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REFRAMING THE ROLES OF TUTORS IN TERMS OF PEDAGOGICAL CONTENT KNOWLEDGE: A STUDY OF A TUTOR-LED PLANNING PROCESS AND THE IMPACT ON TUTORS' KNOWLEDGE AND ROLES

Research report submitted by Catherine Duncan

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Abstract

Postgraduate tutors have an important role to play in teaching and learning in higher education. There has been substantial research conducted in this area - much of it is orientated towards improving the quality of the methods of instruction and classroom practice. Far less research has been focused on the postgraduate tutors as producers of content. This research is based on an intervention that tasked five postgraduate tutors with planning two tutorials and designing an assessment task: activities that fell outside the scope of their usual work and roles. The aim of the research is to discover more about how postgraduate tutors, who typically have extensive and expert content knowledge, but very little pedagogical knowledge, develop pedagogical content knowledge. The study tracks the decision making process and the knowledge reservoirs that the participants emphasise in their planning and design in order learn about the teaching beliefs and priorities of these novice teachers. The analysis goes on to explore the criteria for legitimation that the postgraduate tutors establish and/ or entrench. The study finds that the participants are highly sensitive to the many kinds of constraints that circulate and that they in turn re-circulated. It goes on to suggest that postgraduate tutors are likely to reproduce the regulative rules that they find in operation and the cumulative messages of what is valued in terms of student and teacher performance in a given context.

Keywords: Postgraduate tutors, pedagogical content knowledge (PCK), regulative discourse, recontextualisation rules, higher education

Declaration

I, Catherine Duncan (student number 9505643F) declare that this is my own original work and that where use has been made of the work of others, it has been duly acknowledged in the text.

This research report is being submitted for the degree of Master of Education, at the University of the Witwatersrand. It has not been submitted before for any degree or examination in any other university.

Signature:_____ Date: 18 July 2012

With thanks:

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Introduction

Every year between 250 and 300 first year students, mostly having just matriculated from high school, register for the core academic course in the Wits School of Arts called Film, Visual and Performing Arts (hereinafter, FVPA). The teaching mode is large-group lectures given by a number of senior academics and practising artists based in the school, however, once a week for 45 minutes the first years attend small-group tutorials. At least half of the tutors who are responsible for this teaching are postgraduate students who are completing their masters' degrees or are recently graduated students. This research is focused on five of these postgraduate tutors [1] and what it is possible to learn from their responses to being tasked with designing two 45 minute tutorials and a short assignment.

1.1 Purpose statement

By tasking these participants with designing lesson plans and an assessment, I introduced changes their established roles and responsibilities in order to discover how pedagogical content knowledge emerges and is evident through

[1] The term postgraduate tutor is used in South Africa and therefore will be my default terminology. However, Graduate Teaching Assistant (GTA) and Graduate Tutors, as well as others occur frequently in the literature.

planning and design choices. These tutors have had limited generic pedagogical training, but have extensive content knowledge, and so the research asks which reservoirs of knowledge they access in their decision making. The research report also traces what the participants focus on as important criteria, models and methods in their design.

This study follows how the participants bring their content expertise and their neophyte knowledge of teaching together, in order to make decisions about, and produce, teachable content. By scrutinising these decisions, and the knowledge that the participants draw on in the decision-making process, it is possible to discern the participants' pedagogical priorities and principles. Finally, the research investigates these priorities and principles in the light of what they communicate about the tutors' discourse, with its implied regulative power and control.

1.2 Rationale

Postgraduate tutors are organised and regulated by institutions in various ways. In some cases, like FVPA, the content and the ways that the content is selected, organised and is intended to be presented, is determined prior to being given to the tutors who will need to teach the material. In other instances, the tutors are left to their own devices and have carte blanche to decide how and what to teach. This study is based on asking the tutors to formally and systematically plan material to be taught by the tutoring staff that includes both students tutors and senior permanent members of staff.

