THE TRAINING AND DEVELOPMENT OF LECTURERS
WITHIN THE FRAMEWORK OF
THE RELEVANT ACTS ON HIGHER EDUCATION

by

MALVINA JOHANNA LE GRANGE

Submitted in accordance with the requirements for the degree

DOCTOR EDUCATIONIS

in

PSYCHOLOGY OF EDUCATION

at the

FACULTY OF EDUCATION

UNIVERSITY OF JOHANNESBURG

Promoter: Prof J C Kok
Co-promoter: Prof E S G Greyling

July 2005
ACKNOWLEDGEMENTS

It is a privilege to pay tribute to all the role players who contributed towards the completion of this study.

I honour my heavenly Father who not only inspired and empowered me to initiate this study, but accompanied me on the journey till the end.

A special word of thanks to my promoter, prof J C Kok, who believed in me and was always available to guide the way with constructive criticism, as well as my co-promoter, prof E S G Greyling, for her valuable contributions.

My husband Frik, my close family and friends, as well as colleagues for their moral support and patience for the duration of this study.

The University of Johannesburg for the financial support.

The library staff and research division of the Tshwane University of Technology for professional services rendered.

Anina Labuschagne for proficient editing services provided.
SUMMARY

THE TRAINING AND DEVELOPMENT OF LECTURERS WITHIN THE FRAMEWORK OF THE RELEVANT ACTS ON HIGHER EDUCATION

During the last decade of the 20th century and in the early years of the new millennium, the education dispensation in South Africa changed tremendously.

Many lecturers are not necessarily equipped to face all the challenges the changes brought about, and since it is the vision of the new Government to have a ‘rational, seamless Higher Education system that will embrace the intellectual and professional challenges facing South Africans in the 21st century’ (Department of Education 2003:iii), the researcher became involved and conducted this study in a Higher Education institution.

The relevant acts in the Higher Education environment served as framework to table a training model for newly appointed lecturers. Development research was used as method, and a heuristic statement formulated and tested. The instructional design components based on an Input → Process → Output matrix was applied, and a step-by-step approach followed to design the training model and simultaneously test the implementation of the programme.

An extensive literature study determined criteria to be met in the design of the training programme, and experts in the field of Higher Education continuously gave their input. Reflection on 30 lecturers’ who participated by giving their perceptions regarding their ability to perform their duties before and after a year of probation, as well as the 632 students’ perceptions of the learning facilitation skills of their lecturers, completed the cycle of analysis, design, evaluation and revision. A distinction between the results of experienced and less experienced lecturers proved to be valuable, and the information that was gained, led to recommendations to support staff developers to implement a training programme for lecturers.

It became evident that quality promotion is a necessity, and in order to enhance that, staff development initiatives should be linked to the performance appraisal system. Lecturers should take ownership of their own development and recognise the value of reflection on practice.
The proposed training programme for the holistic development of lecturers in a Higher Education institution is based on past experience, relevant in the current situation but also future orientated. It is practical, effective and applicable in the Higher Education sector, and the validity lies in the fact that it is goal orientated, based on state of the art knowledge, relevant and meaningful. The reality in which the lecturers are expected to perform is reflected and it considers their emotional and instinctive feelings. It is therefore tabled as a well researched and properly instituted model.

**KEYWORDS**

1. Teaching and learning
2. Staff development
3. Lifelong learning
4. Education legislation
5. Academic development
6. Reflection
7. Action learning
8. Recognition of Prior Learning
9. Outcomes based education
10. Continuous professional development
TABLE OF CONTENTS

CHAPTER 1

CONTEXT AND DEMARCATION OF THE STUDY, PROBLEM STATEMENT AND AIMS

1.1 INTRODUCTION

1.2 CONTEXT OF THIS STUDY

1.2.1 Transformation

1.2.2 Challenges for lecturers in Higher Education

1.2.2.1 Contribution to new structures in the development of new curricula

1.2.2.2 The role of Higher Education in reconstruction and development

1.2.2.3 Transformation of teaching practice

1.2.2.4 Continuing development of lecturers

1.3 STATEMENT OF THE PROBLEM AND AIMS OF THE STUDY

1.4 CONCEPT CLARIFICATION

1.4.1 Academic staff

1.4.2 Continuing Professional Development (CPD)

1.4.3 Continuous Professional Education (CPE)

1.4.4 Education and Training Development Practices SETA (ETDP SETA)

1.4.5 Higher Education

1.4.6 Institution

1.4.7 Learner

1.4.8 National Skills Authority (NSA)

1.4.9 National Qualifications Framework (NQF)

1.4.10 Relevant legislation

1.4.11 Recognition of Prior Learning (RPL)

1.4.12 South African Qualifications Authority (SAQA)

1.4.13 Sector Education and Training Authority (SETA)

1.4.14 Skills Development Facilitator (SDF)

1.5 RESEARCH METHODOLOGY

1.6 ILLUSTRATION OF RESEARCH PROCESS

1.6.1 Process one

1.6.2 Process two

1.7 PUTTING IT ALL TOGETHER
# CHAPTER 2

**EPISTEMOLOGICAL FOUNDATION AND THE IMPACT OF THE RELEVANT LEGISLATION ON THE HIGHER EDUCATION ENVIRONMENT**

## 2.1 INTRODUCTION

## 2.2 EPISTEMOLOGICAL FOUNDATION

- Religious ground motive
- Technocratic liberalism
- Social constructivism
- Constructivism
- Link to Behaviourism
- Sociological foundations
- Ideological development stages in Higher Education

## 2.3 DEFINING THE SECTOR

- Higher Education
- Higher Education institution
- Necessity for the establishment of a new Higher Education system
- A global perspective on Higher Education

## 2.4 LEGAL FRAMEWORK

- Relevant policies and acts chronologically ordered

## 2.5 GOVERNMENT’S EXPECTATIONS

- Strategies to implement policies
- Structures to support strategies

### 2.5.2 Structures to support strategies

- South African Qualifications Authority (SAQA)
- National Qualifications Framework (NQF)
- Sector Education and Training Authorities (SETAs)
- Higher Education Quality Committee (HEQC)

## 2.6 IMPACT OF LEGISLATION ON THE HIGHER EDUCATION ENVIRONMENT

- Tension
- Opportunities for participation in transformation initiatives
- Educational transformation
- State of disequilibrium
- The design of qualifications
- Reforms organised around the critical cross-field outcomes
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.3.4</td>
<td>Outcomes Based Education and transformation</td>
<td>37</td>
</tr>
<tr>
<td>2.6.3.5</td>
<td>Regulation of Higher Education</td>
<td>39</td>
</tr>
<tr>
<td>2.6.3.6</td>
<td>The learning paradigm</td>
<td>40</td>
</tr>
<tr>
<td>2.7</td>
<td>CONCLUSION</td>
<td>41</td>
</tr>
</tbody>
</table>
CHAPTER 3

TRAINING AND DEVELOPMENT OF LECTURERS IN HIGHER EDUCATION TO MEET THE GOALS OF THE NEW EDUCATION DISPENSATION

3.1 INTRODUCTION AND CONCEPT CLARIFICATION

3.1.1 Teaching

3.1.2 Learning

3.1.3 Outcomes Based Education

3.1.4 Lifelong learning

3.1.5 Continuous Professional Education (CPE)

3.1.6 Continuing Professional Development (CPD)

3.1.7 Staff development

3.2 TEACHING AND LEARNING IN THE NEW EDUCATION DISPENSATION

3.2.1 Teaching

3.2.2 Learning

3.2.3 New approaches to teaching and learning

3.2.4 Impact of transformation on teaching and learning

3.2.5 Outcomes Based Education (OBE)

3.2.6 Good practice regarding teaching and learning in Higher Education

3.2.7 Whole brain approach to learning styles

3.2.8 Adult learning

3.2.8.1 The adult learner

3.2.8.2 Lifelong learning

3.3 TRAINING AND DEVELOPMENT OF LECTURERS

3.3.1 Staff development

3.3.2 Need for the training and development of lecturers

3.3.2.1 Benefits for the institution

3.3.2.2 Benefits for the staff member

3.3.3 Limitations that hinder the impact of staff development

3.4 STRATEGIES FOR STAFF DEVELOPMENT IN THE INSTITUTION

3.4.1 Staff development strategies

3.4.2 Staff development models

3.4.3 Staff development and the performance management system
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.3.1</td>
<td>Staff appraisal</td>
<td>83</td>
</tr>
<tr>
<td>3.4.3.2</td>
<td>Performance indicators</td>
<td>85</td>
</tr>
<tr>
<td>3.4.3.3</td>
<td>Measuring the performance of lecturers</td>
<td>88</td>
</tr>
<tr>
<td>3.4.4</td>
<td>Quality assurance and staff development</td>
<td>93</td>
</tr>
<tr>
<td>3.4.4.1</td>
<td>Promotion of quality</td>
<td>93</td>
</tr>
<tr>
<td>3.4.4.2</td>
<td>Difficulty to measure quality teaching</td>
<td>94</td>
</tr>
<tr>
<td>3.4.4.3</td>
<td>Role of assessors, moderators and verifiers</td>
<td>94</td>
</tr>
<tr>
<td>3.5</td>
<td>THE STAFF DEVELOPMENT CURRICULUM FOR LECTURERS</td>
<td>95</td>
</tr>
<tr>
<td>3.5.1</td>
<td>Approach to the design of the staff development curriculum for lecturers</td>
<td>95</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Scope to cover</td>
<td>97</td>
</tr>
<tr>
<td>3.5.3</td>
<td>Implementation of the staff development curriculum</td>
<td>102</td>
</tr>
<tr>
<td>3.5.4</td>
<td>The lecturers’ responsibility</td>
<td>105</td>
</tr>
<tr>
<td>3.5.4.1</td>
<td>Ownership</td>
<td>105</td>
</tr>
<tr>
<td>3.5.4.2</td>
<td>Reflection as a tool in staff development</td>
<td>106</td>
</tr>
<tr>
<td>3.6</td>
<td>CONCLUSION</td>
<td>109</td>
</tr>
</tbody>
</table>
# THE DESIGN OF A TRAINING PROGRAMME FOR LECTURERS IN HIGHER EDUCATION

4.1 **INTRODUCTION**

4.2 **NATURE OF DEVELOPMENT RESEARCH**

4.3 **SPECIFIC FEATURES OF DEVELOPMENT RESEARCH**

4.3.1 The formative evaluation procedures play a central role

4.3.2 Problems and dilemmas in development research

4.4 **APPROACHES AND CHARACTERISTICS OF DEVELOPMENT RESEARCH**

4.4.1 Three different approaches to development research

4.4.2 Key characteristics of development research

4.4.3 Instructional design

4.5 **THE DESIGN OF A TRAINING PROGRAMME FOR LECTURERS**

4.5.1 Current practice

4.5.2 Scenario

4.5.3 Heuristic statement

4.5.4 Steps followed in the research process

Step 1: Principles that determine the design of a training programme for lecturers

Step 2: Identification of training needs

Step 3: Literature study

Step 4: Assessment of relevant legislation

Step 5: Verification of gaps in current practice

Step 6: Instructional design

Step 7: Measurement against certain criteria

Step 8: Liaison with stakeholders

Step 9: Implementation of the programme

Step 10: Reflection

Step 11: Assessment of end results

Step 11.1 Information collected from lecturers’ questionnaires

Step 11.2 Information collected from students’ questionnaires

4.5.5 Report on the testing of the heuristic statement

4.6 **CONCLUSION**
# CHAPTER FIVE

CLOSING THE CYCLE: REVISION, RECOMMENDATIONS AND CONCLUSION

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>INTRODUCTION</td>
<td>146</td>
</tr>
<tr>
<td>5.2</td>
<td>CONCLUSIONS FROM THE RESEARCH</td>
<td>147</td>
</tr>
<tr>
<td>5.3</td>
<td>MOTIVATED RECOMMENDATIONS</td>
<td>148</td>
</tr>
<tr>
<td>5.3.1</td>
<td>A future perspective</td>
<td>148</td>
</tr>
<tr>
<td>5.3.2</td>
<td>Recommended adjustments to the programme that was implemented</td>
<td>149</td>
</tr>
<tr>
<td>5.3.3</td>
<td>Recommendations for stakeholders</td>
<td>150</td>
</tr>
<tr>
<td>5.3.3.1</td>
<td>Council for Higher Education</td>
<td>150</td>
</tr>
<tr>
<td>5.3.3.2</td>
<td>Higher Education institution as employer</td>
<td>150</td>
</tr>
<tr>
<td>5.3.3.3</td>
<td>Line management</td>
<td>151</td>
</tr>
<tr>
<td>5.4</td>
<td>LIMITATIONS OF THIS STUDY</td>
<td>151</td>
</tr>
<tr>
<td>5.5</td>
<td>CONTRIBUTION TO SCIENCE AND PRACTICE</td>
<td>152</td>
</tr>
<tr>
<td>5.6</td>
<td>SUGGESTIONS FOR FUTURE RESEARCH</td>
<td>152</td>
</tr>
<tr>
<td>5.7</td>
<td>CONCLUSION</td>
<td>153</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY

154
ANNEXURES

ANNEXURE A: Programme for three-day teaching assessment  i
ANNEXURE B: Appointment policy ii
ANNEXURE C: Example of the results of a web based test viii
ANNEXURE D: Video Self Confrontation (VSC) assessment form xii
ANNEXURE E: Assignment: Reflection on a meta-cogniton level xiii
ANNEXURE F: Assessment form - learning guides xiv
ANNEXURE G: Minutes of the Academic committee meeting:clause 2 xv
ANNEXURE H: Evaluation form of three-day orientation programme xvi
ANNEXURE I: Invitation to participate in an action learning group xviii
ANNEXURE J: Questionnaire completed by lecturers xix
ANNEXURE K: Questionnaire completed by students xxvii
| FIGURE 1.1: Process to describe the registration of lecturers on the training programme | 16 |
| FIGURE 1.2: Registration process for compulsory modules | 17 |
| FIGURE 3.3: A staff development process model (tabled by the researcher) | 80 |
| FIGURE 4.4: Content analysis diagram | 127 |
LIST OF TABLES

TABLE 3.1: Example of the application of levels of teaching (Biggs, 1999:25) 54
TABLE 3.2: Fundamental concepts of OBE linked to established philosophies of education 58
TABLE 3.3: Post-modern trends and learning outcomes 62
TABLE 3.4: Gall and O’Brien Vojtek’s objectives for staff development initiatives 81
TABLE 3.5: Models of staff development (Gall & O’Brien Vojtek, 1994:26) 82
TABLE 4.6: An application of the instructional design components based on the Input→ Process→ Output matrix of Branch (1999:146-147) 124
TABLE 4.7: Instructional goals and objectives derived from the purpose statement 125
TABLE 4.8: Assessment criteria and specific outcomes 128
TABLE 4.9: Information gathered by means of reflection 131
TABLE 4.10: Newly appointed lecturers’ perception of their teaching ability in year one and year two 134
TABLE 4.11: Lecturers’ years of teaching experience (primary, secondary or tertiary) 137
TABLE 4.12: Noteworthy deviation (>5%) between results of experienced and less experienced lecturers’ perception of their teaching ability 137
TABLE 4.13: Lecturers’ years of teaching experience (primary, secondary or tertiary) 140
TABLE 4.14: Students’ ratings of lecturers’ learning facilitation skills 141
TABLE 4.15: Testing of the heuristic statement after implementation of the programme 143
CHAPTER 1
CONTEXT AND DEMARCATION OF THE STUDY, PROBLEM STATEMENT AND AIMS

1.1 INTRODUCTION

During the last decade of the 20th century and in the early years of the new millennium a new democratic government took control of the country, and the education dispensation in South Africa changed tremendously.

Many lecturers are not necessarily equipped to face all the challenges the changes brought about and since it is the vision of the new Government to have a ‘rational, seamless Higher Education system that will embrace the intellectual and professional challenges facing South Africans in the 21st century’ (Department of Education 2003:iii), it is important for researchers to become involved and contribute towards this process.

1.2 CONTEXT OF THIS STUDY

1.2.1 Transformation

The researcher’s experience is that since 1994 we all emigrated to another country, some of us to places far away and others, without packing their bags, to the so-called new South Africa.

Perceptions such as these refer to the first democratic election in South Africa in April 1994. It was the end of legal apartheid but in the words of Le Grange (2002:67) it signalled dramatic changes in all aspects of South African social life, including all sectors of the education system. Gultig (2000:43) specifies the rapid changes in knowledge and work that are taking place and adds that South Africa has re-joined a globalised world economy and now has to contribute to a ‘skilled and productive work force that can compete globally’.

Imenda (2002:7) speaks about ‘disequilibrium’ as a result of all the changes that are taking place. He reasons that a major source of the disequilibrium is a political one, which led to a need for educational reform in Higher Education in South Africa. It manifested largely in the differential resourcing of racially and ethnically based Higher Education institutions and led to glaring disparities at the implementation level. Inevitably, quality, the depth and breadth of learning experiences and opportunities provided to
students were either perceived to be or were genuinely affected.

Some authors link the transformation of Higher Education institutions in South Africa to political reasons. Van der Merwe (2000:82) focuses on the transition from apartheid to a more equitable dispensation, and Gultig (2000:43) adds the economic dimension when educational transformation in South Africa is defined as ‘driven by internal socio-political transformation imperatives (with a glance over our shoulders to our past)’. It is seen as a commitment to redressing apartheid inequalities in education, work opportunities and political power on the one hand and the importance of external economic efficiency imperatives on the other hand.

The impact was huge, and it was inevitable that the ‘disequilibrium’ felt by national leaders such as political, religious and community leaders, education officials, educators, students and/or employers, also led to a call for new curricula (Imenda, 2002:5-6). Massafication was another concern as more and more students were expected to knock on the doors of Higher Education institutions. Among other training needs, new skills to serve larger groups would then become necessary.

Many researchers voiced their concerns on the impact that the changes might have in their fields of study. Imenda’s (2002:27) concern was mentioned earlier, namely that quality, depth and breadth of learning experiences and opportunities were either perceived to be, or were genuinely affected. Jacobs (1999:7-9) agrees with this view when he refers to the legacy of the past that caused ‘fragmentation, division on racial and ethnic lines and general insulation from public scrutiny and international influence, causing inequality and inefficiency.’ The Education White Paper (Department of Education, 1997:3) also addresses this fear by stating that one of the fundamental principles that should guide the process of transformation, is quality.

One of the greatest current concerns is the ‘maintenance of quality standards in both academic staff and students, as most Higher Education institutions experience tension between growth and diversity on the one hand and maintaining quality education on the other’ (Norris, 2001:221 and Kok, 2002:1). The fear of lowering standards because of the larger classes and diverse groups, due to differences in ability, motivation and cultural background seems to be a natural concern. Biggs (1999:1) is of the opinion that if we regard good teaching as encouraging students to use the higher order learning processes that 'academic' students use spontaneously, standards need not decline. It is not a matter of acquiring new teaching techniques, as much as tapping the large, research-derived knowledge base on teaching and learning that already exists.
Nevertheless, remedies embedded in legislation and policies for redress and equity for previously disadvantaged academics, administrators and students were prescribed. According to Norris (2001:222), it is more than merely providing equal opportunities. It is an intervention that is aimed at getting rid of the historical deficits completely, which implies that once the goals are met, it should disappear. It is, however, important to realise that having the relevant legislation, all the structures, policies and procedures in place does not necessarily mean that changes are going to take place. Norris (2001:219) states that a real commitment to the processes of transformation, which he defined as ‘a form of enacted change that is planned and intended to bring about significant changes in how an institution is managed’, begins with the will, desire and decision to transform.

Although new policies and legislation will not necessarily result in the required results, they do promote change. Higher Education is evidence of that. In the past, the formal programmes of universities, technikons and colleges were regulated by different qualification frameworks, which contributed to low levels of articulation and transfer between the impermeable boundaries of the sectors. Now Higher Education can be planned, governed and funded within a single national coordinated system (Van Wyk, 1999:72).

Another step that was taken to address some of the problems, was the establishment of the South African Qualifications Authority (SAQA) (Republic of South Africa, Act No.58 of 1995). It is referred to as a visible outcome of the quite substantial change that the South African education system has been subjected to (Gericke & Smit, 1999:24; South African Qualifications Authority, 1997:2 and Van Wyk, 1999:72). More about SAQA’s specific functions follows in chapter two (2.5.2.1).

The integrated National Qualifications Framework (NQF) for learning achievements was established with the intention to bring about transformation and thus serve the needs and interests of all South African citizens. The roots of the NQF can be found in the profound, virtually universal discontent with the nature of the quality of education and training in South Africa, but in the light of the previous comments, this can also be seen as the result of a political concern.

According to the Department of Education and Department of Labour's report on the NQF (2002:5), the NQF’s origin can be traced back to the 1970’s and 1980’s, a time of struggle for workers' rights to a living wage and to education and training. The United Democratic Front (UDF) held a campaign at that time calling for democratic education, following the Soweto massacre of school children and the two states of emergency.
In the pre-democracy period after the release of political prisoners and the unbanning of the liberation movements, the idea of a comprehensive and bold NQF emerged as an appropriate means of transforming education and training. Common ground had to be found among people with different political persuasions, within the formal schooling, training and Higher Education sectors, public servants and organised business and labour.

The framework is thus seen as a ‘vehicle for a new, non-discriminatory Human Resource Development (HRD) strategy that would contribute to national economic, social and cultural development and opening up learning and career pathways for all South Africans, whatever their previous formal education, training or work experience’ (Department of Education and Department of Labour, 2003:1).

As mentioned earlier, the roots of the NQF also lie in the discontent with quality in education, and the framework therefore has to monitor that. Hence: all unit standards, courses and qualifications have to be recorded on the NQF, thus contributing to the necessity for training and leading to a qualification (CEO, 2003:9).

SAQA’s documents argue that the NQF can be explained in three different ways (Department of Education and Department of Labour, 2002:6-7):

• Firstly:

  ‘The NQF is a framework on which standards and qualifications, agreed to by education and training stakeholders throughout the country, are registered’.

This view corresponds with the meaning of the SAQA Act (Republic of South Africa, 1995) namely to:

a) create an integrated national framework for learning achievements;
b) facilitate access to, and mobility and progression within education, training and career paths;
c) enhance the quality of education and training;
d) accelerate the redress of past unfair discrimination in education, training and employment opportunities, and thereby
e) contribute to the full personal development of each learner and the social and economic development of the nation at large.

• Secondly:

The notion of the so-called framework of qualifications is shifted to records of achievement:
The NQF is a set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning’ (Department of Education and Department of Labour, 2002:6).

This view is also consistent with the above-mentioned purpose of the SAQA Act.

• Thirdly:

A theory about the NQF is conveyed, incorporating a notion of quality in education and training:

‘The NQF is a social construct whose meaning has been and will continue to be negotiated by the people, for the people. It is a lifelong learning system that brings together South Africans from a variety of socio-economic backgrounds representing a variety of world-views, thinking, practice and experience to negotiate and define quality through the synthesis of these’ (Department of Education and Department of Labour, 2002:6).

If the proposed reorganisation or architecture of the NQF structures is implemented, future learners will have to choose between three pathways guided by two different Quality Assurance Councils (QCs) (Department of Education and Department of Labour, 2003:11-17):

(i) The general pathway refers to discipline-based qualifications where learning typically occurs at institutional sites such as schools and universities under the auspices of HI-ED QC (Higher Education and Training Qualifications and Quality Assurance Council).

(ii) Career-focused qualifications: Typically associated with learning and achieving recognised competence or expertise at work or at an accredited simulated workplace, also under the auspices of the HI-ED QC (Higher Education and Training Qualifications and Quality Assurance Council).

(iii) The trade, occupational and professional pathway, which refers to occupational recognition or context-based qualifications unique to the workplace. These will resort under the auspices of the TOPQC (Trade, Occupation and Professional Qualifications and Quality Assurance Council).

The above-mentioned Qualifications and Quality Assurance Councils (QCs) will be responsible for the co-ordination of the mapping of qualifications, qualification design, standards generation and quality assurance in the relevant band. Educators will be responsible to deliver quality service to learners and guide and support them on any relevant pathway towards a qualification. This will be the exclusive domain of well-equipped and informed educators.

Although the above-mentioned proposed reorganisation of the NQF can only be regarded as work in
progress, it can be viewed as a general direction and should be considered in this study.

1.2.2 Challenges for lecturers in Higher Education

1.2.2.1 Contribution to new structures in the development of new curricula

Earlier in this chapter, it was mentioned that transformation necessitated a call for new curricula (Imenda, 2002:5-6). Lecturers who wish to get involved, need to understand the existing structures and contribute by joining hands in generating standards and following the guidelines of the SAQA in the implementation of relevant processes. Only standards generated via the official routes will be recognised.

In the joint response of the two relevant government departments to the implementation report of the NQF (Department of Education and Department of Labour, 2003:51-52), it is recommended that standards generation and qualification design should in future be the responsibility of Quality Councils (QCs) instead of the current National Standard Bodies (NSBs).

For lecturers to be able to contribute effectively, they need to be equipped with the necessary skills to deliver quality products to students and to meet the strategic goals of the institution within the guidelines of the existing official structures. The internal founding document of the HEQC (Council on Higher Education, 2001:20) identifies two broad areas of work specifically recognising the importance of supporting capacity development. It refers to:

- ‘the development and implementation of initiatives to build and strengthen the capacity of high quality provision at institutional, learning programme and individual levels; and
- the importance of quality promotion as the development of a programme of activities to institutionalise a quality culture in Higher Education and the commitment to continuous quality improvement.

1.2.2.2 The role of Higher Education in reconstruction and development

Role players and stakeholders in Higher Education realise the importance of transformation and are willing to support the initiatives of Government, but their specific nature and needs should be taken into consideration. The study team who reported on the NQF (Department of Education and Department of Labour, 2002:22) refers to this when they say that during their investigations into the whole concept and implementation of the NQF, some of the most passionate presentations were made on behalf of the Higher Education sector. Respondents expressed complete support for the objectives of the NQF but
grave disquiet about its implementation. Fortunately, no processes are cast in stone, and the existence of
the above-mentioned report forms part of the scrutiny undertaken to ensure the best ways to achieve the
aims of the SAQA Act (Republic of South Africa, Act No. 58 of 1995).

The transformation of Higher Education forms part of the broader process of South Africa's transition,
which includes political democratisation, economic reconstruction and development, and social policies
aimed at equity as referred to earlier in this document. The Education White Paper 3 (Department of
Education, 1997:2) mentions that this national agenda is being pursued within a distinctive set of
pressures and demands characteristic of the late twentieth century, often typified as globalisation. It refers
to multiple, inter-related changes in social, cultural and economic relations, linked to the widespread
impact of the information and communications revolution, the growth of trans-national scholarly and
scientific networks, the accelerating integration of the world economy and intense competition for
markets among nations.

Le Grange (2002:67) makes an important contribution when he says that Higher Education in South
Africa is facing an important challenge to cope with the tension between the universal claims of global
science on the one hand and on the other, the equally compelling claims to recover the African past. We
must not only contribute to redressing inequities of the past in our country, but also respond to the
demands of an economically competitive "global society". He relates the core business of Higher
Education, namely knowledge production, to the fact that the ways in which knowledge is produced and
disseminated are ever changing as a consequence of complex processes of globalisation.

Globalisation is not necessarily always viewed as a positive factor. Hay and Wilkinson (2002:41) argue
that globalisation can also refer to outside forces and organisations imposing on countries. Ramphele (in
Nieuwoudt, 2002:13) contradicts this view by arguing that globalisation has been with us for very long,
and if one sees it only as a problem one deprives oneself of valuable opportunities. Several definitions of
globalisation exist, ranging from narrow and simple explanations such as ‘globalisation means
competition’ (Boxall, as quoted by Gawe & de Kock, 2002:36) to complex and broad ones such as ‘a
social process in which the constraints of geography on social and cultural arrangements recede and in
which people become increasingly aware that they are receding’ (Waters, as quoted by Gawe & de Kock,
2002:36).

Whether globalisation is perceived as positive or negative, the policy challenge is stated in the Education
White Paper 3 (Department of Education, 1997:2/32), to ensure that we engage critically and creatively
with the global imperatives as we determine our national and regional goals, priorities and responsibilities. The question on what Higher Education’s agenda and role in this whole reconstruction and development entail, is answered in the Education White Paper (Department of Education, 1997:3) as follows:

Because of all the economic and technological changes, Higher Education can contribute to:

✓ Human resources development: the mobilisation of human talent and potential through lifelong learning to contribute to the social, economic, cultural and intellectual life of a rapidly changing society.

✓ High-level skills training: the training and provision of person power to strengthen this country's enterprises, services and infrastructure. This requires the development of professionals and knowledge workers with globally equivalent skills, but who are socially responsible and conscious of their role in contributing to the national development effort and social transformation.

✓ Production, acquisition and application of new knowledge: national growth and competitiveness is dependent on continuous technological improvement and innovation, driven by a well-organised, vibrant research and development system which integrates the research and training capacity of Higher Education with the needs of industry and of social reconstruction.

The Education White Paper 3 also refers to specific key goals for Higher Education. These will be discussed in chapter two (2.6.2).

1.2.2.3 Transformation of teaching practice

Being part of the global world necessitates an awareness of the impact that transformation had on the education system both nationally and internationally. Papo (2002b:3) agrees with this view when he emphasises that the need for transformation, restructuring, reinvigoration and refocusing is not only common to the South African context. They are phenomena increasingly encountered by both national and private institutions in other countries - especially the USA.

Biggs (1999:1-2) refers to the worldwide changes in the Higher Education system during the last decade and highlights the changes as far as teaching is concerned:

- A greater proportion of school leavers is now in Higher Education, increasing from approximately 15% to 40%. This impacts on the range of ability within classes.
- The cost of studies increased.
• More diverse groups, with regard to age, experience, socio-economic status and cultural background.
• Bigger classes that result in fewer staff teaching more students.
• More courses are vocationally orientated than before.

The above-mentioned problems put pressure on lecturing staff and have a direct impact on, for example, teaching methods. To stay in business means to focus on clients’ satisfaction (Prichard, 2001:334). Lecturers must therefore meet the demands of the students as paying clients on the one hand and the departmental heads calling for contributions for research and publications on the other hand. Saunders and Hamilton (1999:118) also agree with the problems experienced because of all the recent changes and specifically mention the massive expansion in student numbers that has forced lecturers to explore new ways of teaching, new technologies and new educational policies. They refer to the 'redefinition of such professional activity as the management of learning'.

In a global sense, on a national level and in the Higher Education environment transformation inevitably leads not only to the transformation of teaching systems, but also to new practice. According to Gericke and Smit (1999:24), the most important shift is probably from an objectivistic content-driven approach towards a transformative outcomes based approach. Norris (2001:221) supports this view but adds that qualifications will no longer focus on subjects with compulsory and elective elements. They will be described in terms of the outcomes of learning, which include the particular combinations of applied competencies to be achieved by the learner. Inevitably, the focus shifts to the outcomes of learning, thus from the lecturer to the student. Applied competence is acquired, instead of merely attaining subject knowledge. Norris defines Outcomes Based Education (OBE) as transformation, as it is future based and focuses on preparing the student for “life after education”.

The fact that South Africa has embarked on educational reforms based on the concept of OBE, led to the introduction of a "new language" into the discourse about South African education. Teachers who were not familiar with this new way of describing their work have largely been alienated and disempowered. Partly because of this feeling of disempowerment, many educators were not enthusiastic about OBE (Spady, 1994:1).

On the other hand, in a study done by Singh and Manser (2000:108-113) among teachers in sixteen schools they came to the conclusion that a shared vision was inevitable for the successful implementation of OBE. A transformational leadership style and collegial management strategies must be employed in order to create a climate for shared participation.
Outcomes Based Education can thus also be seen as an opportunity to achieve common goals. “Institutions of higher learning will now have the opportunity to develop innovative and creative learning programmes that lead to the achievement of the applied competence of the qualification. It will require that all academic staff know how to design, implement and assess learning within an Outcomes Based philosophy” (Norris, 2001:221).

1.2.2.4 Continuing development of lecturers

This study will highlight the importance of Continuing Professional Development (CPD) of lecturers. At this stage, however, staff development within the framework of the relevant legislation will be unpacked. Higher Education has a dual role to play in this regard, on the one hand, to provide quality education and training in and for the workplace and on the other hand, to contribute as employers by using the workplace as an active learning environment. More about this will follow in chapter 2 (2.6.2).

It is envisaged that the model to be tabled as a result of this study will be a unique contribution to the lifelong learning of academic staff and thus also contribute to the initiatives of government, to the advantage of the institution as well as the individual. The training model will be designed, implemented and tested against the framework of the relevant legislation as mentioned in 1.4.10.

Browell (2000:57) views learning and development, including lifelong learning and CPD for employees as a strategic tool because of the potential to increase quality of performance. She emphasises the fact that Higher Education institutions should commit themselves to staff development and training within the context of strategic organisational objectives. Personal Development Plans (PDPs) can be used as a resource to ensure an individual focus. This will result in continuous growth and development for individuals as well as the organisation.

It is important that Higher Education institutions should strive towards becoming true learning organisations. This implies that they will facilitate the learning of all their staff members and continually transform themselves (Pedler, Burgoyne & Boydell, as quoted by Browell, 2000:57). Everyday experiences will be a source of learning, and continuing development for all will be encouraged, providing the means for effectively coping with constant change and the potential for innovation and creativity. More effective use of resources will be developed and could therefore result in quality and performance improvements (Browell, 2000:57).
1.3 STATEMENT OF THE PROBLEM AND AIMS OF THE STUDY

South Africa is embarking on a new education dispensation while most lecturers at Higher Education institutions are not necessarily equipped for the current challenges imposed on them. Learners are different, the school system has changed, and South Africa forms part of the global village. Lecturers are not necessarily trained to facilitate Outcomes Based Education, or to design curricula and do assessment according to the SAQA’s guidelines. Some lecturers join the Higher Education environment as subject-specific experts from industry and do not necessarily have education qualifications or experience of research and community service.

Traditional Higher Education institutions no longer provide the only route to qualifications in the Higher Education band of the National Qualifications Framework. Learners will be able to choose between work based learning, learnerships, skills programmes and discipline based qualifications. Lecturers need to be informed and supported to adapt their learning programmes to address the changing needs of the learners as well as to adhere to the principles defined by the SAQA.

Since 1995, five major acts were promulgated, all of which have a direct or indirect impact on the Higher Education environment:
1. SAQA Act. No.58 of 1995

As a result of these acts, lecturers in Higher Education institutions need to be guided, supported, and developed on an ongoing base to meet the continuing challenges they face. It was already noted that South Africa has embarked on the outcomes based route (2.1.1.3), and Norris (2001:221) and Gericke (2002a:1) share the view on the importance of trained lecturing staff: “It will require that all academic staff know how to design, implement and assess learning within an outcomes based philosophy”.

Personal Development Plans need to be drafted for each lecturer to identify his or her development areas. Training needs of those who enter the Higher Education environment from Further Education will differ
from those who have been subject experts in industry or even have previous experience at a Higher Education institution. Prior learning should be recognised to inform the specific modules to be chosen. The purpose of this study is thus to design and evaluate a training model that will enable lecturers in Higher Education to meet among others, the above-mentioned challenges regarding the requirements of the Acts, facing them. An empirical study will be done by means of the design experimental model. Development research criteria will be identified against which the programme will be assessed. A course map will be designed to give an indication of core, elective and fundamental modules to be completed by lecturers.

The objectives of this study are to:

- Develop and design an appropriate or suitable learning/training programme for lecturers in Higher Education, which is applicable to in-service education, in order to improve the lecturers’ knowledge, skills and attitudes for them to meet the requirements of the relevant acts in this regard.
- Ascertain the impact that the proposed programme had on their performance.

The study will be confined to newly appointed lecturers at a specific Higher Education institution who will form part of the experimental group for the implementation of the programme. The rationale for this is that according to the policy of the institution all newly appointed lecturers form part of a compulsory year programme with reference to their CPD in the context of Higher Education. Inputs and results can therefore be monitored easily. Another reason for the choice of the specific group is the fact that it is difficult to motivate experienced academics to collaborate voluntarily to projects outside their normal task (Coetzee-Van Rooy, 2002:127). However, experienced lecturers will be invited to participate in the programme on a voluntary basis. The ideal situation would be if institutional policy could link the training and development of staff to a performance appraisal system or contribute towards a high performance culture.

The findings can be used to assess the use of a training programme for lecturers as a training model for other Higher Education institutions.
1.4 CONCEPT CLARIFICATION

1.4.1 Academic staff

This refers to members of staff who are appointed in academic departments at a Higher Education institution to create knowledge, facilitate learning and do research. In this study, they will alternatively be referred to as lecturers, educators and facilitators of learning in the Higher Education context.

1.4.2 Continuing Professional Development (CPD)

CPD refers to learning that takes place on the job, for example in the form of problem solving and projects to be mastered, also called work based learning, as well as formally organised conferences, courses or educational events. CPD is concerned with the constant updating of professional knowledge throughout an educator’s working life requiring self-direction, self-management and responsiveness to the development opportunities offered by work experience. It requires the ability to look ahead and prepare for change as well as responding to more immediate needs and challenges (Browell, 2000:57).

1.4.3 Continuous Professional Education (CPE)

The term Continuous Professional Education known as CPE (Eraut, 1994:10) usually refers to formally organised conferences, courses or educational events rather than work based learning.

1.4.4 Education and Training Development Practices SETA (ETDP SETA)

The Education and Training Development Practices Sector Education and Training Authority (ETDP SETA) is one of the original 25 education and training authorities and is tasked to serve the education and training sector.

1.4.5 Higher Education

The term Higher Education encompasses education on the National Qualifications level 5 (Government Notice, 2001) and upward. It will alternatively be referred to as Higher Learning.
1.4.6 Institution

The term institution refers to a Higher Education institution. It will alternatively be referred to as the organisation or institute for Higher Learning.

1.4.7 Learner

The term ‘learner’ refers to any person who is learning, but will alternatively be used to refer to students in the Higher Education environment.

1.4.8 National Skills Authority (NSA)

The National Skills Authority is established according to section four of the Skills Development Act and tasked to advise the Minister of Labour on the implementation of the National Skills Development Strategy (NSDS).

1.4.9 National Qualifications Framework (NQF)

The National Qualifications Framework is established according to section two of the SAQA Act with the main objective to enhance the quality of education and training by creating an integrated framework for learning achievements.

1.4.10 Relevant legislation

This refers to the following documents or acts in alphabetical order:

* Education White Paper. A Programme for the transformation of Higher Education
* National Plan for Higher Education
* Report of the study team on the implementation of the NQF
* SAQA Act. No. 58 of 1995
* Skills Development Act. No. 97 of 1998
* Skills Development Levies Act. No. 9 of 1999 (Republic of South Africa, 1999b)
1.4.11 Recognition of Prior Learning (RPL)

The concept of RPL is addressed in the Regulations to the SAQA Act No. 58 of 1995 regarding the National Standards Generating Bodies (NSBs) and includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.

1.4.12 South African Qualifications Authority (SAQA)

SAQA is established by clause three of the SAQA Act No. 58 of 1995 and is mainly tasked to oversee the development and implementation of the NQF.

1.4.13 Sector Education and Training Authority (SETA)

Sector Education and Training Authorities are established by clause nine of the Skills Development Act No. 97 of 1998 and are responsible for the development and implementation of a specific economic sector’s skills plan, the promotion of learnerships and the collection and disbursement of skills levies in the sector.

1.4.14 Skills Development Facilitator (SDF)

The regulations regarding funding and related issues under the Skills Development Act No. 97 of 1998 state that employers must appoint a Skills Development Facilitator who will be responsible for the development, planning and management of the organisation’s skills development strategy.

1.5 RESEARCH METHODOLOGY

A variety of research designs were considered. For the purpose of this study, however, it was decided not to select one of the traditional research designs. Consideration was specifically given to a pre-test and a post-test design. The researcher realised, however, that it would be very difficult to consider the results as scientifically well proven, because of the difficulty to control all external factors. The so-called "traditional" research approaches (e.g. experiments, correlation analyses, surveys) with the focus on descriptive knowledge, hardly provide prescriptions with useful solutions for a variety of design and developmental problems in education. Education is often primarily interpreted as a 'design science'; emphasising the fact that it is problem-orientated, and that it has an interdisciplinary orientation (Van
Hence, this study will gain knowledge through development research in the form of both substantive and methodological design principles. According to Van den Akker (1999:9), these principles are usually heuristic statements in a format such as: ‘If you want to design intervention X (for the purpose/function Y in context Z), then you are best advised to give that intervention the characteristics A, B and C (substantive emphasis), and to do that via procedures, K, L and M (procedural emphasis) because of arguments P, Q and R’.

In this case, a learning programme for new lecturers will be designed. Literature, experts and experience will guide the researcher to identify the specific characteristics via certain procedures. It is not uncommon in formative research that such knowledge, especially the substantive knowledge about essential characteristics of an intervention, can partly be extracted from a resulting prototype itself (Van den Akker, 1999:9). The existing programme in the institution will thus be used as a prototype or an available intervention that will generate ideas for a new programme. Full details of the interventions will be discussed in chapter four. An illustrative summary follows in figures 1.1 and 1.2.

