



Cape Peninsula  
University of Technology

**EXPLORING TEACHING METHODS AT A PRIVATE HIGHER EDUCATION  
INSTITUTION THROUGH THE LENS OF ACTIVITY THEORY: A CASE STUDY**

**BY**

Veda Liebenberg

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*Liebenberg*

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## **ABSTRACT**

Teaching methods in the higher education sector has changed over the years from traditional teaching methods (also known as talk and chalk) to that of a more participatory level. The private higher education institution that I selected to do my study at was of the opinion that it is in order to appoint lecturers who have completed a degree and have the necessary industry experience in the field of the programme (course) to be taught at the institution. Very few, if any, lecturers have completed an education qualification such as a post graduate certificate in education or have little or no teaching experience.

Moving with the challenges that education sets for educators today, it became clear that the students at this institution were no longer satisfied with the teaching methods that the lecturers used to present their classes. This information was gathered from the quarterly lecturer evaluations that were done at the institution. It is done by means of criteria in the form of a questionnaire to all students. This questionnaire was drawn up by professional educators in management and was piloted and adjustments were made before it was handed to the students. One student asked the question in the additional comment box whether the lecturers at the institution were ready for the first cohort of students who matriculated with the outcomes based education system.

This was discussed with the management team of the institution and a decision was made to do a research project on the teaching methods currently used by lecturers at this institution and to underpin the study with the activity theory that originated with Vygotsky. The institution gave me the necessary ethical clearance to do the study in the business faculty. Only the business faculty and not the art, design and information technology faculty was considered when gathering information from the quarterly questionnaires issued to the students. The reason being that the feedback indicated that there were problems regarding teaching methods in only the business faculty and not in the art, design and technology information faculty. The aim and objectives of this study were to determine (1) what teaching methods are currently used by lecturers in the business faculty; (2) what the perception is of the lecturers and students towards teaching methods currently being used in theoretical subjects in the business faculty; and (3) could participatory (active) teaching methods possibly bring about the emancipation of students in the business faculty.

The research methodology used to collect this information was of a quantitative and qualitative nature. Section A of the questionnaires to the lecturers and questions in section A

for the focus group interviews for the students were used as quantitative data collection. Qualitative data collection was gathered from section B and C in the questionnaires for the lecturers and section B which contained the questions asked to the students in the focus group interviews. To triangulate the data collected from the lecturers (questionnaires) and that of the students (focus group interviews), observation as a qualitative method of data collection was used where at least one lecture of each lecturer who participated in this study was observed. All lecturers in the business faculty were asked to participate in this study. The total number of lecturers who participated in the study was 9 (n=9). The total number of students in the business faculty at the time of the study was 241 of which four students (n=4) from the business management programme, eleven students (n=11) from the secretarial studies programme, eleven (n=11) from the event management programme and five (n=5) from the business marketing programme were selected to form part of the focus group interviews. All questionnaires and observation sheets were piloted before the study took place and the necessary adjustments were made. All lecturers and students were assured of their anonymity and no one's names will be revealed to the management team of this institution.

It was found that some lecturers in fact do use participatory teaching methods and one lecturer in particular made use of a method that could be likened to the flipped classroom concept. However, from the results of the questionnaire it was evident that the teaching methods of two staff members in particular were cause for concern. There is therefore scope for staff training to improve the teaching methods at this institution to deliver a far better service to its clients: the students, parents and industry. Recommendations for staff development as well as an improved induction programme for the novice students will be given to the management team of the institution.

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## **DEDICATION**

I dedicate this document to my husband, Cornelius Jacobus Liebenberg, children,  
Adèle Liebenberg Palm and Jacques Liebenberg  
and late parents, Abraham Johannes Jurgen Schreuder and Freda Elizabeth Schreuder.

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## GLOSSARY

<b>TERMS/ACRONYMS/ABBREVIATIONS</b>	<b>DEFINITION/EXPLANATION</b>
<b>B.Ed</b>	<b>Baccalaureus Educationis</b>
<b>PGCE</b>	<b>Post Graduate Certificate in Education</b>
<b>SMS</b>	<b>Student Management System</b>
<b>IQ</b>	<b>Intelligence Quotient</b>
<b>EQ</b>	<b>Emotional Intelligence</b>
<b>CCFOs</b>	<b>Critical Cross Field Outcomes</b>
<b>OBE</b>	<b>Outcomes based education</b>
<b>SAQA</b>	<b>South African Qualifications Authority</b>
<b>NQF</b>	<b>National Qualifications Framework</b>

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 THE TITLE**

The title for this study is:

Exploring teaching methods at a private higher education institution through the lens of activity theory: A case study

#### **1.2 THE BACKGROUND**

The purpose of the research is to explore teaching methods employed by lecturers at a private higher education institution in the business faculty through the lens of activity theory.

Throughout the 21 year existence of the education institution, its programme (course) offering has expanded from computer related training to a variety of business and arts, design and information technology programmes. The institution is registered with the department of higher education and training and all programmes offered are accredited by the council of higher education as well as SAQA. All programmes offered are based on vocational education and therefore the institution follows an outcomes based education (OBE) system. All subjects are assessed against a specific set of learning outcomes and assessment criteria and all programmes include a form of industry experience. Currently all programmes are currently being reaccredited as per the reaccreditation process of the department of higher education and training. The certificate/higher certificate programmes are pitched on a NQF level five two year diplomas are (being phased out) NQF level five, three year diplomas NQF level six and the newly introduced degrees on a NQF level seven. Application to offer honours degrees have already been submitted to the department of higher education, council on higher education and SAQA.

When exploring the qualifications of the lecturers currently employed at this institution, it seems that the norm is to appoint lecturers who do not have a formal teaching qualification such as B.Ed. or Post Graduate Certificate in Education PGCE. Rather, the selection criteria for the appointment of lecturers centres around the applicant's academic qualification, e.g. B.Com degree together with practical experience gained in industry. This is not uncommon practice at higher education institutions in South Africa where the emphasis is on building skills suitable for industry. Management is of the opinion that lecturers must have industry experience to be able to lecture in the

particular programmes offered at this institution. After confirmation of employment, newly appointed lecturers must attend a three day assessors' training programme and thereafter capacity building training through consultation and other workshops takes place on a regular basis.

Because of the emphasis on quality assurance in education and the notion that evidence must be provided of quality in teaching, management expects that each programme and lecturer involved is to be evaluated once per term by means of an anonymous questionnaire issued to students. These questionnaires were developed by the management team and were piloted before being used as a measurement tool for the quality of teaching, the quality of the curriculum and the quality of the infrastructure of the institution. The results of these evaluations (as evidenced through student feedback) and throughput rates (extracted from the internal student management system [SMS] of the institution), seemingly indicate that in some programmes there must be a different approach to the teaching methods used by some lecturers.

The employment rate of students completing their studies (information gathered by telephonically contacting students who have completed their studies and who are currently employed [alumni survey]) at this institution concludes that there is a need in industry for the programmes offered at this institution. I am of the opinion that the outcome of training at this institution is of a high standard and it fulfils the needs of industry. The institution obtains feedback regarding the students' performance and knowledge on an annual basis from industry when the students do their work-integrated learning. This enables the institution to remain current with its programme offering to suit the needs of industry and to ensure that the students who graduate from the institution have been properly trained and are employable. However, if the criteria for the appointment of lecturers, the assessors' training and the evaluation of the lecturers are considered, I contend that if a study is undertaken on the teaching methods practiced at the institution, the vision of the institution that is 'to become a centre of excellence on the continent of Africa and beyond', could be realised if there is a conceptual shift from the traditional methods of teaching to more participatory or active engagement with students.

Thus the study aims to explore present (traditional) teaching methods, and the participatory (active) teaching method.

### **1.3 THE RESEARCH QUESTIONS**

The background led me to formulate the following questions as objectives for this study:

- What teaching methods are currently used by lecturers in theoretical subjects in the business faculty?
- What are the perceptions of the lecturers and students at this institution towards the teaching methods currently being used in theoretical subjects in the business faculty?
- Unlike the traditional teaching methods, could participatory (active) teaching methods (underpinned by the activity theory) possibly bring about the emancipation (taking charge of their own learning) of students in the business faculty?

### **1.4 INITIAL REVIEW OF THE LITERATURE**

The focus of this study is on activity theory (that originated with Vygotsky) as a teaching method employed by lecturers in theoretical programmes at a private higher education institution.

The study will explore whether the teaching methods currently employed at this institution are able to engender participatory learning. This means that students should, in collaboration with the lecturers, be engaged in learning. My contention is that lecturers who now mostly engage traditional methods of teaching should employ more participatory methods of teaching. I shall now briefly explore the traditional and participatory teaching methods.

An example of a traditional teaching method is the monologue or egocentrism (lecturer centeredness) (Cawood, *et al.* 1980:24 and Robertson, 1999:271) - a method of teaching in the form of formal lectures. The lecturer lectured whilst the students would be passive listeners (Engeström, 2001:138). Shor & Freire (1987:39) refer to this type of learning as banking education where the facts are deposited or given to students without questioning or active participation being actively encouraged. This approach was usually used when a big group of students had to be lectured to. In the past it was believed that lecturers knew everything and they were supposed to teach and students were supposed to passively absorb the information conveyed during lectures.

Currently, however, the focus of learning has shifted from the lecturer being in control to the students becoming active participants in their own learning (Engeström, 2001:138). This signifies a break or conceptual shift in teaching methods.

A teaching method that is of a non-traditional nature is discussion and self activity (Cawood, *et al.* 1980:24). Robertson, (1999:277) calls this method of teaching *aliocentrism*, or student-centred learning. The focus now shifts from the lecturer being in control all the time to the active participation of students in their own learning. Robertson (1999:283) posits that there is another method of teaching that should be implemented by lecturers in their classrooms and that is: *systemocentrism*. This method of teaching both treats the lecturer and the student “as unique persons, not placed in roles, and puts them in interaction” (Robertson, 1999:283).

Kyriacou, (1996:5) defines successful teaching as: “... teaching which effectively achieves the learning by pupils intended by the teacher. This definition focuses on the achievement of predetermined outcomes only, but still emphasises the role of the teacher or lecturer. South African Concise Oxford Dictionary (Kavanagh (ed) 2002:1171) explains ‘successful’ as “accomplishing an aim or purpose”. Successful learning in this study will not focus on the extent to which students achieved the predetermined outcomes set by a programme or the throughput rate but the degree to which students at this institution are allowed to become partners in their own education by means of participatory education. In the words of Yang and Wilson (2006:365) this means that students should be emancipated to remain strong and be able to perform on their own. This leads to exploration of *constructivism*, a theory of learning that advocates the active engagement of learners in their own learning. I shall now briefly discuss this theory.

*Constructivism* stems from the psychological work of Piaget, Vygotsky, Bruner, Gardner and Goodman (Fosnot, 2005:10). *Constructivism* views learning as an “interpretive, recursive, nonlinear building process” (Fosnot, 2005:34). Yang & Wilson, (2006:365) posit that not only *constructivism*, but also *social constructivism* comes to the fore when students are allowed to play an active part in their learning that leads to reconstructing ideas in their own minds. They further argue that another idea that should be introduced is ‘*scaffolding*’. This term refers to the support structure that is built around the students while they are in the learning process, but once they have internalised the learning, the learning support (*scaffolding*) will be removed and they should be emancipated to remain strong and remain strong and function independently.



Grosser, (2007:38) agrees with Fosnot, (2005) by arguing that effective teaching and successful learning and how students learn cannot be separated. In recent years teaching and learning have been seen as intertwined and incorporated into teaching/learning frameworks (Fosnot, 2005:175). Constructivism then leads to the underpinning theory of this study, namely the activity theory of Vygotsky, which I will now discuss.

The activity theory that flows from constructivism was chosen as it is a descriptive tool for a system that was initiated by Vygotsky, Leont'ev and Luria during the 1920's (Engeström, 2001:134). Activity theory requires that students be actively involved in their own learning. The key role players in the activity are not fixed and in this study the role-players will be the lecturers, as subjects that will direct a particular activity mediated by an artefact (teaching methods) towards an object (students) in a particular community (the institution) to reach a particular outcome. A distinction is made between three levels of activity namely: the community that carries out a particular activity towards an objective (the "why" question). The activity of action is directed towards a specific goal by specific individuals (the "what" question) and the operation of the activity should be executed according to the intended outcomes for the specific goal (the "how" question).

Engeström, (2001:133) posits that we are constantly learning new forms of activity that currently do not exist, in other words the activity is constantly evolving. Bateson (in Engeström, 2001:138) has distinguished amongst three levels of learning. Learning 1 refers to the acquiring of the correct responses to particular situations. An education institution for instance has certain rules to obey. The student therefore learns what these rules are and how to act accordingly. Learning 2 determines how students behave in a group – this refers to the hidden rules in the classroom (in other words students reacting according to the according to the rules stipulated by the institution). From learning 2 there should be a development towards learning 3 where the students should start questioning the rules of the institution or the methods that are being used to lecture. This study is directed towards the learning three phase. After the students have learnt and accepted the rules of the institution (learning1) as well as the rules in the particular classroom (learning 2) they should have the opportunity to start questioning these rules. At this point in the at this point in the learning phase, the students are in the process of being emancipated to take charge of their own learning. Thus students will have a say in their own learning (participatory) and what they bring to the learning situation will be recognised. The question remains: "Do lecturers allow students to voice their opinion?"

The activity system determines five principles, namely: (1) object-orientedness (people should live objectively towards reality); (2) multi-voicedness (a community of multiple points of view and interests); (3) historicity (the activity system is shaped and transformed over a period of time – teaching methods therefore evolved over a period of time and were shaped according to the specific needs at a given time and community); (4) contradictions as sources of change (activities are open systems and students should be allowed to enter this system with their own ideas, which will most likely lead to aggravation as the old and the new methods collide with one another); and expansive transformations in the activity system (this concept is engendered when the “object and the motive” collaboratively seek new horizons. In this study it refers to the new teaching methods collaboratively determined by the lecturers and students) Engeström, (2001:136). Traditionally teachers claimed to know what was to be learnt and how it was to be learnt. Bateson, (in Engeström, 2001:139), on the other hand, determined that students nowadays are challenging lecturers and in a collaborative way the lecturer and student may determine new teaching methods to be implemented.

Thus, following activity theory lecturers should allow students to voice their questions and find solutions to them. Students must be permitted to make mistakes and lecturers must not try to avoid this. The classroom must be seen as a community and the lecturers must allow students to communicate their ideas, reasons, questions and doubts to this community (Fosnot, 2005:33-34).

A change in teaching methods is indicative of a conceptual shift in the thinking of lecturers in terms of teaching methods. As stated, my contention is that teaching methods more appropriate in leading students to successful learning would be methods that enhance participatory learning.

## **1.5 METHODOLOGY**

Henning, Van Rensburg and Smit, (2010:36) mention “that methodology is the reflection of the research question and that the methodology will determine the methods to collect data. The philosophy and study of the methods and different ways of doing research all have an impact on the design and impact of the execution of the study.” Keeping the research questions in mind, the most appropriate methodology will be the quantitative (in the form of questionnaires) and qualitative (focus group interviews and observations) methods of inquiry.

An in-depth analysis of a case study in a “bounded system” (in this case this institution) serves as a method of research (De Vos, *et al.* 2007:272). This case study will be used to collect and compare the data with the initial theory on which the study was based. Mark, (1996:219) distinguishes amongst three different types of case studies namely intrinsic, instrumental and collective. In this study, the intrinsic method (determine the trend in the particular case) will be used as the focus on a particular case. The following steps for creating a case study, namely: planning, development, collection of data, evaluation and analysing data, dissemination of findings and writing of conclusion and suggestions will be followed (Neale, Thapa and Boyce, 2006; Tellis, 1997).

### **1.5.1 RESEARCH METHODS**

I will use a mixed method research design in order to enhance trustworthiness and to provide a deeper understanding and answers to the research question, “Exploring activity theory as a teaching method at a private higher education institution: A case study”. The questionnaire, including both open-ended and closed questions will be given to nine lecturers. Focus group interviews will be conducted with 16 purposively selected students consisting of four from each theoretical programme.

#### **1.5.1.1 Sampling**

The sample population will include nine lecturers and 16 students from the four theoretical programmes at the institution.

All nine lecturers lecturing in the theoretical programmes in the business faculty at the institution will be asked to complete the questionnaire. Observation will be done with at least one 1<sup>st</sup> year and one 2<sup>nd</sup> year group with each lecturer.

I will purposively select and do focus group interviews with the students from each of the theoretical programmes in the business faculty. I will refer to their previous year’s final marks on the Student Management System (SMS) to select top, middle and weak performing learners for the focus group interviews. I will fully explain how these students will be selected in chapter three of this thesis.

To ensure that this study is not biased, a research assistant will be used to distribute and collect the questionnaires. She will be asked to peruse the questionnaires before she takes them in to look for incomplete data. The participants will be informed that completion of the questionnaires and participating in the interviews and focus groups is voluntary. Questionnaires will be completed anonymously.

### **1.5.1.2 The questionnaire (quantitative method)**

Before I begin my research I will pilot the questionnaire with two staff members at my institution. I will adjust the questionnaires if necessary. The reliability of questionnaires will in part be ensured by piloting and making adjustments before implementing (White, 2005:126-131).

The questionnaire will contain open-ended and closed questions. I am aware that there may be some disadvantages to using questionnaires as not all will be fully completed. Since I work at the institution, my research assistant will follow up, as far as possible, on all incomplete questionnaires from the nine staff members and will make sure that all are returned. Questionnaires do not always allow for the expression of opinion from participants, therefore there will be open ended questions to ensure that the lecturers will be able to give their own opinions. To ensure validity, the data gained from questionnaires will be triangulated with data gained from the focus groups and observations (White, 2005:126-131).

### **1.5.1.3 Focus group interviews (qualitative method)**

The questions during the focus group interviews (to students) will both be open and closed questions. I am aware that not all students who will be approached to take part in the focus group interviews may be willing to participate and that it is time consuming (Burns & Grove, 2009:51). Also, if the researcher is known to participants, it may inhibit answers from participants.

### **1.5.1.4 Data analysis**

Data gained from the questionnaires will be processed in a computer programme such as MsExcel. If necessary I will work with Mrs. Uys at the Post Graduate Centre Library to analyse the data.

All focus group interviews will be transcribed. I will analyse the data inductively using coding and categorising. I will link the data with the current literature to strengthen the discussion and interpretation.

## **1.6 ETHICAL CONSIDERATIONS**

Mouton, (2009:238) indicates that ethics is the science of what is right and what is wrong and that ethical considerations appear in three stadia during the research: selecting the participants; the measurement the participants will be subjected to and handling of the information gained from the participants.

De Vos, *et al.* (2007:67) mention there are a number of committees that protect the rights of the participants in research. The Ethical Code of the South African Council for Social Service Professions (1986) can be seen as such a committee. She also mentions that the researcher must remember that the participants will not put their trust in a committee to protect them but rather in the researcher as an individual.

In this study ethical considerations will be dealt with as follows

- Obtain written permission from the directors of the private higher education institution to do the research (Appendix E, page 177).
- An agreement will be made with the institution that whatever outcomes are derived from this study will be made available for staff development (Appendix E, page 177).
- To ensure the integrity of the data collection process at this institution, the following processes will be honoured:
  - A letter accompanying the questionnaire will inform the participants what the research is about, guarantee the anonymity of the participants, indicate that it is voluntary and state that participants could withdraw at any stage (Appendix A, page 158).
  - Both lecturers and students, who are selected for the observations and focus group interviews, will be informed that they can refuse to participate in the focus group interviews and observations and that they may withdraw at any time if they should want to.
  - Lecturers and students will be informed that their identity will be kept confidential.
  - The institution's identity will be kept confidential as far as possible.
  - No student younger than 18 years of age will be considered to participate in the study.
  - The lecturers and students will be thanked for their participation.
  - The final outcome of the research will be made available to the management of the institution and suggestions for staff development workshops as well as skills development for the next skills development period will be made.

## **1.7 ORGANISATION OF THESIS**

This thesis will comprise of five chapters. The first chapter will cover the introduction and the second chapter the literature review pertaining to specific topics relevant to this research. The third chapter will address the research methodology and methods that will be used to obtain the best possible answers to each of the research questions. The fourth chapter will contain all the data and the analysis thereof linking it to the research

questions. The fifth and final chapter will host the conclusions and implications of the study and will contain recommendations for further studies on this topic or any other topic that might derive from this study.

## CHAPTER TWO LITERATURE STUDY

### 2.1 INTRODUCTION

As discussed in chapter one, this study originated from the teaching methods employed by lecturers at a private higher education institution that might be more of the traditional style rather than that of the participatory method. A question was asked by one student during an evaluation session: “Is this institution ready for the students who come from the schools where outcomes based education has been employed?” I therefore decided to focus this study on the teaching methods employed by lecturers in the programmes in the business faculty at a private higher education institution through the lens of activity theory (that originated with Vygotsky).

I shall now give a brief explanation of this theory:

### 2.2 VYGOTSKY’S ACTIVITY THEORY

An activity theory is a descriptive tool for a system. This theory originated with people such as Vygotsky, Leont’ev and Luria during the 1920’s. In this theory, a motivated activity (teaching methods) will be directed at a specific object (students). The role players in the activity are not fixed, as can change constantly. In this study the role players are the private higher education institution, the lecturers and the students and the teaching methods used by the lecturers in order to emancipate the students to internalise their learning. The industry can also be considered as a role player in this theory as applied to this institution, as students are required to undergo training in the industry as part of the work-based learning component of their programmes.

In this theory the following “items” (variables) must be mentioned: there are subjects (lecturers) that will direct a particular activity mediated by an artefact (teaching methods) towards an object (students) in a particular community (the institution) to reach a particular outcome. Distinctions are made between three levels of activity as presented in the following figure:

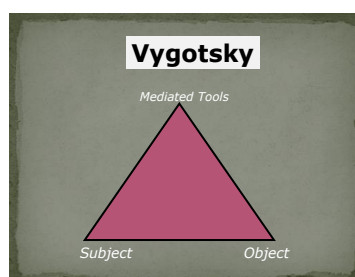


Figure 2.1: Vygotsky's activity model (Engeström, 2001:134)

- The community carries out a particular activity towards an objective. This level of activity will answer the “why” question. In this study it refers to the question of why the lecturers should use a particular teaching method or methods to teach the necessary skills in a particular subject. Thus the lecturer should ask why a subject is presented and why a student needs particular skills.
- The “what” question is answered by the activity of action that is directed towards a specific goal by specific individuals. The question asked is what the outcomes of the subject are and what methods should be used to reach the intended outcomes.
- The operation of the activity should be executed according to the specific intended outcomes for the specific goal. This should answer the “how” question. In this study the lecturer should determine the previous two levels of activity that should answer why the student needs the skills, what the skills needed are and how the lecturer should present the lectures with regards to what teaching methods will be used to reach the outcomes.

Engeström, (2001:138) states that we are constantly learning new forms of activity that is not there yet. He goes on to say that Bateson (in Engeström, 2001:138) has distinguished amongst three levels of learning.

- Learning I – refers to the acquiring of the correct responses to particular situations, e.g. if A happens, B will happen. In other words a prediction can be made. It is a constant that is always the same. In this study one can refer to students learning what the correct answers are to certain questions in the classroom. Lecturers are informing students what the rule is and there can be no debate about it.
- Learning II – Engeström, (2001:138) goes on to say that when learning I takes place, learning II takes place alongside it, e.g. students learn how to behave in a group, they learn how to behave at the this institution according to the predetermined student rules and code of conduct.
- Learning III – from learning II there should be a development towards learning III. The students should start asking questions about the rules of the institution and the students and lecturers could collectively come up with new or adapted rules for this institution. Some rules cannot stay the same and might have to be adapted as time goes by. Learning in the classroom should be collective in such a way that the



students and lecturers together determine new teaching methods to be employed for effective learning in the particular subject being presented.

There are four principles determined in the activity system:

- *Object-orientedness* – people should live objectively towards reality. They should be objective towards the natural sciences and also to the socially or culturally defined properties. Lecturers should therefore be objective towards the subjects being presented and what the best teaching methods should be to lecture these subjects.
- *Internalisation/externalisation* – external activities usually have an effect on how people internalise it in other words how they will make it their own. In this study it is therefore imperative for the lecturers to keep in mind that the teaching methods used to present a subject could have a direct effect on how the student will internalise it, e.g. if the lecturer lacks the enthusiasm and basic knowledge with which the subject is presented, the outcome could be a lack of interest from the student. Internalisation could have an effect on internal motivation for the particular subject. If a lecturer does not motivate the student to make this subject his or her own (internalisation) that could lead to the student not taking ownership of his or her studies, but only striving to pass the subject just because it is compulsory to obtain a qualification.
- The third principle in the theory is *mediation*. In human activity mediation takes place by means of tools. Tools will be created and constantly change while the activity is in action. It is therefore an accumulation and transmission of social knowledge. In this study the researcher aims to determine, by means of questionnaires, focus group interviews and observation, what methods of mediation the lecturers are using to adapt their teaching methods to the particular subjects being presented.
- The last principle in activity theory is *development*. Lecturers are supposed to be able to develop new teaching methods by using the principle of mediation. This development could in return ensure that the teaching methods lecturers are using are the most suitable ones or a combination of the most suitable ones to lead the students towards internal motivation and internalisation of their studies (Learning-theories.com). It is also important for the lecturer to keep in mind that the student must be an agent in his or her own learning. Therefore the development of the teaching methods can be a collective effort by lecturer and student.

Engeström (2001) agrees with the four principles mentioned in the above paragraph for the activity system but has used different formulations for it. From these principles flow the new approaches to learning, namely expansive transformation in activity systems. Traditionally there were individuals (the effective teacher) who claimed to know what is to be learnt and how it is to be learnt (Engeström, 2001:136). Bateson (in Engeström, 2001:136) on the other hand determined that students nowadays are constantly challenging lecturers and in a collaborative way the lecturer and student could determine new teaching methods to be implemented (as mentioned at the end of the previous paragraph). In the figure below it is illustrated how Engeström adapted the initial illustration of Vygotsky towards the activity theory:

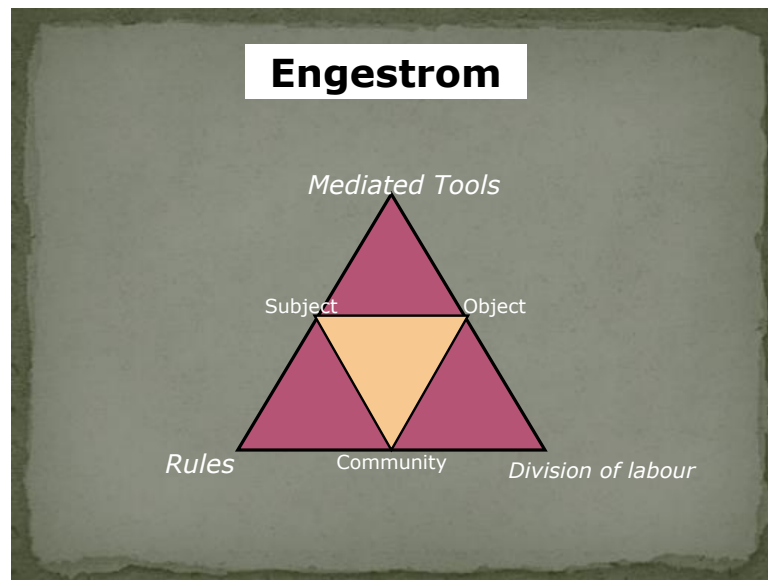


Figure 2.2: Engeström’s adapted Vygotsky’s activity model (Engeström 2001:135)

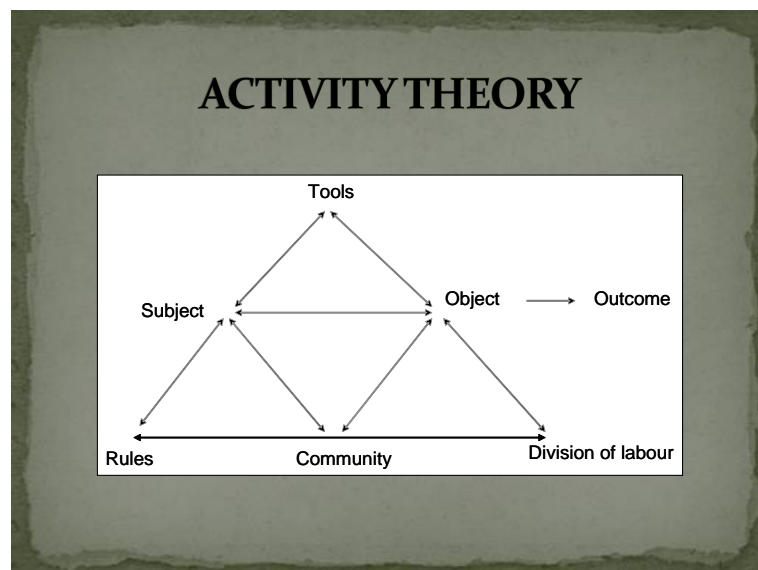


Figure 2.3: Engeström’s adapted Vygotsky’s activity model (Engeström, 2001:135)

## 2.3 TEACHING AND LEARNING

The question arises: What is teaching? Ramsden said that “The aim of teaching is simple: it is to make student learning possible” (Ramsden in Magennis, *et al.* 2005:45). Teaching therefore can be seen as a set of activities, performed by the different role players explained in the activity theory of Vygotsky, that makes learning in students possible. Magennis, *et al.* (2005) agrees with Vygotsky’s vision that the activity in learning can be complex due to the variety of disciplines and perspectives the students are introduced to. Vygotsky refers to one role player in the student’s learning process as the community or in this study the institution’s rules to be followed. Magennis, *et al.* constitutes that the student is expected to undertake this learning inside one or more paradigms or the concept that the world affixes to learning.

Magennis, *et al.* further stipulates that Kolitch and Dean describes teaching and learning in two models, namely

- The “transmission model of teaching” and
- The “engaged critical model of teaching”.

What is called the “transmission model of teaching” is similar to what is commonly known as the traditional method of teaching or also referred to further on in this chapter (page 23) as egocentrism or teacher centeredness. The “engaged critical model of teaching” is what is later on addressed in this chapter (page 24) as aliocentrism or teacher/student centeredness. As explained by Magennis, *et al.* this method of teaching is seen as a dialogue between the student and lecturer or facilitator. She goes on to explain that both the student and the lecturer each has a unique life experience and could enter into “mutual and creative dialogue” (Magennis, *et al.* 2005:46). In the critical model of teaching the student must engage with the object of study (topic lectured) presented by the lecturer, where the student achieves an understanding of the topic and new knowledge is created.

This study explored whether the teaching methods currently employed at the institution are able to engender participatory learning. This means that students should, in collaboration with the lecturers, be engaged in learning. My contention is that lecturers who now mostly engage traditional methods of teaching should employ more participatory methods of teaching. I shall now briefly explore the traditional and participatory teaching methods.

### 2.3.1 THE TRADITIONAL AND PARTICIPATORY TEACHING METHODS

The question now arises: what is effective teaching and effective learning? The Oxford advanced learner's dictionary describes the word effective as "producing the result that is wanted or intended". Taking this definition into consideration, effective teaching could be the teacher being able to use the "correct" teaching methods (be it to coach the student or to teach them to use the correct tools to obtain an answer), to meet the outcomes as specified in the study guides of each subject or to capacitate students to think beyond the pre-determined outcomes (OBE).

Kyriacou, (1996:5) defines effective teaching as: "... teaching which successfully achieves the learning by pupils intended by the teacher." In other words, a teacher plans according to a preset curriculum with specific outcomes (that stems from outcomes based education (OBE)) for each subject. The teacher should be able to use the preferred teaching methods (using the most appropriate tools to get the job done) for these subjects in such a way that the students complete the subject successfully. Success in this context means that the students are found to be competent in the subject and are able to apply the new knowledge acquired. He further stipulates that there are two simple elements for effective teaching: firstly the teacher must be clear on what teaching is to be conveyed to the student and secondly, the teacher must prepare the necessary sources and present it in such a way that the students understand and can achieve the outcomes.

Kyriacou, (1996:5) identifies the following qualities that effective teachers should possess:

- a personality and a will to teach,
- intelligence, sympathy and tact,
- open-mindedness and
- a sense of humour.

In a case study conducted by the American Association for the Advancement of Science the following principles of learning were explained:

- Learning is not necessarily an outcome of teaching. Sometimes students do not really understand what they have been told, but will by repetition of the facts be able to pass an examination and therefore cannot apply the new knowledge gained.

- What students learn is influenced by their existing ideas. Students make connections between “old” knowledge and “new” knowledge. Students should best learn when the concepts are encountered in a variety of methods, ways or scenarios. However effective learning requires more than just making connections from the old to the new. Sometimes people must restructure their thinking drastically, e.g. a student might have to discard a long-held belief that was just never true and reconnect with the new idea that is current.
- Effective learning by students requires feedback. Students should have the opportunity to get feedback on a project or idea from their peers. In this study, students should have the opportunity to critique one another’s work for example (presentations given in class by students) where the receiving party must be able to defend his or her work.
- Effective learning should lead to confidence. Students must have a good self concept to be able to effectively learn. According to Purkey, (1970:16) there is a direct relationship between the self concept and academic under achievement.

## **2.4 CONSTRUCTIVISM**

One of the most recent psychologies of learning is called constructivism. “Constructivism is a theory about learning not a description of teaching” (Fosnot, 2005:33). Cognitive development and deep understanding are the focus points. Constructivism stems from the psychological work of Jean Piaget, Lev Vygotsky and Jerome Bruner, Howard Gardner, and Nelson Goodman (Fosnot, 2005:10). It views learning as an “interpretive, recursive, nonlinear building process” (Fosnot, 2005:34). In the constructivism theory teachers are challenged to incorporate this paradigm into their classrooms and methods of teaching. I shall now discuss some of the principles of constructivism which may empower teachers to change their teaching methods.