There has been extensive research and writing on different facets of the postgraduate tutors' role, as well as on how they teach and how their teaching can be improved. What has remained more or less outside of the realms of this field of research, is what they would teach and how they would go about it if they were given the opportunity to do so. These questions have largely

remained unasked and may be a product of the hybrid role that postgraduate tutors play in their institutions and their interstitial positions. This hybridity is pointed out by Park and Ramos (2002) when they describe the postgraduate tutor's role as inherently ambiguous on the basis that:

> [T]hey provide a valuable (and in some cases essential) contribution to undergraduate teaching, yet their status remains ambiguous... they are both student and teacher, but neither fully. The problem is not necessarily that this role is contested, it is more to do with underlying tensions between responsibility and power, with the marginalised niche that GTA's [graduate teaching assistants] occupy within departments, and with the lack of ownership of the teaching and learning process (Park & Ramos, 2002, p. 52).

Like many postgraduate tutors, the participants in this study are positioned as staff and students. The postgraduate tutors are simultaneously expert and novice, often completing masters level research for their dissertations in the same disciplines and theoretical areas and using texts similar to those being taught in FVPA. Yet, they are novice teachers with little or no teaching experience and generally very limited exposure to theories of teaching and pedagogy. Postgraduate tutors are monitored for the quality of their teaching and the responsibilities of this role are considerable, however, at the end of the academic year it is their performance in their research area that has the lasting impact on their degree and future careers.

While it would be an overstatement to say that postgraduate tutors in the Wits School of Arts are marginalised, they certainly occupy a place at the nexus of several critical activities in higher education. For example, the number of students accepted into FVPA, and the styles of teaching and assessment used, are sustainable in no small part because of the teaching, marking and administration support offered by postgraduate tutors. For the postgraduate

tutors, the work is often seen as desirable and beneficial and tutoring positions are sought after. While the remuneration is small (and in some cases there is no financial remuneration per se as tutorial work is seen as service to the department in return for tuition bursaries), tutoring is regarded as academic apprenticeship. Many postgraduate tutors, hoping to make a career in education and as academics, see several benefits: an opportunity for training and development; experience to put on their CVs; and a way to catch the eye of the department for additional work opportunities or involvement.

Despite their deployment being a widely spread practice in universities, both in South Africa and internationally, their roles and responsibilities are often unspecified and inconsistent even within a single faculty or school. The result of this is that tutors often do not get the kind of insitutional support or attention that their involvement warrants.

Frequently the only real concern demonstrated regarding postgraduate tutors is to ensure that the quality of teaching and learning that is dependent on these novice teachers is maintained. There has been considerable research and publication about the range of resources, methods and programmes to train and develop tutors. This literature has covered a variety of approaches and has noted varying levels and types of impact. Insitutional resources go into making sure the postgraduate tutors meet certain standards of teaching, but this seldom extends to being given the opportunity to engage in lesson planning, materials development and assessment design akthough these are key sites of teacher intervention.

The implication of this is that, postgraduate tutors, while being central to the project of teaching and learning in higher education, are seldom given agency or decision making power in relation to the content which they are expected to teach and the manner in which it is taught. Higher education simultaneously values postgraduate tutors as producers of knowledge in terms of their own research, while limiting their role primarily to that of transmitters

of knowledge when it comes to the teaching they implement.

1.3 Theoretical framework

Lee Shulman's (1987) model of pedagogical content knowledge provides a way of conceptualising how content knowledge and pedagogical knowledge combine. This combination is, in Shulman's argument, the teacher's specialist pedagogical content knowledge. This model speaks to the transformation of knowledges that the postgraduate tutors engage with since it was initially developed as a way of understanding how novice teachers acquire the kinds of knowledge that make them effective pedagogues rather than content experts. Shulman describes emerging PCK as "the neophyte's stumble becoming the scholar's window" (2004: p. 88). This suggests that the model has the potential to go beyond being an instrument to improve teaching, but can function as a research tool as well.

