

CERTIFICATE IN ADULT AND TERTIARY EDUCATION

Invitational Education – ESAT1ED



This flexible learning course is designed to enable you to become familiar with the concepts of Invitational Teaching and Learning.

Please read through this essential information before starting on the learning activities and readings.

If you have any questions about any of the information please contact your tutor (contact details provided on Moodle):

SCHOOL OF EDUCATION



Wintec
WAIKATO INSTITUTE OF TECHNOLOGY
Te Kuratini o Waikato

Course Information

The Essential Questions:

What is ESAT/ED Invitational Education?

It is an individual, self-paced module that should take approximately 50 hours to complete.

Who is this course for?

This course is about classroom management and is designed for those working or wishing to work with groups of adults in a teaching/facilitating role.

What will I learn?

The content for this course is based on the theory and work of William Watson Purkey (see www.invitationaleducation.net/history.html).

This course is intended to provide you with an:

- understanding and application of the appropriate principles and practices relating to invitational theory in your own teaching/learning context
- accountable theory of practice
- opportunity to apply the skills of critical/reflective thinking to your current practice with regard to the inviting and dis-inviting practices that may occur within your teaching/learning context

How is the course taught?

A variety of resources and learning strategies are delivered online via Moodle, including:

- textbook, reading articles
- case study
- visual material
- self-study activities
- personal reflection and blogging
- practical observations
- written assessments

What about assessment?

This course has **TWO** assignments, the details of which are included at the end of this book, and in the relevant places in Moodle.

The final date for submission of all the assignments will be 12 weeks after the first day of the module.

Resources

Text Book

Purkey, W.W., & Novak, J. (2005). *Inviting school success: A self-concept approach to teaching, learning and democratic practice*. (4th ed.). New York: Wadsworth Publishing.

Copies of the 3rd edition of this text are available from the Wintec library.

The Moodle site for this course contains extracts from this book as required readings.

All references to Purkey & Novak (1996) on Moodle are to the 3rd edition of this book.

Website

Most of the resources and readings have come from the official International Alliance for Invitational Education (IAIE) Website (see link below). Please visit this site to see the latest news and to connect to others involved in applying this theory.

- www.invitationaleducation.net

Journal

The IAIE published the Journal of Invitational Theory and Practice (JITP – now out ceased) and has provided copies of (almost) every issue on their website. Most of the articles referred to in this module are from this journal, and links on Moodle point to the downloadable copies on the website.

- <http://www.invitationaleducation.net/jitp.html>

Course Topics

What is Invitational Teaching and Learning?

The basic assumptions underlying the concept of the Invitational Model

The theoretical foundations of the concept of Invitational Education: The perceptual tradition and self-concept theory

The five 'Ps' (the Starfish Analogy).

The blue and orange metaphor

The four levels of functioning according to the Invitational Model

The Four Corner Press'

Invitational and dis-invitational aspects of the educational environment and of teaching and learning, particularly in the areas of classroom practice and assessment

Conflict resolution according to the five 'Cs'



Learning Outcomes

The focus question of this course is – “How invitational am I as a teacher/facilitator of adults?”

By the end of this course students will be able to:

1. Describe the theory of Invitational Education.
2. Identify the theoretical foundations of Invitational Education, with particular reference to the perceptual tradition and self-concept theory.
3. Identify in any organisation the invitational and dis-invitational people, places, processes, policies and programmes.
4. Demonstrate the use of ‘The Four Corner Press’ in their personal and professional life.
5. Apply and evaluate the four different levels of functioning according to The Invitational Model in their teaching and learning.
6. Apply the conflict resolution model to a given situation.