Constructivism as learning is a development of the student’s invention and self-organisation. Teachers must allow students to voice their questions and allow students to find solutions for these questions. Students must be allowed to make mistakes and lecturers must not try to avoid this. Teachers and students must point out any contradictions in statements, discuss it and try to try to reach a solution. Teachers must not suppress these actions. They must allow students to reflect on their learning through writing journals, reports, reflection essays etc. The classroom must be seen as a community and the teachers must allow students to communicate their ideas, reasons, questions and doubts to this community (Fosnot, 2005:33). Students should

feel free to make mistakes. Thus, a risk-free learning environment is encouraged where lecturers are also aware that unintended consequences of learning may occur that may not always be in line with the predetermined outcomes but very valuable as these consequences speak of the students' own narratives (their own experiences and how they make sense of what is being taught and learned). Within this the 'effectiveness' of learning and teaching methods may be tested through constructivist notions.

Fosnot, (2005:175) states that teaching and learning is the same. Grösser, (2007:38) agrees with Fosnot by arguing that effective teaching and effective learning and how students learn cannot be separated. It is therefore important for teachers to know the process of learning.

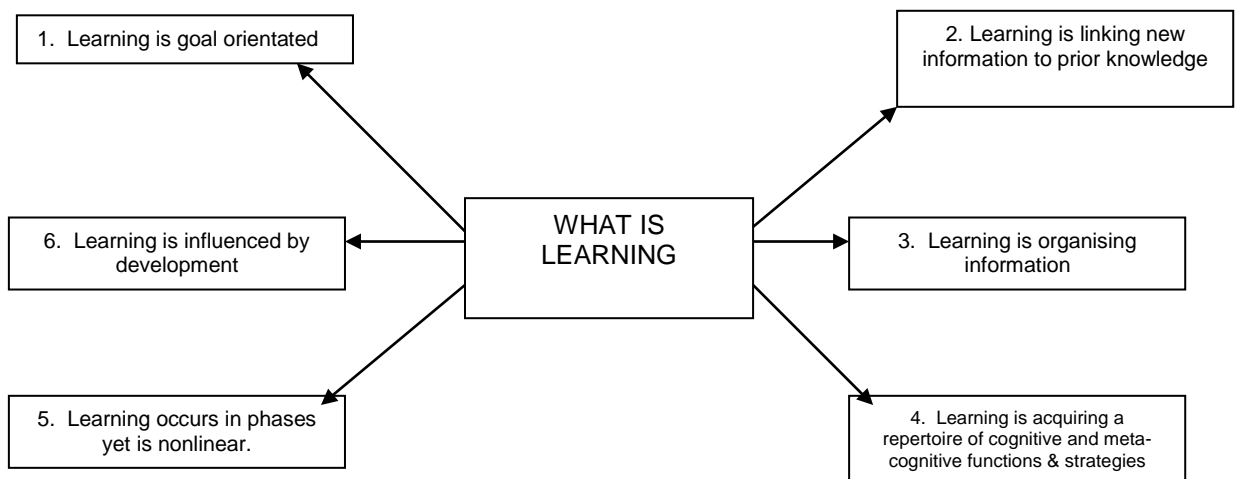


Figure 2.4: Mary Grösser's steps in the learning process (Grösser, 2007:38)

In the past teachers were seen as the 'agents' (Giroux, 1998:2) who teach with their range of knowledge and that was the only expectation of them. The teacher will only share their knowledge with the students and do not go beyond what is predetermined in the curriculum. However, students are the people who have to learn and therefore learning is what they have to do: no matter whether they understood the learning material or if they could apply what they learnt. Later the relation between these two actions was discovered and they were viewed as intertwined. Nowadays according to Fosnot, (2005), because teaching and learning cannot be separated it will be integrated into teaching or learning frameworks. These two actions are therefore inseparable and both teachers and students learn from each other, thus incorporating constructivist notions.

Giroux, (1998:2) a critical theorist, argues that the emphasis of teaching has moved from, helping students to complete the task to assisting students to use the tools to

complete a task properly. The focus therefore is no longer on whether the student can complete the task, but whether the student is able to utilise the tools given to them in order to complete the task. Giroux, (1998:2) stated "...how can we make schooling meaningful so as to make it critical and how can we make it critical so as to make it emancipatory?" (The students should be emancipated to take control of their own studies and success in education. This is what was meant when I referred to a risk-free environment earlier. The school system should no longer supply the students with the correct answers, but assist them to solve problems by using the necessary tools and to critically evaluate whether these tools will give them the desired result. This refers to the constructivist principle of learner centeredness.

Giroux, (1988:3) further suggests that a new discourse should be taken in schooling. On the one hand the shortcomings in schooling should be investigated and on the other hand it should suggest new methods of thinking about and organising school experiences.

In alternative theories, schools should move from being institutions where students take everything for granted to being institutions where students are taught to become active, critical citizens. Giroux (1988:7) argues that the central question for building a critical pedagogy, that refers to the study of teaching methods (Oxford Advanced Learner's Dictionary) is to help the students to understand that the school culture is not neutral and does not necessarily serve their needs. Lecturers would do well to be aware of this and to take this into consideration when planning lessons and deciding on teaching methods.

In a study done by Deci, Spiegel, Ryan, Koestner and Kauffman (1982) at the University of Rochester to determine whether teachers are more controlling when their success in the classroom is measured against the students' throughput rate, the question was asked: "will students have a lower intrinsic motivation (motivation coming from within a person) and self esteem when teachers are more controlling rather than supporting in their classes?" This should have a direct influence on the teaching methods used by teachers as they are measured against the pass rate of the students. Don White (1983) explains that intrinsic motivation is the inner drive a student has to complete an assignment and that extrinsic motivation takes the form of e.g. lectures or classes a student must attend as it will be advantageous for the student when he or she writes the examination. Thus, if a lecturer is able to intrinsically motivate a student and convince the student of the importance of successfully completing the subject it should capture the student's interest in the subject and the student ought to have a

positive approach towards the subject that should lead to successful completion of such subject.

An experiment conducted by Deci et al (1982) compared two scenarios of teacher – student interaction to determine the impact of teaching methods according to predetermined outcomes that must be achieved. One teacher was instructed to support the student to solve a particular set of puzzles, while another teacher was asked to teach another student to build as many puzzles as possible to meet a certain set of standards. It was found that the teacher who taught the first method made more effort to facilitate the student to help himself to find the solution to the puzzle. In the second instance the teacher concentrated on getting the student to build as many puzzles as possible as the teacher had to teach according to meeting certain standards.

The finding of this study was that the first student could solve more puzzles on his or her own, but built less puzzles in total. The second student could build more puzzles, but solve less as he or she was guided through the process of solving the problem. Therefore, if an education institution is focussing on the throughput rate of students, it might influence the teaching methods to be used from learner involvement to teacher autonomy.

The outcome of this study done by Deci, *et al.* (1982) therefore concludes that teachers will determine their teaching methods according to the outcomes that were set for them. If the students are required to solve problems, teachers should equip them with the necessary tools or skills to do so. Managers of educational institutions should therefore be wary of the outcomes they set for lecturers. Are they only interested in the pass percentage of the institution? Or are the managers interested in how many students leaving the institution will be able to use the tools they were taught to complete an assignment successfully? The assumption therefore is that if the managers of this institution are only interested in the pass percentages, the lecturers might coach the students to pass the examinations. If the managers of this institution are interested in how many students can use the tools to complete an assignment successfully the lecturers might not focus on coaching, but rather to teach or assist the students to use the necessary skills and tools to successfully complete an assignment and be able to apply new knowledge in a problem situation.

It was also found that in classrooms where teachers were in control (traditional methods of teaching referred to earlier as being positivist in nature), the intrinsic



motivation of the students were lower compared to where teachers were encouraging autonomy in their students. Thus, the classroom climate is very important in setting the stage for a particular method of teaching. "When teachers are themselves pressured toward particular outcomes, they may in turn become more controlling with their students, which could decrease the intrinsic motivation and self-esteem of those students" (Edward, *et al.* 1982:853).

As previously mentioned (page 15) when I discussed what effective teaching is, teachers should possess certain traits in order to be an effective teacher who, for this study, can employ effective teaching methods to motivate the students towards effective learning.

"The quest for effective teaching remains a demanding, complex and daunting task" (Grösser, 2007:37). In 2007 Mary Grösser investigated teacher effectiveness by looking at teacher traits for effecting teaching. She highlights the following traits in this article.

(1) "The teacher's involvement with his or her learners" (Grösser, 2007:37). Teachers should know each learner in their class, what their socio economic state is as well as any learning disabilities to be aware of reasons for possible problems in class.

(2) "Teachers must be enthusiastic about the subjects being presented" (Grösser, 2007:37). A teacher that is not enthusiastic about the subjects presented will probably not teach with the necessary passion. It becomes just another job to be done.

(3) "Teachers' subject knowledge" (Grösser, 2007:37). The management of an educational institution cannot expect a teacher to teach a subject of which he or she has no knowledge.

(4) "Teacher's engagement in elaborate conversation with students" (Grösser, 2007:37). Teachers must allow students to communicate with them regarding the subject matter under discussion.

(5) "Facilitation of learning activities with material" (Grösser, 2007:37). The teacher must be able to select the appropriate learning material to stimulate the students on their journey towards effective learning.

(6) "Pay attention to requests for attention and help" (Grösser, 2007:37). The teacher must pay attention to when students need assistance and then guide them further through the learning process.

(7) "Teachers' reflection on own practice" (Grösser, 2007:37). A teacher should reflect on his or her methods of teaching used in the classroom in terms of its effectiveness and relevancy to the subject presented.

(8) "Encouragement of learners to be active participants in the learning process" (Grösser 2007:37). Active participation of students in the learning process should be encouraged as opposed to teachers taking on the role of the only speaker.

(9) "Assistance to learners to reach their intellectual potential" (Grösser, 2007:37). A teacher should always encourage students to reach their intellectual potential at their own pace by facilitating the learning process and creating an environment conducive to learning and not controlling the learning process. In my view, this demands a conceptual shift in the thinking of teachers in terms of teaching methods within a critical constructivist paradigm rather than a traditional positivist paradigm.

Elizabeth Perrot, (1985:1) states that there is a correlation between effective teaching and the traits of an effective teacher. She highlights the following three traits:

- Warm and understanding and not cold and aloof;
- Organised and businesslike and not unplanned; and
- Stimulating the students and being imaginative as opposed to boring and working according to a set routine.

Cole and Chan, (1994:17) mention that the teacher has a particular professional role to play including:

- commitment to ethical and professional standards;
- perceived self-efficacy;
- analytical strategies and reflective cognitive style
- knowledge of the content of curriculum; and
- high levels of literacy and numeracy.

Cawood, *et al.* (1980:22) opine that teaching methods indicate the actions of a teacher and the students in an education and learning situation. It spells out the way in which learning experiences are created for the student to convey information or to make the

student acquainted with the learning contents according to a predetermined learning objective. Therefore, different teaching methods should be used to teach students to achieve this.

Cawood, *et al.* (1980:22) further contend that there are three basic teaching methods that may be used in a classroom:

- (1) monologue –the lecturer lectures using one way communication,
- (2) discussion –the lecturer and the students partake in a two way communication and
- (3) self activity –the learner is actively involved in the lesson.

Perrot, (1985) indicates that if teaching and learning are to collaborate effectively there must be a connection between the teacher and the student. When a teacher is more actively involved in the lesson it is referred to as a teacher-centred model where the involvement of the student is minimal which is in line with the traditional positivist paradigm. This includes the teacher monologue mentioned by Cawood, (1980). Perrot, (1985) further adds that an alternative method of teaching is to employ teaching and explanation techniques. These techniques can be classified as gaining the active involvement of the learner in the lesson. This corresponds with the two way communication model of Cawood, *et al.* (1980). Perrot, (1985) also shows that independent studies is another form of teaching methods. This requires that the student receives an assignment to do on his or her own, e.g. solving a mathematical problem at home. This corresponds with the self activity that was listed as a teaching method by Cawood, *et al.* (1980).

According to a study conducted by Robertson, (1999) there are three methods of teaching a professor can employ in the higher education environment:

- egocentrism – being teacher centered and this corresponds with what Cawood, *et al.* (1980) and Perrot, (1982) claim. Shor & Freire, (1987:39) refer to this type of learning as banking education where the facts are deposited or given to students without questioning or active participation being encouraged. This approach was traditionally used when a big group of students had to be lectured to. According to this method was believed that lecturers knew everything and they were to teach and students were to passively absorb the information conveyed during lectures. Currently, however, the focus of learning has shifted from the lecturer being in control to the students becoming active participants in their own learning (Engeström, 2001:138). This signifies a break or conceptual shift in teaching methods.

- (2) *aliocentrism* –*learner-centeredness* (Cawood, *et al.* (1980) and Perrot (1985)); and lastly
- (3) *systemocentrism* – *teacher or learner-centeredness* that has not been formulated previously. This method is described as follows by Robertson, (1999:283): “... a focus on the often complex, dynamic, inter subjective relationship among the unique individuals who occupy the teacher and student roles”. This form of teaching method respects the teacher and the student as individuals and “unique persons” (1999:283). The student and the teacher interact with one another and the concept of “... inter subjectivity refers to the interplay of singular, subjective beings.” (1999:283). Systemocentric is rooted in the systems that evolve from the relationship between the teacher and student.

In the case of monologue, teacher centeredness or egocentrism, most lecturers tend to use the lecture method to transport information to the students. There are varying opinions regarding the validity of this method of teaching especially in the outcomes based education environment. The role of teachers has changed over time from the “chalk and talk” method (monologue as described by Cawood, *et al.* in the previous paragraph) to that of facilitating learning using an appropriate method. There was a paradigm shift that is described as: “shift from the sage on the stage to the guide on the side” (Morrison, 2012:1). In his article Morrison mentions that there was a general shift from a teacher-centered (sage on the stage) model of education to a student-centered (guide on the side) model or even better a learning-centered model. He goes on to constitute that this shift “triggers two important and highly interconnected corollaries: first the concomitant change in the student’s role, responsibilities and obligations and secondly, the necessary refinement of the distinctions between information and knowledge and the changes in the transformation processes between the two.” Remtulla, (2010:301) states that educators, facilitators and lecturers often heed the saying “from sage on the stage to guide on the side” as a self-assessment criterion in preparation of their lessons. He goes on to say that this “adage is being used to promote the inclusion of the Internet and other ICT’s practices”.

Morrison, (2012:1), states that it is a well-known fact that the role of the teacher has shifted from teacher centered approach to the learner or student centered approach. He also refers to the term used, no longer “the sage on the stage, but the guide on the side”. There are two interrelated corollaries from this realm: one being the teacher centered approach which he constitutes the students or learners as: passive note takers, receivers of content/information accumulators of factoids. It becomes clear from this description that the students are passive in the learning process when the teacher

uses lectures as a teaching method. He labels the students as the “student-content-receivers” (Morrison, 2012:2). In the, as Morrison refers to it, “after” image the teacher is portrayed as the “teacher-guide”. Morrison argues that there are institutions that still expect their teacher to use their “outdated, wordy preachy“ methods while others expect their teachers to “move beyond” this method and adopting the role of a guide.

The role of the student has also shifted from being a recipient to a participant in the learning process (Morrison, 2012:3). Morrison refers to “high impact practices” gained in higher education and these practices range from community learning courses, undergraduate research, flipped classrooms and problem based education (Morrison, 2012:3).

The ultimate goal of education is for the student or learner to gain knowledge: how it is created, how it is understood and how it can be applied in the industry. He categorised information that a student merely will study, memorise and process for deep learning as “declarative knowledge” (Morrison, 2012:4). Knowledge in education has another meaning. Neil Postman (in Morrison, 2012:4) states that knowledge is:

Information that is embedded in some context; information that has a purpose, that leads one to seek further information in order to understand something about the world ... When one has knowledge, one knows how to make sense of information, knows how to relate information on one’s life, and, especially, knows when information is irrelevant.

Knowledge comes from internalising the information and making meaning of it. to Morrison clarifies this form of knowledge as operative knowledge. Lipman (in Morrison, 2012:5) states that declarative knowledge or information is the facts and operative knowledge understands where the information or declarative learning comes from and how to process it into operative knowledge.

Morrison, (2012:7) says that the overriding problem with the ‘sage on the stage’ approach to education is that the transmission of information takes place by mostly using one way communication with the student being the passive object in the communication transaction. Morrison and Vygotsky agree that there are three parties concerned in the learning process: the teacher, the student and the subject to be taught. The teacher’s passion for the subject should place the subject in the middle of

the circle of learning and not the teacher. The students then have access to the “energy of learning” and of life (Morrison, 2012:11).

As mentioned above in the analysis of Morrison’s view of the teacher or lecturer to change from being the “sage on the stage” to the “guide on the side” he referred to a few new high impact teaching methods that could be engaged into. One of these high impact teaching methods are a relatively new one called the “flipped classroom”.

As Morrison (2012) and Roehl, *et al.* (2013) constitutes a shifting paradigm from “sage on the stage to guide on the side” has taken place and that it brought about another active learning strategy namely “the flipped classroom”. According to Roehl, *et al.* (2013), “flipping the classroom implies easy-to-use readily accessible technologies in order to free class time from lecture.” They also agree with other authors, such as Cawood, Morrison and Perrot that “educators must move from a teaching-centered paradigm toward a learner-centered paradigm.” Students should be actively involved in the learning process. According to Roehl, *et al.* (2013) this is an “umbrella term” used for “pedagogies focusing on student activities”. It is sometimes also referred to as the “inverted” classroom. Teaching methods used should bring the student to the point where he or she not merely does things, but begin to actively reason why they are doing it. Below is a figure illustrating the difference between the flipped classroom and the more traditional method of lecturing.

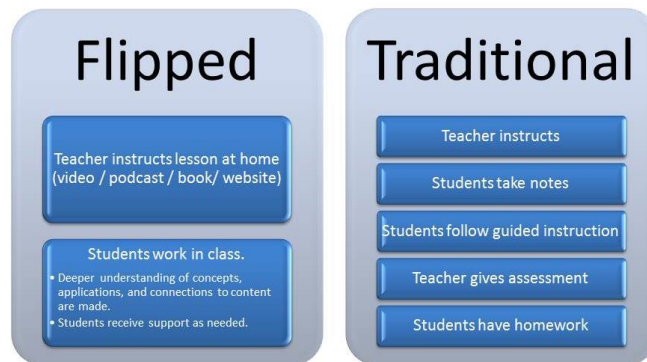


Figure 2.5: Comparison between flipped and traditional classroom ([www.dreambox.com](http://www.dreambox.com))

Zayapragassarazan & Kumar (in Roehl, *et al.* 2013:45) mention that there are four approaches to the active learning classroom:

- individual activities
- paired activities
- informal small groups and
- cooperative student projects.

Examples of the above four activities includes: brainstorming, conceptual mapping (mind mapping), collaborative writing, case-based instruction, cooperative learning, role-play, simulation, project-based learning and peer teaching. In active learning students will be expected to engage in higher order thinking skills such as evaluation, synthesis and analysis. These higher order thinking skills can be found in Bloom's taxonomy as seen in the figure below:

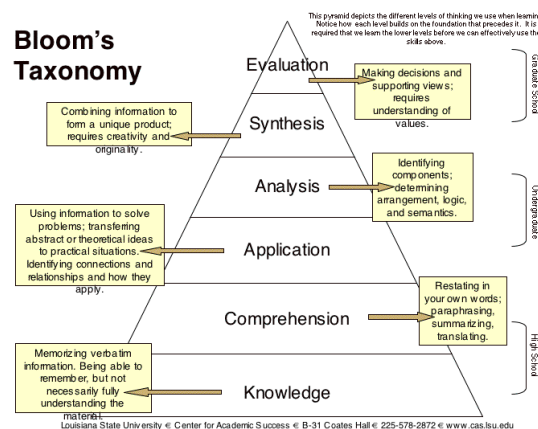


Figure 2.6: Bloom's taxonomy (Retrieved from:

<http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>)

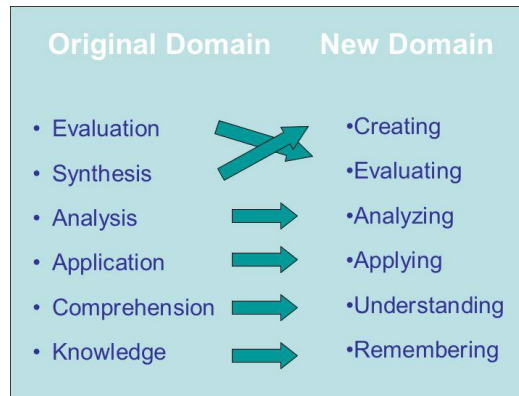


Figure 2.7: Bloom's revised taxonomy (Retrieved from: <http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>)

In the figures above both the original as well as the revised versions of the taxonomy are shown. High order thinking skills falls into the top 3 levels of this taxonomy. Active learning should move the students to not only do what they are told to but to question what and why they are doing it.

Roehl, *et al.* (2013) further claims that active learning can be very simple by integrating in-class activities alongside the traditional lecture method. In the flipped classroom the teacher or lecturer will give the lecture or instructional content as homework (Roehl, *et al.* 2013:45). The students must therefore prepare for lessons by viewing a recording thereof online and come to class with prepared questions regarding lecture content that is unclear to them. Bill Tucker, (2012:82) also mentions in his article that instructional content or lectures are video recorded and placed online for all students to access. The students must then come to class prepared with questions on matters that are not clear to them. Thus, the classroom now becomes a place to “work through problems, advance concepts and engage in collaborative learning”. The advantage of the flipped classroom according to Tucker (2012:82) is that the lesson can be rethought and revisited to cancel out any misunderstandings in the one thing that is most scarce in education: time.

The flipped classroom provides the student with a wide range of learner-centered opportunities in class where the time can be used effectively for peer to peer collaboration and mentoring by the teacher or lecturer. Among others, Roehl, *et al.* (2013:47) identified the most important benefits of the flipped classroom as being:

a) students become more aware of their own learning,



- b) students have the freedom to interact with the content of the subject in their own leaning styles,
- c) it saves valuable class time that can be used more effectively on problem solving and satisfying individual monitoring,
- d) students can revisit the lesson repeatedly as it is videotaped and available online,
- e) students engage one-on-one with the lecturer,
- f) lecturers will have an immediate idea of the student's progress as oppose to with the traditional method of teaching where it will only be brought to light after an assessment took place,
- g) students who are hesitant to ask questions during a lesson, will have the opportunity to ask these questions in the private conversation with the lecturer, and
- h) the class can go ahead even though the teacher or lecturer and/or the students are absent.

Roehl, *et al.* (2013:47) also highlight a few limitations to this method of teaching:

- a) it might not be applicable to all subjects where the more traditional type of teaching would be preferred as opposed to the flipped classroom,
- b) some students might find it difficult to adjust to the new method of teaching as they are familiar with the more traditional method of teaching or prefer to work on their own,
- c) challenges such as lack of infrastructure to post the lectures on online platforms,
- d) the flipped classroom require students to take more responsibility for their own studies. Teachers are required to incorporate motivational and directional instructions in their lessons to motivate the students, and
- e) this method of teaching will emphasise a selection of the critical cross field outcomes in the OBE system in the educational field, e.g. time management, working with electronic media and working well in a group.

## **2.5 CONCLUSION**

The literature review focussed on the activity theory of Vygotsky which incorporates, what teaching and learning is, and the different approaches to teaching with special focus on egocentrism, aliocentrism and systemocentrism. Different authors' views on these topics where explored. It is evident that a definite paradigm shift from the teacher centered method to the student centered has taken place. A few experiments were explored in the literature review which clearly indicates that the focus should not be on the teacher but rather on the student and how the enthusiasm of the teacher towards the subject matter can motivate the students to want to know more and to take responsibility for their own studies. As my research focused mainly on exploring the current teaching

methods employed by lecturers at a private higher education institution it was important to read about the experiences and methods used by other lecturers at other higher education institutions and what their findings were regarding the improved participation of students on their learning journey. It was important for me to acquaint myself with the specific methods that were used by lecturers at other higher education institutions and how I can incorporate these methods at this institution where my research is conducted.

## CHAPTER THREE

### RESEARCH METHODOLOGY AND RESEARCH METHODS

#### 3.1 INTRODUCTION

In chapter one I briefly explained the research methodologies and methods and shall now in this chapter do an in-depth discussion on each. The use of appropriate teaching methods to enhance the student's intrinsic motivation is important in this day and age. The teaching methods at the private higher education institution that I used as a case study for my research will be explored by means of the identified research methods. The outcome of this research will indicate to the management team of the institution what teaching methods are currently mostly used. If it is proven to not be of a participatory learning method but rather that of the traditional methods the management team can use the outcome of this study to plan their staff development strategies in the future. It would be preferred that all lecturers, where possible, utilise teaching methods that will allow participatory learning. Thus, students will, by means of intrinsic motivation, be encouraged to play a big part in their future and to take control of their own destiny.

I shall now discuss how the methodology and the methods of the research in this study will address the research questions, namely:

- What are the teaching methods currently used by lecturers in theoretical programmes?
- What is the perception of the lecturers and students at this institution towards the teaching methods currently being used in business faculty?; and
- Unlike the traditional method, could participatory teaching methods (underpinned by the activity theory) possibly bring about the emancipation (taking charge of their own learning) of students in the business faculty?

#### 3.2 METHODOLOGICAL FRAMEWORK

This research is done at a private higher education institution in the Western Cape in South Africa. The aim is to determine what type of teaching methods are being employed and what the preferred teaching methods are of students from first and second year programmes in the business faculty. This institution does not receive any subsidy from the government. The biggest income of the institution is from class fees paid by students.

Currently the notion is that lecturers teaching at this institution are making use of teacher-centered teaching methods rather than that of a more participatory nature. Lecturers are mostly employed for (1) their qualifications to meet the requirements stipulated by the Department of Higher Education and Training, and (2) their industry experience. Very little, if any, notice is given to lecturers who possess over a post graduate certificate in higher education. This study then aims to determine what teaching methods are employed by these lecturers, who do not hold a formal education qualification, and whether the students (clients) are satisfied with these teaching methods. Furthermore must this study aim to determine whether the students being lectured at this institution are emancipated to become responsible citizens of this country. The outcome of the study will then be measured against the vision of this institution to become a center of excellence on the African continent and beyond.

A decision was made to only do this study in the business faculty where most of the subjects are of a theoretical nature. The arts faculty focuses more on practical subjects with little theoretical content. The inputs from both students and lecturers will be obtained. All lecturers in the business faculty will be asked to complete a questionnaire and students from programmes in the business faculty, purposively selected, will be asked to do focus group interviews. Both the focus group interviews with students from the business faculty and questionnaires with the lecturers from the business faculty will be triangulated with observation done in classes presented within the business faculty.

The research design will make use of qualitative (in the form of focus group interviews and observation) and quantitative data (questionnaires) and will be processed and presented in the thesis by way of graphs, tables and verbal interpretation of the data.

The outcome of the study will be communicated to management of the institution and will be used to plan future staff development (if necessary) with particular reference to teaching and learning practices at the institution to meet the vision of the institution and the expectations of its customers.

### **3.3 RESEARCH DESIGN**

Kumar, (2011:94) describes the research design as a “procedural plan” whereby the researcher will ask some valid, reliable, objective and accurate questions to answer the research questions in each study. The two questions that should be asked in a research design are therefore:

“What do you want to do?” and  
“How are you going to do it?”

The “what” question address the methodology that will be used and the “how” question refers to the methods you will use to collect the information and come to a conclusion. De Vos *et al.* (2007:268) advocates that some authors refer to the design as the decision the researcher will make while planning the study.

Henning, *et al.* (2010:36) mentions “that methodology is the reflection of the research question and that the methodology will determine the methods to collect data. The philosophy and study of the methods and different ways of doing research all have an impact on the design and impact on the execution of the study.” Henning, *et al.* (2010:142) further states that in the research design there is a fine line between planning and execution. White, (2005:80) posits that in the research design the researcher must pay attention to two sections:

- (1) the research approach (quantitative or qualitative or a combination of both) and
- (2) the research methods to be used such as ethnographical and action research.

De Vos, *et al.* (2007:101) agrees with White that at this stage in the study the researcher will have to make a choice on what research approach will be most suitable for the particular study.

Keeves, (1988:28) states: “In educational research, obviously, there are different methods of inquiry, ...”. These have been organised in different research traditions, such as quantitative and qualitative or associated with different theoretical positions, such as behaviourism and critical theory.” In this study both quantitative and qualitative methods of inquiry will be used. The case study of a private higher education institution serves as method of research. I shall now explore the case study as method of research and the rationale for selecting this method in this study.

Kumar, (2011:126) is of the opinion that although a case study is mainly used in qualitative research, it could also be prevalent in quantitative designs. In this study both the quantitative and qualitative methods will be employed. He states that a case can be described as an individual, a group, subgroup or a city. A study can only be called a case study if the population is treated as an entity. In this study the population (lecturers and students in the business faculty) were treated as an entity within the bounded system: the private higher education institution.

De Vos, *et al.* (2007:272) agrees with Kumar that the case study also serves as an exploration or in-depth analysis of a “bounded system”. As previously mentioned the bounded system refers to the private higher education institution. The research was done at this institution because I am employed by them and management would like to improve the quality of teaching to be able to render an improved service to the clients (students, parents and industry). All parties concerned will be protected ethically against being biased by having the choice whether each person want to participate in this study. No person will be forced to take part and can withdraw at any stage during the study. This institution wants to live up to its mission to become a center of excellence in Africa and beyond.

Kumar, (2011:127) further states that the most suitable methods of research to use within the case study is: in-depth interviewing, gathering data by means of observation, focus groups and group interviews. In this study a

- (1) questionnaire as a means of quantitative method of research and
- (2) focus group interviews and observation were used as means of qualitative methods of research.

Case studies have been used in the social sciences and specifically if a researcher attempts to prove whether a particular theory can effectively be implemented in practice or not. But according to De Vos, *et al.* (2007:265) in some occurrences there might be no theory present in a case study, while in other instances where there is a theory present, the case study could be used to point the study in a particular direction before data is collected. The case study can be used to compare the data collected with the theory on which the study was based.

In this study I attempted to determine whether Vygotsky’s activity theory could be used as a platform to assist the lecturer the implementation of participatory teaching methods to enhance participation of students in class. This in turn, should lead to effective learning. Besides the strengths and weaknesses already, a number of other variables could influence the outcome of this study:

- The lecturer’s ability to effectively teach the subject in this research. This could be due to the level of subject knowledge or due to the level of knowledge of teaching methods that could be employed in the classroom;

- The students' interest and intrinsic motivation, as awakened by the lecturer, in this subject (do they really want to do this subject or do they have to do it to be able to obtain a qualification); and
- The cognitive abilities of the students (do they have all the pre-requisite knowledge to continue with this subject or have they been selected according to set criteria to be able to register for this subject).

But why use a case study for this particular research project? Neale, *et al.* (2006) describes a case study as being highly effective and representative of a particular case and because it is of special interest. In this study it is of special interest to the company to improve its services rendered to the clients (students, parents and industry) and to ensure that the quality and appropriate teaching methods are being used in the programs. A case study should indicate what happened to whom, when and what the consequences were (Simons, 2009). In this study the institution that was selected can be described as having an interesting story to tell because of its selection process when employing staff, and what teaching methods they bring to the table and are currently utilising in the programmes as well as the level of intrinsic motivation the students of this institution have. It was also interesting to determine how many lecturers were prepared to have the students collaboratively taking part in determining the teaching methods to be employed.

The method of a case study, as an in-depth study was used exploring teaching methods at this institution. This study should be of particular interest to management to ensure the lecturers have chosen the most effective and appropriate teaching methods and have done everything they could to motivate the students to internalise their studies. The results of this study will be interesting to the management team who are responsible for employing staff members suitable for the job and who will make decisions regarding staff development, academic planning (who presents which subjects) and completing skills development documentation. Overall the outcome of this study will enable management to improve the primary service of rendering quality teaching to the students.

Mark, (1996:219) distinguishes amongst three types of case studies:

- Intrinsic case study: this type focuses on a particular case, such as a specific institution. It aims to determine the trend in that particular case.

- Instrumental case study: this form focuses on the researcher gaining knowledge by means of different instruments, such as elaborating a theory or where a researcher wants to research all the teaching methods employed at all higher institutions in South Africa. The focus will then be on the teaching methods and not particularly on one institution.
- Collective case study: this form makes use of different cases that can be used to compare the results of the research. The individual case will therefore be secondary to the different cases it is compared against, e.g. the teaching methods employed at institution A could be compared against those of institution B to benchmark the teaching methods used.

For the purpose of this study an intrinsic case study was used as the research focused on only one institution as being a bounded system and will not make any comparisons with other institutions. The aim was to determine the trend (methods for effective teaching) in the business faculty of this particular institution only. The outcome of this study could be implemented at this institution only, but could also lead other researchers to do a similar study at another institution.

Mouton, (2009:148) highlights the strengths for using case studies as a research method, namely:

- (1) “high construct validity;
- (2) in-depth insights; and
- (3) establishing rapport with research subjects.”

Kumar, (2011:127) also states that the case study “provides an overview and in-depth understanding of cases”. However one cannot make a generalisation that this same phenomenon will occur at other private higher education institutions. Mouton, (2009:149) points out that there might be some limitations to a case study, such as:

- (1) “lack of generalisability of results”, that corresponds with what Kumar said as well;
- (2) non-standardisation of measurement; and
- (3) data collection and analysis can be very time consuming.”

He also warns about the potential bias of the researcher. I have therefore put measures in place to protect this study of being biased. These methods will be discussed later on in this chapter.



According to Neale, *et al.* (2006) there are arguments for and against case studies. Mouton, (2009:149) agrees that there are some strengths and weaknesses to case studies. The following are instances of arguments for case studies:

- It shows a more realistic response than a statistical survey.
- It is flexible and might steer the research in a new direction.
- It makes more interesting topics than pure statistical results.
- It provides more detailed information.
- To tell the complete story, one can produce your findings of the data in one story.
- A high level of constructive validity.
- It gives one an in-depth insight in the research subjects.

