NEWLY APPOINTED COMMUNITY COLLEGE LECTURERS' CONCEPTIONS OF FACILITATION

by

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RESEARCH ESSAY

submitted in partial fulfilment
of the requirements for the degree

MAGISTER EDUCATIONIS

in

COMMUNITY EDUCATION

in the

FACULTY OF EDUCATION AND NURSING

at the

RAND AFRIKAANS UNIVERSITY

SUPERVISOR PROF E HENNING

NOVEMBER 1998

(i)

ACKNOWLEDGEMENTS

In completing this study, I wish to express my sincere gratitude to the following:

- To the almighty God for the strength and grace to complete this work.

- To my supervisor Prof E Henning for giving excellent guide and support and Dr D Daniels for being a wonderful facilitator of learning.

- To my family for their support and understanding.
- Dad and Mom – Sadness and Meredith Mamiane –you are the best.
- Brothers and Sister – Kopano, Morudimang, Ngwato, Marothi and Mmuso.
- Desmond and Monalisa for their understanding.
- Grand Dad – Thank you for your prayers.

- To the staff at Orlando Community College for their co-operation.

- To colleagues and friends, Tebogo, Rose and Kgadi for their encouragement.

DEDICATION

I dedicate this study to PHONEA MMATLOU KGANYAGO
(who passed away in a tragic car accident on the 31st October 1997).
Thank you for believing in me, dear.

ABSTRACT

The focus of this study was on "newly appointed community college lecturers' conceptions of facilitation". The shift from a traditional teacher's role to that of facilitator of learning in a community college setting needed to be clarified.

Lecturers were interviewed in order to gain insight into what they think facilitation is and they were also observed in a classroom. The study showed that lecturers at a community college have misconceptions about facilitation. It was also found that these lecturers are still using the information delivery or "banking" approach to education. The contribution of the study is that it highlights the misconceptions that needed to be clarified.

In order to qualify as facilitators of the community college, the identified misconceptions should be addressed, especially since community colleges are intended to give marginalised learners opportunities for self-directed learning.

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SECTION 1

1. OVERVIEW

The establishment of community colleges is a new feature of further education and training in South Africa. The research interest of the study is in community colleges broadly, and specifically what lecturers think about their role as facilitators. Community colleges are within the domain of community education, since their foundation is in the local community where they are situated. The focus of the research is on newly appointed community college lecturers' conceptions of facilitation. The practical problem that led to the interest for this investigation will be discussed in this section, together with the aims of the study and the methodology which will be used to gather and analyse data.

1.1 BACKGROUND TO THE PROBLEM

Many educationists are realising that they have to reconsider their role in the light of all the new policy documents and laws. One of the things they have to think about is their roles as traditional teacher and as 'facilitator'. If educators do not clarify what facilitation means to them, then the shift from traditional teacher to facilitator will be in name only.

In a recent study Henning, Gravett and Daniels (1998) found that educators use the term 'facilitation' (and many other words and phrases which they learn from policy documents and workshops), but they often mean 'teaching as delivery'.

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Understanding of the concept facilitation is important because it has a specific meaning in education. The reason for this is that concepts "inherently have defining characteristics that make it possible for us to decide which phenomena are good examples of the concepts and which are not" (Walker and Avant, 1988 as quoted by Cross, 1996:350).

Teaching by 'giving knowledge' does not meet the demands of today's changing world. What we need in order to survive is the "facilitation of change in learning and this needs certain qualities in the facilitator" (Rogers, 1983 as quoted by Cross, 1996:351).

There is more to facilitation than just 'passing on of knowledge' to learners. Facilitation should not be viewed to be the same as transmitting of knowledge, referred to as the 'banking system' by Paulo Freire. Freire says that the banking system does not encourage critical thinking in learners and that it should be replaced with a problem posing approach to learning (Freire, 1993:26). Since the days that Carl Rogers pleaded for 'facilitation', this concept has come to mean the creating of a learning environment that is conducive to understanding, problem identification and problem solving. There is no area of education where this is needed more than in educating adults in community education context. The role of the adult educator has widely been accepted as that of facilitator of learning rather than that of 'content transmitter'. Therefore, it is important that adult educators nurture or improve their facilitation skills (Sisco, Eric, November 1984). This study therefore commences from the assumption that newly appointed community college lecturers need to clarify their ideas about facilitation, because most people appear to misunderstand it to mean transmitting of knowledge, with perhaps just a friendlier and more accommodating environment.

1.2   MOTIVATION

The above possibilities of misuse of the term may delude educators to think they are teaching in a problem-based way. It is crucial that they know what facilitation entails. If

newly appointed lecturers in community colleges bring to their new roles misconceptions of what their task is as facilitators, this will hinder the development of problem-based and emancipatory education. Henning *et al* (1998) refer to this as fraudulent practice. Following below are questions that will guide the research:

- What are the lecturer's views of facilitation?
- How is facilitation linked to adult learning?
- How can the possible misconceptions be replaced?

1.3 AIMS OF STUDY

The research aim of the study is to find out what newly appointed community college lecturers' understanding of facilitation is in order to identify possible misconceptions and also to clarify them.

1.4 METHODOLOGY

A qualitative approach to data collection will be used in this study. In order to achieve the aim of the study, a random sample (n=5) will be selected from newly appointed lecturers in a Community College in Soweto. A brief literature review will precede the field investigation.

1.5 INTERVIEW

The newly appointed lecturers will be interviewed in order to get a more personalised view of what they understand facilitation to be. Therefore open-ended interviews will be conducted.

1.6 OBSERVATION The selected sample will be observed when they are in a meeting and in classrooms.

1.7 DATA ANALYSIS

The raw data collected in the interview and observation will be broken down and re-assembled by means of open coding and subsequent clustering.

TABLE 1.1   SEQUENCE OF THE ESSAY

SECTION 1	o Background to the problem, and methods of data collection and analysis, research question and aims of the study.
SECTION 2	o Conceptual and theoretical framework. o Views from theory studied on facilitation, community, learning and adult learning.
SECTION 3	o Narrative of data collection process. o Examples of raw data. o Final data categories.
SECTION 4	o Presentation of findings (with emphasis on links between categories). o Discussion of findings. o Implications and recommendations of findings.

1.8 CLARIFICATION OF CONCEPTS

COMMUNITY COLLEGE

A community college is the institution that has its foundation in a community and responds to the needs of the community. It is characterised by diversity of the curricula, so that it can provide the community in which the college is located with a wide range of subjects, skills and opportunities and with learning programmes that can provide access to higher education in some instances (Mokgatle, 1996:36).

FACILITATOR

A facilitator is a person who helps a group attain its goals and encourages those who are involved in that activity to contribute in a positive way. A facilitator must be able to use group processes to focus on a common task, keep each member on task and help members value each idea presented (Duffey, Eric, 1982). In educational circles it is commonly assumed that facilitators approach education in a problem-based way, and not in a 'banking system' way.

FACILITATION

In facilitation, the leader shares responsibility with his team members (Rees, 1991:12). Facilitation implies commitment to a client or student in a centred form of relationship (Woolfe, 1992, as quoted by Cross, 1996:352). Facilitation is a definite move away from teacher and content-centred education.

PROBLEM-BASED EDUCATION

This is education by which students experience learning as something they do and not something that is done to them. A problem poser asks thought provoking questions and encourages students to ask their own questions (Freire, 1993:31).

1.9 CONCLUSION

This section provided an orientation to the inquiry, focusing on the research interest, the motivation, the aim and the methods that will be used to collect and analyse data. The research question that will be guiding the study was also highlighted.