1.6 ILLUSTRATION OF RESEARCH PROCESS

1.6.1 Process one

**Newly appointed lecturers complete a self-assessment questionnaire to test basic teaching and related skills**

**Attend a three-day orientation programme designed by practitioners and other experts (presentation skills assessed)**

**Lecturers reflect on their experiences during the three-day programme**

**Practitioners, line managers and/or learners assess projects, assignments, web based tests and full lesson presentation**

**Outcomes reached?**

- **Yes**
  - Continue to process two
- **Not yet competent**

**Support, guide**

**Figure 1.1: Process to describe the registration of lecturers on the training programme**
1.6.2 Process two

![Process diagram]

**Figure 1.2: Registration process for compulsory modules**

When both processes are successfully completed, participants complete the same questionnaire as before process one.

1.7 PUTTING IT ALL TOGETHER

**In chapter one**, the transformation context in which this study is taking place was described, the research problem stated and the research methodology briefly described. It was argued that development research was the most appropriate method to be used in this study. The instructional design was chosen and specifically applied to this study. A brief illustration was given to display the processes that will be followed in the study to deliver the specific product.

**The second chapter** will contextualise the study in a theoretical framework. An in-depth review of the epistemological foundation and the impact of the relevant legislation on the current Higher Education environment will be done.

**Chapter three** will continue with the theoretical framework, by focusing on the impact that all the changes in the country have on teaching and learning in Higher Education. Flowing from that, attention will be paid to the need for the continuing development of lecturers. Staff development models will be
unpacked and a specific model will be tabled for use in the training and development of lecturers in the Higher Education environment.

In the fourth chapter, the development research project that was conducted, will be discussed in depth. Processes followed to design and develop the specific training programme will be unpacked and explained and the end result will be tabled.

In chapter five, implications of the study for Higher Education in the broader sense will follow, and recommendations will be made to improve the training programme for newly appointed lecturers. A summary of the study will conclude the chapter.
2.1 INTRODUCTION

As mentioned in chapter one of this study, the entire Higher Education landscape is currently being reconstructed. In the coming years, institutions will devote much attention to restructuring issues, including mergers, which could be to the detriment of quality provision. On the positive side, quality concerns can be used to help shape and build the Higher Education system (Council on Higher Education, Higher Education Quality Committee, 2003a:7). A well defined epistemological foundation will contribute towards stability, and relevant legislation will serve as a framework for the necessary changes to take place.

2.2 EPISTEMOLOGICAL FOUNDATION

Epistemology refers to the theory of knowledge with regard to its methods and validation (Concise Oxford Dictionary of Current English, 1990: 395). It is a “branch of philosophy that studies knowledge” (Heylighen, 1993:1). In short, it will give an answer to the basic question “what is true and what is false knowledge?” Over the years, a clear trend can be discerned. Where the first theories stressed knowledge as being absolute with a permanent character, the later theories put emphasis on its relativity or the fact that it is related to a specific situation, that there is continuous development or evolution. As Heylighen (1993:1) puts it “the whole trend moves from a static, passive view of knowledge towards a more adaptive and active one”.

Gravett and Petersen (2000:31) note that transformation of teaching practice necessitates the exploration of the epistemological foundations, thus incorporating an explicit view of learning and knowledge of the current teaching practice. This notion should be taken into consideration in any staff development initiative.

For the purpose of this study a number of relevant foundations were chosen and can be unpacked as follows:
2.2.1 Religious ground motive

When relating it to the field of education, Gericke (2002a:1) indicates that where for some years the education system in South Africa has been driven by the religious ground motive of Christianity, referred to as Christian National Education, it has now been replaced by a humanistic religious ground motive, as visible in for example Marxism, Neo Marxism and Pragmatism, with Post-modernism presently the most dominant trend.

2.2.2 Technocratic liberalism

Imenda (2002:15), on the other hand, is of the opinion that currently South Africa has no specific philosophical foundation that could form the basis of the education system. He refers to the mixed economic, political/ideological and social orders (typified by the co-existence of Socialism, Communism, Marxism and Capitalism). He feels one can currently only indirectly decipher what the philosophical foundations of the education system are from the various government documents published since the advent of democracy in the country. He comes to the conclusion that the underlying philosophy of Higher Education transformation is something akin to Technocratic liberalism, with emphasis on the utility of functional knowledge, skills, careers, business related value systems, entrepreneurship and qualifications.

The researcher is of the opinion that the strategic goals of specifically Universities of Technology (previously known as Technikons) not only relate to this philosophy but also guide or direct curriculum planning and implementation of Higher Education (Strategic information and planning, 2002).

2.2.3 Social constructivism

According to Imenda (2002:16), the educational psychology undergirding the curriculum reforms in South Africa is social constructivism, based on the view that people, as social beings, create their own reality about the world, on individual as well as social level. Nevertheless, it is inevitable that even people within the same community, who are faced with the same environmental stimuli and seemingly share the same experiences, will exhibit qualitatively different ways in which they perceive, process, react and adapt to such environmental conditions.
Gericke (2002a:1) refers to the learning paradigm that had been followed in education till approximately 1994 as objectivist. According to him, it has now been replaced by the transformational (or constructivist) paradigm.

2.2.4 Constructivism

Heyting (in Venter, 2001:86-88) declares the origin of the term ‘constructivism’ in the epistemology as introduced by Wolfgang Brezinka in about 1970. According to Venter, Holzkamp built upon Brezinka’s ideas, and both researchers share the presupposition that theory should and could guide educational practice. There are at least six different forms of constructivism based on a two-dimensional model according to their emphasis on a) individual versus social learning and b) objectivist versus relativist views and thus no ‘One True Way’. Venter (2001:90) warns against the approach that transmissive views of teaching suddenly become redundant. A variety of related and complementary perspectives could be most helpful for a deep understanding of the complexity of educational problems.

Essentially, constructivist learning occurs where learners reflect critically on issues and on their own assumptions, change their views and paradigms as a result of such reflection, and imaginatively inquire into issues with the aim of demonstrating their solutions to problems. It is all about focusing on the construction of learning and thus making meaning of learning (Gericke & Smit, 1999:7). A few key concepts in respect of transformative learning are (Gericke 2002a:1):
- Learning should be action orientated and communicative.
- The learning process is shaped by paradigms.
- Actions and beliefs should be based on critically reflected thoughts.
- Authentic (true) learning is instrumental, communicative and reflective.
- Transformative learning creates an opportunity for rational discourse.
- Learning should result in the acquisition of applied competence.

Barnett (1995:21-26) similarly argues that the goals of Higher Education have changed from developing individual autonomy and general intellectual abilities, the "knowledge for knowledge's sake" to those characterised by 'intellectual' attributes, such as:
- A deep understanding of 'higher order' concepts and perspectives, rather than the acquisition of low-level facts and information.
- Reflexivity that refers to the ability to evaluate rigorously and, if necessary, reconstitute our own thoughts and actions.
• The ability to think meta-cognitively, that is, to recognise that our claims to knowledge are always susceptible to further and even higher forms of evaluation.

An exploration of a selection of the literature on critical thinking since 1980 shows that there is no consensus on exactly what is meant by critical thinking and how it can be developed. The most common definition emphasises cognitive strategies, such as the analysis, evaluation and construction of arguments, inductive and deductive reasoning and the identification of fallacies in argumentation (Van den Berg, 2000:97).

It is interesting to let first year students speak for themselves. A study was done on six university campuses on the need for critical thinking skills' modules at Higher Education level. The majority of learners thought it important to acquire skills that could assist them in identifying and solving problems, to think critically and independently, to be culturally sensitive and to make reasoned decisions, but they felt it was the task of the university to equip them with these skills (Van den Berg 2000:96, 105-106).

2.2.5 Link to Behaviourism

National education policy currently determines that education, as such (which includes Higher Education) should be outcomes based, and Imenda (2002:17-18) argues that the conceptualisation and operationalisation of OBE closely resemble behaviourism. When outcomes are stated in specific or general terms, they relate to behaviourist psychology, which defines education as a change in behaviour.

2.2.6 Sociological foundations

Imenda (2002:19) also refers to three sociological foundations on which the reforms in South Africa seem to rest:

i) Promoting diversity of access routes sensitive to different educational backgrounds of individuals. Thereby the issues of access, redress and equity are addressed.

ii) Getting involved with communities outside the physical boundaries of Higher Education institutions and thereby ensure relevance and appropriateness of qualifications.

iii) "New" educational instructional delivery modes are being used to define and meet key social relations. Government encourages that education takes place at various sites - in formal, non-formal and even informal settings.
Universities of Technology have a history of close collaboration with employers in industry by means of so-called “advisory committees”. Subject experts were invited to serve on these committees and contributed to the development of curricula.

To accommodate learners they will also have a choice of 3 different routes to a qualification, namely skills programmes, learnerships and formal qualifications.

2.2.7 Ideological development stages in Higher Education

Although recent developments in the education sphere in South Africa are important, it is also relevant to look at the broader ideological developmental stages in the history of Higher Education. Michael (2000:21) describes four stages of development in North America:

(i) **Elitism** - Until early in the 20th century, Higher Education was seen as a producer's market, and only a few opportunities were available for the many individuals who might be interested.

(ii) **Reconstructionism** - Immediately after World War II, a major investment in Higher Education became real, which culminated in the widening of access to hundreds of thousands of Americans.

(iii) **Reductionism** was rooted in the late 1950s. A more realistic view of Higher Education became apparent, distinguished by a sober if not somber assessment of returns on educational investment and a shift of attention towards other social problems.

(iv) **Entrepreneurialism** started towards the late 1980s with the full bloom yet to be experienced. It is characterised by the full forces of the marketplace.

Imenda’s concept of “technocratic liberalism” mentioned earlier, relates well to the last phase described above.

Although the emphasis on innovation, invention, evolution and technology as key change agents to survive the future originated in the world of business (Grulke & Silber, 2001:11) it should not be neglected in the Higher Education environment. The long-term impact of technology on student engagement was for example researched by Sandholtz et.al. (1996:102), and they found that critical factor is not only the novelty of the computer, but also how technology is being used in instruction. Entrepreneurialism is also one of the key change agents and is visible in current visions, mission statements and strategic goals of Higher Education institutions in South Africa (Technikon Pretoria, 2003:13-14). An innovative and entrepreneurial culture is embraced which entails a spirit and approach among management, staff and students, and is reflected in education, research and development.
programmes, community development initiatives as well as in the strategic plan, marketing and overall management of the institution. Michael (2000:21) also refers to the importance for Higher Education leaders to examine strategies compatible with the prevailing ideology in order to ensure effective institutional responsiveness and survival.

For the purpose of this study, the proposed training strategy to be implemented will be mirrored against the above-mentioned epistemological foundation. In chapter three of this study, the importance of learning as the creation of knowledge from a constructivist point of view will be argued.

2.3 DEFINING THE SECTOR

2.3.1 Higher Education

The Higher Education Act 101 of 1997 as amended in 2000 (Republic of South Africa, 2000:4) defines Higher Education (HE) as follows: "To provide HE means-
(a) the registering of students for-
(i) complete qualifications at or above level 5 of the National Qualifications Framework as contemplated in the South African Qualifications Authority Act, (Republic of South Africa, 1995); or
(ii) such part of a qualification which meets the requirements of a unit standard as recognised by the South African Qualifications Authority at or above the level referred to in subparagraph(1);
(b) the taking of responsibility for the provision and delivery of the curricula;
(c) the assessment of students regarding their learning programmes; and
(d) the conferring of qualifications, in the name of the Higher Education institution concerned".

2.3.2 Higher Education institution

The Higher Education Act (Republic of South Africa, 1997:8) defines a Higher Education institution as ‘any institution that provides Higher Education on a full-time, part-time or distance basis and which is -
(a) established or deemed to be established as a public Higher Education institution under this Act;
(b) declared as a public Higher Education institution under this Act; or
(c) registered or conditionally registered as a private Higher Education institution under this Act.’

2.3.3 Necessity for the establishment of a new Higher Education system
The need for transformation, restructuring, reinvigoration and refocusing is not only common to the South African context. These phenomena are increasingly encountered by both national and private institutions in other countries - especially the USA (Papo, 2002b: 3) but for purposes of this study, the main focus is on the local Higher Education environment.

In the foreword to the National Plan for Higher Education (Ministry of Education, 2001:i) the Minister indicated that a unique opportunity currently exists to establish a Higher Education system, which could among other things, grasp the opportunities presented by the contemporary world. Graduates who could build the economy and increase international competitiveness need to be produced.

2.3.4 A global perspective on Higher Education

Although the sector is being defined from a South African perspective, a global view is inevitable for the purpose of this study. All societies are connected through rapid, large-scale networks of political, social and economic interaction (Lelliott, Pendlebury & Enslin, 2000:41). The world is ‘getting smaller all the time’ (Keohane, 2003:4).

As mentioned in chapter one, South Africa has rejoined a globalised world economy and has thus become subject to the rapid changes in knowledge and work taking place there. The impact of globalisation is seen in the curricula, diverse groups of students, language policies, strategies, expanded opportunities to study abroad, partnerships and even library stock. Keohane (2003:4) emphasises the fact that Higher Education, from a global perspective, prides itself on a commitment to seek the truth, even if it means dealing with the uncomfortable and, often, prevailing orthodoxy.

Lecturers need to gain the skills of encouraging learners to look beyond the obvious and easy answers. They need to create an environment where leaders can be prepared for a complex society and a turbulent, not always friendly world. Learners need to understand our world well or risk losing it and be able to ‘examine point and counterpoint with equal clarity and healthy mistrust – and to hone their judgment in order to reach their own well-informed conclusions’ (Keohane, 2003:4). Lecturers have a universal role and responsibility for the application of new modes of knowledge development, the transfer of technology and promoting research. Chapter one briefly referred to the relevant legislation framing the transformation in education. The impact this has on the training and development of lecturers will now be discussed in depth.
2.4 LEGAL FRAMEWORK

National policy regarding Higher Education provides the broad conceptual and legislative context for the transformation to a new education dispensation. A number of acts were promulgated; strategies and policies were designed and implemented to ensure that the required changes take place. Relevant policies and acts are briefly discussed below.

2.4.1 Relevant policies and acts chronologically ordered


2. South African Constitution Act No.108 of 1996 (Republic of South Africa, 1996) which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism.


5. Skills Development Act No.97 of 1998 (Republic of South Africa, 1998b), which rules the development of the skills of the South African workforce. The main aim of this Act is to enhance the quality of life of all employees: academic, non-academic and support staff or service employees in the case of Higher Education institutions (Greyling, 2001:37).

6. Criteria and guidelines for Education and Training Quality Assurers (ETQAs) published by the South African Qualifications Authority (SAQA) during 2000 to ensure that all structures are in place for the quality assurance of registered standards and accredited providers.

8. Human Resources Development Strategy (Department of Education and Department of Labour, 2001) was jointly put in place by the Ministers of Labour and Education to ensure that the development of human resources takes place according to plan.


10. Regulations under the Skills Development Act concerning the registration of intended learnerships and learnership agreements (Republic of South Africa, 2001).

11. The National Skills Development Strategy (NSDS) was launched in April 2001 (National Skills Authority, 2003) and had to be fully implemented by March 2005 where after new targets were set. Targets are set to ensure that thousands of learners are registered on learnerships and obtain career-focused skills.

12. The Higher Education Amendment Act No.63 of 2002 (Republic of South Africa, 2002), which amends the Higher Education Act of 1997 (Republic of South Africa, 1997), by bringing legal certainty to the merging, declaration and establishment of Higher Education processes, to lower the number of members in Higher Education Councils and to give the Minister authority to make regulations.


2.5 GOVERNMENT'S EXPECTATIONS

South Africa's skills development vision is: "Skills for productive citizenship for all". Whereas the mission is formulated as : "To equip South Africa with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society:" (National Skills Authority, 2003:2).

2.5.1 Strategies to implement policies

In February 2001, the Minister of Labour published South Africa's first National Skills Development Strategy (NSDS). The term, strategy, implies two things:
(i) It is a statement of priority action areas over a specific time period; and
(ii) a statement about the way in which these priorities are to be addressed.
The NSDS (Department of Labour, 2001:1) sets priorities and objectives aimed at reversing the under-investment in training and skills development. It has two principal objectives: the first is to equip South Africa with the skills that it needs to compete effectively in the global economy. The second is to enhance the capacity of individuals so that they can contribute to national development. This strategy also calls for all stakeholders to come on board in reaching the above-mentioned aims. Five objectives have originally been identified to drive the NSDS:

(i) Develop a culture for high quality lifelong learning.
(ii) Foster skills development in the formal economy for productivity and employment growth.
(iii) Stimulate and support skills development in SMMEs (Small micro and medium enterprises).
(iv) Promote opportunities for skills acquisition in development initiatives.
(v) Assist new entrants into employment in the labour market.

Over and above the five objectives, a crosscutting set of equity targets were identified, specifying that in all skills development programmes and initiatives, the beneficiaries should be 85% black, 54% women and 4% people with disabilities.

After a period of five years, the NSA revised the objectives in order to guide skills development between 2005-2010. The Minister of Labour announced this at the NSDS conference held on 2-3 March 2005 as follows (Department of Labour, 2005:3-18):

(i) Prioritising and communicating critical skills for sustainable growth, development and equity.
(ii) Promoting and accelerating quality training for all in the workplace.
(iii) Promoting employability and sustainable livelihoods through skills development.
(iv) Assisting designated groups, including new entrants to participate in accredited work, integrated learning and work based programmes to acquire critical skills to enter the labour market and self-employment.
(v) Improving the quality and relevance of provision.

Sector Education and Training Authorities (SETAs) are primarily, but in collaboration with the Department of Labour, responsible for the implementation of the strategy. The levy grant system supports the pursuit of these objectives through the grants paid by SETAs and the National Skills Fund. (NSF) These are intended to provide incentives to encourage employers, education and training providers and
other grant recipients to commit themselves to the pursuit of the objectives defined in the NSDS (National Skills Authority, 2003:3).

The NSDS defined clear performance indicators or targets so that progress could be monitored. Mechanisms were put into place to assess progress with the implementation of the NSDS and to review and adjust priorities in the light of developments and changes in the labour market (National Skills Authority, 2003:1). The training and development of lecturers form part of the targets set to be achieved.

Government's strategy, as contained in its *Tirisano* five-year plan to build an education system of the 21st Century, includes a specific programme focusing on the enhancement of skills development and learnerships. One of the strategic goals of the Department of Education reads as follows: "Building a rational, seamless Higher Education system that will embrace the intellectual and professional challenges facing South Africans in the 21st century." (Department of Education, 2003:iii).

A Human Resource Development Strategy (HRDS) was also established to contribute to the above-mentioned strategic goal: “The heart of the proposed HRDS strategy is the belief that enhancing the general and specific abilities of all citizens is a necessary response to our current situation. To realise their potential citizens need knowledge, skills and democratic values, and they also need opportunities in which to apply them” (Department of Education and Department of Labour, 2001:5).

### 2.5.2 Structures to support strategies

#### 2.5.2.1 South African Qualifications Authority (SAQA)

According to the SAQA Act section 5 (1) (Republic of South Africa, 1995:3), the South African Qualifications Authority is given three main professional functions to perform:

(i) Oversee the development of the NQF and formulate and publish policies and criteria for registering standard setting bodies to undertake quality assurance of learning achievements,

(ii) Oversee the implementation of the NQF, including registering standard setting bodies and accrediting quality assurers, registering national standards and qualifications, ensuring that accredited quality assurers comply with the requirements of accreditation, and ensuring that South Africa's registered standards and qualifications are internationally comparable.

(iii) Advise the Minister on matters affecting the registration of standards and qualifications.
2.5.2.2 National Qualifications Framework (NQF)

The origin of the NQF was covered in chapter one (1.2.1). The role that it plays in supporting the transformation strategies will now be addressed here.

According to the Department of Education and Department of Labour's report on the NQF (2002:5), it is one of the distinctive programmes of democratic transformation of South Africa. The objectives of the NQF are formalised in the SAQA Act, section 2, (Republic of South Africa, 1995:1) and stipulate that it should:

- create an integrated national framework for learning achievements;
- facilitate access to, and mobility and progression within education, training and career paths;
- enhance the quality of education and training;
- accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- contribute to the full personal development of each learner and the social and economic development of the nation at large.

According to the report of the study team on the implementation of the NQF, it has a role to integrate all elements of the education and training system, and therefore it “must enable learners to progress to higher levels from any starting point. Learners must be able to obtain recognition and credits for qualifications and towards qualifications from one part of the system to another. The system must enable assessment and recognition of prior learning and skills acquired through experience. To this end, curricula should cut across traditional divisions of skills and knowledge”. (Department of Education and Department of Labour, 2002:5). Not only is quality hereby monitored, but it contributes to the necessity for training to lead to a qualification. Therefore, all unit standards, courses and qualifications must be recorded on the NQF (CEO, 2003:9).

2.5.2.3 Sector Education and Training Authorities (SETAs)

The South African economy is broadly divided into 25 sectors and serviced by Sector Education and Training Authorities. The so-called SETAs were established by the Skills Development Act of 1998 and supported by the Skills Development Levies Act of 1999 (Republic of South Africa, 1999b). Higher Education belongs to the Education Training and Development Practices SETA (ETDP SETA).
The SAQA Act (No. 58 of 1995) allows for the establishment of Education and Training Quality Assurance bodies (ETQAs) for each SETA to monitor the quality of education and training given by providers, according to standards and qualifications within the NQF (Kleinsorge, 2003:6).

2.5.2.4 Higher Education Quality Committee (HEQC)

In chapter one (1.2.1), the proposed establishment of the three quality councils was briefly discussed. It is important to note that on Higher Education level the Higher Education Quality Assurance Committee (HEQC), which is a permanent committee of the Council on Higher Education (CHE), will remain responsible for the ETQA function according to the Higher Education Act No.101 of 1997. The specific functions of the HEQC are to accredit programmes of Higher Education, audit the quality assurance mechanisms of Higher Education institutions and promote quality in Higher Education (Council on Higher Education, Higher Education Quality Committee, 2003a:1).

The training and development of lecturers will contribute towards the dual goal of the HEQC, namely:

**Capacity development:** The development and implementation of initiatives to build and strengthen the capacity of high quality provision at institutional and individual level.

**Quality promotion:** The development of a programme of activities to institutionalise a quality culture in Higher Education and the commitment to continuous quality improvement (Council on Higher Education, Higher Education Quality Committee, 2001:20).

2.6 IMPACT OF LEGISLATION ON THE HIGHER EDUCATION ENVIRONMENT

It was noted in paragraph 2.4 that many acts were promulgated and other relevant documents drafted to ensure that transformation takes place smoothly. Nevertheless, tension inevitably had to evolve and be channelled to support the transformation process.

2.6.1 Tension

Resistance to change is natural and it can be expected that not everybody necessarily supports all the initiatives to transformation. Chickering (1991:53-55) refers to the strong emotions, defensive reactions, delaying strategies and direct opposition that result from old bones in Higher Education being disturbed and then mentions four specific obstacles:
Inertia - a derivation of *invert*, that means "without inherent power of action or motion, or resistance" (Concise Oxford Dictionary of Current English, 1990). By definition, this is only overcome when external forces disturb it. Most lecturers came through the traditional programmes where they had to listen to lectures, took notes, wrote papers, crammed for examinations, met prescribed requirements, accumulated credits and collected credentials.

(ii) The second obstacle is traditional socialisation.

(iii) Institutional structures and rewards are the penultimate obstacle.

(iv) Inadequate information and fear of the unknown prevent change from taking place.

Gultig (2000:43) identifies a popular discourse, not only within the press, but also in conversations with academics. He calls it a "crisis" discourse. According to him, it is evident of high levels of demoralisation and littered with references to:

- declining academic standards;
- over-crowded classrooms;
- instability on campuses;
- high student debt levels;
- declining enrolments;
- the flight of high quality academics;
- the alleged "irrelevance" of courses at traditional universities; and
- allegations and official probes into corruption.

He adds that the press still prioritises news about and the views of a small, privileged white elite. The above-mentioned symptoms are experienced to varying degrees by different institutions and groups in South Africa.

The concern regarding the quality of teaching and learning in educational programmes being affected was raised earlier (chapter one, 1.2.1) After attending an international conference regarding Excellence in Higher Education, Kok (2002:1) reported that there is a need for the globalisation of teaching and learning methods to address the concern of the lowering of standards. Kolmos, Rump, Ingemarsson, Laloux and Vinther (2001:329) refer to a global trend in Higher Education with a similar concern. It became a topic of much interest for, among others, the following reasons:
• The transition from an elite university structure to the so-called mass university which caters for a broader and more diverse group of students. The student population isn’t necessarily only youngsters, but include mature employees from the business world.
• The move towards lifelong learning calls for self-directed learning and continuing education.
• Internationalisation demands the development of flexible educational concepts that include on-site as well as remote teaching.

Tension and concerns need not solely be viewed negatively as it creates challenging opportunities.

### 2.6.2 Opportunities for participation in transformation initiatives

In order to believe in the necessity of development and growth, one should not only focus “on what is achieved, but on what still needs to be done, on future and fresh challenges and changes” (Martin, 1999:76).

The 1995 White Paper is viewed by Gultig (2000:40-41) as the cornerstone policy document that highlighted the following features as key goals of Higher Education transformation:

- Increased participation, with particular expansion of students recruited from historically marginalised groups, mainly concerning race and gender, and also rural and working class students.
- Being more responsive to societal interests and needs, thus promoting a global developmental notion for universities.
- A greater emphasis on career-orientated qualifications and, in particular, a growth in science, engineering and technology students.
- The initiation of a more flexible teaching and qualification system. This includes new learning and teaching strategies with multiple entry and exit points, a flexible credit system and a range of delivery mechanisms.
- Expanding post-graduate enrolments to address high level skills needed in a new, global, innovative society.

Le Grange (2002:1) speaks about the role of Higher Education in the implementation of the Skills Development Strategy of Government. As providers of education and training, Higher Education institutions have a vital role to play. Besides the formal qualifications and skills programmes to be offered to students and employees, there are also learnerships whereby new entrants to the labour market will be supported. In the Mail and Guardian (2004:8) reference is made of learnerships as the new road to
a qualification. Learners will have the opportunity to engage in a contract for job placement with employers and with training providers, for delivering the training.

The ETDP SETA (Education Training and Development Practices Sector Education and Training Authority, 2004:24) has encouraged members of the Higher Education constituency to take an active role as providers as well as employers for learnerships and skills programmes. However, the Human Science Research Council (HSRC) (2002:48) argues that Higher Education institutions should view learnerships and ‘internships’ as an exploration of alternatives that have potential to enrich the understanding of quality and cost-effective practitioner development, but warns against the mere replacement of traditional modes. The relevance and efficiency of learnerships should be evaluated thoroughly before decisions regarding their implementation on a large scale are taken (Education Training and Development Practices Sector Education and Training Authority, 2004:101).

The Higher Education sector has the necessary knowledge, skills, expertise and experience to design curricula and structure learning programmes to the benefit of among others, the 4.6 million jobless people. Critical thinking abilities, leadership skills and an entrepreneurial and career-focused orientation distinguish this sector from the others. Experiential learning as practiced in Technikons opened the gateways for learnerships to be implemented in the workplace (Le Grange, 2002:1).

Higher Education institutions can also actively participate by means of the development of their staff. Employers are expected to compile and implement an annual Workplace Skills Plan (WSP) (Republic of South Africa, 1999b:17) that reflects the professional and personal training needs of all employees. This implies that the workplace should be used as an active learning environment for dynamic skills development programmes. It includes a broad spectrum of complex occupational activities, applicable to a variety of contexts (the principle of life long learning), linked to a substantial sense of accountability. Continuing professional development of lecturers must thus also be incorporated in and framed by the Skills Development Act: "There is no longer any place for fragmented training and development initiatives” within Higher Education institutions (Greyling 2001:37-38).

2.6.3 Educational transformation

The importance of educational transformation can never be over emphasised. As mentioned in the previous paragraphs, structures were put into place to support it, and now specific issues will be unpacked.
2.6.3.1 State of disequilibrium

In chapter one (1.2.1), educational transformation in South Africa was placed in context and reference was made to Imenda’s (2002:5) view that a new curriculum is often born out of a state of disequilibrium experienced by national leaders.

Calls for massification, in terms of opening up Higher Education to increasing numbers of students as well as a political imperative for change put pressure on Higher Education institutions. In response, many Higher Education institutions resorted to bridging or foundation courses and academic support programmes to raise the academic capabilities and skills levels of their students. This resulted in a major financial problem for most institutions, as government did not support such initiatives (Imenda, 2002:6).

Note should be taken of many fears regarding the so-called ‘massification’, although the National Plan for Higher Education (Ministry of Education, 2001:19) reasons that the projected figures were not reached. The Higher Education system should have transformed from an elite to a mass system by 2005, with the participation rate increasing from 17% in 1996 to some 30% in 2005. Up to 2000, these figures were not realised at all, with an actual decrease in public Higher Education from 17% in 1996 to 15% in 2000. Nevertheless, since 2000 the scenario has changed once again. A total growth in Higher Education of 21% has taken place between 2000 and 2003. This exceeded the expectations of the Department of Education. Projected figures of a 20% participation rate in 2010 – 2015 according to the National Plan for Higher Education - were nearly reached (18%) in 2003. The Department of Education had to take control and requested Higher Education institutions not to grow more than 5% per annum (Van Staden, 2004).

2.6.3.2 The design of qualifications

Legislation has had a direct impact on the design of qualifications. It also opened the debate about issuing qualifications that are built on unit standards or whole qualifications.

Gultig (2000:42) reports resistance, particularly in historically English-language universities, to both a 'competence' discourse and to the idea of a NQF built on unit standards. In the words of Gultig: "-unlike many other countries, SAQA has managed - to keep Higher Education involved in the NQF through a series of arguably useful compromises on initially relatively instrumentalist understandings of qualifications and unit standards. Instead, it has reached an agreement that all qualifications be constructed around a clear purpose, and that these be registered nationally, but has compromised on
fragmenting whole learning processes into a series of discrete units and Higher Education's autonomy in respect of their qualifications”. The study team who drafted the report on the NQF (Department of Education and Department of Labour, 2002:81) highlights the problem in the following words: “In practice, a broad demarcation is emerging between academically and vocationally oriented qualifications, with the former mainly comprising whole qualifications and the latter being based on unit standards.”

Although all Higher Education qualifications will be designed as whole qualifications, a range of possibilities will be permitted, from ten notional-hour units that equal one credit on the SAQA scale, to qualifications designed around unit standards. The study team responsible for the NQF report considered that it might ultimately be unnecessary and undesirable to perpetuate the distinction between whole or unit standard based qualifications, because whole qualifications are made up of components or whatever they are called (Department of Education and Department of Labour, 2002:81).

If this approach is followed, learners will be able to accumulate credits until they have reached the minimum necessary for a specific qualification. These unit standards should be combined to form a planned and purposeful qualification and provision should be made that the learning outcomes are assessed in an integrated manner. Apart from this ‘market niche’ enterprise involving short courses and unit standards, the main business of Higher Education involves the awarding of ‘whole qualifications’ of at least 120 credits of learning. Learning in Higher Education should be developmental, focused and integrative, the whole being more than the sum of its parts (Council on Higher Education, 2001:41-42).

For staff development purposes it will be to the benefit of lecturers to be able to gain credits for competencies achieved. This can be done via the route of learnerships or skills programmes. The main difference between learnerships and skills programmes is that in the case of learnerships, credits obtained by proving competence against unit standards registered at the SAQA, should lead to a qualification and for skills programmes it contributes towards and may lead to a qualification (Gericke, 2002b: 1-2). This is in line with trends depicting the workplace as a site of learning under modern conditions, although efforts are being made in many countries to create co-operative programmes that link to structured learning in educational institutions (Department of Education and Department of Labour, 2003:11).

Lecturers “recognise the importance of career preparation but stress that preparation for work must be embedded in programmes of much broader educational value for individual and social development”. On the other hand, workplace practitioners “recognise the value of fundamental education, but argue that work readiness and work competence are best acquired through learning that is embedded in real work
experience” (Department of Education and Department of Labour, 2003:6-7). This is where the role of the NQF comes in as a vital mechanism for holding the tension. It brings out the complementary and mutually reinforcing attributes of institutional and workplace learning (Department of Education and Department of Labour, 2003:7).

2.6.3.3 Reforms organised around the critical cross-field outcomes

When the "transformation" of the country's education system began, following the 1994 elections, the Department of Education decided to organise the reforms around a set of twelve "critical outcomes" that were also endorsed by SAQA. Spady (2002:64) translated the twelve specific outcomes of SAQA into six role performers and describes the learners equipped with these as follows:

(i) Sensitive versatile communicators and team members
(ii) Organised responsible life managers and decision makers
(iii) Active global citizens and contributors
(iv) Imaginative, systematic investigators and problem solvers
(v) Adaptable, entrepreneurial implementers and producers
(vi) Inquisitive, reflective learners and thinkers.

The first three relates to the EQ (Emotional Intelligence) outcomes and the last three to the IQ (Intelligence Quotient) outcomes.

2.6.3.4 Outcomes Based Education and transformation

Government’s decision that education should be outcomes based is a direct result of educational transformation and will be addressed as a teaching strategy in Chapter three. Nevertheless, it should also be linked to the epistemological foundation as it is an educational approach deeply embedded in a humanistic religious ground motive but also more directly linked to the post-modern stream of present day Humanism (Gericke, 2002a: 1). The transformational, socio-constructivist roots of OBE expect from learners to accept responsibility for their own beliefs and actions, while the lecturer becomes the facilitator (Claassen, 1998:34).

Concerns are being voiced about the way in which South Africa's government interprets the OBE concept (Imenda, 2002; Spady, 2002 and Jansen, 1998). When tracing the routes of OBE in South Africa it is clear that the competency debate started in the early nineties, following Australia and New Zealand.
Afterwards, discussions concerning training and development took place in the congress of South African Trade Unions (COSATU) until it eventually crystallised in the NQF. Jansen captures this important part of history as follows: "It was largely the result of deliberations within the NQF to integrate education and training that the debate on competencies was extended to education. More recently, 'competencies' were framed as 'outcomes' in the Department of Education" (Jansen, 1998:322). Jansen singles out the main reason why OBE will have a negative impact on South African schools as that "the policy is being driven in the first instance by political imperatives, which have little to do with the realities of classroom life". This viewpoint is strengthened by the wording in the Strategic Plan of the Department of Education (2003:2) referring to "the vision for general education to move away from a racist, apartheid, rote model of teaching and learning, to a liberating, nation-building and learner-centred outcomes based initiative."

In the USA it was believed that traditional testing of content knowledge was biased against minority groups, people from lower socio-economic strata, and women. The educationists believed that a move from a didactic, lecturer-centred system to one where learners will be able to do what they know, asked for a change in the culture of the institution and a re-examination of the curricula (Brown, c1985: 135).

Another reason for possible failure of the OBE system is the viewpoint tabled in the National Curriculum Development Committee in 1996, that OBE would be facilitating Human Resource Development and potentially contribute to a vibrant economy. Jansen (1998:323) argues that in almost 80 years there has been no evidence whatsoever that altering the curriculum of schools will lead to or is associated with changes in national economies. Mason (1999:143) joins the debate by admitting that the relationship between a curriculum and a country's economic efficiency is unclear but adds that with such a focus on skills development, on what learners can do with their knowledge, the South African workforce will be better prepared to contribute in an increasingly competitive global economy. Therefore, a similar argument can be used to say that when learners apply the critical cross-field outcomes encompassed in the OBE system, the country will have a better equipped workforce.

In OBE the main focus should be on the attainment of learning outcomes, stated a priori. In the words of Imenda (2002:14): “South Africa's OBE must be called something else, to give people the full meaning of the reforms as placing equal emphasis on the inputs, process and outcomes." On the other hand, the antagonists of OBE feel that too much emphasis is put on the outcomes. What, they ask, has happened to content, to the meat of academic subjects? Where is the mind in all this? Mason refers to three types of knowledge defined by Ryle (in Mason, 1999:139-143) as follows:

(i) ‘Propositional knowledge' referring to knowledge that relates to facts or content.
(ii) ‘Procedural' knowledge’ or knowledge on 'how to'.
(iii) ‘Dispositional knowledge’ refers to attitudes, values or moral dispositions.

These knowledge types are "inextricably linked to each other". When using one without the other, the result will be unsatisfactory. Learning outcomes should thus be specified as a result of a "dynamic process of interaction between the content and theory of the discipline and its associated modes of inquiry" (Mason, 1999:143).

The three interconnected types of competence stated in the Norms and Standards for Educators (Department of Education, 2000:10) relate well to the above-mentioned knowledge types:
(i) **Foundational competence**, where the learner demonstrates an understanding of the knowledge and thinking that underpins the action taken.
(ii) **Practical competence** is the demonstrated ability, in an authentic context, to consider the range of possibilities for action, to make informed decisions about which possibility to follow, and to perform the chosen action.
(iii) **Reflective competence**, where the learner demonstrates ability to integrate or connect performances and decision making with understanding and with an ability to adapt to change and unforeseen circumstances and to explain the reasons behind these adaptations.

Gultig (2000:42) defines the term competence either as *explicit and measurable behaviour* or as an *additive combination of knowledge, understanding, skills and values/attitudes*. In 1995, The HSRC suggested that South Africa needed a new approach, whereby knowledge, skills and attitudes should be integrated instead of existing side-by-side. The HSRC's conception was dialectical: each informed, changed and deepened the others in an ongoing cycle of performance and reflection.

### 2.6.3.5 Regulation of Higher Education

Clear legislation, regulations, policies and strategies were put in place to regulate the provision of Higher Education. Private and public Higher Education institutions need to be registered by the Department of Education. This obligation has given government complete control over Higher Education provision in the country, not only in terms of the structure, but also to pronounce among others, the adequacy of purpose, objectives, content, instructional delivery modes, resourcing, assessment processes, procedures and certification (Imenda, 2002:20).
Some of the policy decisions in the Higher Education plan can have far-reaching implications for the Higher Education system as a whole. In short they are:

- Participation in the sector must be increased by 15% to 20% in the long term in order to address imperatives for equity and changes in human resources and labour needs.
- A shift of balance in enrolments over the next five to ten years in humanities, business, commerce, science, engineering and technology from the current ratio.
- Establishment of ratio targets with emphasis on black students and women.
- Establishment of a single dedicated distance education system to increase access for local students and the rest of Africa.
- Proposed introduction of a separate formula in order to ensure greater accountability and more efficient use of limited research resources.
- The institutional landscape of Higher Education must be restructured to address the racial fragmentation of the system, as well as administrative, human and financial constraints.
- The implementation of institutional mergers and incorporations (Ntshoe, 2002:8).

Through SAQA and the CHE particularly, Government has mandated that all qualifications and programmes of study rendered by state-subsidised Higher Education providers should be submitted in OBE format for recording. Earlier in this chapter, reference was made to concerns that Government uses OBE as a tool for political rather than educational reform. Imenda (2002:21) is of the same opinion when he says: “it is evident that OBE has been used, and continues to be used by the government - through SAQA and the CHE to exercise social power over Higher Education institutions.”

2.6.3.6 The learning paradigm

The modernist thought, which has been the dominant scientific paradigm for the last three centuries, informs the traditional educational curriculum with emphasis on teacher-centredness and a one-directional transmission of knowledge. More recent theories, such as post-modernism, the chaos theory and the complexity theory reject positivism, reductionism and the linear casualty of modernism. Instead, self-organisation, unpredictability and randomness are advocated (Claassen, 1998:34). Closer to home, the learning paradigm that had been followed in education till approximately 1994 is scientifically known as an objectivist paradigm whereas the one that is now in place is known as a transformational (or constructivist) paradigm (Gericke, 2002a: 1).

Chapter three will unpack the constructivist paradigm in the context of teaching and learning.
2.7 CONCLUSION

In the introduction of this chapter the importance of a well defined epistemological foundation that will contribute towards stability, was mentioned. After a thorough study it became evident though, that it is not so easy to have only one theory that will determine the appropriate foundation. A historical walk through the epistemological foundations and the ideological development stages in Higher Education on which modern theories are built, led to the conclusion that elements from more than one foundation can determine true and false knowledge. A humanistic religious ground motive has replaced Christianity, and the researcher agrees that Higher Education should relate to the underlying philosophy of technocratic liberalism with emphasis on the utility of functional knowledge, properly preparing learners for the entrepreneurial world of work. On the other hand, this study was based on a constructivist learning approach where theory guided educational practice. Outcomes Based Education, which is embedded in Behaviourism, is also perceived to be non-negotiable.

The way forward is thus determined by a variety of inputs from different theories and is framed by structures and relevant legislation that portray Government’s expectations. The impact of the relevant legislation on the Higher Education environment emphasises the importance of participation in transformation initiatives.

Chapter three specifically continues with the theoretical framework and focuses on the impact that the changes have on teaching and learning in Higher Education. Attention will also be paid to the importance of the continuing development of lecturers. Staff development models will be scrutinised and a specific model used in this study will be tabled.
CHAPTER 3
TRAINING AND DEVELOPMENT OF LECTURERS IN HIGHER EDUCATION TO MEET THE GOALS OF THE NEW EDUCATION DISPENSATION

3.1   INTRODUCTION AND CONCEPT CLARIFICATION
Where chapter one outlined the context of this study, the second chapter addressed the epistemological foundation, strategies and structures that were put in place to pave the way for transformation and discussed the broad impact that it had on the Higher Education environment. In chapter three, specific attention will be paid to the training and holistic development of lecturers to meet the teaching and learning goals of the new education dispensation. The following concepts need to be clarified first:

3.1.1 Teaching
Teaching can be seen as the transfer or transmission of knowledge as well as the facilitation of learning and reflective practice.