A limitation of Shulman's conception of knowledge is that it lacks the social dimension of what is implicit in the choices of making knowledge teachable. Here, Basil Bernstein's model of the pedagogic device (1990; 2000) provides a way of thinking about how that which is presented in the classroom is encoded with various rules and criteria regarding what is 'in order', legitimate and appropriate. These concepts will be explained and explored in more detail in the next chapter.

1.4 Background to the study

The seeds of this research have been germinating for a long time: probably since I was in the position of being a postgraduate tutor myself teaching on the tutorial programme for FVPA in 2001. At the time, I remember feeling a mix of constant anxiety about what I was supposed to be teaching and how

little I felt I knew; frustration that I was invisible to the lecturers (and on bad days I suspected to the students as well); and that my role could have been filled by anyone. If I had to come up with a metaphor for the role I was playing, it would have to be that I functioned as a kind of slow-relay message system with a turnaround time of a week in each direction. In the years since then, this has grown into an awareness of the critical importance of the teaching that takes place in a first year tutorial programme. At the same time, it is apparent through working with the current postgraduate tutors that they experience very similar frustrations to those I did.

1.4.1 Tutor selection and training

The model used widely throughout the Humanities courses in the university is that postgraduate students, in a given discipline, are approached with the offer to tutor first years. Many of these tutors are students who have been awarded a postgraduate merit award that consists of tuition and a small cash stipend in return for a few hours of service per week during term time. A consequence of this system is that many (if not the majority) of tutors will only continue provided that they are on the merit award system (usually a year since it is granted to full time students only) and therefore every year a completely new group of tutors arrives to start afresh. Since the postgraduate award is only available to students who achieve excellent results in the final year of their undergraduate/ honours study, the assumption is that they have the content knowledge (that is, disciplinary knowledge) to cope with the demands of guiding first years through the tutorial programme. These postgraduate tutors tend to be students freshly graduated from their BA degree, only three or four years older than the students they are teaching and with very little knowledge of pedagogy or teaching practice.

To support and introduce postgraduate tutors to teaching, the Faculty of Humanities offers a tutor training programme that is spread over 10 weeks

of the first semester, that tutors can attend once a week. There is an uneven uptake within Schools in the Faculty for this training with some courses insisting that tutors attend training while other simply make the information about the training available to tutors and leave it to them to decide if they are going to participate or not. The training programme places an emphasis on generic pedagogy rather than pedagogy for teaching particular knowledge bases (i.e pedagogical content knowledge). It features sessions on teaching skills and methods for facilitating small groups and positions the tutors as facilitators or mediators to promote active learning. The programme runs in parallel with tutorials and provides an opportunity for training and support and encourages the tutors to reflect on their teaching experiences each week.

1.4.2 FVPA and its tutorial programme

FVPA is a course that has been running since 2001. It primarily serves the students enrolled in the bachelors of dramatic arts, music and fine arts although about 20 to 25 percent of the class each year is made up of general bachelor of arts students. For students doing four-year professional arts degrees, FVPA is a compulsory first year core course that then evolves in second year into the academic majors of the respective fields (e.g. history of art, drama and film and history of music).

The course consists of three distinct modes of teaching: two double period general lectures; one single period small group tutorial; one single period 'reading and writing' tutorial. The twice weekly lectures are taught by senior lecturers from all disciplinary backgrounds and, broadly speaking, the course's objectives are to introduce students to ways of talking and writing about the arts. These central aims have shifted and evolved over the years as have the case studies, however, the basic premise of a course that is founded on the critical study of the shared codes of meaning-making in the arts, has remained stable.

