focus group discussions. Both linked the strong impact of practical application of knowledge to a notion of learning for their (improved) working lives. This result reflects the fact that many second chance students were in the workforce for a few years before attending evening schools.

PoL items mentioned by pupils in the focus groups directly echoed teachers' comments. Pupils' statements include:

“One needs to know where you will use it [knowledge].”

“One can best learn what you are interested in.”

“As for the math I don't see a place for 'sine' [in my daily life] and I think it is not necessary to know it [trigonometry].”

“If you do not have interest in what you are being taught at school there will be no result. To ensure the interest you need to see the application of knowledge in further life.”

Pupils, as much as teachers, accentuate the need to see reasoning for learning. According to their own comments, if they do not see the purpose of knowledge, they will not acquire it and will therefore experience no learning outcome. Learning mathematics for the sake of mathematics will fail to engage many students. These comments support the theoretical underpinning of the learning outcomes approach generally and the need for teachers to address practical applications specifically.

A need for a change and empathy as a precondition of learning influences pupils' learning as well.

“The lessons I don't like I will never understand.”

“If I don't like a subject I will not study it. I will pass a test by cheating.”

“I think that if I like a subject I will study.”

“If I want to find out something, I will do it. If somebody pushes me to learn something, nothing will happen.”

Most of the pupils explained that if they didn't like the subject, they would avoid

learning outcomes. Therefore, many of them sought ways to like their subjects. They identified that they must go back to school; for example: “I understood that I need to change something and went to evening school” and “three to four years ago I dropped out of school. Then I understood that learning is important.” As early leavers, they needed to understand why they were re-engaging in school.

Pupils’ comments suggest that learning for self-improvement and in order to improve their social status have less impact on their learning than teachers’ comments would suggest. However, this may reflect embarrassment in front of classmates or a fear of unwanted consequences or emotional suffering. Therefore, their comments may be unreliable.

The literature (Dale, 2009) and the analysis of the data suggest that the PoL items previously discussed represent opportunities to employ a learning outcomes approach in the future.

Examples of a Conceptual Change: Pupil-Focused Learning as a Notion of the Learning Outcomes Approach

This section will analyse factors extracted from the analysis of the data from the pupil focus groups that can contribute to implementing the learning outcomes approach. As in the teacher focus groups, pupils expressed interest in the following principles in their comments:

1. Practical application of knowledge and use of examples
2. Learning from the other pupils
3. Acknowledgement and understanding
4. Interaction

Unlike the teachers, they showed little sensitivity to the learning outcomes approach principles.

Teaching the Basics and Learning the Rest

This may reflect the fact that this concept relates directly to teachers' mandate and way of organising classroom time, and pupils sense that they are not responsible for this principle. At the same time, pupils expressed a complementary value that underpins the learning outcomes approach.

Flexibility in Learning Approaches and Attitude of Teachers

Examples of pupil comments supporting these four factors follow. In support of practical application and use of examples, pupils describe learning outcomes as a commodity or currency. They perceive them as true only if they can see them and apply them outside the classroom. For example:

“You can see that you have learnt something when you use it.”

“You feel you have learnt it when you use it in your life.”

These comments complement pupils' identification of the practical application of outcomes as the most important PoL factor in the classroom. Other pupil comments speak to how teachers can help to achieve this goal:

“Teachers and friends all say, ‘this is good’. The best is to learn through practical training though.”

“Need more practice and less theory. Need to do practicing more.”

“I know that I have learnt when I can do the task independently without a teacher.”

“I feel I learnt something when I can visualise it in my head and use it in daily life.”

Pupils say that they learn something when it is connected to their daily life practices

as well as to their ability to act (use learning outcomes) independently.

Similarly, in relation to learning from the others, including peers, pupil comments include:

“I [like to] learn from other people’s experiences—successful or not.”

“A learning process is more from a pupil than from a teacher.”

“From other people’s experience you also can learn.”

Pupils often refer to learning from other pupils as more powerful than learning from teachers. This likely reflects teachers’ general failure to use the learning outcomes approach and the dominance of ITTF items in the pedagogical process; peers use their experience to enforce one another’s learning more than teachers do (see Section 3.2).

Pupils’ alignment with the learning outcomes approach insight that teachers should acknowledge their maturity and progress reflects in part the fact that they are older than other students. As one pupil stated:

“There [in initial schools] you are treated as a child; here—like an adult.”

Although it is not the focus of this study, it is interesting to observe how big an influence it has on the learning process. This could be explored more in future studies.

With respect to the need for interaction, pupil comments include:

“If I am given more attention, I understand more.”

“We talk more, we think more, and we discuss many things [in evening school as compared to initial schools].”

“I can freely speak about the subject and speak about the topic [in class].”

These comments suggest that students recognise that interaction complements their learning. Comments in favour of flexibility in learning approaches and attitude of

teachers include:

“In the evening school you can arrange everything with teachers.”

“Here [in the evening school] teachers work for us.”

These comments suggest a positive feeling about their schools; pupils describe a need for flexibility as well as accommodation by their teachers. This, of course, relates again to the possibility that pupils do not speak with complete openness in a focus group they associate with their schools. However, the comments suggest avenues for future research into the pedagogical practices within the framework of the learning outcomes approach.

Summary:

Pupil comments suggest more uncertainty about CCSF items than do teacher comments. Further, their comments give less prominence to learning than do teacher focus group conversations. Pupils’ views suggest that practical application of knowledge has the strongest impact on learning. Not surprisingly, mature students link practical application of knowledge with a notion of learning for their (improved) working lives. Like teachers, pupils in focus group emphasise their need for clear reasoning for learning. They identify the need for learning as a powerful instrument for re-engaging in school, a crucial component of second chance education. Teachers’ use of relevant examples, combined with training opportunities, helps them achieve what pupil and teacher focus group analysis shows to be the strongest PoL factor: practical application of knowledge. Given the limitations of the study, other approaches, such as acknowledgement of the maturity and progress of pupils, interaction, flexibility in learning approaches, and attitude of teachers, represent areas for further investigation.

Conclusion

The study poses three main questions for investigation:

- 1) What are a learning outcome and a learning outcomes approach in education?
- 2) To what extent are Latvian evening schools implementing a learning outcomes approach in pedagogical practice?
- 3) What pedagogical barriers and opportunities exist in formal second chance education regarding the implementation of the learning outcomes approach?

To explain the phenomenon of the learning outcomes approach in education, the study discussed both policy and pedagogical practice contexts. The first chapter explored a vast pedagogical theory as well as the conceptualisation of learning outcomes within a policy context, an area that has minimal, and often controversial, theoretical underpinnings. A thorough and critical analysis of theory and policy literature yielded definitions of learning outcomes and of the learning outcomes approach. To summarise the results of the analysis, no single definition of learning outcomes exists. Scholars and policymakers use the context differently in different contexts. However, the main element of learning outcomes is that they are a product of learning. For the purpose of the study, learning outcomes are a learner's integrated knowledge (what a learner knows), skills (what a learner is able to do), and competence (how a learner uses knowledge and skills) as a result of educational activity. Learning outcomes are not a standalone concept. The characteristics depend on the context in which they are defined.

Importantly, the definition raises the debate between coherent/integrated outcomes and conventional commodity-type outcomes, often referred as learning objectives. The author comes to a conclusion that learning outcomes can be both a process and a result of learning.

However, a learning outcome as a product of learning isn't a goal in itself. Rather the changes their use brings to education are the goal. A learning outcomes approach

influences, not only curriculum and assessment, but also learning and teaching. It promotes understanding and communication among stakeholders at a local, national, and international level. The learning outcomes approach to education is meaningful, coherent, and learner-centred. It serves as a communication, thinking-change, and accountability instrument for policymakers, educational professionals, and learners. The study provides a model of interaction between the use of learning outcomes, change in teaching and learning, and improved learning outcomes.

In the context of the study, the learning outcomes approach has bridged two pedagogical theories harmoniously: behaviourism and constructivist theory. A debate about the shift of paradigm from teaching to learning supports this bridge. As actively cultivated in the mid-20th century, learning outcomes have roots in behaviourist traditions. Over time, however, the learning outcomes approach to education has evolved to a more comprehensive concept, including constructivist traditions. It also influenced the change in teaching and learning paradigms as part of a lifelong learning tradition by shifting focus from inputs (hours studied, books read, etc.) to, arguably, more meaningful outcomes of education, inter alia, learning outcomes. Two principles are crucial within the learning outcomes approach: knowledge is a necessary prerequisite for learning, and motivation is a necessary component of learning. Knowledge is the basis of structure and meaning-making. The more one knows, the more one can learn. Motivation activates learners' sensory apparatuses. Relevance, curiosity, fun, accomplishment, achievement, external rewards, and other motivators facilitate ease of learning.

In the pedagogical practice, the learning outcomes approach is most explicitly influenced by three concepts: perception of learning (PoL) and how it influences the outcomes and process of learning; the information transfer/teacher-focused (ITTF) concept; and the conceptual change/student-focused (CCSF) concept, where students develop their own ideas about what learning is and use them in practice. This thesis lays out the differences between pupil-centred and teacher-centred elements of learning outcomes (e.g., transfers of knowledge versus teacher-facilitated learning,

learning from scratch versus learning using pupils' own perceptions and constructing their own meaning). The main elements of a teacher-centred approach are knowledge transfer (from teacher to pupil), the assumption that pupils do not have any previous knowledge of the subject, and the central role of the curriculum. In a pupil-centred approach, teachers facilitate learning rather than teach, and they assist students in constructing their own meanings.

A glance at France, Latvia, Belgium (Flanders), and Ireland reveals that second chance education across Europe has the goals of achieving a conceptual change/student-focused (CCSF) pedagogical concept as opposed to an information transfer/teacher-focused (ITTF) approach.

Use of the Learning Outcomes Approach

A striking result of the empirical research reveals that, arguably, no change to a learning outcomes approach has occurred in formal second chance education in Latvia. Quantitative evidence gathered from both teachers and pupils reveals this; while qualitative data presents a more complex picture, it does not negate the quantitative findings. This result applies to the difference between ITTF mean average and CCSF mean average and extends to teaching of mathematics, language, and science.

However, the study has acknowledged existing links between a theoretically defined learning outcomes approach and the change of learning paradigm from a teacher-focused strategy to a pupil-focused strategy. The theories that support a learning outcomes approach include contextual learning theory, situational learning theory, learning by engaging, deep (active) learning, demand-driven learning, a descriptive teaching approach, and generic (transformative) competences. The intention of changing from an approach of transmitting information to pupils, or an information transfer/teacher-focused (ITTF) approach, to pupils changing own their conceptions, or a conceptual change/student-focused (CCSF) approach in the second chance education environment exists.

Barriers and Opportunities

The most persistent factors that negate the use of the learning outcomes approach in formal second chance education in Latvia have been: structuring subjects to help pupils to pass the formal assessment; designing teaching with the assumption that most of the pupils have very little useful knowledge of the topics to be covered; and teachers' feeling that they should know the answers to any questions that pupils may ask.

The most prominent signs of hope that second chance teachers are implementing the learning outcomes approach include: teachers' understanding of the importance of development of conversation with pupils about the study topics; encouraging pupils to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop; and a wish to encourage pupils to generate their own notes rather than always copying a teacher's.

The empirical study has identified strong links within and between information transfer/teacher-focused (ITTF) and conceptual change/student-focused (CCSF) items. They demonstrate barriers and opportunities for a more coherent use of the learning outcomes approach in pedagogy. Analysis of items with significant correlation, combined with the mean for each specific item, reflects a number of interesting links. The linked elements include:

- (a) Describing the objectives for formal assessment, (b) structuring subjects to help students pass the formal assessment, (c) being able to answer all pupils' questions, and (d) presenting as many facts as possible (information transfer/teacher-focused);
- (a) Focusing on knowledge for formal assessment and (b) providing pupils with good notes (information transfer/teacher-focused approach);
- (a) Questioning pupils' ideas, (b) using difficult or undefined examples to provoke debate, and (c) discussing pupils' changing understanding of the subject (conceptual change/student-focused approach); and

- (a) Letting pupils discuss difficulties during class, (b) using difficult examples and provoking debate, and (c) concentrating on the books (conceptual change/student-focused and information transfer/teacher-focused approaches).

The main conclusions of the thesis are:

1. The analysis of the teacher survey and the pupil survey both suggest Latvian evening schools are not using the full potential of a learning outcomes approach.
2. In the studied environment, the tradition of teaching primarily concentrates on pupils' ability to pass an examination; this emphasis is overwhelming in all subjects.
3. Teachers acknowledge learners' needs and seek to adjust to them. Most participants in the focus group interviews have prior experience in regular schools and have a more positive attitude towards the evening school environment because of the target group (pupils) and connected challenges.
4. All subjects' teaching can be described as information transfer/teacher-focused approach based, or more non-use than the use of the learning outcomes approach. The information transfer/teacher-focused cohort has particular dominance in mathematics.
5. Teachers' behaviour suggests they consider pupils' ideas to be of little importance, although teachers say they encourage pupils to restructure their existing knowledge to find new ways of thinking about the subject.
6. Teachers recognise the importance of developing a conversation with pupils about the topics they are studying, although the research does not identify what teachers consider to be "conversation."
7. Teachers' views of the need to devote a lot of time to questioning pupils' ideas and using difficult examples to provoke a debate are strongly connected. However, teachers do not use these elements very actively in all subjects in this study.
8. Questioning pupils' ideas correlates with allowing them to discuss their

changing understanding, but math teachers are using this opportunity significantly less than science and language teachers.