3.1.2 Learning
In its most simplistic form learning can be defined as a relative-permanent change in behaviour as a result of experience(s).

3.1.3 Outcomes Based Education
OBE is an educational philosophy that is organised around several basic beliefs and principles. It directly implies that outcomes must take precedence over time.

3.1.4 Lifelong learning
The development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment.

3.1.5 Continuous Professional Education (CPE)
The term Continuous Professional Education known as CPE usually refers to formally organised conferences, courses or educational events rather than work based learning.

3.1.6 Continuing Professional Development (CPD)
The term "Continuing Professional Development" (CPD), refers to the formally organised conferences, courses or educational events as well as work based learning.

3.1.7 Staff development
A systematic attempt to harmonise individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organisation within which they are expected to work.
3.2 Teaching and Learning in the New Education Dispensation

The concepts teaching and learning are so intertwined that it is very difficult not to use them in the same breath. According to Papo (2002a:1), teaching and learning in Higher Education should be integrated. For this to take place, learners should actively participate in their own learning, and formal instruction should make way for interactive learning.

3.2.1 Teaching

Much is written about what teaching entails, but it does not necessarily reflect the direct words of the lecturers themselves. "There are lots of useful observations in the educational literature about learners learning but not so many about teachers teaching. This must be partly because it is so difficult to give an honest account of what it is actually like to teach - most attempts to do this slide into idealised intention or pious hope" (Tahta, 1995:1). Another issue is whether lecturers know that teaching means serious business. Being a master of your subject knowledge is one thing; being a master lecturer, another (Biggs, 1999:54).

Despite the fact that lecturers themselves do not necessarily voice their own opinion, relevant studies do exist. Burroughs-Lange (1996:30), for example, conducted a study involving 20 lecturers and 1249 students within five faculties of a large Australian university. The aim of her study was to describe the lecturers' concepts of their role and their understanding of the effects their approaches to teaching have on their students' learning. It resulted in four elements that were deduced from the data on lecturers' interpretations of their concept of their role:

(i) Their understanding of the nature of learning, which they characterised as primarily involving the transfer of knowledge from one context to another, including real world experiences and interpretations.
(ii) The understanding lecturers hold about their students.
(iii) Their sense of responsibility to their knowledge field.
(iv) Their responsibility to and for their students.

Teaching can be defined in three different ways:

(i) As the transfer or transmission of knowledge as indicated by the above-mentioned study of Burroughs-Lange (1996:30) and specifically referring to the transfer of knowledge from one context to another, including real world experiences and interpretations. Coetzee-Van Rooy (2002:127)
found that experienced lecturers defined quality teaching as: "The transfer of knowledge, skills and experiences so that learners can apply what they have learned in industry."

Gravett and Petersen (2000:33-34) involved lecturers in an academic staff development study and found that the participants mainly saw their role as "being a resource person"; "providing answers to queries" and "giving knowledge to those who need it through demonstration, lectures and discussions". Although some participants in the study described teaching as "a two way process in a very complex issue," they saw themselves in the role of “transmitters of knowledge, information and wisdom.” According to them, the contradiction in terms can be the result of an inconsistent personal theory of practice, which is typically the result of previous lecturer training focusing non reflectively on instrumental learning without challenging perspective lecturers to intentionally construct an informed theory of practice. This perception resulted in participants largely espousing a quantitative conception of learning as cumulatively adding facts and procedures to one's existing body of knowledge and skills. Learning is hence predominantly described as the "acquisition or gathering of information or knowledge".

According to Burroughs-Lange (1996:33) and Biggs (1991:10-11) lecturers have a very strong sense to pass the knowledge they possess on to their students. This implies that when the lecturer knows his/her subject and can communicate it fluently, it is the student's fault if learning is inadequate! According to this approach, lecturers are efficiently orchestrating their teaching skills and adapting it to different students. They focus on their own teaching; the student being but one component in the management scheme of teaching.

(ii) On the other hand, teaching can be defined as the facilitation of learning. Facilitation means to make easy, promote or help forward an action or result. Quality teaching in the OBE environment is defined as the facilitation of learning so that outcomes are achieved by learners (Coetzee-Van Rooy, 2002:128). It is therefore also important to look at the definition of learning, as "learning involves meaning, understanding, and a way of interpreting the world" (Biggs, 1991:11). The lecturer thus interacts with the student in line with the qualitative conception that learning involves the active construction model of learning. The lecturer's role is to engage the student in effective learning activities. It can therefore be seen as a student-centred approach.

(iii) A third way of looking at teaching is to see it as reflective practice, where the role of the lecturer is no longer to convey, clarify and interpret, but to guide. According to this approach, the lecturer
provides the information and resources to facilitate the student's personal and professional growth. The relationship between the instructor and the learner thus changes. The responsibility for the success of the learning endeavour is no longer the responsibility of either the learner or the instructor, but a shared responsibility (Osterman, 1991:214). The lecturer only plays the role of a mediator between the student and the external world, structuring the learning environment and providing opportunities necessary to establish and improve strategic behaviour in learning, thinking and problem solving situations (Mulcahy, Peat, Andrews, Darko-Yeboah, Marfo & Cho, 1991:197). A broader definition of teaching is being used by Ramsden (1992:87-102) when he includes the design of curricula, choice of content and methods, various forms of lecturer-student interaction and the assessment of students. He clusters his criteria for good teaching into six principles:

(i) **Interest and explanation**
   - The lecturer’s desire to share his/her love for the subject with students.
   - The ability to make the content stimulating and interesting.
   - Engaging with students at their level of understanding.
   - The capacity to explain the material plainly.

(ii) **Clear goals and intellectual challenge**
   - A commitment to making absolutely clear what has to be understood, at what level and why.

(iii) **Concern and respect for students and student learning**
   - Showing concern and respect for students. Sadly, lecturers are sometimes under pressure to show toughness, stringency and inflexibility.

(iv) **Independence, control and active engagement**
   - A commitment to encourage student independence.
   - An ability to improvise and adapt to new demands.
   - Using teaching methods and academic tasks that require students to learn actively, responsibly, and cooperatively.

(v) **Appropriate assessment and feedback**
   - Using valid assessment methods.
   - Giving the highest quality feedback on student work.

(vi) **Learning from students**
   - A focus on key concepts and students' misunderstanding of them, rather than on covering the ground. Trying to diagnose the students’ misunderstandings, in class and from the work they submit, and then setting about trying to change them by structuring the curriculum and assessment correctly.
   - A desire to learn from students and other sources about the effects of teaching and how it can be improved.
Prosser and Trigwell (1999:145-154) refer to a series of studies they conducted among 24 university lecturers. They identified six conceptions of teaching, namely:

(i) *Transmitting concepts of the syllabus.*

Lecturers only focus on concepts detailed in the syllabus or textbook, not on how the components of the information are related to each other, or on students' prior knowledge.

(ii) *Transmitting the lecturers' knowledge.*

(iii) *Helping students acquire concepts of the syllabus.*

Although lecturers focus on concepts as detailed in the textbook or syllabus, they not only transmit the knowledge, but also help the students acquire those concepts and relations between them. Students' prior knowledge is thus important.

(iv) *Helping students acquire lecturers’ knowledge.*

Lecturers focus on their own understanding, but students' prior knowledge is important, because that helps them to acquire these concepts and the relations among them.

(v) *Helping students develop conceptions.*

The focus is on the students' world-views or conceptions of the subject matter. Lecturers help students develop their conceptions in terms of further elaboration and extension.

(vi) *Helping students change conceptions.*

The focus is on the students' world-views or conceptions of the subject matter, but lecturers help them to change their conceptions or world-views.

In 1997, interesting research results were published concerning perceptions university lecturers have about their teaching situation. Five aspects, which had an effect on their approach to teaching, were identified (Prosser & Trigwell, 1999:151-2):

(i) The extent to which lecturers have control over teaching, the amount of material, and the flexibility in the way they teach.

(ii) The class size that impacts on the amount of interaction between student and lecturer.

(iii) Variation in student background, ability, language and gender.

(iv) Departmental support for teaching and not merely emphasis on research.

(v) Workload – lecturers need to have sufficient time for teaching, assessment and research.

The study conducted by Burroughs and Lange (1996:33) reveals that the understanding lecturers have about their students, including their perceived needs and demands, influences the content and format of their teaching. Lecturers are concerned about how students engage in learning and what triggers their interest. They feel that students need their learning to be structured and sense that the nature of the
learning activities needs to provide support to the students socially and emotionally as well as cognitively. The above concepts interact with the lecturers’ sense of responsibility to their knowledge field and their responsibility to and for their students. Much of what the lecturers discussed about their teaching responsibilities implied that they wanted students to like their subject and to exert sufficient effort to come to understand something of what they, the lecturers, understood and naturally considered as important and worthwhile.

Gravett and Petersen (2000:32) also believe that lecturers' views on learning and knowledge have a direct impact on their teaching practice, which in turn will influence the knowledge that students construct. They use an example of lecturers viewing knowledge as bodies of fixed, stable facts to be acquired by students, and they inadvertently teach to transfer these facts. Consequently, the assessment procedures are likely to require students to repeat these facts intact.

The elements of learning that lecturers in Burroughs-Lange’s (1996:38) study valued most, related to the building on interactive learning environments and the use of students' own experiences. Peer interaction, involvement of other professionals and simulation activities were identified as valuable elements. On the other hand, many lecturers saw their responsibility in terms of nurturing their students. They did this by responding to students' cognitive and affective needs. Responding to student differences in a nurturing way included awareness of cultural differences, different levels of maturity and institutional status (Burroughs-Lange, 1996:45).

These findings correspond with the six key principles of effective teaching documented by Ramsden (1992:96-102) and unpacked in paragraph 3.2.1. as follows:

(i) Responsibility to interest the students.
(ii) A concern and respect for students.
(iii) Appropriate assessment and feedback.
(iv) Setting of clear goals.
(v) Control and active engagement in learning.
(vi) Students’ ability to create knowledge.

As indicated above, the more complete understandings of the concept “teaching” focus on students as well as the lecturer and the context, while the less complete understandings focus on the lecturer or the context only. Teaching without learning is thus fruitless.
3.2.2 Learning

Much research has been done on the concept 'learning'. In its most simplistic form learning can be defined as a relative-permanent change in behaviour as a result of experience(s) (Technikon Pretoria, 1999:1 and De Wet, Monteith & Van der Westhuizen, 1981:1). Much has been said about the stimulus-response-association theories and change of behavioural patterns. Concepts such as association, assimilation and accommodation were used. Association refers to the programmed links between the stimulus and response and assimilation to the process in which new information and new discoveries about the world are incorporated into existing schemes. Accommodation refers to the modification of the existing frame of reference to allow information to fit meaningfully. The cognitive approach followed and emphasised the role of the processes within the human mind and the involvement of the learner with his/her environment (De Wet, et al., 1981:24-31).

In the previous paragraphs, the point was made that both students and lecturers have a role to play to ensure that learning takes place. Van den Berg (2000:98) focuses on the role of the learner when he defines active learning as learners being “actively involved in constructing knowledge and learning from each other across traditional disciplinary borders of linguistic, cultural and political contexts”.

When considering the changing epistemic postures (ways in which human beings do knowing) in Higher Education institutions, students should also be challenged to become part of the knowledge construction process assessment of their learning as interwoven with teaching; otherwise they might see themselves only as recipients of knowledge and feel threatened by continuous assessment (Van Heerden, Myburgh & Poggenpoel, 2001:160).

Several theorists, particularly cognitive developmentalists, strongly agree with this view and emphasise the central role of the learner in creating knowledge. They have a constructivist theory of knowledge in common, which recognises that it is the learner who constructs knowledge, not the lecturer who imparts it. Learning involves meaning, understanding, and a way of interpreting the world. When we relate this to the Higher Education context, the dimensions of particular qualities of thinking and problem solving need to be added (Biggs, 1991:2 & 11). Students are not necessarily actively participating, but lecturers are doing most of the cognitive work during the lecture, leaving it to the students to do the less demanding tasks. Burroughs-Lange (1996:47) therefore argues that lecturers require more explicit and substantive notions of what learning is about, which teaching strategies might encourage deep learning, which
learning strategies students need to use to be able to take advantage of this kind of teaching and how they know that learning has occurred.

Haspeslagh and Wittenauer (1989:7-9) refer particularly to the natural desire of lecturers to know the results of their teaching efforts. According to them, lecturers started to satisfy this need in the mid-1950s by categorising certain cognitive activities in a scalar methodology to understand the building process at each level in the activities of learning more completely. One of the best-known taxonomies certainly is that of Benjamin Bloom, designed in 1956 and commonly known as "Bloom's Taxonomy". Taber (1989:33) mentions that this taxonomy gave lecturers an organised approach to the identification, categorisation and description of three separate but related categories of educational objectives, namely the

(i) cognitive,
(ii) affective and
(iii) psychomotor domains.

Despite the importance of the cognitive domain, lecturers realised the importance of all three domains, in the total education of the student (Taber, 1989:34).

The cognitive domain is divided into six learning levels, the order of these being based on the complexity of the task involved. In most cases some proficiency in the previous level is required before one can use or understand the next level. The first or lowest level is that of knowledge, recalling of specifics and universals, of methods and processes. The second level is comprehension, the ability to make use of material without necessary relating it to other materials. This level is followed by application that implies the use of concepts in particular and concrete situations, in the form of general ideas, rules or procedures. The fourth level is analysis, the breakdown of a concept into its constituent parts so that the relative hierarchy of ideas is clarified and the relations between expressed ideas are made explicit. Synthesis is the ability to put elements and parts together so as to form a whole. The last level is that of evaluation, judgements about the value and methods for given purposes.

Different viewpoints about what learning in Higher Education means, resulted in certain myths as tabled by Ramsden (1992:88). These myths once again demonstrate the way in which teaching and learning are intertwined:

• Learning is what students do. It is something separate from teaching.
• Learning is the student's job, teaching the lecturer's.
• Able students will understand and apply the skills and information they have been exposed to, if the rest don't learn, it is their problem as they are in Higher Education.
• Unpopular, even dreadful lecturers are even better than popular and helpful ones, because they force students to be independent while the others 'spoon-feed'.
• Teaching first year students is easier than post graduates.
• Knowledge of the subject matter is sufficient as well as necessary for proficient teaching.
• Quality of teaching cannot be evaluated.

The research done by Prosser and Trigwell (1999:147-149) at 24 universities was mentioned in paragraph 3.2.1. The lecturers' conceptions of the learning of their students will now be reported on:
• Learning as accumulating more information to satisfy external demands. Focus on the accumulation of facts, principles, laws, definitions, strategies, formulas and skills that are added to replace existing knowledge.
• Learning as acquiring concepts to satisfy external demands is seen as a process of developing meaning by acquiring the concepts of the discipline and knowledge of how those concepts are related (the term 'concept' refers to the generally accepted public knowledge, and not the understanding of that knowledge). It involves an adding on to, an extension of, or an elaboration of prior knowledge in the direction of the knowledge or discipline.
• Learning as acquiring concepts to satisfy internal demands is seen as acquiring the concepts of the discipline, not only as the need to satisfy external requirements but more importantly as something internal to the students. They will know when they have learned something because it will have personal meaning for them.
• Learning as conceptual development to satisfy internal demands involves a process of developing meaning through the construction of a fuller, more elaborate and systematic knowledge of phenomena within a particular world-view. Learners see things in their own way through development of their own meaning rather than according to the discipline knowledge.
• Learning as conceptual change to satisfy internal demands is seen as the development of personal meaning through a paradigm shift in the students' world-view of phenomena in the discipline. Students change the way they think about the discipline by restructuring their current world-view to produce a new world-view.

Papo (2002a:1) reminds us that learning is a "never-ending process" and should open up teaching opportunities. There will always be a need for re-thinking old ways and formulating new approaches to teaching and learning.
3.2.3 New approaches to teaching and learning

During the last decade, the changes in the global Higher Education system had a direct impact on teaching. Biggs (1999:2) comes to the conclusion that all the "how-to-cope" questions need to be addressed by taking a fresh look at the meaning of teaching. The emphasis placed on outcomes in the development of new curricula in South Africa implies "a shift from transmission modes of teaching to processes of facilitating and mediating learning" (Le Grange, 2000:155).

According to Biggs (1999:2), it is not just a matter of finding better teaching techniques, because there is not a single, all-purpose best method of teaching. Wise and effective teaching is individual and therefore needs adaptation to the lecturer's personal strengths and teaching context. The most appropriate method to suit the subject matter, the learners, and available resources should be taken into consideration. Opportunities for critical reflection on the informal theories that lecturers hold, should be created to reflect on the content (what they believe), process (how they came to the beliefs) and premise (why they perceive, think or feel as they do during teaching) (Gravett & Petersen, 2000:32).

Although university lecturers enter a teaching and learning context with certain prior perceptions of what constitutes good learning and teaching in their discipline, they are willing to adopt certain approaches to teaching in that situation (Prosser & Trigwell, 1999:142).

The combination of motive and strategy is called an approach to learning. Biggs (1991:18-19) distinguishes between different dimensions:

- **The surface approach** is based on extrinsic motivation: learning is a means towards some other end, for example, obtaining a job or keeping out of trouble. With such an approach, the big picture is difficult to see. The components of the task are thus seen as unrelated to each other or to other tasks, and are being learned through memorisation of these components.

- **The deep approach** is based on interest in the subject matter of the task. With such an approach the student is interested and personally involved. It focuses on the underlying meaning rather than on the literal aspects. The student reads widely, discusses what was read with others and even experiments with the task.

- **The achieving approach** is based on a particular form of extrinsic motive: ego-enhancement that results from visible achievement. With such an approach, the students see high grades as important, competitive, self-disciplined, neat and systematic. An achieving approach may be linked to either a surface or deep approach.
The improvement of teaching lies in the minimising of factors that lead to surface learning and to maximising those leading to deep and achieving approaches to learning. The question on particular approaches to teaching that foster deep learning is answered by the results of a study by Biggs and Telfer in 1987 (Biggs, 1991:218-219). They found that one or more of the following factors were present where the result was conducive to deep learning:

- an appropriate motivational context;
- a high degree of student activity;
- interaction with others including peers and lecturers; and
- a well-structured knowledge base.

Students are not necessarily concerned about only gaining knowledge. They “read their messages from what lecturers actually do in their teaching and assessing, not from what they say!” According to Biggs (1991:23), the following issues are important to them:

- The message that reward and punishment systems convey. Are students punished more often for late submission than for quality?
- Administrative efficiency that prescribes deadlines and fairness that contributes to its enforcement.
- The manner in which conflict is resolved will tell students about priorities and how to live as comfortably as possible with them.
- The way in which assessment is administered and done.
- Are students taught how to learn and study across subject areas?
- Are meta-cognitive skills of self-management, rather than direct instruction of particular study techniques emphasised?
- Are the lecturers experts in a range of teaching skills, particularly those involving lecturer-student interaction?
- Are deep approaches being encouraged by creating a ‘warm’ classroom climate that is likely to foster intrinsic motivation, by cognitively teaching for integration and by specifically valuing the procedural knowledge for a deep approach to particular academic tasks? Are tasks set and evaluated in ways that tell students that higher level outcomes are expected? (Biggs, 1991:24; Moore, 1991:178 and Mulcahy ,et al., 1991:201).

The question was raised if meta-cognitive skills of self-management rather than direct instruction of particular study techniques are emphasised. Students are not only cognitive but also meta-cognitive
processors of information. Biggs (1991:3) aligns the buzzword of the early nineties "meta-cognition" with the term "reflective self-awareness" of Dewey at the beginning of the twentieth century. Whereas cognition refers to the what of learning, meta-cognition refers to the how: the processes of learning, thinking and problem solving.

Burroughs-Lange (1996:29) agrees with Biggs (1991:24) that if lecturers are to enable their students to learn at higher levels of understanding, integration and the ability to generalise, they need to plan their teaching and adopt strategies aimed at achieving that goal. They need to use active teaching methods that require from students to question, speculate and generate solutions. That will 'force' them to use higher order cognitive activities such as applying, generating, reflecting and theorising (Biggs, 1999:5). Therefore, when lecturers expect from students to perform well they should create an environment for maximum learning to take place. A whole brain approach contributes to meet students where they actually are and guide them to where they should be. The whole brain approach will be discussed later in this chapter (3.2.7).

Lecturers can do their best to ensure that learning takes place, but as mentioned earlier, it is a dual responsibility between learner and master. Although quality learning in an OBE training and development context can be defined as "the active involvement of learners in the learning process that results in the ability of learners to demonstrate the outcomes they achieved" (Coetzee-Van Rooy, 2002:125), lecturers have a vital role to play. Biggs (1999:4), acknowledges the fact that there are limits to what students can do that are beyond the lecturer’s control. Other aspects can be controlled, and capitalising on them is what good teaching is all about. Ramsden (1992:86) argues that to improve quality student learning the answer lies in the connection of the learning of particular content and the quality of the teaching of that content. In other words, good teaching and good learning are linked through the students' experience of what lecturers do.

The way forward in teaching and learning is to focus more on learning and teaching situations while maintaining a focus on the quality of learning. If lecturers do this, students tend to focus on meaning and understanding in their studies. University lecturers who focus on themselves and what they are doing, tend to have students who focus on reproduction (Prosser & Trigwell, 1999:vi). For the focus to be on learning, the 3P model of Biggs (1999:18) needs to be scrutinised. There are three points in time where learning-related factors are placed:

(i) Presage (before learning takes place, what the student and lecturer bring to the classroom).
(ii) Process (the approach during learning).
(iii) Product (outcome of learning).

Shuell (1986:429) puts it in a nutshell: “If students are to learn desired outcomes in a reasonably effective manner, then the lecturer's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes". The 3P model supports this view by referring to constructive alignment as constructing learning by aligning teaching (Biggs, 1999: 25) and depicts three sources that might affect the learning outcome:

(i) the student based factors;
(ii) the teaching based factors; and
(iii) an interactive effect from the system as a whole.

Each of these ways of determining what learning is, relates to the three sources mentioned and forms a theory of how teaching operates:

(i) Learning is a function of individual differences between students.
(ii) Learning is a function of teaching.
(iii) Learning is the result of students' learning-focused activities, which are engaged by students as a result of their own perceptions and inputs, and the total teaching context.

These different theories of teaching are in order of complexity and sophistication, and are referred to as levels (as illustrated in table 3.1).

Table 3.1: Example of the application of levels of teaching (Biggs, 1999:25)

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers are aware of student differences, as most beginning lecturers are. They focus on good and poor students. Lecturer’s role: know the content well and expound it clearly. Transmit information by lecturing. If results vary, it is because of ability, students’ motivation, the school they attended, and their innate approaches to learning. Thereafter it is up to the student to attend lectures, listen, take notes and read</td>
<td>Focus: What the lecturer does. Based on transmission. Success depends on good teaching. Learning is seen as a function of what the lecturer is doing and what type of students s/he has to deal with. This lecturer obtains an armoury of teaching skills, more than chalk and talk. There is considerable variation in technique. Prescriptive advice:</td>
<td>Focus on what the student does. Teaching is seen as supporting learning. No longer is it possible to say: “I taught them, but they didn’t learn”. Expert teaching includes mastery over a variety of teaching techniques, but unless learning takes place, they are irrelevant. Not only facts, concepts and principles are covered, but also:</td>
</tr>
</tbody>
</table>
recommended readings.

The view of university teaching as transmitting info is so widely accepted that delivery and assessment systems the world over are based on it. Lecture halls and media are designed for one-way communication.

| ▪ Clear procedural rules e.g. signals for silence. | ▪ What it means to understand them in the way we want them to be understood. |
| ▪ Ensure clarity, project the voice and use clear visual aids. | ▪ What kind of teaching-learning activities are required to reach that kind of understandings? |
| ▪ Make eye contact. | ▪ Do not interrupt a large lecture with handouts. |
| ▪ All about management, no facilitation of learning. |

Lecturers tend to practice these theories at different points in their teaching careers, some progressing to level 3, others remaining at levels 1 or 2.

3.2.4 Impact of transformation on teaching and learning

The transformation context against which this study is conducted, was described in chapter one (1.2.2.3), briefly addressing the changes relating to teaching systems and practice that took place globally. Its specific impact on teaching and learning will now be unpacked.

Martin (1999:7-12) speaks about the changing academic life when she reflects on changes since the 1950s till recently. Apart from the fact that lecturers then had less to do, more time to publish, and far fewer students, they were recognised as very important people, as reflected in the experience that a history lecturer had during the 1950s when he was escorted to a first-class compartment on the train because that was the proper place for university staff to be.

One of the most important changes was the increasing numbers of students, which implied “a greater variety in background and previous educational experiences”. Martin reports that the newly expanded generation of university students was not satisfied with purely theoretical ideas, but increasingly sought an education where the emphasis was on future employment. Because of the pressure from governments on universities to perform well, it became a service to business and industry as well as the development of knowledge for its own sake. Students were seen as customers to be satisfied and therefore the focus of teaching shifted from the lecturer to the student. Internationalisation resulted in opportunities to learn from others and benefit socially, educationally and financially.

Kok (2001:33-36) describes his experience of changes that took place in teaching styles in Higher Education during the last five decades of the 20th century and the early 21st century as follows:
It started with dictation-driven lectures where learning took place on the lowest level of Bloom's taxonomy, namely memorisation (Haspeslagh & Wittenauer, 1989:8 and Taber, 1989:33).

The next phase related to the textbook-driven style where lecturers facilitated the information in the textbooks and students became involved to some extent. Although they sometimes had to apply the knowledge, it mostly remained on the lower levels of Bloom’s taxonomy.

Study guides that focused on the lecturers' inputs were introduced. Lecturers guided students through the content, lead discussion, applied and criticised the knowledge and did continuous evaluation. Students became involved to a much greater extent, and learning as well as assessment took place on the middle to higher levels of Bloom's taxonomy.

During the eighties, the information era influenced the education environment to a great extent and students became part of the entire education process. Lecturers facilitated the knowledge by posing questions, and discussion took place. Publications of scientific articles followed, and information was available globally. Students contributed by means of assignments, which were valued by the allocation of credits.

Computer-aided teaching/learning was introduced at the end of the previous decade. Students and lecturers had to become computer literate, and information became readily available "on your lap". Research became part of the continuous adaptation of curricula. As soon as knowledge was created, it was ready to go to the student. Lecturers started to take part in discussions on new knowledge, and assessment was done through a variety of methods.

Eventually, independent learning, where students' needs were addressed and where they took responsibility for their own learning became relevant. Contact sessions became less important, and electronic and cellular media supported individual contact between the student and lecturer. Web based discussions became a reality. Lecturers were consultants, partners in discussions, knowledge creators and subject experts, creative users of all available media, assessors, motivators, emphatic supporters and "searchers of the truth". Students were expected to think, argue, create and evaluate. Assessment was problem and/or outcomes based.

However, for students to take responsibility for their own learning, clear outcomes are a necessity.

### 3.2.5 Outcomes Based Education (OBE)

It was mentioned in chapter one (1.2.2.3) that South Africa has embarked on educational reforms based on the concept of OBE. According to Norris (2001:221), OBE is an educational philosophy that is
organised around several basic beliefs and principles. It starts with the belief that all students can learn and succeed. Outcome based systems go back at least 500 years to the craft guilds of the Middle Ages in Europe. A variety of examples exist where OBE is applied, such as professional licensure of doctors, lawyers and real estate brokers (Spady, 1994:4). Due to the nature of OBE, it is evident in the curriculum where the amount of learning is reduced and where the focus is on forming conceptual frameworks into which new information is integrated. The content is structured around themes and real life problems and not according to disciplines. Therefore boundaries between disciplines are blurred (Claassen, 1998:34-35).

The transformational perspective is also evident in assessment procedures where students must prove competence against certain criteria, thus being criterion-referenced and not norm-referenced. Students do not compete much with each other, but work together in teams. In the words of Claassen (1998:35), education becomes a lifelong process, rather than a product. Knowledge is negotiable and changeable.

Qualifications are described in terms of the outcomes of learning which include the particular combinations of applied competencies that must be achieved by the student. Inevitably, the focus shifts to the outcomes of learning, thus from the lecturer to the student. Applied competence is thus acquired instead of merely achieving subject knowledge (Norris, 2001:221). However, in order to practise OBE, it is important to define outcomes properly. Spady (1994:2) refers to outcomes as "clear learning results that we want students to demonstrate at the end of significant learning experiences. They are not values, beliefs, attitudes, or psychological states of mind." They indicate what students can actually do with what they know and have learned and represent the ultimate result that is sought from learning. A system based on outcomes thus give top priority to ends, purposes, learning, accomplishments and results. There is a definite shift from time to accomplishments, to learning results achieved, despite the clock, schedule or calendar. The term outcome based directly implies that outcomes must take precedence over time. Therefore, within the OBE paradigm, what and whether students learn successfully is more important than when and how they learn something.

In a nutshell, the four principles that are the heart of OBE (Spady, 1994:10-12) are as follows:

(i) Clarity of focus

A specific focus helps lecturers to establish a clear picture of the learning they want students to exhibit in a performance demonstration. This forms the starting point for curriculum, instruction and assessment planning and implementation.

(ii) Expanded opportunity
Students are given more than one chance to learn important things and to demonstrate that learning took place. It does not necessarily mean that they can take as long as they want to learn something or complete their work, because clarity of focus and high expectations clearly define what is expected of them. Several methods and instructional modalities could also expand opportunities for successful learning.

(iii) High expectations

In outcome terms, students must do more than perform tasks on schedule to be "finished" or "done". They must perform all criteria of a defined performance to a defined standard. They have to continue until the standard is met.

(iv) Design down

Lecturers begin their curriculum and instructional planning where they want students to ultimately end up and build back from there, also known as mapping back. This challenging but powerful process becomes clear when we think of outcomes as falling into three broad categories: culminating, enabling and discrete.

1. **Culminating outcomes** define what the students must be able to do when their official learning experiences are complete: Also known as exit outcomes.

2. **Enabling outcomes** are the key building blocks on which culminating outcomes depend and they are essential to the students' ultimate performance success.

3. **Discrete outcomes** are curriculum outcomes that are "nice to know" but not essential to a student's culminating of outcomes.

Van Niekerk and Killen (2000:93) list some of the fundamental concepts embodied in OBE and link them to established philosophies of education (See table 3.2).

<table>
<thead>
<tr>
<th>UNDERLYING PRINCIPLE</th>
<th>FUNDAMENTAL CONSEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning is the most important aspect of education.</td>
<td>1. Learning should be the focus of everything that happens in education.</td>
</tr>
<tr>
<td>2. Learners have different characteristics and dispositions that influence what and how they learn.</td>
<td>2. It should be expected from learners to learn in different ways and at different rates.</td>
</tr>
<tr>
<td>3. Learning is influenced more by time and opportunity than by ability</td>
<td>3. Learners should be given multiple opportunities to learn, rather than being labelled as failures if they do not learn on the first opportunity.</td>
</tr>
<tr>
<td>4. Educators and learning contexts influence</td>
<td>4. Circumstances and methods of instruction</td>
</tr>
</tbody>
</table>
5. Learners need to experience success in order to remain motivated to learn.

6. Learning needs to be challenging in order to engage learners.

7. Every instructional/learning episode should have a purpose.

8. The purpose of an educational programme can be expressed as a set of significant learning outcomes that will influence everything else in the programme.

9. If learners know what outcomes they are supposed to achieve they will have a better chance of achieving them.

10. Learning of isolated facts and mere accumulation of knowledge is not real education.

11. Learners should be expected to take some responsibility for their learning.

12. Learners are capable of achieving complex outcomes if given appropriate opportunities and time.

13. Assessment should be an integral component of instruction and should as far as possible, be authentic (use real-world situations in which to test knowledge and skills).

14. Educators and educational institutions (not the should be varied to suit the learning.

5. Educators must structure learning for learners to experience success. If necessary, learners should be given more than one uniform, routine chance to receive instruction and to demonstrate their learning.

6. The outcomes should be challenging and all learners should be expected to achieve them at high performance levels.

7. Educators must know why they are teaching whatever they are teaching.

8. Curriculum content, instructional design, teaching strategies and assessment practices must be derived from significant outcomes.

9. A clear focus on significant learning outcomes stated clearly and unambiguously, in language that the learners can understand, is important.

10. The purpose of each learning episode must be articulated within a consistent framework of long-term goals. Knowledge, skills and attitudes or values are important.

11. Educators should help learners to understand what is expected of them, and to develop the knowledge, skills and dispositions that will enable them to take some responsibility for their learning.

12. Educators should have high expectations about student learning.

13. Educators have to stop pretending that assessment means something just because they have given marks or applications of grades to students.

14. Educators and educational administrators must
students themselves) control the factors that
determine whether or not students are able to
learn.

15. The way educational institutions (and all aspects
of instruction) are currently organised is not the
only way (or necessarily the best way) to
organise them.

15. Educators should critically reflect on their
current practices and be willing to accept that
there are better ways of helping learners achieve
significant learning outcomes.

As noted above, the fundamental consequences are significant and lecturers do not necessarily find it
easy to make the paradigm shift towards an outcome based approach. Gravett and Petersen (2000:35)
found that despite a generally positive attitude of nursing lecturers, many experienced the implementation
of the new curriculum and its accompanying way of teaching daunting, like the one who said: "This new
OBE curriculum, it is confusing. And then the teaching. I wonder all the time. Is what I am doing
correct? I just don't know."

One of the reasons why they experienced difficulty was that some of their students were not co-operative
in a teaching strategy, which required that they take responsibility for, and actively participate in their
own learning, possibly because they were used to being recipients of education: "Some students just want
everything from the lecturer. If you don't give it to them, they say that you are not doing your work"
(Gravett & Petersen, 2000:35).

Some educators find it difficult to move on from being lecturers, to educators. They felt safer and more in
control in the previous system. One of the lecturers in Gravett and Petersen’s (2000:35) study expressed
her feelings of insecurity as follows: "I must confess. The teaching went well..., most of the time. I
enjoyed the interaction with the students and I think most of them also felt that the classes were
stimulating. But then, just before the examinations, I started to panic. What if the students fail? And then
I gave a lot of detailed lectures."

Biggs (1999:37-39) assists lecturers with his SOLO (Structure of Observed Learning Outcome)
taxonomy. This tool not only provides a systematic way of describing how a student's performance grows
in complexity when mastering many academic tasks, but also defines curriculum objectives (outcomes),
which describe where students should be operating. Learning outcomes can thus be evaluated so that
lecturers can also know at what level individual students actually are operating.
The tool describes a hierarchy, where each partial construction becomes the foundation on which further learning is built. Different levels of students’ responses indicate the amount of learning that took place as follows:

**Pre-structural**
Answers indicate very little understanding, simply missing the point, or the use of tautology covers lack of understanding. Sometimes responses can be quite sophisticated, such as the kind of elaborate tautology that politicians use to avoid answering questions, but academically they show little evidence of relevant learning.

**Uni-structural**
The answer meets only part of the task. It deals with terminology and getting on track but little more.

**Multi-structural**
The answer reflects knowledge, but not the real problem. The students see the trees, but not the forest. Snowing with a bunch of facts, but not structuring them as required.

**Relational**
An explanation with all the relevant concepts, integrated by the concept of a system, examples are given, and the structure can be easily used to generate practical steps. The trees have now become a forest; a qualitative change in learning and understanding is visible. They address a point, making sense in light of their contribution to the topic as a whole.

The answer goes beyond what is given.
The coherent whole is conceptualised at a higher level of abstraction and is applied to new and broader domains. It can be seen as a "breakthrough" response, giving a perspective that changes what we think (Biggs, 1999:37-39).

If lecturers are clear on what they expect from students, it will be possible for them to reach the highest level. Lecturers must thus use “observable action verbs - like describe, explain, design, or produce, rather than know, understand, believe and think. Without those verbs, the outcome statements take on the character of a goal rather than a true outcome demonstration” (Spady, 1994:2). Nevertheless, in the South African education environment it is not only the specific learning outcomes that are relevant. As mentioned in chapter two (2.6.3.2), reforms were organised around a set of twelve "critical outcomes" that were endorsed by SAQA. Gericke and Smit (1999:26) compare key constructs and prove a relationship between post-modern thinking, transformative learning outcomes and SAQA’s critical outcomes in table 3.3.
Table 3.3: Post-modern trends and learning outcomes

<table>
<thead>
<tr>
<th>POST-MODERN TRENDS</th>
<th>TRANSFORMATIVE LEARNING OUTCOMES</th>
<th>SAQA: CRITICAL OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>· No single truth/ absolutes</td>
<td>· Acquire, analyse and interpret information</td>
<td>· Identify and solve problems using critical and creative thinking</td>
</tr>
<tr>
<td>· Critical consciousness</td>
<td>· Identify, plan and organise activities and resources</td>
<td>· Collaborative work with others in a team, group, organisation, community</td>
</tr>
<tr>
<td>· Pluralism of perspectives</td>
<td>· Autonomous, critical reflection on assumptions</td>
<td>· Organise, manage: self and activities</td>
</tr>
<tr>
<td>· Multiplicity, diversity</td>
<td>· Working in collaborative, flexible intercultural contexts towards problem posing and solution</td>
<td>· Collect, analyse, organise and critically evaluate information</td>
</tr>
<tr>
<td>· Give meaning/construction of meaning</td>
<td>· Communicating ideas</td>
<td>· Communicate effectively in the modes of oral and/or written presentation</td>
</tr>
<tr>
<td>· Diverse meanings</td>
<td>· Communication competence</td>
<td>· Critical use of science and technology, showing responsibility towards the environment and health of others</td>
</tr>
<tr>
<td>· Deconstruction</td>
<td>· Use and apply mathematical constructs and technology</td>
<td>· Demonstrate understanding of world as set of related systems</td>
</tr>
<tr>
<td>· Meta-narratives</td>
<td>· Adapt to change</td>
<td>· - contextualisation of problems to be solved</td>
</tr>
<tr>
<td>· Flexibility</td>
<td>· Identify frames of reference, paradigms</td>
<td></td>
</tr>
<tr>
<td>· Dialogue/ discourse</td>
<td>· Construction of learning</td>
<td></td>
</tr>
<tr>
<td>· Tolerance of difference</td>
<td>· Learning as making meaning</td>
<td></td>
</tr>
<tr>
<td>· Merging/ integration</td>
<td>· Rational discourse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wilson (in Gericke and Smit, 1999:26) urges Higher Education institutions to create a transformative (or constructive) learning environment where students and facilitators can utilise resources to construct meaningful solutions to problems. Transformation of teaching practice will always be an arduous process, and staff development activities should thus take lecturers’ informal theory of practice as a point of departure. Intentional focus on the fostering of transformative learning will increase the probability of enduring and consistent change in teaching practice (Gravett & Petersen, 2000:31-32).

For learning to take place on this level, an enabling environment is essential. Lecturers must face the educational challenges of the new millennium and build on good practice regarding teaching and learning.

3.2.6 Good practice regarding teaching and learning in Higher Education

Gamson (1991:5) refers to the process that was followed to identify seven principles for good practice in undergraduate education, and Sorcinelli (1991:13-23) elucidates on its meaning as principles that:

(i) Encourage student-faculty contact.
Professors who encourage student contact both in and outside classes enhance student motivation, intellectual commitment and personal development. Sorcinelli (1991:15) refers to findings in literature that describe good lecturers as ‘approachable and interested in students, easy to talk to, inviting of student views and discussion, concerned about student progress and open to helping students with problems.’

(ii) Encourage cooperation among students.
Active involvement of students organised in small groups. Gamson (1991:16) note that involvement in learning often increases when students work with others.

(iii) Encourage active learning.
Active learning is distinguished from cooperative learning by the fact that it can be experienced solo and does not necessarily call for group involvement. Methods such as case studies, independent study and computer based instruction are used. Research indicates that teaching methods that encourage students to get actively involved, especially through student-student interaction, are likely to be superior to more passive methods when higher level cognitive or affective learning is the goal.

(iv) Give prompt feedback.
Research clearly proves that students need prompt feedback on performance to benefit from courses. Immediate, corrective and supportive feedback is central to learning.

(v) Emphasise time on task.
This principle refers to the importance of time allocation, time management, and time on task. It has an impact on the quality of performance of each group.

(vi) Communicate high expectations.
The more one expects from a student, the better s/he will perform. It is a well known fact that one lives up to expectations. Literature consistently shows that students give higher ratings to difficult courses, in which they have to work hard.

(vii) Respect diverse talents and ways of learning.
Sorcinelli (1991:21) is of the opinion that this principle is so important that it can be seen as the linchpin that holds the seven principles together. It defines a way of viewing the world. Students bring different skills; competencies and learning styles to the lecture hall and lecturers who acknowledge this truth are likely to facilitate student growth and development in every sphere - academic, social, personal and vocational.