The tutorial programme that supports the course consists of a 45 minute session once a week that is compulsory for students to attend (unlike the lectures which are not monitored). It is important to point out that the tutors for FVPA are not only postgraduate students. Since the course began, there has always been a mix of staff and postgraduate tutors, however, the ratio of staff to postgraduate tutors has fluctuated over the years. In 2011, in an attempt to ensure greater involvement, oversight and mentorship in the tutorial strand of the course, the decision was taken that there would be an equal split of staff and postgraduate tutors. The current model is that each postgraduate tutor is 'paired' with a staff tutor from their home discipline and that there is an equal staff representation from each of the five divisions within the school (drama, film and television, music, digital and fine arts).

FVPA postgraduate tutors are employed primarily in running tutorials, marking assignments (although not exams), offering guidance to students with the skills necessary for academic reading and writing, and coordinating administrative tasks for their tutorial groups (monitoring attendance, confirming marks, following up on the relay of information between course coordinators and students etc).

FVPA tutorials, which support course content, are highly structured and have been developed and refined over the eleven-year history of the course. Students are given copies of the entire programme for the semester at the start of term in the form of a reading pack that contains the tutorial worksheets as well as the collected readings that the lectures, assignments and exams will be based on. This reading pack is information-dense and a hefty tome of more than 300 pages. Each tutorial worksheet outlines what the tutorial aims to achieve and then consists of a series of tasks or activities that the tutors are meant to lead the students through. While the connections between lectures and tutorials are always implicit, the tutorials are not set up as an opportunity for reviewing lecture content – they have a clear methodology

and set of requirements and criteria that support, but do not simply echo, the lecture material.

The third strand of instruction – the reading and writing tutorials – are offered as a non-compulsory support that students attend according to their own needs. The primary objective of these sessions is to give students explicit guidance in understanding the texts and tasks that are central to the assessments. In general these tutorials take the form of guidance as to what assessments require of students; the sharing of draft answers with peers and tutors for feedback; clarification about content and concepts; and a focus on conventions for academic writing and the construction of written responses. Like the compulsory tutorials, the reading and writing tutorials are based on worksheets that are designed and distributed each week by the co-ordinating academic staff member. The attendance at these sessions tends to consist of a core group that is 10 – 15 percent of the total cohort. The tutors who teach on this programme are not required to marks and do not attend the marking briefings nor are they included in the general feedback after the assignments are handed back, although they are provided with general information about students' overall performance and problems with the task.

There is a weekly meeting for tutors where any notices are shared, logistics are discussed and any minor queries or problems are raised. The following week's material may be touched upon, but by and large the meeting is brief, informal and administrative. It is worth noting that the tutors' meeting for the compulsory tutorials and the tutors' meeting for the reading and writing tutorials are held separately and are chaired by different co-ordinators. There is some degree of overlap in the people who staff each group, but in general, the two tracks are treated as independent.

The starting point for this research involved tasking postgraduate tutors to do work that falls outside of the range of their usual responsibilities: making decisions about what to test and what to teach, updating the case studies, de-

termining classroom practices for the sessions and so on. Postgraduate tutors who elected to be participants in this study were given the task of creating two tutorials to take place in the first two weeks of the fourth term of 2011. They also had to design an assessment task that counted 15 percent towards the final course mark for the semester and provide a marking rubric to the tutoring staff (seven other tutors including both full time and sessional members of staff) to ensure marking was based on a consistent set of evaluative criteria.

1.5 Structure of the research report

In the chapter that follows I review the literature that informs this project. First, I offer an overview of the field of tutor development in higher education as well as some history of the research. From here I go on to give a detailed exposition of Shulman's model of pedagogical content knowledge and some of the responses and elaborations of this model that are germane to this project. I conclude the literature review and theoretical framework by outlining Basil Bernstein's model of the pedagogic device and pay particular attention to how it allows for theorising recontextualisation of content for teaching purposes. Shulman and Bernstein's theories are the conceptual lenses through which I investigate the criteria and processes the tutors use to develop a coherent plan for what should be taught in the tutorials and how it should be taught. At the end of the chapter, and on the basis of the concepts developed in the literature review and conceptual framework, I frame my research question and sub questions more explicitly.