9. CCSF (conceptual change/student-focused) and ITTF (information transfer/teacher-focused) items that correlate represent an opportunity to encourage the use of the learning outcomes approach. These include the strong connection between concentration on the books in the second chance education schools and letting pupils have an opportunity to discuss their difficulties during class.
10. The link between presenting a lot of facts during the class in the evening schools and teachers' feeling that the assessment should give pupils an opportunity to reveal their changed conceptual understanding of the subject provides an opportunity to improve the use of a learning outcomes approach through addressing ITTF (information transfer/teacher-focused) items.
11. Pupils mostly enter formal education in the evening schools because they wish to receive a diploma, they wish to acquire knowledge to enhance their working lives, or they wish to acquire knowledge for their personal development.
12. The data shows that pupils whose primary study objective is to receive a diploma or other qualification show the least interest in acquiring knowledge.
13. Pupils do not agree that knowing the learning outcomes in advance can improve or even change learning in any way; this finding contradicts a theoretical underpinning of the learning outcomes approach.
14. Evidence suggests that providing information to pupils via the teacher is more effective than providing it via formal documents, such as study plans. Providing information through formal documents is insufficient.
15. Pupils describe the following knowledge application skills as less prominent in their classrooms than passing the exam: a) to learn how to learn (e.g., where to find information, how to use it, etc.) and b) to be able to apply content of books (e.g., formulas, rules) in their personal and work life. They describe their classes as focused around what a teacher teaches rather than what they themselves learn. Language lessons are more oriented toward learning

outcomes than math.

16. Pupils acquiring existing knowledge, rather than producing new knowledge, is the main task of their studies. Language teachers provoke pupils' own conclusions rather than expecting them to receive knowledge from teachers at a slightly higher rate than the other subjects.
17. Perception of learning may be a driver behind the learning outcomes approach, along with the CCSF (conceptual change/student-focused) approach. Qualitative analysis at least partly supports the evidence from the quantitative analysis.
18. Analysis of empirical data suggests a longitudinal change from ITTF (information transfer/teacher-focused) to CCSF (conceptual change/student-focused) practice. It takes time to transform pedagogical practice in line with the learning outcomes approach.
19. Factors that contribute to implementing the learning outcomes approach include learning from others, including pupils; practical application and use of examples; acknowledgement and understanding; interaction; and teaching the basics and learning the rest. Teachers' attitude toward the question of needing to know everything also reveals pro-learning outcome attitudes, which may signify an opportunity to transition them to this approach.
20. For early leavers from education, a strong impact of practical application of knowledge is linked to a notion of learning for (improved) professional opportunities. Pupils and teachers accentuate the need for clear reasoning for learning, which is one of the PoL (perception of learning) pillars.
21. Understanding the need for learning has also been identified as a powerful instrument for re-engaging in school, a particularly important element for early leavers from education. The use of relevant examples by teachers, combined with training opportunities, helps to achieve what pupil and teacher focus group analysis shows to be the strongest PoL (perception of learning) factor: practical application of knowledge.

Recommendations

The recommendations are based on the conclusions of the study and are grouped at three levels: individual, institutional, and national.

Individual Level Recommendations (Teachers):

Strategic cooperation with pupils in selecting the most appropriate and relevant learning outcomes is the most effective instrument in the hands of teachers when it comes to the changing perceptions of learning. Learners would benefit if teachers increase the use of CCSF (conceptual change/student-focused approach) items in their pedagogical practice of formal second chance education.

Practical use of knowledge is the strongest reason for acquiring knowledge (as opposed to credentials or diplomas). Thus, teachers should reinforce this component.

The main barrier of using the learning outcomes approach—the teacher’s concentration on the pupils’ ability to pass an examination—should become implicit rather than explicit. A clear reasoning for learning as a prerequisite for coherent use of the learning outcomes approach should become one of the core elements of pedagogical practice in second chance education.

Institutional Level Recommendations (Formal Second Chance Education Institutions):

Second chance schools are distinct from initial education. However, a recent trend supports the active transfer of good practices from second chance to initial education. Simultaneously, learning from formal second chance education pedagogical practices should be reinforced and include a strong emphasis on pedagogical practices that imply use of pupil-centred rather than teacher-focused concepts.

National Level Recommendations (Policy):

Learning outcomes policy roots in Europe can be traced back to the 1960s, linked

with the need for more transparency in education. Still, the implementation of the policy and evaluation of the results seems to be vague. There is a need to ensure clear understanding between all stakeholders of the main principles of the learning outcomes approach, as well as incorporate those principles into education policy at national or regional level. This will ensure not only accountability, as in many centralised policies that encompass benchmarks and general monitoring of reaching common objectives, but also the change of teaching methods towards employing a more student-centred approach.

Further Research

The study provides a description of opportunities that could be piloted within the context of the policy measures for formal second chance education.

However, further research would be necessary to link learning outcomes with the formal assessment process. This addresses the demand for a more coherent and holistic approach in the implementation of a learning outcomes approach from a broader perspective.

There is also a need to investigate whether approaches the research identified but did not investigate comprehensively—acknowledgement of the maturity and progress of pupils, need for interaction, flexibility in learning approaches, and attitude of teachers—will promote the implementation of a learning outcomes approach.

Further research covering the use of the learning outcomes approach in the non-formal learning setting would also complement the current study and introduce more evidence for coherent lifelong learning policy and practices.

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Appendices

Annex 1. Chapter 3 of the Maastricht Treaty of 1992

CHAPTER 3

EDUCATION, VOCATIONAL TRAINING AND YOUTH

ARTICLE 126

1. The Community shall contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity.

2. Community action shall be aimed at:

developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States;

encouraging mobility of pupils and teachers, inter alia by encouraging the academic recognition of diplomas and periods of study;

promoting co-operation between educational establishments;

developing exchanges of information and experience on issues common to the education systems of the Member States;

encouraging the development of youth exchanges and of exchanges of socio-educational instructors;

Encouraging the development of distance education.

[...]

4. In order to contribute to the achievement of the objectives referred to in this Article, the Council:

acting in accordance with the procedure referred to in Article 189b, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, excluding any harmonization of the laws and regulations of the Member States;

acting by a qualified majority on a proposal from the Commission, shall adopt recommendations.”(Maastricht treaty, 1992)

Annex 2. Survey: Approaches to teaching inventory (Latvian version, adapted)

Cien./god. vakarskolas skolotāj!

Šī anketa ir pētījuma daļa, lai noskaidrotu vakarskolu skolotāju pasniegšanas unikālas īpatnības, strādājot ar pieaugušajiem vecumā no 18 līdz 24 gadiem (Trigvelas un Prosera (2004) 'Approaches to Teaching Inventory' anketas adaptēta versija).

Anketas aizpildīšana aizņem līdz 4 minūtēm un palīdzēs izpētīt skolotāja pasniegšanas metožu īpatnības priekšmeta kontekstā. Tas nozīmē, ka Jūsu atbildes uz jautājumiem ir attiecināmas tikai uz konkrētu priekšmetu.

Paldies par Jūsu dalību un atsaucību!

Ar cieņu,
Dmitrijs Kuļšs

A – technical information (seconds to fill, timestamp, etc.)

B – descriptive part

C – ITTF (information transfer/teacher-focused) and CCSF (conceptual change/student-focused) approach to teaching.

B3_DSCR_Subject

&

B4_DSCR_SubjGroup

Kādu priekšmetu Jūs pasniedzat vidusskolā: *

Matemātika

Latviešu valoda

Citu priekšmetu (norādiet)

B2_DSCR_School

Lūdzu norādiet savu pamata darba vietu: *

Aizkraukles Vakara (maiņu) vidusskola

Aizputes novada Neklātienu vidusskola

Cēsu 2. vakara (maiņu) vidusskola

Gulbenes Vakara (maiņu) vidusskola

Jēkabpils vakara vidusskola

Jelgavas novada Neklātienu vidusskola

Jelgavas Vakara (maiņu) vidusskola
Jūrmalas vakara vidusskola
Liepājas vakara (maiņu) vidusskola
Līvānu novada Vakara (maiņu) vidusskola
Ludzas novada vakara vidusskola
Madonas Vakara un neklātienes vidusskola
Preiļu novada Vakara (maiņu) un neklātienes vidusskola
Rēzeknes vakara vidusskola
Rīgas 14. vakara (maiņu) vidusskola
Rīgas 18. vakara (maiņu) vidusskola
Rīgas 9. vakara (maiņu) vidusskola
Rīgas Raiņa 8. vakara (maiņu) vidusskola
Rīgas vakara ģimnāzija
Saldus Vakara vidusskola
Talsu novada Vakara un neklātienes vidusskola
Tukuma Vakara un neklātienes vidusskola
Ventspils vakara vidusskola
Cītā vakarskola

CQ1-CQ16

Lūdzu pretī katram apgalvojumam atzīmējiet vienu atbildi.
Lūdzu, atbildiet uz katru apgalvojumu. Netērējiet daudz laika, domājot par katru apgalvojumu; Jūsu pirmā reakcija, iespējams, ir pati labākā.

Apgalvojums reti attiecās uz mani, pasniedzot šajā priekšmetā.
Apgalvojums dažreiz attiecās uz mani, pasniedzot šajā priekšmetā.
Apgalvojums attiecās uz mani aptuveni 50% gadījumos, pasniedzot šajā priekšmetā.

Apgalvojums bieži attiecās uz mani, pasniedzot šajā priekšmetā.
Apgalvojums gandrīz vienmēr attiecās uz mani, pasniedzot šajā priekšmetā.

CQ1_ITTF5

Es plānoju pasniegšanu šajā priekšmetā, pieņemot, ka lielākai pupilu daļai ir ļoti maz noderīgu zināšanu par izskatāmajām tēmām.

CQ2_ITTF1

Es uzskatu, ka ir svarīgi, lai šis priekšmets tiktu pilnībā aprakstīts, izmantojot specifiskus mērķus par to, kas skolēniem jāzina saistībā ar formālā novērtējuma (piem., eksāmena) jautājumiem.

CQ3_CCSF5

Savā darbā ar skolēniem šajā priekšmetā es cenšos attīstīt sarunu ar viņiem par tēmām, ko mēs mācāmies(pētām).

CQ4_ITTF2

Es uzskatu, ka ir svarīgi iepazīstināt skolēnus ar daudziem faktiem klasē, lai skolēni zina, kas viņiem jāiemācās šajā priekšmetā.

CQ5_CCSF1

Es uzskatu, ka šī priekšmeta novērtējumam jānodrošina iespēja skolēniem izpaust viņu mainītu konceptuālo priekšmeta uztveri.

CQ6_CCSF6

Klasē mēs taisām pārtraukumu(s), lai skolēni varētu apspriest paši savā starpā grūtības, ar kurām viņi sastopas, mācoties (pētot) šo priekšmetu.

CQ7_ITTF6

Šajā priekšmetā es koncentrējos uz informācijas, kas varētu būt pieejamā labā mācību grāmatā, aptveršanu.

CQ8_CCSF2

Es aicinu skolēnus pārstrukturēt esošās zināšanas jaunās domāšanas veidošanai par priekšmetu.

CQ9_CCSF7

Šī priekšmeta stundās es izmantoju sarežģītus un nenoteiktus piemērus, lai provocētu debates.

CQ10_ITTF7

Es strukturēju priekšmetu, lai palīdzētu skolēniem nokārtot formālo novērtējumu (piem., eksāmenu).

CQ11_ITTF3

Es domāju, ka 'lekciju' lasīšana šajā priekšmetā ir labs iemesls, lai skolēniem būtu labi pieraksti.

CQ12_ITTF8

Kad es pasniedzu, es tikai nodrošinu skolēnus ar informāciju, kas viņiem būs nepieciešama, lai nokārtotu formālo novērtējumu (piem., eksāmenu).

CQ13_ITTF4

Es uzskatu, ka man būtu jāzina atbildes uz visiem jautājumiem, ko skolēni var man uzdot šajā priekšmetā.

CQ14_CCSF8

Kontaktstundās skolēniem ir atvēlēts laiks viņu diskusijām par mainījušos izpratni par priekšmetu.

CQ15_CCSF3

Es uzskatu, ka skolēniem ir labāk veidot savus pierakstus, nekā vienmēr kopēt manus.