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2. BACKGROUND

The main postulate of this study is that lecturers at community colleges (and most probably many other educators too) have alternative meanings for the concept facilitation. The misconceptions that they might have can be barriers in the process of effective teaching and learning. In addition, these misunderstanding might be attributed to the way lecturers themselves were taught. I argue that most educators were made to believe that they were there to 'listen' to teachers when they were at school. Teachers and other educators who do not clearly understand their role as facilitators will continue to teach didactically. Therefore, if educators call themselves facilitators, they must at the same time understand what a facilitator is, and what role is expected of them as facilitators of learning. The shift from a lecturer (who taught from the lectern) to facilitator of learning will be ineffective unless possible misconceptions are clarified.

This section will present evidence form various theories to support my claim as stated above. Included in this section are authors such as Sergiovanni and Townsend, on the notion community, Freire, Piaget, Vygotsky and Rogers on learning and Mezirow on the concept of adult learning and transformative learning. Also included in this section is the theory underlying facilitation, which is the core of the investigation.

2.1 INSTITUTION AND COMMUNITY TOGETHER MAKE A WHOLE

I start my argument with the notion that an educational institution that is in close contact with its community will view its role not so much as a source of knowledge, but as a place where knowledge is constructed. This type of ethos is probably more receptive to facilitation as mode of teaching.

This part of the section will present Sergiovanni's (1994:5-10) theory of community and society. With this we will have a clear understanding of what a community is and what a society is and why community values are important for democratic education. Also included is Townsend's (1994:105) idea of the core-plus curriculum. Community colleges are the ideal institutions that exemplify a core-plus curriculum approach. Both the theorists emphasise the active and engaging role that learners play.

Sergiovanni (1994:1) says that schools (and other institutions too) can only change if the minds and hearts of the teacher, parents, family and community and administrators are committed. These changes should be based on carefully identifying their values. They need to see themselves as a community and not a society. Furthermore, Sergiovanni uses Tönnies's terms *Gemeinschaft* to refer to a community and *Gesellschaft* for society. Tönnies (1957:42 as quoted by Sergiovanni, 1994:4) says that there are three forms of *Gemeinschaft* namely, the *Gemeinschaft* by kinship, of place and of mind. It is *Gemeinschaft* of mind that is important for building community within educational institutions. The *Gemeinschaft* of mind can be defined as the binding together of people that result form their mutual binding, shared values and the way they see themselves as one. Therefore, educational institutions can be seen as communities and not as societal organisations. In communities, people are not connected by contracts like in organisations, but rather by commitments to each other. On the contrary, *Gesellschaft* is characterised by an emphasis on 'I'. People get into this kind of a relationship to gain something. When they do not benefit from the relationship, the relationship ends like a broken contract. Schools and other educational institutions need to be more of a community than a society. For this reason, I argue that facilitators must view learners as their co-workers, as people who are part of 'one' in which they (facilitators) also belong.

A related theory is that of the community education specialist Townsend who says that we must add the 'plus' to the 'core' of the curriculum. He refers to Little who asserts that in institutions in which "collegial relations "exist", ordinary people, who depend on

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ordinary budgets, and faced with ordinary decline and flow of energy, goodwill and creativity, achieve unusual things" (Little, 1987 in Townsend, 1994:104). People who live together, share resources and think together for their own good achieve great things in life. A community college that really creates a curriculum for its community of learners will engage with this community as Vella (1994) also suggests.

I use Townsend's theory of the 'core-plus' school as an example of what a community college should be. Institutions that can be regarded as effective are those that offer more for the benefit of the whole community and not the learners that come for the formal curriculum only. When resources of a school are not in use, the community should be at liberty to utilise them. The community can use a school's available resources to learn skills and to participate in literacy classes for literate and semi-literate adults in the community. This is what Townsend calls the core-plus curriculum. Community colleges are by definition 'core-plus' orientated.

More important on the above discussion, is the notion of the importance of the community involvement in schools as presented above by Sergiovanni and Townsend. We must move away form the past scenario in which schools used to function in isolation from the community. Parents viewed schools as places that they are not part of. Involving the community in our schools will eradicate the negativity that people have about schools. The community needs to view schools as their own too. Therefore, I argue that just as much as it is important to involve the community in our schools, it is important for lecturers to fully understand their role as 'core-plus' community educators. As such they need to be, I argue, even more of facilitators than teachers in schools. If they do not grasp their role and function as facilitators, they will ignore the role of communities. Facilitators cannot achieve their goals without a clear understanding of their roles as facilitators of learning who create a learning environment for participants who are fellow community members.

2.2 COMMUNITY COLLEGE AS IDEAL INSTITUTION THAT ACCOMMODATES THE 'COMMUNITY'

The Encyclopaedia of Education (Deighton, 1971:325) describes a community college as "an institution of higher education that provides, in partnership with its community, the programmes and services for the total community population". Furthermore, the community college is described as neither a school nor a university. It has its own identity and a unique role to play. It fills the educational gap left by high schools and universities. Moreover, it is a community centred institution with the main aim of providing service to the people of its community. Although this definition was written nearly thirty years ago, it still captures the role and function of a community college.

In South Africa, community colleges cater for the large number of marginalised people and provide open access for disadvantaged students who have an educational backlog. Also accommodated in community colleges are the diverse programmes of adult education and vocational training. In a nutshell, community colleges are institutions that cater for the identified needs of the community within its surroundings. Consequently, programmes offered in one community college will differ from those that are offered in another, depending on the identified needs. Therefore to signify their difference from other institutions, community colleges must recognise prior learning and experience at certain entry points.

The National Institute for Community Education (NICE: 1995) states that community colleges provide education and training of known and acceptable levels for a particular community with emphasis on meeting the needs of adult workers and students who have not finished their compulsory education (and who are post compulsory age students), the community and other identified needs. The community comprises a diverse group of people who, among others, are adults learners who want to re-enter educational programmes. Therefore, it is crucial for facilitators in community colleges to

have knowledge of adults and how they learn. To understand facilitation, one needs to understand learning.

2.3   HOW DO WE LEARN?

According to Rogers (1996:94) learning is "active and not passive". It is wrong to talk about learning as something that the teacher 'does to the learner'; it is also incorrect to say that the teacher 'imparts knowledge' to the learners. By doing the above, Rogers says is to assume that when the teacher teaches, the student learner will automatically learn. Furthermore, he says that learning is not "filling up an empty pot" with knowledge, not even "watering the plant so that it grows naturally". In contrast, learning requires active participation from learners. To continue with the metaphor of the plant, learning requires the learner to plant.the flower on his own, water it regularly and watch it grow and blossom into a big tree. The teacher as facilitator helps to provide the right soil and also access to water.

Vygotsky (in Forman, et al, and 1993:21) views learning in a more social context. He says that people learn through interactions with each other. Learners learn better when they work together and when those with more knowledge can help fellow learners who experience difficulty in learning something. Thus, in Vygotskyan language learning is described as helping learners enter their 'Zone of Proximal Development' or the 'Zoped' (Forman, et al, and 1993:45).

In this respect it is important to refer to a well-known psychologist and epistemologist who developed a view of learning and of knowledge that is known as constructivism. His view of learning is different from that of Vygotsky. Jean Piaget (in Hergenhalm, 1982:283) holds the view that people use existing knowledge structures to learn new things. Piaget refers to this existing knowledge as 'schema'. He further says that when

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we assimilate something, we match what we know (cognitive structure with the physical environment) with what we already know, and that determines what we can assimilate. Piaget further asserts that assimilating something new into our existing knowledge (schema) is not enough to say we have grown intellectually. When more than assimilation happens, a further step in the process of learning, which is accommodation, is necessary. Accommodation is the process by which we change the way we think and what we know. The way we view things is changed by the new knowledge we add to our schema. When we change the way we think, Piaget asserts, we have learned (Hergenhalm, 1982:283-284).