In chapter three I provide an account of my method. This includes my approach to the research design, ethical considerations and limitations of the study, and the various phases of field work, data gathering and analysis.

Chapter four presents and discusses the findings and analysis. It consists of three parts: the first involves examining the participants' planning process to

find out how they bring together their various knowledge resources. Next, I use the approach of a close reading of an instance where the postgraduate tutors act as recontextualising agents in the process of transforming knowledge. This brings to light some of the participants' criteria for what counts as legitimate performances of knowledge and this idea is then developed through a review of the sites and sources of constraint that the participants construct and to which they respond . Finally I make the argument that the constraints are evidence of the regulative discourse that underpins the participants design process. I put this forward as evidence that the postgraduate tutors are reproducing the dominant regulative discourse, but that there are inconsistencies and points of friction and tension in this discourse. I argue that it is these inconsistencies which exacerbate the participants' anxiety given the hybrid roles that require them to function in multiple, and often contradictory roles.

Finally, in the conclusion, I offer a review of the main argument posited in the research report, together with some of its implications for the field of postgraduate tutor support and development in higher education. I also propose some of the key avenues of exploration and future research that emerge from the project.

— 2 —

Literature Review and Conceptual Framework

2.1 Introduction

In this chapter I engage with the literature for two distinct purposes. Firstly, to contextualise the roles of the postgraduate tutors in higher education and secondly to problematise the major trends in theorising these roles. An overview of the literature points to the increasing centrality of the postgraduate tutors to the project of higher education. Many of these questions relate to methods of equipping them to perform the specific kinds of undergraduate teaching tasks that are frequently their responsibility. There is also a growing range of associated concerns about their complex (and often vulnerable) position within universities.

The second part of the literature review is concerned with establishing the conceptual framework and the theoretical lenses that inform the analysis of the data and argument developed from the research findings. The conceptual framework sets up an articulation between Lee Shulman's notion of pedagogical content knowledge and Basil Bernstein's pedagogic device. I have recruited

Shulman's model of pedagogical content knowledge (PCK) because it is well suited as a construct to explore tutor development. Not only does it have a well established tradition in being used to inform and interrogate new teacher development, it also speaks directly to the problem of the postgraduate tutor who has strong content knowledge but lacks formal knowledge of pedagogy, and, as a novice teacher, lacks experience integrating these knowledges. PCK offers a way into thinking about tutor development that resists the schisms that result from thinking about pedagogy and content as separate and it directly engages with the question of what it is to be an educator.

Despite this holistic approach, Shulman does not locate his model of PCK within a social context. I argue that the role of postgraduate tutors in the institution and its discourses of teaching and learning should not be reduced to the level of skills development: that this abstraction from the circulation of discourses and power is problematic. Where PCK runs the risk of an instrumentalised and narrow understanding of knowledge and the ways in which it works, the pedagogic device compensates with a critical eye on discourse and the ways in which different kinds of knowing are legitimised. On the other hand, where the pedagogic device is a largely theoretical tool that does not offer much in the way of detail of how the process of recontextualisation takes place, PCK provides a vocabulary and set of categories that provides a way in to my analysis.

This literature review consists of three parts. Firstly, I map the dominant trends in the research literature pertaining to postgraduate tutors in higher education. This literature has two distinct branches: one the one hand there is the dominant focus on the development of the individual tutor as a novice teacher; on the other, there is a growing trend towards readings the tutor's role through the lens of critical pedagogy's critique of power, discourse and social systems. To make sense of these seemingly disparate positions and their implications for my research, I then outline the two theoretical frameworks that

underpin my analysis: Shulman's concept of PCK with its pivotal role in making sense of novice teacher's reasoning and action; and Bernstein's concept of the pedagogic device as a means to explore the process of recontextualisation and pedagogy and some of the texts that emerge from this process.