CQ16_CCSF4

Es uzskatu, ka lielai daļai no priekšmeta kontaktstundām jāaizmanto lai diskutētu par skolēnu idejām.

B0_DSCR_RespondentEmail

&

B1_DSCR_RCV_Results

Paldies Jums par Jūsu laiku un atbildēm! Norādiet Jūsu e-pasta adresi, ja Jūs vēlaties saņemt aptaujas rezultātu kopiju.

Annex 3. Survey: Approaches to teaching inventory (English version)

(original is available only online at QuestionPro.com web page)

A – technical information (seconds to fill, timestamp, etc.)

B – descriptive part

C – ITTF (information transfer/teacher-focused) and CCSF (conceptual change/student-focused) approach to teaching.

This inventory is designed to explore the way that academics go about teaching in a specific context or subject. This may mean that your responses to these items may be different to the responses you might make on your teaching in other contexts or subjects.

B3_DSCR_Subject

&

B4_DSCR_SubjGroup

What subject do you teach?

1. Math
2. Language
3. Other

B2_DSCR_School

Aizkraukles Vakara (maiņu) vidusskola

Aizputes novada Neklātienes vidusskola

Cēsu 2. vakara (maiņu) vidusskola

Gulbenes Vakara (maiņu) vidusskola

Jēkabpils vakara vidusskola

Jelgavas novada Neklātienes vidusskola

Jelgavas Vakara (maiņu) vidusskola

Jūrmalas vakara vidusskola

Liepājas vakara (maiņu) vidusskola

Līvānu novada Vakara (maiņu) vidusskola

Ludzas novada vakara vidusskola

Madonas Vakara un neklātienu vidusskola

Preiļu novada Vakara (maiņu) un neklātienu vidusskola

Rēzeknes vakara vidusskola

Rīgas 14. vakara (maiņu) vidusskola

Rīgas 18. vakara (maiņu) vidusskola

Rīgas 9. vakara (maiņu) vidusskola

Rīgas Raiņa 8. vakara (maiņu) vidusskola

Rīgas vakara ģimnāzija

Saldus Vakara vidusskola

Talsu novada Vakara un neklātienu vidusskola

Tukuma Vakara un neklātienu vidusskola

Ventspils vakara vidusskola

Other

CQ1-CQ16

Please answer each item. Do not spend a long time on each: your first reaction is probably the best one.

This item was only rarely true for me in this subject.

This item was sometimes true for me in this subject.

This item was true for me about half the time in this subject

This item was frequently true for me in this subject

This item was almost always true for me in this subject

CQ1_ITTF5

I design my teaching in this subject with the assumption that most of the pupils have very little useful knowledge of the topics to be covered

CQ2_ITTF1

I feel it is important that this subject should be completely described in terms of specific objectives relating to what the pupils have to know for formal assessment items

CQ3_CC5F5

In my class/tutorial for this subject I try to develop a conversation with pupils about the topics we are studying

CQ4_ITTF2

I feel it is important to present a lot of facts in classes so that pupils know what they have to learn for this subject

CQ5_CCSF1

I feel that the assessment in this subject should be an opportunity for pupils to reveal their changed conceptual understanding of the subject

CQ6_CCSF6

We take time out in classes so that the pupils can discuss, among themselves, the difficulties that they encounter studying this subject

CQ7_ITTF6

In this subject I concentrate on covering the information that might be available from a good textbook

CQ8_CCSF2

I encourage pupils to restructure their existing knowledge in terms of the new way of thinking about the subject that they will develop

CQ9_CCSF7

In lectures for this subject, I use difficult or undefined examples to provoke debate

CQ10_ITTF7

I structure this subject to help pupils to pass the formal assessment items

CQ11_ITTF3

I think an important reason for giving lectures in this subject is to give pupils a good set of notes

CQ12_ITTF8

When I give this subject, I only provide the pupils with the information they will need to pass the formal assessment

CQ13_ITTF4

I feel that I should know the answers to any question that pupils may put to me during this subject

CQ14_CCSF8

Formal teaching time is made available in this subject for pupils to discuss their changing understanding of the subject

CQ15_CCSF3

I feel that it is better for pupils in this subject to generate their own notes rather than always copy mine

CQ16_CCSF4

I feel a lot of teaching time in this subject should be used to question pupils' ideas

B0_DSCR_RespondentEmail
&
B1_DSCR_RCV_Results

Thank you for completing the survey! Please indicate your email address in order to get the results of the survey.

Annex 4. Survey: Perception of 18–24-year-old pupils of second chance education schools on implementation of learning outcomes (English version)

(The original is available only online at QuestionPro.com)

Dear pupil,

This is an invitation to complete a short questionnaire about your studies in the evening school. This questionnaire is designed by Dmitrijs Kuļšs (University of Latvia) to find out 18–24-year-old pupils' opinions about teaching and learning in all evening schools across Latvia. As you may know there are many on-going debates on reforms in education. This questionnaire addresses implementation of the 'learning outcomes' policy in adult formal educational settings in connection to changes in learning\teaching process. There are 23 general questions to which you do not need any preparation to answer. This is not an exam and there are no right or wrong answers. All answers are confidential and will not be available to your mates, teachers or anybody else. It usually takes 10 minutes to complete. We would be mostly grateful if you complete the questionnaire within 7 days of reception of this invitation. Please note that it is extremely important to answer the first question correctly to ensure validity of the data provided. Should you have any questions please do not hesitate to contact does.matter@gmail.com

Thank you in advance for your kind support!

Best regards,

Dmitrijs Kuļšs

Doctoral student
University of Latvia
Faculty of Pedagogy, Psychology and Arts

Part Explanation
A – personal information
B – information on LO
C – pupil approaches to learning (SAL) and teacher approach to teaching (TAT) from pupil perspective

A1_ID2

Please enter the first three and the last three digits of your personal code. For example your personal code is 121294-10205. Then you should enter 121205. This information will not be released to school, teachers or any third party and will be used strictly for this study purposes only. Neither school, nor pupil will be identified in the results of the study. Please enter 000000 if you do not wish to answer this question.

A4_Email
&
A4ext_RCV_results

Please indicate your email address if you wish to receive results of the study.

A5_GENDER

You are:

1. male
2. female

A6_AgeGroup

Your age:

15–17 years _____
18–24 years _____
25–... years _____

A7_School

I attend the following school *

Aizkraukles Vakara (maiņu) vidusskola

Aizputes novada Neklātienes vidusskola

Cēsu 2. vakara (maiņu) vidusskola

Gulbenes Vakara (maiņu) vidusskola

Jēkabpils vakara vidusskola

Jelgavas novada Neklātienes vidusskola

Jelgavas Vakara (maiņu) vidusskola

Jūrmalas vakara vidusskola

Liepājas vakara (maiņu) vidusskola

Līvānu novada Vakara (maiņu) vidusskola

Ludzas novada vakara vidusskola

Madonas Vakara un neklātienu vidusskola

Preiļu novada Vakara (maiņu) un neklātienu vidusskola

Rēzeknes vakara vidusskola

Rīgas 14. vakara (maiņu) vidusskola

Rīgas 18. vakara (maiņu) vidusskola

Rīgas 9. vakara (maiņu) vidusskola

Rīgas Raiņa 8. vakara (maiņu) vidusskola

Rīgas vakara ģimnāzija

Saldus Vakara vidusskola

Talsu novada Vakara un neklātienu vidusskola

Tukuma Vakara un neklātienu vidusskola

Ventspils vakara vidusskola

Other

A8_YearEnd

When you will graduate from school? Please enter the year of your graduation, e.g. 2012.

A9_Motive

My priority of attending the school is:(please distribute 10 points to the following answers, e.g. if you use 5 points for one answer, you have 5 points left to distribute among other four answers. More points means more value to an answer. One or more answers may end up with 0 points):

- to receive diploma _____
- to learn for current or future work _____
- to learn for personal development (e.g. language, IT, communication skills)___
- to socialise (make new friends, spend time well) _____
- to fulfil somebody's will (e.g. relatives) _____
- to be not worse than others _____
- other _____

A9_Motive_txt

If you have entered other in the previous question, please describe what you mean by that. If not, do not answer and simply go to the next question.

A10_ESL

I have interrupted my studies at basic or secondary school for more than 6 months:

1. yes
2. no
3. do not want to answer

B11*_RCV_info_fTCH

During the first lesson in the semester teacher explains in details what I will learn in the end of the semester:

	strongly disagree	disagree	neither	agree	nor disagree	agree	strongly agree
MATH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LATVIAN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B12*_RCV_info_fOWN

In the beginning of school year I know what knowledge and skills I will acquire by the end of school year

	strongly disagree	disagree	neither	agree	nor disagree	agree	strongly agree
MATH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LATVIAN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B13*_RCV_info_fSCHL

Before semester has started I receive the coming semester study plan that includes information of learning outcomes that I will acquire

	never	almost never	sometimes	often	very often
MATH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LATVIAN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B14_RCV_info_INFLUENCE

&

B14_RCV_info_INFLUENCE_txt

Does and how knowing in advance what you will learn affects your learning?

C15M_SAL_ACT

Usually during MATH the lesson I: (please distribute 10 points to the following answers, e.g. if you use 6 points for one answer, you have 4 points left to distribute among other four answers. More points means more value to an answer. One or more answers may end up with 0 points).

- discuss points with a teacher and all other pupils together _____
- read the study material _____
- discuss points with other pupils in groups _____
- listen to the presentation of a teacher _____
- present my homework _____
- present my view on the point discussed _____
- other _____

C15M_SAL_ACT_txt

If you have entered other in the previous question, please describe what do you mean by that. If not, do not answer and simply go to the next question.

C15L_SAL_ACT

Usually during the LATVIAN LANGUAGE lesson I: (please distribute 10 points to the following answers, e.g. if you use 6 points for one answer, you have 4 points left to distribute among other four answers. More points means more value to an answer. One or more answers may end up with 0 points).

- discuss points with a teacher and all other pupils together _____
- read the study material _____
- discuss points with other pupils in groups _____
- listen to the presentation of a teacher _____
- present my homework _____
- present my view on the point discussed _____
- other _____

C15L_SAL_ACT_txt

If you have entered other in the previous question, please describe what do you mean by that. If not, do not answer and simply go to the next question.

C16M_SAL_RESULT

The task of the MATH teacher is: (please distribute 10 points to the following answers, e.g. if you use 6 points for one answer, you have 4 points left to distribute among other four answers. More points means more value to an answer. One or more answers may end up with 0 points). *to make sure I am prepared for the exam

- to let me share my personal or work experience with other pupils _____
- to learn from me and other pupils _____
- to teach me an existing knowledge _____
- to help me to learn myself existing knowledge _____
- to help me to produce new knowledge _____
- other _____

C16M_SAL_RESULT_txt

If you have entered other in the previous question, please describe what do you mean by that. If not, do not answer and simply go to the next question.

C16L_SAL_RESULT

The task of the LATVIAN LANGUAGE teacher is: (please distribute 10 points to the following answers, e.g. if you use 6 points for one answer, you have 4 points left to distribute among other four answers. More points means more value to an answer. One or more answers may end up with 0 points).

- to make sure I am prepared for the exam _____
- to let me share my personal or work experience with other pupils _____
- to learn from me and other pupils _____
- to teach me an existing knowledge _____
- to help me to learn myself existing knowledge _____
- to help me to produce new knowledge _____
- other _____

C16L_SAL_RESULT_txt

If you have entered other in the previous question, please describe what do you mean by that. If not, do not answer and simply go to the next question.

C17M_SAL_OBJ

To succeed in MATH studies I need: (please distribute 10 points to the following answers, e.g. if you use 6 points for one answer, you have 4 points left to distribute among other four answers. More points means more value to an answer. One or more answers may end up with 0 points).

- to learn and be able to reproduce content of books, e.g. formulas, rules, texts, etc. ___

- to be able to apply content of books (e.g. formulas, rules) in my personal and work life
- to be friendly _____
- to learn how to learn, e.g. where to find information, how to use it, etc. _____
- to be able to present, argue and defend my point of view _____
- to attend all lessons _____
- other _____

C17M_SAL_OBJ_txt

If you have entered other in the previous question, please describe what do you mean by that. If not, do not answer and simply go to the next question.

C17L_SAL_OBJ

To succeed in LATVIAN LANGUAGE studies I need: (please distribute 10 points to the following answers, e.g. if you use 6 points for one answer, you have 4 points left to distribute among other four answers. More points means more value to an answer. One or more answers may end up with 0 points).

- to learn and be able to reproduce content of books, e.g. formulas, rules, texts, etc. ____
- to be able to apply content of books (e.g. formulas, rules) in my personal and work life
- to be friendly _____
- to learn how to learn, e.g. where to find information, how to use it, etc. _____
- to be able to present, argue and defend my point of view _____
- to attend all lessons _____
- other _____

C17L_SAL_OBJ_txt

If you have entered other in the previous question, please describe what do you mean by that. If not, do not answer and simply go to the next question.