The following are instances of arguments against case studies:

- It is such a narrow field that its results cannot be used to answer an entire question as it is only based on one example.
- Pure scientists are trying to prove or disprove hypothesis.
- It can be lengthy – due to narrative form of report giving.
- It can be time consuming due to the nature of data collection and report thereof.
- It has less rigour than statistical surveys – qualitative research is still seen as unscientific and some researchers have not been systematic in their data collection and processes and let biases get in their way.
- It is not generalisable. Cannot generalise from one case to another. Some advice to prevent this is to compare findings against theories.

The philosophy underpinning the research is activity theory. Based on this theory for this research the results will show whether changes or improvements of the teaching methods in this institution should be made. Changes or improvements might lead this study in a new direction and prove that there are other variables to research to answer the research questions.

The process or steps of creating a case study is mentioned by a few sources such as Neale, *et al.* (2006) and Simons (2009). For the purpose of this study the following steps were followed:

- *Plan the Case Study*

Determine the stakeholders

Determine the research questions

Identify the documents needed in this study

Determine the ethics as stipulated by the international and national ethical research standards.

- *Develop the instruments and data gathering techniques*

Develop the questionnaires and questions for the focus group interviews

Set up the checklist/fact sheet for the classroom observations

Provide for translation of interview instruments in case of a participant not understanding the question in the language given

- *Collect the data in the field*

Finalise all the documents

Determine a suitable time for the focus group interviews and classroom observations – taking the conditions stipulated by the directors into account (Appendix E, page no. 177)

Obtain the consent of each participant before the data is collected

Ensure that participants know they can still refuse if they feel uncomfortable

Then conduct the focus group interview.

- *Evaluate and analyse the data*

Interpret the data

Analyse the data and link it to the outcomes of the questionnaires and focus group interviews

Create a visual display of the data, e.g. graphs, lickert scales etc.

- *Disseminate the findings*

Prepare a report to include the findings

Use a representative audience selected from the participants to debrief the findings

of the study

Finalise any indistinct or ambiguous findings in the data

Write the report.

- *Write the conclusion and suggestions*

I shall write up the final conclusions and give feedback to the directors and management team of the institution.

### **3.4 SAMPLING**

In this study I used the following methods of data collection: questionnaires, focus group interviews and classroom observation. In an effort to exclude bias, a research assistant was used to distribute and collect the questionnaires. The participants were informed that their participation in this research is voluntary and they can at any time decide to withdraw themselves from this study.

The rationale for selecting participants who completed the questionnaires, who were part of the focus group interviews and the observations, are crucial to the validity of the research results. Simons, (2009:34) mentions that if the study is small the researcher can select all the participants to participate in the study. Sometimes the researcher will randomly select participants. However, in most instances an intrinsic case study, the selection will be purposive (non random) or sometimes also referred to as a form of non-probability sampling. This implies that the participants were selected to take part in this study for a particular reason, e.g. only the students from the business faculty, only the lecturers from the business faculty and observation only in the classes of the business faculty. The question now arises: what is purposive or non-probability sampling?

In purposive sampling each member is selected for a particular reason. It could involve sampling an entire population or just a group selected for a particular reason. An example of the entire population in this study would be all the lecturers who lecture in the business faculty. Henning, *et al.* (2010:71) mentions that the criteria for purposive sampling are to select the “people who fit the criteria of *desirable* participants”. According to De Vos. *et al.* (2007:202) this type of sampling is based on the “judgement of the researcher” to compose a sample from the population that best represents the topic of the study. Palys, (2010) in an article on purposive sampling, indicates that it is a strategic decision the researcher makes to determine with whom,

where and how to do the research. Kumar, (2011:192) posits that in quantitative research one will make use of randomisation to select the population. This will give the researcher a good representation of the study population. He says that in qualitative research you will purposively select “information-rich” respondents. In this study purposive sampling was used for the focus group interviews and classroom observations.

Purposive sampling is to select members from the population in order to focus on the review of the problem (trends or patterns) stated in the study. In this study I have selected all the lecturers in the business faculty to determine their perception (trends or patterns) of effective teaching methods and how it can be executed to emancipate the students to internalise the contents of the learning program. I did not select, for example, the directors of this institution (although they are managing an education institution) as they are not lecturing staff and could therefore most probably not provide the information needed for this study. My purpose was to determine what the perception of the lecturers, (those employees who lecture or facilitate the students on their learning path), are about teaching methods for effective learning.

Key role players for the sampling (in this study, the lecturers and students) were selected as information obtained from them is invaluable. Barbour, (2009:52) agrees with Simons (2009) that sampling for a particular topic should be purposive in order for the researcher to gain insight into the issue from key role players.

De Vos *et al.* (2007) states that the sample indicates that a population exists from which a number of participants are to be drawn to partake in the research. In this study, the population was derived from the institution with all its staff members in the business faculty as well as all the students within the business faculty. All lecturers in the business faculty, and a sample of the students were selected to partake in this research. The attainment of feasibility is the main reason why a sample of students was used and not the entire population as it was not feasible to hand out questionnaires to all students and staff and arrange interviews with all of them. Therefore a sample of the population will serve as research focus.

According to De Vos, *et al.* (2007:194) “the larger the population, the smaller the percentage of that population the sample needs to be, and vice versa”. Larger samples enable greater representation and therefore more accurate conclusions are seemingly possible. De Vos, *et al.* (2007:195) mentions the following factors to keep in mind when selecting a sample:

- a) the heterogeneity of the population;
- b) the degree of accuracy expected of the results by the researcher;
- c) the type of sample needed for the study; and
- d) which resources are readily available to the researcher.

If the above mentioned is taken into account, a sample from all the programs in the business faculty being presented at the institution were taken in order to explore what teaching methods are suitable in each program. Care was taken with the selection of the students to point towards the accuracy of the results. The type of sample required included the students and the lecturers; and the resources that were readily available to the researcher were the students and lecturers as well. According to De Vos, *et al.* (2007:196) it is indicated that a 10% sample of the population should be representative, but differences in opinions exist on this matter. The largest possible number of the population should be included in a sample taking into account the factors mentioned above that can influence the study, such as feasibility, accuracy, type of sample and resources available.

For the purpose of this study, purposive sampling will be used, because I wished to closely explore the specific research topic: teaching methods that could seemingly lead towards effective learning (as discussed on page 16). Guidelines for sampling (De Vos, *et al.* 2007:196) are as follows:

**TABLE 3.1: Guidelines for sampling**

Population	Percentage Suggested	Number of respondents
20	100%	20
30	80%	24
50	64%	32
100	45%	45
200	32%	64
500	20%	100

(De Vos, *et al.* 2007:196)

For the purpose of this study, these percentages were the total number of students in the business faculty at this institution is 241. The sample size, if drawn from all the students should not be less than 20%, but the question arose whether the number of students will be feasible. Also, only a sample of the students was selected to take part in

the focus groups interviews. All lecturers were requested to complete the questionnaires and observation took place in at least one class of each of the lecturers. If need be, I would have attended more than one class of a particular lecturer had I found that the observation did not provide sufficient evidence.

Given the above, I cannot simply say that only 20% of the students were used in the focus group interviews. I had to distinguish between each course within the business faculty and calculate the percentages according to the aforementioned table (De Vos, *et al.* 2007:196).

The sampling for the focus group interviews with the students (whom have all completed their grade 12 examinations) that totals to 241 in the business faculty, were selected as follows:

**TABLE 3.2: Sample size per program**

Program	Total number of students	Minimum sample	% sample
Business Administration	48	4	8.33%
Secretarial Studies	58	11	18.97%
Event Management	87	11	12.64%
Business Marketing	48	5	10.41%
Total number of students	241	31	12.86%

The total number of students who attended the focus group interviews amounted to a total of 31.

### **3.5 METHODS OF RESEARCH**

For the purpose of this study questionnaires, focus group interviews and observations have been selected as methods of research. I shall discuss these methods now whilst recognising and discussing the strengths and weaknesses of each method. Throughout the discussion I shall also attempt to justify my choice of methods.

#### **3.5.1 QUESTIONNAIRES AS A METHOD OF QUANTITATIVE INQUIRY**

Questionnaires as a method of research facilitate the collection of data from a large group of participants. The questionnaire can contain both open and closed ended questions. In this study both open and closed ended questions were posed to the participants. To enhance the reliability of the questionnaire in this study, it was piloted with a small focus group to determine if the questions asked will produce the intended

outcomes One lecturer and one member of the senior management team were chosen to pilot the questionnaires. Respondents must understand the questions asked. Vague questions could lead the participant to supply an answer that the researcher would like to hear and not necessarily be the truth. Questionnaires should not be biased and should serve as a reliable research tool. If necessary, adjustments or recommendations regarding the piloted questionnaires were noted and the final changes were made. The amended questionnaire was piloted again and further adjustments would have been made if necessary.

The introduction to the questionnaire briefly explained how to complete the document as well as what is understood by each term, such as “teaching methods”. It cannot be assumed that all participants understand the concept ‘teaching methods’. A space was provided in the introduction to indicate in which course the respondent is lecturing. This was crucial to the outcome of the study as students and lecturers in this faculty might have different expectations of the teaching methods employed currently.

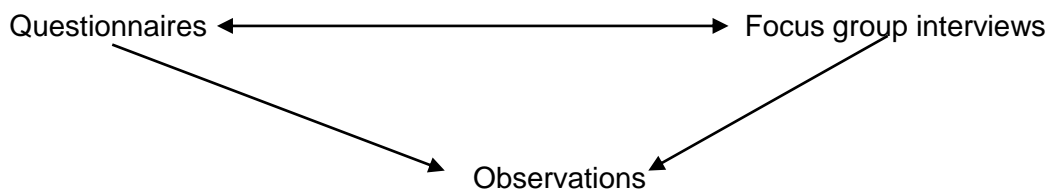
The introduction to the questionnaire guaranteed anonymity. To protect all parties concerned (insiders and outsiders) of this institution, who took part in this study, a research assistant would have been used if they felt intimidated by my presence. It proved not to be necessary for the research assistant as all participants were comfortable with me distributing and collecting the questionnaires and indicated that they did not feel intimidated by me. At the top of each questionnaire the aim of the study as well as the anonymity thereof was explained in full. Each staff member was therefore fully aware of the fact that their identity would be protected at all times and when giving feedback to management no names will be revealed. Management would only see the final processed data and will have no access to the raw data used in this study. This precautionary measure was an attempt to safeguard against being biased and would have added to the validity of the completed questionnaires.

As previously mentioned all the lecturers lecturing in the business faculty at this institution were requested to complete a questionnaire. To ensure the validity of data gained from the questionnaires it was to be followed up by observation in the classroom with the lecturers and focus group interviews with the students. This is a form of triangulation that attempts to justify the validity of the data collected in the questionnaires. The term triangulation is used when the quantitative and qualitative methods of research are used as mixed methods of research to validate the gathered data (De Vos, *et al.* 2007:360). Henning, *et al.* (2010:103) defines that the term

triangulation as the use of a variety of data collection methods. They further state that this term has been in and out of use with qualitative research. White, (2005:89) describes the term triangulation as the use of:

- (1) *“more than one source of data to support the researcher’s conclusions;*
- (2) *more than one theory to support the researcher’s arguments; and*
- (3) *more than one investigator to collect data to make findings more reliable.”*

Different methods of research were implemented to validate and triangulate the data collected to come to a conclusion. It can be illustrated as follows:



**Figure 3.1 Triangulation of different methods of research to validate data**

Different types of data were collected from the questionnaires:

Section A: comprises of the participants’ biographical data, such as

- their age group
- their highest qualification
- did they complete any professional teacher training
- did they complete any other training as a teacher, such as “train the trainer”
- are they accredited assessors
- are they accredited moderators

Section B: comprises of questions related to preferred teaching methods currently employed by the lecturer:

- listing each subject they are teaching and what level of participatory learning they allow in class (measured on a likert scale)
- questions 7 – 14 of the ended questions referred to the teaching methods currently employed in class and the possibility of new teaching methods and what their opinion of it is (evaluated and analysed narratively).



Section C: questions referring to the support that the lecturers receive from management regarding the flexibility of the use of teaching methods.

- is there pressure from management to perform or teach to particular preferred methods in class
- the benefits and disadvantages of using participatory learning in their classrooms.

The data gathered by means of the questionnaires from this faculty within the institution should assist in determining the differences, if any, in the preferred teaching methods of lecturers in the mentioned faculty, as well as the teaching methods preferred by students in this faculty and whether these two groups' perceptions correspond with one another.

Thought must be given to the advantages and disadvantages of a research method before deciding to use such a method. I shall now discuss the advantages and disadvantages of using the questionnaire as a tool of gathering data in this particular study.

Advantages of using a questionnaire are as follows:

Kumar, (2011: 148) lists the following advantages to questionnaires:

- It is less expensive. The researcher saves a lot of time by handing out a large number of questionnaires to the population instead of interviewing each person in the population.
- The participant is more assured of his/her anonymity by completing a questionnaire than having an interview with the researcher.

Kumar, (2011:149) points out the following disadvantages to questionnaires:

- One cannot use a questionnaire on a population that is illiterate. (This does not apply to this study).
- If one has a large population that must complete the questionnaire the response rate may be very low due to not everybody handing back the questionnaires. (In this study there are only 9 lecturers in the business faculty and I am quite sure I will receive back all the completed questionnaires.)
- It could potentially happen that the participants do not understand a question and due to their anonymity or due to using a research assistant the question is not clarified and the response might not be what the researcher was hoping to find.

- If a respondent has the opportunity to first read through all the questions before answering the questionnaire, they might be influenced by some questions that are only asked later on in the questionnaire and do not give the answer they would have if the rest of the questions were not available beforehand.
- If the questionnaires are not completed within a controlled environment it is possible that the respondents could ask any other person, who is not part of the survey, for their views on the question. Thus the answers given are not that of the respondent but of a third party.

White, (2005:131) furthermore explains the advantages and disadvantages to fixed alternative (closed-ended) questions:

Advantages:

- A comparison can be made between the respondents' answers
- One can easily code and analyse the answers
- The respondent understands the question more clearly

Disadvantages:

- Respondents who do not know the answer can easily select any one of the options given on the questionnaire without giving it any thought
- There might be some confusion or frustration on the hand of the respondent if the category he or she believes is the correct one does not appear on the questionnaire
- The respondent might accidentally select an incorrect answer without realising that he or she made an error.

White, (2005:131) goes on to explain the advantages and disadvantages of open ended questions:

Advantages:

- If the researchers would like to find out what the respondents' view is on a particular question an open ended question will be asked.
- It allows the respondent to write down his/her views and to explain why he or she made this statement or selection.

- This type of question will be asked when the response is not merely condensed into one correct answer.
- Creativity and self expression is allowed.

Disadvantages:

- Some respondents might only write down whatever comes into their minds first and not rethink the question that is asked.
- To analyse this type of data can be difficult as there is no standardised answer.
- The respondent should have good writing skills to verbally express his/her views.
- It is more time consuming for the respondent.
- The respondent might become despondent when he or she sees the long questionnaire and the time it will take to complete it with the necessary care.

Using a questionnaire, I was able to access and collect a large number of data from the entire group of participants. As mentioned earlier in the section on sampling all lecturers in the business faculty were asked to complete the questionnaires. As stated previously, the questionnaire was piloted to determine whether it would provide the required outcome to this study. In doing so, I could adjust the questions and determine beforehand if each question will be understood the way I had intended it to be. Piloting helped me to guard against bias and prevented me from manipulating the outcome of the data. One of the negative issues regarding questionnaires is that people tend to not be very favourable of completing questionnaires. I intended to receive back 100% of all questionnaires handed out as it was only to be done in the business faculty at one institution where I am currently employed. The case study in only one institution meant that I did not have to travel far and wide to hand out and collect questionnaires and this minimised the possibility of not receiving back all of the completed forms.

The resources of the study, being the lecturers (and students for the focus group interviews), are readily available to complete the research instruments. I do however have to guard against being biased. For the lecturers I had decided not to use a research assistant to distribute and collect the questionnaires as the lecturers all felt comfortable to collect it from me and hand it back to me. No one felt intimidated by me because of my employment position in the company. At the top of the questionnaires the lecturers were informed that their participation is voluntarily and that their identity will not be revealed to any member of management who will have access to the final results of this study.

The management team (including the directors) supported the research and gave their permission to go ahead with the research instruments. It will support them to determine the areas in which the quality of teaching can be improved and also to determine the needs, if any, for training and empowering the lecturers. This could assist them with completing the skills development plan for the next skills development period or for strategic planning regarding staff development. It could also increase the level of service rendered to the customers of the business (students, parents and industry) and could therefore help the institution to fulfil its vision of becoming a center of excellence on the continent of Africa and beyond. I planned my timeline for data collection well as the only condition from management for handing out and collecting the questionnaires to and from the lecturers may under no circumstance have a negative impact on teaching at the institution, e.g. handing out questionnaires during lecturing time. All lecturers who agreed to participate in this study collected the questionnaires from my office and completed it in their own time. No class time was used for completing this section of the study. After completion, each lecturer deposited the questionnaire in a sealed box in my in office.

### **3.5.2 FOCUS GROUP INTERVIEWS AS A METHOD OF QUALITATIVE RESEARCH**

White, (2005:16) indicates that the focus group interview originated in 1941 when Robert Merton used this method on radio programmes to evaluate an audience's response to a particular programme. He used this method to analyse army training and films produced during the Second World War. De Vos, *et al.* (2007:299) states that the focus group interview is used to better understand how the participants feel or think about a particular issue. Participants selected to take part in the focus group interview must have a relation to the topic under discussion.

According to Kumar, (2011:127) focus group interviews are used to obtain the opinions or perceptions of a group of people towards a specific issue. In this study I attempted to obtain the perception of the students towards the teaching methods employed in class and whether it leads to participatory learning as well as emancipation of the student. Strategies were in place to encourage them to actively take part in the discussions.

A focus group is a form of interviewing where the researcher wants to determine how people feel about a particular topic or what their stories are they wish to tell (De Vos,

*et al.* 2007:299). In this study it will be the teaching methods that could lead to effective learning.

De Vos, *et al.* (2007:30) further states that there are three basic reasons for the use of a focus group interview. These are:

- Self-contained method of study: in this type of study the focus group interview is used as the primary method of research;
- Supplementary source of data: in this type of study the focus group interview is used to support some other primary method of research; and
- Multi-method studies: in this type of study the focus group interview is used where a combination of data is required and not one of the methods is the primary source of research.

As with all methods or research, I realise that there could be some advantages and disadvantages in using the focus group interviews. Some advantages as mentioned by Kumar, (2011:127) and De Vos, *et al.* (2007:312) are:

- People sometimes react better in a group due the specific group's dynamics.
- The group can provide each member a secure stimulation to express his/her views on the particular topic where he or she would never have the courage to speak up in a one-on-one interview.
- The group members can learn from each other's experiences of learning in the classroom and can make a comparison between it.
- Participants might feel that this is the platform where they can express their ideas without receiving criticism.

On the other hand there are some disadvantages or challenges the researcher will have to take into account:

- Bias could be a problem in focus groups and in particular in this study as I am also the academic manager at this institution although most of our students do not have a problem to speak their minds.
- Participants might feel intimidated by other group members and instead of opening up in the group. They might feel ashamed to voice their concerns.
- Focus group interviews can be time consuming.

I assured the students that their contribution to this group would solely be for the purpose of the study and that no information will be disclosed to any lecturer identifying any individual student. I would have to be aware of participants not taking part in the group discussions and not only focus on those students who take part actively. Specific measures were taken to include all members of the group in the discussion and to obtain each member's view on the topic under discussion.

Due to the nature of this study it would be best to have focus group interviews in order to explain to the students the different forms of teaching methods. If they only completed a questionnaire where I could explain to them on paper what the different teaching methods are, they could have misunderstood the concept. Before the focus group interview started, I gave a brief explanation of the different teaching methods. Any misunderstandings that the participants might have had were eliminated in the introductory brief of the focus group interview. The discussion in the focus group might even evolve in a direction (regarding this study or issues that could influence the result of this study) that I could not have thought of.

One could determine what the factors are that can influence the motivation of the students as specific reference was made to intrinsic motivation that should lead the student to emancipation. Focus groups were used to shed some light on the quantitative data already collected, i.e. the questionnaires. If I refer back to the introduction in this chapter on what a focus group is and where it originated previously, I had in this study used the focus group interview as a method of research to supplement the findings in the questionnaires from the lecturers as well as the information gathered with the observation of the classroom situation. Therefore it is also a method that could be used to triangulate the data collected in the questionnaires completed by the lecturers and the observation done in class.

Based on De Vos', *et al.* (2007:302) guidelines on planning focus group interviews, I considered the following aspects for this study:

- Define the purpose and outcome of the focus group. In this study it was to determine the preferred teaching methods by students in the different programs in the business faculty.
- Permission from the management of the institution was obtained. An ethical clearance letter was obtained from the management of the institution. The students knew that they could leave the group at any time.

- A timeline indicating when focus groups will meet and for how many sessions. It was scheduled outside of class time, in other words during break times, lunch times or after class. All students who participated in the focus group interviews either have morning class or afternoon class. The session was therefore booked in the session when the student was not in class.
- I selected who the participants would be (as discussed earlier in this section) and permission from them was obtained to participate in the focus groups.

### **3.5.2.1 SAMPLING FOR THE FOCUS GROUPS**

Sampling for this study was addressed in this chapter. Refer to table 1.2.

I selected students to participate in this study from the student management system where the marks obtained in each year of study were displayed. The criteria for selection were as follows:

- In the business administration program I selected two students from the top performers, two from the average performers and two from the weaker performers;
- In the secretarial program I selected two students from the top performers, two from the average performers and 1 from the weaker performers;
- In the tourism management program I selected one student from the top performers, two students from the average performers and one student from the weak performers;
- In the event management program I selected three students from the top performers, three students from the average performers and three students from the weaker performers;
- Finally, in the marketing program I selected two students from the top performers, two students from the average performers and one student from the weaker performers.

The reasons for selecting students from different levels of achievement were to get an overview of what students at different performance levels (determined by their overall grades) regard as effective teaching methods that should lead to effective learning. The argument against this method of selection could be that students in the weaker performance group might just be sitting in the focus group, giving answers they do not think about. Yes, that might be true, but I am of the opinion that one of the reasons why a student might not be performing on the desired level could be due to not receiving quality teaching or appropriate teaching methods are not used that suits that

student's learning style best. This then could possibly cause students to either fail or not perform on standard. Furthermore every student in this faculty has the right to voice his or her opinion and I cannot determine that poor performers will not contribute to the focus group interview. Therefore I had to obtain the inputs from students on all levels of performance to validate the study.

### **3.5.3 OBSERVATION AS A METHOD OF QUALITATIVE RESEARCH**

Observation of teaching methods employed by the staff members who participated in this study were done by class visits done by myself completing a predetermined observation sheet. All lecturers who took part in this method of collecting data for the study were informed verbally about the class visit and a specific date and time were communicated with each lecturer. Class visits forms part of the quality management policy at this institution and it was not a strange exercise for the lecturers. However, even though this is the norm at the institution of perform class visits for quality purposes, it was still necessary to obtain the approval of the lecturer to use these visits as a data collection method for this study. Once again all lecturers were informed that they could at any stage inform me that they wish to withdraw from the study and that it will be adhered to.

Kumar, (2011:140) defines observation is a "... purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place." In this study the phenomenon is the teaching methods that were observed when a lecture is in session. According to Cant, *et al.* (2008:101) observation is "... an alternative to direct questioning and is done by strategically placed humans ...". In this study the strategically placed humans refers to the lecturer teaching by means of certain teaching methods directed to the students in the classroom.

Henning, *et al.* (2010:82-87) refers to observation as "seeing as well as observing with the other senses." They add that there are different types of observation of which participatory observation is but one. This is where the researcher becomes part of the observation. In addition there might be researchers that do not wish to become part of the observation process or the type of observation does not require the researcher to become part of the observation. In this study observation was only used as a research tool or method to gather brief information on the teaching methods the lecturers are employing at this institution. It was not used as a participatory observation tool, but only to gather information on the teaching methods employed in the business faculty of this education institution. I developed an observation schedule



in which I completed the findings of the teaching methods I observed in the classrooms of the nine lecturers in the business faculty of the private higher education institution. Therefore I matched empirical information (discovery of new factual information or confirmed existing phenomena) onto an observation schedule.

**Table 3.3: Schedule for class visits**

Date	Period	Lecturer	Group	Subject
6 May 2013	Two	No. 1	Business Management 1 <sup>st</sup> year	Information Systems
7 May 2013	One	No. 2	Business Marketing 2 <sup>nd</sup> year	Marketing Research
8 May 2013	Four	No. 3	Business Marketing 1 <sup>st</sup> year	Personal & Professional Development
8 May 2013	Six	No. 4	Event Management 1 <sup>st</sup> year	Event Practice
8 May 2013	Seven	No. 5	Event Management 1 <sup>st</sup> year	Communication & Presentation Skills
8 May 2013	Eight	No. 6	Executive Secretarial Studies 1 <sup>st</sup> year	Office & Secretarial Studies
8 May 2013	One	No. 7	Business Management 1 <sup>st</sup> year	Entrepreneurship
10 May 2013	One	No. 8	Event Management 2 <sup>nd</sup> year	Teambuilding Facilitation
10 May 2013	Four	No. 9	Business Management 2 <sup>nd</sup> year	Organisational Behaviour

A schedule was compiled to visit the classes of each of the nine lecturers in the business faculty to observe the teaching methods being employed as well as the students' reaction to these methods. If participatory learning does take place, how do the students react to it? Are there more participation from the students' side than when the lecturer uses the chalk and talk (lecture) method (also referred to as banking) of teaching. In participatory learning I aim to determine whether the lecturers give enough support (scaffolding) to the students to become independent in their learning path and whether this support leads to the empowerment of the student who will take control of his or her own studies.

The research method of observation was therefore used to triangulate the data gained in the questionnaires from the lecturers and focus group interviews with the students.

As in the previous methods of research discussed earlier in this chapter (refer page 50), observation also has some advantages and disadvantages that must be kept in mind when planning and executing the research. Some advantages as stipulated by Kumar, (2011:140-144) include:

- It is appropriate to use observation in situations where accurate information cannot be gathered by means of a questionnaire or the focus group interviews.
- To determine the participants' behaviour in a particular situation.

The following can be regarded as disadvantages:

- The participants may change their behaviour if they become aware that they are being observed. In this study the students and lecturers alike could have felt intimidated by my presence as I am the academic manager at the institution.
- The researcher could be biased. To avoid being biased, the researcher must at all times ensure that the participants are aware of the fact that their identity will be protected and that they have the right to, at any given time throughout this study, withdraw.
- Different observers might produce different results from observations as their personal opinions might differ.
- The observer might miss some important actions while he or she is busy taking down notes on the observation. In this study it was eliminated by the fact that the institution places cctv cameras in each classroom. A downfall of the cctv cameras however is that there is no sound attached to it.
- The researcher might be so involved in observing that he or she does not take down the necessary notes on the observation. As mentioned at the previously, I could eliminate this disadvantage due to having the cctv cameras as a backup.
- Researcher might focus on what he/she wants to extract and see as opposed to what is actually happening in the classroom.

### **3.5.3.1 SAMPLING FOR OBSERVATION**

I visited at least one class of each of the nine lecturers to determine what teaching methods are being employed and what the reaction of the students are to these teaching methods. If a lecturer is lecturing both 1<sup>st</sup> and 2<sup>nd</sup> year students, I visited at least one 1<sup>st</sup> and one 2<sup>nd</sup> year class to determine whether the teaching methods employed are fit for purpose in a 1<sup>st</sup> year or a second year class and what the students reactions are to these teaching methods. The lecturer could experience the

observation in class as an invasion of his/her privacy. However, as mentioned previously in this chapter that it is the norm of this institution to do regular class visits as part of quality management, the lecturers did not experience the observation as invading their privacy in the different classes.

### **3.6 ETHICAL CONSIDERATIONS**

Mouton, (2009:238) indicates that ethics is the science of what is right and what is wrong. White, (2005:210) is of the same opinion as Mouton. Strydom, (1998:24) in White, (2005:210) states that:

“Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers assistants and students.”

De Vos, *et al.* (2007:61) and White, (2005:210) both indicate that the most important aspects in ethical issues in research to be addressed is: violation of privacy, anonymity and confidentiality.

According to Huysamen, (1993:184) there is no free hand on procedures for researchers on their behaviour. The participants in the research do not owe the researcher anything therefore the researcher must handle the participants with the necessary respect at all times. No researcher may cause any harm to the participants whether it be permanent or temporary physical or emotional damage. De Vos, *et al.* (2007:58) agrees with Huysamen when she states that there must be “... avoidance of harm ...” in research. The term “harm” refers to physical or emotional harm.

According to De Vos, *et al.* (2007: 67) there is a number of committees that protect the rights of the participants in research. De Vos, *et al.* (2007: 67) reveals that there is no such committee in South Africa at this stage, however, the Ethical Code of the South African Council for Social Service Professions (1986) can be seen as such a committee. She also mentions that the researcher must consider that the participants will not put their trust in a committee to protect them but rather in the researcher as an individual.

In this study ethical considerations will be dealt with as follows:

As academic manager, I believe that a leader should work with his/her team and all decisions made by the manager, should benefit all parties, not only the leader. In this study my relation with my colleagues are that of supporting them and working with them. When this study was undertaken, I approached each lecturer and first gained their acceptance to be part of this study before I simply commenced with the study. Each lecturer who completed the questionnaires and took part in the observations, were informed that their identity would be protected and that they have the right to withdraw from the study at any given time. All lecturers whom have taken part in this study were positive to be a participant and saw it as an opportunity to improve their lecturing skills and work towards the vision of this institution.

- Firstly I submitted a written application to the directors of the private higher education institution to obtain permission to do the research at this institution. After receiving a written consent from the directors I continued with the next steps in the research abiding by the institutional ethical rules and regulations.
- An agreement was made with the higher education institution that whatever outcomes are derived from this study will be made available to the institution in order to be used by them for further staff development in the future. I will however protect the anonymity of the participants and will not disclose their identity to the directors of the institution.
- Part of the questionnaire to the lecturers will be an explanation to the participants regarding the topic of this research. The participants' anonymity will be guaranteed.
- The students who took part in the focus group interviews were assured of their anonymity and that they will be referred to as participant A, participant B, and so forth. They knew that they could decide to withdraw from the focus group at any given time. The parents of the students who took part in the focus group interviews will not be asked to give their permission for participation in the study as all of the students are over the age of 18 years.
- Specific questions and instructions were given to lecturers to assist them with answering the questions in the questionnaire.
- The lecturers were thanked for their participation in the questionnaire.
- Before I obtained the approval of the lecturers who participated in this study, I introduced the aim of my study to each one in person and obtained the approval from each lecturer who will be observed after the completion of the questionnaires. Lecturers, who would not be willing to take part in this study, would not receive any questionnaires and would not be observed. In this study all lecturers agreed to be part of the study as long as all ethical measures mentioned will be adhered to.

- At the end of the study the outcomes of the research will be made available to the directors of the institution as well as recommendations for staff development workshops. All participants' identity in this study will be protected and a staff development plan will be drawn up from the findings and not for each individual lecturer.

### **3.7 CONCLUSION**

In this study it was important to me to know what the students think and feel about the teaching methods currently being employed in the classrooms. The outcome hereof will assist us as management staff tremendously in the planning of the strategic staff development in the future. It is still important for this institution to respect the anonymity of the participants and take their views into consideration. This study should assist me in determining whether the students studying at this institution will benefit from these new methods and trends of teaching methods or not. It is also important to know whether the staff members are flexible to adapt to the new teaching methods and whether the institution has the infrastructure to adapt to new teaching methods.

In this chapter I addressed the research methodology, research methods, ethical issues and sampling. In the next chapter I shall give evidence of and discuss the field work that was done in this study. I shall also analyse and do an interpretation of the data.

## CHAPTER FOUR

### DATA ANALYSIS AND RESULTS

#### 4.1 INTRODUCTION

This study explored the teaching methods currently employed by lecturers at a private higher education institution. Both quantitative and qualitative methods of research were used in this study. The quantitative information provided an overview of the views of each lecturer lecturing in the business faculty at this private higher education institution regarding the teaching methods that they employ in their classrooms. The qualitative data was gathered by using focus group interviews with different groups of students in the business faculty of the private higher education institution. The data gathered from both the lecturers and the students of this private higher education institution was triangulated with observations done in at least one 1<sup>st</sup> year and one 2<sup>nd</sup> year group of students for each lecturer (provided the lecturer lectured both 1<sup>st</sup> and 2<sup>nd</sup> year students). The results of both these methods of inquiry are presented in this chapter.

#### 4.2 QUESTIONNAIRE LECTURERS

The questionnaire for the lecturers was divided into three sections, namely section A, B and C. I shall now discuss the results for section A that focuses on the quantitative data.