In recognising the importance of the last principle, lecturers should ensure that they practice whole brain teaching.
3.2.7 Whole brain approach to learning styles

Sonnier (1989:13) highlights the importance of human cerebral hemisphericity and refers to the way in which this topic has attracted much attention in all the social sciences, including education. Lecturers are now seeking ways to apply this knowledge in their own teaching and learning activities.

The whole brain approach refers to the fact that individuals have a tendency to appeal to either the left or right hemisphere of the brain and its mode of thought more than the other. It has long been stated that the right hemisphere is the seat of visual thinking, and that the left hemisphere is the seat of analytical thinking (in most individuals). Although the common presumption is that 'bright and gifted' are synonymous with being 'analytical' (Sonnier & Fontecchio, 1989:26-27), it is currently widely accepted that both hemispheres of the brain are parallel, equal and orchestrated entities.

The hemispheres are further divided in two quadrants, each representing the four thinking structures of the brain. The left and right hemispheres represent cerebral processes, and the two halves of the limbic system represent the more visceral (feeling based) processes. It is referred to (De Boer, Steyn & Du Toit, 2001:186) as the Hermann four-quadrant whole brain model that indicates the following preference:

- **A-quadrant**, left cerebral mode: favours activities that involve logical, analytical and factually based information.
- **B-quadrant**, left limbic mode: implies a linear approach to activities. It prefers organised, sequential, planned and detailed information.
- **C-quadrant**, right limbic mode: Favours information that is interpersonal, feeling based and involves emotion.
- **D-quadrant**, right cerebral mode: A holistic and conceptual approach in thinking.

Sonnier (1989:13) argues that "hemisphericity forms the basis for holistic education" - the teaching of the whole person. Sonnier and Fontecchio (1989:19) report on their findings in a research project in the late 1960s to early 1970s throughout the state of Mississippi, focusing on individual differences among teachers. Thirty five to forty percent of teachers in each of the many groups that were involved felt comfortable to be characterised as constructive because of their step-by-step, methodical approach and lifestyle. These characteristics can also be related to the lower left quadrant of the Hermann Whole Brain model (De Boer, et al., 2001:186). Approximately the same number of the remaining group was satisfied to be characterised as creative, with a non methodical approach and a less structured lifestyle, relating to the upper right quadrant of the brain.
It is also interesting to note that *constructive teachers* preferred to maintain an *authoritarian* (teacher-centred) classroom atmosphere, and the so-called *creative teachers* preferred to maintain a *self-directed* (student-centred) atmosphere in their classrooms. Sonnier and Fontecchio (1989:20) also refer to the hemisphericity model that indicates that *constructivity* is an *analytical* person's thought processing mode and *creativity* is a *visual* person's thought processing mode. Sonnier (1989:17 & 20) refers to self-reported and group interactions of college student groups conducted since the late 1970s and that emerging evidence was found that one's hemispheric preference also determines thinking and learning. Hemispheric preference is thus documented as an element of learning styles.

It is important to use variation in design and delivery approaches that would facilitate learning in all four quadrants and thereby structure educational activities to incorporate the expectations of students in all four quadrants. It would not only facilitate the development of the full potential of the students but also prepare them for expectations in the working environment. The study of De Boer, et al. (2001:192) confirmed findings that every classroom represents the whole spectrum of learning style preferences. It is therefore imperative that lecturers must be aware of their own thinking style preferences and the implication thereof for their teaching style, otherwise they may frustrate the students. The visual lecturer may "jump around" pointing illogically to a holistic vision of the topic, and the analytical lecturer may describe peak-to-peak highlights of the topic, assuming that the students can logically fill in the missing parts (Sonnier & Fontecchio, 1989:22).

“Teaching activities should ideally be designed to move back and forth dynamically its delivery of each key learning point to distribute learning equally across all four quadrants of the whole brain model” (De Boer, et al., 2001:201). According to Sonnier and Fontecchio (1989:22), there is a single set of teaching strategies that all could use toward reaching and teaching more students. They say that holistic educational strategies will meet the instructional needs of all students, visual and analytical.

In a study conducted with engineering students, Horak, Steyn and De Boer (2001:208) found that for both the lecturers and the students involved, it became apparent that traditional approaches to educational design and delivery could fall short of desired results when dealing with a composite group of students with thinking style preferences distributed across all four quadrants of the whole brain model. One of the critical cross field outcomes that were stated for all learning programmes offered in South Africa, expects from learners the ability to reflect on and use a variety of strategies to learn more effectively. It is thus important for lecturers to be able to cater for different learning styles and preferences (De Boer, et al., 2001:191).
A holistic education approach calls for more hands-on activities, illustrations and demonstrations. Students must get the opportunity to taste success and therefore the most appropriate teaching method must be chosen. Because the lecture method is the most widely used and exemplified method of teaching, it is also widely abused. Using the lecture method cannot possibly accommodate a variety of learning styles. Care should be taken to 'read' the audience for comprehension, and visual aids should be used, because the "self-indulging practice of lecturing without visual aids, can be best described as intellectual egomania" (Sonnier & Fontecchio, 1989:23-24). When one deals with the education, training and development of adults it should be borne in mind that their learning styles are well developed and that their specific learning needs should be met.

3.2.8 Adult learning

According to Mezirow (1991:214), the primary objective of adult education is to support those whom society deems ‘fully responsible for their acts to become more reflective in posing and solving problems, to become more critically self-reflective, to participate more fully and freely in rational discourse and action, and to move developmentally toward more reliable perspectives’.

Adult learning is embedded in the transformation theory of Mezirow (1991:1-8). He emphasises the fact that a crucial dimension of adult learning involves the process of justifying or validating communicated ideas and the presuppositions of prior learning. This view is embedded in the fact that the adult learner is caught up in his/her own history. Adults operate within horizons set by ways of seeing and understanding that they have acquired through prior learning. Formative learning of childhood becomes transformative learning in adulthood. The Recognition of Prior Learning will be addressed further in paragraph 3.2.8.1.

Transformative learning involves reflective assessment of premises, based upon movement through cognitive structures by identifying and judging presuppositions. Meaning schemes, made up of specific knowledge, beliefs, value judgments and feelings that constitute interpretations of experience, become more differentiated and integrated or transformed by reflection on the content or process of problem solving in progressively wider contexts. Reflective learning involves assessment or reassessment of assumptions. It becomes transformative learning whenever assumptions or premises are found to be distorted, inauthentic or otherwise invalid.

Self-directed learning is a key concept in the study and practice of adult education. It is defined as “an approach where learners are motivated to assume personal responsibility and collaborative control of the
cognitive (self-monitoring) and contextual (self-management) processes in constructing and confirming meaning and worthwhile learning outcomes" (Garrison, 1997:19). This researcher also views self-directed learning from a 'collaborative constructivist' perspective and says, "meaningfulness and worthwhileness reflect the cognitive and social perspectives of an educational experience". The individual takes responsibility for constructing meaning, and others participate by confirming worthwhile knowledge. Meaning and knowledge are thus personally and socially constructed.

Motshekga-Sebolai (2003:28) argues in favour of the above-mentioned view, but adds that “the learner selects possibilities to match learning content, according to his/her needs, and the learner is able to adjust to his/her own field or education, whether initial or continuing, since initial education is not enough in this changing world.”

3.2.8.1 The adult learner

As mentioned in paragraph 3.2.8, the adult learner brings his/her history to the desk and actively participates in the learning that should take place (Mezirow, 1991:6). The adult learner:

- requires to know why he or she needs to know something before undertaking to learn it;
- brings a volume and quality of prior learning experience, also referred to as 'baggage' to the learning situation in group discussions, simulation exercises and problem solving projects;
- prefers educational activities which are more life centred and task or problem centred;
- needs to take responsibility for his/her own training and development in the organisation;
- prefers to receive concrete knowledge first and will then learn abstract concepts and theory;
- may learn slower with progressive age; and
- perceives the lecturer as taking 55% control while he/she retains 45% (Technikon Pretoria, 1999:10).

In the words of Garrison (1997:19) “the adult has an intuitively appealing desire to be in control of deciding what to learn and how to learn it”. One way to do that is to reflect on the learning that has already taken place. Several psychologists have made reflection (or something close to it) part of their theories on adult learning. Synonymous use includes terminology such as meta-cognition, reflection in action and mindfulness (Mezirow, 1991:112).

Another way to do that, is by going through an assessment process for the Recognition of Prior Learning (RPL). During the ‘apartheid’ regime in South Africa, formal learning opportunities were severely limited for millions of adults. Academic or career paths were needlessly blocked, as their prior learning
was previously not recognised, assessed, accredited nor certified (Kistan, 2002:170). Since the late 1960s RPL was introduced and implemented all over the world to address a mixture of demographic, economic and social factors. Recruitment difficulties were avoided by providing adequate services for adult learners, attending to national concerns about skills levels, productivity and economic competitiveness, and increasing accessibility and provision of adult learners for reasons of equity (Van Rooy, 2002:77). In South Africa, the Skills Development Act addresses this issue and bridges the gap between initial and continuing professional development by emphasising the need for training opportunities. Relevant acts (compare paragraph 2.4.1) were promulgated to define the establishment of different learning pathways. Mature entrants are increasingly welcomed into the learning environment. Learning that took place through experience thus needs to be recognised, but it is not always easy to measure. According to Eraut (1994:13), such learning depends on what is perceived, itself dependent on perceptual/cognitive frameworks and expectations, and on time devoted to reflection, making sense and linking specific experiences with other personal knowledge. The relationship between learning from books, learning from people and learning from experience is not always easy to define.

Recognition of Prior Learning has introduced a new perspective on learning that challenges the traditional approaches to teaching and learning. Resistance is thus being experienced in some institutions, and answers need to be found on the financial viability of the system (Geyser, 2001:36). Nevertheless, RPL can be seen as a tool to bridge the gap between formal and informal education (Motshekga-Sebolai, 2003:23) and encourages working adults (read staff in Higher Education institutions) to return to formal learning to update both their credentials and their professional skills (Kistan, 2002:170).

Elsewhere in the world, RPL is seen as a rather minor activity at best, helpful to adult learners but hardly a major social imperative. In Canada it is applied in Higher Education but also in community based delivery. It is seen as a journey, not something that can be completed. This approach also relates to the South African concept of lifelong learning. Geyser (2001:36) rightly remarks that the contexts and applications may differ between the first world countries and South Africa (a developing country) but that the same principles apply. Adults who have the desire to continue to learn and take control of the process, regardless of the manner in which it takes place, become lifelong learners. Once that choice has been made and learners are prepared for lifelong learning, they will be able to cope and manage to deal with whatever changes life has in store for them (Motshekga-Sebolai, 2003:28).
3.2.8.2 Lifelong learning

Longworth and Davies (1996:21) define lifelong learning as: "The development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment." Motshekga-Sebolai (2003:26) sees lifelong learning as a necessity for learners to enrich their lives. Lifelong learning is not a new concept in the South African teaching environment. Structures were put into place to develop a skilled workforce and to enhance the creation of a learning environment for continuous learning to take place. Concepts such as ‘competent’ and ‘effective’ gives direction to these processes. According to the Concise Oxford Dictionary of Current English (1990:232), competent means *adequately qualified or capable*, and Eraut (1994:166) defines *effective* as "getting the job done". The latter also mentions the useful distinction in American literature between the term "competence", which is given a generic or holistic meaning and refers to a person's overall capacity, and the term "competency" which refers to specific capabilities.

Situations are never static, professionals continue to learn throughout their careers, on and off the job: in action, in discussion and in periods of personal reflection. Eraut (1994:75) emphasises that most of the learning is unplanned, even personal reflection takes place more in unplanned moments - when driving to work, talking to a friend or having a bath - than in periods deliberately set aside for the purpose.

According to Motshekga-Sebolai (2003:10), staff development and continuing professional development can also be related to the concept of lifelong learning, which encompasses education throughout life, as well as the availability of education throughout a learner's life. Mashile (2002:174) agrees with this view by referring to the White Paper on education that calls for an education system that facilitates a process of lifelong learning. He says that creating a culture of lifelong learning in a profession, such as the teaching profession, remains a challenge.

Looking from the perspective of lifelong learning, Eraut (1994:11-12) distinguishes between Initial Professional Education (IPE) and Continuous Professional Education (CPE). He remarks that many policies have been developed, but the linkage to CPE has been almost totally neglected. This is also reflected in the fact that current assessment schemes, which support the principle of lifelong professional learning, are almost non existent. Initial professional education syllabi are notoriously overcrowded because they attempt to include all the knowledge required for a lifetime in the profession, almost
regardless of students' ability to digest and use it (Eraut, 1994:220). Lecturers cannot rely on what they have learned in a pre-service programme and their first years of teaching as the only basis for their instruction. New research findings and practices keep appearing at a rapid rate. Staff developers can thus help by informing lecturers about these new developments in a format that is comprehensible and useful and will create development opportunities (Gall & O'Brien Vojtek, 1994:7). The training and development of lecturers in Higher Education institutions should thus feature high on the priority list and strategic goals of the institution.

3.3 TRAINING AND DEVELOPMENT OF LECTURERS

The concepts, CPE and CPD were clarified in paragraph 3.1. For the purpose of this study, the latter (CPD) is applicable and will include academic staff development in the broader sense. Browell (2000:57) reasons that CPD is concerned with the constant updating of professional knowledge throughout an educator’s working life requiring self-direction, self-management and responsiveness to the development opportunities offered by work experience. It requires the ability to look ahead and prepare for change as well as responding to more immediate needs and challenges.

CPD will alternatively be replaced by the general term staff development.

3.3.1 Staff development

One of the most commonly used definitions of staff development is encompassed in the words of Warren and Glatter (1977:25), which read as follows: “A systematic attempt to harmonise individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organisation within which they are expected to work”. Between 1975 and 1990, researchers such as Weaver-Meyers, Francis, Badley, and Muller (in Naidoo, 1991:29) support this principle by emphasising the fulfilment of both personal and institutional goals.

Specific to the Higher Education environment, staff development is sometimes referred to as in-service education and defined as “any effort to improve lecturers' knowledge, skills and attitudes so that they perform their roles more effectively” (Gall and O’Brien Vojtek, 1994:1). Only in the eighties, the scope was broadened to include the development of managers (Prior, 1986:96), but for the purpose of this study only the need for the training and development of lecturers will be addressed.
3.3.2 Need for the training and development of lecturers

3.3.2.1 Benefits for the institution

Creating an environment for the growth and development of lecturers should be one of the strategic goals of any Higher Education institution, CPD thus being a necessity. Mashile (2002:175) asserts that CPD must be organisation focused. It is necessary for the execution of professional and technical duties. Newly introduced policies create new challenges for professionals and they need knowledge, skills and support in this regard. All skills development should thus be aligned with the strategic training and development policy of the institution that is derived from its vision and mission (Greyling, 2001:38).

Most Higher Education institutions have established units, departments or institutes, which specialise in staff development. They offer, among others, in-house training programmes for lecturers, which are aimed at improving the quality of teaching and learning. A considerable body of knowledge has thus been developed in this field, focusing on the development and transmission of academic literacy (Human Science Research Council, 2002:42). Since they ensure that teaching is improved on the required scale, it is particularly important that these units are not 'downsized' or even eliminated in a shortsighted attempt to reduce costs. Biggs (1999:5) compares it with lightening an aircraft by throwing the doctors overboard when the pilot is having a heart attack.

If Higher Education institutions are serious about the training and development of their staff, they should invest in their staff development units and support the principle of the accreditation of practitioners, referring to people who teach, support learning or contribute significantly to the development and maintenance of learning environments in Higher Education. It is ironic that a statutory body, such as SAQA, has the power to accredit and recognise formal programmes, short courses and institutions providing such programmes, but does not allow for the accreditation and recognition of the person who provides the programme. The system does not even make allowance for recognition and accreditation of staff development workshops and training programmes (Fransman, 2001:5). It relates to the paradox in the world of Higher Education where staff have the highest qualifications and the best resources available but not so in the case of staff development and formally supported lifelong learning for academic staff. It is ironic that lecturers with Masters and Doctorate degrees have to engage in research and teaching without any sustainable staff development programmes (Saunders & Hamilton, 1999:118).
Nevertheless, the question remains if lecturers agree with the need for staff development programmes. William Papo (2002b:1) attempts to answer that: "I know that many of us in academe had obtained our doctorates with the secret hope that once we had the unfortunately labelled 'terminal degree' no one would ever again question our credentials". Despite that, academic staff do acknowledge the need to keep up with new developments in their fields. However, they perceive the suggestion that they need to be 'developed', as implying some imperfection in their training, an insult to them and their mentors. Papo (2002b:2) also admits that academics do not spring fully armoured from their doctoral programmes, like Athena from Zeus's brow, endowed with complete wisdom. They emerge more or less prepared for the complex demands of their working life, but that preparation needs to be continually renewed throughout a long professional career. Staff is thus viewed as 'renewable resources'.

If Higher Education institutions take the responsibility for creating ‘renewing’ opportunities for their staff, they need to become learning organisations, thus organisations that "facilitate the learning of all its members and continually transforms itself" Browell (2000:57). Traditionally, Higher Education institutions have been organisations ‘about learning’ but they need to become learning organisations (Boughhey, 2000:2). People will then change and learn and use the learning to enable the organisation to adapt and be responsive. Those who will survive and thrive are those who can change (Martin, 1999:49).

Whilst Higher Education in South Africa is currently experiencing much turbulence due to mergers taking place on initiative of Government, they need staff members who support organisational survival and growth and emphasise quality and performance improvements. However, to be successful and develop further, learning must be equal to or greater than the pace of change in organisations. According to Browell (2000:57), the focus should be on individual and organisational development to ensure that the learning processes contribute to the achievement of strategic objectives, and that there are continuous growth and development for individuals and the organisation. He links CPD directly to learning organisations although they can certainly exist independently.

The single most important ingredient for improving education in any Higher Education institution is an organisational culture that values, nourishes and provides support for efforts to become more effective professionals, including role players such as administrators, academic and support staff and students (Chickering, 1991:55). Training needs, particular aspirations, and desires of each lecturer, as well as institutional needs should be taken into consideration, and lecturers should take responsibility for their own development and learning with an active interest in self-assessment and change.
For this to happen, it is important for staff to have a positive attitude regarding their continuous development. Prior knowledge should therefore be recognised. The principle of RPL simply indicates that education and training should, through assessment, give credit to learning that has already been acquired in different ways. It is important to read this in the context of the principles of the National Qualifications Framework, such as accessibility, flexibility, progression, portability and guidance to learners (Kistan, 2002:170). As mentioned in paragraph 3.2.8.1, in the South African context RPL is also used as a vehicle to redress past educational inequities and the ongoing professional development of working adults (Kistan, 2002:170).

Once credit is given to lecturers for learning that took place, development areas can be addressed. Eraut (1994:170) refers to the post-war behaviourist approach where training is linked directly to a job and skills analysis. He mentions the work of McMahon and Carter who not only have a behaviourist approach, but who pay considerable attention to the normative aspects. According to them, competencies need to be linked to:

- The goals and strategies of the enterprise;
- current jobs, future jobs and the job redesign implications of technology or process changes; and
- award restructuring (where appropriate), or the unions' agenda for training.

Early efforts in staff development worldwide focused less on development than on periodic in-service training. In the 1970s and 80s, staff development programmes were viewed as an economically viable option to improve student learning and maintain institutional integrity. During the 1990s, the emphasis was on encouraging and promoting excellence in teaching and learning. The present era requires channelling the budget constraints, mission confusion, student diversity and changing academic staff needs into growth opportunities in among others, formalised academic staff development (Papo, 2002b:3).

Although not necessarily linked to awards, the establishment of a performance management system is one way to invest in becoming a learning organisation and implementing a training and development strategy for the institution. It is very important to derive the training and development strategy from the organisational and human resources strategy to ensure that the organisation has the staff with the skills and knowledge required to achieve its strategic objectives (Browell, 2000:57). The training and development needs of the staff thus remain of the utmost importance.
3.3.2.2 Benefits for the staff member

Historically, staff development was initiated in order to provide training courses for academic staff in Further and Higher Education. Thereby management recognised employees’ desire for career advancement (Prior, 1986:51).

Despite the fact that staff development should be institutionally focused, the specific training needs of the individual staff member should not be disregarded. All aspects of professionals, including their knowledge, skills and personal qualities should be developed (Mashile, 2002:176). Opportunities should be created to increase their unique body of knowledge through a critical and analytical process of acquiring, practicing and adopting new knowledge. Professionals continually learn on the job, because their work entails engagement in a succession of cases, problems or projects, which they have to learn about. The debate about whether lecturers are professionals is ongoing, and will now be clarified.

Eraut (1994:9) says that since…“Higher Education departments became established providers of initial training for the professions, it was only natural that they should also become involved in research and continuing professional education.” He chooses to treat professionalism as an ideology without attempting to distinguish true professions from other contenders. He refers to educators and social workers that have a long history as professionals. They have had some difficulty in articulating a distinctive knowledge base, and have also suffered from being under much greater government control. Their lack of self-regulation had led some to exclude them from the ranks of the professions, but this does not accord with popular opinion.

If the education world wants to “own” the so-called professional status, educators should consider the dual qualification system discussed by Eraut (1994:116). He refers to the combination of a degree with a period of subsequent professional practice, as in other professions. It will create an opportunity for educators to develop and apply the knowledge gained in a formal qualification in professional contexts, to analyse the processes involved, develop professional thinking, clarify learning goals and provide the appropriate kind of support. Professionals must prove competence, and it should not be assumed that they know what competence is.

The Institute of Personnel Development (IPD) within Further Education colleges and universities in the North East of England has a policy of CPD, which states that it is a requirement for corporate members, irrespective of their grade (Browell, 2000:58). In the words of Mashile (2002:176), CPD must be
structured and should entail a PDP that demonstrates systematic maintenance, improvement and broadening of professional capability. The aim with the IPD’s policy is to structure members’ learning, keep a record and provide evidence of professional development when applying to upgrade their membership. The essential principles are based on the premise that development should be continuous, with the staff member actively seeking to improve performance. As professional development is a personal matter, it should begin from the individual's current learning state and should be owned and managed by him/herself. Learning objectives should be clear and should serve organisational and/or client needs as well as the staff member. A regular investment of time in learning and development should be seen as an essential part of professional life, not an optional extra, with learning forming an integral part of work. However well qualified or successful the professional may be, further development is always possible. The IPD also argues that this policy will contribute to the creating and maintaining of professional standards of competence and behaviour. It expects high standards of performance and wants to ensure that the reputation of the profession as a whole is enhanced and remains high. It also expects from its members not only to set their own objectives, but to share knowledge and expertise. The IPD approves certain Higher Education institutions, and prescribes the standards that they have to meet in their courses. The course tutors are academic staff, and also have to provide evidence of their own development.

Another example from the United Kingdom, is the Institute of Learning and Teaching (ILT) which plays a valuable role to:

- Elevate the status of teaching in Higher Education;
- improve the quality of learning and teaching; and
- establish and maintain good standards of professional practice by its members.

The ILT was established as a professional body with charitable status for staff who teach and support learning or who otherwise contribute significantly to the development and maintenance of learning environments in Higher Education. The ILT believes that accreditation has an important developmental aspect and can help to identify and disseminate good practice (Fransman, 2001:5). The researcher is of the opinion that to ensure that the on-the-job learning experiences are incorporated, CPD should be compulsory and should include both formally organised training interventions and work based learning.

Eraut (1994:218) suggests that in order to maintain the claim that all qualified educators are competent, serious consideration should be given to date-stamping qualifications linked to a system of five or ten yearly updates. He recognises the value of initial training for educators, but pleads for continuation of
learning after the qualification has been achieved, by developing habits of self-assessment, target setting and planned learning. This model of progression should take into account the following kinds of progress:

• Extending competence over a wider range of situations and contexts.
• Becoming more independent of support and advice.
• Routinisation of certain tasks.
• Coping with a heavier workload and getting more done.
• Becoming more competent in further roles and activities.
• Extending professional capability.
• Improving the quality of some aspects of one's work.

Most states in the USA recognise the importance of in-service education, and therefore teachers have to earn in-service education credits to retain or upgrade their teaching license (Gall & O’Brien Vojtek, 1994:13).

If it is expected from lecturers to participate in CPD, any framework for promoting and facilitating professional learning will have to take into account:

• An appropriate combination of learning settings (such as on the job, near the job, home, library and courses delivered in different modes).
• Time to study, consultation and reflection (either individually or in groups).
• The availability of suitable learning resources.
• Staff who are prepared (that is, both willing and able) to provide appropriate support.
• The learner's own capacity to learn and to take advantage of the available opportunities (Eraut, 1994:13).

Closer to home, the following principles for professional development were tabled at a conference in Grahamstown:

• Contextual: Professional development respects that relate closely to the particular workplace and workplace issues of participants.
• Responsive: The issues explored in the professional development processes are of interest and concern to participants themselves.
• Participatory: Participants are involved directly and as equitably as possible in all dimensions of the professional development process.
• **Critical**: The processes of professional development look beyond the surface layers of activity at the levels of policy, organisation and practice to identify and appraise the values, assumptions and interests that inform and justify this activity.

• **Praxiological**: Processes of professional development proceed through and are mediated by *praxis* - the conscious and continuous interplay between theoretical and practical considerations (Le Grange, 2000:153).

Sometimes lecturers want to change, because they are concerned about being more effective educators, because the institution is concerned, or because they are bored with what they are doing, only to find that change is not that easy. Chickering (1991:54) found that although lecturers sometimes recognise that some are better than others and that they do things differently, the use of methods such as personalised systems of instruction, contract learning, assessment driven teaching, criterion-referenced evaluation, creative uses of new technologies, peer evaluation and learning communities are not common.

A decision needs to be made for real change. Gravett and Petersen (2000:31) support the viewpoint of Mezirow who argues that staff development activities that focus only on instrumental learning rarely lead to enduring change. They believe that an intentional focus on the fostering of transformative learning will increase the probability of enduring and consistent change in teaching practice and thereby empower lecturers. Nevertheless it seems to be easier said than done because a number of limitations hinder the implementation of a proper staff development plan to empower staff.

### 3.3.3 Limitations that hinder the impact of staff development

Although empowered staff usually are content, staff development practitioners have to overcome and address certain inherent limitations identified by Prior (1986:73-100) that hinder the impact of staff development:

- **A limited vision** where staff development is often seen as nothing more than course attendance or initial training.

- **Piecemeal approaches** that emphasise the fact that there are diverse opinions about the training needs. Bradley, Chesson and Silverleaf (1983:24) indicate the dissatisfaction of academic staff themselves, because they either have to attend courses in which they are not interested or the specific facilities for the development desired by the individual cannot be made available in the institution.
• **Lack of co-ordination between policy and practice.** There is a definite need for a policy to indicate the necessity for staff development and the means by which it may be achieved. It must be placed within a framework of organisational objectives, which are constantly reviewed and never static.

• The majority of staff members are in their comfort zone and like what they are doing. Some heads of department might even feel threatened by what they may regard as a bureaucratic centralisation of staff development and then tend to reject the opportunities that are provided as of little value to their staff (Capey, as quoted in Prior, 1986:83). On the other hand, active pursuit of developmental activities may raise expectations for promotion (Bradley, et al., 1983:16).

• **Lack of incentives.** Much needs to be done to convince staff of the importance of development and to answer the question: "What is in it for me?"

• **The approach to staff development** can hinder progress. Staff should perceive some ownership of the activity and gain from it. The institutional powers should provide the sanctions, and leadership should be diffused as widely as possible (Motshekga-Sebolai, 2003:11).

• **A lack of vision of the institution as an interacting whole** rather than a set of independent parts. A well-designed mission statement should be designed for the organisation and staff development policy be aligned to it.

Despite the above-mentioned factors that hinder staff development, it eventually becomes part of Higher Education institution’s agendas in the broader sense. The results of a study conducted during 1985 to determine the nature of staff development policies and practices in South African Technikons, indicate that as late as 1985, there was no model for staff development in these institutions. It appears that the initial vision in South Africa, as well as abroad, was that staff development implies improved teaching and provision of courses in educational theory. During 1984/85, the vision broadened, teaching models were proffered and bureaus for teaching development were established. In 1985, such units expanded their activities in South African Technikons and turned their attention, inter alia, to the support of management development. The traditional view is that although staff development is necessary and courses should be offered, it is entirely up to staff members to select at random where and whether they wish to participate (Prior, 1986:96).
3.4 STRATEGIES FOR STAFF DEVELOPMENT IN THE INSTITUTION

3.4.1 Staff development strategies

In the definition of staff development (3.3.1.3), reference was made to the need to assess the requirements for furthering the individual staff member’s career carefully. In this regard, Bradley (1983:24) poses a very important question: "Who is to carry out this careful assessment of requirements?" She refers to the debate that took place over years on whose responsibility staff development is, the individual staff member or management's, culminating in the partnership model. It can be seen as an endeavour that implies commitment by the staff member to the achievement of institutional objectives and by management to the removal of constraints against staff interests. A structure that demonstrates consensus is more likely to win support and encourage participation. The concern is nevertheless raised that the focus could be on the wishes of the individual staff member, instead of being on his/her needs. It is therefore important to ensure that the institution is also served in the process, both from an educational and resource perspective (Badley, 1988:93).

Staff development can be described as good management sense although in times of rapid expansion, training is overshadowed by the need for recruitment. On the other hand, when problems are being experienced, policies and procedures are implemented for training to take place. Institutions should thus ensure that continuous development of their staff takes place to meet the new challenges that the initial training did not cover (Bradley, 1983:1).

To put emphasis on the staff’s as well as the organisation’s needs seems to be a very balanced view, but it is important to bear in mind that staff development opportunities are driven by a budget. Sometimes there is a necessity to choose between broad organisational and individual staff members’ needs. The critical question in these circumstances is raised by Muller (1988:101)… “where the ownership of responsibility lies in identifying, initiating and evaluating staff development”. Although he raised this question, he puts the emphasis on the staff member’s behavioural change, regardless of who the initiator was. That includes changes in attitudes, skills and enhanced understanding of related issues.

Not only the needs of the institution and the individual should be borne in mind, but also that of the broader Higher Education environment and students. In the South African context, a need is expressed by Government to have a skilled workforce (National Skills Authority, 2003:2). In the United Kingdom, transformation in the Higher Education environment necessitated staff development because of the perceived link with quality and performance. Their need for knowledge management and organisational
learning also increased the importance of staff development (Browell, 2000:57). The researcher is of the opinion that once the needs of all stakeholders are recognised, staff development would evolve in a win-win situation for four parties (see figure 3.3).

![Staff Development Process Model](image)

**Figure 3.3: A staff development process model (tabled by the researcher)**

The strategic goals of the institution, the key performance areas of the lecturer, the sector skills plan and relevant legislation will determine the PDPs of the lecturers. Once the training is done and competence has been proved, the student, the institution, the country and the lecturer, will benefit.

To be a vital and ongoing part of the activity in the institution, staff development must not be seen in a peripheral unit, which aspires to become an empire. The unit should rather be organisationally linked to departments and service units in order to fulfil a coordinating and supportive function through:

- coordination of identified staff development requirements in the institution;
- identification or arrangement of facilities and referral points for the satisfaction of these requirements;
- assistance in the design and presentation of courses or documentation pertaining to staff development in conjunction with identified experts, if required to do so; and
- liaison in respect of requests for financial support for staff development activities (Prior, 1986:102).

The unit should bear in mind that staff development needs not only differ from staff member to another, but could vary considerably in emphasis from year to year. Prior (1986:107-110) distinguishes between the following needs:
• Typically in the first probationary year, a lecturer may have a development profile where emphasis is almost exclusively on the development of Higher Education teaching expertise. To involve newly appointed lecturers is not that difficult. They are motivated to participate in the shorter courses in order to learn the underlying pedagogic principles (Kolmos, et al., 2001:330).

• In the case of an experienced lecturer the emphasis may be on research.

• Another staff member may be preparing for duties as head of department.

• A fourth member, highly qualified, may be interested in developing a techno park enterprise.

Naidoo (1991:1) conducted a study on self-evaluation programmes in academic staff development at M L Sultan Technikon and also emphasises the necessity for Higher Education institutions to invest in the professional development of their human resources. She specifically refers to South Africa and to Technikons that put an increasing emphasis on the achievement of academic excellence, where staff development forms part of the strategic plans of most institutions of Higher Education and where it is high on the South African Government’s priority list. In order to meet the radical new demands of the new system in South Africa, the Government also supported the development of capacity building programmes across the system, with particular emphasis on the historically disadvantaged institutions (Gultig, 2000:42 and Weir, Radloff & Hudson, 2000:162).

As mentioned earlier (3.3.2.1), staff development initiatives should be aligned to institutions’ strategic goals and objectives. Gall and O’Brien Vojtek (1994:6-19) selected eight types of objectives for the development of lecturers, clustered in four categories (see table 3.4).

Table 3.4: Gall and O’Brien Vojtek’s objectives for staff development initiatives

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-centred</td>
<td>1. The development of lecturers' knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>2. Attitude change</td>
</tr>
<tr>
<td></td>
<td>• A positive attitude toward a particular in-service programme or activity</td>
</tr>
<tr>
<td></td>
<td>• A good morale, meaning composite feelings of satisfaction or dissatisfaction with various job aspects. It seems reasonable that high lecturer morale would be associated with better student learning, but whether that really is the case, remains a question.</td>
</tr>
<tr>
<td></td>
<td>• The need for personal and professional self-esteem enhancement has a direct influence on performance.</td>
</tr>
<tr>
<td></td>
<td>• Lecturers must believe that they can be effective in their work.</td>
</tr>
<tr>
<td></td>
<td>• Positive expectations about their students' ability to learn.</td>
</tr>
<tr>
<td></td>
<td>• Desire to maintain a state of wellness that covers physical</td>
</tr>
</tbody>
</table>
health, attitude and stress relief.
3. Development of lecturers' instructional skills and strategies.
4. Development of lecturers' ability to reflect on their work and to make sound decisions.
5. Development of lecturers' ability to perform specialised roles.

<table>
<thead>
<tr>
<th>Student-centred</th>
<th>6. Development of lecturers' ability to improve students' academic achievement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum-centred</td>
<td>7. Development of lecturers' ability to develop and implement curriculum.</td>
</tr>
<tr>
<td>School-centred</td>
<td>8. Development of lecturers' ability to restructure curricula, instruction and organisation.</td>
</tr>
</tbody>
</table>

### 3.4.2 Staff development models

Several staff development models exist. Gall and O’Brien Vojtek (1994: 26) analysed various staff development programmes leading to the identification of six major strategies. They called them "models" of staff development and linked them to objectives for which each is best suited (see table 3.5).

<table>
<thead>
<tr>
<th>STAFF DEVELOPMENT MODEL</th>
<th>KEY FEATURES OF THE MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expert-presenter model</td>
<td>1. Lecturers assemble to listen to an expert talk about a topic.</td>
</tr>
<tr>
<td>2. Clinical supervision model</td>
<td>2. Supervisor, mentor, or coach identifies a lecturer’s concerns and goals, collects lecture hall observation data, reviews with the lecturer.</td>
</tr>
<tr>
<td>3. Skills training model</td>
<td>3. Lecturer presents theory underlying the skills, explains and models the skills. Lecturer practices skills and receives feedback, coached to promote transfer of training.</td>
</tr>
<tr>
<td>4. Action-research model</td>
<td>4. Lecturers do research in their own work, attempting to answer their own questions or test new ideas.</td>
</tr>
<tr>
<td>5. Organisational development model</td>
<td>5. Organisational development specialist helps lecturers and other staff diagnose strengths and weaknesses of their institution or system, develop a plan of action, implement the plan and evaluate its success.</td>
</tr>
<tr>
<td>6. Change process model</td>
<td>6. Staff developers help lecturers make a decision to adopt a system-wide innovation, put the innovation into action, and institutionalise it.</td>
</tr>
</tbody>
</table>
It does not matter on which model staff development is based; institutions will benefit if they invest in the training and development of their staff. As mentioned in chapter one (1.2.2.4) and in paragraph 3.3.2.2, Browell (2000:57) views learning and development of employees as a strategic tool because of the potential to increase quality and performance.

Concepts such as training and development are normally used in the same breath but the United Kingdom universities and colleges’ staff development agency distinguishes between them. Development is seen as a much broader concept than training, implying longer-term benefits for both the staff member and the organisation. It will prepare the staff for their roles and responsibilities, thereby enabling the institution to achieve its set goals. This goal is in line with the first objective of the National Skills Development Strategy (National Skills Authority, 2003:3), namely to develop a culture of high quality lifelong learning, but it does not necessarily come naturally, and should therefore be linked to the performance management system.

3.4.3 Staff development and the performance management system

3.4.3.1 Staff appraisal

Staff appraisal forms the core of the performance management system in the institution and aims at personal and institutional effectiveness: "It is one of the means of moving to the goal of an organisation which is committed to worthwhile innovation and the achievement of the highest possible quality of educational provision" (Blake & Jacques, 1990:38). Appraisal can also be defined as…”a process of assessing an individual's performance over a period of time against defined criteria of acceptable performance"… and as… “looking critically, systematically and regularly at WHAT we do, WHY we do it, HOW we do it, WHEN it is done, WHO does it and the rest” (Retief, 1991: 152 & 161).

The performance appraisal system seems to provide a logical link to quality assurance and the training and development of lecturers. However, resistance is often reported. Van der Watt (as quoted by Blunt, 2000:170) identified three major reasons for resistance to performance appraisal among academic staff:
(i) Fear of the concept of being evaluated.
(ii) Lack of clarity on criteria, norms and standards.
(iii) Perceived lack of integration of appraisal with other systems such as strategic planning, remuneration and promotion.
In a study involving of two Higher Education institutions to explore the tentative beginning of staff appraisal in the Higher Education environment in the United Kingdom, evidence was found (Blake & Jacques, 1990:38) for the conclusion that as long as the intentions with the appraisal are openly stated, there will not be resistance to it. This view is echoed by Motshekga-Sebolai (2003:11). It is also important to bear in mind that there is a clear and fundamental distinction between appraisal for staff development and improvement (formative evaluation) and appraisal for promotion and other rewards (summative evaluation).

Over and above the need for the determination of the academic workload and linking it to the entire process of performance management, Parsons and Slabbert (2001:78-79) emphasise the importance of the principles against which the system should be measured. They list the following six principles that would form the foundation upon which a workload determination programme should be developed:

(i) validity
(ii) reliability
(iii) transparency
(iv) adaptability
(v) acknowledgement of performance
(vi) negotiation of mutually agreed tasks and outcomes.

Staff development can thus be seen as an integral component of quality maintenance. In order to accept it as something positive, which is contributing to the very goals of a learning institution, performance appraisals should be introduced as loosely structured systems so that it can respond to the individuals in their various roles within one departmental context, one institution. Retief (1991:154-155) identified the following main features of the performance appraisal system in which individual staff, academics as well as support staff, should be involved:

- the development of the systems themselves;
- involvement in goal setting within the parameters of their position (job) descriptions;
- involvement in determining realistic, but challenging standards, and in determining the evidence of their achievement within an appropriate time scale; and
- the right resources and room for development and growth.

Nevertheless, it is not the control and measurement of performance which motivate staff to contribute more. A commitment to institutional goals and to a quality institution is fostered if staff can appreciate,
and are appreciated for the contribution they make and can participate in shaping the future of the organisation.

Despite the above-mentioned principles, there should also be a philosophy underlying staff appraisal due to the academic ethos that characterises a university. Control and direct supervision are normally regarded by academic staff as an impingement on academic freedom and to be useful only in the achievement of short-term, low-level academic goals. Therefore, arbitrary restriction in autonomy may prove detrimental to innovation, scholarship and creativity. Meaningful, regular measurement of performance is impossible, and since academics tend to be intrinsically motivated, curtailment of the very aspect of Higher Education, which they value, namely autonomy, will demotivate them.

Academic staff should thus not regard appraisal as something imposed but as…”a desirable change to be initiated and owned by the departments themselves"(Badley, 1988:95). The department's staff can also do a systematic appraisal of the performance of the Head as educational manager. The manner in which an appraisal interview is being led, will determine the perception of the staff about the value of the process and the level of their participation. The manager should show considerable empathy with staff, consideration and humanity and communicate fully with them the aims, procedures and benefits of appraisal (Blake & Jacques, 1990:38).

3.4.3.2 Performance indicators

Clear performance criteria contribute to the successful implementation of the appraisal system. According to Ramsden (1991:129), performance indicators in Higher Education are derived from economic models of the education system, which converts inputs (such as academics' salaries) into outputs (such as research papers). He emphasises the fact that performance indicators in Higher Education have focused mainly on numerical measures of research outputs and that the teaching function has largely been ignored. He thus links quality in Higher Education to the quality of teaching and learning. There is, however, confusion in some Higher Education institutions on the appraisal of staff due to the fact that the concept 'successful teaching' is not a matter of agreement among lecturers (Blake & Jacques, 1990:32). It is clear that there is a need to lay down some criteria for basic competence in the teaching profession, some kind of generally agreed professional standard, despite the problems about the value base and arbitrary nature of such an exercise. This can be viewed as an opportunity to grow towards an acceptable minimum standard of competence (Fish, 1991:25 and Isaacs, 1989:8).
Talking to counterparts of the staff or academic development environment in Higher Education, one realises that a number of Higher Education institutions in South Africa are grappling to formulate generic criteria for the evaluation of teaching. In South Africa the evaluation of teaching has been on the agenda of the South African Universities’ Vice Chancellors Association (SAUVCA) for more than a decade. Nevertheless, the development of SAQA and the emphasis on quality assurance can be read as a sign for the accreditation of lecturers. Attempts to formulate generic criteria for evaluating teaching are complicated by variations between the needs of academic disciplines and by the belief in the value of diversity with respect to teaching style (Blunt, 2000:169).

