

## ACKNOWLEDGEMENTS

### IN THE NAME OF ALLÂH, MOST GRACIOUS, MOST MERCIFUL

This study would not have been accomplished without the will of Allâh and the generous assistance and co-operation of numerous contributors and Islamic organisations. I therefore extend my heartfelt gratitude to the Almighty for granting me the strength and the ability to accomplish this task. My sincere gratitude also goes out to the generous contributors and the participants in this study without whose aid this study would have been virtually impossible. May Allâh reward them well in this life as well as in the hereafter. I also thank the following people:

- My teachers in the *Dâr 'al 'Ulûm* for I have learned from them the meaning of the reality of life.
- My parents for they are the reason of my existence.
- My wife and children for their sacrifices they had to make in the course of this study.
- My study supervisor, Dr. WC van Wyk and co-supervisor, Prof. HC Geyser and who did not give up on me.

May these individuals and organisations be blessed with prosperity.

## SYNOPSIS

Teaching in institutions have come under the spotlight, as a result of inadequate teaching, learning and assessment strategies. Some of the most critical remarks that were made against teaching in institutes of higher education is that that the traditional methods of direct instruction are ineffective in developing learners' critical thinking powers and problem-solving abilities. Alternative methods of teaching, learning and assessment should be taken into consideration, rather than teaching.

The question that arises is whether the *Dâr 'al 'Ulûm*, which is also an institute of higher education, are aware of these arguments and whether it strives to implement effective teaching, learning and assessment strategies.

In this study the researcher concentrates on the development of criteria for effective teaching, learning and assessment. These criteria are developed by firstly conducting a literature review and then by evaluating the strategies of teaching and assessment in a *Dâr 'al 'Ulûm*, to these criteria.

The research methodology of this study consist of a qualitative component and it includes observations of the teaching methods in the classroom, document analysis and interviews with the teachers. The aim of the different data gathering methods is to determine the trustworthiness of the data. The same results were achieved each time the data provided was analysed. Furthermore, the consistency of interpreting and analysing the data was also addressed by returning the findings of this study to an external decoder.

The empirical research results indicated that this *Dâr 'al 'Ulûm* did not meet the criteria that was developed, and that this *Dâr 'al 'Ulûm* relies heavily on the traditional method of direct instruction.

The *Dâr 'al 'Ulûm* is an institute that develops the minds, the values and the attitudes of '*Ulamâ*'. Knowledge, values and attitudes are shaped in this institute.

Appropriate teaching and learning strategies are vital for quality education. Research has pointed out that an outcomes-based approach is more effective than the traditional direct instruction approach. It remains the responsibility of the *Diyâr 'al 'Ulûm* to ensure that the teachers are trained in teaching skills that will promote effective learning.



## **SINOPSIS**

## SINOPSIS

Onderrigstrategieë in hoëronderiginrigtings het sterk onder die soeklig gekom as gevolg van ongepaste onderrig, leer en assesseringstrategieë. Van die mees kritiese opmerkings wat gemaak word teenoor onderrig in hoëronderiginrigtings is dat die tradisionele metode van direkte onderrig oneffektief is om leerders se kritiese denkvermoë en hul probleemoplossingsvaardigheid te ontwikkel. In Alternatiewe metodes van onderrig, leer en assessering metodes moet in ag geneem word.

Die vraag ontstaan of die *Dâr 'al 'Ulûm*, wat ook 'n hoëronderiginrigting is, bewus is van hierdie argumente en of dit strewe na die implementering van effektiewe onderrig en assesseringsstrategieë.

In hierdie studie konsentreer die navorser op die ontwikkeling van kriteria vir effektiewe onderrig en assessering. Hierdie kriteria word ontwikkel deur eerstens 'n literatuurstudie te doen en dan die onderrig, leer en assessering strategieë van 'n *Dâr 'al 'Ulûm* daarmee te evalueer deur die kriteria toe te pas.

Die navorsingsmetodologie van hierdie studie bestaan uit 'n kwalitatiewe komponent en dit behels waarneming van die onderrigstrategieë in die klaskamer, analise van die kurrikulum en onderhoude met die onderwysers. Dieselde resultate was behaal elke keer waneer ingesamelde data geanaliseer word. Verder was die konsekwentheid van die interpretering en analise van die data aangespreek deur die bevindinge van hierdie studie na 'n eksterne dekodeerder te verwys.

Die empiriese navorsingsresultate dui aan dat hierdie *Dâr 'al 'Ulûm* nie voldoen aan hierdie kriteria nie en dat hierdie *Dâr 'al 'Ulûm* hewig op die tradisionele metode van direkte onderrig steun.

Hierdie *Dâr 'al 'Ulûm* is 'n inrigting wat die denkswyse, die waardes en die houdings van '*Ulamâ*' vorm. Kennis, waardes en houdings word gevorm in

hierdie inrigting.

Aanvaarbare onderrig en assesseringstrategieë is mees belangrik vir gehalte onderrig. Navorsing bewys dat uitkomsgerigte onderrig meer effektief is as die tradisionele metode van direkte onderrig. Dit is die verantwoordelik van die *Diyâr 'al 'Ulûm* om te verseker dat onderwysers opgelei word in onderrig en assesseringstrategieëvaardighede wat effektiewe leer sal bevorder.