Also on the notion of learning as a construction of knowledge, Gravett (1995:2) says learners' existing knowledge is essential for understanding of new knowledge. According to Resnick (1989:3 as quoted by Gravett, 1995:2) learners who do not link the new knowledge with existing knowledge experience difficulty in remembering the knowledge even after written tests. It is only when the knowledge is connected to each other (pre-existing knowledge to new knowledge), that one is able to retrieve it at anytime, because one will still have built own knowledge, which is viable for oneself.

2.4 UNDERSTANDING ADULT LEARNING AS A NECESSITY FOR GOOD FACILITATION IN COMMUNITY COLLEGES

I believe that it is important for lecturers in community colleges to understand adult learning in order to meet their goal, since the target group in community colleges is adults and youths. Equally important is an understanding of why adults decide to learn.

In Cross (1981:82-83) there are three main reasons for adult's participation in learning. Cross says adults' reasons for learning are either goal orientated, activity orientated or learning orientated. In 'goal orientated' learning, adults learn to achieve a specific aim

like learning to speak before an audience, learning better business practices and others. Houle (1961, as quoted by Cross, 1981:82) further says that for goal orientated learning, learning begins with identification of a need or interest. Learners who are goal orientated do not restrict their learning to some formal institutions, but choose any method that can help them. In the light of the above, it is evident that adult learners know what they want when they enrol in a programme.

Darkenwald and Merriam (1982 as quoted by Gravett, 1994:13) say that adults show willingness to learn to respond to the challenge from the world in which they live. According to Gravett, the best time to teach adults is when they feel that the skills they have are not enough to meet the demand of a career. Therefore, adults learn for a purpose. They know what they want to learn when they join a programme and they also bring along experience. Adult learning is different from learning in children for this reason. To illustrate, an adult can enrol herself into a community college to learn how to read the Bible and to be able to write her name. This is her goal for learning. Therefore a facilitator in a community college must possess the necessary knowledge to assist adult learners to achieve their goals. To teach the adult who wants to learn basic literacy in a didactic way would mean that the person is not taken into account as much as the content and skills.

Also on the notion of adult learning, Mezirow (in Welton, 1995:39-44) says that learning is transformative by nature. When adults have really learned they must change. When adults learn they change their understanding and thinking about things by reflecting, by engaging in conversation and by emancipatory actions. Mezirow further holds the view that through explanation, demonstration, trial and critique, the learner is helped to move from the known to the unknown. He also argues that the central function of an adult educator is to 'facilitate' and precipitate critical reflection by the learner and allow free participation in discourse and practice. Following the above, it is evident that one of the tasks of the good facilitator of adult learners is to allow learners to experience learning

by optimal engagement. The facilitator's task in this regard is to help learners to change their thinking by actively engaging in learning activities that will assist in emancipating them. Therefore, for a teacher to change or to have a clear understanding of facilitation, the knowledge of how teaching differs from facilitation is as essential as is knowledge of the theory and practice of adult learning.

2.5   HOW TEACHING DIFFERS FROM FACILITATION

Knowels (1990:179) describes a teacher as "a content transmitter" and a facilitator of learning as "a process designer and manager". Knowles believes that it was after he had shifted from being a teacher to a facilitator of learning that he felt so fulfilled. He had changed his approach to instruction and learning, and he had used the terms as Rogers had first distinguished them. I think one can also talk about a facilitative teacher. As a facilitator of learning, Knowels says that he built a relationship with his students, assessed their needs, involved students in planning, linked students to learning resources and encouraged them to take the initiative. Following the above, I argue that it is impossible to achieve what a facilitator is supposed to do while still embedded in didactic teaching. It is only when you know what is it that a facilitator should do that is different from what teachers have always done (which most of us are the product of) that one can call one a facilitator.

On the above notion, Stoll and Fink (1996:118) quoted the saying that "if you always do what you have always done you will always get what you have got". They also say, "as educators we must ensure that reform efforts are consistent with our best knowledge about teaching and learning and our best insights into learners' needs". Therefore, I believe that for educators to call themselves facilitators, they must possess a clear understanding of facilitation and what it entails in terms of activities. It is only when one understands one's role that one will fulfil the function of facilitation. To add, I maintain

that teachers who call themselves facilitators, must facilitate and not continue teaching in a didactic way.

According to Knowles (1990:179) we have been brought up believing that teachers are responsible for what students should learn, how they should learn and when to learn it. Teachers are the ones who are supposed to pass on the content to students, control how the students accept the content and then test if they have received it. Following the above, I argue that facilitation has little to do with passing on of knowledge. There is no authority in the class, the facilitator can also learn from the students. Rogers (1996) says learners should be active during learning, they should not be passive. They should therefore be engaged in trying to solve problems. The learning situation that is described by Knowles (1990:179) is what is viewed as the traditional way of teaching. Freire (1993:26), who calls it the 'banking system', opposes this. The banking system denies the learner a chance to experience problem posing and problem solving in learning. The teacher makes deposits into the learner's mind while the learner passively accepts.

Henning *et al* (1998) argue that these educational transactions can be fraudulent if the learners do not understand and engage critically. The shift from teacher to facilitator must not be about name or title changing only. The new titles should always mean a change in the way things are done. Rogers and Freinberg (in Reichenbach and Oser, 1995:190) describe the difference between teaching and facilitation as follows: "teaching means to instruct personally" and facilitation means to create conditions that will assist a learner to gain optimally from learning experiences, including instruction. Rogers further says that he does not agree with the idea of instructing others on what they should know and think. For this reason, teaching for him is not important and it is a "vastly overvalued activity".

In contrast to teaching, Rogers says that facilitation is not "just a fancy name for a teacher". There is little similarity between what a teacher does and what a facilitator of learning does (Rogers and Freinberg, 1994:170 as quoted by Reichenbach and Oser, 1995:191). Facilitation involves self-inquiry, projects, role-plays, and more important, role of the group and of peer in problem-based learning. Peers become important as 'teachers'.

2.6   WHAT DOES FACILITATION MEAN?

Facilitation is a word that describes an activity. It is something that someone does. According to Bentley (1994:28) facilitation is about empowering people to take control and responsibility for their own efforts and achievements during learning. To empower people is to help them believe in themselves. They cannot do this if they remain passive recipients of knowledge and information.

Bentley (1994:33) says that one mistake that inexperienced and badly trained facilitators make is to get people do what they want them to do. These inexperienced facilitators try to control and lead the group to achieving their own aims (facilitator's aim). Furthermore, because they achieved what they wanted to, they think that what they are doing qualifies as facilitation. The above statement highlights the danger that a facilitator, who has a misconception of his role, puts his learners in. Clarification of conceptions about facilitation is crucial for lecturers or teachers in order to do what is best for their learners and not for themselves. It is the learners that pay the price for the mistakes that teachers and lecturers make.

One of the skills a good facilitator is expected to possess is the ability to ask questions, instead of presenting learners with ideas about what is discussed. However, asking

questions rather than giving your own opinions is not as simple as it sounds. In order to do it correctly, the facilitator must understand the reason behind asking the questions.

Being a good facilitator also requires one to have the right attitude and skills such as handling of conflict, communication skills, teambuilding skills, skills to handle types of tasks and the ability to build consensus and commitment. It also requires an attitude of enquiry, neutrality and helping. Some of the above mentioned attitudes and skills will be explained below (Vennix, 1996:145-166).

(a)   Helping attitudes

This means to support others to get the job done. It is the basic attitude of a good facilitator. If a person does not possess this helping attitude, or if you show an attitude of expertise, you will be an unsuccessful facilitator. In this respect, being a transmitter of knowledge does not qualify in good facilitation.

(b)   Attitude of enquiry

When asking of questions is not threatening to people it is very effective. The questions asked by the facilitator are useful to reveal misunderstandings. The reason for this is that people are inclined to give answers and communicate their opinion instead of asking questions. Such an attitude is the basis of problem-based education.