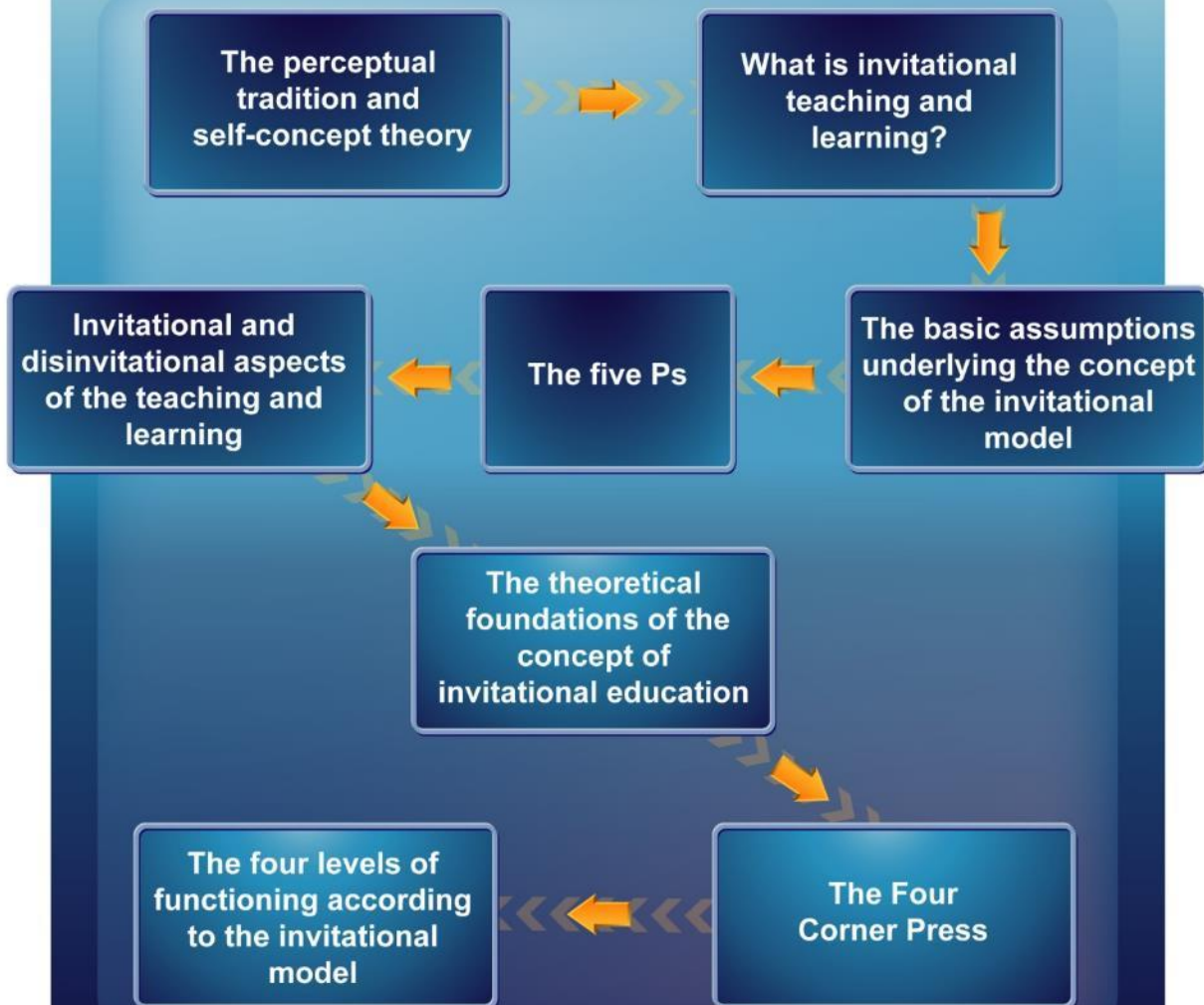
Achieved by

- reading articles and writing on the course topics
- analysing situations arising from personal reflection, and practical observations
- developing skills in self-reflection
- applying invitational and conflict resolution concepts to real situations



COURSE STRUCTURE

Invitational Education Theory



Conflict Resolution

Assessments

You must submit and pass both assignments to complete the module. The pass mark is 50% for each assessment.

You may submit the assignments at any time during the course. However, both assignments must be submitted before the final submission date.

Summary:

	Learning Outcome	Weighting	Final Submission Date
Assignment One: Report – Description of Invitational Theory	1, 2, 3	50%	12 weeks after the first day of the module
Assignment Two: Report – Demonstration and application of Invitational Theory and Practice.	4, 5, 6	50%	

Continue reading for the full information regarding these assignments.

Assignment One:

Description of Invitational Theory

Associated Learning Outcomes: 1, 2, 3

Task: Create a Metaphoric Diagram that depicts the elements of Invitational Theory, accompanied by an explanation of the elements of the diagram.