## **CONTENTS**

ACKNOWLEDGEMENTS	i
SYNOPSIS	ii

## **CHAPTER ONE: GENERAL ORIENTATION**

1.1	BACKGROUND OF THE STUDY	1
1.2	RATIONALE FOR THE STUDY	4
1.3	THE CONTEXT OF ISLAMIC EDUCATION	9
1.4	STATEMENT OF THE PROBLEM	10
1.5	AIM OF THE STUDY	10
1.6	RESEARCH METHODOLOGY AND PROGRAMME	10

1.6.1	Research methodology	11
1.6.2	Research programme	11
1.7	CLARIFICATION OF CONCEPTS	12
1.7.1	<i>Dâr 'al 'Ulûm</i>	12
1.7.2	<i>'Alim</i>	13
1.7.3	<i>Madrassah</i>	13
1.7.4	<i>'Imâm</i>	13
1.7.5	Teaching strategies: A preliminary definition	13
1.8	SUMMARY	14

## CHAPTER TWO: LITERATURE REVIEW

2.1	AIM OF THE CHAPTER	15
2.2	THEORIES OF LEARNING	15
2.2.1	The Behaviourist theories	16
2.2.2	Cognitive theories	17
2.2.3	Humanist theories	19
2.3	OUTCOMES-BASED EDUCATION	20
2.3.1	Outcomes	20
2.3.2	Critical outcomes	21
2.3.3	Specific outcomes	22
2.3.4	Traditional, transformational an transitional OBE	23
2.3.5	Implications of an OBE approach to teaching	24
2.3.6	The role of the teacher in OBE	26
2.4	HIERARCHIES OF LEARNING	27
2.5	CONCEPT CLARIFICATION	30
2.5.1	Teaching strategies	30
2.5.2	Teaching methods	31
2.5.3	Teaching techniques	32
2.6	TYPES OF TEACHING STRATEGIES	33
2.6.1	Direct instruction	33
2.6.2	Group instruction	36
2.6.2.1	Co-operative learning	37

2.6.2.2	Classroom discussion	40
2.6.2.3	Role play	44
2.6.3	Individualised instruction	46
2.6.4	Problem-solving strategy	49
2.7	ASSESSMENT	53
2.7.1	Assessment criteria	57
2.8	ASSESSMENT METHODS	58
2.8.1	Teacher assessment	59
2.8.2	Self-assessment and peer assessment	59
2.8.3	Group assessment	60
2.9	ASSESSMENT INSTRUMENTS	60
2.10	CRITERIA FOR EFFECTIVE TEACHING AND LEARNING	63
2.10.1	Learning should be directed towards clearly defined outcomes and assessment criteria	63
2.10.2	A variety of teaching strategies should be employed to facilitate deep learning	63
2.10.3	Learners are actively involved in the teaching and learning activities in class	64
2.10.4	Assessment is conducted, and feedback, given on a continuous basis	64
2.11	SUMMARY	65

### **CHAPTER THREE: RESEARCH DESIGN**

3.1	AIM OF THE CHAPTER	66
3.2	RESEARCH PARADIGMS	66
3.3	RATIONALE FOR ADOPTING A QUALITATIVE APPROACH	67
3.4	TRUSTWORTHINESS OF DATA IN QUALITATIVE RESEARCH	68
3.5	DATA COLLECTION METHODS	70
3.5.1.1	Classroom observation	70
3.5.1.2	Fieldnotes	73
3.5.2	Interviewing	74



3.5.3	DOCUMENT ANALYSIS	76
3.6	DATA RECORDING PROCEDURES	77
3.7	SITE SELECTION AND GAINING ACCESS	78
3.8	DATA ANALYSIS	79
3.9	PROTOCOL	80
3.10	PILOT OBSERVATION AND INTERVIEW	80
3.11	SUMMARY	81

#### **CHAPTER FOUR: DATA ANALYSIS**

4.1	AIM OF THE CHAPTER	82
4.2	REPORT ON THE PILOT STUDY	82
4.3	DATA COLLECTION	84
4.4	DATA ANALYSIS	85
4.4.1	Criterion one: Learning should be directed towards clearly defined outcomes	86
4.4.2	Criterion two: A variety of teaching strategies should be employed to facilitate deep learning	88
4.4.3	Criterion three: Learners are actively involved in the teaching and learning activities in class	89
4.4.4	Criterion four: Assessment is conducted, and feedback given, on a continuous basis	93
4.5	DATA CONSOLIDATION	95
4.6	REVIEW OF SIMILAR STUDIES	98
4.7	SUMMARY	101

#### **CHAPTER FIVE: OVERVIEW OF THE STUDY, INTERPRETATION OF THE DATA, CONCLUSIONS AND RECOMMENDATIONS**

5.1	AIM OF THE CHAPTER	102
5.2	OVERVIEW OF THE STUDY	102
5.3	INTERPRETATION OF THE FINDINGS	103
5.4	LIMITATIONS OF THIS STUDY	106

5.5	STRENGTHS OF THE STUDY	106
5.6	RECOMMENDATIONS	107
5.7	CONCLUDING REMARKS	108
	BIBLIOGRAPHY	111

## **APPENDICES**

APPENDIX A:	CONSENT FORM	121
APPENDIX B:	TRANSCRIPT OF THIRD YEAR JURISPRUDENCE LESSON	123
APPENDIX C:	TRANSCRIPT OF INTERVIEW <i>FIQH</i> (JURISPRUDENCE)	141
APPENDIX D:	FIELDNOTES OF CLASSROOM OBSERVATION	146
APPENDIX E:	OBSERVATION SCHEDULE	149
APPENDIX F:	PROFILES OF PARTICIPANTS	150

## **LIST OF FIGURES AND TABLES**

Table 2.1:	Assessment instruments that are appropriate for different assessment methods	61
Table 3.1:	Observation schedule	73
Table 4.1:	Profiles of Participants	84
Fig. 4.1	Influence of content-driven lessons on teaching, learning and assessment strategies	86
Fig. 4.2	Influence of content-driven lessons on teaching strategies	88
Fig. 4.3	Influence of content-driven lessons on learner participation	89
Fig. 4.4	Influence of content-driven lessons on assessment	93