(c)   Neutrality: Refraining from voicing your opinions

The facilitator is expected to remain neutral concerning the content of the discussion. A facilitator must not give his views or speak his personal opinion or be judgmental.

Remaining neutral is however very difficult to do, especially if the facilitator has strong opinions about what is discussed. It is also difficult in subjects like Mathematics, if students need mediation.

(d)   Concentration skills

A facilitator must be able to concentrate on the discussion in the group. In addition, a facilitator must be able to follow the discussion. He can follow the discussion by relating to the ongoing discussion to work that should be discussed.

(e)   Conflict handling skills

Affective conflict is the type of conflict that is found in interpersonal relations within a group. This conflict occurs when people differ in certain personalities and as a result do not get along well. A facilitator must know what to do when conflicts occur. Conflict might also arise from difference in opinion. Therefore, a facilitator must be able to take control of this kind of situation.

(f)   Communication

Communication is very important in facilitation. It is the tool through which groups arrive at a decision and a way through which group members exchange their views. According to Rogers (1988, as quoted by Vennix, 1996:157) the bad thing about open communication is that people tend to evaluate and approve or disapprove of what is said by someone else. If we judge, our ability to listen will be decreased.

Mercer (1995:72) explains Vygotsky's view on communication. He says that learners' achievement in learning do not indicate their inborn capability but an indication of the 'effectiveness' of the communication between the teacher and the learner. Following the above, it is clear that it is important to shift away from the approach of teaching in which teachers are the authority in class. Learners need to be involved in communication with the teachers and also among each other. This also goes for the facilitator of learning. Facilitators must not underestimate this powerful tool of teaching. It is also through communication that ideas are exchanged, that experienced difficulties are expressed, and it is through talking that misunderstandings are clarified.

2.7 CONCLUSION

As teachers are changing from their traditional role of teaching to that of facilitators of learning, they must have a clear idea of what the role and function of a facilitator are. It is of no use to call yourself a facilitator of learning while in class you are still the 'transmitter' of knowledge. Therefore, I argue that for as long as the lecturers in community colleges do not have a clear understanding of what facilitation entails, they will not be fit to call themselves facilitators. As a result they need to clarify the misconceptions about facilitation.

The next section of the study (section 3) is a detailed description of the process of data collection and data analysis.

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SECTION 3

1. BACKGROUND

This part of the investigation report focuses on the presentation and processing of data. Firstly, I will give a detailed description of the setting, which is the Orlando Community College. Secondly, methods that I used to collect data will also be discussed. Also included in this section is a presentation of raw data and data categories, which will be reflected as themes addressing the research question.

3.1 THE PROCESS OF THE INQUIRY

The sequence of the inquiry is presented in Figure 3.1

Figure 3.1 Flowchart of the process of the inquiry
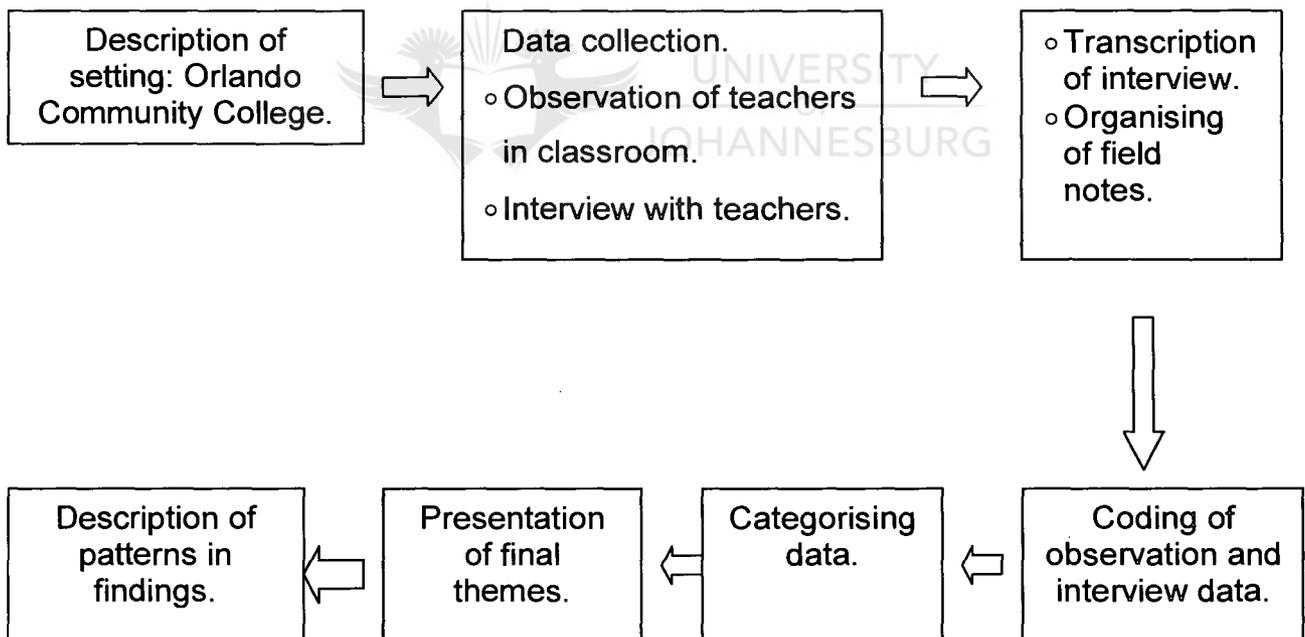
3.2 DESCRIPTION OF THE SETTING

The fieldwork was conducted at the Orlando Community College in Soweto, south of Johannesburg. It is a pilot project, which started last year (1997). It used to be a

primary school before it was changed into a community college. The college is in a very big yard, which is surrounded by a security fence. At the main and only gate there is a big board with 'District Three Community College Orlando Main Campus' written on it. The gate is always open and people are going in and out of the yard all the time.

It is spring day, the first of September. They have just planted seven trees at the front. It is windy and litter is flying around the yard. It is also lunchtime and people are coming in and out of the yard. There is a lady at the gate that sells bread, soup and fruit.

In this very big yard, there are three buildings. The first building that is next to the gate is a storeroom. It is separated form the other buildings. The front building is the administration block. Behind, there is a building which consists of three floors. In this three storey building there are twelve classes. There are four classes on each level. The administration block consists of seven rooms. On my left as I enter the administration building through the front entrance (from the gate), there is a big staffroom. The staffroom is big enough to accommodate plus minus fifty seated people. At the foyer directly opposite the staffroom door on the wall, there is a colourful paper poster with the message, 'CROSS THE BRIDGE TO A BRIGHTER FUTURE' and a fire extinguisher. Also at the foyer, there is a coin operated public telephone. This phone is used by teachers as well as learners.

A big wooden table and a wooden bench, which is attached to the wall, are next to the telephone booth. The second door at the corner from the staffroom is the door to reception area. The principal's office is opposite the reception door. Outside the second entrance to the administration building, there is big rubber litter bin. Up on the wall there is a second public telephone, which is card operated.

At this college, students are not dressed in a uniform; they put on their own private clothing. Therefore it is rather difficult to see who is the facilitator and who is the learner. It was after I had been introduced to the teaching staff that I was able to distinguish them.