The question is “What should be the point of departure for training?” (Eraut, 1994:166) He argues that a professional’s competence has at least two dimensions, scope and quality. The scope dimension concerns what the staff member is competent in, the range of roles, tasks and situations for which his/her competence is established or may be reliably inferred. The quality dimension concerns judgments about the quality of that work on a continuum from being a novice, who is not yet competent in that particular task, to being an expert acknowledged by colleagues as having progressed well beyond the level of competence.

Improving education is not only a matter of improving classroom activities, sharpening pedagogical skills, modifying instructional delivery systems or instituting remediation plans. Teaching is a professional art that is only part of and highly interactive with, a larger set of faculty roles and responsibilities. These include scholarly research and contributions to the profession, the department, the Higher Education institution and the community. Teaching itself is a complex activity and needs continuous reflection on strengths and weaknesses, on what works and what does not and relentless efforts to do better (Chickering, 1991:55). A number of researchers identified some core dimensions, principles and competencies related to teaching that will now be discussed.

In order to promote quality at the University of Port Elizabeth, there was an endeavour to derive principles of teaching. Teaching excellence, curriculum planning that contextualise knowledge, ability to be managers of learning rather than sources of information were identified for measurement. These would have a definite impact on assessment, student support and administration. Lecturers would need to:
- Demonstrate that they take into consideration variations in students’ needs, interests and learning styles, particularly with respect to cultural diversity.
- Provide proof of competence in the administration of programmes. This would include the organisation of interaction with relevant stakeholders such as the professions, business and other social
institutions. It also refers to the provision of learning guides, record keeping and the organisation of appropriate assessment (Blunt, 2000:169 -175).

Another attempt to identify generic key dimensions resulted in selecting *curriculum design, delivery, assessment* and *evaluation* (Brown, 2000:513). Chickering and Gamson's seven principles for good practice in under-graduate education gave additional substance to the University of Port Elizabeth's strategic plan for teaching and learning. It comprises:

(i) Close student-lecturer contact.
(ii) Cooperative learning.
(iii) Active learning.
(iv) Prompt feedback.
(v) Emphasis on task on time.
(vi) Communication of high expectations.
(vii) Respect for diverse talents and ways of learning.

Parsons (2000:52) relates the following competencies that lecturers need to have or acquire, to quality assurance:

- appropriate presentation skills;
- the ability to plan and organise a course;
- to set meaningful assignments; and
- to construct and use valid assessment instruments.

The concept *quality* thus forms an integral part of performance indicators and the basis of staff development and will be unpacked under 3.4.4.

Van Heerden, et al. (2001:158-160) asked the clients, namely the students, what their expectations of lecturers were. They identified three main aspects, namely:

(i) Be professional.
(ii) Interact with them in a constructive manner.
(iii) Have an invitational personality style.

Under the term professional behaviour was clustered the behaviour of the lecturer, presentation and the content and quality of lectures. Emphasis was put on, among others, the structure needed, such as clearly
stated expectations, rules, and organised lecture and class notes. Within a changing epistemological context where the focus is more on the process of knowledge production than on the product of knowledge transmission, lecturers should take up the challenge to structure lectures so that they can still live up to students' expectations. They should involve students and integrate theory and practice (Van Heerden, et al., 2001:159).

3.4.3.3 Measuring the performance of lecturers

For the institution to meet its strategic goals, the performance appraisal system should be linked to staff development interventions. Technikon Pretoria (2002:2-3) declares the reason for measuring the performance of their lecturers as follows:

- to improve job performance through the identification of development areas;
- to create a just, objective rationale for staff decisions, for example, appointment, promotion and other forms of recognition;
- to assist in identifying potential for follow-up planning and the sensible utilisation of staff; and
- to identify incumbents who do not comply with the performance areas satisfactorily and to deal with such cases.

Performance contracts to be signed by both parties are implied in the Human Resources policy of Technikon Pretoria (Technikon Pretoria, 2002:4-9). Although generic competency profiles aligned to the vision and mission of the institution are used, difficulty is being experienced to ensure buy-in from all relevant parties in the performance norms against which lecturers are to be measured. Parsons and Slabbert (2001:74) plead for a formalised system of determining workloads within academic institutions that can be used as a basis for performance appraisal. They argue that in the post-modern South African context, with greater fluidity between Higher Education institutions, it has become imperative to implement such a system. They derived a list of tasks of lecturers in the Higher Education environment, partly from literature and partly from experience in the technikon environment. Over and above the three broad areas, namely research, teaching and community service they added four more. Their (Parsons & Slabbert, 2001:79) final list is:

- Subject teaching (lecturing)
- Course design and administration
- Committee and professional involvement
- Co-operative education
- Research involvement

88
Consultation and community service

Personal professional development.

It is one thing to determine performance indicators and another to assess them. Retief (1991:151) states that lecturers should rather be seen as participants in the evaluation process and not as objects of it. A single instrument, namely a student questionnaire, should also not be the only way to evaluate the performance of lecturers. Nevertheless, a characteristic of award winning university lecturers is their willingness to collect student feedback on their teaching, in order to see where their teaching might be improved (Duncan & Precious, 1992:483).

After an extensive literature study, Naidoo (1991:51) came to the conclusion that student evaluations of teaching can provide valuable data on teaching effectiveness. In Australia, the SPOT system that refers to Student Perceptions of Teaching is non compulsory but strongly supported (Hicks, 2000:119-130). Although researchers differ about the matter, Thompson, De Beer, Fitzgerald, Kensell, Louw and Porter (1990:41-46) are of the opinion that student evaluation is undoubtedly the most widespread method used to improve teaching. Their study is aimed at the implementation of a multi-faceted approach towards staff appraisal and the improvement of teaching. They found that student evaluation supported by self-evaluation and supportive consultation indeed brought about perceived improvement in the specific skill that they tested.

Miron (1988:175-181) compared instructors’ self-ratings of their instruction with students' ratings in 93 classes. He found a modest relationship between the two sets of evaluations and suggests the following possible reasons:

- Some instructors do not know how to rate their own performance.
- Some know their strong and weak points but do not know what to do with the information.
- Others might be able to recognise strength and weakness in their performance but would not disclose it since this information might be held against them.

Interesting differences were found with regard to years of teaching experience. The least experienced instructors were best at predicting how students rated them. According to Miron (1988:180), this might be explained by the fact that in the first few years of lecturing at university, instructors are more responsive and sensitive to students' needs in addition to conducting research and publishing results. After promotion and tenure the interest in students tend to decline. Fourie (2000:132) also refers to evidence in literature that value student assessment as follows:
• Students are able to make consistent, reliable judgments about instruction. He quotes the work of Hogan, done in 1973.
• Students’ ratings are more than a popularity contest. Their criticism is frank, either positive or negative (Aleamoni, 1981:12).
• It appears that students are able to rate a lecturer objectively despite the grades they received or expected.

Depending on the assessment tool, student ratings do not necessarily reflect the lecturer's expertise regarding course content. Instead, they provide reactions to how well lecturers communicate their knowledge. It can thus be seen as a means of communication between the lecturer and student that in large institutions may not exist in other forms (Fourie, 2000:133).

Not all institutions have systematic student evaluation procedures in place, due to among others, potential bias in student evaluations. This can be minimised if exact controls over methods of administration are imposed and if students are asked only about those aspects of teaching, which they are qualified to comment upon (Ramsden, 1991:130). On the other hand, different academic departments within the same institution can also use different questions. A combination of assessment methods seems to be the answer.

Another well known assessment tool is the teaching portfolio that is commonly used by other professions such as the arts. Watkins (1990:A16) refers to the Evergreen State College that adapted it for the use in faculties in the early 1970s. Other Higher Education institutions, primarily in Canada, have also been using it for at least two decades. In the education environment it can be defined as ‘a collection of materials documenting classroom performance' (Watkins, 1990:A15). Evidence of all the roles performed by the lecturer, including research, should form part of the portfolio. To provide evidence for papers presented at conferences, publications and lists of grants, is relatively easy, but when it comes to teaching; they have 'student evaluations and coffee-room conversation' (Watkins, 1990:A15). In all fairness, there should be a way to ‘calculate’ and recognise teaching experience. Edmonds, chairman of Ball State's history department suggests that a certain amount of teaching, say three years, could for example equal a book and students’ evaluation could equal a book review. Retief (1991:151) agrees that teaching has been given too little weight in staff appraisal in relation to research. Although specifically quality teaching has been the defining characteristic of the academic profession for many centuries, it seems that since the dawn of the 20th century, research has become the driving force of Higher Education. A literature survey that was conducted by Cronjé, Jacobs and Murdoch (2002:32-38)
led to the conclusion that institutions prioritise research at the cost of teaching. Teaching staff tend to feel that they are alone in their belief of the importance of teaching. This emphasises the importance of rewarding teaching performance as well. Lecturers need a positive answer to the question: “What is in it for me?”

Naidoo (1991:182-188) reviewed research studies regarding the measurement of performance conducted in a variety of countries and refers to the following findings:

• General dissatisfaction with promotion practices is found where teaching performance is undervalued.
• There is support for being compensated for ‘meritorious’ performance.
• If reward systems are specified too vaguely, are ambiguous and of a subjective nature, staff will respond differently to different reward systems and not be able to contribute to their optimum.
• Tension increases when criteria or standards are raised.
• Staff should be allowed to have equal participation in selecting evaluation criteria and relative weights.
• Summative and formative evaluation contribute to fairer merit pay allocations.
• The means of measurement is important.
• Panels that are responsible for judgement must be qualified to do so.
• Self-evaluation programmes are well received.

Cronjé, et al. (2002:33) mention some efforts to prove that institutions commit themselves to increase the value of teaching in Higher Education:

• Institutions are increasingly interested in linking funding not only to the quality of research, but also to teaching performance.
• Certain constituencies increasingly provide training for staff in teaching skills.
• Curriculum design and delivery are increasingly based on educational principles and evidence.
• The building of a knowledge base of qualities and characteristics of good university teaching has increased.
• Publications have shown that research into student learning can provide a rational basis for a profession of university teaching.
• There is an increasing awareness of institutional responsibility to create an academic environment where teaching excellence can be exercised and encouraged.

In order to reward exceptional performance, competence needs to be proved. An example where the teaching portfolio plays a vital role and is seen as best practice, is reported by Hicks (2000:119-130) and refers to the success of the University of Western Australia (UWA), concerning innovation and
excellence in teaching. New staff and those seeking promotion on the basis of excellence in teaching are expected to submit a teaching portfolio. When attempting to implement the initiative and expecting all departments to submit portfolios, strong opposition was experienced. It was argued that the University already had a sufficient review process and that the work required to develop the portfolios, would not generate sufficient benefits.

Seldin (in Watkins, 1990:A16), a professor of management at Pace University, Pleasantville, says a good portfolio prepared for promotion or tenure would probably include the following items:

- A short paragraph listing the courses that the candidate teaches.
- A reflective statement of the candidate's teaching philosophy, along with his or her contributions to the department.
- A representative syllabus, with information about, for example, the outcomes of the course, teaching methods and assessment procedures.
- Materials that show the extent of student learning, such as results of standardised tests taken before and after the course, term papers, grades of students and examples of the best and poorest student's work.
- Students' evaluation of the candidate's classroom performance.
- Peer evaluation results.
- A videotape of the candidate teaching a class.

All universities in Australia have some form of internal review of departments and courses. At UWA, extensive departmental reviews are conducted on a seven-year cycle, involving external reviewers and incorporating the evaluation of course content, demand and teaching standards, in addition to quality and quantity of research (Hicks, 2000:119-130).

An important principle that can be taken from the school system in the United States is the writing of a report for the development of lecturers. The results of the assessment processes are combined in this report, which can serve as evidence of growth that took place. It is also a tool that can give lecturers feedback on their performance as measured by their peers, managers and staff development experts (Conley & Dixon, 1990:8-9).

It does not really matter which instrument is used. The common fact is that when the feedback obtained is positive, the process and instrument are valued, but when it is negative, it is often viewed with a degree
of scepticism. Hicks (2000:120) supports this view when he refers to the use of an Australian course experience questionnaire. "Many view this instrument as an external imposition".

Nevertheless, the general consensus is that there is no other single measure of teaching performance, which is potentially as valid as the portfolio. Peer ratings are highly susceptible to prejudice and are often inaccurate. Academics typically have scanty and biased knowledge of their colleagues' teaching abilities and their judgments correlate poorly with other measures (Ramsden, 1991:130-132).

In the previous paragraphs the importance of staff development as an internal component of quality maintenance was mentioned and will be unpacked now.

3.4.4 Quality assurance and staff development

National governments and the public hold Higher Education institutions accountable for results, because huge sums of public money support the Higher Education systems and their importance for economical growth. Jacobs (1999:7) refers to the fact that Higher Education is person-power intensive and hence capital intensive, and therefore taxpayers hold these institutions responsible for the effective expenditure of state subsidies.

3.4.4.1 Promotion of quality

It is not possible to mention concepts such as criteria, performance indicators, appraisal, professional development or reflection without linking them to quality.

Fish (1991:28) reminds us that a combination of appraisal and reflection will support the lecturer in assuring that quality is enhanced. The appraisal and/or reflection will be done against certain criteria. The Higher Education Quality Committee (Council on Higher Education, Higher Education Quality Committee, 2003b:9) defines the term 'criterion' as a general statement on quality within a defined area. Within an audit context criteria are expressed in the form of statements regarding the requirements for institutional policies, systems, structures, resources and activities which support and enhance the quality of teaching and learning, research and service learning. The argument is that the development of criteria should take national benchmarks set by the Department of Education for institutional efficiency into consideration. These include increasing enrolments and graduate outputs in general and specified areas, increasing research productivity and improving the diversity of the profile for graduates. The benchmarks pertain to efficiency as well as to the transformation requirements of the Higher Education system.
Bulman’s debate (1996:28) on the other hand shifts the focus from the establishment of criteria and the assessment of staff members attempting to meet those criteria, to a concern with how to develop quality. Promotion of quality is more than merely the maintenance of standards.

3.4.4.2 Difficulty to measure quality teaching

There are many difficulties to measure quality teaching. Ramsden (1991:130) for example, recalls that lecturers may prepare especially when they expect the assessment team, and there are procedural difficulties of using students' evaluations of individual staff members to make comparative judgements at institutional level. Isaacs (1989:7) has a valid argument when he asks the question: “Does a person's teaching improve as a result of having it evaluated?” Questions of cause and effect arise, even if improvement is detected. A study over a period of four years at the University of Queensland was conducted to establish if staff members who were evaluated by students on more than one occasion, using the same type of teaching in the same subject, improved their ratings. They found on average a modest increase in the ratings. There was no apparent relationship between the number of semesters, successive evaluations and the magnitude of the change in ratings (Isaacs, 1989:1). Is the improvement due to being evaluated or might the effect be due purely to chance or even simply to the passage of time?

3.4.4.3 Role of assessors, moderators and verifiers

The necessity for the valid measurement of teaching performance has never been questioned. However, it emphasises another essential component of quality assurance namely the need for the training of assessors, moderators and verifiers. Assessment, moderation and verification are themselves professional processes requiring special expertise. In particular, assessors are required to:

• know and understand the profession's system of assessment;
• interpret its occupational standards in the agreed manner;
• collect valid and reliable evidence by means of techniques such as observation, oral questioning and set examinations; and
• apply agreed procedures and criteria in making professional judgments of competence.

In addition, moderators and verifiers should receive training for observing assessors at work, playing a leadership role in the community of assessors and using independent assessment of a sample of evidence
for appropriate verification purposes (Eraut, 1994:207). If the assessment is done by well trained and experienced practitioners against explicit criteria and according to specific verification procedures, it will have a certain degree of validity. Moderators will oversee the validity of the assessment process and verifiers will monitor the moderation process.

The issue of assessment criteria is linked to that of standards. Ideally, the assessment process should thus begin with:

• a collection of evidence about performance and capability;
• an indication of the standards of competence about which judgements have to be made; and
• cross-referencing to indicate which pieces of evidence should be used for each judgment of competence.

Whereas traditional assessment systems have made separate judgments about each piece of evidence, judgments of competence have to rest on separate decisions about each element of competence, taking into account all the relevant sources of evidence. Thus assessment criteria "belong" to elements of competence, not to pieces of evidence. This takes advantage of the well established principle that combining different kinds of evidence improves reliability significantly (Eraut, 1994:206).

It is important to bear in mind that clearly defined assessment criteria will also determine the performance of the lecturer. The phenomenon that Biggs (1999:141) calls *backwash* refers to the situation when, rather than the official curriculum, assessment determines student learning. Although students learn what they think they will be tested on, it does become positive if the assessment techniques are good enough. They should be aligned to the curriculum, before the objectives or outcomes can be met. Equally so, lecturers need to perform against the set criteria and clearly defined curriculum.

### 3.5 THE STAFF DEVELOPMENT CURRICULUM FOR LECTURERS

#### 3.5.1 Approach to the design of the staff development curriculum for lecturers

When designing a training programme for lecturers, different approaches need to be taken into consideration. It is not only about instrumental learning, but also about communicative learning. Education designed to facilitate instrumental learning is the most familiar kind (Mezirow 1991:213). A typical programme designed by this orientation defines educational objectives in terms of specific behaviours that must be acquired in order to accomplish a certain task, as determined previously by a task analysis process. A skills audit will determine the training needs by identifying the difference between
the current performance level and the required needs. An educational programme of this type is usually composed of a fixed sequence of modules or units. Every exercise proceeds through the pattern of explanation, demonstration, practice, test and feedback. The programme is often implemented through so-called "learning centres" or staff development units and in some cases pre-programmed material in the form of computer software. Learners are slotted into the programme at a level of proficiency determined by pre-testing and then proceed at their own pace. Achievement is evaluated by comparing levels with competencies, often at the end of each exercise.

On the other hand, a programme designed to encourage communicative learning, should have as its goal the establishment of the ideal conditions for rational discourse and adult learning. It should assist learners to do the following (Mezirow, 1991:214):

- Decontextualise.
- Become aware of the history, contexts (norms, codes, reaction patterns, perceptual filters) and consequences of their beliefs.
- Become reflective and critical in their assessment of both the content and the process of problem solving and of their own ways of participating in this process.
- "Bracket" pre-conceived ideas, openly examine evidence and assess arguments.
- Make better inferences, more appropriate generalizations, and more logically coherent arguments.
- Be open to the perspectives of others.
- Rely less on psychological defence mechanisms and be willing to accept the authority of provisional consensual validation of expressed ideas.

If lecturers need to invest in communicative learning, they need to make the paradigm shift first. Once they have changed their views of teaching they will be receptive to adopt techniques that will be attuned to the new view. Biggs (1999:230) refers to the "hen and egg" principle. If you succeed in letting them change their behaviour first, the beliefs will follow. It would thus be the best for staff development units to follow a double approach to address the thinking patterns of lecturers as well as their behaviour.

According to Osterman (1991:209-212), the traditional approach to professional development reflects an underlying belief (theory-in-use) that information becomes a stimulus for behavioural change and that the individual who receives this knowledge will utilize it in such a way to improve skills. On the other hand, reflective practice is a professional development process where the primary objective is behavioural change and not the acquisition of information or knowledge. Change may take place, but not necessarily as assumed in the traditional approach. The lecturer, for example, must first become aware of habitual
patterns of behaviour and the ingrained assumptions. Reflective practice is based on a very different set of assumptions about learning and professional growth, and differs quite dramatically from the traditional model. Another important factor that distinguishes between these two models is the start of the process. In the traditional approach, the learning process starts in the classroom with theory and ends with theory, whereas in the reflective practice model, the learning process starts by examining practice.

The route to create change is for decision makers to be made aware of these changes and staff development units to examine the actions and dominant paradigms (theories-in-use), which shape practice.

### 3.5.2 Scope to cover

When deciding on the approach to follow, it is good to bear the end result in mind, namely empowered staff. Oxtoby (1999:43) refers to the broad scope of empowered staff as a manager's dream. Those who accept responsibility are active, bold, confident, happy, healthy, and innovative, use their intelligence to the full and experience job satisfaction, among others. It was argued earlier in this chapter (see 3.4.1) that not only the institution’s goals should be met, but also those of the individual staff member and the government. The skills development Act 55 of 1998 (Republic of South Africa, 1998b:2), aims at productivity in the workplace, staff members that use the workplace as an active learning environment and lifelong learners.

In Higher Education institutions the situation is never static (as mentioned in paragraph 3.2.8.2). Professionals continue to learn throughout their careers. The results of a study comparing early and later concerns of newly appointed lecturers confirmed the findings of earlier European studies, namely, King, Fuller, Fox and Bruhns and Thomsen (in Prior, 1986:127) who investigated the concerns of newly appointed teaching staff.

Early concerns expressed:

- Administrative procedures, maintenance of records and forms.
- Syllabus interpretation, for example what to cover per term.
- Lecture preparation.
- Lecture presentation methods.
- Familiarisation with institutional requirements.
- Time for adequate preparation.
- Need for a scheme of work.
• Setting and marking of tests.
• Use of teaching aids.

Later concerns:
• Improvement of teaching techniques.
• Discipline related study.
• Discipline related research.
• Student motivation.
• Study to benefit students.
• Development of study guides.
• Course improvement/development.
• Professional development as a lecturer.

Apart from their many other functions, staff developers have the officially designated responsibility to consider the above scenario and to enhance teaching and learning. They do so by means of:
• dealing with individuals, one-to-one, as counsellor or advisor, or as critical friend in an action-learning project;
• consulting on the teaching of a whole department, again either in a general capacity or as part of an action learning team; and
• providing specialist advice to the department, faculty or institution on mooted changes in policy that affect teaching, for example, optimal ways of reporting assessment results and assessing teaching competence in ways suitable for personnel decisions (Biggs 1999:229-230).

The staff development curriculum should thus equip lecturers to ensure that learning takes place optimally. The emphasis needs to be on the importance of 'being able to do what one knows' (Brown, c1985:135). A good example in the current South African environment is the importance of training for academic staff before OBE can be implemented successfully. Academic staff needs to be broadly informed on the roots of OBE and the practical consequences thereof to facilitate learning effectively. They will need it to implement the theoretical constructs such as dialogical learning, transformative learning, critical reflection and constructivist learning (Gericke, 2002a:1). Academic staff thus need to be enabled to understand the innovation (in terms of foundation and contextual elements), to embrace the espoused philosophical, pedagogical and sociological imperatives of the curriculum (Imenda, 2002:32).

Academics have always been teachers, but the first priority of the great majority is to keep up with developments in their content discipline and to contribute to it through research. Ramsden (1992:9) refers
to this as their academic-as-scholar-role that rests on a body of knowledge. The concept 'knowledge' is one example to differentiate between Osterman’s two models regarding the approach to professional development. In the traditional model, knowledge refers to theory which has been developed according to scientific research procedures, but in the reflective practice model, it is defined in a far broader way and incorporates not only formal knowledge but also personal and experiential knowledge, practitioner knowledge or what Schon (in Osterman, 1991:212) calls 'knowing-in-action'.

Developing teaching expertise usually takes second place, and is seen as a set of priorities dictated as much by institutional structures and reward systems as by individual choice. Biggs (1999:5) reminds academics that they have a responsibility to address the body of knowledge that underwrites good teaching. He refers to it as the professional authority of the academic-as-teacher. This comprises knowledge of how the subjects he or she professes are best learned and taught (Ramsden, 1992:9).

The so-called didactic knowledge implies formally conducted research. There is much research based literature on teaching and learning, forming the accepted theories of teaching. On the other hand, lecturers form their personal implicit theory of teaching, arising from their own personal experience. As discussed under 3.3.2, it remains the role of the lecturer to reflect on his/her own performance and use student evaluation and other methods to improve (Biggs, 1999:5). Seen from the accreditation perspective it is also important to measure if lecturers are able to do what they know, and therefore 'view an institution's ability to deliver effective staff development' (Muller, 1988:101). To focus either on the development areas regarding the teaching and learning needs or on the content discipline is not wise, as the training needs of the lecturer should be viewed holistically.

Mashile (2002:176) refers to a conference in 1999 where he and Vakalisa tabled the four main areas that a PDP of lecturers should cover:

(i) Personal development: including stress management, anxiety, promoting wellness and fitness, time management, interpersonal relationships.
(ii) Pedagogical development: Seminars, workshops and programmes related to the classroom.
(iii) Leadership and management.
(iv) Instructional content.

The following traditional roles could also form a basis for a training programme for lecturers:
• course designer or curriculum developer;
• course teacher with a wide repertoire of methods;
• resource user and finder;
• supervisor of individual and group projects;
• tutor-counsellor;
• assessor of student work;
• evaluator of teaching, courses, departments and institutions;
• administrator and manager; and
• subject expert (Badley, 1988:96).

Although the roles of lecturers should be linked to specific learning programmes, this is not done automatically. Imenda (2002:32) identifies the needs for the development of academic staff as follows:

- On-going support and development with regard to the changed and ever-changing role of a "lecturer" with reference to facilitative skills. This should include the awareness and utilisation of appropriate technologies for effective instructional delivery.
- On-going development to keep abreast with requirements of the disciplines of lecturers' academic/professional specialisations, as well as other (inter and trans) related disciplines, for effective delivery of programmes.
- Assisting lecturers to develop programmes responsive to the needs of the students (intellectual/ cognitive, career-related skills, citizenship and personal), parents, communities and employers.
- Assisting lecturers in the development of appropriate curricular materials, and setting up of appropriate learning environments. Imenda also adds a context specific need, namely:
- On-going support with regard to legislative requirements and developments.

Badley (1988:96) argues that professional development should be considered important for all the above-mentioned roles and should never be regarded as finished, once and for all. Papo (2002a:2) calls it programmes for the improvement of teaching and learning for academic staff. He identifies three categories that are important for Higher Education institutions to strengthen their leading-edge efforts to improve teaching and learning, namely:

(i) the importance of taking action on improving teaching;
(ii) redesigning courses according to new technologies; and
(iii) changing the learning environment of the institution.

Over and above the necessity to equip lecturers with the skills to improve teaching and learning, the other two well known areas of performance are research and creative accomplishments and service to the
The scope of the so-called main challenges to professional development can also be broadened. Badley (1988:97) says lecturers should be able to:

- Become efficient managers of learning rather than dispensers of knowledge.
- Master the computer so that new technology can be utilised as a resource for teaching and learning.
- Become flexible, general lecturers committed to a multi-disciplinary approach to learning and to lifelong training and education.
- Become more aware of and adept in interpersonal skills, including adult learning, group dynamics, group learning, listening, counselling and facilitating.
- Become participative democrats by sharing course design and evaluation with students and others.
- Become ‘networkers’ in order to foster self-help, interaction, links, a cross-disciplinary approach and a more informal management style depending on lateral, diagonal and bottom-up communication rather than the top-down hierarchical style.

Badley (1988:97) thus makes a case for the importance of management training for lecturers. He specifically refers to 'educational management' including the skill to manage learning as well as their departments and institutions. There is a need to become more 'economical, efficient and effective''.

An active staff development programme in a Higher Education institution should also afford staff the opportunity to improve their qualifications (Certification Council for Technikon Education, 1989:1-03). In a study across universities in South Africa on their efficiency, Taylor and Harris (2002:187) found that
the dimension of qualification level correlated moderately well to the graduation rate per 1000 students. The aim with the Skills Development Act No. 97 of 1998 supports this view and Greyling (2001:37) echoes that: "There is no longer any place for fragmented training and development initiatives within such institutions".

It is evident that staff development is necessary. The question that now arises, is how to address the training needs of the lecturer within the framework of the relevant legislation.

### 3.5.3 Implementation of the staff development curriculum

Looking back to where staff development originated, might assist staff developers to answer the question “How to implement the staff development curriculum?”

Teaching and learning centres, also referred to as staff development units, were established by universities to ensure that the quality development of pedagogic methods of teaching and education takes place. It is not sufficient to have theoretical experts concerned only with research, who are ineffective as professors. A matter of concern therefore is that only a minority of universities in Denmark, Belgium and Sweden have already adopted such centres (Kolmos, et al., 2001:330). In the United Kingdom, Badley (1988:95) experienced the expectations from Government that lecturers had to become more systematically accountable, as a major challenge for staff development.

The main aim of the Skills Development Act No.97 of 1998 of South Africa is to enhance the quality of life of all employees (academic, non-academic and support staff or service employees in the case of Higher Education institutions). Employers are thus expected to compile and implement an annual Workplace Skills Plan (WSP) for all their employees (Republic of South Africa, 1999b:17). This implies that they should use their workplace as an active learning environment for dynamic skills development programmes.

The concept of skills development refers to the optimum personal and professional development of each employee. This includes a broad spectrum of complex occupational activities, applicable to a variety of contexts (the principle of lifelong learning), linked to a substantial sense of accountability (Greyling, 2001:37-38).
In the Higher Education context in South Africa, the emphasis is currently on outcomes in the development of new curricula. This implies..."a shift from transmission modes of teaching to processes of facilitating and mediating learning" (Le Grange, 2000:155). In order to improve teaching on this scale, a great deal of staff development will be required. Kolmos, et al. (2001:329-342) researched examples from staff development strategies used in Denmark, Sweden and Belgium. They came to the conclusion that there is no right or wrong way of doing things. It depends on the interaction between the formal requirements of the institution's qualifications, the institutions themselves and their course culture, the size and organisation of the teaching units and the management strategies and teaching methods. Prior (1986:100) is clear about the success factors of any staff development strategy, namely the degree to which it is perceived to fit the institutional mission and thus to be necessary and desirable.

In paragraph 3.4.2, the piecemeal approach was tabled as one of the limitations that hinder the impact of staff development. According to Prior (1986:78), the solution does not seem to be for centrally-organised and efficiently-publicised staff development courses in an institution, but for the creation of opportunities for each staff member, within the context of his/her department, to plan a personal profile for his/her growth and development. Staff development should rather be a continuous process, with relevance at each stage of a lecturer's career. This supports the conclusion that Badley (1988:94) reached when he called for college staff development to be regarded as in-service training for all staff along 'personal, professional, subject and management dimensions'. Nevertheless, financial and other resources for staff development should cater for the prioritised needs of individuals where these are seen to be within the parameters of departmental requirements and towards the enhancement of the institutional climate as expressed in the mission statement and periodically reviewed and revised goals of the institution (Prior, 1986:100-102).

Personalised training as described above will not mean anything if policies and practice are not aligned. The one without the other will be worthless. Voices are heard declaring voluntary participation in the staff development processes as a necessity for success. As stated in paragraphs 3.3.3 and 3.4.3.3, academic staff might want to know, 'what is in it for me?', and it is well noted that if staff development is not compulsory, it is difficult to motivate staff to participate in the longer pedagogic development courses (Kolmos et al., 2001:330; Bradley, et al.,1983: 16; Prior, 1986: 83; Coetsee-van Rooy, 2002:127). The answer, after all, seems to lie in compulsory involvement. The Université Catholique de Louvain in Belgium is one example where a three-year probation period for their academic positions can only be confirmed, after the quality of the pedagogical activities has been taken into account. Another example is Denmark, where the Ministry of Education formally specifies that all assistant professors must receive
pedagogical supervision and tutoring. The individual institutions are responsible for fulfilling the requirements, and this is primarily done by scheduling compulsory courses to which the participant contributes approximately 200 hours (Kolmos et al., 2001:332). This relates to a SAQA qualification of 20 credits. Both the Danish centres that were used in the study of Kolmos, et al. have research based staff development programmes, which is a natural extension of their responsibility to provide compulsory staff development courses.

Closer to home, the Tshwane University of Technology (Technikon Pretoria, 1996:1) also links the confirmation of the probation period to compulsory training. When staff can choose if they want to participate, those who need help do not necessarily attend. Experience at the Technikon Natal indicated that enthusiastic staff members who were already doing an excellent job were frequently the ones who sought further exposure and attended such courses. This relates to the impression of Saunders and Hamilton (1999:120): "In essence much of the dissemination preaches to the converted".

The debate regarding compulsory or voluntary attendance does not question the need for staff development, but research findings support the importance of a well designed curriculum. Gravett and Petersen (2000:35) conducted a study on an academic staff development process from a transformational learning perspective for nursing lecturers who were about to implement a new first-year curriculum within nursing colleges in Gauteng. They expected from the participants to reflect on their existing structures with regard to teaching, learning and knowledge and to adopt a new teaching strategy based on a socio-constructivist perspective. The conclusion was reached that once-off staff development activities will not ensure enduring change in teaching practice.

If staff development only consists of a number of workshops to be attended, staff may fall back into their comfort zones after the post-workshop enthusiasm wears off (Biggs, 1999:230; Osterman, 1991:208). Enduring change requires long-term staff development activities and lecturers should intentionally provide mutual support for each other so that problems encountered may be addressed timeously (Gravett & Petersen, 2000:35).

Although PDPs should be the point of departure to decide on specific training interventions in which lecturers have to participate, Eraut (1994: 170) advocates a consultative process regarding staff development among all stakeholders, including trainers, and maximum use of group processes involving employees who actually do the jobs, and not only their managers. Various ways of learning must thus be accommodated in the PDPs, such as (Mashile, 2002:176):
• Distance and open learning, including computer based training and computer assisted learning.
• Problem orientated approaches to learning including action learning and self-managed learning.
• Structured reading.
• Authorship of technical papers.
• Membership of committees within nominated professional institutions.
• Specific, general and developmental learning.
• Informal learning.

The identified goals to be met, will determine the route to take. Should lecturers choose to culminate credits that can lead towards a qualification, three options exist, namely skills programmes, learnerships or formal studies (Le Grange, 2001:1). Formal recognition and accreditation will add value to the training provided and prevent the previously mentioned (3.4.2) piecemeal approach.

Using an assessment centre appears to be an appropriate means of measuring competency based learning, which will inform the PDP, and lecturers will have the opportunity for prior learning to be recognised. They should be allowed to demonstrate their acquired applied competencies and thus perform their tasks functionally and professionally (Greyling, 2001:38-40). The compilation of portfolios reflecting on self-development can form part of this and was successfully implemented at the Alverno College in Milwaukee (Brown, c1985: 135-137).

3.5.4 The lecturers’ responsibility

Policies and procedures can be in place but it remains the lecturers’ responsibility to invest in their own development.

3.5.4.1 Ownership

Lecturers need to take ownership of their own developmental needs and the quality assurance of teaching as well as for the process to be integrated with staff development, otherwise the resistance will remain. Blunt (2000:171) recognises the importance of self-evaluation for both formative and summative purposes, but recommends that it should be complemented by peer and student appraisals. The value of reflection and thus self-assessment for the lecturer will be unpacked now.
3.5.4.2 Reflection as a tool in staff development

Biggs (1999:6) argues that the term reflection normally refers to a mirror image. However, when used in professional practice, it does not give back what it is, but what it might be, an improvement on the original. Breen (2002:27) has a similar approach when referring to true reflection as looking at the core of the image being reflected to you.

When the term 'reflection' is directly linked to the educational experiences within the Hermeneutic-phenomenological framework, which provides a different interpretative approach to the practical, the definition of Nummedal (1996:44) is relevant, namely: "Reflection is about asking questions that bring into focus some of the more fundamental assumptions one is making about the teaching process." The role of assessment is important and can help to focus on the layers of meaning inherent in this process, thereby deepening reflection.

Bleach (1999:67-72) pinpoints the importance of self-reflection for newly qualified lecturers because they bring their emerging ideas to the context and have much opportunity to apply it in and on action. He says that although competencies and standards have a part to play in providing a suitable framework for the induction of newly qualified lecturers, they should be encouraged to engage in a scrutiny of their own, developing professional practice that is more profound than any skills based model can offer. The same principle can be applied to experienced lecturers. Gravett and Petersen (2000:32) agree that staff development should be built on the initial process of critical reflection and admit that an environment where lecturers feel safe to talk critically about their teaching, will contribute to growth and development.

Reflection is a tool in action learning. Biggs (1999:6) defines action learning as “being systematic about changing your teaching, making sure that the teaching is in the right direction, specifically that your students are now learning better than they used to”.

Bleach (1999:67) has a similar definition for reflective practice..."a practical inquiry undertaken for the purposes of understanding and improving one's professional practice." He refers to John Dewey, who in the early thirties stressed the importance of 'continuous formation': “Dewey meant people are forever participants in the process and, therefore, forever growing and reconstructing their professional experiences".
According to Biggs (1999:224), transformation is reflection, and action learning is its main support structure. Therefore lecturers need support and time to reflect on it - and they need to be rewarded for doing so. Teaching can be seen as a system, of which individuals, departments, faculties and institutional policies all form part. Biggs (1999:224) uses five steps in an action learning structure to guide the lecturer in reflection on the teaching practice.

Step 1:
Define the problem in a way that tells you how you might go about finding a possible solution. Finding a solution is a matter of conceptualising the problem. The first step is to reflect on the problem, using the constructive alignment theory. In the words of Shuell (1986:429), "if students are to learn desired outcomes in a reasonably effective manner, then the lecturer's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes". This statement supports Biggs’ (1999:25) phrase of constructive alignment as constructing learning by aligning teaching.

Step 2:
The next step is to find out more about the problem and possible solutions which can be translated into specific action.

Step 3:
Obtain a baseline, recording where you are before the problem is addressed. This could involve pre- and post-measures of troubling student behaviour, such as measures of poor learning outcomes, observations of repetitious material in exams or assignments and keeping track of complaints about time stress. It is important to keep your own diary of what is happening and your own reflections on progress as well as of any other data collected.

Step 4:
The fourth step is fine-tuning. You try something, see if it works, and then try again with a slight variation. You will most likely not get something as complex as teaching right the first time. Looking back to see if matters have improved, if not, why not? What might have been the problem? Back to step one...

Step 5:
As you have been living with the problem for some time, you might not see the solution so easily. It is therefore very helpful to have a 'critical friend'. You will retain ownership of your teaching and the problem. The critical friend should only play the role of showing the mirror and not telling you what to do. Staff development units are ideal to fulfil that role (Biggs, 1999:226).

The necessity for reflection in the staff or professional development context lies in improved practice. It relates to the saying: 'the proof of the pudding is in the tasting!' Lecturers engage in professional
development activities to become better lecturers (Osterman, 1991:208). They may return to their classrooms enthusiastic and excited about the possibility of reaching their students in a more meaningful way. However, despite the best intentions, they soon fall back into the same patterns. Osterman offers reflective practice, which is similar to Biggs'(1999:224) action learning structure, as an alternative approach to professional development. Lecturers and students learn by their own experiences, or from others, and the new information leads to new theories-in-use that will eventually bring about the necessary changes in behaviour (Revans, 1980:309-310).

In the reflection process, the lecturer develops techniques for observing and assessing his/her own behaviour and proposes an alternative model, which is then tested in action (Osterman, 1991:211). It is difficult to make this paradigm shift, away from the ideas of how things are supposed to be (theory-in-use) to alternative ideas (espoused theory). Breen (2002:25) also emphasises the importance for lecturers to reflect on their core business, namely teaching. They need to make the shift from only depending on the intuitive way and improve their practice. Breen raises this issue by proposing an appropriate university Masters module for lecturers called Reseaching Teaching.

Once a safe environment is created, it might after all not be too difficult to get lecturers to talk about their daily experiences, but to tell their stories in such a way that there is an entrance for others to offer resonant or dissonant experiences. To get an 'education paradigm' will need some work (Breen, 2002:27).

Sharing an experience with others is one thing. You can decide on what and how you want to share it, but to face oneself is another thing. In the study of Breen (2002:29-30) two lecturers were requested to scrutinize a videotape of one of their interventions with students and pose themselves a question on a 10 min piece that they selected. They had to open the question up by further drawing on their experiential and tacit knowledge and appropriate literature references and write an essay about it. Both reported that it was the most difficult essay that they had to write in their life! One of the obstacles that they experienced, was exactly the task to be true to themselves. In the unpublished words of Agherdien: " In pulling out the threads and themes of my critical moment of teaching I have chosen to expose my teaching and found the courage to reveal my thinking and interpretations. I have revealed numerous shortcomings, tensions and set agendas in my teaching" (reported by Breen, 2002:30).

The importance of self-confrontation was realised by Technikon Pretoria (1996:1), and therefore, according to policy, all new lecturers are expected to face a Video Self Confrontation (VSC) while at the
same time being assessed by the head of department and teaching advisor. Reflection on the performance then plays a developmental role.

A glance in the mirror may be sufficient motivation for lecturers to invest in their own development as a necessity for personal growth and professional fulfillment (Saunders & Hamilton, 1999:119).

3.6 CONCLUSION

After a description of the transformation context in which this study is placed and the research methodology were covered (chapter one), a theoretical framework and an in-depth review of the epistemological foundation followed. Chapter three continued with the theoretical framework, but focused on the impact that all the changes in the country have on teaching and learning in Higher Education. Attention was paid to the need for the continuing development of lecturers. Staff development models were unpacked and a specific process model tabled for use in the training and development of lecturers in the Higher Education environment.