C18*_TAT_EXPERIENCE

During the class teacher invites us to provide with the latest updates on the subject that we have discovered from personal or professional experience, e.g. how to deal with new IT equipment, etc.

	never	almost never	sometimes	often	very often
MATH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LATVIAN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C24*_TAT_NEWKNOWL

Teacher provokes me individually or in a group to work and present own conclusions on the topic

	never	almost never	sometimes	often	very often
MATH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LATVIAN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C25*_SAL_KNOWL_USE

I immediately or at a later stage can use in life or work situations what I have learned in the subject.

	never	almost never	sometimes	often	very often
MATH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LATVIAN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C26*_SAL_TRANSMIT

My main task in frame of the subject is to acquire knowledge that clever 'heads' have produced before.

	strongly disagree	disagree	neither agree nor disagree	agree
MATH:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LATVIAN LANGUAGE:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex 5. Survey: Perception of 18–24-year-old pupils of second chance education schools on implementation of learning outcomes (Latvian version)

(oriģināls ir pieejams tikai elektroniski questionpro.com vidē)

Cien./god. vakarskolas audzēkni!

Šis ir uzaicinājums aizpildīt īsu aptaujas anketu par mācīšanos vakarskolā. Anketa ir izveidota, lai noskaidrotu skolēnu/audzēkņu viedokli par mācīšanos vakarskolās visā Latvijā. Anketas jautājumi ir saistīti ar mācīšanās rezultātu izmantošanas pedagoģisko kontekstu pieaugušo formālās izglītības iestādēs. Anketa sastāv no 23 īsiem jautājumiem. Šis nav eksāmens, un nav pareizas vai nepareizas atbildes. Visas atbildes ir konfidenciālas un nebūs pieejamas Jūsu biedriem, skolotājiem vai trešajām personām. Anketas aizpildīšana aizņem līdz 10 minūtēm. Lūdzu, ņemiet vērā, ka ir ļoti svarīgi precīzi atbildēt uz pirmo anketas jautājumu, lai pētnieki varētu validēt saņemtos datus. Ja Jums rodas kādi jautājumi, aicinu sazināties ar mums elektroniski does.matter@gmail.com Mēs būtu pateicīgi, ja Jūs aizpildītu anketu septiņu dienu laikā no šī uzaicinājuma saņemšanas, jo vēlāk anketa nebūs aktīva. Iepriekš pateicāmies par Jūsu atbalstu!

Ar cieņu,
Dmitrijs Kuļšs

Doktorants
Latvijas universitāte
Pedagoģijas psiholoģijas un mākslas fakultāte

Part Explanation
A – personal information
B – information on LO
C – pupil approaches to learning (SAL) and teacher approach to teaching (TAT) from pupil perspective

A1_ID2

Lūdzu ievadiet Jūsu personas koda pirmos un pēdējos trīs ciparus. Piemēram, Jūsu personas kods 121294-10205. Tad jums jāievada 121205. Šī informācija netiks izpaista skolai, skolotājiem vai trešām personām, un tiks izmantota vienīgi tikai šī pētījuma mērķiem. Ne skola, ne skolēns netiks identificēts pētījuma rezultātos. Ievadiet 000000, ja Jūs nevēlaties atbildēt uz šo jautājumu.

A4_Email
&
A4ext_RCV_results

Lūdzu, norādiet Jūsu e-pasta adresi, ja Jūs vēlaties saņemt šī pētījuma rezultātus.

A5_GENDER

Jūs esat: *

vīrietis

sieviete

A6_AgeGroup

Jums ir:

15–17 gadi

18–24 gadi

25–... gadi

A7_School

Es mācos šajā vakarskolā: *

Aizkraukles Vakara (maiņu) vidusskola

Aizputes novada Neklātienes vidusskola

Cēsu 2. vakara (maiņu) vidusskola

Gulbenes Vakara (maiņu) vidusskola

Jēkabpils vakara vidusskola

Jelgavas novada Neklātienes vidusskola

Jelgavas Vakara (maiņu) vidusskola

Jūrmalas vakara vidusskola

Liepājas vakara (maiņu) vidusskola

Līvānu novada Vakara (maiņu) vidusskola

Ludzas novada vakara vidusskola

Madonas Vakara un neklātienes vidusskola

Preiļu novada Vakara (maiņu) un neklātienes vidusskola

Rēzeknes vakara vidusskola

Rīgas 14. vakara (maiņu) vidusskola

Rīgas 18. vakara (maiņu) vidusskola

Rīgas 9. vakara (maiņu) vidusskola

Rīgas Raiņa 8. vakara (maiņu) vidusskola

Rīgas vakara ģimnāzija

Saldus Vakara vidusskola

Talsu novada Vakara un neklātienes vidusskola

Tukuma Vakara un neklātienes vidusskola

Ventspils vakara vidusskola

Citā vakarskola

A8_YearEnd

Norādiet gadu, kurā plānojat pabeigt mācības skolā, piem., 2012 (nelieciet punktu pēc skaitļa): *

A9_Motive

Es apmeklēju skolu, lai:

(Lūdzu, sadaliet 10 punktus pa šādām atbildēm. Piemēram, ja Jūs ielikāt 6 punktus vienai atbildei, tad pārējām atbildēm atliek sadalīt kopā 4 punktus. Vairāk punktu nozīmē lielākās vērtības piešķiršanu atbildei. Viena vai vairākas atbildes vai palikt bez punktiem) *

saņemtu atestātu

iemācītos zināšanas un prasmes darbam (esošajām vai nākotnes)

mācītos, lai veicinātu personīgu attīstību (izaugsmi) (piem., valodu, IT, komunikācijas prasmju apgūšana)

socializētos (iegūt jaunus draugus, labi pavadītu laiku)

pildītu cita vēlmes (piem., radu)

nebūtu sliktākam par citiem

cits iemesls

Values must add up to 10

A9_Motive_txt

Ja Jūs iepriekšējā jautājumā atbildējāt „cits iemesls”, lūdzu, īsi aprakstiet šo iemeslu.
Ja nē, tad neatbildiet un pārejiet uz nākamo jautājumu.

A10_ESL

Es savā mūžā esmu pārtraucis pamatskolas vai vidusskolas mācības uz ilgāku par 6 mēnešiem laiku.*

jā

nē

nevēlos atbildēt

B11*_RCV_info_FTCH

Pirmajā semestra mācību stundā skolotājs skaidro detaļās, ko es iemācīšos līdz semestra beigām:

pilnīgi nepiekrītu

nepiekrītu

ne nepiekrītu, ne piekrītu

piekrītu

pilnīgi piekrītu

M MATEMĀTIKĀ: *

L LATVIEŠU VALODĀ: *

B12*_RCV_info_fOWN

Mācību gada sākumā es zinu, kādas zināšanas un prasmes es apgūšu līdz mācību gada beigām:

pilnīgi nepiekrītu nepiekrītu ne nepiekrītu, ne piekrītu
piekrītu pilnīgi piekrītu

MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

B13*_RCV_info_fSCHL

Pirms semestra sākuma es saņemu semestra mācību plānu, kas ietver informāciju par mācīšanās rezultātiem, ko es iegūšu:

nekad gandrīz nekad dažreiz bieži ļoti bieži

MATEMĀTIKĀ: *
LATVIEŠU VALODĀ: *

B14_RCV_info_INFLUENCE
&
B14_RCV_info_INFLUENCE_txt

Vai tas, ka Jūs jau iepriekš zināt, ko mācīsieties, ietekmē Jūsu mācīšanos? Ja jā, tad kā? Yes (why), No (why)

C15M_SAL_ACT
Parasti MATEMĀTIKAS stundās es:

(Lūdzu, sadaliet 10 punktus pa šādām atbildēm. Piemēram, ja Jūs ieliekat 6 punktus vienai atbildei, tad pārējām atbildēm atliek sadalīt kopā 4 punktus. Vairāk punktu nozīmē lielākās vērtības piešķiršanu atbildei. Viena vai vairākas atbildes vai palikt bez punktiem)*

apspiežu priekšmeta jautājumus ar skolotāju un kopā ar visiem pārējiem audzēkņiem

lasu mācību materiālu

apspiežu priekšmeta jautājumus ar citiem audzēkņiem grupās

klausos, ko stāsta skolotājs

prezentēju savu mājasdarbu

izklāstu savu viedokli par diskusijas jautājumu

cits

Values must add up to 10

C15M_SAL_ACT_txt

Ja Jūs iepriekšējā jautājumā atbildējāt „cits”, lūdzu, īsi aprakstiet šo iemeslu. Ja nē, tad neatbildiet un pārejiet uz nākamo jautājumu.

C15L_SAL_ACT
Parasti LATVIEŠU VALODAS stundās es:

(Lūdzu, sadaliet 10 punktus pa šādām atbildēm. Piemēram, ja Jūs ieliekat 6 punktus vienai atbildei, tad pārējām atbildēm atliek sadalīt kopā 4 punktus. Vairāk punktu

nozīmē lielākās vērtības piešķiršanu atbildei. Viena vai vairākas atbildes vai palikt bez punktiem) *

apspiežu priekšmeta jautājumus ar skolotāju un kopā ar visiem pārējiem audzēkņ

lasu mācību materiālu

apspiežu priekšmeta jautājumus ar citiem audzēkņiem grupās

klausos, ko stāsta skolotājs

prezentēju savu mājasdarbu

izklāstu savu viedokli par diskusijas jautājumu

cits

Values must add up to 10

C15L_SAL_ACT_txt

Ja Jūs iepriekšējā jautājumā atbildējāt „cits”, lūdzu, īsi aprakstiet šo iemeslu. Ja nē, tad neatbildiet un pārejet uz nākamo jautājumu.

C16M_SAL_RESULT

Ideālā MATEMĀTIKAS skolotāja uzdevums ir:

(Lūdzu, sadaliet 10 punktus pa šādām atbildēm. Piemēram, ja Jūs ieliekat 6 punktus vienai atbildei, tad pārējām atbildēm atliek sadalīt kopā 4 punktus. Vairāk punktu nozīmē lielākās vērtības piešķiršanu atbildei. Viena vai vairākas atbildes vai palikt bez punktiem)*

nodrošināt, ka esmu sagatavots eksāmenam

ļaut man dalīties savā profesionālajā vai personiskā pieredzē ar citiem

mācītos kaut ko no manis un citiem audzēkņiem

iemācīt man pasaulē esošās zināšanas

palīdzēt man iemācīties pasaulē esošās zināšanas pašam

palīdzēt man atklāt jaunās zināšanas

cits

Values must add up to 10

C16M_SAL_RESULT_txt

Ja Jūs iepriekšējā jautājumā atbildējāt „cits”, lūdzu, īsi aprakstiet šo iemeslu. Ja nē, tad neatbildiet un pārejiet uz nākamo jautājumu.

C16L_SAL_RESULT

Ideālā LATVIEŠU VALODAS skolotāja uzdevums ir:

(Lūdzu, sadaliet 10 punktus pa šādām atbildēm. Piemēram, ja Jūs ieliekat 6 punktus vienai atbildei, tad pārējām atbildēm atliek sadalīt kopā 4 punktus. Vairāk punktu nozīmē lielākās vērtības piešķiršanu atbildei. Viena vai vairākas atbildes vai palikt bez punktiem)*

nodrošināt, ka esmu sagatavots eksāmenam

ļaut man dalīties savā profesionālajā vai personiskā pieredzē ar citiem

mācītos kaut ko no manis un citiem audzēkņiem

iemācīt man pasaulē esošās zināšanas

palīdzēt man iemācīties pasaulē esošās zināšanas pašam

palīdzēt man atklāt jaunās zināšanas

cits

Values must add up to 10

C16L_SAL_RESULT_txt

Ja Jūs iepriekšējā jautājumā atbildējāt „cits”, lūdzu, īsi aprakstiet šo iemeslu. Ja nē, tad neatbildiet un pārejiet uz nākamo jautājumu.

C17M_SAL_OBJ

Lai būtu veiksmīgam MATEMĀTIKAS PRIEKŠMETĀ, man:

(Lūdzu, sadaliet 10 punktus pa šādām atbildēm. Piemēram, ja Jūs ieliekat 6 punktus vienai atbildei, tad pārējām atbildēm atliek sadalīt kopā 4 punktus. Vairāk punktu nozīmē lielākās vērtības piešķiršanu atbildei. Viena vai vairākas atbildes vai palikt bez punktiem)*

nepieciešams iemācīties un prast atstāstīt mācību grāmatu saturu, piem., formulas, noteikumus utt.

jāprot pielietot mācību grāmatu saturu (piem., formulas, noteikumus) manā privātā un darba dzīvē

jābūt draudzīgam

jāiemācās mācīties, t.i. kur atrast informāciju, kā to pielietot utt.

jāprot prezentēt, argumentēt un aizstāvēt savu viedokli

jāapmeklē visas stundas

cits

Values must add up to 10

C17M_SAL_OBJ_txt

Ja Jūs iepriekšējā jautājumā atbildējāt „cits”, lūdzu, īsi aprakstiet šo iemeslu. Ja nē, tad neatbildiet un pārejiet uz nākamo jautājumu.