3.3　Learner perception of the environment (Orlando Community College)

On my first day at the college I met a gentlemen who directed me to the college, as I do not know the Soweto area that well. Fortunately the gentlemen was also going to the college. He wanted to know what I was going to do at the college and I responded that I wanted to inquire about the courses offered by the college. The gentlemen happened to be a learner at the college. Our medium of communication was Zulu as the gentleman was Zulu speaking. I tried to find out from him what his views about the college were, to which he responded positively. When I requested further information he stated that he could not tell me more about the college because he only comes to the premises when he has lectures and as a result he spends very little time there.
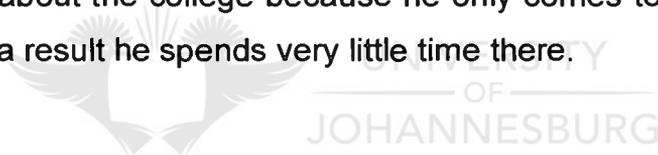
3.4　Description of classrooms where observations were conducted

Although the observations took place in different classes, the classes are equipped with the same learning facilities. Each class is equipped with the following: desks for learners, a lecturer's desk, a chalk board, a steel litter bin, a notice board at the back wall where there are several posters with different messages such as 'Let's grow a beautiful country' and a timetable for the learners.

3.5　Description of the ABET (Adult Basic Education and Training) class

An ABET class was among the five classes I observed. All ABET classes are offered in the same classroom. Learners are mixed from level one to two. Therefore it is difficult

at first encounter to understand what is going on in terms of the curriculum. For example, there are two teachers for this class. They are both in class at the same time. When one group is busy learning, the other group gets feedback from another teacher who is seated at the front.

3.6   Data Collection Methods

The methods of data collection used in this study are overt observation and standarised open-ended interviews. Overt observation takes place when participants are aware that they are being observed, (Patton, 1987:77), while a standardised open-ended interview is one in which questions are prepared beforehand and participants are asked exactly the same questions (Patton, 1987:102).

Five lecturers were randomly selected from a population of 19 participants in this study (refer to addendum 3). These participants were observed in the classroom and they were later interviewed individually. Due to the withdrawal of some participants, replacements were selected in the same way.

3.6.1 Observation Process

Initially participants did not hesitate to take part in the process. It took me a week and half to conduct observations of the five lecturers. The delay was caused by, among others, the absence of learners from their classes, participant withdrawal, classes not offered because of spring day celebration and a play rehearsal for international AIDS day later in the year.

Of the five classes I visited, one was an ABET class as stated earlier. The others were grade nine to grade twelve classes. I was taking notes while observing, and no video of activities was taken. I believed that it would be obtrusive in this context of a newly established college. As soon as I reached home I organised my observation notes. The observation plan is set out in table 3.1.

TABLE 3.1   OBSERVATION TIMETABLE

PARTICIPANT	DAY	TIME
Participant NO 1	3 September 1998	10:00 – 10:45
Participant NO 2	8 September 1998	13:00 – 13:45
Participant NO3	9 September 1998	10:00 – 10:45
Participant NO4	10 September 1998	11:00 – 11:45
Participant NO5	14 September 1998	13:45 – 14:30

On Wednesday, 9th September, I was supposed to accompany two lecturers to class. I only went to class with one lecturer who was willing to take me with.

The other lady told met that she had finished with her classes for the day. She said that she only had one period, which was a first period, starting at half past eight (08:30). I was advised not to come at this time because learners normally do not come to class during the first period of the day. When I made arrangements with this participant to accompany her to class the following day (Thursday, 10th of September), she referred me to a lecturer whose class had started five minutes previously. I could not join a class that late because I wanted to be there when each activity started. However, she finally told met that she did not want to participate and said I must ask someone else. I had to immediately find a substitute. Fortunately a lady lecturer whose class was later in the day accepted my request after I had selected her. It was 11:10 and she had a class

during the last period of the day (13:45 – 14:30). I was prepared to wait till then and I did.

To my surprise at 13:30 the lady lecturer came to the staff room where I was patiently waiting for her to take me to the class and told me that all the learners had gone home and there was no one to teach. I was also told that learners do not normally attend afternoon classes.

3.6.2 Interview Process

All five participants were interviewed on the same day. All interviews were recorded on an audiocassette recorder. I had prepared the questions I was going to ask them beforehand (see addendum 2). The participants were a bit nervous at first and were concerned about their privacy. The other concern raised by the participants was the duration of the interview. The interview was cut short at the request of the participants. The key informant, who is the vice principal of the college and also registered for an ABET (adult basic education and training) course at UNISA, was also interviewed a week later, because she was not available at the time first interviews were conducted.

One of the participants was emotional. He insisted that I should give him the questions first and he will come with the answers the following day. He said he needed time to think first. Refreshments (sweets and fruits) were given to participants to thank them for taking part in my study.

As stated earlier all interviews were recorded. The tape was later replayed and the interviews were transcribed for the purpose of coding.

3.7 Data organising

After having collected the data, I found myself with a lot of information that I could not make sense of. This necessitated reduction of data into a manageable and communicative whole. I did this by using a method of data analysis called 'open coding'. According to Strauss and Corbin (1990:57) open coding is the process through which we break down data, conceputalise it and then put it back together in new ways.

I coded the observation and interview data by going through it and giving each separate unit of meaning a label. Those that are the same were given the same label. When I was finished labeling units and giving a code for each, I grouped them into categories. Those that were close in meaning were grouped together under one category with a name that represented the properties that fall under it. Examples of 'raw' data are presented in Table 3.2.

Table 3.2   EXAMPLES OF RAW DATA FROM INTERVIEWS

QUESTIONS	INTERVIEWEE	RESPONSE
1. What is your duty at this College?	No. 1	I am teaching Afrikaans. I am teaching pupils.
	No. 2	My role is that I am a teacher
	No. 3	I am a facilitator.
	No. 4	I am a Math teacher.
	No. 5	Facilitator.
	No. 6	I am a facilitator.
2. What do you think facilitation means?	No. 1	Go facilitator ke go thlohletesa ntho gore e tswele pele. (Facilitation is to encourage something to continue).
	No. 2	Facilitation means the free flowing of a certain process.

		No. 3	Facilitation is having to make teaching and learning effective and having to inform your student on the subject matter. But it does not mean just the academic work even the outside life.
		No. 4	Ok, it means that … facilitation. (He kept quiet for a while. When I tried to explain the question to him, he said, "no … I do understand." Seeing that the tape is running and there is no answer, he asked met to pause the tape while he is still thinking. There was no response for this question).
		No. 5	Somebody who bridges the gap between tender age and old age.
		No. 6	A facilitator is somebody who can transfer knowledge to the learners in a manner which they can understand and then after understanding and then they can implement it.
3.	How does facilitation differ form teaching?	No. 1	I don't think that they differ because when you teach your learners you will encourage them to read it until they understand. So according to me there is no difference.
		No. 2	For the mere fact that if you teach you want to entrench a sense of knowledge to those you think they do not know. Facilitation also is a free flowing of a certain process. I can say they go hand in glove.
		No. 3	Do you think I can answer that one whereas I did not answer the one before (emotional participant).
		No. 4	To help the government and pupils at the same time to adjust himself to their recent environment.

4.	Is what you are doing in class now at this college different from what you did then/before?	No. 1	It is not different. But the learners are different. So teaching is not different it is only the learner who are different because we have adults.
		No. 2	It is different because of the mere fact that I was teaching at University and here, the levels of the students obviously differs.
		No. 3	Yes, it is different because her we are dealing basically with students who most of them left school along time ago. So there is a gap between acquiring information. Especially the pre-knowledge.
		No. 4	Not different.
5.	What do you understand a facilitator role in College or school to be?	No. 1	A facilitator should make it a point that whatever objective he or she has, she must implement it.
		No. 2	A facilitator must make sure he teaches his learners properly.
		No. 3	To facilitate his learners properly by explaining for them to understand.

The data were categorised according to coded units of meaning, (see Table 3.3).