Instructions:

From your personal observation/reflection during this course and in conjunction with all course work, expound your new found understanding of Invitational Theory in picture and word, and describe the effect this understanding has on your practice.

You will need to create a '*metaphoric diagram*' that visually depicts the elements of Invitational Theory in relation to a metaphor (symbol or image) that you have chosen. Your explanation will describe the elements of your diagram and how they relate to the elements of Invitational Theory.

When describing the 5 Areas, please include examples of how each work to invite and dis-invite learners in your organisation.

Description word limit: approximately 1500 words

Marking Schedule:

Criteria	Mark
Metaphoric Diagram <ul style="list-style-type: none"> The diagram clearly includes <i>all</i> elements of Invitational Theory covered in the module. The metaphor is clearly applied and elements of the theory fit well with the image. Each element of the diagram is described in terms of how it fits with the metaphor and how it relates Invitational Theory. 	/10
Explanation <ul style="list-style-type: none"> Each element of Invitational Theory clearly and correctly explained. Particular attention is paid to ensuring the theoretical foundations of Invitational theory are identified and explained. 	/20
5 Areas <ul style="list-style-type: none"> Explain how the 5 Areas relate to Invitational Education Describe each of the areas Provide examples of each of the areas from your own organisation, that illustrate how they can invite and un-invite/dis-invite learners 	/10
Conclusion <ul style="list-style-type: none"> Give a final summary of Invitational Education, related to your earlier points, linking your diagram with Invitational Theory and briefly describing the value of the knowledge you have demonstrated in this assignment. 	/5
Mechanics <ul style="list-style-type: none"> Writing quality is at an appropriate level. Proofing errors are minimal and do not affect the readability of the text All sources are acknowledged appropriately. 	/5
Total mark	/50

Assignment Two:

Demonstration and application of Invitational Theory and Practice

Associated Learning Outcomes: 4, 5, 6

Task: Compile a report that demonstrates your application of and commitment to Invitational Education in your own practice.

Instructions:

Part A: Observation

Record your teaching over the time of the module and identify and describe the inviting and un/dis-inviting messages you send in terms of the 4 Levels of functioning. Identify any changes you see happening. Record at least 4 notes.

Make sure your notes include enough evidence to point to specific teaching events. You may want to video or audio record a session, or get someone else to take notes for your analysis.

You can keep your notes in your Blog but please insert (copy/paste) them into the document you submit for this assignment.

Part B: Reflection

Reflect on the 4 Dimensions – or 4 Corner Press - and describe what you have done and what you will do in your work and personal life to put them to use.

Show this to someone close to you - a critical friend (i.e. partner, relative, work colleague, manager) and include your reaction to their comments.

Part C: Conflict Analysis

Select a conflict situation (either one that you have personally experienced or one of the provided scenarios) and apply Purkey's Conflict model to it.

Describe what each of the steps entails and how you did (or would) work to resolve the situation in accordance with each of the steps.

If the conflict was resolved at one of the lower levels, describe how and continue with the model outlining potential further actions and resolutions according to each step of Purkey's model (i.e. If it hadn't been resolved already, what might happen and how would you have resolved it at each level?).

You also need to describe any possible benefits and/or drawbacks of the resolutions at each level (e.g. why it is desirable or not for this resolution to occur at this step).

Marking Schedule:

Criteria	Mark
Part A: Observation <ul style="list-style-type: none"> • At least four notes are included that clearly describe specific elements of your practice in relation to the 4 levels of functioning. • Inviting and un/dis-inviting elements are identified in each note. • Evidence of positive change (or potential change) over time is apparent. 	/15
Part B: Reflection <ul style="list-style-type: none"> • Each of the 4 Dimensions is discussed in terms of actions taken or actions to be taken. • Comments of a critical friend are included alongside your written reaction to them. • Reaction demonstrates adherence to foundational principles of Invitational Theory. 	/15
Part C: Conflict Analysis <ul style="list-style-type: none"> • Each step of the conflict resolution model is described correctly. • Each step is addressed (in correct order) in terms of actual or possible actions and resolutions. • Proposed actions reflect well the nature of each of the 5Cs • Benefits/drawbacks of resolutions at each step are clearly described 	/20
Total Mark	/50