C17L_SAL_OBJ

Lai būtu veiksmīgam LATVIEŠU VALODAS PRIEKŠMETĀ, man:

(Lūdzu, sadaliet 10 punktus pa šādām atbildēm. Piemēram, ja Jūs ieliekat 6 punktus vienai atbildei, tad pārējām atbildēm atliek sadalīt kopā 4 punktus. Vairāk punktu nozīmē lielākās vērtības piešķiršanu atbildei. Viena vai vairākas atbildes vai palikt bez punktiem)*

nepieciešams iemācīties un prast atstāstīt mācību grāmatu saturu, piem., formulas, noteikumus, utt.

jāprot pielietot mācību grāmatu saturu (piem., formulas, noteikumus) manā privātā un darba dzīvē

jābūt draudzīgam

jāiemācās mācīties, t.i. kur atrast informāciju, kā to pielietot utt.

jāprot prezentēt, argumentēt un aizstāvēt savu viedokli

jāapmeklē visas stundas

cits

Values must add up to 10

C17L_SAL_OBJ_txt

Ja Jūs iepriekšējā jautājumā atbildējāt „cits”, lūdzu, īsi aprakstiet šo iemeslu. Ja nē, tad neatbildiet un pārejiet uz nākamo jautājumu.

C18*_TAT_EXPERIENCE

Stundu laikā skolotājs rosina sniegt skolotājam un klasei aktualitātes saistībā ar priekšmetu, ko esmu ieguvis savā privātajā vai profesionālajā dzīvē, piem., kā lietot jaunākas IT iekārtas un programmas.

nekad gandrīz nekad dažreiz bieži ļoti bieži
MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C19*_TAT_FOCUS

Stundās fokuss ir vairāk uz:

CCSF (conceptual change/student-focused) ko es mācos
ITTF (information transfer/teacher-focused) ko skolotājs pasniedz

MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C20*_SAL_DEEP

Stundās es lūdzu skolotāju sniegt papildu informāciju par lietām, kurās esmu ieinteresējies.

nekad gandrīz nekad dažreiz bieži ļoti bieži
MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C21*_TAT_GROUPW

Stundās (t.sk. tālmācības) vai ārpus stundām mēs strādājam grupās:

nekad gandrīz nekad dažreiz bieži ļoti bieži
MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C22*_TAT_ROLECHANGE

Mēs maināmies lomās ar skolotāju, un es vai kāds cits uz laiku kļūst par skolotāju un skolotājs – par audzēkni

nekad gandrīz nekad dažreiz bieži ļoti bieži
MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C23*_TAT_TRANSMIT

Mums jāmacās no galvas teorēmas, noteikumi, teksti utt.

nekad gandrīz nekad dažreiz bieži ļoti bieži
MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C24*_TAT_NEWKNOWL

Skolotājs provocē mani individuāli vai grupā strādāt un prezentēt pašu secinājumus par problēmjautājumiem.

nekad gandrīz nekad dažreiz bieži ļoti bieži
MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C25*_SAL_KNOWL_USE

Es nekavējoties vai vēlāk varu izmantot dzīves vai darba situācijās to, ko esmu iemācījies priekšmetā.

nekad gandrīz nekad dažreiz bieži ļoti bieži
MATEMĀTIKĀ: *

LATVIEŠU VALODĀ: *

C26*_SAL_TRANSMIT

Mans galvenais uzdevums priekšmetā ir apgūt zināšanas, ko gudras galvas pirms tam ir sacerējušas.

pilnīgi nepiekrītu nepiekrītu ne nepiekrītu, ne piekrītu piekrītu
pilnīgi piekrītu

MATEMĀTIKĀ:

LATVIEŠU VALODĀ:

C27_ADD_txt

Komentāri pētniekiem par tēmu vai par aptauju (ja vēlaties)

Annex 6. ITTF and CCSF correlation table: Spearman's rho and Sig. (2-tailed)

	CQ2_ ITTF1	CQ4_ ITTF2	CQ11_ ITTF3	CQ13_ ITTF4	CQ1_ ITTF5	CQ7_ ITTF6	CQ10_ ITTF7	CQ12_ ITTF8	CQ5_ CCSF1	CQ8_ CCSF2	CQ15_ CCSF3	CQ16_ CCSF4	CQ3_ CCSF5	CQ6_ CCSF6	CQ9_ CCSF7	CQ14_ CCSF8
CQ2_ ITTF1	1.000															
p value	.															
CQ4_ ITTF2	.482**	1.000														
p value	.000	.														
CQ11_ ITTF3	.031	.031	1.000													
p value	.780	.782	.													
CQ13_ ITTF4	.551**	.414**	.187	1.000												
p value	.000	.000	.093	.												
CQ1_ ITTF5	.216	.191	.065	.256*	1.000											
p value	.051	.086	.560	.020	.											
CQ7_ ITTF6	.305**	.381**	.157	.330**	.308**	1.000										
p value	.005	.000	.160	.002	.005	.										
CQ10_ ITTF7	.359**	.447**	.073	.344**	.346**	.176	1.000									
p value	.001	.000	.514	.002	.001	.115	.									
CQ12_ ITTF8	.046	.031	.458**	.129	.298**	.267*	.119	1.000								
p value	.684	.785	.000	.249	.007	.015	.286	.								
CQ5_ CCSF1	.236*	.385**	.149	.282*	.323**	.166	.274*	.200	1.000							
p value	.033	.000	.182	.010	.003	.137	.013	.071	.							
CQ8_ CCSF2	.079	.184	.093	.173	.343**	.176	.179	.186	.250*	1.000						
p value	.480	.098	.406	.121	.002	.115	.108	.094	.023	.						
CQ15_ CCSF3	.113	.082	.057	.177	.189	.080	.223*	.044	-.053	.050	1.000					
p value	.311	.463	.612	.112	.090	.476	.044	.698	.635	.657	.					
CQ16_ CCSF4	.016	.248*	.111	.014	-.002	.099	.002	.139	.320**	.218*	-.078	1.000				
p value	.883	.024	.320	.902	.986	.378	.986	.215	.003	.049	.486	.				
CQ3_ CCSF5	.269*	.325**	-.055	.010	.306**	.201	.274*	.194	.105	.383**	.226*	.291**	1.000			
p value	.014	.003	.623	.928	.005	.070	.013	.080	.348	.000	.042	.008	.			
CQ6_ CCSF6	.250*	.324**	.344**	.319**	.157	.445**	.125	.213	.178	.318**	.106	.345**	.223*	1.000		
p value	.023	.003	.002	.003	.159	.000	.264	.055	.110	.004	.342	.001	.044	.		
CQ9_ CCSF7	.043	.257*	.369**	.263*	.120	.199	.155	.349**	.339**	.329**	-.145	.491**	.171	.400**	1.000	
p value	.700	.020	.001	.017	.281	.074	.165	.001	.002	.003	.194	.000	.125	.000	.	
CQ14_ CCSF8	.009	.139	.136	-.091	-.070	-.017	.022	.138	.194	.182	.130	.457**	.242*	.318**	.348**	1.000
p value	.933	.213	.223	.416	.532	.880	.847	.218	.081	.103	.243	.000	.029	.004	.001	.

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Annex 7. Schools participated in the focus group discussions

1. Aizkraukles Vakara (maiņu) vidusskola
2. Aizputes novada neklātienes vidusskola
3. Cēsu 2. vidusskola
4. Gulbenes vakara (maiņu) vidusskola
5. Jēkabpils vakara vidusskola
6. Jelgavas novada Neklātienes vidusskola
7. Jelgavas Vakara (maiņu) vidusskola
8. Jūrmalas vakara vidusskola
9. Limbažu Jauniešu un pieaugušo vakara (maiņu) vidusskola
10. Līvānu novada Vakara (maiņu) vidusskola
11. Ludzas novada vakara vidusskola
12. Madonas vakara un neklātienes vidusskola
13. Preiļu novada Vakara (maiņu) un neklātienes vidusskola
14. Rēzeknes vakara vidusskola
15. Rīgas 14. vakara (maiņu) vidusskola
16. Rīgas 18. vakara (maiņu) vidusskola
17. Rīgas Raiņa 8. vakara (maiņu) vidusskola
18. Rīgas 9. vakara (maiņu) vidusskola
19. Rīgas vakara ģimnāzija
20. Saldus Vakara vidusskola
21. Talsu novada Vakara un neklātienes vidusskola
22. Tukuma Vakara un neklātienes vidusskola
23. Valmieras 2. vakara (maiņu) vidusskola
24. Ventspils vakara vidusskola

Source: University of Latvia³

³<http://www.lu.lv/par/projekti/es/2007-2013/esf/atbalsts-petijumiem/atbalsts-izglitibas-petijumiem/izaicinajumi2/nc/> [accessed 20/02/2014]

Annex 8. Transcripts of the focus groups (teachers)⁴

Introduction

In my previous job at regular school I had not enough hours of teaching to survive. You need to be a teacher of economics in three schools in parallel to have full shift. I like my job. I am pleased with it. I have 13-14 years of experience of teaching economics.

10 years of teaching ethics, social science and psychology. I have previously worked in the NGO. I like to work with pupils.

In this school I work only for 3 years. My previous job (school) had both regular and part time classes. I have taught chemistry. In this school I teach biology – only part-time learning. I like my job here. It is different. This does not mean worse quality. I came to this school because I have changed my place of residence.

Work since 2006 with two years of break. My previous job was an office manager in the IT company. I like my job. I like to work in the evening school with young people.

For 20 years I have taught biology in regular school as well managed the methodological group. It then became a routine and I have applied for a director position and for eight years work as a director in the evening school. Job is very interesting. In my opinion to work in the evening school is more difficult than in regular day school. Appreciation feeling is very high. We see faces of graduates and their smiles.

Our school is split in four different addresses. I work mainly in VET for 36 years, including part-time classes. I teach math. But I like psychology and ethics, thus, I have studied to be able to teach these subjects as well. From this year I also act as a director of school. This is an indicator that I really like it here. I have never taught in primary school, but often I need to do primary math course in the beginning of secondary as pupils are not prepared. The programme of math is very wide. It is very hard to acquire it. Math exam centralised should become optional for distance part-time learning pupils. Many pupils leave school because

⁴ The translation made by the author. For the analysis purposes the original recordings in Latvian have been consulted for interpretations.

math was very hard for them. I like my job in school and I do not see me in another job. I have never done anything else. During the day we teach VET course of cooking (3 years). In the evening they study in the secondary level course to get secondary education. Adult who have not finished secondary education in 'their time' also join the course. If they become frightened, they get quickly teacher's support. They enjoy distance learning via emails. Explanations are given according the current level of knowledge of pupils, often basics. We see that the secondary education in our school is not only for 'a paper'.

I like challenges. It is not a secret that in evening schools pupils study with very different motivations. We have to find the right approach: for those who study because of a grandmother's will and for those who came after long break with high motivation and forgotten basics. We like that we can find the right approach and then see the result.

I like very much part-time learning because there mature adults are learning. They really know what will be valuable for them in their life from economics. I think my subject is important because it is a study of life. I can give a lot from my theoretical knowledge, from experience that I have gained during my life. We have good understanding of each other. For younger generations (17-18 years) in a day class I feel well if I am able to raise interest of my subject to them and he [pupil] would learn something simple.

I like that coming to our school pupils feel thrown out of the boat. They had bad luck in their lives. They realise that they have to learn again. Since I teach psychology it is an adaptation class in a way. We don't do only tests but also teach in a game form. I invite teachers to class so pupils would faster adapt to our school. I feel well when they get acquainted with us and school. In the second semester they are 'ours'. They know rules, what's going on. I think this is very good.

I like to work in this school because you can see how these children...or adults you should say change. In my previous school I have worked with part-time pupils and they were like a tiny spice to school, especially in the last years when the model 'money follows the pupil' has been implemented. State money followed them but they didn't live in the school. In my current school you can see how shy, afraid of life adults are changing. They open up in this school. Everything is for them here. And my subject biology is very well-placed because it is very practical and will be used in real life. Those children who come from 'at risk' families

they don't know much about their health, for example. They talk about things they have never been able to discuss before. In day school children are not the same – they are more knowledgeable...but this is not the correct word. Here children are more open-hearted, more human rather than in big schools. If you are with open heart for them, many receive positive emotions for themselves.

We can divide all pupils into two parts. First part is from primary school and they wait until 18 years of age to stop. We have to motivate them not to stop. In secondary school pupils are willing to study. I am pleased that they come with their own life questions. In IT subject they come with their own tables, questions that need to be solved in real life and I can help them to with the solution. They suck in the information and I don't have to push it through.

Colleagues, pupils' attitude and relatives' support help me to learn.