Table 3.3 CONCEPTUAL CATEGORISING OF DATA

CATEGORY	CONCEPTS	CODES	DIMENSIONS	TOTAL
'Old' learning approach	Knowledge passing	KP	o o o o o o o o o o o o o o o o o o o o o o o o o o o o o o o o o o o	= 35
	Authority	A	o o o o o o o o o o o o	= 12
	Passive	Ps	o o o o o o o o o o o o o o o	= 15
	Teacher revision	TR	o o o o o	= 5
	No response	NR	o o o o o o o o o o o	= 11
Deviance from learning plan	Absence of discipline	AD	o o o o o o o o	= 8
	Noise	N	o o o o o o o o o o	= 10
	Conflict	C	o o o o o o o	= 7
No learning	Additional class	AC	o o o o o o o o o o	= 10
	Repeat	R	o o o o o o o o	= 8
	Confusion	CF	o o o o o o o o o o	= 10
	Discouraged	D	o o o o o o o o o o o o	= 12
Misconception	Implement objectives	I.O	o o o o o o o o	= 8
	Achieve goals	AG	o o o o o o o o o o o	= 11
	Informing students on subject matter	ISS	o o o o o o o o o o o o	= 12
	Bridging gap	BF	o o o o o	= 5
	Free flowing of certain process	FFP	o o o o o o	= 6
	Facilitation and teaching are the same	FTS	o o o o o o o o o o o o o	= 13
	Only learners differ	OLD	o o o o o o o o	= 8
	Similarity	S	o o o o	= 4
	Can't answer	CAS	o o	= 2
	Transfer knowledge to learners	TKL	o o o o o o o	= 7

Qualities of facilitation	Inspection	IP	○	= 1
	Class activity	CA	○ ○ ○ ○	= 4
	Motivation	M	○	= 1
	Encourage	E	○	= 1
	Enquiring	EQ	○ ○ ○ ○	= 4
	Participation	P	○ ○	= 2
	Interest in activity			

The above table is a summary of data conceptualizing and categorizing.

Dimensional codes: 20 – 35   =   All the time

10 – 20   =   more often

5 – 10   =   often

1 – 5   =   less

3.8   PRESENTATION OF CATEGORIES

Categories that were compiled after data coding and clustering are as follows: 'teaching as delivery', 'lack of learner participation', 'deviance in learning path', 'misconceptions of facilitation' and 'facilitation without substance'. The above-mentioned categories will be explained briefly in this section. A detailed discussion of the categories will be presented in the next section.

(a)   Category one: Teaching as delivery

The 'old' approach to learning often does not result in optimal participation by learners. Lecturers who use this approach deny their learners the opportunity to participate in learning activities. There is no groupwork, very little questioning and the lecturers dominate the scene. In the interviews it was also clear that they have not given much attention to these issues.

(b)   Category two: Lack of learner participation

When instruction is teacher-centered learners do not participate. The students in the classes hardly did anything. They were passive. The lecturer also did not say much about learner participation in the interviews. They talked about teaching but did not say much about learning.

(c)   Category three: Deviance in learning path

The lessons were not well organised. Learners did not participate much in learning activities, but they did other things. They argued about things and generally did not pay attention.

(d)   Category four: Misconceptions of "facilitation"

The lecturers at the community college have misconceptions about facilitation. In what they said and did it was clear that the lecturers saw facilitation as information giving.

(e)   Category five: Facilitation without substance

This category represents activities that are facilitation related. This facilitation related activities do not have much substance. They are rarely performed and have to do with how the lecturers 'feel' about being an accommodating educator, and not with what they do.

3.9   CONCLUSION

It is evident from what I have observed and heard in interviews, that the premise on which this inquiry was based (newly appointed lecturers' conceptions of facilitation being confounded with didactic instruction) has been established as a valid claim. I will discuss the data in the next section (section four).

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SECTION 4

4. OVERVIEW

In this section I will discuss the categories of data that I have established during data analysis (open coding). These categories were presented briefly in section three. In this section they will be discussed in detail. Furthermore, implications of the findings and recommendations of the study will also be included. The findings presented in this section will support my claim that lecturers have misconceptions about facilitation.

4.1 The data analysis of the information on newly appointed community college lecturers' conception of facilitation resulted in the following themes, derived from categorised data.

(a) Theme one: Teaching as delivery.
(b) Theme two: Lack of learner participation.
(c) Theme three: Deviance in learning path.
(d) Theme four: Misconceptions of 'facilitation'.
(e) Theme five: Facilitation without substance.

The conversion of category to theme was already indicated in the previous section. The initial codes had been clustered into groups or categories of meaning. When I 'thematised' these groups, I looked for language to describe concepts they have captured in more depth. For example, category one is converted form 'old approach' to 'teaching as delivery'. Further on in this section this will become clearer.

The categories follow each other in accordance with the way one category results form the other. The relation of these categories is presented in a hierarchical order, based on

the above principle. The categories of 'old approach to learning' represents the concepts that indicate that the approach used does not meet today's need to effective teaching or facilitation. The lecturers are the authority in class and learners are given no time to participate in learning opportunities.

The 'old approach to learning' links with learners 'not learning'. Learners do not have an understanding of what they are supposed to learn. When learners tell the teacher that they are confused and at the end of the class request the lecturer to repeat everything the following day, it appears to me as if these learners have not been learner-actively engaged and have probably not learned much.

When learning does not take place, learners loose interest during class and as a result resort to 'deviation' activities. A good facilitator of learning will try to find out why the learners are deviating from the learning path. From the deviation, he is supposed to deduce that something is wrong. 'No learning' and 'deviation' could be caused by the 'old approach' to teaching and learning. The practice of the 'old approach' to teaching and learning came from the misconceptions that these lecturers have about facilitation. The main categories of the data are therefore conceptually integrated.

When one has misunderstandings about something, you continue to do the wrong things because you think you understand it and as a result are doing the correct thing. The 'qualities of facilitation' category results from the misconceptions. These lecturers rarely include activities that can be regarded as part of facilitation and do not indicate that they may have misconceptions about facilitation. The disturbing thing about it is that they are not aware of them. They are not aware that what they are doing is not related to facilitation and that they are using new policy language while practising old teaching methods. Also, when asked about what facilitation means, none of the qualities of facilitation were mentioned.

4.2   DISCUSSION OF DATA CATEGORIES

4.2.1 Category one: Teaching as delivery

Freire (1993:26) uses the term 'banking system' to refer to the traditional approach to education. This approach is the one that is presented by this category. In his social pedagogy, Freire defines education as a place where the people and society are made or built. During the social action, students are either empowered or domesticated (Freire 1993:25). If teachers want to empower learners, they should give them the chance to experience their learning.

A liberating classroom, according to Freire, is one in which the teacher poses a problem from students issues, social issues and an academic subject through a dialogue in which they are both involved (teachers and learners and learners among themselves). The involvement can be in group work, wherein learners exchange ideas among themselves and a leader is chosen among the group to present their ideas to the whole class.

Freire further holds that social pedagogy calls for students and teachers to empower themselves for social change. The social change can be exemplified by the introduction of community colleges and community schools. The fact that our communities are invited and catered for in our schools is undoubtedly a great social change.

Teachers should question learners' existing knowledge according to the critical method of learning. Freire regards this critical method as the kind that will suit the social change. For example, from what I have observed when doing fieldwork study, the

teacher is the one who does the revision of the previous lesson. In contrast, he should have questioned the learners' existing knowledge on the subject.

Methods that make learners passive and anti-intellectual in their own learning are rejected by Freiran critical classroom. Teachers should move away from the old approach towards a problem posing approach. A problem posing approach gives learners a chance to experience learning as something that they (learners) do and not something done to them. On the same idea, Rogers (1996:94) says that learning is 'active and not passive'.

Following the above, it is clear that we must abandon this old way of teaching and learning. For example, in this old approach to education, learners were under a whiplash forced to memorise poems and other content. The whipping has been abolished, thanks to the educational transformation. However, the approach to teaching is still the same. As a result, we need to transform to a liberating approach.