It became evident that quality promotion is a necessity and in order to enhance that, staff development initiatives should be linked to the performance appraisal system. Lecturers should take ownership of their own development and recognise the value of reflection on practice.

In the next chapter, the development research project that was conducted, will be discussed in depth. Processes followed to design and develop the specific training programme will be unpacked and explained, and the end result will be tabled.
CHAPTER FOUR
THE DESIGN OF A TRAINING PROGRAMME FOR LECTURERS IN HIGHER EDUCATION

4.1 INTRODUCTION

Chapter one delineated the context and demarcation of this study, defined the problem statement and outlined its aims. The two consecutive chapters broadly covered the in-depth literature study regarding the epistemological foundation and revealed the impact that the relevant legislation has on Higher Education. The necessity for creating opportunities for the training and holistic development of lecturers in the new education dispensation was discussed.

In chapter four, development research, which was used to design a training programme for lecturers in Higher Education, will be thoroughly scrutinised. It can be seen as applied research, defined as ‘original work which is undertaken to acquire new knowledge with a specific practical application in view’ (La Trobe University, s.a.:1).

Development research is characterised by (i) a research based development of prototypical products, which implies inclusion of empirical evidence of their quality and/or (ii) generating methodological directions for the design and evaluation of such products (References Developmental Research, 1999:1). Richey and Nelson (1996) distinguish between two types of developmental research, type 1 is the study of a specific product and program design, development and/or evaluation project (a research based development of an innovative product or program, and type 2 research the study of design, development, or evaluation processes, tools or models aiming at generating knowledge on how to design, develop and evaluate. Different well known approaches can be utilised in both types of developmental research, such as a combination of formative and summative, qualitative and survey research approached. Paragraph 4.3.2 i) will elaborate more on the differences between type 1 and 2.

J Van den Akker is one of the leading authors regarding development research, and his work is therefore initially used to guide the researcher in the application of the method. Attention will be paid to the nature, features and possible problems of development research before specific approaches and characteristics are outlined. The result of the applied theory and development approach that was followed, will then be tabled.
4.2 NATURE OF DEVELOPMENT RESEARCH

Some confusion exists regarding the use of specific terminology relating to development research. Van den Akker (1999:1-11) unpacks several definitions or concepts related to the umbrella term 'development research'. He refers among others, to design studies; design experiments; formative and action research.

It is important to take note of the fact that action research is a volatile term where the emphasis can easily fall on the action and not on the contributions to knowledge that are accessible to others. With development research one would expect a balance between development and research. On the other hand, Reigeluth and Frick (1999:633) use the term formative research as a ‘kind of development or action research that is intended to improve design theory for designing instructional practices or processes.’

A general aim of all approaches is to reduce uncertainty of decision making in the design and educational development of interventions, meaning, products, programmes, materials, procedures, scenarios and processes (Van den Akker 1999:5). He derives two specific goals from the general approach, namely to:

(i) **Provide ideas** (suggestions, directions) for optimising the quality of the intervention to be developed (a contribution to practice). It is specifically orientated towards practical ends in a given situation.

(ii) **Generate, articulate and test design principles.** These principles can be of a substantive nature, referring to characteristics of the intervention (what it should look like) or of a procedural nature (how it should be developed).

An additional objective, relevant to this study, is to **stimulate the professional development of participants**, which appears to be in the forefront of many action research activities. By means of development research, this study will gain knowledge in the form of both substantive and methodological design principles. As mentioned in chapter one, (paragraph 1.5), it will be based on a heuristic statement of format such as: “If you want to design intervention X (for the purpose/function Y in context Z), then you are best advised to give that intervention the characteristics A, B and C (substantive emphasis), and to do that via procedures, K, L and M (procedural emphasis) because of arguments P, Q and R” (Van den Akker, 1999:9).

It is not uncommon in formative research that especially substantive knowledge about essential characteristics of an intervention can partly be extracted from a resulting prototype itself. However, the value of the knowledge will increase when justified by theoretical arguments, well articulated in providing directions, and convincingly backed up with empirical evidence of the impact of those principles. The above-mentioned process speaks to the following statement: “Development research aims
at making both practical and scientific contributions. In search for the innovative solutions for educational problems, interactions with all role players that include other practitioners or peers are essential” (Van den Akker, 1999:9).

The ultimate aim is not to test whether theory, when applied to practice, is a good predictor of events. The interrelation between theory and practice is more complex and dynamic than to settle for answers from literature or knowledge by direct application of theory only. Practical and effective interventions for existing problems or intended change in the real world are important. The innovative challenge is usually quite substantial; otherwise the research would not be initiated at all.

Direct application of theory is not sufficient to solve complicated problems. One might state that a more 'constructivist' development approach (paragraph 2.2.4) is preferable; where researchers and practitioners cooperatively construct workable interventions and articulate principles that underpin the effects of those interventions. The input of practitioners is important to gain clear insight into potential implementation problems and to find possible solutions to those problems. Therefore survival in real life contexts is conditio sine qua non in development research, not only for buy-in of relevant role players, but also to improve fitness for rigorous testing of practicality.

### 4.3 SPECIFIC FEATURES OF DEVELOPMENT RESEARCH

Although the methods used in development research are not necessarily different from those in other research approaches, some specific features, recognised by Van den Akker (1999:10-11), are worth discussing, namely:

- The formative evaluation procedures play a central role.
- Typical methodological problems and dilemmas for development researchers exist.

#### 4.3.1 The formative evaluation procedures play a central role

Formative evaluation is important because it provides the information that feeds the cyclic learning process of developers during the subsequent loops of a design and development trajectory. It is most useful when fully integrated in a cycle of analysis, design, evaluation and revision and when contributing to the improvement of the intervention. Two typical characteristics of formative evaluation to bear in mind are (Van den Akker, 1999:10):

(i) Priority on information richness and efficiency
It is important not only to identify the weak points, but also to generate suggestions on how to improve them. Richness of information is far more meaningful than standardisation of methods to collect and analyse data. Efficiency of procedures is crucial. The lower the costs in time and energy for data collection, processing, analysis and communication, the greater the chances of actual use and impact on the development process. For example: samples of respondents and situations for data collection will usually be relatively small and purposive compared to sampling procedures for other research purposes. Although the training programme for newly appointed lecturers, which was used as a prototype in this study, was developed over a period of fifteen years, the final study included 36 lecturers and 632 students.

(ii) Shifting emphasis in quality criteria

The basic contribution of formative evaluation is the quality improvement of the intervention under development. If a quality product or quality material is important, the intended curriculum must be well considered. Quality, however, is an abstract concept that requires specification. During development processes, the emphasis in criteria for quality usually shifts from validity, to practicality, to effectiveness (Nieveen, 1999: 127).

Validity refers to the extent that the design of the intervention is based on state-of-the-art knowledge, that is 'content-validity' and to the fact that various components of interventions are consistently linked to each other, that is 'construct-validity'. Another way to test validity is to determine if the products and procedures associated with the development of learning interventions are authoritative, convincing, relevant and meaningful. Valid paradigms of instructional designs according to Branch (1999:149-150):

• are goal orientated;
• reflect the reality in which learners (in this case, lecturers) will be expected to perform; and
• consider the emotional and instinctive feelings of the learners as well as the primary participants in the process.

Practicality refers to the extent that users (and other experts) consider the intervention as appealing and usable under 'normal' conditions.

Effectiveness refers to the extent that the experiences and outcomes of the intervention are consistent with the intended aims.
4.3.2 Problems and dilemmas in development research

Three typical problems experienced in development research are the following (Van den Akker, 1999:11):

i) Tension in role division between development and research

Often, tension in the roles between developers and researchers is expressed. It is important for designers to be subjective, creative and imaginative in the design and for researchers to have objective and critical distance.

As in this study where the role of designer and researcher (partly) coincide within a specific development context, Richey and Nelson, as quoted by Van den Akker, (1999:6) refer to the involvement as type I in development research. They distinguish type II as a more flexible relationship where researchers themselves are not involved in the design and development process. They do, however, study the processes (including tools and models applied) as practiced by others, in order to come to conclusions concerning design principles that can be generalised.

ii) Isolating 'critical' variables versus comprehensive and complex design

A typical difference between formative research and many other types of research is that one can hardly isolate, manipulate and measure separate variables in the same study. On the contrary, it is the very nature of formative research to investigate comprehensive interventions that deal with many interrelated items simultaneously. This makes it very complicated to apply, for example, experimental approaches. The limitation should not necessarily be a negative aspect, as the aim of formative research is different, and it requires comprehensive and flexible approaches that offer less strict methodological precision, but more adequate answers to design problems.

It should also be noted that experimental approaches are not entirely impossible in the context of development research. If the design aims towards instructional interventions, summative evaluation via experimental methods may be appropriate and feasible at the end of the trajectory, when it makes sense to measure the effectiveness of 'mature' interventions with larger numbers of students. For that matter, it is not surprising that educational psychologists in particular like to speak about 'design experiments'.

iii) Generalization of findings

Since data collection in formative research is usually limited to small (and purposive) samples, efforts to generalise findings cannot be based on statistical techniques, focusing on generalisations from sample to population. Instead, one has to invest in 'analytical' forms of generalisation, such as formative reports.
4.4 APPROACHES AND CHARACTERISTICS OF DEVELOPMENT RESEARCH

4.4.1 Three different approaches to development research

Van den Akker (1999:6-10) distinguishes between three different approaches to, and six key characteristics of development research. The approaches are:

(i) Explorative design studies: Activities are aimed at clarifying the design problem-in-context and at generating tentative design ideas. Because of the fact that this approach is not aimed at generic statements, it is not labelled as scientific research.

(ii) Formative research: Activities performed during the entire development process, from the beginning to the end, aimed at optimising the quality of the intervention as well as testing design principles.

(iii) Reconstructive studies: Activities conducted sometimes during, but often after the development process of several interventions; focused on the articulation and specification of design principles.

This study will mainly follow the formative research approach and the key characteristics will follow next.

4.4.2 Key characteristics of development research

The six key characteristics of development research are:

(i) Preliminary investigation: An intensive and systematic preliminary investigation of contextual needs.

(ii) Theoretical embedding: State-of-the-art knowledge is applied in articulating the theoretical rationale for design choices. This theoretical articulation can increase the 'transparency' and 'plausibility' of the rationale.

(iii) Empirical testing: Clear empirical evidence is given about the practicality and effectiveness of the intervention for the intended target group in real user settings.

(iv) Documentation, analysis and reflection on process and outcomes: Much attention is paid to systematic documentation, analysis and reflection on the entire design, development, evaluation and implementation process and on its outcomes, in order to contribute to the expansion and specification of the methodology of design and development.

(v) Perspectives on the educational design and development processes: Visscher-Voerman, Gustafson and Plomp (1999:17) describe four perspectives on how the educational design and development processes might be conducted. Each of the development paradigms is named according to its
underlying rationale and characterised by an activity typical for the approach (model) it represents:
1. Instrumental paradigm: planning-by-objectives.
2. Communicative paradigm: communication to reach consensus.
3. Pragmatic paradigm: interactive and repeated tryout and revision.
4. Artistic paradigm: creation of products based on connoisseurship.

Although these paradigms are distinguished by their quality criteria, functions of development activities such as analysis, evaluation and prototype and social aspects, are not completely mutually exclusive. Developers should be able to combine elements from each of the paradigms into a unique model for a specific project.

Maslowski and Visscher (1999:137-143) who worked and wrote on the potential of formative evaluation in programme design models also refer to the importance of looking at programme design as a continuous process of tryout and development for improvement. They identified four relevant design models namely the:

(i) **Planning by objectives model**, where the formative evaluation is primarily concerned whether the intermediate objectives are met.
(ii) **Prototyping model** in which evaluation will contribute to further design requirements and determine user satisfaction.
(iii) **Deliberative model**, where the evaluation will determine to what extent the preliminary programme meets the design as agreed upon by stakeholders.
(iv) **Artistic model**, where evaluation plays the role of an informal reflection on (the results of) a designer's attempt to grasp and solve the problems at hand and to base follow-up actions upon.

The American, Cronbach (in Maslowski & Visscher, 1999:137), later brought the inclusion of evaluation in the process of programme design to our attention. It makes sense that when evaluation is done during the design process, improvement can occur before the programme is marketed. This ‘evaluation for improvement’ was later labelled ‘formative education’. The process identifies the weaknesses of the design and expert knowledge, and sufficient resources are then necessary to make improvements.

(vi) Quality of implementation phase: The effectiveness of a programme is not solely dependent on the rigor of the design phase (including the evaluation of the programme) but also on the quality of the implementation phase (Maslowski & Visscher, 1999:140).
4.4.3 Instructional design

Earlier in this chapter (par. 4.4), the nature of development research was discussed and the confusion relating to terminology addressed. Instructional design is another related concept, and in the words of Branch (1999:145) it is perceived as ‘a system composed of procedures dedicated to planning episodes of learning in shared spaces’. Therefore it is relevant to this study, and it includes the development of instructional materials and activities; and tryout and evaluation of all instructional and learner activities (University of Michigan, 1996:1). Instructional design is thus viewed as:

- a responsive process, because it accepts whatever goals are established as its orientation; and
- a generative process, as it is creative in utilizing the experiential knowledge of stakeholders and documented successful teaching and learning strategies to determine best practice that adopts an Input>Process>Output paradigm (Branch, 1999:149). Input reacts to the variables identified in the learning context by accepting data, information and knowledge that are organised in some meaningful way. The process phase seeks ways to stimulate creative and divergent thinking by utilizing procedures to interpret, explain, configure and display multiple approaches to events that are likely to occur. The product phase delivers the results of the process by explicitly presenting ways of knowing things that are translated into ways of doing things. Outputs are used as the inputs for the next phase.

The input>process>output paradigm can be strengthened to extend to the basic journalistic questions of who, what, when, where and why and is categorized as follows by Rowland and Adams (1999:32) as a fairly consistent set of instructional system components:

- Problem situation - Why? (In terms of larger performance system)
- Goal - Why? (In terms of instructional system itself)
- Learners - Who?
- Content - What?
- Instructional setting - When and where?
- Instructional method - How?
- Assessment - How well?

The Input-process-output matrix of Branch (1999:146-151) was used to apply the instructional design components to this study. The process will be described in paragraph 4.5.4.6 and summarized in table 4.6.
4.5 THE DESIGN OF A TRAINING PROGRAMME FOR LECTURERS

Current practice in a Higher Education institution was taken as point of departure to design a training programme for lecturers. The process that was followed will be unpacked in the remaining part of chapter four.

4.5.1 Current practice

Currently, a training programme for lecturers, that was designed and implemented over a period of approximately fifteen years at Technikon Pretoria, is being used to equip newly appointed lecturers with the necessary survival skills. For close to a decade the researcher was involved in this process as teaching advisor and can report as follows:

- All newly appointed lecturers are expected to attend a three-day teaching assessment centre that simultaneously serves as an orientation programme (see Annexure A).
- The outcomes of the programme are derived from a task analysis of different post levels.
- Permanent positions are only confirmed once competence is proved regarding the theoretical knowledge of ‘teaching and learning principles’; ‘policy and aims of the institution’; ‘examination and invigilation procedures’; ‘requirements of the certification council’ and ‘assessment procedures’.

Additional competencies to be proved include the ability to draft a study guide according to guidelines, the ability to interpret the test results of a class and the ability to do a proper lecture presentation.

Since 1994, the researcher has experienced the impact that transformation had on the institution. Thousands of students from the previously disadvantaged groups were enrolling, the language policy changed from being an Afrikaans institution, to dual mode and then to English. The profile of the students changed as well as that of the lecturers. Fewer students leave school with university exemption certificates, and De Lange (2004:10) notes that Higher Education institutions now have to enrol students who are not sufficiently prepared. On the other hand, the Employment Equity Act (Republic of South Africa, 1998a), necessitates the appointment of lecturers who did not necessarily have the opportunities in the past to gain experience. It became clear that current practice regarding the training and development of lecturers was no longer efficient and effective, and there was a need to design a research based programme.

The fact that the researcher would partly participate as designer throughout the complete development...
cycle was acknowledged as type I in development research (paragraph 4.3.2).

4.5.2 Scenario

The first three chapters of this study encompassed a detailed situation analysis of the education sector as a whole and addressed the necessity for the training and development of lecturers in Higher Education. It is therefore not necessary to repeat what has been said but only to add that the General Conference of the International Labour Organization (International Labour Conference, 2004:7) called on governments, employers and employees to renew their commitment to lifelong learning. Lecturers are therefore obliged to make use of education, training and development opportunities, as well as to create learning opportunities for students.

When referring to *lecturers* and *students* the following assumptions are made:

- Lecturers refer to members of staff who are appointed in academic departments at a Higher Education institution to create knowledge, facilitate learning and do research (1.4.1).
- Transformation in the Higher Education environment necessitates training and development of lecturers (1.2.1).
- Creating an environment for the growth and development of lecturers should be one of the strategic goals of any Higher Education institution (3.3.2).
- The target group is lecturers (adult learners) who operate within horizons set by ways of seeing and understanding that they have acquired through prior learning (3.2.8).
- Students have different learning styles and therefore lecturers need to follow a whole brain approach to learning, using variation in delivery methods that would facilitate learning in all four quadrants (3.2.7).
- Students have untapped potential, manifold talents, special attributes, and powers of insight, innovation, negotiation, decision-making and theoretical skills still lying dormant in the new breed of students constituting diverse campus populations. Therefore we cannot operate within the Darwinian philosophy that only those fit for Higher Education will eventually get through the system (Bitzer, 2003:164).
- As mentioned in chapter three (3.2.4), students represent a variety of backgrounds and previous educational experiences.
- Many students entering Higher Education need some form of academic development (Koch & Foxcroft, 2003:192). Lecturers thus need to be prepared to address the legacy of the past that caused ‘fragmentation, division on racial and ethnic lines and general insulation from public scrutiny and...
international influence, *causing inequality and inefficiency*’ (Jacobs, 1999:7-9).

- Although participation rates of previously disadvantaged students have increased, the throughput and success rates have not increased (Koch & Foxcroft, 2003:193). Higher pass rates, without lowering standards, thus remain a challenge for lecturers to address.

### 4.5.3 Heuristic statement

In chapter one (paragraph 1.5) and chapter four (paragraph 4.2), an example was given of how to formulate a heuristic statement. It was used to base the following statement upon:

*If you want to design a training programme for newly appointed lecturers in Higher Education to equip them with the necessary skills to face the challenges confronting them in a new education dispensation, the following characteristics should be part of it:*

- **The programme should be based on past experience, relevant in the current situation but also future orientated.**
- **It should be practical, effective and applicable in the Higher Education sector.**
- **The validity should lie in the fact that it is goal orientated, based on state of the art knowledge, relevant and meaningful. It should reflect reality in which the lecturers are expected to perform and consider their emotional and instinctive feelings (paragraph 4.3.1).**

*Because of the fact that all stakeholders need to buy into the training and development of lecturers and that the end product should result in a state of the art programme, the process needs to be fully integrated in a cycle of analysis, design, evaluation and revision.*

### 4.5.4 Steps followed in the research process

Eleven steps were followed to ensure that the process was transparent and that all stakeholders had the opportunity to contribute.

**Step 1: Principles that determine the design of a training programme for lecturers**

Important principles to adhere to when designing a training programme for lecturers:

- As mentioned in paragraph 3.2.5, transformation of teaching practice will always be an arduous process, and staff development activities should thus take lecturers' informal theory of practice as a point of departure.
• To increase the probability of enduring and consistent change in teaching practice, transformative learning should be fostered (Gravett & Petersen, 2000:31-32). Transformative learning (paragraph 3.2.8) involves reflection on the content or process of problem solving in progressively wider contexts. Lecturers should thus be encouraged to participate in reflection groups where assessment or re-assessment of assumptions is the main priority.

• One of the assumptions made (paragraph 4.5.2), is that the target group consists of adult learners. Because of the fact that adults have an intuitively appealing desire to be in control of deciding what to learn and how to learn it (paragraph 3.2.8.1), an opportunity to reflect on the learning that has already taken place should be created. In this study, it is expected of lecturers who have enrolled for the training programme to submit an assignment on a meta-cognition level, thus providing evidence of reflection that took place (this will be addressed in paragraph 4.5.4.10).

• If it is expected of lecturers to apply a whole brain approach to teaching (paragraph 3.2.7), they also need to experience variation in design and delivery approaches that would facilitate learning in all four quadrants.

• The emphasis should be on encouraging and promoting excellence in teaching and learning.

• A behaviourist as well as a normative approach should be followed, thereby linking competencies to the goals and strategies of the institution and current and future jobs (paragraph 3.3.2.1), among others.

• Budget constraints, student diversity and the changing academic profile need to be considered (paragraph 3.3.2.1).

• A variety of assessment methods must be used.

• It is important to create learning opportunities for each lecturer, within the context of his/her department and to plan a personal profile for his/her growth and development. An assessment centre is an appropriate means of measuring competency based learning, which will inform the PDP (paragraph 3.5.4.1).

• Lecturers should be allowed to demonstrate their acquired applied competencies (RPL, paragraph 3.5.4.1).

• Although competencies and standards have a part to play in providing a suitable framework for the induction of newly qualified lecturers, they should also be encouraged to engage in the development of their own professional practice. That is more profound than any skills based model can offer (paragraph 3.5.4.2).
Step 2: Identification of training needs

Training needs were identified with competency profiles as point of departure. A workshop was conducted to determine standardised performance norms for lecturing staff (Technikon Pretoria, 2002). A constructivist development approach was followed (paragraph 4.2), where the researcher, practitioners and other stakeholders cooperatively constructed workable interventions and articulated principles to underpin the effects of those interventions. The deans of faculties, who represented line management, experts from academic departments, the staff development unit, the human resources environment as well as union representatives attended. The need for interaction with all role players, which include other practitioners or peers, as mentioned in paragraph 4.2, was thus adhered to.

Step 3: Literature study

The results of an extensive literature study are portrayed in chapters one to four. The principles mentioned in step 1, were derived from the state of the art knowledge and informed the design to be tabled in paragraph 4.5.4.6.

Step 4: Assessment of relevant legislation

Related laws, mentioned in paragraph 2.4.1 were taken into consideration for the design of the training programme. The Skills Development Act (Republic of South Africa, 1998b) specifically bridges the gap between initial and continuing professional development by emphasising the need for training opportunities.

Step 5: Verification of gaps in current practice

After an appropriate gap analysis was done, development areas were identified and transferred into objectives. There was a need for lecturers to engage in a research based training and development programme that would enable them to:

- Facilitate transformative learning.
- Use innovative teaching methods in an outcomes based environment.
- Improve teaching by minimising factors that lead to surface learning and maximising those leading to deep and achieving approaches to learning.
• Contribute to the goals of Higher Education that have changed from developing individual autonomy and general intellectual abilities to those characterised by a deep understanding of 'higher order' concepts and perspectives, reflexivity and the ability to think meta-cognitively.
• Prove competence and get recognition for prior learning.
• Gain credits towards a qualification.

Step 6: Instructional design

As was mentioned in chapter one (paragraph 1.5), a variety of research designs was considered. It was decided not to select one of the traditional research designs. Vockell (1983:151) speaks about the dilemma that many lecturers experience namely, that by necessity they have to reason with the data that they are able to obtain. As mentioned in paragraph 4.3.2, in formative research one can hardly isolate, manipulate and measure separate variables in the same study. The researcher thus realised that if, for example, a pre-test post-test design was to be selected, it would be very difficult to consider the results as scientifically proven, because of the difficulty to control all external factors. Therefore in this case, a learning programme for new lecturers was to be designed according to principles of development research. State of the art knowledge, expertise and practical experience would guide the researcher in the instructional design.

This study is specifically orientated towards practical ends and aims to provide directions for optimising the quality of the training programme for newly appointed lecturers. It will be tested against certain design principles and stimulate the professional development of participants. It therefore fits the nature of development research (paragraph 4.2) perfectly.

Due to the fact that experimental approaches are not entirely impossible in the context of development research (paragraph 4.3.2 ii) of evaluation will be done to measure the results progressively.

The instructional design process was followed. Table 4.6 summarizes the application of the instructional design components to this study.
### Table 4.6: An application of the instructional design components based on the Input→Process→Output matrix of Branch (1999:146-147)

<table>
<thead>
<tr>
<th>Instructional Design</th>
<th>Input</th>
<th>Process</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>i) Conduct situational assessment</strong></td>
<td>Institution’s policy that all new lecturers need to complete the programme successfully&lt;br&gt;Training needs of new lecturers defined in policy (Annexure B)</td>
<td>All stakeholders of staff development unit involved&lt;br&gt;Assess existing model, based on task analysis&lt;br&gt;Literature study</td>
<td>Context description&lt;br&gt;Purpose statement&lt;br&gt;Education goals&lt;br&gt;Instructional goals</td>
</tr>
<tr>
<td><strong>ii) Validate instructional goals</strong></td>
<td>Context description&lt;br&gt;Learner profile&lt;br&gt;Purpose statement&lt;br&gt;Education goals&lt;br&gt;Draft instructional goals</td>
<td>Subject experts validated instructional goals</td>
<td>Validated instructional goals</td>
</tr>
<tr>
<td><strong>iii) Construct content analysis</strong></td>
<td>Validated instructional goals</td>
<td>Analyse outcomes/goals</td>
<td>Content analysis diagram</td>
</tr>
<tr>
<td><strong>iv) Generate objectives</strong></td>
<td>Purpose statement&lt;br&gt;Content analysis diagram</td>
<td>Formulate the specific outcomes: measurable; condition; attitudes&lt;br&gt;Identify assessment criteria</td>
<td>Specific outcomes</td>
</tr>
<tr>
<td><strong>v) Generate test items</strong></td>
<td>Specific outcomes</td>
<td>Simulate the performance reality&lt;br&gt;Generate authentic assessment</td>
<td>Assessment tools designed</td>
</tr>
<tr>
<td><strong>vi) Generate instructional strategies</strong></td>
<td>Purpose statement&lt;br&gt;Instructional goals&lt;br&gt;Content analysis diagram&lt;br&gt;Specific outcomes&lt;br&gt;Assessment tools</td>
<td>Identify a theoretical framework&lt;br&gt;Organise strategies that will organise the events of instruction</td>
<td>Instructor’s guide&lt;br&gt;Learning facilitation plans</td>
</tr>
<tr>
<td><strong>vii) Select and develop media and materials</strong></td>
<td>Specific outcomes&lt;br&gt;Assessment criteria&lt;br&gt;Learning facilitation plans</td>
<td>Select and / or develop media and course material for achieving outcomes</td>
<td>Media and course material that support the stated outcomes</td>
</tr>
<tr>
<td><strong>viii) Conduct formative evaluation</strong></td>
<td>Context description&lt;br&gt;Learner profile&lt;br&gt;Purpose statement&lt;br&gt;Education goal&lt;br&gt;Validated instructional goals&lt;br&gt;Content analysis diagram&lt;br&gt;Assessment criteria&lt;br&gt;Learning facilitation plans&lt;br&gt;Media &amp; course material that support stated outcomes&lt;br&gt;Instructor’s guide</td>
<td>Analyse all data&lt;br&gt;Identify strengths and weaknesses of product and process&lt;br&gt;Identify potential areas that require additional attention</td>
<td>Revision analysis</td>
</tr>
<tr>
<td><strong>ix) Propose summative evaluation</strong></td>
<td>Revision analysis</td>
<td>Timely assessment</td>
<td>Post-implementation maintenance plan</td>
</tr>
</tbody>
</table>
The application of components i-v of the process summarized in Table 4.6, will now be discussed broadly:

(i) **Conduct situational assessment**

*Input*

The newly developed policies for the appointment and promotion of staff at a relevant Higher Education institution (see Annexure B) were scrutinized to determine the training needs derived from the competency profile of lecturers. Current practice as described in paragraph 4.5.1 was taken as point of departure to do a gap analysis.

*Output*

The researcher formulated a purpose statement that reads as follows:

*After the successful completion of the training programme, lecturers will be able to be a role model for learners; perform their duties as creators and facilitators of learning opportunities effectively and efficiently; do relevant research; participate in community service; design curricula according to set criteria and assess learners according to SAQA’s guidelines.*

(ii) **Validated instructional goals**

*Input*

Instructional goals were derived from the purpose statement and formulated in the context of training and the holistic development of lecturers in a Higher Education institution (see table 4.7).

*Output* (formulated in table 4.7).

**Table 4.7: Instructional goals and objectives derived from the purpose statement**

<table>
<thead>
<tr>
<th>Instructional goal</th>
<th>Specific outcomes/ objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be a role model for students</td>
<td>❑ Demonstrate importance of adhering to deadlines and punctual behaviour</td>
</tr>
<tr>
<td></td>
<td>❑ Demonstrate respect for others</td>
</tr>
<tr>
<td></td>
<td>❑ Perform duties according to best practice</td>
</tr>
<tr>
<td>2. Perform duties as creators and facilitators of learning opportunities effectively and efficiently</td>
<td>❑ Demonstrate knowledge of the policy and aims of the institution; teaching and learning principles; examination and invigilation procedures and SAQA and NQF related issues</td>
</tr>
<tr>
<td></td>
<td>❑ Participate in a discussion on adult learning and the nature, structure and focus of Higher Education</td>
</tr>
<tr>
<td></td>
<td>❑ Demonstrate the ability to select the most appropriate method for the facilitation of learning</td>
</tr>
<tr>
<td></td>
<td>❑ Demonstrate knowledge of the principles of OBE</td>
</tr>
<tr>
<td></td>
<td>❑ Do a full-length lecture presentation in the real</td>
</tr>
<tr>
<td>Task</td>
<td>Learning Goal</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Conduct an interview with a difficult student</td>
<td>Identify own communication style and prove competence in using the most appropriate style in a given situation</td>
</tr>
<tr>
<td>Participate in a discussion regarding cross-cultural communication</td>
<td>Demonstrate an awareness of the inner being of the student and knowledge of the procedures to refer him or her for professional help</td>
</tr>
<tr>
<td>Identify own communication style and prove competence in using the most appropriate style in a given situation</td>
<td>Compile a learning guide according to set criteria</td>
</tr>
<tr>
<td>Demonstrate an awareness of different learning styles and practice whole brain teaching</td>
<td>Demonstrate an awareness of the inner being of the student and knowledge of the procedures to refer him or her for professional help</td>
</tr>
</tbody>
</table>

### 3. Do relevant research
- Participate in a discussion regarding the importance of research

### 4. Design curricula according to set criteria
- Design of curricula on the principles of OBE and according to the requirements of SAQA

### 5. Assess students according to SAQA guidelines
- Compile an assessment tool according to set criteria and analyse the results of a group of students

(iii) **Construct content analysis**

*Input*

The validated instructional goals are used as input.

*Output*

Content analysis diagram (see figure 4.4)

The programme is delivered on two levels; the entrance level has seven non-credit bearing modules that only requires participation. On the exit level there are three core credit bearing modules and two electives.
Note: An arrow → indicates a specific order in which a module should be completed.

**Figure 4.4: Content analysis diagram**

(iv) Generate objectives

*Input*

The purpose statement and content analysis diagram serve as input.
The specific outcomes are derived from table 4.7, linked to the modules reflected in the content analysis diagram, and then assessment criteria are formulated and portrayed in table 4.8.

Table 4.8: Assessment criteria and specific outcomes

<table>
<thead>
<tr>
<th>Specific outcome</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer must be able to…</td>
<td>1. Act as a role model by adhering to deadlines, demonstrating respect to others and perform duties according to best practice</td>
</tr>
<tr>
<td>1.</td>
<td>1.1 A questionnaire to be completed by students who rate the lecturer’s ability to act as a role model</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate knowledge of the policy and aims of the institution; teaching and learning principles; examination and invigilation procedures and SAQA and NQF related issues</td>
</tr>
<tr>
<td>2.1</td>
<td>A web based test to be completed successfully on each of the themes mentioned</td>
</tr>
<tr>
<td>3.</td>
<td>Do a full-length lecture presentation in the real situation in the presence of the teaching advisor and the head of department</td>
</tr>
</tbody>
</table>
| 3.1 | A full-length presentation to be done in the real situation demonstrating the ability to:  
- Select the most appropriate method for the facilitation of learning  
- Use high-impact presentation skills  
- Take different learning styles into consideration in the preparation and presentation  
- Enhance whole brain teaching and learning  
- Apply the principles of OBE  
- Use the most appropriate communication style |
| 4. | Conduct an interview with a difficult student |
| 4.1 | An interview with a difficult student (role play) to be conducted. The ability to guide students on solving their problems and/or refer them for professional help should be demonstrated |
| 5. | Compile a learning guide according to set criteria |
| 5.1 | A draft study guide must be handed in for assessment against set criteria |
| 6. | Compile an assessment tool according to set criteria and analyse the results of a group of students |
| 6.1 | An assignment to be handed in proving competence in:  
- Selecting the most appropriate assessment tool  
- Compiling a proper assessment tool against set criteria  
- Analysing the test results |

(v) Generate test items

Input

The specific outcomes serve as input.

Output

Assessment tools that are used are the following:
- Web based tests assessing theoretical knowledge of the policy and aims of the institution, teaching and learning principles, SAQA and NQF related issues as well as examination and invigilation procedures (Annexure C).
- A real-life lesson presentation in lecture hall assessed against certain criteria (Annexure D).
- An assignment on a meta-cognition level reflecting on the training programme (Annexure E).
- A learning guide either designed or assessed by the lecturer (Annexure F).

Components vi-ix encompass the actual instructor’s guide and course material, which is not relevant at this stage of the study. Nevertheless, where applicable, evidence will be reported under paragraph 4.5.4.10.

**Step 7: Measurement against certain criteria**

The instructional design process lead to the scrutinising of relevant documents, such as the Skills Development Act, SAQA Act, requirements for RPL and policies. Criteria were then determined to be used as checklist for a gap analysis. The results of the process that was followed is tabled below:

- Does it cover the training needs identified in the competency profile of the lecturer? NOT YET
- Does it adhere to the appointment and promotion policy of the institution (Attachment)? YES
- Is it in line with the spirit of the Skills Development Act? YES
- Does it adhere to the requirements in other relevant acts and regulations? YES
- Can lecturers gain SAQA credits for modules successfully completed? NOT YET
- Are stakeholders given the opportunity to participate? YES
- Are specialists in the field of education satisfied? YES
- Do lecturers get exemption because of the recognition for prior learning? NOT YET
- Is there sufficient opportunity for reflection to take place? YES

Regarding the three questions which did not get a positive result:

(i) There is no provision for the role of the lecturer in community service, and this needs to be addressed.

(ii) A decision was made to present five of the core modules (see figure 4) of the Post Graduate Diploma in Higher Education and Training (PGDHET). Unfortunately, due to the fact that the Council of Higher Education (CHE) does not yet allow staff development units to deliver the PGDHET, participants would, once they have proved competence against the registered standards, have to apply for RPL from other accredited providers. The staff development unit sees this as a reason for concern.
and a definite need for further investigation. Currently, it is a barrier and against the spirit of the Skills Development Act.

(iii) At this stage, it was reasoned not to grant lecturers full exemption of the programme due to the recognition of prior learning. Assessment processes should be in place first, therefore PDPs would for the interim have to reflect the competency level of the lecturers and exclude them from certain interventions.

Step 8: Liaison with stakeholders

As mentioned in paragraph 4.5.4.2, the process was started with a workshop where all stakeholders from the academic environment, human resources directorate, staff development unit and employee representatives were present to identify the training needs. The academic committee approved the final draft of the training programme (Annexure G).

Step 9: Implementation of the programme

The programme was launched from 7 to 9 January 2004. Originally, 36 newly appointed lecturers enrolled for the programme. Seven participants resigned before the probation period lapsed, and three participants were allowed to remain, although not in lecturing positions. Eighteen (62%) of the possible 29 completed both the questionnaires that were given to them. Eight were male and ten were female. Two lecturers had a matric plus three-years qualification, nine had a matric plus four-years qualification, five had a matric plus five-years qualification and two matric plus six-years qualification. 61% of the participants were thus appointed without a masters degree. Only three lecturers had a professional teaching qualification. Two groups were distinguished, namely the experienced lecturers (more than 13 years experience in teaching) and less experienced group (less than six years in teaching).

The importance of ethical soundness can never be over estimated. Miller (1998:129-130) refers among others, to the importance of anonymity, mutual responsibilities, confidentiality and the need to report results. Lecturers and students were protected by allowing them not to participate in the research project, and by reaching an agreement regarding the recording and processing of the data and the reporting of the results (see Annexures J and K).

The results of their perceptions regarding the programme will be tabled in step 10.
Step 10: Reflection

The importance of reflection on learning was emphasised in chapters two and three. It was noted (3.2.8.1) that terms such as ‘meta-cognition, reflection in action and mindfullness’ are covered by the broad concept of ‘reflection’. Reference was also made to constructivist learning that occurs where learners reflect critically on issues and on their own assumptions, which then enables them to change their views and paradigms (paragraph 2.2.4).

Opportunities to reflect on the training programme had to be managed carefully to ensure that all stakeholders participated. At this stage, different stakeholder groupings had contributed to the design and implementation of the programme. Table 4.9 portrays the information that was gathered by means of the reflection.

Table 4.9: Information gathered by means of reflection

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Reflection tool</th>
<th>Information gathered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject experts, line managers and union representatives</td>
<td>Competency profile reflected in promotion and appointment policies</td>
<td>Detailed list of skills needed (Annexure B)</td>
</tr>
<tr>
<td>2. Teaching advisors responsible for design and implementation</td>
<td>Reflection sessions</td>
<td>Quite a number of issues were addressed such as the:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appearance of the training venue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seating arrangements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food and refreshments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Availability of tests on the web</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possibility to gain credits for modules completed</td>
</tr>
<tr>
<td>3. Participants in the programme</td>
<td>Evaluation form (Annexure H)</td>
<td>Comments such as:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• File is not arranged properly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Liked part on research because I am really interested in it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• OBE and role of learning facilitation, too much information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Telematic: very professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I’m impressed with the workshop; it has given me enough courage to tackle my work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I felt that the scope of the material covered in this course is too extensive for the time allocated – suggest that course be spread over five days</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Very good overview. It made me feel welcome from the beginning</td>
</tr>
</tbody>
</table>

131
4. Participants in the programme

Assignment on a meta-cognition level where it is expected from participants to reflect on the programme after the three-day assessment course has ended

Comments from reflection papers of lecturers (Meta-cognition assignments, 2003).

“Before I attended the teaching assessment course: Though I was excited, I did not think that attending this course would benefit me much. I had an impression that my previous experience was just enough to pave my way to teaching in a Higher Education institution. I had a perception that the teaching assessment undermines lecturers’ teaching abilities.

I have spoken to about everybody to find out how he or she has experienced this course and what he or she has done.

Dealing with negative feelings and changes
I had always reserved room for new developments that helped me to adjust well. Attending the teaching assessment course made me realize that I had to improve a lot, more specially the communication skill.

My feelings were changed by the way our roles were explained. I know now what the institution expects of me.

I clearly understand that the teaching assessment does not undermine lecturers’ ability to teach but it equipped me with the skill to teach in Higher Education. The main objective, as I have learnt, is that it is done to ensure the newly appointed staff function to their best ability. The support will be given should there be a need.

The negative feelings changed completely, because the course addressed the issues that have been puzzling to me.

Motivations behind changes of attitudes:
• I believe the presentation of the course was outstanding.
• I realized that I was not the only one who had to do this...
• Most of my new colleagues were also impressed.
• As the course went along, I’ve noticed that this was not as bad as I originally thought it’s going to be.
Recommendations and suggestions to the staff development unit:

- Too many things were presented in a short space of time. Give each topic enough time.
- The orientation programme for all staff should be before the teaching assessment for all staff. One will know about the institution before knowing what is expected of him/her.
- I would recommend that you continue this with all lecturing staff, because they should know what is expected of them. They need to know the company value them and it has their development at heart!”
- The training opportunities to follow should be spread over more days of the week otherwise I will not be able to attend.
- Maybe identify two separate courses for more and less experienced staff.
- I would have preferred more detail beforehand with regards to the purpose of the course, what is expected of me, this would definitely reduce my nervousness and even negativity.
- The session with regards to communication styles and presentation skills is a good starting point. During the next sessions I could evaluate myself whether I am applying it or not and I could also determine where and how to apply it.

<table>
<thead>
<tr>
<th>5. Participants in the programme</th>
<th>Action learning session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although lecturers were invited to participate in action learning sessions (Annexure I), at the end they indicated that their programme was too full. The researcher is of the opinion that whilst it worked very well with a group of experienced lecturers who joined the institution a number of years ago (Le Grange, 2003) the possibility to implement it as part of this programme should be investigated further.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Participants in the programme</th>
<th>Video Self-Confrontation (VSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation is video recorded and used as a reflection tool after the session. The lecturer has the opportunity to face him/herself (see importance of self-reflection in paragraph 3.5.4.2) and to get contributions from the line manager and staff development expert. The line manager will focus on subject related matters and the teaching advisor on presentation and learning facilitation skills. A specific assessment tool is used to evaluate the performance of the lecturer (Annexure D). Information gathered from these discussions is then fed into the PDP of the lecturer.</td>
<td></td>
</tr>
</tbody>
</table>
Step 11: Assessment of end results

In order to ensure that all stakeholders could contribute to the design of the training programme, the newly appointed lecturers who formed part of the sample, as well as a group of their students were approached to participate in the collection of evidence regarding their performance. The lecturers had to complete a questionnaire (Annexure J) reflecting their perceptions about their ability to perform their duties before they start the first year at a new institution, and then repeat it a year later. The students from one of their classes were also requested to complete a questionnaire (Annexure K) regarding their perceptions on the lecturer’s behaviour and skills to facilitate learning.