When I went to 10th grade myself I had very old math teacher. She could teach non-math oriented pupils for good marks. Then new young teacher came – I did not understand anything.

Lifelong experience, intuition, willingness to learn. I think teachers are always ready to learn. When you watch others you learn good and bad examples. Now I am preparing to teach course and think all the time how to do it better. I teach foreign language.

I teach informatics and math. Lifelong experience is always good in any subject. Also learning motivation is something that increases with age. I studied for my first degree because I was accepted. Then after 10 years for the second degree I had different motivation – I needed. When a person becomes older you don't study for the sake of studying but because you need something.

I learn from experience and own mistakes...at least try. Sometimes learn from mistakes of others. I have two HE. I am also enrolled in doctoral studies. I learn from work and life situations.

I am a director of evening school and also a teacher of geography. I have worked 20 years in

a regular school, then 10 years in a completely different field. I saw how during these 10 years education system has changed. I had to learn from scratch many things. There are also values that remain for a long time as my life experience shows. We gave further experience of things that do not change. Perhaps in IT field, everything changes in two-three years. Teachers should get along with the change. I think that nowadays young people have so much information, a big offer. We [teachers] have to find the basics of basics – trends – and we give it to pupils.

I am not a teacher. I want to gain new knowledge, learn German. I learn because my husband and son continue to study.

I am deputy director. I have 10 years of experience in a day school, and after I have worked for 15 years in the evening school. I was learning from experiences of my colleagues in the beginning of my career as I became teacher in a school I have graduated from. This has been learning process. How I have been taught myself? When I came to this school, I worked as a teacher, then as a deputy director. Together we learned well from mistakes, from each other, and success we had in professional life. I am also teacher of German. I took many courses. I have also applied for English course.

I have worked all my life as a teacher. The first 10 years in regular school, then in the evening school. I learn from life, from my pupils. My former pupil wrote in the national newspaper about me and about the beam that we transmit from one to another. If it will disappear should there be a result in the end? I started to think about it. We had chemistry teacher in the evening school who wrote all the chemistry study books. He was the one who put me on the way of having a system of a test system. Now it is easier for us to move towards distance learning. I think that evening school is a place where every pupil have had problems and have not had a real family. We have a relationship as between parents and children. Thus, there is a better return from a pupil.

I think that we teach pupils and not subjects. Subjects are background. If there is motivation, we can teach everything. I like both new and old teachers.

I am teaching informatics. I formally studies in the university. Informally I study from my colleagues, also teaching them. More I communicate, more I learn.

It was an occasion that I ended up in the evening school. A team was smaller than in previous school. I had such life conditions. Without hard work nothing will happen. You can dance near the whiteboard but pupil cannot perceive the material. From the beginning you define the core to include in your subject. If you feel pupils can perceive more, you tell more. If not, then not. It is different to work with pupils almost the same age as you.

I worked in primary school. Pupils were creative. Good people. In the evening school they are just the same pupils as other. Every class (hour) should have a push, movement. If I cannot get movement from a pupil, this is my problem.

This is a very wide topic. I work in both regular and evening schools. It is easier to work in regular school. In the evening school, every pupil has own story. Imagine you come to a class, one has dirty hands, boots has a smell, has a bottle of soda and pizza in hands. He is physically tired, he wants to eat and somebody declares teaching to him. Another can speak but not write. Another – doesn't want anything. Here you go. You are sometimes a clown, sometimes an actor. Sometimes you are as tired as him. You can teach only with humour and involvement. I really appreciate math teachers – how they manage to teach. Older you become – less you can teach.

I think I will declare everybody's opinion: nobody's objective was to work in the evening school. Life made us [nobody objects]. I work in other school as well. In the context of people's availability small schools does not differ from evening school. The difference is in levels of pupils in one class. Juggling it is. I had received a compliment from former pupil. She said that I have pushed her to understand that math is not that awful.

I came to the evening school as I have applied for a director's position. I never regret this choice. I have a very good team. A work is different from the regular school. We have more individual approach. Secondary level is different from primary, especially if there are minor pupils. They come to us with problems of discipline. Our task is to find a good quality and through it develop a pupil. In secondary school, motivation is different. They come to get a diploma to keep or get a job. Not that much to get knowledge for further studies.

The difference is big. You see young mothers, long-time drop outs, people who come back

from abroad, people under police supervision. We use flexible, positive and individual methods.

I was ready to change a school during 15 years of service. I changed it for the evening school. When I entered a class I thought it was my first time. The difference is felt. I am also a class teacher. I have heard many life stories. I can write a book. Only when I understood that I have to work with a pupil as equal to equal, adult to adult and to understand him, I tried to motivate not to drop out. In June you see that there are more graduates than drop-outs. This is my best satisfaction.

I teach foreign language. In primary school you teach according to a book, all are interested, level is the same. Here in the evening school I have very individual approach with every pupil. Sometimes we learn from the beginning.

I don't know. There is a huge difference between regular school and evening school. They have everything in regular school. In the evening school nothing is given. They study because they want to. Pupil after exam says to me: 'All that was in the exam... you had given it all to us ...

Too bad I haven't learnt anything'. My words confirm my actions. I am telling you, I will prepare you for the exams.

I chose a director position in the evening school. We struggle with a minimum programme. You see things from a different perspective. We never know what a pupil remembers from what we teach.

I have been receiving an offer for five years to work in the evening school. The offer was better than other jobs. In the evening school you have to evaluate a progress and not knowledge in real terms.

What is your learning experience?

In natural science project we had a professor in the university that has been prepared so well for each lecture that I cannot imagine myself being late for a class, even when sick. It was worth it. For the German language courses I have travelled to Riga every Saturday. It wasn't

easy as I had to wake up at 3am after working week. But the teacher was very well prepared and I enjoyed it very much at my age.

Very useful are EU funded training for various topics (Comenius, further education, study visits). None of them has been spending time for nothing. Enrolment in the Master's programme after 20 years of a break has been a challenge.

Further education courses are widely offered. I can say about economics course if I see that the trainer will be Mr S or Ms T, I will learn a lot and I will go for it. My weak point is languages that I want to learn. As I had German as a foreign language at school, English is a challenge. There is a very wide offer of courses for teachers. Each person who wants to improve there are a lot of opportunities.

I have also gone through EU paid courses. I had enjoyed creative thinking course and I try to use De Bono method since then with pupils.

I have finished MA programme in Chemistry. This helped me to better understand pupils. I also use EU funded courses that are necessary. I now attend biology and chemistry courses. I am grateful also that our school participates in N project where I will be able to acquire knowledge from foreign colleagues. I look forward to see how they work with pupils in e-environment.

My experience, I can only say best words for e-class. Normally these courses are taking place in the evenings when we work, but now I can participate since I can use distance learning with my tea mug. This is fantastic opportunity. My greatest learning challenge is during the day if someone asks me how to solve something. I start digging for solution and that's how I get my learning experience.

You can learn everywhere: during meetings, seminars. We do that. We do it also today during this meeting.

I think that in daily situations I can learn much more than when reading the book. When meeting a smart colleague, I discover more than maybe sitting the whole day on lectures or

reading smart books.

I wanted to add that it is good to come like today to this meeting when you share thoughts and then realise that here you can find answers to your questions.

You can learn when teaching the class. When a pupil asks you a question you don't have an answer. You find this information later and learn a lot. After a year teaching the same subject you are more knowledgeable, cleverer.

You can learn in any situation: seminar, meeting. I always glad to meet colleagues. Always comes out something new you have never thought about.

Teacher without learning cannot exist. We learn lifelong. I am chemistry and geography teacher. Each teacher has to renew knowledge every three years. We are overloaded. We work day and evening shift. We need to find time for learning. We work 17 hours per day without extras. Why this process happens?

I am a biology/chemistry teacher. I have had a course in special pedagogy and I also have master's degree. Most valuable learning for me is learning by doing. I like to check how everything works. I had very good academic education. At the same time I have not always understood what I had been learning. And also after I had not understood why pupils don't understand what I say. We need more examples from life. Informal learning helps me a lot.

I have studied in university. I had very good professors in pedagogy. Then I studied economy in another university. Learning is a lifelong learning. I agree that in the beginning of my career I used academic approach at school – reading, noting, etc. After 10 years I understood that I need to show the point why this is needed. I tell about demand and supply in economics. Why? How can pupil apply this knowledge? We need to show the meaning of learning first.

I used to be a director of chorus. I had to break myself after two years. I found myself in the university environment of IT specialists. The first years were not easy. I did not study math during my first studies.

I used to be a very good pupil until 8th grade. Then I changed a school and was not the best pupil anymore. I went to school every day. Then I have enrolled into the university. Many professors were excellent. In my future life the most excellent teachers mine have been my pupils. I worked in a regular school from the beginning. It was very hard to work there. Then I found myself in the evening school. After some work I became as a deputy director.

When do you feel you have learnt something? Learning is...

I now learn from my mistakes with my kids. I speak with my colleagues, exchange opinions. I feel safe.

Now we I have interactive equipment (whiteboard). I went to courses and now can make study materials for interactive whiteboard myself. Then I feel I have learnt something.

When I was unemployed I learned additional profession – instructor of traffic rules. It was very hard. I appreciate this now.

I was invited to become a director and I had three days to decide. I agreed and apparently I found myself without staff. I had to learn all processes: salary calculations, etc. Without courses; only from experience of others.

I finished one HE, wanted to study something new. I went to study economics. It wasn't easy. Every Saturday and Sunday for 5 hours' drive for two years. Learning is new knowledge.

We feel it when we have succeeded to have a good class and when we teach, most pupils understand the topic.

One is a formal external evaluation – when I see my mark, I understand that I have learnt something. But this would not be the true one. I feel that I understand something when I see that the information I have acquired may be useful for others.

I need to learn to be calm and secure in the situation while speaking with other person. Learning is like a flowing river. There are things that we learn that change constantly. We have to accept it.

I learn when on some occasions (class of life situations) you suddenly realise that you can apply your knowledge in life. This is something psychological – for example ability to control yourself in some situations, something that is useful for you.

I think that it is hard to understand. We had once to cook: potatoes and a simple sauce. I realised that I know how to do it. In the university I have learnt photosynthesis. I knew how to talk about it, how to make notes of it, how to draw it without understanding of it. Then I realised that I need to dig deeper to be able to explain to pupils what it is. I have done it and received positive feedback from pupils – they understood too.

Supply and demand function in economics – x and y ; I have not understood it completely in school. Only in the university I realised what it is since real life examples were given to us. I see in the study books that also in math x and y is supported with some examples. We need to teach through real examples.

I think evening school teacher try to put more practical application in front of studies.

Learning is an understanding. Maybe this can be compared with teaching chemistry. I write equations – pupils don't understand; try in another way – more understanding; try another, another...with 5-7 examples you get an answer also for yourself. You realise that if you would be told this way, you would have understood it better yourself. Learning is structuring and restructuring.

Music contains units. You learn one unit after another. You don't see the whole picture. Learning is opening the whole, to see the whole picture.

Do we really need all facts, all formulas? I am literature teacher. In my class you can help to understand pupils themselves, other people, links and causalities in the world, and values. There are too many unnecessary things in the teaching process now. We need to agree why we learn, what aim do we have, what world do we want to have?

I know that I ignore the rules. We agreed with pupils in the 12th grade: I will not teach some topics but will have topics that will be necessary for their future life in biology.

I agree how much we need to learn. Learning is giving a knowledge that you may use in the

future. Sometimes you think you don't need it. Afterwards all knowledge gives you understanding of the whole picture.

I have worked in a regular school before evening school. I like it as I am attracted by the target group – adults. Here you can see more problems of pupils and feel glad you can help to solve these problems. I am very happy.

I like to work in evening school as here it is peaceful, quite although the pupils are not all roses. Not all of them want to study. I wouldn't work in a day school.

I have previously worked for a long time in a regular school. I feel like on a holiday in the evening school. I like to help pupils with difficulties.

I like my job. I work in the evening school for 13 years. You accept here pupils as they are. You never know that something new will happen.

I have experience working in other schools. Every person is different. I learn myself. It is very interesting to search for solutions more and more. There are difficulties. But this is not the first thing that comes to my mind when I think about my job. I work with secondary level pupils and I like that they have own life experiences. It is different. I feel that I learnt something when pupils get positive evaluation and smile.

The most important for pupil are good words and not good marks. It is important to motivate by saying 'thank you'. I learn from pupils every day. I work with correction class pupils. I learn patience and indulgence this year. I didn't say I became tolerant. You cannot change pupils immediately.

We need to try to find a method to have a feedback from pupils. It is important to say to pupil that he came to school. I don't even expect he did his homework.

I have split feelings. I get experience when I can patiently listen to pupils. I become younger. I hear new lexicon from them. I learn from pupils. Sometimes I do not agree to what they say but this makes me think.