The resistance to change from this traditional approach to education is because students have been made to believe that the traditional method is good and the teacher knows all. On the other hand, teachers were also trained to think that they are the only authority in class.

The shift from traditional teaching to facilitation is fruitful only when the teachers clearly understand what is expected of them in facilitation. To conclude, Freire says that this old approach to education alienates teachers and learners from each other. Therefore, the old approach to learning should be abandoned for a more critical one.

4.2.2 Category two: Lack of learner participation

According to Freirean pedagogy, students should participate in their learning. The process of learning is interactive and co-operative in order for learners to be engaged in discussions instead of listening to the teacher talk. This category represents the opposite of what is described by Freire above.

In addition, when learners are quiet and looking at the teacher during class, there is no guarantee that they are listening. Again, there is no assurance that they understand what the teacher is saying. From what I have observed, learners keep quiet most of the time during class. The only time the teacher gives them a chance to talk, is when he asks them a question to which they do not respond. When the teacher is finished talking (teaching) and about to close for the day, learners asks him to repeat everything the following day.

This indicates that little learning has taken place. This is a draw back on the part of the teacher. On the other hand it is best to move in a slow pace and use methods that involve learners during class than to be the only authority with little learning taking place. Engagement in learning activities is vital. It is one of the most important things a good facilitator can do.

"If teaching does not result in learning, then it fails. But if teaching has the effect at engaging learners into close contact with what the teacher wants them to learn and of giving learner an opportunity to explain what they understand, then learning is likely to occur" (Gunter, Estes & Schwab, 1990:3).

Following the above it is imperative that learners should be engaged in their own learning. Participation is essential during learning. To add, learners should construct their own knowledge and as a result be able to explain what they understand. Teachers can not do this for learners.

4.2.3 Category three: Deviance in the learning path

This category involves things that result from lack of interest from the learner in the learning process. A facilitator should be able to control noise and be able to handle conflict in class. The conflict might result from difference in opinion. What I have observed is that learners talk loudly among each other not about the lecture, and the teacher says nothing. When learners are actively engaged in their own learning, there won't be time for noise, the only noise made will be one that results form exchanging ideas. A good facilitator should be able to handle conflict in class and also call learners to order whenever they are making irrelevant noise. Conflict, noise and absence of discipline are not things that are conducive to a good learning condition. Therefore a facilitator must know how to handle deviance. In addition, from the deviance, the facilitator must see that something is wrong about what he is doing. He needs to think about the way he manages learning experiences.

4.2.4 Category four: Misconceptions of facilitation

This category is about the concepts that are not characteristics of facilitation. There is a great need for conscientization of these lecturers on what facilitation is. This will benefit both lecturers and learners. These lecturers must reflect on the way they are teaching. They have to check if what they are doing is facilitation in order to see the need to change into facilitators in practice. Freire (in Taylor, 1993:56) defines praxis as an action through which people reflect on their world in order to change it. Vella (1994:92) defines praxis as a special kind of action that is full of reflection, leading to new, refined action. It is an ongoing cycle or change toward a better situation.

Conscientization calls for the individual to transfer his attitudes, perceptions or beliefs. Therefore, conscientization can be regarded as a form of paradigm shift (Taylor, 1993:65). These lecturers need to change from the way they view facilitation. As a result, they need to eradicate the misconceptions that they have first, and substitute them with effective approaches to teaching and learning.

As facilitators of learning, these lecturers must also use power of dialogue in class. Learning is mutual. Dialogue is the way in which people can exchange ideas and as a result learn from each other. According to Mercer (1995:72), as quoted in section two of this study, the achievement of learners does not result from learners being born achievers. It is an indication of the effectiveness of communication between learners and teachers.

Facilitation has very little to do with transmission of knowledge and informing students on subject matter. Rather, facilitation describes an activity. Facilitation is a process that needs to be properly implemented in order to realise its effectiveness. It is a way of managing a process wherein learners engage actively.

Therefore, lecturers at community colleges and everyone who regards himself as a facilitator of learning must clarify the misconception that they may have about facilitation.

4.2.5 Category five: 'Facilitation' without substance

This category entails concepts which fall under facilitation. When asked what facilitation is the participants did not mention participation, inspection and asking questions in their answers. Most of these qualities of facilitation are perceived wrongly. For example, class activity occur only if they have homework to correct. In addition, the lecturer is the

one who leads the activity. Learners are given a chance to participate when they are asked questions. It shows that these lecturers do not understand what facilitation means, although they say that they 'do' it.

The categories discussed above clearly indicate that the lecturers under study appear to have misconceptions about facilitation. Also I found out that these lecturers are still using the 'old' approach to education. Lecturers are still the authority and learners are not prominently involved in their learning. These lecturers at the community college call themselves facilitators whereas what they appear to be doing is not facilitation.

These lecturers have misunderstandings about facilitation because they learned by means of the 'banking system' of education. They themselves are products of 'non-facilitation' of learning. As a result, there is no way in which they can understand facilitation without experiencing it, because one has to learn and practice facilitation. Facilitation is procedural.

4.2.6 Drawing a conclusion from the findings

What appears to be done in the name of facilitation at the community college is not facilitation as an education activity that is learner-centered and problem-based. Lecturers are still in the dark about what facilitation means. Yet, some of them regard themselves as facilitators in the same 'fraudulent' way as found in the study by Henning *et al* (1998). Therefore, I maintain that for these lecturers to call themselves facilitators, they must clearly understand what facilitation means as an activity with certain skills involved and what is expected of them as facilitators of learning.

If the misconceptions are not clarified, community colleges will follow the same route as the schools where teacher and content-centered education will probably continue for some time, despite the new policy. Facilitation calls for active and ongoing learner participation in a problem-based approach. Learning through facilitation is radically different from the 'depository approach' to education.

With the findings presented and discussed in this section I trust that I have highlighted and clarified the misconceptions that the lecturers hold about their educational role as facilitators of student learning. Although the study was limited to one college, I believe the findings may be transferable to similar contexts as they already concur with the findings of the inquiry by Henning *et al* (1998).

4.3   RECOMMENDATIONS

I suggest that a staff development programme be developed for the lecturers at the college and that they learn the skills of facilitation systematically. The principle to be involved in such a programme is based on their clear conceptual understanding of the skills they needed to develop.

Teaching what is useful to people helps to make them accept and appropriate it. That is, when what is taught is relevant to people's lives, they welcome it because they know they will benefit from it. This means that problem-based learning must use problems from the context where students live and work. Training has to be about what is of immediate usefulness to them. Since the learners are adults, they know what they want to learn about. Moreover, what they learn must be useful and relevant to their lives at the time of learning. Learners at community colleges are mainly adults. Adults learn by doing as well, not just young children. It is the learners who have the immediate need to learn or practice skills and attitudes (Vella, 1994:128), and they will not become involved if the lecturers keep on 'depositing information' in their 'cognitive bank accounts'.