2.2 The field of tutor development

> Tutors not only constitute the next generation of aspiring academics in a discipline, they are the group of teaching staff with whom most students will have most face-to-face contact. Consequently, tutors are an important group of university staff and the institution might enjoy considerable benefits from investing induction resources and activities in them. (Smith & Bath, 2004)

Postgraduate tutors or graduate teaching assistants (GTA's) as they are known in much of the literature, have been the subject of a growing body of literature since the early eighties (Carroll, 1980) and gaining a critical mass in the early nineties to the point that in the blurb for Lambert and Tice's 1993 handbook, they were able claims it was "the product of a survey of 500+ institutions nationwide, in which they described their TA training programs".

In the eighties and early nineties, the research was mainly based on an awareness that postgraduate tutors were an increasingly important fixture in higher education (Lueddeke, 1997; Lowman & Mathie, 1993; Barrington, 1999). The underlying changes in universities, as a result of larger numbers of students arriving for undergraduate study with less 'traditional' educational backgrounds and the broadening of access to tertiary education, meant that postgraduate tutors were regarded as necessary for the continued functioning of undergraduate teaching. Boud, Cohen and Sampson (2001) note that these pragmatic and economic reasons for tutors becoming more central to higher education, occurred in parallel with a widespread change in pedagogy that

looked towards student-centred academic literacies as epitomised by the work of Biggs (1999) and Ramsden (1992) These models facilitated deep learning rather than the transmission-mode / content-focused modes that had previously dominated. This focus on student-centred learning has become so inextricably linked with the field of Teaching and Learning in Higher Education and its concern for quality that, depending on the context [1], it has been more or less formally inscribed into the purpose and practices of university education and staff development (Trowler & Knight, 2000). It is within this context that concerns arose that postgraduate-tutors, with limited (if any) teaching skills, were being used to teach some of the least experienced and most vulnerable students (Barrington, 1999; Clarke, 1998). This then led to the first wave of tutor development research.

2.2.1 Postgraduate tutors in the South African context

Many of these same concerns in the international practices surrounding postgraduate tutors, coincided in South Africa with the particular complexities and difficulties that characterised (and continue to attend) the post-apartheid era of access and transformation of higher education. Consequently, tutor development in a South African tertiary institution is the nexus of multiple complications. Clarke at the University of Cape Town (1998) and Potter et al (1998) at the University of the Witwatersrand explore the risks as well as advantages of recruiting postgraduate students as staff and human resources to cope with small group teaching. They identify five key areas that are particular to the South African context to varying degrees: that offering postgraduate tutors training which foregrounds student-centred learning is helpful not only for the students, but also as a way of ensuring greater penetration of these ideals within the institution; that tutor training is a method of induction and

[1] In surveying the literature there is a distinction between countries like South Africa (Jawitz, 2007, 2009), Finland (Remmik, Karm, & Haamer, 2011) where tutor development is looked upon as institutional best practice, and the UK and US where tutor training has been formalised with initiatives like the Institute for Learning and Teaching in Higher Education (UK) (Tait, 2002).

socialisation of potential future faculty and academics from the postgraduate pool; that training is essential if tutors are going to be effective teachers when dealing with the difficulties of teaching students with diverse and varied English language capabilities, levels of preparedness for tertiary education, and socio-economic difficulties; and that by addressing issues of language, access and staffing, tutor training engages with the ongoing drive towards transformation of the institution in redressing past inequalities.

Underhill and McDonald (2010) have recently published their findings in support of the claim that tutor development and the integration of tutorials into the mainstream of their institution's history curriculum is critical to support the role that tutors play given the pressures under which they operate. However, aside from these examples, there seems to have been little written about models of tutoring in the complex contexts of higher education in post-apartheid South Africa. Moreover, this gap in the research means that there are no readily available data on the scale and ways in which South African institutions are using postgraduate tutors. The research that exists tends to be based on micro-level interventions and evaluations and is not explicitly related to the macro-level contextual issues. In contrast, the research coming out of Australia (Akerlind, 2005; Barrington, 1995) and the UK (Tait, 2002; Park, 2004) draws on specific conditions of place and time. That being said, there are many similarities between the experiences and conditions in the general field and those that characterise the experience of the tutors at the University of the Witwatersrand. This makes an overview of the major trends in the research a useful way of positioning this project [2].

