

Table B.2a The dependent learner and the independent learner

Dependent learner	Independent learner
<i>Learner wants:</i>	<i>Learner anticipates:</i>
• Structured learning experiences	• Complex problems for which there is no single correct solution
• Tutor to take responsibility for the learning experience	• Extensive self-paced, independent study
• Tutor-centred approach	• Student-centred approach
• Rewards	• Encouragement
• Support	• Judgement-free support
• Intellectual stimulation from studies	• Experimentation
• Reinforcement	• Free to explore and make mistakes
• Esteem	
<i>Learner wants lecturer/tutor to be:</i>	<i>Learner wants lecturer/tutor to be:</i>
• A subject expert	• A facilitator
• An authority figure	• A guide
• An instructor	and to:
and to:	• Negotiate
• Lecture/talk	• Encourage
• Assess/check	• Develop
• Examine/test	• Motivate
• Design and direct the learning experience	• Consult
• Control	• Listen
• Lead/direct	• Evaluate
• Instruct	• Act as a resource
• Encourage	• Provide feedback on request
	• Delegate

Source: Payne and Whittaker, 2006:11

Table B.2b 'I' and 'other' orientation characteristics

An 'I-oriented' group member...	An 'other-oriented' group member...
<ul style="list-style-type: none"> ■ takes his/her own ideas, opinions, concepts and questions as a point of reference for learning; 	<ul style="list-style-type: none"> ■ takes ideas, opinions, concepts and questions of others as point of reference for learning. The 'other', however, has to be acknowledged as an 'authority';
<ul style="list-style-type: none"> ■ likes to discuss, critically analyse situations and statements. Likes to criticise the ideas of others; 	<ul style="list-style-type: none"> ■ likes to absorb and accumulate knowledge;
<ul style="list-style-type: none"> ■ talks and interrupts frequently in group discussions; regularly comes up with new/creative ideas and viewpoints; 	<ul style="list-style-type: none"> ■ is a good listener and tries to analyse information in a detailed and thorough manner;
<ul style="list-style-type: none"> ■ has more problems with the detailed and concise elaboration of assignments, with revealing sources and checking information. 	<ul style="list-style-type: none"> ■ often chooses one approach in group processes and sticks to that. Faces problems with unstructured discussions and is eager to know what the assignment is.

Table B.2c A simple checklist to discover your group attitude

		'I'	'Other' blank
A	I want to say something in the group but only when I have studied the assignment closely; I do not want to get into lengthy discussions.		yes no
A	I regularly interrupt the group discussion process, because I usually have many ideas during the meeting.	yes	no
B	I find it hard to criticise the ideas of others who are more experienced than I am. They know more than I do.		yes no
B	I am critical towards the ideas of others, even if they are more experienced than I am.	yes	no
C	I believe that there should be a chairperson in the group and I don't think that I am capable of taking that position.		yes no
C	I don't see the function of a chairperson for this group.	yes	no
D	If I am doing a project I want to know exactly what the teacher wants and expects of the group.		yes no
D	If I am doing a project I am primarily interested in what I want and what the teacher's intentions are.	yes	no

Table B.2d Three attitudes and their (non) verbal characteristics

	Submissive <i>(dependent/other-orientated)</i>	Aggressive <i>(independent/ I-orientation)</i>	Assertive <i>(interdependent)</i>
Verbal	<ul style="list-style-type: none"> ■ 'I'm sorry to take up your valuable time, but...' ■ 'Would you mind if...' ■ 'It's only my opinion...' ■ 'Well, if you say so...' 	<ul style="list-style-type: none"> ■ 'Do it or else!' ■ 'That's stupid.' ■ 'Surely, you don't believe that.' ■ 'It's nothing to do with me... it's all your fault.' 	<ul style="list-style-type: none"> ■ 'I believe that... what do you think?' ■ 'I would like to...' ■ 'What can we do to resolve this problem?'
Non-verbal	<ul style="list-style-type: none"> ■ hesitant voice at low pitch; ■ avoiding eye contact; ■ moving around nervously, possibly wringing hands, hunching shoulders, keeping arms crossed for protection. 	<ul style="list-style-type: none"> ■ use of strident, firm and sarcastic tone of voice; ■ rapid delivery; ■ dominate the other with a hard stare; ■ gestures like pointing fingers and thumping the table. 	<ul style="list-style-type: none"> ■ steady and medium pitched tone of voice; ■ even pace of delivery; ■ firm eye contact, without being threatening; ■ body posture relaxed, but controlled.