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As facilitators at community colleges, these lecturers need to move away from this approach and give their learners an opportunity to be involved and engaged in problems and solutions. As Vella (1994:127-128) says, "we have to learn to take a backseat gracefully". She also argues that if we want to know what people need to learn, we must find out from them. I have observed this college and I have found that there are misconceptions about what facilitation is and that the education appears to not take Vella's advice into account. In the development programme that I am suggesting, the lecturers will have to articulate their existing conceptions of their role very clearly before they learn facilitation skills.
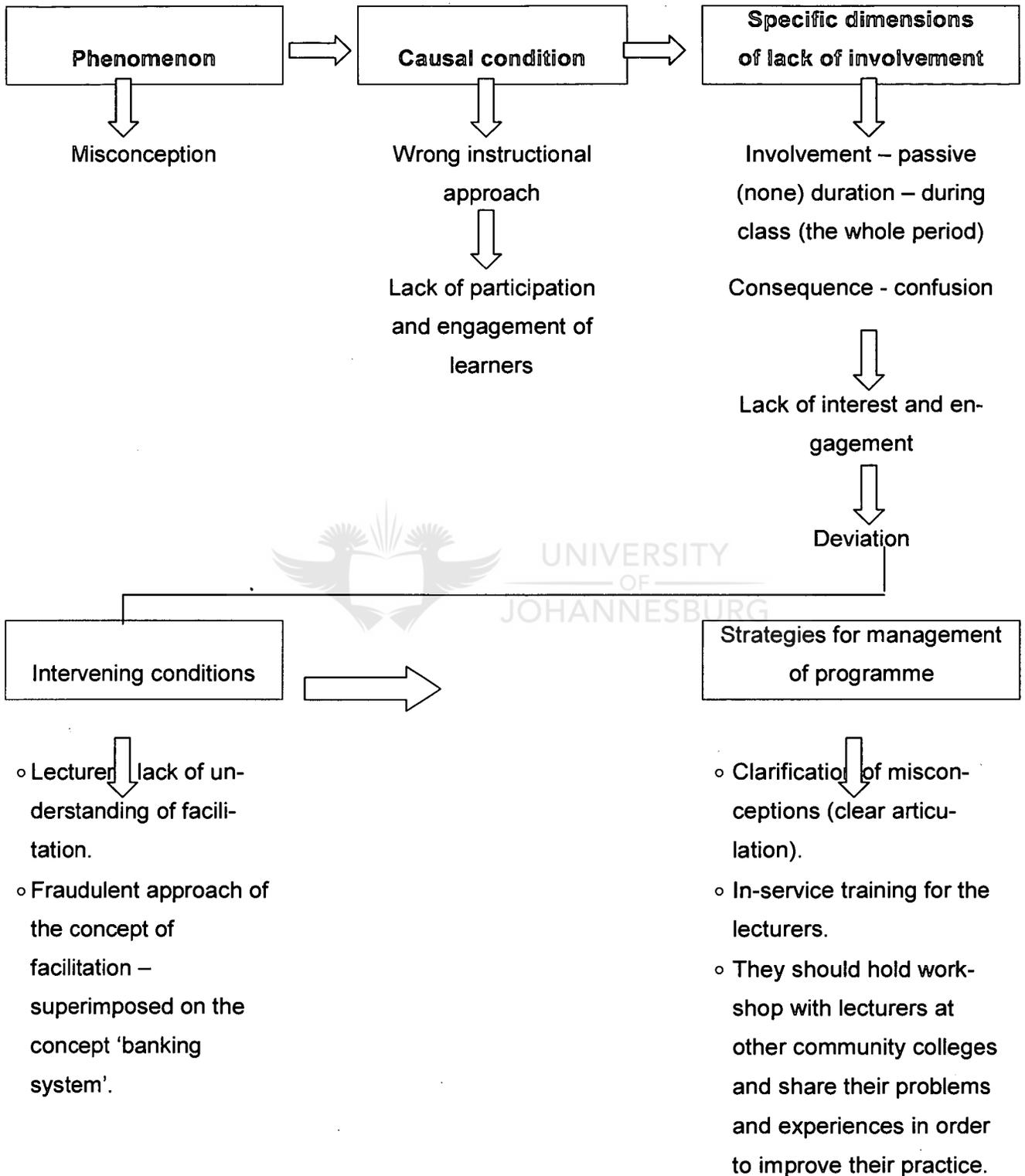
The 'how' of Vella's seven steps of planning (1994:134) entails the methodology of education. Vella says that the monologue approach should be replaced by problem posing. This is not possible unless the lecturers realise fully that they are in a monologue mode of teaching. They will not learn to 'dialogue' if they do not realise and articulate their monologue habits.

Based on the findings presented above I therefore make the following recommendations with regard to the staff development programme.

○ I recommend that the misconceptions be clarified and that lecturers articulate their views under the supervision of an adult education specialist who is exemplary of a good facilitator.

○ I also suggest that the programme later includes other community colleges and share their problems and experiences in order to improve their practice. They can refer to Figure 4.1 to see the findings in context.

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Figure 4.1 THE FINDINGS PRESENTED IN AXIAL CODING FORMAT (Strauss and Corbin, 1990:100-105).

Phenomenon	⟹	Causal condition	⟹	Specific dimensions of lack of involvement
⬇		⬇		⬇
Misconception		Wrong instructional approach		Involvement – passive (none) duration – during class (the whole period)

Lack of participation and engagement of learners

Consequence - confusion

Lack of interest and engagement

Deviation

Intervening conditions	⟹		Strategies for management of programme

⬇

- Lecturer lack of understanding of facilitation.
- Fraudulent approach of the concept of facilitation – superimposed on the concept 'banking system'.

- Clarification of misconceptions (clear articulation).
- In-service training for the lecturers.
- They should hold workshop with lecturers at other community colleges and share their problems and experiences in order to improve their practice.

The above figure (fig 4.1) represents the conceptual development of the study, based on the process of conceptualisation (or coding) as suggested by the mentioned authors. The phenomenon that emerged in the data is the misconceptions that the lecturers have about facilitation. The misconceptions result in the lecturers not being able to engage students in a facilitatory learning process, because they believe that they 'facilitate', simply because they use the word.

Dimensions of this lack of engagement are that there is limited or no active involvement of learners. Lack of interest in what is happening in turn breeds deviation from the intended plan of 'facilitation'. The lecturers believe that they are facilitating and that learning does take place (because they are 'facilitating'). The lecturers' false belief can become a cycle of lack of learner engagement, and more forceful, teacher and content-centered education can be the result.

4.5 CONCLUDING THE RESEARCH

I rounded off this inquiry with the above analysis, showing how lecturers' misconceptions about facilitation can lead to a false sense of security. The fact that they know the term facilitation is no guarantee that they understand problem-based education. It also does not mean that they can distinguish between Carl Rogers' 'friendly pedagogy' and the educator's need of firmly established skills of effective facilitation.

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THE TABLE BELOW IS A SUMMARY OF RESPONSES FROM THE INTERVIEW

QUESTIONS

What is your duty in this college?

What do you think facilitation mean?

How does facilitation differ from teaching?

What do you think a facilitator's role is in this college?

P1	P2	P3	P4	P5
Teacher	Teacher	Facilitator	Facilitator	No response
Encourage something to continue.	Free flowing of a certain process.	Informing students on the subject matter.	Bridge gap between tender age and coverage.	No response.
No difference.	They go hand in glove. They are the same.	Different because we consider pre-knowledge.	No difference.	"Do you think I can answer that one whereas I did not answer the one before.
Ensure that goals are reached. Achieve goals.	Implement his objective.	Share ideas.	Help the government and people to adjust themselves to the resent environment.	No response.

=   QUESTION

=   PARTICIPANT

QUESTIONS ASKED DURING THE INTERVIEW

What is your duty in this college?

What do you think facilitation mean?

How does facilitation differ from teaching?

What do you think a facilitator's role is in this college?

Have you taught somewhere else before coming to this college? If yes, is what you are doing in class at this college different from what you did then (at the school you used to work)?

Being a lecturer at this college do you think that what is done here is facilitation?

How is interaction with learners in class?

SUMMARY OF PARTICIPANTS' EXPERIENCES

PARTICIPANT	EXPERIENCE
1.	He taught at a high school for six months in 1996.
2.	He taught at high school for three months. In 1996 he was unemployed. He came to Orlando community in 1997.
3.	She was a student lecturer during her final year at university in 1996. Came to college in 1997.
4.	She taught at a primary school for three years and came to the college in 1997.
5.	He graduated a BSc degree from RAU in 1997. In 1998 he started working at the college.