I am more a process rather than a result oriented person. I learn when we do something with pupils. We need to pay attention to everybody. If one points that I pay more attention to somebody, I try to learn from it and correct myself the next time we meet in the class. Learning is improvement and correction of own mistakes. I learn when I see the point of it.

I learn when I think it is interesting and I have an objective. The same is with pupils. I cannot learn English even when live abroad since I had a trauma in a childhood – learning by heart.

I now refresh my knowledge in cooking. This is my second profession. I feel that I have learnt it when others enjoy my food. Learning process is from preparing the study material to the outcome.

I listen and conclude that main pillar of learning is a process. You get positive emotions, learn something new. I learn if I see a challenge.

I think that learning sometimes is self-referencing. I had this. I needed driver's licence. There was a full room of pupils and two of us with my colleague. I passed exam but I don't drive. I don't see the point of it, only wanted to prove that I can.

I had to learn knitting in my childhood. Mom did the sock and I got best mark at school. After, when I had my first child I realized that I cannot knit. I had to learn it then for real because I needed it.

Stereotypes in society about evening schools are disturbing. A work 'evening' in the title is disturbing. One may think that in the evening school only lazy people study. This is not true.

When I have an intellectual pleasure.

When I can do it then I know that I have learnt it. Then I am glad. For example I can speak English with foreign colleagues and they understand me.

I look with anger at a computer. My generation would agree with me. Now I can work without problems: make tests. I feel that I have learnt when others admit it.

We repeat excel application. I feel grateful that I have learnt it.

I feel that I have learnt something when I can practically do something, e.g. work with the computer or speak another language.

I have tried to learn something in tourism. I felt I learnt something when clients were happy.

I like to learn in practice. I have too little entrepreneurship skills. I will try to do myself something in the beginning. At school, every day makes me to learn. Almost every day pupils have a question how to do something that you cannot respond. You have to say I don't know and will find out. That's life.

When I start something new, I have anxiety, fear. Then I invest in work, feel satisfaction and relief. Same as with driver's license – you don't need to ask somebody to give you a ride. This is a relief.

Learning is gaining a result.

We have been taught that learning is a process and outcome. Fears, concentration, etc. refers to a process, and satisfaction, relief – to an outcome.

The most important is application in practice. For example, we use less Russian and when you have to speak in Russian you cannot do it anymore. In our education system this is the main problem – there is no link between theory and practice.

Learning is a process leading to a result.

Learning is cyclical process. New knowledge has added, checked if works, then you have satisfaction.

Is our goal knowledge or knowledge application?

(clarification question)

One does sports as physical activity. Another wants to beat records. We have to be in the middle.

We all work for both the result and the application.

Evening school has to balance what you have to know in the subject and what each pupil needs in life. Some need to have more deep knowledge, some need general overview.

Learning process as I understand it is to give each person knowledge, skills and competence that should be needed in life. Result oriented learning is the same. The question is about what the standard asks. Is it connected to the result oriented learning? May be in the future the standard will become linked with results. This is a slow process.

We are education sanitary. We give opportunity to receive a diploma to a girl that went abroad after a gymnasium. I think she has not learnt anything. We only had sustained an illusion in Moodle that she learns as she already was much better than others. We always ask from pupil what do you want from us – to pass exams? If he needs only the lowest pass mark, should I make him suffer? We go for a minimum. We give what they request.

Annex 9. Transcripts of the focus groups (pupils)⁵

What is your learning experience?

I had a period in life when I left for Riga and tried to study as a fashion model. I did not succeed. I have dropped out of school for some time already. I have been given an advise from a friend to try evening school because teachers are nice. I do not regret. People around help each other (teachers and other pupils) in any situation. I want to work as psychologist. I hope to go to university. I now work in [... simple job] and study in parallel as [VET profession].

I grew up without parents. I changed three schools. I had a baby and dropped out from school. Then I went abroad. After returning to Latvia I had enrolled in evening school. I have no future plans as they never fulfil. Let it be as it will. I have some dreams. Hope everything will be fine. I do not work. Stay with my child and go to school. I do not want to go away from Latvia.

After 9th grade I have been deciding where to enrol. Have thought about VET but the allowance was too little to survive. In gymnasium I didn't like. Too big. That's how I went to evening school. After finishing secondary school I plan to go work abroad for a year or so and then come back to finish a VET school.

Finished 9th grade, gave birth, two years didn't study. Now I have enrolled in the evening schools. In parallel I work as a salesperson in the shop. I plan to finish 12th grade and continue studies as to become a police officer.

I have gone to evening school because I did not finished 9th grade in another school. It was hard to study in regular school. Now it is better, I am given more attention, understand more. Teachers are very nice, friendly. I like it very much.

I am Russian. I will speak in Russian as it is hard to think in Latvian. (Speaks in Russian) I went to study because I was bored and I had this opportunity that I didn't have before. It was

⁵ The translation made by the author. For the analysis purposes the original recordings in Latvian have been consulted for interpretations.

work-home, home-work. The money was just enough to pay the bills. Today and tomorrow felt never to change. When I reached a certain career point I have realised that I need to reach something more because with my work health problems would occur soon. I mount optical cables. I decided to study further. After evening school I will continue in university in the field of communication. Now I do not work as there is no possibility to work when you study half day. It is impossible to combine. Employers would not tolerate a half shift employee. Thank you for your attention.

When I finished basic school I went to study in VET school. It was difficult, also financially. I understood that I need to change something and went to evening school. I liked it very much. My life views and priorities have changed. I want to finish secondary school. I do not work.

I enrolled in evening school because I didn't like VET school I had tried after finishing basic education. My friend advised me to come to this school as teachers are very nice and understand each other. I feel here at home. I have never worked. I did attend English, IT courses. After 12th grade I want to study to become a police officer or a teacher of the Russian language.

After 9th grade tried a week in gymnasium. I didn't like teachers' attitude. Then I have enrolled in the evening school. Teachers are good, empathic, help always. I don't work anywhere. I don't have any particular goal after 12th grade...something linked to electricians.

I am invited as a graduate of an evening school. I have graduated last year. Now I study in HE, work (simple job) and baby-sit my child.

I have worked abroad. I liked it was new. Salary is better. There were also drawbacks – I was missing my family, friends, cats, dogs. Otherwise I liked it. What else..? New people, new friends.

I have worked as a salesperson. I liked it as it gives some money to take care of my child as I am a single parent. Like? If nothing else is available it is ok to work there.

I work in burial service. I make wreaths and decorate caskets. I wouldn't say I like this work very much. This is my mother's business which I hope to take over in the future. The salary is

good. You can learn it without special training. There is also opportunity to improve my design skills.

I have started with simple tasks, now I am a specialist. I like it because my job always occurs in different locations. You see a lot, gain experience in orientation, and my profession is interesting.

Finished one school then changed to another where I acquired VET qualification. Then I have worked for a couple of years. Now I am back to school.

I have studied in secondary school and also in the boarding school at my own will. Boarding school experience was very positive because there you spend the whole day there and teachers have more time to work with you. The result was that in 6 months I have outperformed all others. Then there were crazy years when 'kolkhoz' communities were abolished [early 1990's] and I did not have a possibility to learn. Now I came back to evening school to finish secondary education. I also cannot say anything bad. The number of pupils is less and teachers can work with pupils more.

I have studied in one secondary school and then changed to regular secondary school. I did not have time to manage studies and came to the evening school. Here it is easier. You do not need to come to school every day. Everything can be explained in details.

After primary school I studied in VET school for two years. Then I had a child. After two years decided to finish secondary education and enrolled to evening school. My experience is positive.

I finished primary school, then three years in VET school. I have quit because it was too far away from home. Then I came to evening school. There is a big difference between VET and evening school. Complexity level is different. In VET school teachers were more forthcoming, but in secondary school you need to come yourself and do everything. This is how it is.

I started in primary school. After 6 years went to gymnasium and got primary education.

Then I went to 10th grade in secondary school. Then I switched to the evening school since started to live on my own. This gave me an opportunity to travel between cities.

I have started studies in the boarding school. From grade 3 to 9 I have continued in primary school. Grades 10 and 11 I studied in the regular secondary school. I have moved to evening school because studies did not go as they should in regular school and also my husband's wife studies here. I cannot say anything bad. Teachers are forthcoming. In regular secondary school they are not like this. They don't give you flexibility to take task later... here is better.

After primary education I studied in VET school. Then half a year in secondary school and then moved to evening school.

I changed a few schools before evening school.

I have studied in secondary school, then one month in VET school and then came to evening school.

Changed a few schools. Have moved to Ireland, now study in the evening school in Latvia. I like to study in my own language. Results are good. In the evening I play guitar, bowling.

Changed three schools. Have studied music for six years. I also studied astronomy, went to the competition in astronomy. I enrolled in evening school (day studies). I have learnt here to work with people. In regular school people are separated: you are this, you are that. In the evening school, I think, you are not only being taught but also learn from other people's experiences – successful or not.

I study in evening school, day shift. I have changed three schools before. I have tried to study in VET (chef) school for six months. My mom is also chef. But I didn't like it.

This is my fourth school. I started in the boarding school as had problems with parents. I learnt to defend myself as everybody in the boarding school. Then I tried a few schools, also evening school day shift. Now I am in the evening school part time.

I tried a few schools. I didn't do well somehow. Now it is much easier than earlier. I

understand better.

Tried a few schools. I had a child and then went to evening schools. I like teachers. Responsive. It is easier to learn than elsewhere.

I study in evening school. My previous learning experience is positive. I studied comparatively well, although I was often ill. When my child has grown up I returned into education. In the evening school you can arrange everything with teachers.

3-4 years ago I dropped out of school. Then I understood that learning is important.

Before I enrolled in the evening school, I have changed two schools. I had health problems.

I left VET school.

I have completed 11th grade in the evening school. I had a health problems. After 7 years break linked to work I have enrolled in the evening school.

I devoted my youth to children. Now I need something for myself. That's how I enrolled in evening schools. Also, to be honest, if you put in CV 'primary school'... I don't like it... better to put 'secondary school'.

I want to be a teacher that's why I enrolled in the evening school. That's it.

I came to evening schools because I liked a course elsewhere and didn't want to drop out form this course. That's how I changed for evening school.

For the first time I appeared to be in the evening school because I was left alone in Latvia, other family members left abroad. I had to look for a work. I could work and study.

I went abroad and could not combine regular school and being abroad. That's how I enrolled in the evening school.

I had five years break. Now I am in grade 12. Secondary school is necessary to find work. Everywhere secondary education is asked.

I changed a place of residence and had to go to evening school.

I understood that primary education is not enough. I decided to improve. As you said for CV primary school is not enough.

I came here as I had bad marks in gymnasium in math.

When I needed to decide where to continue studies after 9th grade [primary education] this [evening school] was the best option, because I didn't want to study and three times per week to come to school it was the best option.

I came to evening school after nine years break. I went to military service after 9th grade. I had also an opportunity to finish secondary school while in military service, but I somehow didn't use it. After service I started to work and after some time I remembered that I need to go to study again.

In evening school I started to study after five years break because I had a good job. Then I had a baby and a second thought about studies.

This is my third school. In this evening school there is absolutely different learning process. Homework is less. Attention is paid during the lessons. I have tried taking various courses before. I must admit that in this evening school they teach the same way as in those courses (e.g. bookkeeping, construction engineering). What else? A learning process is more from a pupil rather than from a teacher. This is all.

This is my second school. It is easier here. Homework is less. I have to work in parallel. The level is the same as in other schools. The approach is easier but the result may be the same as in other schools.

This is my second school as well. In regular school teachers' attitude towards pupils is different. There you are treated as a child; here – like an adult.

This is my fifth school. Evening school has been an opportunity to combine my hobby with learning. You are being treated as an adult. I like it.

This is not my first school. I was advised to go to evening school. I am fully satisfied. Attitude is more positive than in regular day schools. We talk more, we think more, and we discuss many things. Yes, I like it.

I became ill and came to the evening school when I was 18 years old. My school is so good. Persons are very positive. I want to come to school and learn. This is very good school.

Graduate of evening school. Evening school has been my second school. After 9th grades I had a long break. Inspired by friends I decided to continue to learn. I have heard very positive references about school's positive atmosphere, equal treatment towards all pupils. I have never regretted it.

This is my second school. Previously studies in gymnasium. The difference from previous school is in attitude. I also had problems with some subjects. Teachers' attitude changed mine and I became more interested in subjects.

This is my third school. Learning process is much better than in regular schools because here teachers are more responsive, they work with you more, they teach you more. I have learnt more here. Learning process is much better.

This is my second school. My friend has recommended me this evening school because it is easier to learn here. Teachers explain better. I had problems with many subjects.

This is my third school.

I have wide school changing experience. I studied also abroad. I have always had positive learning attitude. I think attitude is each individual choice. I achieved good results – participated in the national competitions with my research.

This is my fifth school. Evening school prepares more for life. Compare to private schools here teachers are not too much flexible as you do not pay their salaries. Compare to regular schools, which chase the ratings, here teachers work for us.