[2]With one necessary note. In most of the literature drawn from international studies the postgraduate tutors tend to be recruited from the cohort of doctoral candidates or even post doctoral fellows. In the context of Wits University the tutors generally are drawn from the masters level, and in some cases, honours.

2.2.2 An overview of the key arguments in tutor development research

Early research makes a strong case for the necessity and efficacy of tutor training and development (Lueddeke, 1997; Barrington, 1999) as postgraduate tutors became more frequently utilised for teaching responsibilities. The predominately quantitative studies that tested the value and impact of the interventions that were being set up in universities around the world (Savage & Sharpe, 1998; Carroll, 1980) gave way to refocusing of attention on more qualitative research. Much of this looked at exploring individual tutors' conceptions of their teaching roles and approaches to learning (Gunn, 2007; Muzaka, 2009). At the same time, the focus on the individual was paralleled by an emerging critique of institutional practices in relation to the casualisation of staff with postgraduate tutors making up an important part of this consideration (Smith & Bath, 2004; Percy & Beaumont, 2008). At present the field is diverse has been approached in many different ways and drawing on diverse disciplinary knowledges. While there is certainly a specialised area of research into tutor development and training programmes, the questions at stake in the field extend to: staff development in higher education; the scholarship and practice of teaching and learning specifically for higher education; research into novice/ expert paradigms in general education and workplace practices. To a lesser extent, tutor development research draws on research in the field of adult education (Zukas & Malcolm, 2002), although as Haggis (2009) notes, this is very limited and suggests that research in the field of adult education may have under-realised value for teaching and learning in higher education.

The literature on tutor development falls into two broad trends. One is the description and evaluation of various models and interventions of tutor development in terms of various criteria of effectiveness or impact. The other attempts to map and problematise the contextual and relational aspects of the communities of practice that tutors operate within and the implications of power within the tutor-student-institutional relationship.

2.2.3 Tutor development models

Much of the literature relating to tutor development offers discussion of a range of programmes or frameworks which aim to improve the provision of skills or training. In some cases these tend to be documentation of particular programmes at particular institutions such as Davis and Kring's (2001) discussion of their programme for supporting psychology tutors, or else they are based on advocating for the provision of 'tools' for tutors. Lowman and Mathie (1993) focus their quantitative research on finding ways to harmonise and homogenise training approaches through the tutor manual as a means of providing tutors with the development they need for teaching. Hardre (2005) makes an argument for the deployment of a model premised on Instructional Design: "...a systematic method for creating instruction that can enable TA's [teaching assistants] to organize knowledge into a cognitively accessible, functionally usable toolkit" (Hardré, 2005, p. 169). Bell and Mladenovic (2008) propose the efficacy of peer observation while Kane, Sandretto and Heath (2004) explicitly target "purposeful reflective practice" as a means of assisting novice teachers in higher education. McDonough (2006) motivates for action research as a methodology to engage postgraduate tutors in thinking about their teaching practice and McLean and Bullard (2000) explore the teaching portfolio as a device for staff development. The models described span a range of approaches and appear, over time, to shift away from a highly regulated system towards concerns about efficacy and impact. These models (which do not constitute a comprehensive review of the field), seem to have two basic elements in common: a) they point to the fact that novices need time and assistance to acquire teaching proficiency, and as such, a 'toolbox' of techniques is often what teachers in "survival" mode (Simmons, 2011) [3] value; and b) that in most