Section A – Question one

Select your age group:

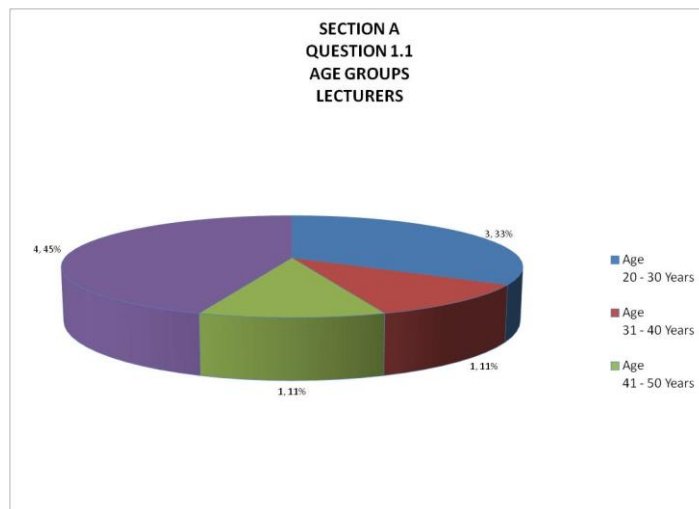


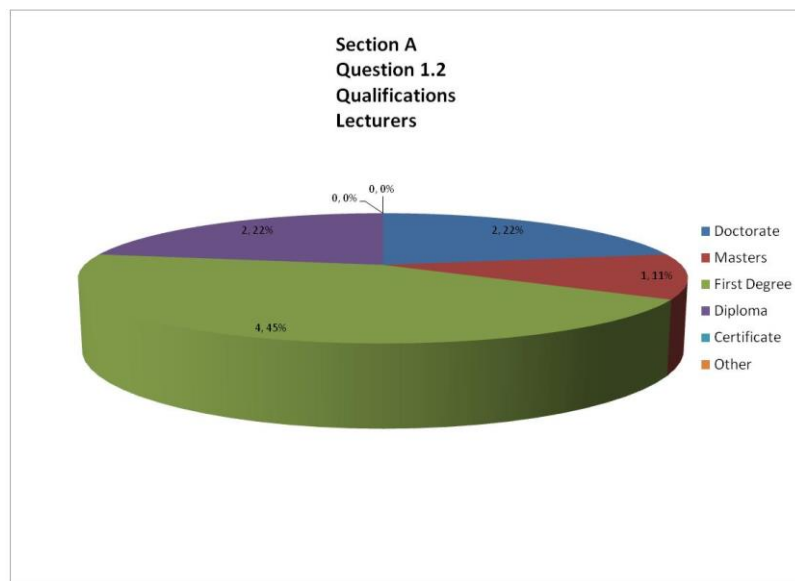
Figure 4.1: Section A question 1.1

N=9

From the N=9 lecturers who completed the questionnaire, four fall in the age group 51 years and older. This makes out the majority of the lecturers lecturing in the business faculty. There are three lecturers in the 21 – 30 years and one lecturer each in the age groups 31 – 40 years and 41 – 50 years. The deduction is therefore made that in the business faculty there are more older lecturers than younger ones.

#### Section A – Question 1.2

Indicate your highest qualification



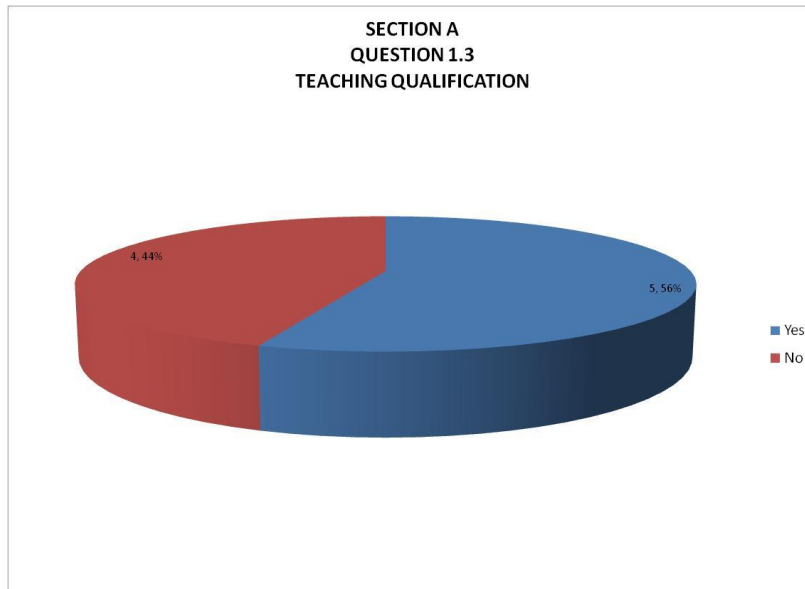
**Figure 4.2: Section A question 1.2**

N=9

There are currently two lecturers in the business faculty with a doctorate qualification, one with a master's qualification, four with a first degree, two with a diploma and none each with a certificate or other qualification. Thus the majority of lecturers in the business faculty hold a first degree.

#### Section A – Question 1.3

Did you complete a professional teaching qualification such as a Higher Education Diploma or Post Graduate Certificate in Education, etc.?



**Figure 4.3: Section A question 1.3**

N=9

From the nine lecturers in the business faculty only five hold a professional teaching qualification while four do not have any formal teacher training. This means that only 56% of the staff in the business faculty has a formal teaching qualification.

**Section A – Questions 1.4**

Have you completed any other training related to education, such as “train the trainer”, facilitation of learning, etc. not mentioned in the previous question.



**Figure 4.4: Section A question 1.4**

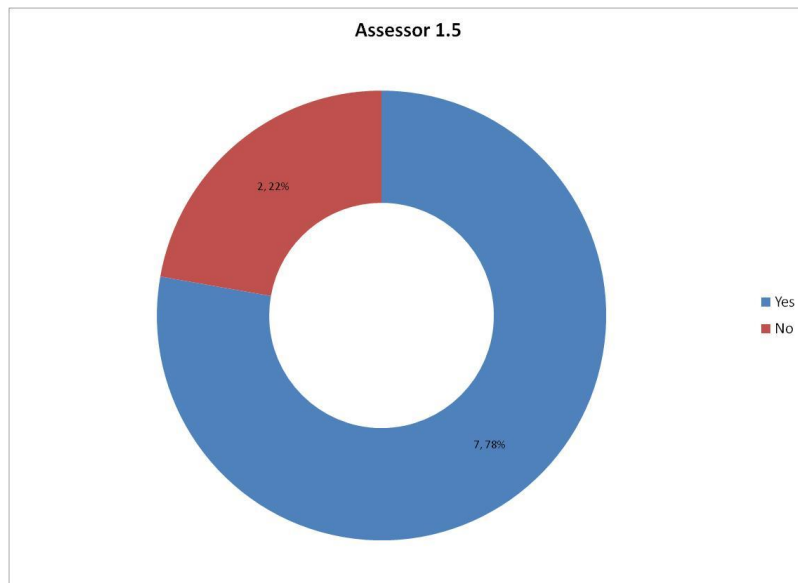
N=9



A total of eight lecturers have other have undergone other types of training related to education, but not the training mentioned in question 1.4. The deduction is made that there is only one lecturer lecturing in the business faculty without any training relating to education.

#### Section A – Question 1.5

Are you an accredited assessor?

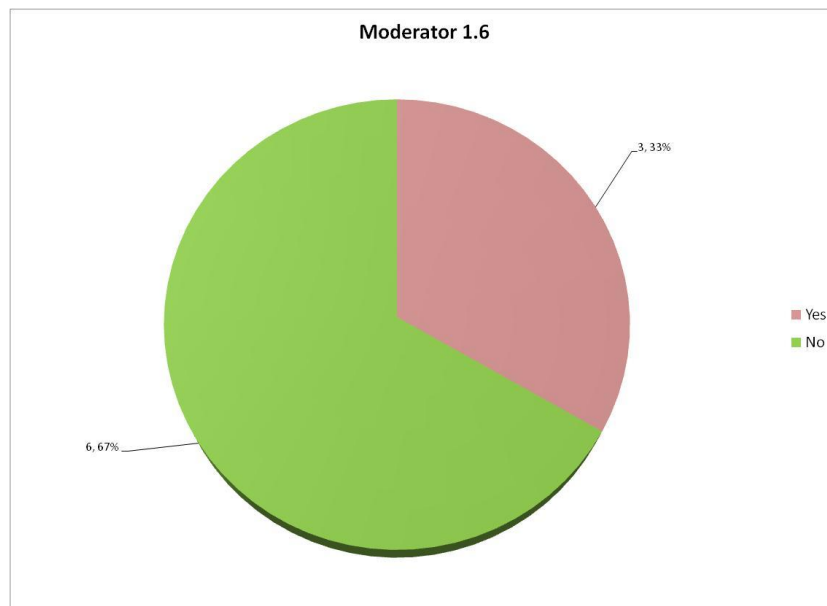


**Figure 4.5: Section A question 1.5**

N=9

78% of the lecturers lecturing in the business faculty have undergone the assessor's training that was acquired either at a previous education institution or with this private higher education institution. Two lecturers are therefore assessing the students in the business faculty without formal assessor's training.

Section A – Question 1.6  
Are you an accredited moderator?



**Figure 4.6: Section A question 1.6**

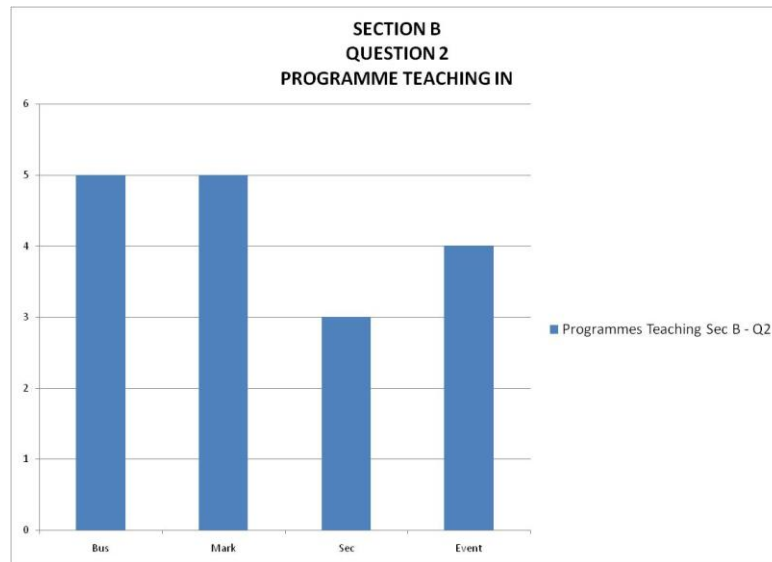
N=9

The majority of lecturers in the business faculty have not been trained to act as moderators. There are only three lecturers whom have undergone this training.

I shall now address the questions in section B of the questionnaire.

Section B – Question 2

Indicate the programmes you are teaching in.



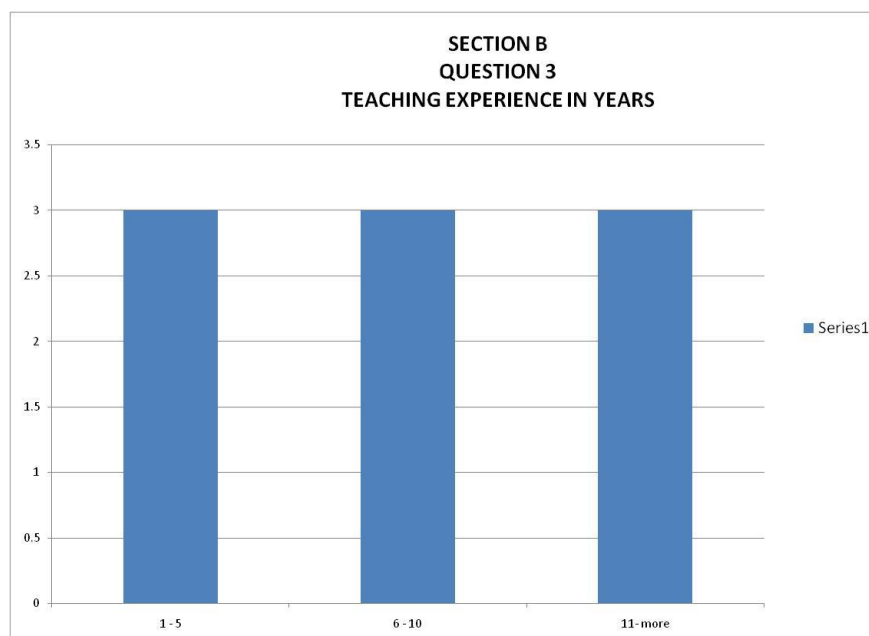
**Figure 4.7: Number of lecturers teaching in each programme**

N=9

In the figure 4.7 it indicates that most lecturers are teaching in the business and marketing programmes followed by event management and secretarial studies.

**Section B – Question 3**

Indicate the number of years of teaching experience you have in higher education.



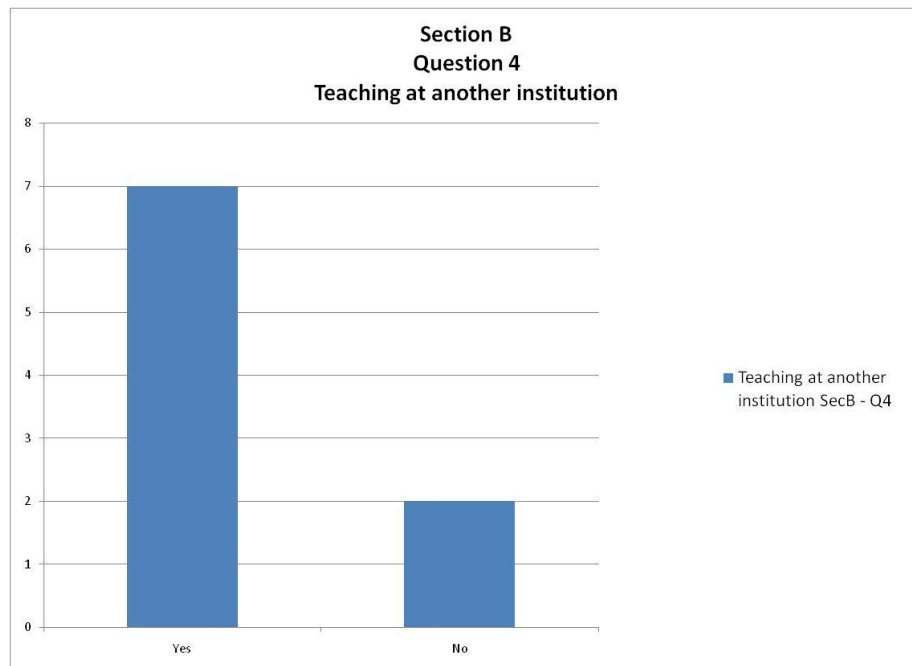
**Figure 4.8: Number of years teaching experience in higher education.**

N=9

Three lecturers fall into the category of teaching for a period of between one to five years, three have been teaching between six to ten years and three lecturers have experience of teaching for 11 years or more.

Section B – Question 4

Have you been teaching/training at another education institution before you were employed at this institution?



**Figure 4.9: Teaching at another education institution before employment at this institution.**

N=9

The answers included a number of higher education institutions such as:

Section B: Question 5

**TABLE 4.1 Taught at another education institution before teaching at this institution.**

Lecturer 1	Varsity College – Business Management
Lecturer 2	Boland College – Marketing Management
Lecturer 3	University of the Free State- research and history Rand Afrikaans University – research and history University of the Western Cape – research and history Good Hope College – research and history
Lecturer 4	Northlink College – Diploma in Hotel and Restaurant Management
Lecturer 5	No teaching experience at another higher education institution

Lecturer 6	No teaching experience at another higher education institution
Lecturer 7	Varsity College – Business management, entrepreneurship and operational management
Lecturer 8	Port Elizabeth Technikon – Education faculty University of Stellenbosch – Education faculty, Nursing education Central University of Technology – Education faculty
Lecturer 9	Boland College – Marketing Management

#### Section B - Question 6

Once you have read the explanation of the three different teaching methods that could be employed in a classroom, make a list of all the subjects being taught by you, indicate by means of yes or no whether you allow the students to have the opportunity to take actively part in the learning process and not just be a passive listener. In the last column indicate the degree of activity you allow students in this particular subject on a scale of 1 – 4 where 1 is little activity and 4 maximum activity.

**TABLE 4.2 Level of activity in each subject**

Lecturer	Subject Name	Participatory learning applied	Extent 1-4
Lecturer 1	Information Systems	Yes	4
	Typing Techniques	Yes	4
	Advanced Typing Techniques	Yes	4
Lecturer 2	Strategic Management	Yes	2
	Marketing Management	Yes	2
	Marketing Research	Yes	2
	Professional Development	Yes	4
Lecturer 3	Personal & Professional Development	Yes	1
	Tourism Marketing	Yes	1
Lecturer 4	Event Practice	Yes	3

	Communication & Presentation Skills	Yes	4
	Professional Practice	Yes	2
	Information Administration Systems	Yes	3
Lecturer 5	World of Events	Yes	4
	Event Practice	Yes	4
Lecturer 6	Business Communication	Yes	3
	Office & Secretarial Practice	Yes	3
	Administration Management	Yes	3
	Corporate Event Management	Yes	3
	Medical Reception	Yes	3
Lecturer 7	Business Management	Yes	2
	Entrepreneurship	Yes	3
	Operations Management	Yes	2
	Micro Economics	Yes	2
	Hospitality Management	Yes	2
Lecturer 8	Research	Yes	2
	Adventure Programme Design	Yes	4
	Teambuilding Facilitation	Yes	4
Lecturer 9	Personal Selling	Yes	3
	Brand Management	Yes	3
	Advertising & Promotions	Yes	2
	Organisational Behaviour	Yes	3

	Professional Practice	Yes	3
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From the above table it is clear that most lecturers are of the opinion that they use an average or even an above average level of participatory teaching style in their classes.

This concludes the quantitative data from the questionnaires to the lecturers. Next I will record and discuss the qualitative data gathered from the questionnaires to the lecturers.

#### Section B - Question 7

Referring to the explanation of teaching methods, indicate which method is mostly used by you when facilitating/teaching the subject you are responsible for. Explain why you prefer this teaching method.

**TABLE 4.3 Mostly used method of teaching**

Lecturer 1	Student centered – As a practical subject it is important that the students work through each process with me. I strongly believe that applied knowledge is the best way for the students to develop.
Lecturer 2	Systemocentrism – I believe that a teacher needs to explain work to the students. Students then need to practically apply the theory to fully understand the work.
Lecturer 3	No comment
Lecturer 4	Student centered – even though it is at times very difficult to find cooperation from the student, I personally find this very effective. However I have discovered, that students do not read instructions. So this method work as their input would give me an indication that they are listening and understand the topic being addressed.
Lecturer 5	Systemocentrism, it is important for me to be actively part as well as the students to be actively part in their education and this learning process is effective for me and enables the student to take ownership of his/her own learning.
Lecturer 6	I use a combination of all three facilitation methods, depending on how long the students have been at this institution. In the beginning, I use the teacher centered method mostly, until the students get to know me, the system, as well as my expectations of them. As they become more familiar with the system, I choose to use the student centered method and make sure that the assignments that they do, involve them actively

	<p>in the facilitation of the subject. The assignments that I compile thereafter play an integral and very important role in the learning process and are not seen as just an assignment that needs to be completed – it actively involves the students and teaches them a variety of learning skills. During the last section/term of the 1<sup>st</sup> year as well as the whole of the second year, the third method (systemocentrism) is applied extensively and methods of research, self-study, report writing, individual presentations are applied regularly. At this stage the students have grown emotionally and do realise the importance of taking ownership and responsibility of their own learning. Monitoring and facilitation of work stays important in this stage.</p>
Lecturer 7	<p>Systemocentrism – a fairly new concept but for me very similar to andragogy approach (art or science applied in training learners e.g. ABET training). I prefer these methods because I've been experimenting with it the past 20 years as a Management Consultant and Trainer within the corporate sector and colleges. Learning takes place by utilising both sides of the brain in synergy, using movement, mind-maps, colour, music, etc. It allows the learner to be actively involved and encourages participation and debating in class – it's an inter-active or two way teaching method and makes learning enjoyable.</p>
Lecturer 8	<p>Student centered – in OBE the focus is on learning and the learners needs and systemocentrism – achieving maximum benefit in higher education requires a shared responsibility between student and lecturer.</p>
Lecturer 9	<p>Systemocentrism, because the more students are involved the better they figure theory out, understand it better and it enhances them thinking for themselves</p>

In the above table most of the lecturers are of the opinion that they use a method of participatory learning in class. They are of the opinion that the students should be actively involved in internalising the learning material. Lecturer no. 3 indicated no comment and preferred not to give an answer to this question.

#### Section B - Question 8

Are you of the opinion that the types of teaching methods you use have a direct influence on the students' participatory level in class? Explain your answer:



**TABLE 4.4 Teaching methods – direct influence on students’ participation**

Lecturer 1	Sometimes – for me it all depends on the class. In previous years the classes participated with enthusiasm whenever a class was given. This year they are reluctant to get involved. I have a guest lecturer who comes in every year and she picked up on this exact same behaviour this year. So when pushed, yes it does influence the class, but it takes a while.
Lecturer 2	Yes – students nowadays are used to participate in activities. They learn better when they are actively involved in lessons.
Lecturer 3	No response
Lecturer 4	Yes, if the lecturer is not going to allow students to participate by even asking questions then the students will become too passive. They will become stagnant and expect the lecturer to spoon-feed them.
Lecturer 5	Yes, because it affects the ability of the student to take in the information and to remember it. How well one teaches has an effect on how and with what the student associates the work one would want him/her to remember.
Lecturer 6	Absolutely! I do find that as the students grow emotionally, they improve their skills-base. They automatically evolve to more independent learning. The problem lies with the students whose IQ as well as EQ are not on par with the rest of their peers, especially the students that struggled during the first year and were not able to successfully complete most or all of their subjects during the first year. This place a lot of strain on the lecturer, as these students are not “ready” for more independent learning and as a result, fall even more behind with their work. The lecturer then has to accommodate them with extra classes or more individual monitoring sessions.
Lecturer 7	Yes, for sure, learners feel more involved and like an opportunity to participate, especially in pairs or small group activities. One way of encouraging participatory learning is to ask a lot of questions, giving them alternative exercises to choose from, creating innovative and colourful mind-maps, comparing figures and numbers, matching, true false questions, graphical illustrations, models, crossword puzzles, etc.
Lecturer 8	Yes it is. The negative effects of the traditional teacher-centered approach (spoon feeding) are eliminated. Active learning produces much better (more personal learning) than lecturing only. Doing hands on.

Lecturer 9	Yes definitely, because participation in class helps the students to think for themselves. It also gives them more confidence.
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The lecturers all indicated in this table that they agree that the teaching methods used in class should be more of a participatory style. However, lecturer one indicated that it is difficult to inspire the students to take part. Lecturer three had no comment on this question.

#### Section B - Question 9

Hypothetically speaking: You are of the opinion that the “traditional” method of teaching (talk and chalk) based on the teacher-centered approach is the best method. You decide to change this teaching method to that of participatory learning where you as a lecturer will now allow the student to form an active part in the learning process. What effect, do you think, could this mind shift have on the performance or interest/motivational level of the student towards the particular subject that is being taught? Briefly explain your answer:

**TABLE 4.5 Effect of shifting to participatory learning on students’ performance**

Lecturer 1	Students will like it more. Lecturing outgoing marketing students with this approach will motivate them more and give them the opportunity to give their opinion and to understand the work better. It will enhance their communication skills as well.
Lecturer 2	At first they might be hesitant and resistant because they have to perform as well in class. When they reap the benefits of this shift, they enjoy it more are more and become more matured, e.g. when they perform actively (doing presentations, participate in debates, assess each other, etc.)
Lecturer 3	Yes, I’ve changed to participatory teaching methods and got good results – learners take ownership of their performance and are proud on their achievements. It is actually imperative that such learners receive constructive/ongoing feedback and recognition – that inspire the other learners to do the same. I normally apply the following principles in class:  Memorising the learners’ names as soon as possible and try to know and understand the person better; ensure them that I trust their integrity and that they must not disappoint their parents; asking questions and probe for more information about the person and learning material; check

	whether learners listen and understand the learning material; encourage them to report back in their own words; give a lot of recognition for constructive work; initiate group activities and encourage the members to take the lead within the group; train students according to boardroom level or standards; use the classroom as a preparatory laboratory where we still can rectify mistakes and avoid pitfalls
Lecturer 4	Active involvement in the learning process will lead to the student taking more responsibility for gaining and processing of information. They take more pride in their work, therefore feeling more motivated.
Lecturer 5	This will have a good impact on the student as the student would want to come to class and will be eager to learn. It is a form of teaching that excites students as they would want to feel that they mean something and it would make them feel valued as we take interest in his/her opinion.
Lecturer 6	Student will most probably skip lectures. They will become restless. They will not be attentive. The word will go around as the lecturer is boring and they do not like the subject or they don't understand it.
Lecturer 7	No response
Lecturer 8	They will concentrate better and better understand the work. It is one thing to sit and listen and another to actively be part of a class.
Lecturer 9	It will definitely motivate the class. They enjoy being involved in the process and I think it makes them feel more satisfied that they have helped.

Most lecturers think that the students will be more interested in coming to class when challenged with methods of participation such as debates and presentations. Lecturer no. 7 showed no response and indicated on the questionnaire that he or she is ashamed of the fact that he or she does not know how to get the students more involved in his or her classes. Lecturer no. 6 however was of the opinion that the students might find the class boring and will not attend classes.

#### Section B - Question 10

Are you of the opinion that a student will be emancipated in taking control of his/her own learning if he or she is allowed to play an active part in the learning process? Briefly explain your answer.

**TABLE 4.6 Emancipation of student taking control of his/her own learning**

Lecturer 1	No, you as lecturer must set boundaries and still take control over the
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	learning process even though the learners have more freedom to take part in class.
Lecturer 2	Yes, if your teaching method/model relates to and is based on principles of Adult Learning and Bloom's Taxonomy you will make sure that students gain at all times and they will be actively involved.
Lecturer 3	<p>My experience is that only small percentage of learners is initially prepared to take the lead or are self-starters. It is as if the students are waiting for somebody to give direction or specific orders, like in the army then they start sprinting. Most of them are also insecure and afraid for making stupid mistakes. Though with a lot of encouragement, it is possible to gradually change the passive behaviour and development assertiveness and self-confidence. Then suddenly they like to take control and even ask for opportunities to lead the way – they are even prepared to say “Yes” when elected as class leader or to do a class presentation.</p> <p>I am sure that the participatory learning method also creates a conducive milieu for emancipation and personal development. Followers gradually become leaders and natural leaders grow stronger. The slogan of this institution is very much applicable in this regard: Helping You Grow.</p>
Lecturer 4	Yes, but in order to be able to fully participate a number of skills need to be in place, e.g. computer skills, language skills, organisational skills, time-management skills, etc. If any of these skills are lacking (especially language skills) the student cannot gain full advantage of the learning process and will become more frustrated, than emancipated. As previously stated, the IQ and EQ of the students also play an important role and if the intellectual level of the students are not at the level it should be the students will/can experience a lot of unnecessary stress, a feeling of failure and “emancipation” will not be able to materialise.
Lecturer 5	Yes, they will because they will realise the responsibility is in their hands to pass and only they can make a difference in their marks and it is up to them to decide whether it is going to be good or bad marks.
Lecturer 6	Yes, you will only learn if you do it yourself
Lecturer 7	No response
Lecturer 8	I think students still expect a lot of guidance and still needs to be guided in the study process. Students will feel more emancipated but I experienced that students can feel lost very quickly without guidance.
Lecturer 9	Yes, it gives them encouragement and motivates them.

In summary, the lecturers are of the opinion that the students will be emancipated, but they might need some assistance and re-assurance when initially changing to the teaching methods to emancipate them and should be guided in the process of increased participation in the learning process. If this guidance does not take place, the lecturers are of the opinion that the students might feel lost quickly. Students who are shy of nature, may in time, become a person with lots of self confidence and might assume a leadership role in the classroom.

#### Section B - Question 11

Do you believe that a lecturer must provide the students with all the necessary knowledge as required or should the student discover the knowledge on his/her own? Briefly explain your answer.

**TABLE 4.7 Lecturer provide knowledge vs student discovering knowledge on his/her own**

Lecturer 1	The lecturer must equip the students with the right tools to allow them to make informed decisions.
Lecturer 2	Lecturer should give all the necessary knowledge on first year courses as the courses progress more can be expected from the students.
Lecturer 3	No comment
Lecturer 4	On a scale of 100%. The lecturer should contribute 70% of their knowledge. The remainder 30% should be the responsibility of the student to acquire the necessary knowledge by doing research and by reading.
Lecturer 5	I believe that there must be some form of knowledge lectured to the students because each student's mindset is different and not everyone sees things the same way. By lecturing knowledge, one can tell the students the right way and by this, the lecturer would be able to see whether the students truly understand the work or not.
Lecturer 6	No the lecturer should guide the student to the proper and necessary information, facilitating the gaining of knowledge/information process, trying to assist them to get the bigger picture – how everything fits together.
Lecturer 7	I think both. The student needs a certain amount of generic knowledge and specialised terminology just like basic life skills before he or she can depart on a discovery excursion. Special attention and space must be given to the slow learners, but also to the fast learners by initiating

	additional assignments and advanced challenges. Neglecting their superior ability to rapidly assimilate knowledge can cause that they become bored and keep themselves busy with destructive activities which leads to interruptions and even reprimands. Once the students discover that learning is not a burden, but actually a fun experience. Then you know that you are on the right track.
Lecturer 8	No, the lecturer today does not know everything. One of the many roles is to get students to discover things themselves and to fill the knowledge gaps. This allows for games in the hidden community too and promotes a culture of lifelong learning.
Lecturer 9	There must be a balance between the two. The lecturer must provide knowledge, but the student must get some knowledge of his own. This will help them to take ownership over a part of the learning process.

Most of the lecturers indicated that the students should be guided towards discovering new knowledge. Not all students will be able to discover new knowledge on their own. There should be some sort of scaffolding in the beginning that can eventually be removed to allow the student to stand on his or her own.

#### Section B - Question 12

Think back about your own past experience as a student. Indicate which of the following strategies have had the biggest long term benefit in acquiring and developing critical life skills such as problem solving, thinking, self management, etc. for life as well as your preparation for employment in industry: (1) a teacher or lecturer supplied you with knowledge on a certain aspect and (2) a lecturer allowed you to discover the knowledge on your own (only obtaining guidelines from the lecturer). Briefly explain your answer.

**TABLE 4.8 Own experience of teacher using talk and chalk or allowed student to discover knowledge on his/her own**

Lecturer 1	No.2 I thrived on exploring a specific subject on my own as a student. It is important to be as creative as possible and to think out of the box. So as a more practical subject, yes, I would think it is beneficial for the students to work a bit harder and explore the subject matter and form their own styles, tastes and opinions.
Lecturer 2	It really depends on the lecturer if the knowledge of the lecturer is superior then nr. 1 definitely. If the lecturer was new or inexperienced then nr. 2.

Lecturer 3	No comment
Lecturer 4	Studying hospitality management, my first year was based on lecturer supplying me with the necessary knowledge and based on this I could apply myself when I started working in the industry. My second and third year was more based on the lecturer allowing me to discover the knowledge on my own, however sufficient guidelines was given. Based on this I became more effective in my responsibilities on campus.
Lecturer 5	(1) because I was able to distinguish where I (as a student) went wrong, I associated knowledge with situations, actions etc. Up until today, this is why I still remember all the knowledge taught to me. Some of the work was allowed to be discovered on my own because there was a balance however the knowledge taught to me I remember better than the work I discovered on my own.
Lecturer 6	During my years of study sadly, the lecturers mainly supplied us with knowledge (even, but less so, at a post-graduate level). It was only during my first working experience that I realised that I was lacking in a number of critical skills, needed for the particular field of employment. One of the skills mostly needed, was that of problem solving, critical, analytical thinking skills (crucial for doing research) and I was not ready for the demands of that specific career. I had the knowledge, but was not always able to apply it to the practical environment. It caused me to lack in self-confidence, especially when working as part of a team. It was only with time that I developed the skills of discovering knowledge on my own and being able to apply it to the practical environment. I was thus not properly prepared for the demands of my chosen career.
Lecturer 7	Again I would say both. As a scholar and student, I had very dedicated teachers, lecturers and educators who taught me lots of basic knowledge as well as critical life skills. That helped me to make specific choices in certain areas of specialisation and to distinguish between valuable and fruitless activities.  During my studies at Unisa Business School I was for the first time forced to exploit the academic world, to discover critical knowledge sources and avenues. Our group assignments were extremely valuable – it actually simulated reality. That also gave us exposure to take the lead with group projects and the presentation thereof. A thesis in the final year led me on the road of self discovery and

	research – since then I can fly on my own.
Lecturer 8	Definitely no. 2. Refer to explanation under no. 10. Establishing a culture of lifelong learning and eagerness to learn explore should stand out the very first day in a learning programme.
Lecturer 9	(2) lecturer allowed us to get knowledge on our own. This helped with being independent, time management and our skills of doing thing and thinking for ourselves. It also helped with the differentiation between what information/knowledge is important and what not.

The lecturers felt that students were taught the knowledge in the past, but were not always ready for the labour market as they were not allowed to discover facts independently. A lecturer was of the opinion that he or she actually remembered all the facts that the teacher taught him or her better than that which he discovered on his or her own accord. The majority of the lecturers however do not agree with this lecturer. Some feel that there should be a mixture of the two methods and others feel that the students should be allowed to discover on their own depending on the subject matter. Another lecturer indicated that due to being taught all the knowledge he or she was not ready when he or she entered the labour market as skills such as time management and problem solving were lacking.

#### Section B - Question 13

Supply the answers to each of the following questions pertaining to the current programme you are teaching:

13.1 What benefit will the study of this programme have for the student?

**TABLE 4.9 Benefit of this study for the student**

Lecturer 1	It is a huge benefit to the students as I supply them not only with their official subjects, I bring in all of my own industry knowledge and experience so they leave here with a very strong foundation.
Lecturer 2	Prepare students for real experience.
Lecturer 3	No comment
Lecturer 4	The programme content has been written based on all practical aspects of the industry. Even though very little attention is given to practical experience. I do find that walking away from this institution as students will have the advantage above students from another institution.
Lecturer 5	They will remember the knowledge taught to them. They will acquire the necessary attitudes and skills needed for the industry. They will learn to



	think independently and learn to be self sufficient.
Lecturer 6	It will develop a variety of skills, to the benefit of the student as a person – not only regarding the career–path they have chosen, but to become better skilled people.
Lecturer 7	Learners definitely developed into creative and innovative thinkers. Through cross-pollination they become more sensitive and aware of new business opportunities, also about the reality of self-sustainability one day in future, which lies right round the corner for a majority of them. As a result they learn to start thinking out of the box and look wider for solutions to problems or feasible opportunities.
Lecturer 8	Acquiring new knowledge and skills about a given topic. Preparation for entry into a career. Developing CCFOs e.g. problem solving.
Lecturer 9	Forming his or her own opinion. Being more open to communication. Working in teams. Self confidence and growth in personality.