Step 11.1 Information collected from lecturers’ questionnaires

A group of 36 newly appointed lecturers joined the institution in January 2003, of which seven resigned before the probation period of one year was over, whilst 29 remained. A total number of eighteen (62%) of the possible 29 completed both the questionnaires that were given to them. The first one (referred to as year 1 in tables 4.10 and 4.12) before they were enrolled on the programme and the second one ((referred to as year 2 in tables 4.10 and 4.12) at the end of the probation period. The results are portrayed in table 4.10.

<table>
<thead>
<tr>
<th>QUESTION (Scale:1=minimum and 6=maximum)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13 How important do you think it is that students must actively take part in the class?</td>
<td>5.56</td>
<td>5.61</td>
<td>+.9</td>
</tr>
<tr>
<td>Q14 How much emphasis do you put on preparation before a lesson presentation?</td>
<td>5.72</td>
<td>5.61</td>
<td>-1.9</td>
</tr>
<tr>
<td>Q15 How important is your personal development to you?</td>
<td>5.78</td>
<td>5.56</td>
<td>-3.8</td>
</tr>
</tbody>
</table>
The questionnaire is based on lecturers’ perceptions about their development during the probation period at a new institution. As it is not possible to control all the variables, the results will only be taken into consideration for development purposes. No statistical value will be attached to it, but trends will be identified to adapt the existing training and development programme for newly appointed lecturers.

On average, all lecturers rated the following aspects as very important, thus scoring them at least five out of a possible six:

- Active participation of students in the class.
- Lecturer’s preparation before a lesson presentation.
• Personal development of lecturer.
• The necessity of an induction course for newly appointed lecturers.
• Students must take responsibility for their own learning.
• Regular feedback from students.
• Quality in teaching and learning.
• Lecturers must improve their qualifications.
• Spending time to attend to individual academic problems of students.
• The allocation of a mentor to every newly appointed lecturer.
• Lecturers must be familiar with the content of the subject that they are going to teach.
• Intentional reflection on teaching practice.

The noteworthy changes indicated the following trends:
• They are much more informed (47.5%) about the SAQA and the NQF (Q29).
• They are much more (31%) competent in presentation skills (Q31).
• Lecturers indicated (Q 27) that they know the principles of OBE better (29.9%).
• They have an improved ability (25.1%) to construct and use valid assessment tools in the outcomes based environment (Q34).
• They have an improved ability (18.5%) to plan and organise a learning programme (Q32).
• Participants are better equipped (17%) to use a variety of teaching methods (Q 26).
• They have an improved ability (15.6%) to design a consumer friendly learning guide (Q 33).
• They have an improved ability (15.5%) to intentionally reflect on their teaching practice (Q38).

Compared to the positive changes, the negative comments are relatively of less concern. Nevertheless, programme designers need to know if and where no changes took place, or where scores decreased slightly.

The noteworthy changes on the negative side occurred in the following fields:
(i) After a year lecturers felt that it was less important (-11%) to get involved in research than they perceived it to be when they joined the institution (Q 23). It might be that they had a heavy teaching schedule as well as the demands of the training programme, and that it became difficult to participate in research as well. It is nevertheless a matter of huge concern.
(ii) Seen in the light of all the positive trends, it is strange that lecturers perceived the necessity for an induction course slightly less important (6.9%) than at the beginning (Q16). It might be because the concept ‘induction course’ was not defined and unfortunately participants did not have the opportunity to discuss their perceptions. Nevertheless, this trend should be investigated further.
(iii) Lecturers perceived it as slightly less important (-6.0%) for students to take responsibility for their own learning (Q17). A decrease in such a core element of OBE is noticeable and difficult to interpret, as the highest changes on the positive side reflected the transformation towards OBE.

(iv) Lecturers perceived it as slightly less important (-5.8%) that they have to improve their qualifications (Q20). It might be that they were overwhelmingly busy and did not have time to focus on themselves or that they had recently obtained their qualifications or even reached their goals.

It is very important to bear in mind though, that the above-mentioned trends that slightly moved backwards are nevertheless regarded as very important by the lecturers (mean ≥5 out of a possible 6). The lecturers’ years of teaching experience were then taken into consideration to distinguish between two groups, namely experienced lecturers (more that 13 years experience in teaching) and less experienced group (less than six years in teaching). (see table 4.11).

Table 4.11: Lecturers’ years of teaching experience (primary, secondary or tertiary)

<table>
<thead>
<tr>
<th>Years of teaching experience</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1 year</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>44.4</td>
</tr>
<tr>
<td>2 – 6 years</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>13–20 years</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>10</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

The vast majority was less experienced; 83.3% had less than six years’ experience and 16.7% more than thirteen years. It is interesting to note that the results differ between the experienced group, (between thirteen and twenty years’ experience) and their less experienced (<6years) colleagues.

Table 4.12: Noteworthy deviation (>5%) between results of experienced and less experienced lecturers’ perception of their teaching ability

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Experienced group 13-20 years</th>
<th>Less experienced group 0-6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Year 1</td>
</tr>
<tr>
<td>Q17 How important do you think it is that students must take responsibility for their own learning?</td>
<td>5.67</td>
<td>5.67</td>
</tr>
<tr>
<td>Q20 How important is it for you to better your qualifications?</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Q21 Rate the importance of spending time to attend to individual academic problems of students.</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Question</td>
<td>Experienced Mean</td>
<td>Less Experienced Mean</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Q24 How important do you think it is to allocate a mentor to every newly appointed lecturer?</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Q27 How well do you know the principles of outcomes based education?</td>
<td>4.30</td>
<td>4.60</td>
</tr>
<tr>
<td>Q28 How well prepared are you to apply the principles of outcomes based education in the classroom?</td>
<td>4.67</td>
<td>4.67</td>
</tr>
<tr>
<td>Q29 How well informed are you about the South African Qualifications Authority (SAQA) and the National Qualification Framework?</td>
<td>2.6</td>
<td>5</td>
</tr>
<tr>
<td>Q32 Rate your ability to plan and organise a learning programme.</td>
<td>4.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Q33 Rate your ability to design a proper consumer friendly learning guide.</td>
<td>4.6</td>
<td>5</td>
</tr>
<tr>
<td>Q35 How prepared are you to handle diversity in the classroom?</td>
<td>4.6</td>
<td>5</td>
</tr>
</tbody>
</table>

Differences between the results of experienced and less experienced lecturers regarding their perception of their teaching ability (table 4.12):

- It seemed as if the experienced lecturers did not benefit as much as the less experienced group. One of the reasons might be that the experienced group rated the importance of the following questions from the start as of the utmost importance (>5 out of a possible 6), therefore there was no room for improvement:
  - Students taking responsibility for their own learning (Q17).
  - Lecturers improving their qualifications (Q20).
  - Spending time to attend to individual, academic problems of students (Q21).
  - Allocating a mentor to every newly appointed lecturer (Q24).

- Another possible reason for the fact that the experienced lecturers did not benefit as much as the less experienced group, might be that their attitude towards compulsory training was more negative than the less experienced group.

- Both groups benefited the most regarding SAQA related issues. The experienced group’s rating increased with 13, 85% and that of the less experienced group with 43,32% (Q 29).

- Both groups also indicated a growth in knowledge regarding OBE. The experienced group experienced growth of 6,98% and the less experienced group 49,2% (Q27).

- Both groups perceived that they are better equipped to plan and organise a learning programme. The rates of the experienced group rose with 3.02% and those of the less experienced group with 19.66% (Q32). Again, this is an indication that the emphasis should be on the less experienced group in the training programme.

- The less experienced group perceived that they are 17.7% more able to design a consumer friendly
learner guide than a year ago, where the experienced group gave an indication of an increase of 7,3% (Q33).

- It is interesting to look at the differences between the perceptions of the two groups regarding their ability to handle diversity in the classroom (Q35). The experienced group grew 7,3% in confidence to handle diversity, where the less experienced group lost 5% confidence. This should be noted and be included in the brief of mentors who support less experienced colleagues. Teaching and learning in a diverse environment should also be addressed.

Reflection on the results leads to the following recommendations:

- To avoid that lecturers feel their time is wasted, previous teaching experience should be taken into consideration before enrolling staff in compulsory training programmes.
- Recognition of prior learning should be practiced and lecturers be given the choice to table a portfolio of evidence instead of enrolling for the programme.
- A module specifically aimed at diversity management should be included.

Step 11.2 Information collected from students’ questionnaires

Student assessment is valued by researchers as a reliable and consistent source of evidence regarding the teaching performance of lecturers and can be seen as a means of communication between the lecturer and student (paragraph 3.4.3.3). When the difficulties to measure quality teaching were addressed (paragraph 3.4.4.2), the questions regarding cause and effect of the improvement were noted. In a study running over a period of four years, on average, there was only a modest increase in the ratings. For the purpose of this study, the emphasis will be on the overall trends indicated by students and the information will be used for development purposes only.

A total number of 632 students participated by completing a questionnaire (Annexure K) rating the learning facilitation skills of their lecturers who formed part of the research group. Seventeen groups of students assessed their lecturers. The size of the groups varied between 5 and 81 students. The big picture will be reflected in table 4.14, whilst table 4.13 gives and indication of the profile of the lecturers regarding their teaching experience. The results will be reported by distinguishing between students’ ratings of experienced lecturers (>13 years), less experienced lecturers (< 7 years) as well as all lecturers who formed part of the sample.

As mentioned earlier, the results will only be taken into consideration for development purposes. No
statistical value will be attached to them, but broad trends will be identified to adapt the existing training and development plan for newly appointed lecturers.

Table 4.83: Lecturers’ years of teaching experience (primary, secondary or tertiary)

<table>
<thead>
<tr>
<th>Number of years of teaching experience</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1 year</td>
<td>8</td>
<td>47,1</td>
</tr>
<tr>
<td>2 – 7 years</td>
<td>6</td>
<td>35,3</td>
</tr>
<tr>
<td>13–20 years</td>
<td>3</td>
<td>17,6</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

82,4% lecturers have less than seven years’ experience, whilst 17,6% have between thirteen and twenty years’ experience. They will be classified as ‘less experienced’ (82,4%) ‘experienced’ (17,6%) and ‘all’ (100%) in table 4.14.
Table 4.14: Students’ ratings of lecturers’ learning facilitation skills

<table>
<thead>
<tr>
<th>Questions</th>
<th>Students’ ratings of all participating lecturers</th>
<th>Students’ ratings of less experienced lecturers</th>
<th>Students’ ratings of experienced lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Median</td>
<td>%</td>
<td>Median</td>
</tr>
<tr>
<td>Q11 is approachable when help is needed</td>
<td>3.48</td>
<td>87</td>
<td>3.47</td>
</tr>
<tr>
<td>Q12 is reasonable and impartial/fair</td>
<td>3.33</td>
<td>83</td>
<td>3.36</td>
</tr>
<tr>
<td>Q13 accepts criticism of his/her ideas</td>
<td>3.00</td>
<td>75</td>
<td>2.99</td>
</tr>
<tr>
<td>Q14 treats students as responsible adults</td>
<td>3.48</td>
<td>87</td>
<td>3.46</td>
</tr>
<tr>
<td>Q15 succeeds in motivating students</td>
<td>3.24</td>
<td>81</td>
<td>3.31</td>
</tr>
<tr>
<td>Q16 is willing to answer questions</td>
<td>3.60</td>
<td>90</td>
<td>3.63</td>
</tr>
<tr>
<td>Q17 is courteous and polite towards students</td>
<td>3.45</td>
<td>86</td>
<td>3.60</td>
</tr>
<tr>
<td>Q18 states the outcomes of lessons clearly</td>
<td>3.37</td>
<td>84</td>
<td>3.36</td>
</tr>
<tr>
<td>Q19 transmits information understandably</td>
<td>3.20</td>
<td>80</td>
<td>3.21</td>
</tr>
<tr>
<td>Q20 relates content/ information to the job</td>
<td>3.31</td>
<td>81</td>
<td>3.36</td>
</tr>
<tr>
<td>Q21 asks questions about the work</td>
<td>3.47</td>
<td>87</td>
<td>3.45</td>
</tr>
<tr>
<td>Q22 speaks clearly and audibly</td>
<td>3.48</td>
<td>87</td>
<td>3.56</td>
</tr>
<tr>
<td>Q23 uses language of instruction fluently</td>
<td>3.56</td>
<td>89</td>
<td>3.60</td>
</tr>
<tr>
<td>Q24 places the outcomes in context</td>
<td>3.29</td>
<td>82</td>
<td>3.31</td>
</tr>
<tr>
<td>Q25 is enthusiastic about his/her subject</td>
<td>3.51</td>
<td>88</td>
<td>3.64</td>
</tr>
<tr>
<td>Q26 utilizes different presentation methods</td>
<td>3.05</td>
<td>76</td>
<td>3.03</td>
</tr>
<tr>
<td>Q27 incorporates different media</td>
<td>2.77</td>
<td>69</td>
<td>2.77</td>
</tr>
<tr>
<td>Q28 seems to be well prepared</td>
<td>3.66</td>
<td>92</td>
<td>3.72</td>
</tr>
<tr>
<td>Q29 involves students by expecting participation</td>
<td>3.58</td>
<td>90</td>
<td>3.52</td>
</tr>
<tr>
<td>Q30 can control the class sufficiently</td>
<td>3.38</td>
<td>85</td>
<td>3.32</td>
</tr>
<tr>
<td>Q31 keeps the attention and interest of students</td>
<td>3.30</td>
<td>83</td>
<td>3.45</td>
</tr>
<tr>
<td>Q32 creates a positive learning environment</td>
<td>3.47</td>
<td>87</td>
<td>3.47</td>
</tr>
<tr>
<td>Q33 summarizes the main points effectively</td>
<td>3.33</td>
<td>83</td>
<td>3.43</td>
</tr>
<tr>
<td>Q34 tunes in on students’ level of understanding</td>
<td>3.33</td>
<td>83</td>
<td>3.32</td>
</tr>
<tr>
<td>Q35 uses relevant examples</td>
<td>3.40</td>
<td>83</td>
<td>3.50</td>
</tr>
<tr>
<td>Q36 shows a thorough knowledge of the subject</td>
<td>3.40</td>
<td>85</td>
<td>3.44</td>
</tr>
<tr>
<td>Q37 discusses new developments in industry</td>
<td>2.91</td>
<td>73</td>
<td>2.86</td>
</tr>
<tr>
<td>Q38 explains subject content understandably</td>
<td>3.26</td>
<td>82</td>
<td>3.35</td>
</tr>
<tr>
<td>Q39 gives relevant assignments</td>
<td>3.03</td>
<td>76</td>
<td>3.06</td>
</tr>
<tr>
<td>Q40 sets understandable test questions</td>
<td>3.05</td>
<td>76</td>
<td>3.08</td>
</tr>
<tr>
<td>Q41 uses different ways of assessment</td>
<td>3.10</td>
<td>78</td>
<td>3.03</td>
</tr>
<tr>
<td>Q42 provides feedback/marks soon after tests</td>
<td>3.19</td>
<td>80</td>
<td>3.29</td>
</tr>
<tr>
<td>Q43 discusses the memorandum adequately</td>
<td>3.36</td>
<td>84</td>
<td>3.27</td>
</tr>
<tr>
<td>Q44 provides information on study strategies</td>
<td>3.03</td>
<td>76</td>
<td>3.06</td>
</tr>
<tr>
<td>Q45 informs students what will be expected</td>
<td>3.28</td>
<td>82</td>
<td>3.39</td>
</tr>
<tr>
<td>Q46 always uses study guides</td>
<td>2.86</td>
<td>72</td>
<td>2.95</td>
</tr>
<tr>
<td>Q47 uses study guide that clearly states outcomes</td>
<td>3.21</td>
<td>80</td>
<td>3.28</td>
</tr>
<tr>
<td>Q48 uses study guide that states ways of assessment</td>
<td>3.30</td>
<td>83</td>
<td>3.35</td>
</tr>
<tr>
<td>Q49 uses study guide that guides self-study</td>
<td>3.20</td>
<td>80</td>
<td>3.25</td>
</tr>
<tr>
<td>Q50 uses study guide that is easy to understand</td>
<td>3.15</td>
<td>79</td>
<td>3.19</td>
</tr>
<tr>
<td>Q51 uses study guide that is available on the web</td>
<td>2.54</td>
<td>64</td>
<td>2.54</td>
</tr>
<tr>
<td>Q52 uses study guide that includes self-tests</td>
<td>2.75</td>
<td>69</td>
<td>2.77</td>
</tr>
</tbody>
</table>
The midpoint (median) is taken as a point of departure for the description of the results. Taken as a whole, the most important trends to take into consideration are the following:

Students indicated (ratings between 3-4) that lecturers usually:
- Are enthusiastic about their subject.
- Involve students by expecting participation.
- Are willing to answer questions.
- Use language of instruction fluently.
- Seem to be well prepared.
- Are courteous and polite towards students.

On the other hand, students indicated (ratings between 2-3) that lecturers seldomly:
- Accept criticism of their ideas.
- Incorporate different media.
- Discuss new developments in industry.
- Use the study guide.
- Make the study guide available on the web.
- Include self-tests in the study guide.

When the results relating to the experienced lecturers are scrutinized, the following information should be considered:

Students indicated (ratings between 2-3) that the experienced lecturers seldomly:
- State the outcomes of lessons clearly.
- Transmit information understandably.
- Set understandable test questions.
- Provide information on study strategies.
- Summarize the main points effectively.

**Reflection on the results led to the following recommendations:**
- In the design of a training programme for lecturers, specific attention should be paid to the importance of the effective use of a study guide.
- The staff development unit should assess all study guides drafted by newly appointed lecturers before they are provided to students.
- The module on communication should emphasise the importance of encouraging students to provide positive criticism and equip lecturers to accept it.
• Emphasis should be placed on the importance of using the most appropriate method to facilitate learning.
• Policies should be in place to support lecturers to concurrently work a certain number of hours in industry so that they can experience the application of theory.
• Experienced lecturers should be made aware of the fact that they need to meet the students on the level where they are, to state outcomes clearly, to transmit information understandably, to provide information on study strategies and set understandable test questions.
• Experienced lecturers should be able to get exemption for the programme once they have tabled a portfolio of evidence against clearly stated outcomes.

4.5.5 Report on the testing of the heuristic statement

In paragraph 4.5.3, the heuristic statement was formulated, the steps followed in the research process were discussed and the end results tabled (paragraph 4.5.4). The heuristic statement has now been tested, and the results are summarised in table 4.15.

Table 4.15: Testing of the heuristic statement after implementation of the programme

<table>
<thead>
<tr>
<th>Elements of the heuristic statement</th>
<th>Report on result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you wish to design a training programme for newly appointed lecturers in Higher Education to equip them with the necessary skills to face the challenges confronting them in a new education dispensation, the following characteristics should be part of it:</td>
<td></td>
</tr>
<tr>
<td>1) The programme should be based on past experience, relevant in the current situation but also future orientated.</td>
<td>1) An existing prototype was used as the point of departure but the impact of transformation and future trends was taken into consideration.</td>
</tr>
<tr>
<td>2) It should be practical, effective and applicable to the Higher Education sector.</td>
<td>2) The programme was tested in the real situation.</td>
</tr>
<tr>
<td>3) The validity should lie in the fact that it is goal orientated, based on state of the art knowledge, relevant and meaningful.</td>
<td>3) A specific goal was formulated namely to design a training programme for newly appointed lecturers in Higher Education within the framework of the most recently published relevant legislation. A thorough literature study formed the base on which a relevant and meaningful model was built.</td>
</tr>
</tbody>
</table>
4) It should reflect the reality in which the lecturers are expected to perform and consider their emotional and instinctive feelings.

5) Because of the fact that all stakeholders need to buy into the training and development of lecturers and that the end product should result in a state of the art programme.

6) The process needs to be fully integrated in a cycle of analysis, design, evaluation and revision.

The programme was implemented in the real situation and an opportunity for reflection on feelings and perceptions created.

5) All stakeholders, namely representatives from the academic staff, unions, human resources and staff development, participated.

6) The process covered all the phases, namely, analysis, design, evaluation and revision.

The heuristic statement guided this study towards a well defined and epistemological founded training and development programme for lecturers in Higher Education institutions. Limitations that were identified will be addressed in the concluding chapter.

4.6 CONCLUSION

Chapters one to three of this study mainly provided the context, background and framework for the research.

In chapter four the nature, features, approaches and characteristics of development research were unpacked thoroughly. A heuristic statement was formulated to guide the step-by-step research process that resulted in the instructional design of a specific training programme for newly appointed lecturers in a Higher Education institution. This statement was tested in paragraph 4.5.5.

Reflection on the lecturers’ perceptions regarding their ability to perform their duties before and after a year of probation, as well as the students’ perceptions of the learning facilitation skills of their lecturers, completed the cycle of analysis, design, evaluation and revision. A distinction between the results of experienced and less experienced lecturers proved to be valuable, and the information that was gained led to recommendations to support staff developers to implement a training programme for lecturers.

The proposed training programme for the holistic development of lecturers in a Higher Education institution is based on past experience, relevant in the current situation but also future orientated. It is practical, effective and applicable in the Higher Education sector, and the validity lies in the fact that it is goal orientated, based on state of the art knowledge, relevant and meaningful. It reflects the reality in
which the lecturers are expected to perform and considers their emotional and instinctive feelings. It is therefore tabled as a well researched and properly instituted model.

In chapter five the cycle of learning in action will be concluded. After the evidence has been revised, recommendations for changes to the existing training programme will be made, and areas for future studies will be highlighted.
CHAPTER FIVE
CLOSING THE CYCLE: REVISION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Chapter one outlined the big picture and set the scene for the study, which aimed at designing a training programme for the holistic development of lecturers in a Higher Education institution. The latest relevant legislation formed the framework for the need to develop such a programme. It is portrayed in the principles and design of the programme as follows:

- The content diagram (figure 4) shows the impact of the SAQA act. Modules are aligned to registered standards, the programme is pitched on the NQF level 7 with credits allocated where applicable.
- The programme that was designed can be implemented as a learnership or skills programme and may lead to a full qualification, namely the PGDHE.
- The skills development act emphasises the importance of staff development to build a skilled workforce and determine different routes to qualifications.
- The Employment Equity Act calls for the empowerment of designated groups and emphasises the need for systems and training opportunities to be in place for a diverse workforce.
- The Higher Education Act makes provision for a unified and nationally planned system of Higher Education and guides the design of curricula on NQF level 5 and higher.

In chapter two the impact that the most recently published relevant legislation has on Higher Education and the epistemological foundation were determined. The researcher agreed with the fact that Higher Education, and especially the Universities of Technology’s practice should relate to the underlying philosophy of technocratic liberalism with emphasis on the utility of functional knowledge, skills, careers, business related value systems, entrepreneurship and qualifications. On the other hand, in this study, theory guided educational practice, which is per definition a constructivist learning approach. It therefore resulted in the acquisition of applied competence typified by a constructivist approach.

Thorough scrutiny of literature resulted in the composition of chapter three. The latest findings regarding teaching and learning, the training and development of lecturers and strategies for staff development were covered. The necessity for the design of a research based training programme for lecturers was emphasised.
The nature of development research, approaches and characteristics as well as the process followed to design a training programme for lecturers were discussed in *chapter four*. After the heuristic statement was formulated, the eleven steps that were followed in the research process were described in detail. Participants reflected critically on issues and on their own assumptions, changed their views and paradigms as a result of such reflection, and imaginatively inquired into issues with the aim of demonstrating their solutions to problems. The study was action orientated and communicative and actions taken were based on critically reflected thoughts. The heuristic statement was then tested, and the proposed training programme was declared as scientifically founded.

*Chapter five* will now close the cycle of learning in action, by revising the evidence and making recommendations for the change of the programme that is imbedded in a future perspective. It resulted in learning from others who can speak of experience (action learning), who have convinced colleagues and who lead by example, while operational researchers would have called for scientific evidence before they could understand it! This study led to the following conclusions.

### 5.2 CONCLUSIONS FROM THE RESEARCH

Measurement against certain criteria (step 7, paragraph 4.5.4) identified a need for specific outcomes and assessment criteria regarding the role of the lecturer in community service. It was also noted that the accreditation of staff development units to deliver credit bearing programmes and to recognise prior learning of lecturers should be addressed.

It became evident that attention needs to be paid to the differences between experienced and less experienced lecturers. The recognition of prior learning is imminent (3.2.8.1) and should enable experienced lecturers to be exempted from certain modules of the programme, or even the whole programme. It is clear from the results tabled in chapter four that experienced lecturers did not benefit as much as less experienced lecturers from the training programme (discussions of table 4.12), and it was also reflected in the reflection papers of the lecturers (table 4.9 no. 3).

The management of diversity was also identified as an area of concern. The less experienced lecturers perceived that they lost some confidence to handle diversity during their first year at the new institution (See discussion under table 4.12 vi). Reality taught them that it was not as easy as they thought it would be.
According to information gathered from the reflection papers of the lecturers there was insufficient time for the stated outcomes to be met. Remarks such as ‘I felt that the scope of the material covered in this course is too extensive for the time allocated,’ or, ‘each topic should receive enough time’ (table4.9, no.3) lead to the conclusion that the time allocation should be revised.

The value of true reflection was emphasised in this study, but when the researcher examined the process of the implementation of the training programme (table 4.9, no.4) it became evident that there has not been sufficient reflection opportunities for the lecturers. Although they did reflection papers on their experiences regarding the three-day assessment centre, they did not participate in any reflective activities for the rest of the year.

On the positive side, lecturers gave an indication that the programme supplied them with specific information and skills to apply in the facilitation of learning.

The students indicated (table 4.14) that lecturers seldomly use study guides, and they do not always state outcomes clearly, transmit information understandably, provide information on study strategies and set understandable test questions. Lecturers seldomly discuss new developments in industry, the reason being a lack of time for lecturers to be informed about the latest inventions themselves.

Lastly, students also indicated (table 4.14) that specifically ‘experienced’ lecturers seldomly accept criticism of their ideas. One could ask if these lecturers are aware of it, and what could be done to prevent it.

5.3 MOTIVATED RECOMMENDATIONS

Before any specific recommendations can be made, it is necessary to look into the future to ensure that the envisaged training programme will position lecturers to perform optimally despite the impact that transformation has on the education environment.

5.3.1 A future perspective

The Information Age requires from lecturers in Higher Education institutions to empower themselves to lead and guide students in the creation of knowledge. Strategic knowledge thinking, innovation, technological skills and emotional management are key concepts to embrace. The researcher is of the
opinion that staff developers are in a privileged position to be involved not only in the lives and careers of lecturers, but also indirectly of students. Lecturers need to be supported to practice innovation and simultaneously gain the skills to create knowledge and opportunities for students to become entrepreneurial thinkers.

Although innovation, invention, evolution and technology are powerful concepts in the world of business to survive the future, it should not be neglected in the education environment. As mentioned in the problem statement of this study (paragraph 1.3), the entire Higher Education environment has changed. If the needs of the learners are not satisfied, they might choose a different route to fulfill their educational needs. Strategic planning and innovation is therefore of the utmost importance. In reaching the pinnacle of innovation, staff developers should know that it is not about greater effort, it is about quality of thinking (thought leadership) and about bold follow-through for new projects.

It is important to focus on the specific needs of the client and not to perform on levels beyond to which the customer attaches value. Proper needs analysis that involves clients will prevent that and embrace new inventions. For a staff development unit to succeed in delivering best practice service, it is necessary to apply the same principle and keep continue to monitor customer satisfaction. The following recommendations will serve as a framework for adjustment to the training programme that will support lecturers in any Higher Education institution to perform their duties optimally.

5.3.2 **Recommended adjustments to the programme that was implemented**

The following nine adjustments to the programme that was implemented and discussed in chapter four are proposed and relevant to the Staff Development unit:

(i) Action learning groups should be implemented as part of the training programme, and all attendees should be expected to participate.

(ii) Time allocation should be revised to ensure that programme attendees are not overwhelmed.

(iii) In the design of a training programme for lecturers, specific attention should be paid to the importance of the effective use of a study guide.

(iv) A specific module on diversity management should be included in the programme.

(v) The use of portfolios that supply evidence on experience gained and competencies mastered should be considered.

(vi) Various ways of learning must be accommodated, such as:
• Self-directed learning.
• E-learning (web based) including computer based training and computer assisted learning.
• Problem orientated approaches to learning including action learning.
• Structured reading.
• Formal and informal learning.

(vii) Computer skills of lecturers should be assessed and enhanced where necessary.
(viii) The module on communication should emphasise the importance of encouraging students to provide positive criticism and equip lecturers to accept it.
(ix) It should be expected of lecturers to table a report on the implementation of a relevant community service project.
(x) It should not only be expected from newly appointed lecturers to participate in discussions regarding research, but they should also participate in a research project.

5.3.3 Recommendations for stakeholders

A number of stakeholders who can contribute to the training and holistic development of all academic staff in Higher Education were identified and the following recommendations that implicates them, are made:

5.3.3.1 Council for Higher Education

• Staff development units should be accredited as providers and empowered to present SAQA credit bearing programmes.
• It should be expected of academic staff in all Higher Education institutions to participate in a national recognised training programme for professional registration purposes.
• Higher Education institutions should be encouraged to participate in the design and implementation of learnerships on NQF level 5 and higher.

5.3.3.2 Higher Education institution as employer

• Policies should be in place to support lecturers to concurrently work a certain number of hours in industry so that they can lead the way and apply research based theory.
• Institutional policy should link the training and development of staff to a performance management system or a high performance culture.
• Attendance during the probation period should only be compulsory for newly appointed, less experienced lecturers.
• The possibility to run two separate courses for more and less experienced lecturers should be investigated.
• Policies and procedures must guide the way to the recognition of prior learning. Experienced lecturers must be able to obtain partial, or full exemption from the programme as a result of competence proved.
• Recruitment and selection policies should support the appointment of lecturers who obtained a Higher Education qualification.
• An environment conducive to participation in learning opportunities should be created. Lecturers should thus be scheduled in such a manner that lecturers are able to attend training sessions where necessary.
• Promotion policies should be aligned to staff development initiatives that enhance lifelong learning. It should for example be expected from lecturers to prove competence against specified outcomes before they can be considered for a senior lecturer’s position.

5.3.3.3 Line management

• Heads of department should be advised to support lecturers in their personal development, discipline related study and discipline related research by allowing sufficient time for participation in training interventions and research projects.
• A mentor should be appointed for every mentee (lecturer) to address administrative procedures, maintenance of records and forms, syllabus interpretation and familiarisation with the specific departments’ requirements.
• Personal development plans for lecturers that encompass personal development; academic development; leadership and management, research skills, as well as instructional content should be negotiated with them.
• Lecturers should get ample time to do research and contribute towards community development.

5.4 LIMITATIONS OF THIS STUDY

The research done by means of this study was limited to a group of newly appointed lecturers at a
specific technikon. As part of the institution’s policy they had to attend a three-day assessment course and participate in a training programme during their probation period of one year. The specific group was requested to take part in this research, and all of them declared their willingness to do so. Due to the fact that a number of the participants resigned or chose to withdraw, the group was relatively small. It has been noted that the nature of development research normally limits the samples of respondents, and situations for data collection are usually relatively small compared to sampling procedures for other research purposes. Nevertheless, it would be of value if this training model could be implemented in other Higher Education institutions, both universities and universities of technology, and the results tabled.

Due to the fact that the development research design was selected, only newly appointed lecturers were used. It was research in action, and the institution’s policy made it feasible to approach lecturers who were still in their probation period. If all lecturers had been included, it might have given an indication of the impact of gaining experience at a specific institution.

5.5 CONTRIBUTION TO SCIENCE AND PRACTICE

- A research design is tabled that can be duplicated in any Higher Education institution to create new knowledge.
- A well researched training programme for lecturers in Higher Education is designed. It can be used in any Higher Education institution, not only to the benefit of the institution, the academic staff members, the students, but also towards the government’s initiative to build a skilled workforce.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

The researcher found no evidence that the importance of the training and development of lecturers is disputed but there are a number of questions to be answered.

The first question is how the SAQA Act, the Skills Development Act, the Skills Levy Act and other related legislation influence the nature of Higher Education and what their impact.

The next question is, should the profession of lecturers in Higher Education not be protected by a registration system? As elsewhere in the world, credit points can be earned by attending training and development opportunities. Best practice needs to be determined on if and how this is viable in South Africa. Lecturers’ lack of interest in attending staff development programmes offered by institutions,
necessitates the design of a workable system that links performance appraisal and/or rewards for proven competence.

Another question is whether there should not be a professional board for staff developers. If so, need they not be accredited to perform their duties? Again, research needs to be done on the necessity for such a body and if so, the criteria to be met.

In order to get a broader picture and to develop the model, the training programme can be implemented in other Higher Education institutions and considered as an action research project.

Finally, the accreditation of staff development units as providers of credit bearing programmes remains one of the most important issues to be researched and addressed.

### 5.7 CONCLUSION

A golden thread that runs through this study is the importance of having a skilled workforce for the country. Well trained lecturers in Higher Education institutions will contribute to that.

Development research was used to table a model for the training and development of all lecturers in Higher Education institutions. It took the demands of transformation into consideration, as well as state of the art knowledge and future trends to table a workable, meaningful, practical and applicable training programme for Higher Education lecturers.

The importance of lifelong learning for lecturers and institutions of learning that need to become learning institutions, should reinforce the necessity of staff development in Higher Education institutions. The executive management has to strengthen the arms of staff developers by ensuring that policies and procedures are in place to support those who in turn have to support lecturers to focus on core business and thereby enhance teaching and learning.

Mutual trust and an attitude of “what more can I learn?” instead of “what have I learned already?” will be the keys to unlock the future success of staff training programmes.
BIBLIOGRAPHY


HUMAN SCIENCE RESEARCH COUNCIL. 2002. A qualitative overview of the education, training and development practices sector. Internal report commissioned by the ETDP SETA.


TECHNIKON PRETORIA. S.a. Staff development policy. Internal document.


# ANNEXURES

## ANNEXURE A: PROGRAMME FOR THREE-DAY TEACHING ASSESSMENT

**DATE:** 7, 8 & 9 January 2003  
**TIME:** 08:00 - 16:00  
**VENUE:** THUPELLONG, BUILDING 4: 151, PRETORIA CAMPUS  
Chairperson: Dr Dawid Gericke

**AIM OF TEACHING ASSESSMENT:** In accordance with Technikon policy, all newly appointed lecturers are required to undergo an in-service training programme to ensure that they function to the best of their ability. Because we at the Bureau accept that persons with a variety of experience are appointed, you are given the opportunity during the assessment to demonstrate your level of competence in a number of identified situations. On the basis of the results of the assessment, a personal development plan is compiled in conjunction with the input by your head of department.

### DAY 1: 7 January 2003

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00 - 08:10</td>
<td>Welcome</td>
</tr>
<tr>
<td>08:10 - 08:20</td>
<td>Introduction</td>
</tr>
<tr>
<td>08:20 - 09:20</td>
<td>Communication styles</td>
</tr>
<tr>
<td>09:20 - 10:20</td>
<td>High impact presentation skills</td>
</tr>
<tr>
<td>10:20 - 10:30</td>
<td>TEA</td>
</tr>
<tr>
<td>10:30 - 11:30</td>
<td>Cross Cultural communication</td>
</tr>
<tr>
<td>11:30 - 12:30</td>
<td>Adult learners: Development stages and principles</td>
</tr>
<tr>
<td>12:30 - 13:00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Whole brain teaching and learning</td>
</tr>
<tr>
<td>14:00 - 16:00</td>
<td>Perceptual and learning styles</td>
</tr>
</tbody>
</table>

### DAY 2: 8 January 2003

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00 - 09:15</td>
<td>The Education Environment: Government structure, SAQA, NQF, NSA, SETA, HE Nature, structure, and focus</td>
</tr>
<tr>
<td>09:15 - 10:00</td>
<td>The OBE approach</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>TEA</td>
</tr>
<tr>
<td>10:15-13:00</td>
<td>Application of OBE requirements, learner guides and structuring of facilitation sessions</td>
</tr>
<tr>
<td>13:00-13:45</td>
<td>LUNCH</td>
</tr>
<tr>
<td>13:45-14:45</td>
<td>Role of the learning facilitator in Higher Education</td>
</tr>
<tr>
<td>14:45-16:00</td>
<td>Research in Higher Ed</td>
</tr>
</tbody>
</table>

### PREPARATION FOR DAY 3

Prepare yourself to facilitate learning in a simulated class situation. Fellow participants on this course will act as students. This will be video-taped and assessed. In this kindly note the following:

- You have to choose an appropriate teaching method to achieve the given learning outcome;
- You have to prepare/ bring suitable training materials (where necessary);
- You must make use of at least one transparency and the white board; (a data projector will be available for slide show presentations).
- The dimensions and criteria on which you are to be assessed are provided in the evaluation form.

### DAY 3: 9 January 2003

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00 - 12:30</td>
<td>Lesson presentations</td>
</tr>
<tr>
<td>12:30 - 13:00</td>
<td>LUNCH</td>
</tr>
<tr>
<td>13:00 - 15:30</td>
<td>Short inputs on services rendered by:</td>
</tr>
<tr>
<td></td>
<td>• Library</td>
</tr>
<tr>
<td></td>
<td>• Student guidance and</td>
</tr>
<tr>
<td></td>
<td>• counselling</td>
</tr>
<tr>
<td></td>
<td>• Telematic education</td>
</tr>
<tr>
<td>15:00 - 16:00</td>
<td>Closure and evaluation</td>
</tr>
</tbody>
</table>
ANNEXURE B: APPOINTMENT POLICY

Relevant clauses from a draft appointment policy in the Higher Education institution that was involved in the research project

4.3.1 Criteria for academic appointments

The following post levels and designations will be applicable:

Junior Lecturer
Lecturer
Senior Lecturer
Principal lecturer
Associate Professor
Professor

All academic staff should be in possession of suitable academic qualifications, as well as suitable practical and/or academic experience. The lower levels are concerned with “bread-and-butter” tasks, centring in lecturing, student guidance and evaluation, with a smaller role relating to research and community service. Continued studies and contact with industry through the experiential training of students are of great importance at that stage.

Senior lecturers are more exposed to the development of study material and curricula, as well as to academic management tasks. Research, community service and the improvement of their own qualifications play an important role for individuals who choose a purely academic career with the focus on becoming a professor. The individual must also develop healthy industrial and professional relationships in that “development phase”.

Principal lecturers are mainly involved in curriculum development and the development of study material, academic management, liaison with industry and community service with a smaller involvement in research.

The post of professor implies specific roles. It is expected of a professor to be the intellectual leader in his or her field of expertise by:

- being acknowledged by industry, as a leader;
- initiating research, leading it and supervising it;
- developing curricula;
- selecting, training and encouraging staff;
• being a model for students;
• contributing to the effective management of a department or faculty;
• being involved in the transfer of technology;
• being an excellent lecturer;
• participating in national and international conferences; and
• liaising with industry to stimulate scientific and technological development.

The capabilities and qualifications of any lecturer should be viewed holistically. These guidelines should apply to the appointment of all permanent full-time, temporary full-time and temporary part-time lecturing staff at TUT. In order to accommodate the uniqueness of each discipline, each faculty should also be allowed their own emphasis in applying the guidelines.

4.3.1.1 Profile of academic posts

PROFESSOR

Table 1.4: Professional Development

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability of the person to organise, take initiative and act as leader</td>
<td>Apart from membership, the candidate’s attendance of and participation in the activities of local and international societies, involvement in committees, management and editorial inputs in subject journals are considered.</td>
</tr>
<tr>
<td>Contribution made to the good order of departmental and faculty administration and ability to act as aide to the head of department</td>
<td>The academic and scientific stature of the candidate must, at least locally, be considered to be authoritative.</td>
</tr>
<tr>
<td>The candidate undergoes administrative training and possesses the administrative and management potential to be appointed as head of department</td>
<td>International recognition is to the benefit of the candidate.</td>
</tr>
<tr>
<td>The candidate demonstrates a positive attitude towards faculty matters</td>
<td></td>
</tr>
</tbody>
</table>

ASSOCIATE PROFESSOR

Table 2.2: Teaching

The quality of teaching and learning opportunities created for students, evaluations by undergraduate and postgraduate students, peers, and alumni evaluations, as well as reports of external examiners.

Examples of technological and other educational media applications that encourage independent learning development of students, in the striving towards a student-centred learning model, are recommended.