Changed a few schools. I had 20 years learning break. Husband encouraged me to acquire secondary education. The only possibility for me [as a deaf person] was one evening school that had interpreters. I agreed, but though it would be difficult. We started with math and

languages. Thanks to interpreters it was interesting to study. I gained positive experience. Thanks for this school that accepts deaf people. I also work.

Changed four schools before the evening school. I had bad marks. Now I don't study too much.

When do you feel you have learnt something?

When I do the test and get a good mark. When I take a test sheet I understand that I know a lot and can do the test.

You get better salary, you understand you have learnt something new, you develop, and you do job faster. If you paint the wall and you learn something you do it twice as fast tomorrow.

You can see that you have learnt something when you use it.

In daily life you learn more.

You learn when you establish communication with unknown people, can animate meetings, etc.

From other people's experience you also can learn.

What was the question? [the question has been repeated] I think you can learn every day, on the streets. There are people that have not gone to school but they learnt a lot in their life, by doing their work. I think at school you learn more. You feel you have learnt it when you use it in your life.

I can better learn by doing. It is different for everybody though.

At school we have self-governing body where we learn a lot.

There are projects where you can learn something. Last year we had a project at school during which we could go to France to see the European Parliament. Ehh... learnt, yes.

Projects help to learn. There are also shadow days that became very popular lately. You can see your profession at a different angle.

As I am city-girl living in the country side, I can see clearly application in real life of chemistry, physics, math and other subjects. I see the meaning in it. When I was in the city I though why do I need all of this. Now if something has to be attached or detached from a tractor, I know what it means and how to do it. I think practice is most important and you can better understand what is needed and what is not needed while in the countryside. When you work with animals, chemistry is important. I can also tell about him [boyfriend?] as we are in the same class. When he works with web-pages he can learn from Informatics class something that he does not know. In school you can find information what you need and improve yourself.

I think both at school I acquire something and during the meetings. When we meet with friends we discuss issues. This remains in my head.

I like practical training more than theory. I am not afraid speaking in front of people anymore. We were trained not to be afraid to say our opinion. I like practical training better. All said by teachers, friends...this is good. The best is to learn through practical training though. In school they teach you. One listens, another does not. Something will remain. After 10-15 years you will remember what teacher told you. If I can do something new, I think this is achievement. I am at new class now – I spoke immediately to everybody although I didn't know them. I would remain silent in the corner before. I listen to old unknown people more because they don't know you.

I learn both in school and in my free time, e.g. through reading, communicating with friends. At school things that are necessary for life, you find out.

At school I learnt what will be needed. I don't meet with friends too much since I don't have too much free time. Talk to colleagues at work. Meeting with other people can learn new things. Speaking over phone can help to find out news from other towns.

If I want to find out something, I will do it. If somebody pushes me to learn something, nothing will happen.

I learn from my own mistakes and other people mistakes. More they do wrong, more I do

right. If I meet smart person, I feel the need for learning. I feel that I have learnt something when I can say something that I though was unknown.

The easiest way to find out if I know something is to see the results of the test. If mark is 8 – I know it, if 2 – I don't. That's it! Same goes for other things.

I think that secondary school is completely unnecessary thing. It simply required by the state for you to get better job. Then you learn. In reality I think it is not necessary. If you watch TV you are knowledgeable. You know what they talk about, you have learnt. Now we rework our apartment and need to calculate all surfaces. Yes. From there you see the knowledge from school. It is always good to learn.

Learning comes from what you do. What you do is what you learn. Experience, knowledge: everything.

The best to acquire knowledge is to use it practically. Not all schools use it. I think it is useless to learn something from books and from teachers' lectures and from reading. More learning occurs from excursions... Learning is more practical knowledge. And of course reading, but it needs to be in balance.

Need more practice and less theory. Need to do practice more. Learning from books is basics. But you need to know where you will use it. Let's say chemistry, biology...we need more practice as it will remain in memory, you will know what it means and what can happen with it.

Most people in the schools have problem. It is not to go to school, it is not to learn. The problem is to use what has been learnt. Most schools push knowledge but do not teach how to use it.

I do not regret that I have nor acquired secondary education and dropped out. Now when I learn I know already many things from my life experience.

I learnt to make a haircut in a self-learning way. I took hair cutting machine and used volunteers to try. He told me what he wants, and we tried. Next time it was better. You

cannot learn to cut hair from a book.

I have learnt to bake. If something is explained I understand, but if it is written, nothing is clear.

You can best learn what you are interested in or you need it. If a person is interested he will find the way to learn it.

Yes, we learn also from school. Now I am learning what is needed for exams. In real life only math is relevant as it develops logical thinking by solving tasks.

I cannot agree with L since not only math we need. Chemistry and biology also gives a lot. Learning is something that you didn't know before.

When I understand that I can help others with something.

My pet peeve is linked to vectors in math. I have been learning them for three times and still don't get it. I have a 'click' with math. I do not understand anything. It is fixed in my head but I don't understand.

I have studied psychology. I tried to pass exams two times unsuccessfully. I will try one more time...also biology.

I feel that...to be honest I never feel that I have learnt something. Even when you read books you need to find the right approach how to learn. If I find my approach then it is easy to learn.

The only time I feel that I have learnt something is when during the class I am given a page and asked to give examples and I can give them immediately.

It cannot be that you know perfectly everything. I am a type of a person that it is never that I know everything. I always put my objectives higher than I can achieve. This is my stimulus to learn and to know more. Then I can help others.

You sit in class. In the first week I was by myself in class with teacher as others were working. Like private class. After a second week others appeared. My 'click' [felt that learnt something] is when you understand what teachers want from you. I learn not only for teacher, also for myself.

When I didn't have bad marks in my tests... you don't just sit in the class and write what is on the blackboard.

When after test you receive your mark, you can see what you have learnt. Test shows the level of knowledge.

I understand that before tests everybody wrote [prepared] cheats. Some used, some don't. I had written cheats but in many subjects I have not used it. This means I learnt it. There also some subjects that are naturally learnt, e.g. now math is one, before it was biology.

You just know. For example you know how to write 'rosols' , not 'rasols'. It comes naturally. For math we do not need algorithms, logarithms. Go to the forest, tree times tree: measure everything, it is ok.

I cannot say how it is that you know everything, and have learnt. I just feel it. I don't know. I like history. This is not a fact that I have bad marks. I just like it...and with all other learning. You feel yourself that you know, you feel happy, and you do it for yourself and not for the others. I read English, understand many words, and speak faster than in school.

There is no line when you understand that you have learnt something. Understanding comes with small life tests: somebody asks you and you are able to respond, teachers say compliments about your progress, or other people.

I have split feeling about tests. I missed one year only [of schooling]. By the time I write tests in math, I get 5-6 [mark]. Ask me after one month – I don't understand anything anymore. The lessons I don't like I will never understand. It is so. Biology I understand because I like it, math – no.

I am completely lost. I cannot say anything. You can learn by doing. Read and practice. As for math I don't see anywhere Sinus and I think it is not necessary to know it. I can measure,

I can count too. The rest is not necessary.

[other pupils don't agree, arguing for logical thinking]

I think this is a feeling when you can without a delay do a task. You will also be able to do it tomorrow.

[a bad quality of recording – some phrases missing]

If I like subject, I will learn. If I don't like subject I will not study it. I will pass a test with cheats. That's it.

I think that if I like subject I will study. I know that I have learnt when I can do the task independently without a teacher. When I came to this evening school, teacher was different. She explained and I began to understand. I was the best in math in class.

I have an example from our recent class. We studies vectors. In the beginning nobody understood anything. Teacher was talking to herself. Then those pupils spoke who understood vectors in the beginning. Then I realise that I understand but I am not following this fast. Then I understand that I may make no notes and I know what she [teacher] tells us.

I think we will never know anything for 100%. You can't. Everything changes. Each task has 100 solutions. One solve it one way, another persona – in other way. When I write test...I have a free feeling 'I will go'. It is not that you have a feeling you need to ask to cheat, for example in math. In life, when you are with friends communicating, sometimes we talk about degrees, angles, etc., and I understand that I know this. We have to renew what we have learnt previously, in 10th grade... for the final test we have to repeat it.

I feel that I learnt something when I know things by heart.

Last year I have enrolled as 10th grade pupils and this year I am already 12th grade pupil. Two years at once [in one year]. I know that you have to learn with interest. Subjects that I am not interested in, e.g. Latvian literature, I try to understand. Now more and more I want to dig inside this subject with interest. If you do not have interest in what you are being taught at

school there will be no result. To ensure the interest you need to see the application of knowledge in further life. In order to enter HE, you need secondary. For secondary education, you need to study Latvian literature. That's why you need to deepen your knowledge. This week example in biology: I have chosen to present what I am interested in.

I feel that I have learnt something not only when I read it. We learn something every day: by seeing it on the streets, child come, he sees his mom and understands. Slide shows, theatre art – we understand better. To learn means that I can tell to others about what I have learnt.

I feel I learnt something when I can visualise it in my head and use it in daily life, e.g. psychology, biology...very practical.

I am glad that we have in this school a deaf literature teacher. I can easier learn [a person is deaf herself]. We can understand better each other. In other subjects there are interpreters but not always.

Teaching process [interviewer corrects – learning process] is ongoing when you have an according evaluation and understand – I have learnt something or not.

When teacher explains me what I have read in the book and I can apply knowledge, I feel I have learnt something. There is no point of learning math by heart.

Often I do not understand what read. I can understand it is better when somebody tells it to me. I have a feeling that I learnt something when without teacher's help I can manage my tasks and apply in real life my knowledge.

I feel that I learnt something when I can see causal links between things.

I feel that I have learnt something when I can freely speak about subject and speak about the topic with others.

When I can do exercises myself without teacher's help.

I learn when I read something and can explain the topic.

I learn when I can freely speak on the topic.

I learn when I can tell about it to others after a week or a month.

I agree to everybody, well said. I learn if I am communicable and I can discuss the topic with others. That's it. I like it very much.

Annex 10. The instruction and the learning paradigm

THE INSTRUCTION PARADIGM	THE LEARNING PARADIGM
1. Mission and Purposes	1. Mission and Purposes
Provide/deliver instruction	Produce learning
Transfer knowledge from faculty to pupils	Elicit pupils discovery and construction of knowledge
Offer courses and programs	Create powerful learning environments
Improve the quality of instruction	Improve the quality of learning
Achieve access for diverse pupils	Achieve success for diverse pupils
2. Criteria for Success	2. Criteria for Success
Inputs, resources	Learning & pupil-success outcomes
Quality of entering pupils	Quality of exiting pupils
Curriculum development, expansion	Learning technologies development, expansion
Quantity and quality of resources	Quantity and quality of outcomes
Enrolment, revenue growth	Aggregate learning growth, efficiency
Quality of faculty, instruction	Quality of pupils, learning
3. Teaching/Learning Structures	3. Teaching/Learning Structures
Atomistic; parts prior to whole	Holistic; whole prior to parts
Time held constant, learning varies	Learning held constant, time varies
50-minute lecture, 3-unit course	Learning environments
Classes start/end at same time	Environment ready when pupil is
One teacher, one classroom	Whatever learning experience works
Independent disciplines, departments	Cross discipline/department
Covering material	Specified learning results
End-of-course assessment	Pre/during/post assessments
Grading within classes by instructors	External evaluations of learning
Private assessment	Public assessment
Degree equals accumulated credit hours	Degree equals demonstrated knowledge and skills
4. Learning Theory	4. Learning Theory
Knowledge exists "out there"	Knowledge exists in each person's mind and is shaped by individual experience
Knowledge comes in chunks and bits; delivered by instructors and gotten by pupils	Knowledge is constructed, created and "gotten"
Learning is cumulative and linear	Learning is a nesting and interacting of frameworks
Fits the storehouse of knowledge metaphor	Fits learning how to ride a bicycle metaphor
Learning is teacher centred and controlled	Learning is pupil centred & controlled
"Live" teacher, "live" pupils required	"Active" learner required, but not "live" pupils required
The classroom and learning are competitive and individualistic	Learning environments and learning are cooperative, collaborative, & supportive
Talent and ability are rare	Talent and ability are abundant

5. Productivity/Funding	5. Productivity/Funding
Definition of productivity: cost per hour of instruction per pupil	Definition of productivity: cost per unit of learning per pupil
Funding for hours of instruction	Funding for learning outcomes
6. Nature of Roles	6. Nature of Roles
Faculty are primarily lecturers	Faculty are primarily designers of learning methods and environments
Faculty and pupils act independently and in isolation	Faculty and pupils work in teams with each other and other staff
Teachers classify and sort pupils	Teachers develop every pupil's competencies and talents
Staff serve/support faculty and the process of instruction	All staff are educators who produce pupil learning and success
Any expert can teach	Empowering learning is challenging and complex
Line governance; independent actors	Shared governance; teamwork independent actors

Source: Barr & Tagg, 1995, p. 17