All lecturers responded positively to this question. They indicated that if the outcome of this study is communicated with the management team and they are allowed to implement a more participatory style of teaching, the students will be better equipped for the labour market.

13.2 What teaching methods are you using to ensure that the student acquire the necessary knowledge, attitudes, values and skills to become an independent and successful citizen of this country?

**TABLE 4.10 Teaching methods used to ensure student becomes independent citizen of this country**

Lecturer 1	I teach each class with active participation where they need to work with each other and incorporate all of the above skills to successfully compete each task.
Lecturer 2	Case study, role play, real life work task.
Lecturer 3	No comment
Lecturer 4	Student centered where class activities are better administered. Instead of becoming spectators they are becoming participants.
Lecturer 5	Systemocentrism
Lecturer 6	Giving assignments that will ensure the student to apply or use not only gained knowledge, but also a variety of life-skills, e.g. problem-solving, teamwork, time management, life and work balance, handling of conflict

	and stress, proper communication skills, etc.
Lecturer 7	Memory tests, comparison exercises, seeking alternatives like multiple choice and true or false questions, mind maps, graphs and models, interpretation (evaluate, analyse, report), selecting and grouping items or facts. Pay attention to values like good discipline, trust and integrity, honesty, perseverance, commitment.  In order for the student to see the bigger picture of life and give them constructive guidelines to follow, I do make use of thoughts of the day quotations (focus mainly on inspirational, motivational and informative quotations, but stay far away from debatable topics like religion, love, political views and beliefs.
Lecturer 8	A combination of lectures, assignments, self study, where CCFOs are integrated.  Assessment practice at all levels of Bloom's taxonomy, also peer assessment.
Lecturer 9	Giving the student a chance to give his/her own opinion. Participation in class. Work in groups and independent.

All lecturers, but one, indicated that they will use a variety of teaching methods to include the student in the learning process. Some mentioned the use of role play and case studies to make the learning experience as realistic to the industry as possible. The students should be well prepared when leaving this institution.

#### Section B - Question 14

Have you ever, during the period you are teaching in this programme, questioned reviewed or evaluated the teaching methods you use for a particular subject? If so, explain what you questioned and how you changed/would like to change your teaching methods to reach the set outcomes for this subject.

**TABLE 4.11 Questioned or reviewed teaching methods**

Lecturer 1	Yes, I have. I used to teach right out of a book. The students grew restless so I made it more interactive where I set challenges for groups to find certain information. It took a boring subject and made it into one of the more popular subjects.  I do change more subjects throughout the year to reflect changes in the industry too.
Lecturer 2	No, my style is outcome base education and I find this applicable for the course that I teach.

Lecturer 3	No comment
Lecturer 4	For the past two years and six months I have done this every semester. The core reason is that students becomes comfortable and relaxed and this can become a situation where they become either motivated or demotivated.
Lecturer 5	Yes. After 45 minutes of lecturing the students' concentration span declines. I use fun activities like simulations, role plays and case studies to keep them actively involved. The next period I have a feedback session from students to get their view and opinions.
Lecturer 6	Yes, especially when I start to lecture a new subject. I feel insecure and then tend to use the teacher-centered method too much or too often with little involvement of the students. I tend to be too dependent on presentation slides. I need to be more in control of the lecturing situation involving the students more often. Proper thorough preparation for lecturing also becomes more important as the focus shifts from lecturer centered to systemocentrism, as the choice of activities that involves students need to be planned properly. It has to be relevant in order to be successful. The only disadvantage is that one needs time and extra effort to change the lecturing and teaching methods. One tends to fall back to old systems which comes easier and is the road of least effort. Time and availability of time stays a major obstacle in the change of teaching methods.
Lecturer 7	<p>Yes, it was always necessary to adapt and change teaching methods due to specific circumstances or class compositions, e.g. types and number of students. This year I experienced a new and different situation. Two or three groups were normal in terms of student number (20 and 45), while the third one exceeded 70.</p> <p>To communicate with the latter group, I have to make use of a portable micro-audio system, but one can't hear any responses from students at the back of the auditorium. This boils down to a one-way communication situation. The only way to cope with it is to move up and down the class, appoint a scroller to change the slides on the computer and to arrange group activities each with an elected leader to assist with assignments and discipline.</p> <p>I am now investigating the possibility to use a long distance remote control to change the slides from any position in the classroom.</p> <p>One to one attention was virtually impossible and led to frustration of some students who needed a prompt answer to a question or solution to</p>

	a problem.
Lecturer 8	No, my model is well tested based on post graduate students in education and refined over a period of 25+ years at various higher education institutes.
Lecturer 9	Had to change my teaching methods for some classes. They are not used to theory so I had to make it more applicable and enjoyable to them.

Some lecturers clearly gave thought to the teaching methods they used when analysing the performance and reactions of the students they were teaching. All the lecturers made changes to their methods, except one lecturer who is of the opinion that his or her methods of teaching have been used throughout the years at higher education institutions and need not change at all.

#### Section C - Question 15

Do you feel that the management of this institution allows you to make an independent decision what teaching methods you prefer to employ in your classroom?

**TABLE 4.12 Management of institution allows you to make an independent decision regarding teaching methods**

Lecturer 1	Yes, I have never had a problem.
Lecturer 2	Yes, if I feel that I have a lot of freedom regarding my lessons and teaching style.
Lecturer 3	No comment
Lecturer 4	No, not always. However, I do find management open to suggestions though. One should take into consideration that this is a private institution and students are clients. Most students are comfortable with the lecturer lecturing in the traditional way.
Lecturer 5	Yes, they do allow me. I can use any methods I feel that will work.
Lecturer 6	Yes, we have never had any interference from management regarding my teaching style. I suppose, if students started complaining about my style of teaching, I will be evaluated and the necessary measures will be taken to motivate me to improve my teaching styles.
Lecturer 7	Yes, we are allowed to make independent decisions in this regard. We receive training and guidance in contemporary teaching methods on a regular basis as well as assessor and moderator training. Most of our teaching methods are based on the framework of Bloom's taxonomy where we mainly concentrate on the transferring of knowledge,

	comprehension exercises, application of knowledge and principles, evaluation and analysing facts, exploiting/exploring new concepts and avenues, observation and synthesis, etc. Our entrepreneurship programs also provide learners the opportunity to work in small groups or project teams, e.g. compiling a mini-business plan for starting a new venture or expanding an existing business. To assess competence of learners mastering all the prescribed AC's, assignments, formative and summative tests are used – in this way the students gradually build up a POE complemented by 80 hours of compulsory workplace experience in their specialised field of study.
Lecturer 8	Although I only started teaching at this institution at the beginning of the year (as a part time lecturer), none of them has as yet questioned my philosophy and methods applied or forced me to teaching the way they deem best. I have made it clear what my philosophy is and what I believe is the most suitable as well as most effective way of teaching at tertiary level. This will be the same when I will be teaching in degree programs next year.
Lecturer 9	Not always. They prefer more theory than giving students a chance to work independent and with more freedom. It's a school structure.

Some lecturers are of the opinion that the management of this institution do not interfere with the way they are teaching and allow them to use any method they deem fit for purpose. Other lecturers however feel that the management of the institution does interfere and because this is a business and not a public institution, the student (client) comes first and if the student wants a teacher-centered approach, that is what will be used. It is important for this institution to maintain the students in the programmes they enrolled for and therefore the client-centered approach towards the students are more important than that of a public institution. If a student drops out of a programme, the company has a financial loss which impacts on a number of departments in the business. I do not necessary agree with this mindset. Although we are a private higher institution, we should still keep up with the latest trends in education and experiment with the latest methods of teaching if it is fit for purpose. At the end of the student's study at this institution, he/she must compete for employment with those students graduating from a public institution. If the public institution emancipated their students to be independent employees, whilst those students graduating from this institution are not prepared for the work environment, the students from this institution could have a disadvantage to act as individual and independent employees.

Section C - Question 16

What kind of support would you like to get from the management of the institution to ensure that you make the correct choice of teaching methods for the particular subjects you are teaching?

**TABLE 4.13 Support from management regarding teaching methods**

Lecturer 1	I am very happy with the current support.
Lecturer 2	No support – I think management need to have the particular industry experience to help me. I think that we need more network opportunities with the industries and belong to more organisations. We are isolated in terms of connection with the industry.
Lecturer 3	No comment
Lecturer 4	As mentioned management are open to suggestions. It depends on thorough planning. Resources are made available, even though not always adequate. I would recommend that traditional training are given as teaching methodology is key to enhance the success of each student as well as lecturer
Lecturer 5	Workshops on methods of teaching. Assistance with psychology in the workplace.
Lecturer 6	<p>Situations that need to be looked into: Students need to be evaluated before registration, regarding their communication skills. Lacking in basic communication skills can be a major disadvantage to following the student-centered systemocentrism method of training. Oral communication presentation skills should also be looked into.</p> <p>In order to apply the systemocentrism method of training successfully smaller groups should be lectured. I do not think that this method could be successfully applied to groups of more than 20 students. Tutorial sessions could be arranged for successful sharing of information.</p> <p>Technological tools have to be available. Internet, data projectors, proper computer hardware and software, research sources, e.g. relevant subject matter magazines, newspapers, etc.</p>
Lecturer 7	<p>Ongoing training in teaching methods and up to date OBE workshops, attendance of external seminars and conferences regarding effective teaching methods (value of cross pollination).</p> <p>Constructive feedback and guidance from moderators regarding concept assignments and tests.</p> <p>Computer literacy training in order to use prescribed templates effectively and to comply with the predetermined standards and deadlines.</p>

	<p>Providing contemporary text books and up to date magazines in the research centre.</p> <p>Confine classes, not to exceed 40 students.</p> <p>The server facility to communicate with students via the Internet is really very cost effective.</p>
Lecturer 8	<p>I have vast experience and knowledge of these matters. I am also a lecturer in didactics at the university of Stellenbosch. I realise though that nobody's perfect and there is always room for improvement. Apart from guidance where I lack expertise, informed assessments with the Academic Manager are most valuable. She serves as a sound board.</p>
Lecturer 9	<p>Giving us more freedom to manage our class the way we think is best for each different group, and not expecting us to do it the way that they want it.</p>

Comments ranged from lecturers who requested more training of different teaching methods to keeping the number of students in class small (not exceeding 40 students per class).

#### Section C - Question 17

Would you prefer to be called a lecturer, teacher, educator, facilitator, or trainer, or perhaps a combination of these? Please give a reason why.

**TABLE 4.14 Preferred to be called lecturer, teacher, educator, facilitator or trainer**

Lecturer 1	<p>Lecturer – or trainer. I think it is just what I would prefer because it is the term I have used all of my life.</p>
Lecturer 2	<p>Lecturer – I work with pre graduate students.</p> <p>Teacher is for high school</p> <p>Facilitator / trainer is for adult based training.</p>
Lecturer 3	<p>No comment</p>
Lecturer 4	<p>The traditional stance, we are called lecturers, at this stage I feel like a teacher at times, based on the type of student we have.</p> <p>However the word facilitator is more appropriate, since we are there to instil skills in every student, but also playing an overseeing role based on our assessment methods.</p>
Lecturer 5	<p>Lecturer – as we lecture students. It sounds professional and adds style to the title.</p>
Lecturer 6	<p>Facilitator – facilitation the learning processes by guiding students to</p>

	independent learning. Also mentor of life skills.
Lecturer 7	<p>Facilitator, because that is my preferred style of teaching and corresponds with the systemocentrism or androgogy-teaching method. Circumstances often forces one also to apply a combination of above mentioned styles or roles for limited periods of time.</p> <p>As facilitator you have to apply the four management function, i.e. PLOC. Also have to be a good listener and to provide strong structural guidance.</p> <p>Students are adult learners and want to be treated as such – they prefer participatory teaching method to the traditional teacher (talk and chalk) approach. Under constructive and inspiring supervision they can work on their own, conduct research projects and tackle group assignments. The participatory teaching method allows ample room for the learners to develop their full potential according to the needs hierarchy of Maslow – self-actualisation.</p>
Lecturer 8	<p>Academics in tertiary education today fulfil a variety of rolls (even as much as 10 – 15) so sometimes I am a lecturer, then play a facilitating role, but also am a researcher, material designer &amp; developer etc.</p> <p>I won't like to be called a teacher as this is limited to skills training.</p>
Lecturer 9	Lecturer and facilitator, because we lecture and facilitate the work.

The majority of the lecturers would not like to be called a teacher as they feel that is the term used for a high school educator. Most indicated that they would like to be called a facilitator, but others also indicated that it should be a combination of both (except for teacher) as sometimes you are a lecturer and sometimes a facilitator. It all depends on which role you are playing, e.g. if you follow the teacher centered method of teaching, you are a lecturer simply conveying information but if you are employing participatory learning, you are more of a facilitator.

#### Section C - Question 18

In your experience, what is the biggest benefit and disadvantage respectively of using active/participatory learning methods in your teaching, for yourself as well as for students?

**TABLE 4.15 Biggest benefit and disadvantage of using active/participatory learning methods**

Lecturer 1	<p>Benefit – they get more self confidence.</p> <p>Disadvantage – if the class does not want to participate, it can be very</p>
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	hard to get them motivated.
Lecturer 2	Benefit: students are more prepared for their real life work experience. Disadvantage: lecturer need to be in control and be well prepared. Takes a lot of time to prepare.
Lecturer 3	No comment
Lecturer 4	Active learning method, students become complacent and this is what can lead to students wanting to be spoon fed. However with the participatory learning method students will develop the skills to conduct their own research. They will become confident and this will create a proactive environment.
Lecturer 5	Benefit – student feels valued and remembers knowledge. Disadvantage – discipline declines in class.
Lecturer 6	Benefit: students become more responsible for own learning processes. Can work independently, develop critical/analytical thinking skills, widen their knowledge base, become managers of projects problem-solvers time managers. A major benefit for lecturers can be less marking as the use of peer-assessments or checklists can be incorporated. Disadvantage: in order to facilitate this leaning method, the facilitator need to be a subject matter expert in his/her field of training, have all the tools needed, available to create a multi faceted learning experience. Training of too many subjects simultaneously can also be a disadvantage, as time for proper preparation per subject is limited.
Lecturer 7	Benefits: it is more challenging and less structured; allow room for innovative thinking. Facilitators can learn a lot from the students, but also have the opportunity to share own experiences with them. It is more personal oriented one to one and makes it possible to know the student better (holistic). Disadvantages: without constructive guidance the students will operate in the dark and will lose motivation along the way. First year students need more structured tuition and seek to be spoon fed, tend to be very passive and non-responding non-participative. That requires of course greater amounts of preparation and hands on guidance. After about six months they become ready to respond favourably to preparatory, active teaching methods and group work.
Lecturer 8	Personally, I remain focussed, enjoy teaching more and am able to share. Good students much more and better because of the continuous interaction. Student benefits more productive learning and contact

	sessions are more stimulating than traditional passive listening.
Lecturer 9	Biggest benefit is more freedom in the learning and facilitating process. A disadvantage can be that there may be students that don't feel comfortable with this method and needs more personal attention. That is shy and don't accommodate and participate in the way of lecturing.

A number of advantages and disadvantages were mentioned. Most lecturers however agree that some students will be better prepared to go into industry if they are allowed to participate in the learning process. They will remember what they learnt because they are not simply banking the information, but were actively involved in getting a solution to a problem. The most obvious disadvantage is that students get lost in the system because they don't feel comfortable or do not have the ability to work independently. Lecturers will therefore have to be on the lookout for such students.

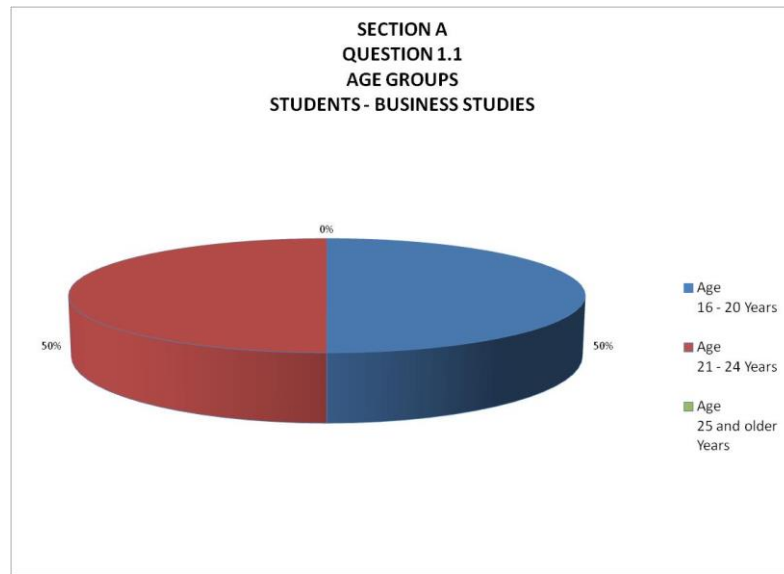
This concludes the questionnaires completed by the lecturers. I shall now give a summary of the questionnaires for the students.

#### **4.3 FOCUS GROUP INTERVIEWS STUDENTS**

The questions used in the focus group interviews with the students were divided into two sections namely section A and section B. Section A focused on the quantitative data while section B on the qualitative data revealing the stories the students have to tell regarding the teaching method used in the classroom and what teaching methods they would prefer. I shall discuss each focus group's summary separately.

## Business Management

### Section A - Question 1.1



**Figure 4.10 Age groups students in Business Management**

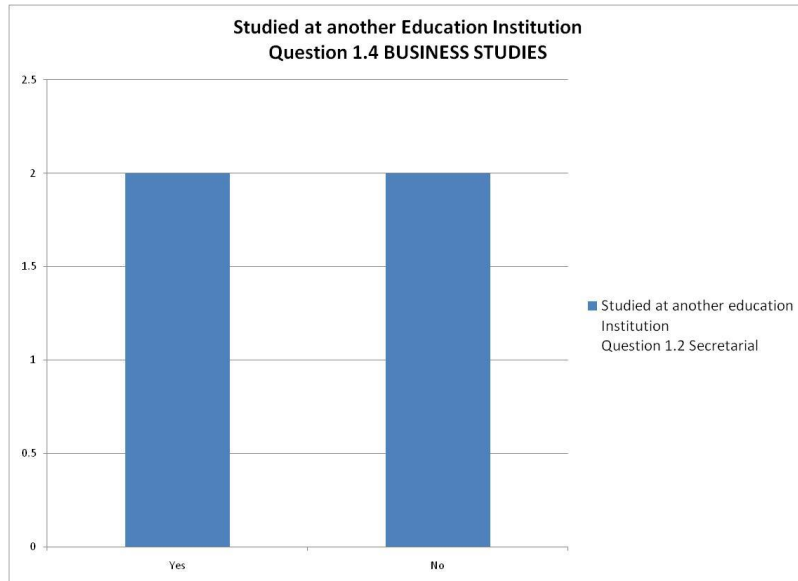
N=4

Four students took part in the focus group interview for this qualification. They are all first year students studying towards the above mentioned qualification. Although they are only first year students, 50% of them fall in the age group of 16-20 years of age and 50% in the age group of 21-30 years.

Section A - Question 1.2 and 1.3 respectively requires the student to complete what programme he or she is enrolled for and what year of study in that programme. Seeing that these students are all in Business Management, it is not necessary to record this in a graph. 100% of the students who formed part of this specific focus group are in this programme.

Section A – Question 1.4

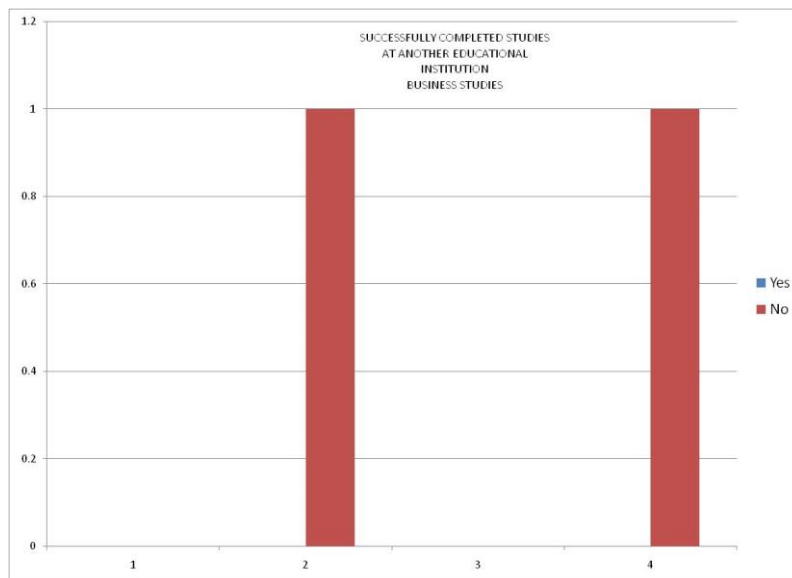
Have you studied at another education institution before you enrolled at this institution?



**Figure 4.11 Studied at another education institution**

N=4

50% of the students have previously studied at another education institution while the other 50% are enrolled for their first qualification in higher education at this educational institution.



**Figure 4.12 Successfully completed studies at another higher educational institution.**

N=2

Both these students did not complete the next part of the question as it states that they must only indicate what institution they studied at, the programme enrolled for and what year they completed their studies if they successfully completed their studies at the previous educational institution.

#### Section B - Question 2

There are three types of teaching or facilitation methods a lecturer can apply. After I explained to them what each of the three methods mean, they were asked to indicate on a rating scale what level of participation were allowed in each of the subjects in their particular programme. The following is a summary of what they indicated:

**TABLE 4.16 Level of participation per subject**

<b>Subject Name</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
Business Accounting	2	1	1	
Entrepreneurship	1	1	2	1
Information Systems	1	1	1	1
Administration Management	1	2	2	2
Business Management	1	2	1	1
Business Communication	1	1	1	1

In the above mentioned table it is clear that the students agree that there are few or little participation on the side of the students in the Business Accounting classes. The same pattern is indicated for the Entrepreneurship classes. In the subject Information Systems all students felt that there is little participation on the side of the student. Only two students commented on the subject Administration Management where they agreed that students are allowed average participation. Only one student commented on the subject Business Management where this student (and the rest agreed) felt that there is very little student participation allowed in this class. This lecturer supposedly mostly prefers the lecture method of teaching. In the subject Business Communication the students were allowed very little participation in class.

#### Section B - Question 3

Are you of the opinion that the type of teaching methods used by the lecturer has a direct influence on your participatory level in class? Explain.

**TABLE 4.17 Teaching methods has a direct influence on participation level in class**

Student 1	Yes, because if she includes the student in their lesson the student will understand the work better, because they are taking part in the conversation
Student 2	Yes, if the lecturer explains the work easily and make it fun to understand. It will be easy to understand the work.
Student 3	Yes
Student 4	Yes, because a good lecturer makes you understand the work thoroughly. The type of teaching methods used by the lecturer has a direct influence on your participatory level in class. If the teacher is boring and does not know what he is saying and constantly says uhm a learner loses interest.

All students agree that they will understand the work better if they are actively involved in the lesson.

Section B - Question 4

Hypothetically speaking: A particular lecturer in the programme you are enrolled for is of the opinion that the “traditional” method (teacher centered) of teaching is the best method. He or she decides to change this believe and are going to employ the teaching method of participatory learning where you as students are now allowed to form an active part in the learning process. Will this mind shift on the part of the lecturer have a direct influence on your performance or interest level in such a subject? Briefly explain

**TABLE 4.18 Traditional teaching methods vs participatory teaching methods**

Student 1	Yes, because everything depends on how the message were given to the student.
Student 2	Yes, It will be more fun and will understand the work more. The traditional method doesn't always work.
Student 3	Yes it would give you a different mindset of the subject. Feeling part of the class and understanding the work better. Will be easy to study in exams because taking part in the working process of the subject.
Student 4	Yes, I personally think it will have a positive effect on the learner. The learner will now by more interested and awake because he is now participating. Lecturers do not realise how boring a lecture gets if they just rumble on. I like participating and find that I understand more.

All students agreed that they will understand the work better if they form part of the lesson. They indicated that classes will be less boring and they will be awake in class at all times.

Section B - Question 5

Are you of the opinion that you will be emancipated in taking control of your own learning if you are allowed to play a more active part in the learning process? Briefly explain

**TABLE 4.19 Emancipation due to playing an active part in learning process**

Student 1	Yes, because then you will learn the work on your own way which means that you will understand the work better.
Student 2	Yes, to do more practical exercises. Do more exercises in class. Go on outings to companies to see how they work.
Student 3	No, a lecturer's influence is more important than ever when understanding the subject. Prefer working together and helping to understand.
Student 4	Yes, I will because when you participate you learn. That enhances a positive attitude towards your work, so that will motivate learners to work harder.

Once again the students are of the opinion that they will understand the work better if they are actively involved. Only one student felt that the lecturer's influence is still very important.

Section B - Question 6

Do you believe that a lecturer must provide the students with the necessary knowledge to build the necessary skills in the subject or do you believe that the student should be allowed to discover the knowledge on his/her own? Briefly explain your answer

**TABLE 4.20 Lecturer provides knowledge vs student discover knowledge on his/her own**

Student 1	They must give the student all the knowledge and then the student can just go and study the work.
Student 2	The lecturer should give you enough information to find all the answers and have to go through all the work so that the students know all the right answers.
Student 3	Provide all the necessary knowledge that we as student will be more informed about the subject. We as students will then be more interested to find out about the subject. Doing extra effort because the lecturer

	gives full information about the work.
Student 4	I agree with both, a lecturer should teach but the learners should also be allowed to acquire information on his own.

The students felt that the lecturer must first lecture and once they have grasped the concept the student can be left alone to discover more information. They were of the opinion that it is still the responsibility of the lecturer to make sure that they have discovered the correct information relative to the subject.

#### Section B - Question 7

Think back in the past to two situations (1) where a teacher or lecturer supplied you with knowledge on a certain aspect and (2) where you as the learner/student had to discover the knowledge on your own (only obtaining guidelines from the teacher or lecturer). In your opinion which one of the two was a better method for you to remember the outcome of the two situations? Briefly explain your answer

**TABLE 4.21 Which method of teaching was better: that of teacher supplied knowledge or where student discovered knowledge**

Student 1	1 – because then the student now what they learn is right.
Student 2	I would say both. It is fun to find the answers on your own with guidance from the lecturer. Then go through the answers together as see what every one’s opinion is.
Student 3	No comment
Student 4	I had a past experience at another institution where the lecturers taught, we participated. The lecturers then gave us tasks, real in depth from that we learnt even more. I find this institution’s projects aren’t a challenge.

In this question the students gave a few different answers. One student felt that the lecturer must lecture whilst others think it is fun to discover on your own, but the lecturer must check to make sure the student is on the correct learning path.

#### Section B - Question 8

Supply the answers to each of the following questions pertaining to the current programme you are enrolled for

##### Question 8.1

Why are you studying this programme?



**TABLE 4.22 Why are you studying this programme**

Student 1	I love the work that I will have to do.
Student 2	To start my own business one day. To know more about business.
Student 3	Have a business mindset and my school subjects were chosen into a business course.
Student 4	I like the business environment and I am working towards an administrative post within the Foschini group head office because I am currently in telemarketing.

All students agreed that they are working towards their future career and that is why they are studying this programme.

#### Question 8.2

Are you of the opinion that you receive the correct teaching methods to allow you to acquire the necessary knowledge, skills and values to be able to become an independent successful citizen of this country?

**TABLE 4.23 Correct teaching methods to become successful citizen of this country**

Student 1	Yes
Student 2	Sometimes we must do more things that happens in the real life so that we can learn.
Student 3	Yes, a lot of assignments give different information according to the programme
Student 4	Yes, we do. Obviously certain lecturers teach better than others but I'm doing well in all subjects

All students agreed that they will be able to become responsible citizens of this country.

#### Section B - Question 9

Have you ever, in the period you have been in this programme, questioned the lecturing methods for a particular subject? If so, explain what you questioned and what change would you suggest takes place

**TABLE 4.24 Questioned lecturing methods and what change would you suggest**

Student 1	No
Student 2	Yes accounting and bookkeeping programme.
Student 3	No, good teaching methods.
Student 4	Yes, I questioned the accounting lecturer she taught badly. I never

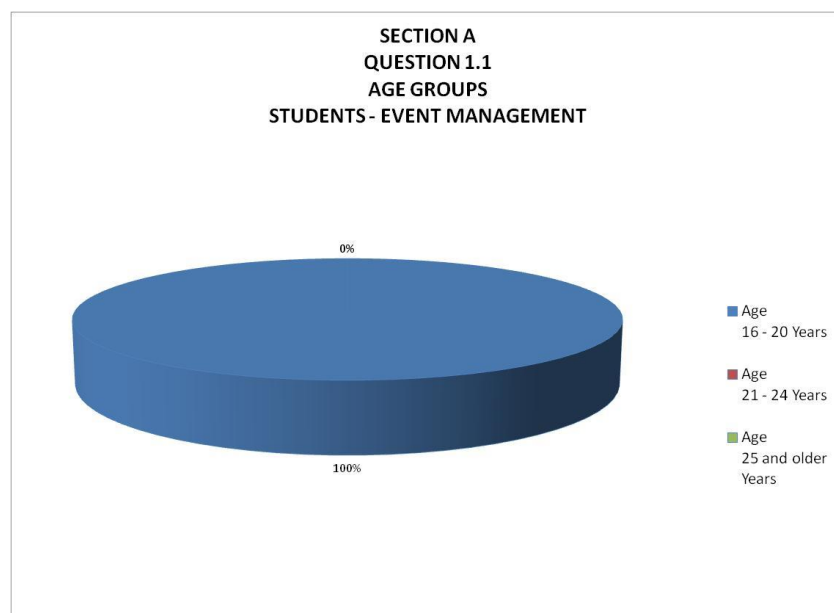
understood her. She took our attention off our work with talking about her social life. I suggest that before they hire someone else they sit in on a class by the new lecturer because accounting is an intense subject not everybody can teach it.

Only one student was satisfied with the teaching methods used whilst the rest felt that the lecturer in business accounting can improve on his or her teaching methods.

### Diploma in Event Management – 1<sup>st</sup> Year

#### Section A - Question 1.1

#### Age group



**Figure 4.13 Age group**

N=6

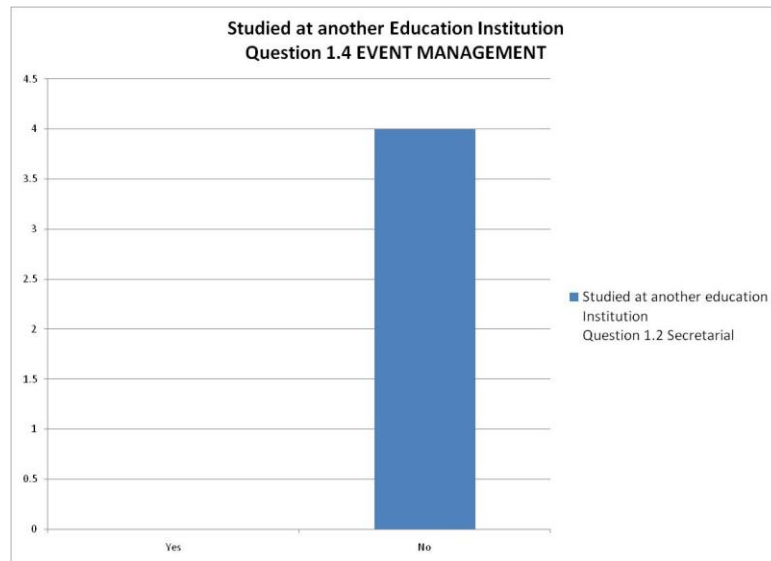
100% of students in this programme who took part in the focus group interviews are between 18 and 20 years of age.

#### Section A - Question 1.2 and 1.3

The answer to these two questions: the programme the students are studying in and whether he or she is a first or second year student will be the same for all students in this focus group interview. They are all first year students in the Diploma in Event Management programme.

Section A - Question 1.4

Studied at another educational institution



**Figure 4.14 Studied at another educational institution**

N=6

All students in this programme indicated that they have never studied at another education institution prior to the current institution.

Section B - Question 2

The answers to this question will be indicated by means of a scale from 1-4.

**TABLE 4.25 Level of participation per subject**

Subject Name	Student 1	Student 2	Student 3	Student 4
Event Planning & Staging	1	2	1	1
Events Practice	3	2	3	1
Events Communication	3	1	3	1
Information Systems	2	1	3	2

In the above mentioned table the students indicated the level of participation in class for each subject as follows:

Event Planning & Staging – the students agreed that there could be more student participation permitted in class.

Events Practice – as this subject is of a very practical nature the students agreed that there as an above average level of participation allowed on the part of the student.

Events Communication – the students agreed that the lecturer mostly allows the students to contribute actively towards the lesson however felt that the participation level could still improve.

Information Systems – this is a very practical subject in all business programmes. It is therefore strange to find that the students feel that there is not much participation allowed from the side of the students.

### Section B - Question 3

Are you of the opinion that the type of teaching methods used by the lecturer has a direct influence on your participatory level in class? Explain.