The ability to give academic supervision to students, to develop their critical and creative thinking and to inspire them to cultivate an academic spirit and to undertake postgraduate studies.
Teaching and supervising students in research methodology up to the doctorate level
Expert guidance in curriculum development/design activities

Table 2.3: Research

Acting as successful supervisor for masters and/or doctorate students of the department and as external examiner or supervisor of students of other universities

Research publications as co-author with master’s or doctorate students

Research publications in peer-reviewed journals (preferably accredited) resulting from own or team research. Here the sustained productivity of the candidate after the doctorate was conferred on him/her ought to be looked at (at least two to five publications after the doctorate)

Awards of outside funding for research as well as contract work

Rating as researcher by a scientific or other funding agency is recommended

Leader in R&D Focus Area

Table 2.4: Professional Development

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of, and training in departmental and faculty administration, as well as a willingness to participate.</td>
<td>Membership and active involvement. Papers delivered that appear in publications.</td>
</tr>
</tbody>
</table>

Table 2.5: Professional Involvement

<table>
<thead>
<tr>
<th>INSTITUTIONAL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate research projects and appropriate funding.</td>
<td>Initiator and leader of community based projects</td>
</tr>
</tbody>
</table>

PRINCIPAL LECTURER

Table 3.2: Teaching

Aside from the afore-mentioned prerequisites, the following also receive attention:

- Good teaching and research guidance to postgraduate students
- Proven teaching skills on tertiary level
- Expertise and skills in teaching research methods to students and guiding them in research practice
- The ability to act as mentor for lecturers in the department and to give guidance and advice on teaching and research methods
- Results of undergraduate and postgraduate student evaluations are considered (only for promotions)

Table 3.3: Research

- Supervision to master’s and preferably to doctorate students.
- Publication in peer reviewed journals.
- Experience of research participation and management in R&D Focus Area
• Registered patents and papers presented at conferences.

### Table 3.4: Professional Development

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active involvement in postgraduate studies if not in possession of Doctorate degree.</td>
<td>Same as senior lecturer and also in management of societies submission for research funding.</td>
</tr>
</tbody>
</table>

### Table 3.5: Professional Involvement

<table>
<thead>
<tr>
<th>INSTITUTIONAL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in departmental and faculty administration.</td>
<td>Participation in community based activities with demonstrated community developmental value.</td>
</tr>
</tbody>
</table>

### SENIOR LECTURER

#### Table 4.2: Teaching

- Good teaching and research guidance to undergraduate and postgraduate students
- Planning of study materials and the design of learning opportunities to encourage among students the qualities of critical and creative thinking and entrepreneurship
- Involvement in curriculum design and the revision and compilation of study guides
- The ability to act as mentor for Junior Lecturers in the department and to give guidance and advice on teaching
- Efficient use of educational media that will encourage independent study among students
- Results of undergraduate student evaluations are considered

#### Table 4.3: Research

Expertise in the planning and execution of research projects is a prerequisite.
Supervision to master’s students.
Publication of articles in popular and peer-reviewed journals.
Participation in R&D Focus Area.

#### Table 4.4: Professional Development

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active involvement in postgraduate studies to obtain a doctorate.</td>
<td>Membership and involvement are desirable. Papers delivered at conferences.</td>
</tr>
</tbody>
</table>

#### Table 4.5: Professional Involvement

<table>
<thead>
<tr>
<th>INSTITUTIONAL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited participation in managerial responsibilities.</td>
<td>Involvement in community development activities, as part of teaching, research and/or standalone projects will strongly be recommended.</td>
</tr>
</tbody>
</table>
LECTURER

Table 5.2: Teaching

Same as Junior Lecturer and
- Proven initiatives or the ability to give study guidance to students
- The ability to plan and organise teaching and learning opportunities
- Competency in compiling, handling and organising teaching material
- Competency in compiling test and examination papers and assignments of high quality
- Favourable reports of second examiners and/or moderators on the standard of examination of students
- Results of student evaluations must be provided, where possible
- Liaison with industry

Table 5.3: Research

Research experience strongly recommended.
Participation in R&D Focus Area strongly recommended.

Table 5.4: Professional Development

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in workshops and seminars with particular emphasis on</td>
<td>Membership and involvement are desirable.</td>
</tr>
<tr>
<td>curriculum design, supervisory skills and the development of research</td>
<td></td>
</tr>
<tr>
<td>management skills. Active involvement in further studies.</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.5: Professional Involvement

<table>
<thead>
<tr>
<th>INSTITUTIONAL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of programmes and curriculum</td>
<td>Involvement in Departmental or</td>
</tr>
<tr>
<td></td>
<td>individual community projects.</td>
</tr>
</tbody>
</table>

JUNIOR LECTURER

Table 6.2: Teaching

Little Teaching experience.

Qualities:
- Communication skills, particularly clear and audible speaking
- Potential to become a role model for students
- Conscientiousness
- The potential to become a good researcher
- If possible, formal student evaluation of the candidate must be considered
- Engagement in postgraduate studies
- Caring
- Professionalism
- Facilitating skills
- No teaching experience
Table 6.3: Research

Little research experience.

Table 6.4: Professional Development

<table>
<thead>
<tr>
<th>INTERNAL</th>
<th>EXTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is expected of staff to be actively engaged in further study and in</td>
<td>Attendance of conferences and</td>
</tr>
<tr>
<td>continuous self development by attending courses, seminars, workshops,</td>
<td>workshops.</td>
</tr>
<tr>
<td>by reading of subject related material such as journals, periodicals,</td>
<td></td>
</tr>
<tr>
<td>books and the internet.</td>
<td></td>
</tr>
</tbody>
</table>

Table 6.5: Professional Involvement

<table>
<thead>
<tr>
<th>INSTITUTIONAL</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in programme and curriculum development under supervision of</td>
<td>Participation in projects supervised by</td>
</tr>
<tr>
<td>senior staff.</td>
<td>senior staff.</td>
</tr>
</tbody>
</table>

vii
Quiz 2: Examination and Invigilation Procedures

Name: 
Attempt: 1/5 
Max. score: 35

**Started:** August 26, 2004 11:20am  
**Finished:** August 26, 2004 12:00am  
**Time spent:** 40 min.0 sec

<table>
<thead>
<tr>
<th>Question 1: (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The predicate/examination mark is obtained on a ……..basis</td>
</tr>
<tr>
<td>Student response:</td>
</tr>
<tr>
<td><strong>Percent Value</strong></td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>100,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
</tbody>
</table>

Score: 1/1  
Override score:  
Comments:

<table>
<thead>
<tr>
<th>Question 2: (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sub-minimum of ……..% is required to pass an examination question paper.</td>
</tr>
<tr>
<td>Student response:</td>
</tr>
<tr>
<td><strong>Percent Value</strong></td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>100,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
</tbody>
</table>

Score: 1/1  
Override score:  
Comments:

<table>
<thead>
<tr>
<th>Question 3: (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ratio of invigilator to students during examination invigilation is………</td>
</tr>
<tr>
<td>Student response</td>
</tr>
<tr>
<td><strong>Percent Value</strong></td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>100,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
</tbody>
</table>

Score: 1/1  
Override score:  
Comments:

<table>
<thead>
<tr>
<th>Question 4: (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All invigilators must report for duty………..minutes before time.</td>
</tr>
<tr>
<td>Student response</td>
</tr>
<tr>
<td><strong>Percent Value</strong></td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
<tr>
<td>100,0%</td>
</tr>
<tr>
<td>0,0%</td>
</tr>
</tbody>
</table>

Score: 1/1  
Override score:  
Comments:
Question 5: (1 point)
Candidates may not leave their seats within the last ……minutes of the session.

Student response

<table>
<thead>
<tr>
<th>Percent Value</th>
<th>Correct Response</th>
<th>Student Response</th>
<th>Answer Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>100,0%</td>
<td></td>
<td></td>
<td>a. 15</td>
</tr>
<tr>
<td>100,0%</td>
<td></td>
<td></td>
<td>b. 30</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>c. 40</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>d. 60</td>
</tr>
</tbody>
</table>

Score: 1/1
Override score: 
Comments:

Question 6: (1 point)
Candidates must be seated …..minutes before the commencement of a session during examinations.

Student response

<table>
<thead>
<tr>
<th>Percent Value</th>
<th>Correct Response</th>
<th>Student Response</th>
<th>Answer Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>a. 10</td>
</tr>
<tr>
<td>100,0%</td>
<td></td>
<td></td>
<td>b. 15</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>c. 20</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>d. 30</td>
</tr>
</tbody>
</table>

Score: 1/1
Override score: 
Comments:

Question 7: (1 point)
Candidates are not allowed to sear for examinations if they are more than……minutes late.

Student response

<table>
<thead>
<tr>
<th>Percent Value</th>
<th>Correct Response</th>
<th>Student Response</th>
<th>Answer Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>a. 10</td>
</tr>
<tr>
<td>100,0%</td>
<td></td>
<td></td>
<td>b. 20</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>c. 30</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>d. 40</td>
</tr>
</tbody>
</table>

Score: 1/1
Override score: 
Comments:

Question 8: (1 point)
A candidate may not leave the examination venue before……minutes have expired from commencement of the examination.

Student response

Score: 1/1
Override score: 
Comments:

Question 9: (1 point)
Technikon Pretoria’s official predicate day takes place….working days before the institution closes.

Student response

Score: 1/1
Override score: 
Comments:
Question 10: (1 point)
The examiner has at least...calendar days after the availability of the examination scripts for marking.

Student response

<table>
<thead>
<tr>
<th>Percent Value</th>
<th>Correct Response</th>
<th>Student Response</th>
<th>Answer Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>a. 2</td>
</tr>
<tr>
<td>100,0%</td>
<td></td>
<td></td>
<td>b. 3</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>c. 4</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>d. 5</td>
</tr>
</tbody>
</table>

Score: 1/1
Override score:
Comments:

Question 11: (7 points)
Choose the correct letter from the drop down menu which best suits the explanation in the question.

Student response:
- Absent from examination - A Correct
- Incomplete (experiential training) - I Correct
- Complete (experiential training) - C Correct
- Re-examination granted - S Correct
- Passes re-examination - P Correct
- Failed re-examination - F Correct
- Results not available yet - N Correct

Score 7/7
Override score:
Comments:

Question 12: (6 points)
Choose the correct percentage of scripts which the second examiner must check in the percentage classification

Student response:
- 0-29% - 10 Correct
- 30-39% - 20 Correct
- 40-49% - 30 Correct
- 50-59% - 20 Correct
- 60-69% - 10 Correct
- 70-100% - 10 Correct

Score: 6/6
Override score:
Comments:

Question 13: (10 points)
State whether the following statements are true or false.

Student response:
- Only the name of the first examiner must appear on the question paper. - False
- The question paper must be compiled in both Afrikaans and English, with the exception of question papers for language subjects. - True
- A draft question paper must be accompanied by a complete memorandum and a list of the examiners. - True
- The moderator must moderate the draft question paper within fourteen (14) days of receipt. - False
- A student may not leave the venue before completion of all his question papers. - True
- The student without proof of identity or a student card may be refused entry to venue. - True

x
• The student must report to the class venue within 25 minutes before commencement - False √ of the first question paper.
• Question papers that clash must be reported to Student Services at least ten days - False √ before commencement of the examination.
• Examination scripts of the year/semester before the evaluation visit, must be stored - True √ for safekeeping for evaluation by the Evaluation Committee.
• Examination scripts of the year/semester before the evaluation visit, must be stored - True √ for safekeeping for evaluation by the Evaluation Committee.

Score: 10/10
Override score:
Comments:

**Question 14:** (1 point)
A final mark of …% is required to be able to pass.

<table>
<thead>
<tr>
<th>Percent Value</th>
<th>Correct Response</th>
<th>Student Response</th>
<th>Answer Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,0%</td>
<td>→</td>
<td>→</td>
<td>a. 30</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>b. 40</td>
</tr>
<tr>
<td>100,0%</td>
<td></td>
<td></td>
<td>c. 50</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>d. 60</td>
</tr>
</tbody>
</table>

Score: 1/1
Override score:
Comments

**Question 15:** (1 point)
Invigilators must move around during invigilation in order to

<table>
<thead>
<tr>
<th>Percent Value</th>
<th>Correct Response</th>
<th>Student Response</th>
<th>Answer Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>100,0%</td>
<td>→</td>
<td>→</td>
<td>a. prevent irregularities</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>b. make students aware of time</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>c. make students aware of time</td>
</tr>
<tr>
<td>0,0%</td>
<td></td>
<td></td>
<td>d. check the quality of their work</td>
</tr>
</tbody>
</table>

Score: 1/1
Override score:
Comments

Quiz score adjustment:

General quiz comments:

**Total score:** 35/35 = 100%
## ANNEXURE D: VIDEO SELF CONFRONTATION (VSC) ASSESSMENT FORM

**TECHNikon PRETORIA**  
**ASSESSMENT: LEARNING FACILITATION/PRESENTATION**

<table>
<thead>
<tr>
<th>NAME</th>
<th>FACULTY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Theme:

### Outcomes

### Method(s)

<table>
<thead>
<tr>
<th>Course/Subject/Unit Standards:</th>
<th>Year of study:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilitation criteria</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>▪ Outcomes are stated, integrated and achieved</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>▪ Assessment criteria are stated and integrated</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

### Learning facilitation is…

| ▪ Acquisition, analysis and interpretation of information | 1 2 3 4 5 |
| ▪ Planned, organised activities/resources | 1 2 3 4 5 |
| ▪ Learner & learning centered | 1 2 3 4 5 |
| ▪ Interactive/collaborative: learner participation | 1 2 3 4 5 |
| ▪ Action oriented | 1 2 3 4 5 |
| ▪ Communicative/dialogical | 1 2 3 4 5 |
| ▪ Allowing critical reflective discourse | 1 2 3 4 5 |
| ▪ Enhancing self-directed study | 1 2 3 4 5 |
| ▪ Focusing on a multiplicity of perspectives/alternative views/texts | 1 2 3 4 5 |
| ▪ Allowing experimentation & application/practices | 1 2 3 4 5 |
| ▪ Directed towards diverse solutions for real-life/work-related problems/problem based | 1 2 3 4 5 |

### Learning facilitation reflects use/application/integration of

| ▪ Various types of knowledge: content & applied | 1 2 3 4 5 |
| ▪ Mathematical constructs & technology | 1 2 3 4 5 |
| ▪ Learning material & media | |
| ▪ A variety of instructional techniques & learning methodologies for learning outcomes | 1 2 3 4 5 |
| ▪ A variety of techniques for learner participation | 1 2 3 4 5 |
| ▪ Various learning domains & various learning levels within domains | 1 2 3 4 5 |
| ▪ Deep & achieving approaches towards learning | 1 2 3 4 5 |
| ▪ Various perceptual & learning styles | 1 2 3 4 5 |
| ▪ Double loop learning | 1 2 3 4 5 |

### Learning facilitation is presented…

| ▪ Structured, sequentially & logically | 1 2 3 4 5 |
| ▪ Within time frames | 1 2 3 4 5 |
| ▪ Enthusiastically & creatively | 1 2 3 4 5 |
| ▪ Using appropriate language | 1 2 3 4 5 |
| ▪ Applying voice in a differentiated way | 1 2 3 4 5 |
| ▪ Under controlled learning conditions | 1 2 3 4 5 |
| ▪ Confidently | 1 2 3 4 5 |

### GENERAL IMPRESSION:

____________________________________________________________________________________________  
_______________________________________________________  
_____________________________________

**ASSESSOR:**  
**HEAD OF DEPARTMENT:**
ANNEXURE E: ASSIGNMENT: REFLECTION ON A META-COGNITION LEVEL

METACOGNITION: AN EXERCISE IN REFLECTIVE LEARNING

This is an exercise in "thinking about thinking". It is also a reflection of feelings and the interaction between feelings and thinking. In this exercise you are requested to deal with both positive and negative aspects.

WHAT IS EXPECTED OF YOU:

PART 1
i. Use the given guidelines (see 1.1 - 1.7) to compile an assignment on the feelings and thoughts that you have experienced during this course.

PART 2
ii. Mark your assignment and give yourself a percentage.
iii. Hand in the memorandum according to which your assignment is being marked.
iv. Explain the reasons for obtaining that mark, why marks were awarded and subtracted.

PART 3
v. What have you learnt from this self-evaluation (done in part 2).
vi. Describe the advantages and disadvantages of self-evaluation.
vii. How would you apply self-evaluation in your lecturing?

IN ORDER TO DEMONSTRATE YOUR COMPUTER LITERACY, WOULD YOU KINDLY DO THIS ASSIGNMENT ON THE COMPUTER AND DECLARE IF IT IS YOUR OWN WORK AS FOLLOWS:

I hereby confirm that this is my own work and done on the computer by myself.

........................................................................................................................................................................

Name.................................. Signature.................................. Date..................................

(Complete this assignment as soon as possible whilst the detail is still fresh on your mind!)

GUIDELINES FOR THE FORMULATION OF THE ASSIGNMENT

1.1 Describe your feelings about attending the Teaching Assessment Centre prior to attendance.
1.2 What caused/contributed to these feelings?
1.3 How did you deal with these feelings?
1.4 Describe how your feelings changed (if at all).
1.5 What reasons/motivations would you provide for this change in feelings/attitudes (or no change in feelings/attitudes)?
1.6 What recommendation would you make to the Bureau staff to improve attitudes/feelings/methods?
1.7 If you were appointed in a management position:
   - would you encourage your staff to attend Bureau courses?
   - why would you do this/not do this?
   - what suggestions for improvement would you make?
ANNEXURE F: ASSESSMENT FORM – LEARNING GUIDES

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
<th>√ / X</th>
<th>DEPARTMENT:</th>
<th>Development Area (DA)</th>
<th>PERSONNEL NUMBER:</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

1. APPEARANCE

1.1 COVER PAGE
- Institution
- Faculty’s name
- Department
- Course and module

1.2 TITLE PAGE
- Title of module
- Compiler
- Date
- Copyright

1.3 GENERAL
- Usability
- Neatness
- Table of contents

1.4 ANNEXURES
- Syllabus
- Scheme of work

2. ORGANISATIONAL COMPONENT
- Subject and outcomes
- Prescribed books
- Recommended sources
- Information on lecturers
- Information on subject librarian
- Information on study assistance
- Date of test/projects
- Predicate composition
- Promotion requirements
- Assessment terminology

3. STUDY COMPONENT
- Syllabus theme
- Learning outcomes
- Terminology
- Reference sources
- Assessment tools

4. USER FRIENDLY

4.1 LANGUAGE USAGE
- Grammatical usage
- Degree of difficulty
- Well known cultural examples

4.2 LAYOUT
- Font variation
- Spacing
- Visual representations

5. TECHNICAL DETAIL
- Numerical system
- Has copyright been acknowledged
2. TRAINING PROGRAMME FOR LECTURING STAFF

The meeting took note of the proposed training programme for lecturing staff by the Directorate of Staff Development, as presented by Ms M Le Grange and Dr D Gericke and as set out in Document AC.016/2002(3) as contained in the agenda. An additional document, AC.29/2002/(3) was distributed at the meeting.

The meeting noted and deliberated the various sections (A and B) of the adjusted programme. Section A, a non-credit bearing, general orientation programme and Section B, which would focus on 5 unit standards of the PGCHE for which staff members would acquire 80 credits for the said qualification.

It was resolved:

That it was compulsory for all new lecturers to attend both Sections A and B of the training course. Line managers would manage the attendance of existing staff, and that once the learnership was registered, all junior and newly appointed lecturers should be expected to complete the learnership programme.
### EVALUATION FORM: TEACHING ASSESSMENT

**7-9 JANUARY 2003**

Indicate your evaluation on the value scale by making a cross in the relevant block.

**SCALE:** 1 = Poor; 2 = Below; 3 = Average; 4 = Good; 5 = Very good; 6 = Excellent

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Average</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcoming and goals</td>
<td>35</td>
<td>4.5</td>
</tr>
<tr>
<td>2</td>
<td>Venue</td>
<td>36</td>
<td>4.1</td>
</tr>
<tr>
<td>3</td>
<td>General organization</td>
<td>36</td>
<td>4.9</td>
</tr>
<tr>
<td>4</td>
<td>Refreshments</td>
<td>36</td>
<td>4.7</td>
</tr>
<tr>
<td>5</td>
<td>Cross cultural communication</td>
<td>37</td>
<td>4.6</td>
</tr>
<tr>
<td>6</td>
<td>Adult learners: development stages, principles</td>
<td>37</td>
<td>4.5</td>
</tr>
<tr>
<td>7</td>
<td>Whole brain teaching &amp; learning</td>
<td>37</td>
<td>5.1</td>
</tr>
<tr>
<td>8</td>
<td>Perceptual &amp; learning styles</td>
<td>37</td>
<td>4.7</td>
</tr>
<tr>
<td>9</td>
<td>Communication styles</td>
<td>37</td>
<td>4.8</td>
</tr>
<tr>
<td>10</td>
<td>High impact presentation skills</td>
<td>37</td>
<td>4.8</td>
</tr>
<tr>
<td>11</td>
<td>Higher Education: nature, structure &amp; focus</td>
<td>35</td>
<td>4.2</td>
</tr>
<tr>
<td>12</td>
<td>Role of the learning facilitator in HE</td>
<td>35</td>
<td>4.5</td>
</tr>
<tr>
<td>13</td>
<td>Research in HE</td>
<td>36</td>
<td>4.8</td>
</tr>
<tr>
<td>14</td>
<td>The Education environment: Government structure, SAQA &amp; NQF, NSA &amp; SETA’s</td>
<td>37</td>
<td>4.4</td>
</tr>
<tr>
<td>15</td>
<td>The OBE approach</td>
<td>36</td>
<td>4.3</td>
</tr>
<tr>
<td>16</td>
<td>Application of OBE requirements, learner guides, structuring of facilitation session</td>
<td>36</td>
<td>4.1</td>
</tr>
<tr>
<td>17</td>
<td>Practical lesson presentation a) Meaningfulness</td>
<td>37</td>
<td>4.9</td>
</tr>
<tr>
<td>17</td>
<td>b) Evaluation - objective</td>
<td>37</td>
<td>4.7</td>
</tr>
<tr>
<td>18</td>
<td>Short inputs on services rendered by: * Library</td>
<td>37</td>
<td>4.8</td>
</tr>
<tr>
<td>19</td>
<td>* Student guidance &amp; counselling</td>
<td>37</td>
<td>4.1</td>
</tr>
<tr>
<td>20</td>
<td>* Telematic Education</td>
<td>35</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>4.6</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>
SUGGESTIONS AND COMMENTS

- The short presentation by new staff should be focussed & every presenter should present lesson related
to his/her field of practice.
- I am very impressed with the entire training, to be honest, it has been helpful for us. At least we know that is expected from us.
- As I never experienced this types of sessions, that is why I referred mostly at six because it was stunning as compared to what I know.
- Would have liked to finish the five unit standards after the orientation programme.
- Bladsy nommers sou lekker wees!
- The presentation class was a true reflection of high impact on presentation skills.
- 18. - unprepared - old talk from introduction day. Practical part very profitable & enjoyable! File could be more organized.
- The programme was well organized.
- The presenters were excellent, it is just that some of the terms were new, therefore confusing.
- Numbers 5 & 7 where really very detailed and are very useful.
- An extra info course on OBE and not as part of a teaching assessment course. More info on actual teaching role HE plays in Tech PTA. Rename course to “Introduction to teaching”.
- The lecturers should be using the OBE principles to illustrate/demonstrate these principles.
- Thank you. It has been worthwhile. Session were a bit long; best wishes for your further efforts. Presentations (assessments) were enjoyable. Need to experience “OBE style tuition.
- Rather too intensive. Short presentation put more value.
- The location (room 109) was very hot, we need airconditioning. Maybe we could have had more breaks, it is difficult to concentrate for 2 hours at once! The practical sessions (nr 17) was great, and I learned a lot. Otherwise, it was very informative.
- I have learned so much, especially from other different faculties.
- The 3 day training session was very informative.
- I think the bureau of staff development are doing a great job. Keep it up guys. I enjoyed every moment and I have learn a lot of things.
- The research was inspiring! The practical session was necessary and valuable.
- The welcoming was wonderful which made one feel at ease. Research and SAQA were explained to an extend that one felt already in research field.
- More light was given on hour HE research is done in the technikon & the structure was done well for the education environment more light was shed on this.
- I missed tips on how to handle the examples given. 11& 12 Too much time spent on theory and the way the new approach developed. Just give the new approach! - the past is past. 18. Excellent visuals - interested. 19. Too long, to much detail - give handout - video not applicable to this course. General - one of the presenters uses a lot of Afrikaans during English presentations. It creates an unprofessional image of the Technikon. In addition it disturbs the train of thought English speaking participants (x2)
- Could have more detail. 7. Interesting. 9. Learned something about myself!. 11. Too much info ‘sekere van die belangrike modules was te vol geprop. - ‘n Raamwerk rondom “the Education environment” sou dalk makliker gewees het om te begryp en in te neem. 15. Dieselfde geld vir “application of OBE requirements, etc.” Mens raak moeg vir die ‘te veel’ en en nuwe info. Die raamwerk kan dan hydrae tot ‘n volgende sessie (miskien 3-6 maande later) waarin daar meer aandag aan detail gegee word. 14. Nuwe dosente sal dan ook ‘n beter idee hê, wat SAQA, NQF & SETA’s behels. 13. Too much unnecessary detail. Still do not know what I should do if I want to do research - what steps should I take? Van die aanbieders kan self die “High Impact presentation” aanbieding by woon. Lunches were most enjoyable! 19. Too long! Video on not really relevant. 20. Interesting.
- Presentation was from a right brain perspective. Not applied enough - to broad. It was a good orientation - please let us know about future training.

ANNEXURE I: INVITATION TO PARTICIPATE IN AN ACTION LEARNING GROUP

xvii
Invitation to participate in an Action learning group

• WANTED: 5-10 DEDICATED LECTURERS WHO WANTS TO TAKE PART IN AN ACTION LEARNING SUPPORT GROUP. YOU CAN LINK YOUR OWN “RESEARCH PROJECT” TO THAT.

PROFILE OF SUCCESSFUL PARTICIPANT:
* Takes Teaching and learning serious
* Not newly appointed
* Committed and dedicated

HOW MUCH TIME WILL IT TAKE FROM ME?
The group will decide...maybe two lunch hours per term?

WHAT IS IN IT FOR ME?
* You will have the opportunity to reflect on your performance as lecturer
* You will learn from others
* You can link your own T&L research project to that and table results

DO YOU WANT TO TALK BUSINESS? PLEASE REPLY IMMEDIATELY SO THAT WE CAN TALK DATES.

Kind regards
Marina le Grange
Dear new lecturer

Congratulations on your appointment as Technikon staff member! We hope that you will enjoy your work and we look forward to support you in all your training needs.

Although the first year's training intervention is compulsory, there is enough opportunity for you to prove competence and we will recognize all prior learning. Once the standards are officially registered at SAQA you will gain credits towards a qualification in the post graduate certificate in higher education. Your progress will be monitored during the first year and assistance will be rendered if necessary.

Do not hesitate to ask advice; you have the services of the Bureau for staff development free of charge.

A research project is currently run on the importance of a competent and skilled academic staff component. To ensure that our training intervention reaches the goals that we set, and to contribute to Higher education as a science, we would appreciate your contribution to take part in the project. It should take approximately 5 minutes of your time to complete the questionnaire and we would like to use the results of your progress to better our programme.

You only need to choose a number on the scale and mark it clearly. At the end of the first year of your appointment, we will ask you again to complete a questionnaire in order to measure the effectiveness of the programme.

Your cooperation to complete the questionnaire and to allow us to use the results of your progress is voluntary and will be greatly appreciated.

Please keep the following in mind:

Although we ask you to write your name on the questionnaire it is only done to enable us to compare the results. Nobody else, but you and the researcher, will have insight in the questionnaire. Once it is statistically analysed, it will be destroyed.

Please answer ALL the questions.

There are no correct or incorrect answers – we require only your honest opinion.

Thank you once again for your kind assistance

Marina le Grange

Director Bureau for Staff development
Technikon Pretoria
QUESTIONNAIRE FOR NEWLY APPOINTED LECTURERS  
VRAELYS VIR NUUTAANGESTELDE DOSENTE

<table>
<thead>
<tr>
<th>Name and surname</th>
<th>Naam en van</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Datum</td>
</tr>
<tr>
<td>Qualifications</td>
<td>Kwalifikasies</td>
</tr>
</tbody>
</table>

(v 2-3)

<table>
<thead>
<tr>
<th>Your highest qualification/ U hoogste kwalifikasie</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick appropriate block/ Merk toepaslike blokkie)</td>
</tr>
<tr>
<td>1 M + 3 (3yr degree/dipl)</td>
</tr>
<tr>
<td>2 M + 4 (4 year degree/hons)</td>
</tr>
<tr>
<td>3 M + 5 (Masters)</td>
</tr>
<tr>
<td>4 M + 6 (Phd)</td>
</tr>
</tbody>
</table>

(v 4)

<table>
<thead>
<tr>
<th>Do you have a professional teaching diploma/ Het u ‘n prof. onderwysdiploma?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

(v 5)

<table>
<thead>
<tr>
<th>Teaching experience/ Onderwyservaring</th>
<th>Number of years experience/ Aantal jare ervaring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education/ Primêre onderwys</td>
<td></td>
</tr>
<tr>
<td>Secondary education/ Sekondêre onderwys</td>
<td></td>
</tr>
<tr>
<td>Tertiary education/ Tersiêre onderwys</td>
<td></td>
</tr>
</tbody>
</table>

(v6-8)

<table>
<thead>
<tr>
<th>Gender: Please tick the appropriate block/ Merk asb die blokkie van toepassing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female/ Vroulik</td>
</tr>
<tr>
<td>Post level/ Posvlak (Tick appropriate block/ Merk toepaslike blokkie)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

Please mention any relevant education and training programmes completed within the last five years over and above your formal qualifications:
Meld asseblief as u enige relevante opleidings en ontwikkelingsprogramme wat u in die afgelope 5 jaar voltooi het (bv. Aanbiedingsvaardighede):

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
QUESTIONNAIRE
Please choose the appropriate answer and mark it clearly e.g.
“How hungry are you?”
Kies asb die mees gepaste antwoord deur dit duidelik op die skaal te merk, bv. “Hoe honger is u?”

1= least / minste and/en 6 = most/die meeste

QUESTIONS
1. How important do you think it is that students must take actively part in the class?
   *Hoe belangrik dink u is dit dat studente aktief moet deelneem in die klas?*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6

2. How much emphasis do you put on preparation before a lesson presentation?
   *Hoeveel waarde heg u aan voorbereiding voordat u ’n les aanbied?*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6

3. How important is your personal development for you?
   *Hoe belangrik is u persoonlike ontwikkeling vir u?*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6

4. Rate the necessity of an induction course for newly appointed lecturers.
   *Toon aan hoe belangrik ’n induksieprogram vir nuwe dosente is.*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6

5. How important do you think it is that students must take responsibility for their own learning?
   *Hoe belangrik dink u is dit dat studente verantwoordelijkheid vir hulle eie leer moet aanvaar?*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6

6. How much do you value regular feedback from students?
   *Hoeveel waarde heg u aan gereelde terugvoer van studente?*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6

7. Rate the importance of quality in teaching and learning.
   *Hoe belangrik is kwaliteit in onderrig en leer?*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6

8. How important is it for you to better your qualification?
   *Hoe belangrik is dit vir u om u kwalifikasie te verbeter?*

   Least/Minste     Most/Meeste
   1  2  3  4  5  6
9. Rate the importance of spending time to attend to individual academic problems of learners?
   Dui aan hoe belangrik dit is om tyd te spandeer om studente se individuele akademiese probleme te hanteer.
   Least/Minste | Most/Meeste
   1 | 2 | 3 | 4 | 5 | 6

10. Rate the importance of trying to solve personal problems of learners?
    Dui aan hoe belangrik dit is om te probeer om studente se persoonlike probleme op te los.
    Least/Minste | Most/Meeste
    1 | 2 | 3 | 4 | 5 | 6

11. How important is it for lecturers to get involved with research?
    Hoe belangrik is dit dat dosente betrokke moet raak by navorsing?
    Least/Minste | Most/Meeste
    1 | 2 | 3 | 4 | 5 | 6

12. How important do you think it is to allocate a mentor to every newly appointed lecturer?
    Hoe belangrik dink u is dit dat elke nuut aangestelde dosent ’n mentor moet hê?
    Least/Minste | Most/Meeste
    1 | 2 | 3 | 4 | 5 | 6

13. If quality teaching means: “To facilitate learning so that outcomes are achieved by learners”
    Rate the quality of your teaching according to your perception.
    As kwaliteit onderrig beteken “Om leer te faciliteer sodat uitkomste deur die leerders bereik word” Dui dan aan
    wat die kwaliteit van u onderrig na u mening is.
    Least/Minste | Most/Meeste
    1 | 2 | 3 | 4 | 5 | 6

14. How well equipped are you with the necessary skills to use a variety of teaching/learning methods?
    Hoe goed is u toegerus met die nodige vaardighede om ’n verskeidenheid onderrig/leermetodes te gebruik?
    Least/Minste | Most/Meeste
    1 | 2 | 3 | 4 | 5 | 6

15. How well do you know the principles of outcomes based education?
    Hoe goed ken u die beginsels van uitkomsgebaseerde onderwys?
    Least/Minste | Most/Meeste
    1 | 2 | 3 | 4 | 5 | 6

16. How well prepared are you to apply the principles of outcomes based education in the classroom?
    Hoe goed is u voorbereid om die beginsels van uitkomsgebaseerde onderwys in die klas te gebruik?
    Least/Minste | Most/Meeste
    1 | 2 | 3 | 4 | 5 | 6
17. How well informed are you about the South African qualifications authority (SAQA) and the national qualification framework (NQF)? *Hoe ingelig is u oor SAQA en die NQF?*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

18. How well equipped are you with the necessary skills to conduct a research project?  
*Hoe goed is u toegerus met die vaardighede om ‘n navorsingsprojek aan te pak?*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

19. Rate your competence in presentation skills.  
*Gradeer u kwaliteit van aanbiedingsvaardighede.*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

20. Rate your ability to plan and organise a learning programme.  
*Gradeer u vermoë om geldige assesseringsinstrumente te beplan en organiseer.*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

21. Rate your ability to design a proper consumer friendly learning guide.  
*Gradeer u vermoë om ‘n goeie verbruikersvriendelike leerdergids op te stel.*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

22. Rate your ability to construct and use valid assessment tools in the outcomes based environment.  
*Gradeer u vermoë om geldige assesseringsinstrumente te stel en te gebruik binne die uitkomsgebaseerde omgewing.*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

23. How prepared are you to handle diversity in the classroom?  
*Hoe gereed is u om diversiteit binne die klaskamer te hanteer?*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

24. Rate your ability to stir the interest of students to such an extent that they like your subject.  
*Dui aan tot hoe ’n mate u studente se belangstelling in u vak kan prikkel sodat hulle daarvan hou.*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

25. How familiar are you with the content of the subject that you are going to teach?  
*Hoe vertrouwd is u met die inhoud van die vak wat u gaan doseer?*

<table>
<thead>
<tr>
<th>Least/Minste</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

xxiv
26. Rate your ability to intentionally reflect on your teaching practice.

<table>
<thead>
<tr>
<th>Least/Minst</th>
<th>Most/Meeste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Dear colleague

Unbelievable to realize a year is gone since you have attended the three-day programme for new lecturers. I hope that you are well and ready for the difficult year that lies ahead.

I am aware of the fact that most of you are still busy to complete the second part of the programme, namely the five selected modules.

This also serves as a reminder that the next dates for the presentation of these modules have been scheduled already and that you can book for it by calling henda at x5431. Please take note that according to the policy that was approved by the academic committee, your permanent positions will not be confirmed until you have proved competence in the specific modules.

To ensure that our training intervention reaches the goals that we set, and to contribute to higher education as a science, I would appreciate your support once more. It should take approximately 5 minutes of your time to complete the questionnaire and I would like to use the results of your progress to better our programme.

You only need to choose a number on the scale and mark it clearly.

Please keep the following in mind:
Although we ask you to write your name on the questionnaire it is only done to enable us to compare the results. Nobody else, but you and the researcher, will have insight in the questionnaire. Once it is statistically analysed, it will be destroyed.
Please answer all the questions.
There are no correct or incorrect answers - we require only your Honest opinion.

Thank you once again for your kind assistance

Marina le Grange

DIRECTOR BUREAU FOR STAFF DEVELOPMENT
TSHWANE UNIVERSITY OF TECHNOLOGY (TECHNIKON PRETORIA)
Dear student

We are currently busy with a research project on teaching and learning and would appreciate your input.

Important information will be acquire on how you as a student, experience the overall teaching effectiveness of the lecturer in this specific course is acquired.

Your honest, anonymous and voluntarily opinion will be valued as you will be contributing to the development of teaching and learning in the higher education environment.

You are not required to give any personal details.

Please read each question carefully and indicate your response by circling the relevant figure.

This should not take you longer than 15 minutes.

Thanks again for your cooperation.

M J LE GRANGE
DIRECTOR: BUREAU FOR STAFF DEVELOPMENT
STUDENT EVALUATION OF LEARNING FACILITATION

1. Today's date: .................................................................

2. Name of lecturer: ...........................................................

3. Subject name (e.g. Fin acc.1): ...........................................

PLEASE INDICATE THE CORRECT ANSWER BY CIRCLING THE APPROPRIATE FIGURE:

4. Your gender:
   - Male 1
   - Female 2

5. I am registered as a ............year student
   - First 1
   - Second 2
   - Third 3
   - Post graduate 4

6. I am a ............student
   - Part-time 1
   - Full-time 2

7. I am .......years old
   - 25 or younger 1
   - 26-34 2
   - 35 or older 3

8. The last marks that I received in this course lies in the interval:
   - 0% - 39% 1
   - 40%-49% 2
   - 50%-74% 3
   - 75% + 4
   - Not applicable (no marks yet) 5

9. This subject is.......
   - Compulsory for my qualification 1
   - Not compulsory for my qualification 2

Page 1
**PLEASE INDICATE, BY CIRCLING THE APPROPRIATE FIGURE.**
**ASSESSMENT SCALE:**

never=1  seldom=2  usually=3  always=4

<table>
<thead>
<tr>
<th>INDICATE THE EXTENT TO WHICH THE BEHAVIOUR OCCURS</th>
<th>Never</th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
<th>Office use only</th>
</tr>
</thead>
</table>

## A INTERPERSONAL RELATIONSHIP AND ATTITUDE

This lecturer:....

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. is approachable for help needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. is reasonable and impartial/fair</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. accepts criticism of his ideas and work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. treats students as responsible adults</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. succeeds in motivating his students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F. is willing to answer questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>G. is courteous and polite towards students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

## B COMMUNICATION

This lecturer:....

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. states the outcomes of the lessons clearly</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V18</td>
</tr>
<tr>
<td>B. transmits information in an understandable way</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>V19</td>
</tr>
<tr>
<td>C. relates content/ information to the job</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V20</td>
</tr>
<tr>
<td>D. asks questions about the work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. speaks clearly and audibly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F. uses language of instruction fluently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>G. places the outcomes in context</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
## INDICATE THE EXTENT TO WHICH THE BEHAVIOUR OCCURS

<table>
<thead>
<tr>
<th>C  PRESENTATION STYLE</th>
<th>Never</th>
<th>Seldom</th>
<th>Usually</th>
<th>Office use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. is enthusiastic about his subject</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. utilizes different presentation methods</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V26</td>
</tr>
<tr>
<td>C. incorporates different media (slide shows etc)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. seems to be well prepared</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V28</td>
</tr>
<tr>
<td>E. involves students by expecting participation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F. can control the class sufficiently</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V30</td>
</tr>
<tr>
<td>G. keeps the attention and interest of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

## D  FACILITATION OF LEARNING

This lecturer....

<table>
<thead>
<tr>
<th>D  FACILITATION OF LEARNING</th>
<th>Never</th>
<th>Seldom</th>
<th>Usually</th>
<th>Office use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. creates a positive learning environment/ atmosphere</td>
<td>2</td>
<td>4</td>
<td>V32</td>
<td></td>
</tr>
<tr>
<td>B. summarizes the main points effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. tunes in on students' level of understanding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. uses relevant examples</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. shows a thorough knowledge of the subject</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F. discusses new developments in industry</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>G. explains subject content understandably</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>V38</td>
</tr>
<tr>
<td>INDICATE THE EXTENT TO WHICH THE BEHAVIOUR OCCURS</td>
<td>Never</td>
<td>Seldom</td>
<td>Usually</td>
<td>Always</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>E EVALUATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This lecturer...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. gives relevant assignments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>B. sets understandable test questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C. uses different ways of assessment/evaluation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>D. provides feedback/marks soon after tests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>E. discusses the memorandum adequately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F. provides information on study strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>G. informs students what will be expected from</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>them regarding tests or assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| F LEARNER GUIDES (STUDY GUIDES)                 |       |        |         |        | V46             |
| This lecturer's learner guide                   |       |        |         |        | V47             |
| A. is always used by the lecturer              | 1     | 2      | 3       | 4      |                 |
| B. states clearly the outcomes to be met       | 1     | 2      | 3       | 4      |                 |
| C. states clearly how students will be assessed| 1     | 2      | 3       | 4      |                 |
| D. provides enough guidance to enable self study| 1    | 2      | 3       | 4      |                 |
| E. is easy to understand                       | 1     | 2      | 3       | 4      |                 |
| F. is available on the web                     | 1     | 2      | 3       | 4      |                 |
| G. includes self tests                         | 1     | 2      | 3       | 4      |                 |