**TABLE 4.26 Teaching methods has a direct influence on participation level in class**

Student 1	Yes, the way in which the lecturer addresses me and the way he works has a big influence and plays a huge role in my participatory level in class. If the lecturer addresses me in the right way or he has a practical way of teaching I will par take in it.
Student 2	Yes, because the way the lecturer teaches affects the way the student learns. Higher levels of teaching in the classroom will result in better understanding, learning and grades by the students. Lower levels of teaching will result in the student not fully understanding the work which in the end will result in lower grades in exams.
Student 3	Yes, because the teacher has to carry over information and by speech projection it says a lot about one's character as well as level of education. We pay a numerous amount of money to further our education and wouldn't be very pleased if one of our lecturers is less qualified or doesn't have a proper method as to how to carry over information. This will also determine how you understand the work and you will pen it down on paper.
Student 4	Yes, because if the teaching method is not to boring and understandable it has an influence. If the lecturer has a boring method of teaching you as a student don't want to make the effort to participate in class.
Student 5	Yes, some lecturers can pay more attention to make the students part of the lesson.
Student 6	Yes, as more interaction shall result in better learning and understanding.

All students are of the opinion that the lecturer has a direct influence on how they learn and their participation in class. They mention traits such as the way the lecturer addresses them and the methods the lecturer uses to teach.

#### Section B - Question 4

Hypothetically speaking: A particular lecturer in the programme you are enrolled for is of the opinion that the “traditional” method (teacher centered) of teaching is the best method. He or she decides to change this believe and are going to employ the teaching method of participatory learning where you as a student is now allowed to form an active part in the learning process. Will this mind shift on the part of the lecturer have a direct influence on your performance or interest level in such a subject? Briefly explain your answer

**TABLE 4.27 Traditional teaching methods vs participatory teaching methods**

Student 1	Yes, when people change methods you have grown a custom to it's a major mind switch and adjustment that some would take longer to grasp than others.
Student 2	Yes, because if myself as a student can get involved in the work during lessons, it will make the work easier to understand, easier to learn and it will also be more interesting for me if I understand and involve myself in the work I am doing.
Student 3	Yes, because now you will have students that will start and have attitude with this certain lecturer, and will affect the whole class and I think the way lecturer expresses himself as well as project in lecturer's anticipation etc. will be the outcome of their students. Yes it's not always possible to keep your cool but lecturers are our role models we look up to them and want to learn from them. At the end they also have to make it pleasant and try to accommodate student opinions like teaching methods etc.
Student 4	No comment
Student 5	Yes, when they make student more part of a lesson they understand the work better.
Student 6	Yes it could have an impact, but this may differ from student to student.

One student did not comment on this question. All the other members of the focus group are of the opinion that it will have a direct influence on their learning. One student indicated that it might take some time to get used to the new teaching methods as they grow acquainted with the current teaching methods used by lecturers.

Section B - Question 5

Are you of the opinion that you will be emancipated in taking control of your own learning if you are allowed to play a more active part in the learning process? Briefly explain your answer.

**TABLE 4.28 Emancipation due to playing an active part in learning process**

Student 1	Yes, some people are more academic than others and us that aren't as academic suffer immensely when it comes to tests and exams, therefore I would take full advantage if I could take my learning into my own hands.
Student 2	Yes, because I will have more control and insight in the work we are doing. I will be more interested in the work as well as focused.
Student 3	Because my course is very creative and technical at the same time I'd say there should be more practical side to. Right now a lot of students aren't happy because we're showered with assignments. I have worked in this industry for the past three years and it's better experience practically say you can actually learn from mistakes, than to say one day if you work that's not what the book says. I have a passion for what I'm doing and I don't expect to be on holiday during my studies, just a little more practical as practise.
Student 4	No comment
Student 5	Yes, by being part of the lesson you learn more than just sitting and listening.
Student 6	No, because the teacher would still have to put up boundaries.

All students, except one, are of the opinion the fact that they are allowed to form an active part of the lessons will benefit them tremendously. One student indicated that he or she is not only at this institution to gain theory knowledge, but also to put it into practice.

Section B - Question 6

Do you believe that a lecturer must provide the students with the necessary knowledge to build the necessary skills in the subject or do you believe that the student should be allowed to discover the knowledge on his/her own? Briefly explain your answer

**TABLE 4.29 Lecturer provides knowledge vs student discovering knowledge on his/her own**

Student 1	Yes, and No, a lecturer would give the required knowledge and a student find some things all on his own, in that way becoming more independent.
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Student 2	I believe the lecturer should give the students as much information and knowledge as possible. Also that the student would discover, research and learn more about the work themselves.
Student 3	I'd say a bit of both. Personally I don't enjoy it when people keep on repeating what they have experienced and what to do and not to do. There is a fine line between guidelines and say how it should be. Everyone experiences things differently in life and one should be allowed to discover some on it own in order to break make and shape you for your future.
Student 4	I believe that a lecturer must give more knowledge as required so that the student can understand more to do research afterwards and gain extra knowledge on his own.
Student 5	Both, lecturers should help anyway possible but students should do their own research as well.
Student 6	Lecturers must definitely provide the knowledge because not all students will grasp the info needed.

The students all agree that the lecturer should give the necessary knowledge and tools for them to work independently.

#### Section B - Question 7

Think back in the past to two situations (1) where a teacher or lecturer supplied you with knowledge on a certain aspect and (2) where you as the learner/student had to discover the knowledge on your own (only obtaining guidelines from the teacher or lecturer). In your opinion which one of the two was a better method for you to remember the outcome of the two situations? Briefly explain your answer

**TABLE 4.30 Which method of teaching was better: that of teacher supplied knowledge or where student discovered knowledge**

Student 1	The one where the teacher or lecturer supplied me with knowledge, because he explains it more in depth.
Student 2	When the lecturer supplies me with knowledge it creates a long term benefit for me because I know the lecturer is wiser than me and has more experience in the industry than I do. So I trust and listen to the knowledge they give me.
Student 3	2 – this enables you to discover, grow, make mistakes and learn from them. This way you will find out how to stand your ground and mature in many ways possible.

Student 4	I would say both because if the lecturer gives you the necessary knowledge and you understand it and remember all the important facts and then go and do research to gain and discover more knowledge on your own this will have a much bigger and long term benefit.
Student 5	Doing it yourself when doing work yourself it allows you to think more and use your knowledge.
Student 6	Certainly 2 had the biggest benefit but I would not be able to grasp 2 without the fundamentals of 1.

Some students preferred the lecture method and some the participatory method of teaching, but all agree that the student should be allowed to use the knowledge in practice and allowed to think on their own.

#### Section B - Question 8

Supply the answers to each of the following questions pertaining to the current programme you are enrolled for

8.1 Why am I studying this programme?

**TABLE 4.31 Why are you studying this programme**

Student 1	To become quipped with the knowledge needed to obtain my qualification.
Student 2	To learn more about the industry, broaden my knowledge about the ins and outs of event management and because I enjoy and am interested in this fun hard and exciting industry.
Student 3	I want to stay in this industry because I have been working in it for the past three years. I enjoy what I am doing.
Student 4	Events is my passion and I love creating something memorable and magical and I want to be successful.
Student 5	I am an outgoing person and being in control is my speciality.
Student 6	I enjoy the planning of an event and to see an event develop

All students in this group are studying towards the qualification because they have a passion for the industry or have been working in the industry for some time and have the desire to broaden their knowledge base. They are career focused.

#### Question 8.2

Are you of the opinion that you receive the correct teaching methods to allow you to acquire the necessary knowledge, skills and values to be able to become an independent successful citizen of this country?



**TABLE 4.32 Correct teaching methods to become successful citizen of this country**

Student 1	No, lecturers rush through the work and bombard us with an extreme load of work plus assignments not giving us time to breathe
Student 2	Yes
Student 3	Yes, and I'm privileged.
Student 4	Yes, I believe I am, because I have learned so much so far.
Student 5	Yes and no. The lecturers make students feel like they are still in school.
Student 6	Yes I do

The majority of the group agreed that they receive the necessary knowledge and skills and will be able to put it into practice and be a responsible citizen of this country. Only one student felt that they are bombarded with knowledge and a heavy work load.

#### Section B Question 9

Have you ever, in the period you have been in this programme, questioned the lecturing methods for a particular subject? If so, explain what you questioned and what change would you suggest takes place

**TABLE 4.33 Questioned lecturing methods and what change would you suggest**

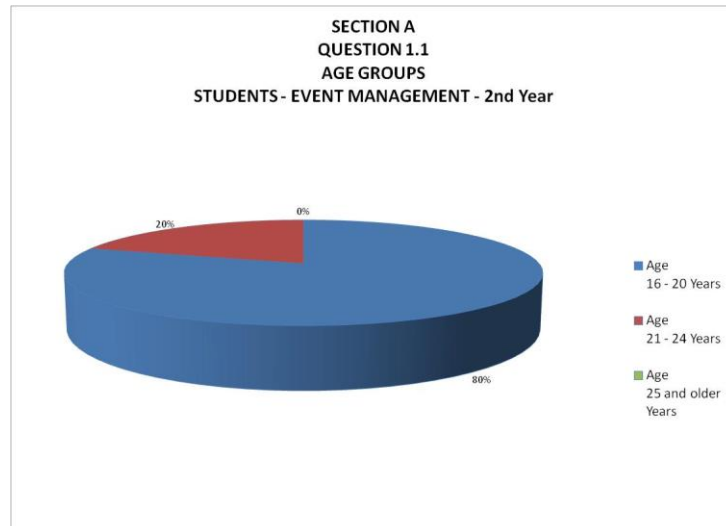
Student 1	Yes, all of them, as said in the previous answer. The work load is too heavy and is given all at once not giving us time to grasp what has been taught rather stressing about assignments.
Student 2	More guidance is needed on some assignment work. The whole class should not be punished due to the behaviour of one student.
Student 3	Yes, the way the lecturer responds depending on a valid question. But do not make the student feel retarded or stupid.
Student 4	Yes, in world of events it must be more fun if I can put like that. What I mean is that I don't want to sit in class and just read and read and read. I want to understand it more, with a bit more excitement while the lecturer is teaching. Didn't mean it disrespectful
Student 5	Yes, lecturers must talk to students as if they are adult and not children. Their teaching ways are good but not very explained to help beginners in the course.
Student 6	Yes, I find that the teachers use presentation medium too often and teach less from themselves.

The students named a few things that they would change if they could, ranging from the treatment the students receive in this programme to the methods of teaching employed.

## Diploma in Event Management – 2<sup>nd</sup> Year

### Section A - Question 1.1

Age group



**Figure 4.15 Age group**

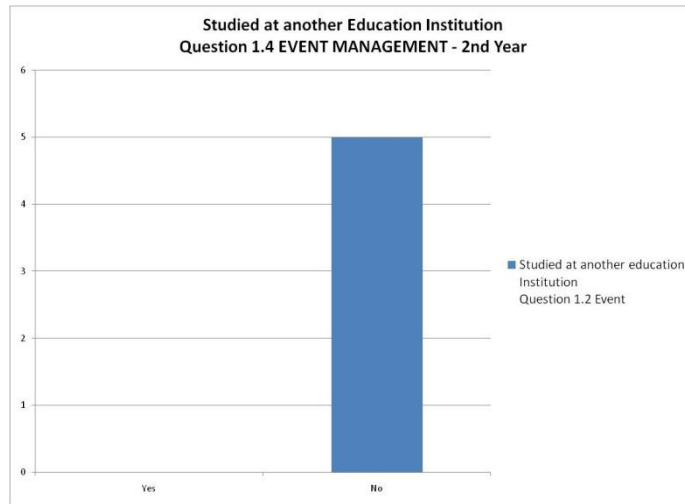
N=5

80% of the students are in the age group 18-20 years and only one student falls in the age group 21-14 years.

Question 1.2 and 1.3 refers to the programme the student is studying in as well as the year of study. These students are all in the programme Diploma in Event Management in the second year.

### Section A - Question 1.4

Studied at another educational institution



**Figure 4.16 Studied at another education institution**

N=0

None of the second year event management students who formed part of the focus group interview have previously studied at another educational institution before they joined this institution.

Section B - Question 2

The level of participation in class is indicated by means of a scale from 1-4 where 1 is very little or no participation and 4 is a high level of participation.

**TABLE 4.34 Level of participation per subject**

Subject Name	Student 1	Student 2	Student 3	Student 4	Student 5
Brand Management	1	1	2	1	2
Entrepreneurship	3	3	1	3	3
Event Practice	4	4	4	1	3

Section B - Question 3

Are you of the opinion that the type of teaching methods used by the lecturer has a direct influence on your participatory level in class? Explain your answer.

**TABLE 4.35 Teaching methods has a direct influence on participation level in class**

Student 1	Yes when a lecturer is able to listen to what students have to say or ask, it makes the student feel at ease and not shy or scared to participate. I believe in class participation as it can enhance understanding and make class more enjoyable.
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Student 2	Yes, I do. When a lecturer gives a student encouragement to participate, it will happen more easily. When slideshows and text books are their only method of teaching, it makes it difficult for the student to ask questions to understand it better.
Student 3	Yes, if I like the way the lecturer teaches and it interest me I will give my attention otherwise I would do my own thing.
Student 4	When we are going to do new work in class, I enjoy working and learning new thing. This makes me want to ask questions of the different subjects. Yes I do want to participate in class.
Student 5	Yes, if the lecturer has a closed form of teaching by which no participatory activities from students is allowed, it is very difficult for the students to enhance their levels of understanding. If the lecturer allows participatory from the students through class discussion, students are able to ask questions related and through discussion their levels of understanding are enhanced. It also creates a form of extended interest when students are involved.

All students in this group agreed that the lecturer's method of teaching has a direct influence on their participation in class.

#### Section B - Question 4

Hypothetically speaking: A particular lecturer in the programme you are enrolled for is of the opinion that the "traditional" method (teacher centered) of teaching is the best method. He or she decides to change this believe and are going to employ the teaching method of participatory learning where you as a student is now allowed to form an active part in the learning process. Will this mind shift on the part of the lecturer have a direct influence on your performance or interest level in such a subject? Briefly explain your answer

**TABLE 4.36 Traditional teaching methods vs participatory teaching methods**

Student 1	Not necessarily. A change like that won't have an immediate change of student views of the class. For a student's performance or interest level to change due to the lecturers change, it will take some time.
Student 2	It most probably will. When I'm involved and participating, I'll be more interested than just writing down notes.
Student 3	No, I will only adapt to the new method.
Student 4	Yes, I will not like the traditional method as this will be unnecessary because one can ask a question or view from the presentation in front.

Student 5	Yes, by instilling participation amongst the students, they immediately form a level of interest because they are included. If the lecturer refrains from including the students with chalk and talk it becomes monotonous and boring for the students. The message and lesson won't be stimulated and what stimulate the students.
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One student mentioned that it will be difficult to get used to the new method of teaching, whilst the rest agreed that they will benefit from a more participatory level of teaching.

#### Section B - Question 5

Are you of the opinion that you will be emancipated in taking control of your own learning if you are allowed to play a more active part in the learning process? Briefly explain your answer.

**TABLE 4.37 Emancipation due to playing an active part in learning process**

Student 1	Yes, I find that by asking questions or proposing an argument, I learn more and my understanding is enhanced. I also find by listening to other students' questions, I learn and understand more. It is also interesting to hear other people's points of view.
Student 2	Yes, I feel that college is not such a waste of time as I'll be active in the learning process.
Student 3	No, I like to just listen in class and go and learn everything on my own at home.
Student 4	No, because I feel I can already take control of my own learning when I'm at my desk writing my own notes and asking questions when needed.
Student 5	No comment

Two students indicated that they will be emancipated whilst three indicated that they preferred to have lectures as it is currently presented to them.

#### Section B - Question 6

Do you believe that a lecturer must provide the students with the necessary knowledge to build the necessary skills in the subject or do you believe that the student should be allowed to discover the knowledge on his/her own? Briefly explain your answer

**TABLE 4.38 Lecturer provides knowledge vs student discover knowledge on his/her own**

Student 1	It depends on the situation. The lecturer could allow time for students to discover their own knowledge, but I believe that the lecturer must inform the student of what is right or wrong.
Student 2	I believe students must be given all necessary info such as old text books, for the mere fact that if there is something we need to know for an exam which we were supposed to research, the facts could be incorrect or not what the lecturer wants and then we lose marks.
Student 3	The lecturer must give all the knowledge, because we are here to learn the right way, not to go and look for what we think the right way might be.
Student 4	I believe the lecturer should give us the necessary knowledge as this is why he decided to apply to an institution and not do it at home by ourselves.
Student 5	I believe that the lecturer should provide the necessary fundamentals of learning and therefore let the students obtain extended knowledge by doing their own research. With a tertiary education students should not be spoon fed with everything as this won't benefit them in the long run. Students should be able to discover the knowledge along with the lecturers provision.

With this question there were quite a number of different answers. Some students were of the opinion that they are paying this institution to teach them and not discover knowledge or information on their own. Other students stated that they want the knowledge from the lecturer and use it to build on the necessary skills. Others felt that in tertiary education students should be able to discover on their own within given boundaries.

#### Section B - Question 7

Think back in the past to two situations (1) where a teacher or lecturer supplied you with knowledge on a certain aspect and (2) where you as the learner/student had to discover the knowledge on your own (only obtaining guidelines from the teacher or lecturer). In your opinion which one of the two was a better method for you to remember the outcome of the two situations? Briefly explain your answer

**TABLE 4.39 Which method of teaching was better: that of teacher supplied knowledge or where student discovered knowledge**

Student 1	Naturally when a lecturer only provides guidelines it will enhance a
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	student's problem solving and thinking skills. It is a good exercise to do, however a lecturer must ensure that the students managed to obtain the correct answer.
Student 2	If the info discovered on my own is checked and correct then I believe that method 2 is the one which will give me the biggest long term benefits, because I'll remember it as I discover it, whereas straight forward parrot fashion learning leaves the opportunity to forget what I've learnt.
Student 3	Where the lecturer supplied the knowledge, because in the back of my head I know that was the right answer, where the one I had to search for I never was sure.
Student 4	Our lecturer gave us an assignment where we had to go do research on recent inventions and another we had not done the work in a lesson but had to go source the slide/presentation for the assignment.
Student 5	The second option. Firstly, if one needs to discover the knowledge by oneself, it is more likely to learn from that knowledge. Secondly it decreases the levels of laziness and makes the student work. It helps provide long term benefits such as time and self management, discipline and knowledge on various resources. Thirdly, it instils a sense of self-fulfilment through an accomplishment, resulting in motivation for the next task.

This group agreed that they would prefer to discover the knowledge on their own, however they felt that the lecturer should still check whether the information they gathered is correct.

#### Section B - Question 8

Supply the answers to each of the following questions pertaining to the current programme you are enrolled for

##### Question 8.1

Why am I studying this programme?

**TABLE 4.40 Why are you studying this programme**

Student 1	I chose events as I love to organise and be in charge.
Student 2	I'm a social person and believe event management suits my personality.
Student 3	It is what I want to do for a living
Student 4	To obtain knowledge of something I would like to make a career from. This will help me when I start working and I will have the proper knowledge.

Student 5	I have an extended passion for social interaction and management. It's a creative and busy industry which I thrive on. Events stimulate my interest
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All students in this group decided to study towards this qualification as it is either their interest or it is their passion in life.

#### Question 8.2

Are you of the opinion that you receive the correct teaching methods to allow you to acquire the necessary knowledge, skills and values to be able to become an independent successful citizen of this country?

**TABLE 4.41 Correct teaching methods to become successful citizen of this country**

Student 1	Yes, I do believe so sometimes I do question a subject, but with further study I realise that it is for the best.
Student 2	I believe all subjects are relevant and good, but I believe more individual practical experience should be practised.
Student 3	Yes, mostly I think I am learning the basics, but definitely not everything.
Student 4	Yes, because everything they teach us we will be able to use one day after our course.
Student 5	Mostly yes, although I feel that at times there is too much babysitting which softens the mind frames of students, instead of toughening them up for reality.

All students agreed that they will be able to play an important and independent role in the labour market of this country. However, there were comments regarding babysitting (the lecturer does everything for the student in the learning process) done by the lecturers which softens the mind and that the students are learning the basics and will one day when employed discover what the industry is all about.

#### Section B - Question 9

Have you ever, in the period you have been in this programme, questioned the lecturing methods for a particular subject? If so, explain what you questioned and what change would you suggest takes place

**TABLE 4.42 Questioned lecturing methods and what change would you suggest**

Student 1	Yes, I often feel that the subject branding is being taught in an odd way. I suggest that the lecturer teaches more and reads less. I could basically not attend any class, only study the text book and perform well in the test.
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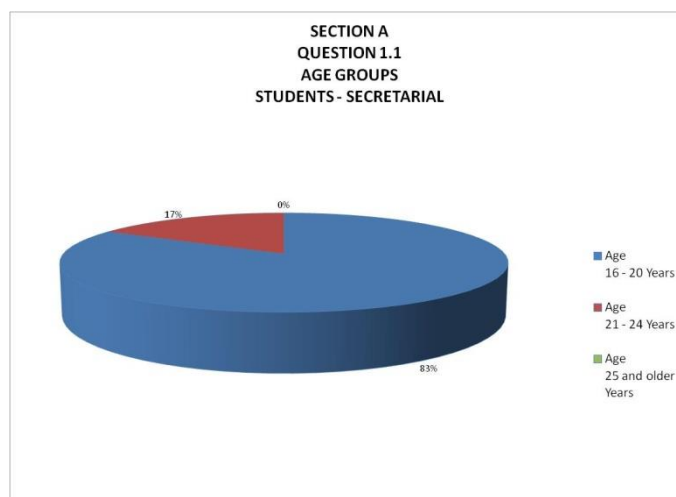
Student 2	I have definitely questioned teaching methods. The fact that there will be a slideshow up and the lecturer literally reads it and changes to the next slide, doesn't help me understand the information at all. I have to learn parrot fashion and cannot understand what I'm learning.
Student 3	Yes lots of times, but too difficult to explain in short.
Student 4	Yes I have, I questioned the time management of our assignments and lessons overlap sometimes, where we have to do an assignment on work will still have to do.
Student 5	Yes. For a certain subject the teaching method has been too high strung and too serious by which students in this course do not respond to. If a more relaxed tone was approached without talking down to the students, rather than on the same level, there would be more effort and interest put in from student's point of view.

In general these students felt that there are some subjects in this programme where information is simply read from the slideshow and they could just as well not be in class.

### Diploma in Executive Secretarial Studies – 1<sup>st</sup> Year

#### Section A - Question 1.1

#### Age group



**Figure 4.17 Age groups**

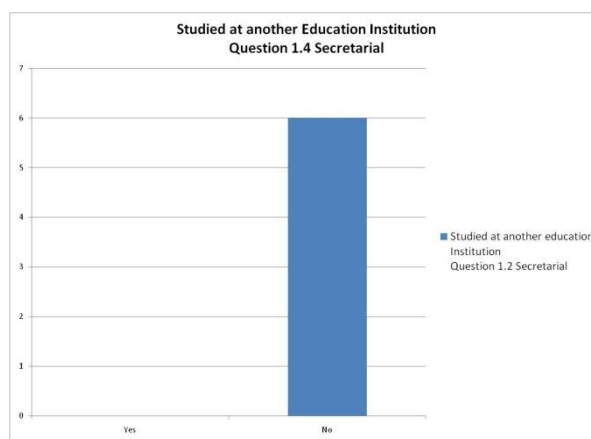
N=5

All students chosen for the focus group interviews in the first year of the Diploma in Executive Secretarial studies fall in the 16 – 20 years age group.

Questions 1.2 and 1.3 for those students who have been selected for the focus group interview will be exactly the same as all students are currently in their first year of the programme Diploma in Executive Secretarial Studies.

Section A - Question 1.4

Studied at another educational institution



**Figure 4.18 Studied at another education institution**

N=5

There are no students in the focus group for the first year of the programme Diploma in Executive Secretarial Studies who have previously studied at another educational institution.

Section B - Question 2

**TABLE 4.43 Level of participation per subject**

Subject Name	Student 1	Student 2	Student 3	Student 4	Student 5
Fundamental of Entrepreneurship	3	2	3	4	3
Office and Secretarial Studies	2	2	3	2	3
Business Communication	4	3	3	3	4

Most of the students in the focus group were of the opinion that the subject Fundamentals of Entrepreneurship had an above average level of student participation in class. The subject Office and Secretarial Studies was evaluated as a subject that had an average level of participation in class and Business Communication had an

above average level of participation in class. This was the opinion of the five students who have been selected for the focus group interviews.

#### Section B - Question 3

Are you of the opinion that the type of teaching methods used by the lecturer has a direct influence on your participatory level in class? Explain your answer.

**TABLE 4.44 Teaching methods has a direct influence on participation level in class**

Student 1	Yes, I am. The way a lecturer teaches in the class has an influence on the way I interact because if a lecturer is animated and lively I as a student feel the freedom to participate in the lesson whilst if a lecturer talks monotone you don't feel confident enough to participate because you don't know if your ideas and answers will be received positively
Student 2	Yes, because if they didn't give me the opportunity to participate, then I would easily get bored with the subject and the lecturer would've had my attention.
Student 3	Yes, in some of the subjects it is difficult to have the students participate in the subjects because the subjects are practical which do not require e.g. presentations
Student 4	Yes, the presentation slides are better than a black board. The slides are more interesting and colourful. The big screen and projector is good for working with the teacher.
Student 5	I do participate in class but in some subjects we don't. The lecturer does have an influence on our participation in class, but it all depends on the type of lecturer.

All students agreed that the lecturer has a direct influence on their participation in class. Some commented on the use of the data projector that was beneficial to them.

#### Section B - Question 4

Hypothetically speaking: A particular lecturers in the programme you are enrolled for is of the opinion that the "traditional" method (teacher centered) of teaching is the best method. He or she decides to change this believe and are going to employ the teaching method of participatory learning where you as a student is now allowed to form an active part in the learning process. Will this mind shift on the part of the lecturer have a direct influence on your performance or interest level in such a subject? Briefly explain your answer

**TABLE 4.45 Traditional teaching methods vs participatory teaching methods**

Student 1	Yes, it would because then you will enjoy that particular subject or class more and when you enjoy a particular subject you will give your best to it. Such a mind shift will have an influence on my marks because if you don't understand something you will feel the freedom to ask where before I would not have.
Student 2	Yes, this would make me feel as if I'm important and that my best interest is at heart. If I can't participate then I'll feel left out and I'll lose all interest in such a subject.
Student 3	Yes, you as the student will be much more involved and you will be able to give your point of view that can possibly rise an interesting topic. You will start to become more creative to be able to think outside the box.
Student 4	Yes
Student 5	Yes, in some subjects chalk and talk is the best when explaining different learning methods, but in other subjects it is not necessary.

All students agreed that they will be more active in class if a participatory method of teaching is employed. Some students mentioned that they would never ask a question if the talk and chalk method was used, but because they are allowed to participate, they now have the freedom to ask questions without feeling stupid.

#### Section B - Question 5

Are you of the opinion that you will be emancipated in taking control of your own learning if you are allowed to play a more active part in the learning process? Briefly explain your answer.

**TABLE 4.46 Emancipation due to playing an active part in learning process**

Student 1	Yes, I do. If I take a more active part in my learning I will feel more liberated because in a way I am taking control of my future, and if anything goes wrong I will only have myself to blame, because I also played a role in my learning process. Playing an active part in my own learning will also motivate me more to do better.
Student 2	Yes, I really love participating and taking control of my own learning because I know the ways in which I can really take something in and if a teacher would exclude me I wouldn't feel the same about the subject anymore.
Student 3	Yes, it is good to control your own learning because if you take part and actively take part in discussions the work you are doing will stick and you

	will always remember it.
Student 4	No
Student 5	No, I don't think so.

Three students indicated that it will be beneficial to them to be allowed to take control of their studies in a more participatory class environment, whilst two thought that they will not benefit from such a change of teaching methods.

#### Section B - Question 6

Do you believe that a lecturer must provide the students with the necessary knowledge to build the necessary skills in the subject or do you believe that the student should be allowed to discover the knowledge on his/her own? Briefly explain your answer

**TABLE 4.47 Lecturer provides knowledge vs student discover knowledge on his/her own**

Student 1	I think it should be 50/50 because a student can't be spoon fed the whole time that they are studying because if they are going on their own and will not be giving them any help they will have to figure it out on their own.
Student 2	I think it's a 50/50 situation because it cannot be expected for the teacher to do all the work. The only way a person truly learns is when they participate by also discovering the knowledge. It can be given to them, but they should also play a role in this situation.
Student 3	Yes and no, students should get the necessary information that they need to be able to add to this information by discovering knowledge. For example to go do more research on a specific topic you discussed in class
Student 4	The lecturer should provide all the knowledge to the students but give them work to do on their own as well.
Student 5	Yes, the lecturer should have all knowledge in able to teach class and for students to understand.

Three students agreed that they would like to participate in gathering knowledge. That way they feel that they were part of the learning process. Two students indicated that this is the work of the lecturer and the lecturer must make sure the students understand the work.

#### Section B - Question 7

Think back in the past to two situations (1) where a teacher or lecturer supplied you with knowledge on a certain aspect and (2) where you as the learner/student had to discover the knowledge on your own (only obtaining guidelines from the teacher or

lecturer). In your opinion which one of the two was a better method for you to remember the outcome of the two situations? Briefly explain your answer

**TABLE 4.48 Which method of teaching was better: that of teacher supplied knowledge or where student discovered knowledge**

Student 1	The second situation, because it helped me to start thinking for myself and allowed me to start seeing past the obvious and think outside the box. It also makes me feel good about myself because I got something done without someone help, it served as motivation and a morale booster.
Student 2	2 – because I learned to gain the knowledge on my own and it was much better sometimes when a teacher like in 1 just gives me everything I don't necessarily take it in I need to find and gain it on my own.
Student 3	No. 2. When you discover things on your own it means more to you than the situation in no. 1. You are able to interpret and understand what you have researched. By using no. 2 things stick in your mind and you remember it for a long time. When doing research you are able to go into as much detail of the subject that you would like.
Student 4	The second situation if you look up work yourself you'll remember it longer.
Student 5	No. 2 where the student learns to retain his/her own information in order to become independent and responsible for his/her actions.

Regarding this question all students agreed that they will remember the work better if they discovered it on their own. This is a contrast where in a previous question two students indicated that they prefer to be taught rather than discover knowledge themselves.

#### Section B - Question 8

Supply the answers to each of the following questions pertaining to the current programme you are enrolled for

##### Question 8.1

Why am I studying this programme?

**TABLE 4.49 Why are you studying this programme**

Student 1	I am studying this programme because I had to qualify myself for something or to have a career to fall back on.
Student 2	I have a passion for it. It's something that I've been wanting to do for so long.

Student 3	Because you do not only have to become a secretary you can do events or go work at a medical or law firm too. So it provides many job opportunities
Student 4	Mother wanted me to study this course.
Student 5	Because it has a wide range of job offerings

Only one student in this group studied the qualification because her mother wanted her to do it. All of the other students are studying it because they either have a passion for it or it gives them a wide range of jobs to select from.

#### Question 8.2

Are you of the opinion that you receive the correct teaching methods to allow you to acquire the necessary knowledge, skills and values to be able to become an independent successful citizen of this country?

**TABLE 4.50 Correct teaching methods to become a successful citizen of this country**

Student 1	Yes, I am. They give me the right amount of techniques and allow us to work freely and independently.
Student 2	Yes
Student 3	Yes, in the 6 months I have been here already I have learned so much and I am almost totally independent already.
Student 4	Yes
Student 5	Yes I do

All students agreed that the teaching methods currently used by the lecturers will assist them to become independent citizens of this country.

#### Section B - Question 9

Have you ever, in the period you have been in this programme, questioned the lecturing methods for a particular subject? If so, explain what you questioned and what change would you suggest takes place.

**TABLE 4.51 Questioned lecturing methods and what change would you suggest**

Student 1	Yes, I have. One of the lecturers questioned a student who asked her a question the particular lecturer felt that it wasn't the student's place. I think in such a situation the lecturer should have taken the student out and talked to her.
Student 2	Yes, in one particular subject the teacher doesn't give us enough time e.g.

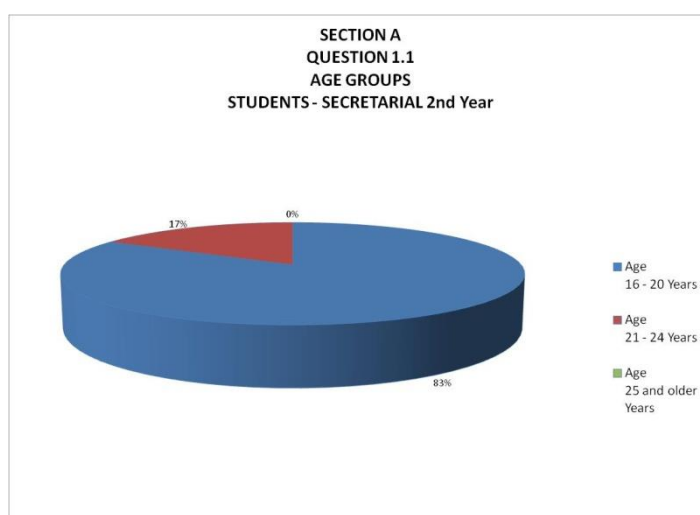
	for preparing a task and this puts a lot of stress on myself and the class student. The teacher can give us the project two weeks before the time rather than to wait until the end and then hand it out.
Student 3	No, I really find the teaching methods excellent.
Student 4	No
Student 5	No, I did not.

Only two students questioned the teaching methods used by the lecturers whilst three did not question it. The majority of the students are satisfied with the teaching methods currently used in this programme.

### Diploma in Executive Secretarial Studies 2<sup>nd</sup> Year

#### Section A - Question 1.1

#### Age groups



**Figure 4.19 Age groups**

N=6

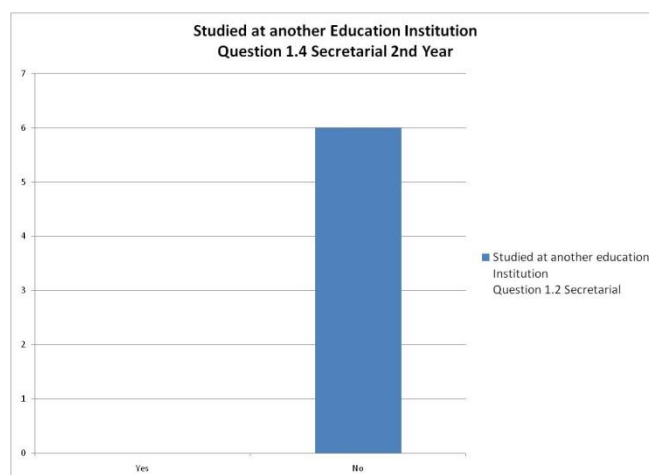
Six students were selected to take part in the focus group interviews for the second year of the Diploma in Executive Secretarial Studies. 17% of these students are in the age group 21-24 years and 83% in the age group 16-20 years.

Section A Question 1.2 and 1.3 refers to the participants' programme and year of study. As all the participants in this group are homogeneous (all are in the same programme and are in the same year of study) there is no need to do an analysis for these two questions.



Section A - Question 1.4

Studied at another educational institution



**Figure 4.20 Studied at another educational institution**

N=6

None of the participants for the second year Diploma in Executive Secretarial Studies have previously studied at another educational institution.

Section B - Question 2

**TABLE 4.52 Level of participation per subject**

Subject Name	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Organisational Behaviour	3	4	2	3	3	3
Event Coordination	3	2	1	4	3	4
Legal Secretary	1	2	3	2	2	2
Advanced Typing Techniques	2	2	2	2	3	3

Students in the second year of this qualification feel that the participatory level of the subjects is as follows:

Organisational Behaviour is above average

Event Coordination is above average

Legal Secretary is average

Advanced Typing Techniques is average

Section B - Question 3

Are you of the opinion that the type of teaching methods used by the lecturer has a direct influence on your participatory level in class? Explain your answer.

**TABLE 4.53 Teaching methods has a direct influence on participation level in class**

Student 1	In my opinion, I agree that the method used by the lecturer has a direct influence on our participation. I feel that the more the lecturer tries to involve you in lectures and activities, the more students participate.
Student 2	Yes, how they lecture has an impact on how interesting the subject is. Do they take our opinions into consideration?
Student 3	Yes, if a lecturer doesn't really explain the work how am I supposed to understand?
Student 4	Yes, I believe that when a lecturer involves the students in the teaching methods it creates the opportunity for the student to become interested and concentration improves. That is when the lesson improves and the student's overall mark improves.
Student 5	Yes, it depends if they want you to answer questions. If they have an interesting or nice way of teaching it will draw your attention and you would listen rather than doing something else. Teaching should be exciting it should make a student enjoy class and wanting to be there.
Student 6	Yes, I agree to this because we understand the subject better if we are involved as much as possible. We also feel for more motivated and excited about the subject if we are more involved. If the lecturer gets us more involved we learn better.

All students in this group agreed that the lecturer's method of teaching has a direct influence on their participation in class.

Section B - Question 4

Hypothetically speaking: A particular lecturer in the programme you are enrolled for is of the opinion that the "traditional" method (teacher centered) of teaching is the best method. He or she decides to change this believe and are going to employ the teaching method of participatory learning where you as a student is now allowed to form an active part in the learning process. Will this mind shift on the part of the lecturer have a

direct influence on your performance or interest level in such a subject? Briefly explain your answer

**TABLE 4.54 Traditional teaching methods vs participatory teaching methods**

Student 1	Yes, I think the work being lectured and taught to students will be more clearly understood if students are directly involved and asked to practically do the work instead of just listening in class.
Student 2	Yes, I as a student want to give my opinion and want to voice what my opinion is. I want to attend a class where I can give my own opinion.
Student 3	If a lecturer has a certain way of teaching and then suddenly changes that manner, it will make me very confused. If a lecturer has a certain way of teaching, stay with it.
Student 4	Yes, When the student is involved in the learning process, the student will want to learn more.
Student 5	This depends on how good his previous method of teaching was. If I enjoyed or learnt better from the previous method I would like him to stick to it.
Student 6	Yes and no. It won't change the way I will study or know the subject, but it will help me to feel more motivated. This will then lead me to change the way I see the subject.

Some students agreed that a more participatory method of teaching will benefit them as they want the opportunity to voice their opinions. Other students felt that the lecturer should not change a teaching method if it has been working for some time. It will confuse them.

**Section B - Question 5**

Are you of the opinion that you will be emancipated in taking control of your own learning if you are allowed to play a more active part in the learning process? Briefly explain your answer.

**TABLE 4.55 Emancipation due to playing an active part in learning process**

Student 1	No, I do not have knowledge of this.
Student 2	Yes, then you work towards what you want to achieve.
Student 3	No comment
Student 4	Yes, I think anybody learns better when they practically do something or form a more active part in the lesson.
Student 5	I don't like the idea of self study because the lecturers are there to teach

	you!
Student 6	No, because the lecturer will still be involved by teaching us and participating with us. We will have a certain amount of control but we will still rely on the lecturer to teach us and give us some guidance.

One student preferred not to answer this question. Only one student was of the opinion that she will be emancipated whilst the others felt that the lecturer must lecture. That is why the lecturers are there, to teach the students.

#### Section B - Question 6

Do you believe that a lecturer must provide the students with the necessary knowledge to build the necessary skills in the subject or do you believe that the student should be allowed to discover the knowledge on his/her own? Briefly explain your answer

**TABLE 4.56 Lecturer provides knowledge vs student discover knowledge on his/her own**

Student 1	Yes, the lectures should provide the most necessary knowledge, the student should also be allowed to discover their own knowledge.
Student 2	Yes, the lecturer must supply us with the necessary information. This is why we are here. They must teach us what we want to achieve one day.
Student 3	Give me only the assessment criteria for the examination, explain the assessment criteria. Only work that is necessary to know. Nothing more. I gain more stress if I have to learn more than I need to know.
Student 4	Both, the student must get the necessary tools but it depends on the amount of effort the student puts into the process. How will you learn if you cannot do stuff yourself?
Student 5	Both, but mostly the lecturer. They should explain and teach the work and if you still struggle you can ask a friend to explain to you in their way of understanding or you to a friend.
Student 6	I think that it should fall onto both. I think the lecturer should provide us with necessary knowledge but the student should do some work of their own to gain or find the necessary knowledge.

Most students agreed that both will play a part. The lecturer must lecture, but at the same time allow the students to discover knowledge on their own. It is a partnership between the student and the lecturer.

### Section B - Question 7

Think back in the past to two situations (1) where a teacher or lecturer supplied you with knowledge on a certain aspect and (2) where you as the learner/student had to discover the knowledge on your own (only obtaining guidelines from the teacher or lecturer). In your opinion which one of the two was a better method for you to remember the outcome of the two situations? Briefly explain your answer

**TABLE 4.57 Which method of teaching was better: that of teacher supplied knowledge or where student discovered knowledge**

Student 1	No. 2 – This way I will learn more about thinking and self management. Discovering the knowledge on my own will be more to my benefit for life.
Student 2	2 – I want to discover information. This is how I can prepare myself for life. If you have to discover something yourself, you put more effort into it.
Student 3	Either way – I use my own knowledge and skills. I don't always agree with the lecturer how they would approach things. I have my own perception
Student 4	I think both are equally as good. If I have to choose, I will choose no. 2 where I can discover myself. If you put into practice what you were taught you learn more in all aspects.
Student 5	The first because there is sometimes very difficult subjects that one can't understand by yourself.
Student 6	To be honest I find both useful, as discovering the knowledge on my own was very helpful and helped me understand. I would still go to the lecturer and ask questions about some of the things I had discovered, this helped me understand what I had gained even more.

Most students in this section selected the option to discover themselves as they are of the opinion that they will remember what they discovered rather than information that was conveyed to them by the lecturer. Only one student was of the opinion that he/she would prefer the teacher-centered approach as some subjects are too difficult to discover information on his/her own.

### Section B - Question 8

Supply the answers to each of the following questions pertaining to the current programme you are enrolled for

#### Question 8.1

Why am I studying this programme?

**TABLE 4.58 Why are you studying this programme**

Student 1	I feel I can make a success out of myself by the programme I have chosen.
Student 2	I enjoy being busy. I like to be in a situation where I have to find a solution to a problem. Everybody in a group must work together.
Student 3	My dad thought it was the best option I wanted to study events
Student 4	I think it works best with my personality and skills. One can obtain a good job in this field.
Student 5	Because I am much organised and like being in control and helping others.
Student 6	I feel this programme is very broad based and will allow me to go in many directions. It is filled with many highly sort after qualifications.

Besides one student whose father decided that she must study this programme, all other students chose it for themselves and their reasons range from: it is a good industry to be in, to organise, to assist people because of the broad base of knowledge the programme gives them to be able to go into different industries.

#### Question 8.2

Are you of the opinion that you receive the correct teaching methods to allow you to acquire the necessary knowledge, skills and values to be able to become an independent successful citizen of this country?

**TABLE 4.59 Correct teaching methods to become a successful citizen of this country**

Student 1	Yes, I am very satisfied with my received teaching methods
Student 2	Yes, the lecturer gives us the necessary information and teaches me what I want to do.
Student 3	I'm an independent person, so No
Student 4	Everything I have learnt so far can help me either in my personal life or in my future employment.
Student 5	I hope - not completely sure.
Student 6	Yes I do believe that I do receive the correct teaching. I always understand my work and tasks. We also get taught what is expected of us and how to handle our careers.

Only one student felt that she is very independent and that the teaching methods used do not allow her to function on her own. All other students were satisfied with the teaching methods used in this programme.

## Section B - Question 9

Have you ever, in the period you have been in this programme, questioned the lecturing methods for a particular subject? If so, explain what you questioned and what change would you suggest takes place

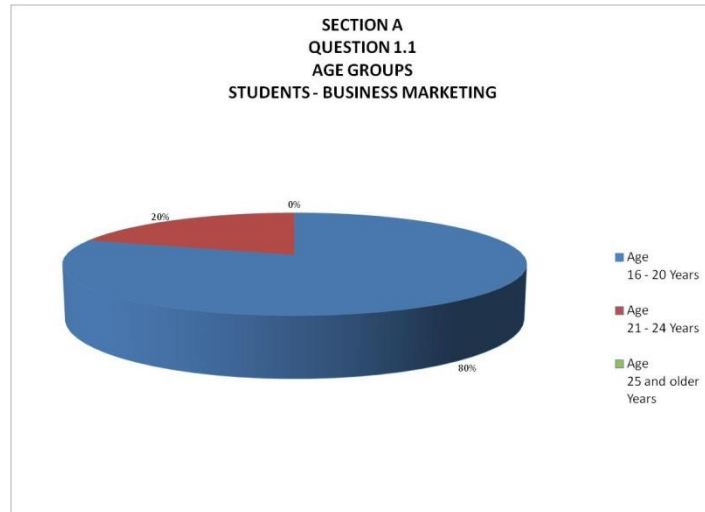
**TABLE 4.60 Questioned lecturing methods and what change would you suggest**

Student 1	Yes and No. I have questioned the methods for a particular subject when too much time has been given to work on assignments. Wasted time.
Student 2	In organisational behaviour we have to do a lot of self study. I was not used to it at the beginning, but the lecturer is still there if I need assistance. I realised that there is more than just one way of teaching.
Student 3	Yes, when a lecturer explains work, explain work! Not other stories of what happened the weekend etc. It's very confusing to go from work to weekend to work etc.  Keep explaining the work. When class is over then other stories can be discussed.
Student 4	No, I think with each subject I learnt enough on my own to assist me in future.
Student 5	For legal secretary we should know the different formats of legal documents not really the basics of legal because we are the secretary not the attorney.
Student 6	Yes, the issue was that the lecturer was not very involved and when we had questions she did not seem to understand or help us much. We had to do most work on our own and ended up not understanding the subject. It was solved as another lecturer was brought in who was highly capable.

All students at some time during the course of the programme had some questions regarding the teaching methods used for each individual subject. It ranges from a lecturer who is discussing personal matters in class and then concentrates on teaching subject matter and lecturers who cannot assist a student when a question is asked or too much time spent working on assignments versus lecture time.

## Diploma in Business Marketing

### Section A - Question 1.1



**Figure 4.21 Age groups**

N=5

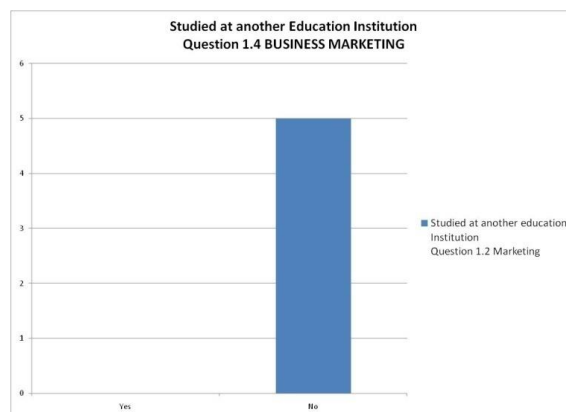
80% of the students that were selected to take part in the focus group interviews are in the age group 16-20 years and 20% in the age group 21-24 years.

### Section A Question 1.2 and 1.3

100% of the students who were selected to take part in the focus group interviews for this qualification are in their first year of study and all are studying towards the Diploma in Business Marketing.

### Section A - Question 1.4

Studied at another educational institution previously.



**Figure 4.22 Studies at another educational institution previously**

N=5



None of the students who were selected to take part in the focus group interviews for the Diploma in Business Marketing have studied at another educational institution previously.

### Section B - Question 2

**TABLE 4.61 Level of participation per subject**

Subject Name	Student 1	Student 2	Student 3	Student 4	Student 5
Personal Selling	3	3	4	1	3
Entrepreneurship	3	4	4	2	4
Professional Development	4	4	4	4	4
Communication	2	1	2	2	3
Information Systems	3	3	2	4	3

In the above table it the participation in the subjects as measured by each student, is as follows:

Personal Selling is above average,

Entrepreneurship is above average,

Professional Development has a very high level of participation,

Communication has an average level of participation, and

Information Systems has an above average level of participation.

### Section B - Question 3

Are you of the opinion that the type of teaching methods used by the lecturer has a direct influence on your participatory level in class? Explain your answer.

**TABLE 4.62 Teaching methods has a direct influence on participation level in class**

Student 1	Yes of course, but only when and if they give us the chance to participate. This is not often done thus it is difficult to experience the practical side of the course. Participation will be participated with full ultimatum when provided.
Student 2	Yes, if a lecturer allows and encourages participation students will participate and ultimately learn something while participating.
Student 3	Yes, if the class is unbearable, students don't want to attend.
Student 4	Yes, if the lecturer always just talks without interaction from student, he would lose their interest and attention. Personally if this is the teaching method, my mind drifts and I zone out completely not learning anything during the lesson. Especially when using large words not understandable

	by student level boring.
Student 5	Yes, the more there is participation from the student side the interesting the subject gets and then you will make yourself understand and participate in understanding.

All students in this programme agreed that they will pay more attention during lectures if the teaching methods are in more of a participatory format.

#### Section B - Question 4

Hypothetically speaking: A particular lecturer in the programme you are enrolled for is of the opinion that the “traditional” method (teacher centered) of teaching is the best method. He or she decides to change this believe and are going to employ the teaching method of participatory learning where you as a student is now allowed to form an active part in the learning process. Will this mind shift on the part of the lecturer have a direct influence on your performance or interest level in such a subject? Briefly explain your answer

**TABLE 4.63 Traditional teaching methods vs participatory teaching methods**

Student 1	Yes, when the change is made the influence will be dramatic and the participation would be at a great level. This then would show more interest from the student because the different side would be analysed and change. Marks would increase and effective learning would be productive.
Student 2	Yes, if the lecturer allows students to form an active part in the class they will probably be more enthusiastic, learn more and take more in because they feel heard. Performance will increase because students want to be heard and get their opinions out there.
Student 3	Yes, people get more involved when they feel that their voice and opinion is noted and of importance.
Student 4	Yes, it shows he is interested in confirming that I understand what the lesson was about and is interested in my opinion as well as determining whether or not I' need help etc.
Student 5	Yes, in my case the more I'm put on the spot by asking me questions the more I have to know in that teacher's class, mainly because I would like to know the answers which he is asking me.

All the students in this marketing group would like the teaching methods to be more of a participatory nature. They feel that the lessons will be more interesting and it will keep them on their toes.

Section B - Question 5

Are you of the opinion that you will be emancipated in taking control of your own learning if you are allowed to play a more active part in the learning process? Briefly explain your answer.

**TABLE 4.64 Emancipation due to playing an active part in learning process**

Student 1	No, I would not be emancipated because I will have the opportunity to hear the other students' opinions and ideas allowing more interaction and participation
Student 2	No, I think it will be the same as it is now with the extra benefit of hearing other ideas and opinions of students and so broadening your thoughts.
Student 3	Yes, it will make me apply what I studied to my tasks for example instead of doing an advertisement for a task I would rather apply some knowledge to a rock show that requires the same type of elements because it is marketing.
Student 4	Yes, active learning. When you do you're more likely to remember what you did than just passively listening.
Student 5	Yes, as a student when I feel I don't understand the work, I don't really have the motivation to learn that much for the specific subject.

More than half of the students in this focus group interview felt that they will be emancipated by participatory teaching methods. Two students felt that it will only give them the benefit to hear other students' opinions.

Section B - Question 6

Do you believe that a lecturer must provide the students with the necessary knowledge to build the necessary skills in the subject or do you believe that the student should be allowed to discover the knowledge on his/her own? Briefly explain your answer

**TABLE 4.65 Lecturer provides knowledge vs student discover knowledge on his/her own**

Student 1	I believe that the lecturer must provide the students with all the necessary knowledge because where do our college fees go to and why do we come to an institution to learn by ourselves, we could have done that by ourselves at home.
Student 2	I believe all the knowledge should be given in some form, but not spoon fed. They can give it in form of a test or brief where we need to look for the

	answers before the lecturer gives it. Like self studying the work and then discussing it.
Student 3	Lecturer must provide necessary knowledge to students but encourage them to discover more of the industry through class activities and tasks.
Student 4	I believe guidelines should be provided together with the basic knowledge of what is necessary. With a basic knowledge, you'll be able to build on that.
Student 5	I believe a student should be provided with the necessary knowledge and then that knowledge should be taken to the next level in a task. For example they should do research on their work and build their knowledge even more.

Although some students thought that the lecturers should provide them with the knowledge and as one said: "..... where do our college fees go to ....." the majority of students was of the opinion that the lecturers must initially supply them with the knowledge, but thereafter they should be able to build on it and should not be spoon fed.

#### Section B - Question 7

Think back in the past to two situations (1) where a teacher or lecturer supplied you with knowledge on a certain aspect and (2) where you as the learner/student had to discover the knowledge on your own (only obtaining guidelines from the teacher or lecturer). In your opinion which one of the two was a better method for you to remember the outcome of the two situations? Briefly explain your answer

**TABLE 4.66 Which method of teaching was better: that of teacher supplied knowledge or where student discovered knowledge**

Student 1	Of course because having the acquired knowledge that you would need in self management is a necessity and I don't think that it should be an important for the students in first year.
Student 2	Obviously if you have to acquire the knowledge yourself it benefits you in a way of doing research but I don't think this should be done too much in a student's first year.
Student 3	A combination of both situations.
Student 4	The second one. Being able to do things on my own helps me be independent and grow as a person which will only assist me when leaving college and entering a working world.

Student 5	Where I as the learner had to discover the knowledge on your own. Reason for that is when I had to search for the knowledge the more I paid attention to the work and the longer I remembered it.
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The group was of the opinion that the participatory method of teaching should not be used too much for students in their first year of study. They felt that participatory level is important and that they would remember the knowledge they discovered on their own better than that being given to them by the lecturer.

#### Section B - Question 8

Supply the answers to each of the following questions pertaining to the current programme you are enrolled for

##### Question 8.1

Why am I studying this programme?

**TABLE 4.67 Why are you studying this programme**

Student 1	to gain more knowledge, better myself, get qualification and do something I enjoy.
Student 2	It is in the current field that I am working in. And it is exciting and keeps me intrigued.
Student 3	To improve my knowledge and gain insight in the industry
Student 4	I wasn't ready to enter the big world and believed another qualification would be a positive addition to my current one.
Student 5	Marketing bring your creative side out.

All students in this focus group were eager to study this programme. None were forced or advised by parents to enrol.

##### Question 8.2

Are you of the opinion that you receive the correct teaching methods to allow you to acquire the necessary knowledge, skills and values to be able to become an independent successful citizen of this country?

**TABLE 4.68 Correct teaching methods to become a successful citizen of this country**

Student 1	Yes in some ways
Student 2	Yes
Student 3	Yes I believe it does it depends on what you do with your knowledge.

Student 4	Yes
Student 5	Yes

All students agreed that being more practically involved in their studies will make them responsible citizens of our country.

#### Section B - Question 9

Have you ever, in the period you have been in this programme, questioned the lecturing methods for a particular subject? If so, explain what you questioned and what change would you suggest takes place

**TABLE 4.69 Questioned lecturing methods and what change would you suggest**

Student 1	Yes, the lecturers not listening to students and hearing the two sides of the story.
Student 2	Yes, lecturers not listening to students questions and brushing them off. I suggest lecturers don't treat students equally and cast the ones aside that don't participate and respect the ones that give their best. I also suggest that the lecturers stop treating us like high school students.
Student 3	Yes, teacher or lecturer hear what we say but don't listen and carries on with whatever is going on in their own mind response is not even based on question. I would take the time to work on a true answer rather than carrying on with whatever answer pops in his head.
Student 4	Yes, but I realised that I had to adapt and now I'm accepting the new way of teaching.
Student 5	No, if it was questioned I just had to take responsibility and go through the work in such a way that I understood it.

All students, besides one questioned the lecturing methods and mentioned a few incidents where lecturers do not listen to their questions and simply give no response or provided an answer without thinking of what was asked.

#### 4.4 OBSERVATION

Observation as a measure of qualitative methods is used to triangulate the data collected from the questionnaires from the lecturers and that of the focus group interviews with the students. I visited at least one group of students' class lectured by a specific lecturer who also took part in this study. Observation therefore is used to triangulate the information already gathered.

An observation sheet was developed to use as a check list for the observations in the class. Each statement or question on this observation sheet is evaluated against a scale from 1-6 where 1 is poor and 6 is excellent. A set list of criteria is used to do the evaluation of the process in the classroom.

The outcome of the observations for each lecturer is summarised as follows:

**TABLE 4.70 Findings of observations lecturer 1**

**TEACHING PRACTICE ASSESSMENT**

**Lecturer no. 1**

**Subject: Information Systems**

**Class group: Business Management**

**Date: 6 May 2013**

**Grading**

1	2	3	4	5	6
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.	You allowed the students to ask questions at any given time and answered it after you have given it good thought. I recommend that you try to bring in more group work where students can work together on a task/challenge you have given in class. It is sometimes the opinion of lecturers that this subject does not lend itself to group work, but you can incorporate it very effectively when explaining new concepts.	3
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	You asked some questions, but mainly you answered it yourself. Allow the students some time to think about what you asked and then allow them to give the answer. Do not answer it yourself. Once again you could have used group work effectively.	2
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	As mentioned above, you must focus on allowing the student to answer the question and you may lead them to giving it to you. Never ask a question and answer it yourself. Such questions as where students do not know what to answer can be very effective in starting a debate in class on what you see as correct and what the opinion of the students are on the issue	2

4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	Once again because you answered most of the questions yourself, you would not know whether students understand the concept or not. You basically asked the same students to give you the answers. Make sure to ask those students who seem to not know the answer to give you their opinion as well. Then they feel that they are part of the participation in class. Also make sure that you do not ask whether students understand and when all or most of them nod, continue to the next section of the work. Always make sure what they understand. Students will easily say that they understand only to not be placed on the stand, but when you ask them what they understand, they mostly cannot give you an explanation.	2
5. Gives a clear explanation or answer(s) to questions posed.	You allowed questions from students, gave it some thought and answered it with clear explanations.	5
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	I did not see any of this in your lesson. You allowed questions, but never went into a debate when one student told you that she does not agree with what you answered.	2
7. Allows for interruptions without losing track or focus.	Your focus on your lesson was good and you did not lose track on what you were doing.	5
8. Is organised and well prepared for the lesson.	You were well prepared in relation to the content of the lesson and I am of the opinion that you would have handled the more difficult questions very well even where students disagreed from you as you are a subject matter expert. You now need to focus on allowing the students to differ from you.	5
9. Gives examples to explain and clarify application of theory in real life or work context.	You constantly referred to the labour market and how the application of the knowledge of this subject would be in industry. Well done!	5
10. Checks and clarifies misunderstandings	Once again due to not pin pointing your questions to particular students and allowing "debates" you could not definitely ensure that there are any misunderstandings that need to be clarified.	3
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	You wrapped up your lesson very well and gave the students a tutorial on the content of the lesson.	5



Lecturer 1 was very relaxed during the lesson and it was clear the lecturer had sound knowledge and experience of the subject that was taught. There was some measure of participation from the students, however as recommendations were stated on the observation sheet, he or she can improve in some parts of the lesson.

**TABLE 4.71 Findings of observations lecturer 2**

<b>TEACHING PRACTICE ASSESSMENT</b>					
<b>Lecturer no. 2</b>		<b>Subject: Marketing Research</b>			
<b>Class group: Business Marketing</b>		<b>Date: 7 May 2013</b>			
<b>Grading</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation
<b>Criteria</b>	<b>Comments</b>				<b>Score</b>
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.	Your lesson was of a very practical method. The demonstrations and debates was good practice to get all students involved in the lesson.				5
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	Due to the nature of this subject, the students must think very critically and analyse a number of issues. You used the debate in class very effectively to ensure that the students use these thinking skills.				5
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	Because you were constantly involved with the students and the content of your lesson, you paid attention to each question asked by the students and gave a very good answer and even leading the students to come up with the answer without giving it to them yourself.				5
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	You were so actively involved in your lesson and the students were all so eager to learn that you did not find it difficult to include all students in the lesson. You managed to get the participation of even those students whom I would have thought would never participate due to being shy of nature.				5
5. Gives a clear explanation or	Very well handled.				5

answer(s) to questions posed.		
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	Yes, you allowed them to express their opinions and listen to it, thought about it and even at the end agreed with one of the students.	5
7. Allows for interruptions without losing track or focus.	You were very focused on your lesson and on the students.	5
8. Is organised and well prepared for the lesson.	Very well prepared and very good underpinning knowledge of your subject.	5
9. Gives examples to explain and clarify application of theory in real life or work context.	Besides the fact that you constantly referred to the industry you also allowed students to share their experiences in class.	5
10. Checks and clarifies misunderstandings	At the end of each concept you lectured you made sure that all students understood. Well done	5
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	Very good exercise to complete at home and some investigation on the matter.	5

Lecturer 2 has had previous teaching experience and it is clear that he or she is a master in the subject matter being taught. There is a high level of participation in the class and the students did not seem to be bored with the lesson being presented. They were all very excited to take part in the lesson and did not mind expressing their views in the class. The lecturer constantly made sure that all students are involved and play a part in the lesson.

**TABLE 4.72 Findings on observation lecturer 3**

**TEACHING PRACTICE ASSESSMENT**

**Lecturer no. 3**

**Subject: Personal & Professional Development**

**Class group: Business Marketing**

**Date: 8 May 2013**

**Grading**

1	2	3	4	5	6
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through	You basically delivered a lecture. You asked very little input from the students. This subject lends	2

discussions, debates, practicals and allowing questions from the students at any time.	itself to full participation from the student.	
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	You did ask some questions, however, I am of the opinion that you could have asked more probing questions to involve the students in the lesson.	2
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	You allowed the students to ask questions and you gave the answers to them. I think that you could have used these questions to start a discussion in class on the topic that the students did not understand.	3
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	Because you were lecturing and not working towards getting the participation of each student, you hardly asked any questions although you allowed the students to ask you some questions.	2
5. Gives a clear explanation or answer(s) to questions posed.	Yes, you gave good answers. You could have used this opportunity to get the students more involved by allowing them to answer the questions.	3
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	The students did not show any interest to disagree with you or start a debate. Most of them seemed bored with the topic of discussion.	2
7. Allows for interruptions without losing track or focus.	Where students asked you a question, you did not lose focus of where you were in the lesson.	3
8. Is organised and well prepared for the lesson.	You were well prepared to deliver your lecture. In future you should make an effort to incorporate the students more actively in your lesson.	2
9. Gives examples to explain and clarify application of theory in real life or work context.	Very little examples from real life were used.	2
10. Checks and clarifies misunderstandings	You asked the students whether they understood the work, however I am not sure that they did. You never asked them to explain to you what they understood.	2
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	You gave the students an exercise from the text book.	3

Lecturer 3 asked to be removed from the study as he or she did not feel comfortable with the exploration of his or her teaching methods being used. Even though this was requested, I decided to visit his or her class in order to determine what the problem is (if any). There will have to be numerous interventions with this lecturer as he or she needs urgent assistance to improve his or her teaching methods.

**TABLE 4.73 Finding on observation lecturer 4**

**TEACHING PRACTICE ASSESSMENT**

**Lecturer no. 4**

**Subject: Event Practice**

**Class group: .Event Management**

**Date: 8 May 2013**

**Grading**

1	2	3	4	5	6
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.	You were constantly in discussions with the students regarding the subject matter. They were actively part of your lesson. Well done!	5
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	You constantly asked the students for their opinion and what their knowledge is of the subject matter. Where there were misunderstandings, you clarified is very well.	5
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	I could see that both you and the students enjoyed this lesson so much. They were interested and asked you so many questions which you handled exceptionally well.	5
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	Yes, you did this very well. You included the quiet students, who tend to disappear in the big class that you are teaching, very well.	5
5. Gives a clear explanation or answer(s) to questions posed.	Yes, I can see that you know your subject matter and make a huge effort to ensure that your students understand each concept very well.	5
6. Allow students to express an opinion,	O yes, your students are very opinionated and you	5

disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	never once killed that enthusiasm with which they took part in your lesson. There was even one time where you went into a very positive debate with the class. Very well handled.	
7. Allows for interruptions without losing track or focus.	You mastered this skill.	5
8. Is organised and well prepared for the lesson.	Not only do you know your subject matter very good but you made extra effort to make the content of this lesson as practical as possible to the students. Well done!	5
9. Gives examples to explain and clarify application of theory in real life or work context.	Yes, you mastered this as well. I think that your practical experience in the industry comes in very handy in this subject.	5
10. Checks and clarifies misunderstandings	Yes, you did this very well.	5
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	The tutorial you prepared for the students were an excellent one.	5

Lecturer 4 was teaching a subject that is of a more practical nature. Therefore it lends itself towards participatory learning. Should the lecturer not have any problems to make the transition from theory to practice easier than that of a more theoretical type of subject. When one views the observation sheet it is clear that this lecturer has mastered the skill to get the students involved in the lesson.

**TABLE 4.74 Findings on observation lecturer 5**

**TEACHING PRACTICE ASSESSMENT**

**Lecturer no. 5**

**Subject: Communication & Presentation Skills**

**Class group: .Event Management**

**Date: 8 May 2013**

**Grading**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and	You allowed the students some measure of participation, but mainly you lectured the theory	3

allowing questions from the students at any time.		
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	This subject is a practical type of subject and I am of the opinion that you could have involved the students more into critical thinking and recalling what they have learned at school.	3
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	You are a very good listener and make a huge effort to ensure that the students understand the concepts. You could lead the students more to find the solutions themselves rather than you explaining.	4
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	Yes, you did this very well.	5
5. Gives a clear explanation or answer(s) to questions posed.	You are a very good communicator and therefore you could clarify and explain the questions that were asked very well.	5
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	Yes, you allowed them to differ from you and to express an opinion.	5
7. Allows for interruptions without losing track or focus.	You mastered this skill.	5
8. Is organised and well prepared for the lesson.	I can see that you are a master in this subject and you were very well prepared.	5
9. Gives examples to explain and clarify application of theory in real life or work context.	You gave very good examples from industry.	5
10. Checks and clarifies misunderstandings	Yes, you did this very well.	5
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	I am very impressed with all the newspapers you had in class and the group work you encouraged by analysing articles from the newspapers.	5

Lecturer 5 is mainly responsible for the subject Communication and a few other subjects in the Event Management programme. From the observation sheet it is clear that he or she understands how to involve her students in the lesson and also to

ensure that there is participatory learning at all times. Some areas for improvement must be considered to improve the participation of the students in the classroom.

**TABLE 4.75 Findings on observation lecturer 6**

<b>TEACHING PRACTICE ASSESSMENT</b>					
<b>Lecturer no. 6</b>			<b>Subject: Office &amp; Secretarial Practice</b>		
<b>Class group: .Secretarial Studies</b>			<b>Date: 8 May 2013</b>		
<b>Grading</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.	Students were involved in the lesson. There were some discussions and you allowed the students to ask appropriate questions at any given time during the lesson.	5
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	Yes, you asked probing questions and the students responded well to the questions. You placed a lot of focus on the critical evaluation of information.	4
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	You allowed and listened well to the questions of the students and did not simply give them the answer, but lead them to find the answer.	4
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	Be careful of not excluding the student who is shy or is afraid to answer the questions.	3
5. Gives a clear explanation or answer(s) to questions posed.	You communicated the explanations very well	5
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	You allowed the students to differ from you, but sometimes I felt that you did not listen to them anymore and ended the discussion with your opinion on the topic.	3
7. Allows for interruptions without losing	You mastered this very well.	5

	track or focus.		
8.	Is organised and well prepared for the lesson.	You were well prepared for the lesson.	5
9.	Gives examples to explain and clarify application of theory in real life or work context.	You could bring in more examples from industry and how it works in industry. Do not only give the students text book knowledge.	3
10.	Checks and clarifies misunderstandings	You constantly asked if everyone understood. Remember not to accept if they say they understand, but ask them what they understand.	4
11.	Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	You referred the students to the section in the official assignment that covered this topic. You could have had a small exercise for them to do in class where you could determine whether they understood the concepts.	3

Lecturer 6 has been teaching for some years already. This lecturer is very passionate about his or her students and subject matter. He or she demonstrated good practice of involving the students in the lessons. The students were calm and were spontaneously taking part in the lesson.

**TABLE 4.76 Findings on observation lecturer 7**

### TEACHING PRACTICE ASSESSMENT

**Lecturer no. 7**

**Subject: Entrepreneurship**

**Class group: Business Management**

**Date: 8 May 2013**

#### Grading

1	2	3	4	5	6
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.	I was impressed with the entire boardroom environment that you created in the classroom indicating what type of mannerisms are allowed in a boardroom and how to operate there. You allowed the students to be practically involved in your lesson and you incorporated group work very well in your lesson.	5
2. Ask appropriate probing questions to	You asked many questions which made the	5



involve students, e.g. to help them to think critically and recall what they have learned previously.	students think and evaluate the information. You constantly fell back on knowledge to be in place to build onto your lesson. Very well done	
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	You are a very very good listener and makes 100% sure you understood what the question was before you would answer it. A number of questions asked by the students were in fact given back to the class to solve. With your assistance and guidance the students did well with this.	5
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	You involved all your students.	5
5. Gives a clear explanation or answer(s) to questions posed.	You communicated the explanations very well	5
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	You allowed all of them to disagree or agree with you. You never once forced your opinion onto the students. I could sense that the students were always on their "guard" of what is to come next and be prepared for the next challenge. Well done!	5
7. Allows for interruptions without losing track or focus.	You allow interruptions, but sometimes you lose track and the students assisted to bring you back to what the topic under discussion was.	4
8. Is organised and well prepared for the lesson.	You are always prepared.	5
9. Gives examples to explain and clarify application of theory in real life or work context.	You brought in members from the industry to speak to the students. They could therefore link the theory done in class with that of how it is put into practice in the industry.	4
10. Checks and clarifies misunderstandings	You are constantly walking through the class making sure that your students understand all concepts being taught.	5
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	You referred the students to the official assignment. I would suggest a small tutorial to be done in class in groups. This will immediately give you a sense whether the students has grasped the concepts or not.	4

This lecturer has been teaching for many years and it was very good to see that he or she was not set in his or her ways, but has moved on with the times to involve the students in the lesson and to give them that sense of where they are going to by

bringing in the behaviour in a boardroom. This lecturer also ensures that the students make contact with industry before they complete their studies by bringing in guest speakers who play a very important role in the business sector.

**TABLE 4.77 Findings on observation lecturer 8**

**TEACHING PRACTICE ASSESSMENT**

**Lecturer no. 8**

**Subject: Teambuilding Facilitation**

**Class group: Event Management**

**Date: 10 May 2013**

**Grading**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

<b>Criteria</b>	<b>Comments</b>	<b>Score</b>
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.	Your students had to prepare a section of the work before today's lesson. Your focus therefore is not to lecture them on the content but rather to have discussions and debates on it. Your students were involved all the time.	5
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	You could ask them probing questions not only on previous knowledge, but also that of the new work they had to prepare for today. You could focus more on the critical thinking process than focusing on giving new knowledge to the students.	5
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	You used every question asked by the students as a tool for debate in the class and expected the students, with your guidance, to come to the solution themselves. Your students were all on the edge of their seats every minute of the lesson as they never knew when you would pass a question their way.	5
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	You involved all your students. As said in the previous criteria, they were always aware of the fact that you could put a question in their direction.	5
5. Gives a clear explanation or answer(s) to questions posed.	You are a very good communicator and gives excellent explanations to questions asked.	5

6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	You are very aware of the fact that each person in life has an opinion and you allow the students to voice these opinions and then the debate starts. Well done!	5
7. Allows for interruptions without losing track or focus.	You allowed the students to interrupt with questions relating to the subject matter under discussion. You never lost track of where you were in the lesson.	5
8. Is organised and well prepared for the lesson.	You are always prepared.	5
9. Gives examples to explain and clarify application of theory in real life or work context.	Because you have so many experience of teaching at different institutions and also industry experience, you gave the students numerous examples how theory can be put into practice in the industry.	5
10. Checks and clarifies misunderstandings	You are a subject matter expert and you made more than 100% sure that your students understood every concept before you left the classroom.	5
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	You gave the students a small tutorial to work on in class in different groups. Feedback were given and where there were still misconceptions, you clarified to ensure that the students understood the concepts before they left the classroom.	5

This lecturer has been teaching for many years and has experience of teaching at various higher education institutions. This lecturer also demonstrated the concept of the flipped classroom where the students had to prepare a section of the work at home and come to class prepared for the lesson. By using this method the lecturer can immediately go into discussions and debates regarding the subject matter that was prepared at home.

**TABLE 4.78 Findings on observation lecturer 9**

### TEACHING PRACTICE ASSESSMENT

**Lecturer no.9**

**Subject: Organisational Behaviour**

**Class group: Business Management**

**Date: 10 May 2013**

#### Grading

1	2	3	4	5	6
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed	Average level of participation Students allowed	Above average but room for improvement	Full participation

to voice their inputs but not much attention is given to it

to participate but tends to revert back to traditional methods of teaching

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.	There were hardly any discussions in this lesson. You basically read all of the information on the presentation slides to the students. I could sense an atmosphere of boredom in the classroom.	2
2. Ask appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.	The only question you constantly asked was: "Do you understand?" Immediately after you asked the question you would carry on with the next concept.	2
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.	You allowed questions when a student asked, but you immediately gave an answer and continued reading the information from the slides. There were no definite interaction between you and the students.	2
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.	You hardly asked any questions and when you did on occasion, you would ask the same students to answer. You have to involve all students in the lesson. That way they will be on the alert because they never know when a question comes their way.	2
5. Gives a clear explanation or answer(s) to questions posed.	Once again you would give the answer as soon as possible and carry on with the work. It seems that you are afraid that the students will ask you a question you cannot answer.	2
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.	You hardly ever allowed a student to disagree with you.	2
7. Allows for interruptions without losing track or focus.	You were very nervous and when you allowed a student to ask you a question, you struggled to get back on track with your lesson.	2
8. Is organised and well prepared for the lesson.	I think that you did prepare for the lesson, but are so afraid of losing track or being asked a question that you can't answer, that it appears as if you were not prepared for the lesson. I almost got the feeling that the subject matter is not familiar to you.	2

9. Gives examples to explain and clarify application of theory in real life or work context.	No examples were given	1
10. Checks and clarifies misunderstandings	You asked the students whether they understand, but did not wait for an answer. You simply went on to the next section of the work.	1
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.	You referred the students to the official assignment that was handed out. A short tutorial in class would have been more appropriate to ensure that every student understands the work.	2

This lecturer is not new to teaching, but does not have as many years of teaching experience as some of the other lecturers in this study. There was little participation on the side of the students. Questions from the students were dealt with very quickly and the lecturer continued in the same pattern. The students were clearly bored. There will have to be some intervention with this lecturer privately to improve his or her teaching skills.

#### 4.5 CONCLUSION

In this chapter an in-depth analysis of the data collected throughout this study has been described. Both quantitative and qualitative data has been displayed and explained. Quantitative data from all the lecturers in the business faculty by means of a questionnaire and some qualitative data in the questionnaire as well as in the observations done in the classroom of at least one subject of each lecturer who took part in this study. Observation sheets were used to capture the data in each lesson. One lecturer indicated during the collection of data that he or she wishes to be withdrawn from the study as he or she is ashamed of the teaching methods used and the negative results from his or her teaching.

Quantitative and qualitative data were collected from the students by means of focus group interviews. Section A of the questions posed to the students were used for quantitative measures and questions asked in Section B was more of a qualitative measure. All students involved were keen to participate in the study and were eager to give their opinions on each question. Students in the focus group interviews who preferred not to answer a particular question were in the minority. The observations of teaching methods used in class were used as a measure of triangulation for the data collected from the lecturers in the questionnaire as well as the questions posed to the students in the focus group interviews.

In chapter five I shall compare the findings of the quantitative data and qualitative data with one another. I cannot compare the data received with any other study done at this institution before as this is the first time a study of this nature has been undertaken. I can however make recommendations for further staff development and improvement of teaching methods to best suit the subjects in the business faculty of this institution. The limitations of the current study will be discussed and recommendations for further studies at this institution will be made.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

A summary of the study will be given in this chapter. Furthermore the findings from the data analysis will be discussed and recommendations will be made. This study is the first of its kind at this institution.

#### 5.2 SUMMARY

The purpose of this study was to explore the teaching methods at a private higher education institution through the lens of activity theory. I decided only to do an exploration of the teaching methods used by lecturers in the business faculty as it seemed at the time that there are many challenges and problems with the teaching methods used by the lecturers in this faculty. This deduction was made that there could possibly be a problem with the teaching methods after lecturer evaluation performed on a quarterly basis brought to the fore that a number of students were not happy with the teaching methods used by the lecturers.

When the qualifications of the lecturers were explored it was clear that this institution employed lecturers with industry experience in their field of study and not necessarily lecturers who have a post graduate qualification pertaining to education such as a post graduate certificate in education. After these lecturers were employed they underwent an assessor's and/or moderator's course. The content of these two courses do not necessarily equip the lecturers with the type of teaching methods that could be used in a higher education environment. During the lecturer evaluation, one student made the comment: "is this institution ready for students who come from the outcomes based education environment?" This encouraged me to start investigating the teaching methods currently used and to what extent, if any, it is of a participatory level.

This research was underpinned by the activity theory that stems from the work of Vygotsky. Although Vygotsky advocates that there are three objects in the activity theory, it is not fixed and changes according to the situation. In the instance of this study there are four objects, namely the lecturer, the student, the teaching methods and the education institution.

The study involved a number of role players. The institution had to give permission for the study to be undertaken, then data was collected from the lecturers and students who gave their consent to participate in the study. It was expected from the lecturers it was expected to complete a questionnaire and the students were requested to go through the process of focus group interviews. Thereafter the observations in at least one lecture per lecturer, who took part in this study, was done. Through these observations it could be determined whether the answers given in the questionnaires completed by the lecturers and the opinions of the students in the focus group interviews could be linked to one another and so the process of triangulation could be completed.

The study made use of both quantitative data collection as well as qualitative data collection. The quantitative data was collected mainly from section A of the questionnaires completed by the lecturers and from section A of the questions posed to the students in the focus group interviews. Qualitative data was collected from sections B and C in the lecturers questionnaires as well as the questions in section B used for the focus group interviews of the students. The data collected from the observations done in each lecturer's classroom (at least one subject per lecturer) was used for the qualitative data as well as to triangulate the findings of the focus group interviews and that of the data collected from the questionnaires of each lecturer who took part in this study.

### **5.3 DISCUSSION OF THE RESEARCH QUESTIONS (OBJECTIVES)**

There were three main objectives in this study. I shall now address the findings in paragraphs 5.3.1, 5.3.2 and 5.3.3.

#### **5.3.1 OBJECTIVE NUMBER ONE: WHAT TEACHING METHODS ARE CURRENTLY USED BY LECTURERS IN THEORETICAL SUBJECTS IN THE BUSINESS FACULTY?**

The answers to this question could be found in the answers supplied by the lecturers in the questionnaires section B questions six and seven. It also refers to section B question two for the students' focus group interviews. In the questionnaire the lecturers were asked to comment on the level of participation from the students that they allow in the different subjects they are responsible for. They were asked to indicate the level of activity by means of a scale where number one is the least activity and number four is the most activity allowed in the classroom. The findings of question six can be found in chapter four table 4.3 (page 67). A summary of the level of activity is as follows:



**TABLE 5.1 Level of activity allowed by lecturer**

Lecturer	Level of activity			
	1	2	3	4
1	0	0	0	4
2	0	3	0	1
3	2	0	0	0
4	0	1	2	1
5	0	0	0	2
6	0	0	5	0
7	0	4	1	0
8	0	1	0	4
9	0	1	4	0

In the above table it seems that the lecturers are of the opinion that they, at least in some subjects, allow participatory learning to take place. Lecturer number three however indicated that no participatory learning takes place in his or her classes. It was found in the process of focus group interviews with the students and the observations done in the classes of all the participating lecturers that lecturer number three had serious problems with students participating in the lessons. He or she was of the opinion that he or she did not know what to do to get the students to participate.

The students indicated the level of activity permitted in class in each subject in question number two in section B of the questions used in the focus group interviews. The answers corresponded with that of the level of participation that was given by the lecturers in their answers on the questionnaire. According to the students the two major fallouts were with lecturer three and lecturer number nine who mainly concentrated on delivering a lecture (teacher-centered) as a method of teaching and making too much use of the presentation software instead of allowing the students to actively form part of the lecture. It was clear that the lecturer for Organisational Behaviour (lecturer number 9) was reading the slides off the presentation and the students felt that they were bored and need not attend any classes as they can do their own reading at home.

Besides the two lecturers that were identified as staff members who have serious problems with participation levels of students in their classes, the other lecturers proved to allow either full or some extent of participation in their classes. The participation in different levels of study was indicated differently, e.g. a first year student expecting less participatory learning than a second year student. In the

observations it came to light that some lecturers allow some participation whilst others allow more or a higher level of participation in their classrooms.

While doing the observations in the classrooms it came to the fore that one lecturer was implementing a form of the flipped classroom technique whereby the students had to prepare a section of the work (not lectured to them yet) at home and come to class prepared with questions on what content is clear and what is not. The informal feedback from the students after the lesson was one of: "Why don't you use this method more. We enjoyed a different method of teaching." I am of the opinion that this could be a very effective method in some instances and for more matured students such as second and third year students who can study more independently. The lecturer then reacted on the questions the students brought to class and did not waste time to discuss and explain trivial matters. This lecturer ensured that all students understood the subject matter and concluded his or her lesson with a tutorial that would indicate to him or her whether everybody understands the content.

### **5.3.2 OBJECTIVE NUMBER TWO: WHAT IS THE PERCEPTION OF THE LECTURERS AND STUDENTS AT THIS INSTITUTION TOWARDS THE TEACHING METHODS CURRENTLY BEING USED IN THEORETICAL SUBJECTS IN THE BUSINESS FACULTY?**

The lecturers indicated that they would prefer to allow students to participate and be actively involved in their classes. Some of the lecturers indicated that one cannot simply discard the more traditional teaching methods. The first year students will need more scaffolding before they are allowed to take a more independent approach to their studies.

A few students indicated that they are at this institution to learn from the lecturers. They feel that the lecturers must lecture to them and not expect them to discover knowledge on their own. Other students were of the opinion that they learn and remember better when they are allowed to discover knowledge on their own. In the latter case, the lecturers could make good use of the new concept of the flipped classroom. When using this concept, the lecturers must know that they will have to plan and execute their teaching very well. This institution is planning to implement an electronic platform on which students can access all learning material per subject, on as well as off campus. The lecturers will be required to make a paradigm shift to prepare and place electronic material on this system for the students to access in preparation for a lesson. By utilising this electronic platform to the full the lecturers

can be expected to obtain the participation of each student on a higher level than it is currently. No student can use the excuse that they did not have access to the required information. I am of the opinion that it will be necessary for the management team of this institution to organise a workshop and full training for all lecturers to be fully informed on how effective such a system can be and how beneficial it can be for the students. Students will now have to take responsibility for their own learning and not be forced by parents or lecturers to perform to their fullest potential.

### **5.3.3 OBJECTIVE NUMBER THREE: UNLIKE THE TRADITIONAL TEACHING METHODS, COULD PARTICIPATORY (ACTIVE) TEACHING METHODS (UNDERPINNED BY THE ACTIVITY THEORY) POSSIBLY BRING ABOUT THE EMANCIPATION (TAKING CHARGE OF THEIR OWN LEARNING) OF STUDENTS IN THE BUSINESS FACULTY?**

The response to this objective can be found in the questionnaire for the lecturers in section B question 10 (page 71) and in section B question 5 (page 64). Most of the lecturers were of the opinion that it will teach the students to take responsibility for their own learning, whilst others felt that the students might get lost easily in the maize of information. Some students still heavily rely on the guidance of the lecturers and cannot function without it. They felt that the emancipation of the students should be done step-by-step.

One lecturer specifically mentioned that the students' emotional intelligence should be well developed before such a big step such as emancipation can take place. It is a process of growing into. If the emotional intelligence of the student has not been developed as yet, the students might experience stress and feel like a failure which is not a positive outlook for participatory learning/teaching. The slogan of this institution is: "Helping you grow". By leading the student on the path to become completely emancipated the lecturer is helping them grow.

## **5.4 FUTURE RESEARCH AND RECOMMENDATIONS**

After processing all the documentation, literature and taking the response of the lecturers and students into account after the data collection has been done I am of the opinion that the following measures should be put into place:

### **5.4.1 THE LECTURER**

This institution will have to organise a workshop for all lecturers on how to improve participation of students in their classrooms. There should be continuous training sessions over a period of time to assist the lecturers and students from the first year

or study until they leave the institution to become more involved in their own studies and to take control of it.

The institution must organise urgent interventions with those lecturers who find themselves stuck in the traditional methods of teaching where they mainly use lecturing as a method of teaching. Students nowadays get bored very quickly and could choose not to attend classes and become failures not only to themselves but also affecting the institution's good name negatively.

Some lecturers might not be comfortable with electronic media and will need to be up-skilled on the use of media such as Moodle to effectively communicate with the students on and off campus. This could be a challenge to some of the older lecturers whom have demonstrated that they are not familiar with the new trends in electronic media. The institution has an induction programme for new lecturers that is presented over a period of two consecutive days. This electronic media system as well as the gradual process to emancipate the students should be discussed in depth with all new staff members. I further recommend that in future all advertisements for new lecturers should not only indicate that the candidate must have industry experience but teaching experience and a post graduate certificate in education would be an advantage to develop the pedagogy of teaching and learning.

#### **5.4.2 THE STUDENT**

The institution has an existing induction programme that is compulsory for all new students (mainly first year students) to attend. The participation in the learning process should be discussed and explained to the novice students. They should be assured that they will not immediately be expected to function on their own without any scaffolding. Therefore I suggest that the current induction programme that is done over a period of one day be extended to at least a period of three days.

#### **5.5 FUTURE RESEARCH**

Since this study started, this institution applied to offer degree programmes. Three programmes were approved, namely BCom Business Marketing, BCom Business Management (in the business faculty) and BA Visual Communication and Design (in the arts, design and IT faculty). I shall extend this study to include a cohort of students who completed their degree programme. If one studies the content of a document issued by the department of higher education and training in November 2012, addressing the issue of level descriptors for programmes offered at different

NQF levels, it is clear that students studying towards a programme on a NQF level four is expected to function at a much lower level than that of a student studying towards a programme on a NQF level seven.

If the recommendations that were made in this chapter are implemented, it will be essential to do a follow up study on the outcome of the recommendations to determine whether the new measures were of any benefit to the lecturers and students and if need be what changes should be made to the structure. It will be a great challenge for me to develop the material to be used for the induction of both students and lecturers alike and to evaluate the impact thereof over a period of time from where the lecturer started employment at this institution and either leaves the institution or after the first cohort of students who the lecturer taught exits. It will also be very interesting to get the feedback from the students who arrived at this institution, underwent the induction programme and gradually were led to be emancipated in their learning. I think such research is not only a “nice to have” but an important measure to improve the quality of service this institution renders to its clients (parents, students and industry).

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## APPENDIX A

Dear Colleague

This questionnaire and teaching observation forms part of a research based study towards a master's degree in education. The survey and observation are being conducted to determine different teaching methods, with specific reference to participatory learning, that are being used to facilitate subjects in the business faculty at this education institution. The aim is to use the information, gathered through these surveys, to improve the teaching methods being employed to the benefit of the community (students, parents, industry) of this institution.

The completion of the questionnaires and the participation in the observations are voluntary. Each person who will be completing this questionnaire and be selected for observation can be assured that it is done anonymously. Therefore, do not write your name and surname on the questionnaire. I will appreciate it if you will take the time to complete the questionnaire as well as allow me to do observation of your teaching methods. Please hand in the completed form to the research assistant in the Resource Center by no later than <<DATE>>.

Thank you for taking some time to complete this questionnaire.

Mrs. V Liebenberg

### SECTION A

1. Complete the following questions by ticking/completing the appropriate box(es):

1.1. Select your age group:

20 - 30 years	
31 – 40 years	
41 – 50 years	
51 years and older	

1.2. Indicate your highest qualification:

Doctorate Degree		Master's Degree	
First degree		Diploma	

Certificate			
Other (specify)			

1.3. Did you complete a professional teaching qualification such as a Higher Education Diploma or Post Graduate Certificate in Education, etc.?

Yes	No
If Yes, specify what qualification	

1.4. Have you completed any other training related to education, such as “Train the trainer”, Facilitation of learning, etc. not mentioned in the above questions?

Yes	No
If Yes, specify what training	

1.5. Are you an accredited assessor?

Yes	No
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1.6. Are you an accredited moderator?

Yes	No
-----	----

## SECTION B

2. Indicate the program(s) you are lecturing in:

Certificate in Business Accounts Administrator	
Diploma in Business Administration Management	
Diploma in Marketing Management	
Certificate in Secretarial Studies	
Diploma in Executive Secretarial Studies	
Higher National Diploma in Tourism Management	
Diploma in Event Management	
Adventure Event Management	

3. Indicate what number of years of teaching experience you have in higher education:

1 – 5 years	
6 – 10 years	
11 years or more	

4. Have you been teaching/training at another education institution before you were employed at this institution?

Yes	
No	

5. If yes, supply the name of the institution and what program you lectured:

Institution	
Program lectured	

6. There are basically three types of lecturing methods a lecturer can apply

**Teacher centered** method also referred to as the monologue – the lecturer lectures and the students are passive listeners. The student is not actively involved in the lesson.

**Student centered** method – the lecturer allows the students to be actively involved in the lesson by giving their inputs and expressing their views.

**Systemocentrism** (lecturer and student both play active parts in education) is a fairly new concept whereby the lecturer and the student are both equally important role players in the learning process and both are actively involved in the emancipation of the student to take ownership of his/her own learning.

Once you have read the above explanation of the three different teaching methods that could be employed in a classroom, make a list of all the modules being lectured by you (first column), indicate by means of yes/no (second column) whether you allow the students to have the opportunity to take actively part in the learning process and not just be a passive listener. In the last column indicate the degree of activity you allow students in this particular module on a scale of 1 – 4 where 1 is little activity and 4 maximum activity.




8. Are you of the opinion that the type of teaching method you use have a direct influence on the students' participatory level in class? Explain your answer.


9. Hypothetically speaking: You are of the opinion that the "traditional" method of teaching (talk and chalk) based on the teacher centered approach is the best method. You decide to change this teaching method to that of participatory learning where you as a lecturer will now allow the student to form an active part in the learning process. What effect do you think could this mind shift have on the performance or interest/motivational level of the student towards the particular module that is being lectured? Briefly explain your answer.

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10. Are you of the opinion that a student will be emancipated in taking control of his/her own learning if he or she is allowed to play a active part in the learning process? Briefly explain your answer.


11. Do you believe that a lecturer must provide the students with the necessary knowledge as required or should the student discover the knowledge on his/her own? Briefly explain your answer.


12. Think back about your own past experience as a student. Indicate which of the following strategies have had the biggest long term benefit in acquiring and developing critical life skills such as problem solving, thinking, self management, etc. for life as well as your preparation for employment in industry: (1) a teacher or lecturer supplied you with knowledge on a certain aspect and (2) a lecturer allowed you to discover the knowledge on your own (only obtaining guidelines from the lecturer). Briefly explain your answer.




13. Supply the answers to each of the following questions pertaining to the current program you are lecturing:

13.1 What benefit will the study of this program have for the student?
13.1 What teaching methods are you using to ensure that the student acquire the necessary knowledge, attitudes, values and skills to become an independent and successful citizen of this country?

14. Have you ever, during the period you are lecturing in this program, questioned, reviewed or evaluated the teaching methods you use for a particular subject? If so, explain what you questioned and how you changed/would like to change your teaching methods to reach the set outcomes for this subject.


SECTION C

15. Do you feel that the management of the institution allows you to make an independent decision what teaching methods you prefer to employ in your classroom? Give a brief explanation.


16. What kind of support would you like to get from the management of the institution to ensure that you make the correct choice of teaching methods for the particular subject you are teaching.



17. Would you prefer to be called a lecturer, teacher, educator, facilitator, or trainer, or perhaps a combination of these? Please give a reason why.


18. In your experience, what is the biggest benefit and disadvantage respectively of using active/participatory learning methods in your teaching, for yourself as well as for the students?



I thank you for the time and effort you put into completing this questionnaire.

## APPENDIX B

Dear Student

This focus group interview forms part of a research based study towards a master's degree in education. This interview is being conducted to determine different teaching methods, with specific reference to participatory learning, that are being used to facilitate subjects in the business faculty at this education institution. The aim is to use the information, gathered through this interview, to improve the teaching methods being employed to the benefit of the community (students, parents, industry) of this institution.

The participation in this interview is voluntary. Each person participates in this interview can be assured that it is done anonymously. Therefore, your names will not be revealed or made public to anybody. You will be referred to as "student 1", "student 2", etc. I will therefore greatly appreciate it if you will take the time to attend the interview on <<DATE, TIME and VENUE>>.

Thank you for your participation.

Mrs. V Liebenberg

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### FOCUS GROUP INTERVIEW SHEET (STUDENTS)

#### SECTION A

1.7. Age group:

16 – 20 years	
21 – 24 years	
25 and older	

1.8. Program you are enrolled for:

Certificate in Business Accounts Administrator	
Diploma in Business Administration Management	
Diploma in Marketing Management	

Certificate in Secretarial Studies	
Diploma in Executive Secretarial Studies	
National Diploma in Tourism Management	
Diploma in Event Management	
Adventure Event Management	

1.9. Year of study:

1 <sup>st</sup> Year student	
2 <sup>nd</sup> Year student	
3 <sup>rd</sup> Year student	

1.10. Studied at another education institution before enrolled at this institution?

Yes	
No	

1.11. If yes, supply the name of the institution, what program enrolled for and did you successfully complete this program. (graduated in this program):

Institution	
Program enrolled for	
Successfully completed yes/no	
If NO, what year did you complete?	

## SECTION B

2. Explain to the students the three different types of teaching methods

**Teacher centered** method also referred to as the monologue – the lecturer lectures and the students are passive listeners. The student is not actively involved in the lesson.

**Student centered** method – the lecturer allows the students to be actively involved in the lesson by giving their inputs and expressing their views.

**Systemocentrism** (lecturer and student both play active parts in education) is a fairly new concept whereby the lecturer and the student are both equally important role players in the learning process and both are actively involved in the emancipation of the student

to take ownership of his/her own learning.

Now ask the students to indicate all the subjects being presented to them, indicate by means of yes/no whether they have the opportunity to take active part in the learning process and not just be a passive listener and indicate the degree of activity they are allowed in this particular subject on a scale of 1 – 4 where 1 is little activity and 4 maximum activity.

<b>SUBJECT NAME</b>	<b>YES/NO</b>	<b>Scale from 1 - 4</b>
Example: Business Communication	Yes (actively involved in lessons)	3

3. Are they of the opinion that the type of teaching method used by the lecturer has a direct influence on their participatory level in class? Explain
  
4. Hypothetically speaking: A particular lecturer in the programme they are enrolled for is of the opinion that the “traditional” method (teacher centered) of teaching is the best method. He or she decides to change this believe and are going to employ the teaching method of participatory learning where they as students are now allowed to form an active part in the learning process. Will this mind shift on the part of the lecturer have a direct influence on their performance or interest level in such a module? Briefly explain.
  
5. Are they of the opinion that they will be emancipated in taking control of their own learning if they are allowed to play a more active part in the learning process? Briefly explain.
  
6. Do they believe that a lecturer must provide the students with the necessary knowledge to build the necessary skills in the subject or do they believe that the student should be allowed to discover the knowledge on his/her own? Briefly explain.
  
7. Think back in the past to two situations (1) where a teacher or lecturer supplied them with knowledge on a certain aspect and (2) where they as the learner/student had to discover the knowledge on their own (only obtaining guidelines from the teacher or lecturer). In their opinion which one of the two was a better method for them to remember the

outcome of the two situations? Briefly explain.

8. Supply the answers to each of the following questions pertaining to the current programme they are enrolled for:
  - 8.1. Why are you studying this programme?
  - 8.2. Are they of the opinion that they receive the correct teaching methods to allow them to acquire the necessary knowledge, skills and values to be able to become independent successful citizens of this country?
  
9. Have they ever, in the period they have been in this program, questioned the lecturing methods for a particular subject? If so, explain what they questioned and what change would they suggest takes place.



## APPENDIX C

### TEACHING PRACTICE ASSESSMENT

Lecturer no. .... Subject: .....

Class group: ..... Date: .....

#### Grading

1	2	3	4	5	6
No participation	Very little participation Students mainly passive listeners	Little to average level of participation Students are allowed to voice their inputs but not much attention is given to it	Average level of participation Students allowed to participate but tends to revert back to traditional methods of teaching	Above average but room for improvement	Full participation

Criteria	Comments	Score
1. Utilises appropriate methods to promote active learning, e.g. through discussions, debates, practicals and allowing questions from the students at any time.		
2. As appropriate probing questions to involve students, e.g. to help them to think critically and recall what they have learned previously.		
3. Listens actively to questions raised by students, or answers and opinions expressed by fellow students. Lead the students to find the answer to those questions instead of giving the answer to them.		
4. Directs questions at different students; not only to those who are usually participating or giving the best answers.		
5. Gives a clear explanation or answer(s) to questions posed.		
6. Allow students to express an opinion, disagree with the lecturer and engage in a debate on a specific topic, where appropriate.		
7. Allows for interruptions without losing track or focus.		

8. Is organised and well prepared for the lesson.		
9. Gives examples to explain and clarify application of theory in real life or work context.		
10. Checks and clarifies misunderstandings		
11. Ensures application of what has been learned or gives opportunity for further exploration through relevant assignments.		

.....

**Signature: Researcher**

## **APPENDIX D**

**To: Mrs S Mostert**

**From: Mrs V. Liebenberg**

**RE: Application to do research at your Education Institute**

**Date: 17 May 2010**

As part of my studies towards the M. Ed. Education degree, I hereby ask your permission to do research at your Institute on the following topic: *A Case Study exploring Teaching Methods for Effective Learning at a Private Higher Education Institute.*

The aim of this research is to determine the teaching methods currently used at this Institute and whether it is in line with the theories of Len Vygotsky and Jean Piaget on which the research will be grounded.

Both the qualitative and quantitative methodology of research will be used. The methods to be followed are:

- Questionnaires on preferred teaching methods to a random group of students in the mainly theoretical programmes, e.g. Marketing, Business, Secretarial, etc.
- Questionnaires to all the lecturers in all the programs as mentioned above.
- Focus group interviews with a certain percentage of the students.
- Observation in all programs as mentioned above.

There will be no interruption in class time (contact hours) to complete the questionnaires or to sit down for the focus group interviews. This will be scheduled outside of class time. I intend to do the observations while classes are being presented.

I will follow the correct ethical procedures whereby students and lecturers will be asked to complete the questionnaires and will be interviewed. The students and the lecturers will have the right to decline to take part and will not be forced. If at any given time a lecturer or student wants his/her input to be withdrawn from the research, I will be obliged to do so.

This research will be done over a period of one year. The estimated time for completion is November 2014.

The findings of the research will be communicated to you and could be used to improve the level of service rendered to the clients as well as assist you with staff development and

completing the Skills Development Plan of the company. It can assist your company to fulfil the vision that is to “become a center of excellence on the continent of Africa and beyond.”

I thank you for your favourable consideration and am awaiting an answer.

Kind regards

## APPENDIX E



Private Higher Education Institution  
Company Registration No 2002/014082/07  
Registered with the Department of Education  
under the Higher Education Act 1997  
Registration Certificate No. 2001/HE07/005

17 May 2010

Mrs V Liebenberg  
P O Box 2220  
Bellville  
7530

### Application to do research at your Education Institute

Dear Mrs Liebenberg

Refer to your application to do research at Global Training (Pty) Ltd t/a Prestige Academy as part of your studies towards the M. Ed. Education degree.

Herewith I give you permission to do research at your Institute on the following topic: *A Case Study exploring Teaching Methods for Effective Learning at a Private Higher Education Institute.*

The aim of this research is to determine the teaching methods currently used at this Institute and whether it is in line with the theories of Len Vygotsky and Jean Piaget on which the research will be grounded.

All questionnaires as listed below must first be approved by the directors of this Institute. Interviews must be arranged outside class hours to ensure not interruption in class time.

- Questionnaires on preferred teaching methods to a random group of students in the mainly theoretical programs, e.g. Marketing, Business, Secretarial, etc. and mainly practical programs, e.g. Print Production, 3D Digital Animation, etc. and programs with a combination of both practical and theory such as Photography.
- Questionnaires to all the lecturers in all the programs as mentioned above.
- Interviews with a certain percentage of the students who completed the questionnaires as well as with the lecturers who completed the questionnaires.
- Observation in all programs as mentioned above.

We will appreciate that the findings of the research will be communicated to the directors of this Institute and that we may use it to improve the level of service rendered to the clients as well as assist our staff development and completing the Skills Development Plan of the company.

Good luck with your research.

Yours sincerely

S Mostert  
DIRECTOR

Campus Address:  
Bellville Business Park  
DJ Wood Way  
Cnr Voortrekker Rd & Mike Pienaar Blvd  
Bellville  
7530

Directors: E. Gallowitz & S. Mostert  
www.prestigeacademy.co.za  
info@prestigeacademy.co.za  
Tel: (021) 949 5036/7  
Fax: (021) 948 1859

Postal Address:  
P.O. Box 2220  
Bellville  
7535