[3] Simmons (2011) describes the first five years of faculty teaching experience in terms of five stages: survival, safety, belonging, self-esteem and self-actualisation. In this model postgraduate tutors would typically be characterised as teachers in the very first stage with a focus on the instrumentals of learning and mastery of content. Simmons makes the argument that support should therefore be directed at this level of need, necessarily foregoing a focus on students or developing teacher identity.

cases the institution's concern for support and training is wrapped up in concerns for quality of teaching and learning and the risk for vulnerable first year students. Clarke (1998) and Potter et al (1998) make the argument about first year students in South Africa at risk echoing the concern that: "Tutorials and practical classes in first year subjects are frequently staffed by inexperienced part-time teachers with little preparation for their role - often working within a structure of minimal support." (McInnes cited in (Barrington, 1999, p. 3).

2.2.4 Complicating and contextualising tutor roles

A different strategy and branch of tutor development research focuses on providing support that is directed at the individual tutor and in particular their conceptions of teaching roles, perceptions of identity and experiences of their pedagogic practice. This branch of research strives to complicate the idea of the postgraduate tutor and resist a naïve or simplistic search for solutions or tools that will bring about envisioned transformations of teaching practices. This resistance to reductive models that propose 'fixes', in part, stems from a desire to avoid entrenching a deficit conception of postgraduate tutors by locating their work in the rhetoric of 'quality' and 'risk'. One of the ways to achieve this is by challenging the seemingly straight forward issue of tutors' roles, and foregrounding the distinction between knowledge and pedagogy as well as where these categories overlap.

An example of research in this vein is where Gunn (2007) draws on a knowledge orientation to claim "GTAs [are] 'liminal' in terms of their practical position within their departments" and suggests that "their identities and aspirations as academics have already undergone a degree of formation and clearly are not as homogeneous as the notions of GTA and Future Faculty development seem to assume" (p. 547). Where Gunn argues for greater research into the socialisation process of tutors, Muzaka (2009) explores the perceptions of postgraduate tutors from the point of view of the three major stakeholders

in their immediate community of practice: students, tutors and staff. This research report concludes that "to the degree that is possible to generalise from the survey results, students perceived their seminar teachers (GTAs) to be halfway between students and academics, GTAs perceived themselves mainly as doctoral students with certain teaching responsibilities and staff members perceived them as research students and academic apprentices. " (p. 8). Jawitz offers an analysis rooted in pedagogy when he draws the conclusion that learning about how academics learn has implications for learning about how they learn to teach in higher education. Jawitz (2009) holds that:

> The emphasis needs to be on understanding context and creating opportunities to learn within communities of practice, rather than simply providing opportunities for individuals to learn in isolation. This requires a focus on supporting relationships within communities of practice that encourage the sharing of understandings and negotiations around the distributed knowledge of practice. (p. 613)

Jawitz maps out the idea of a context that is both structured by (and in itself structures) the actors that make up the community. Within this frame, there are no simple linear mechanisms of authority and control. This perspective proposes that the criteria of what is valued is not fixed but should be read as being in a state of flux. Like other researchers in this area, Jawitz makes use of social theories of participation such as Lave and Wenger's concept of communities of practice (1991) and particularly the notion of newcomers learning through "legitimate peripheral participation" on the edges of these communities. Knight et al (2007) elaborate on this, by making the point that hierarchical formalised structures of instruction are merely one source where what counts as knowledge and what constitutes the criteria for evaluation can be learned. They suggest that the discourse that regulates the pedagogic traditions in any institution flows through the system of relations and is not the preserve of discreet moments of training:

> [A] fresh perspective, which differs from approaches to the enhancement of university teaching that rely upon simply educating individual teachers to do better by requiring their attendance at formally provided courses and events. While these approaches have their place, modern research on professional learning is increasingly pointing to the view that professional formation is an ecological process that is insufficiently served by the formal provision of learning opportunities. (p. 420)

However, what is at stake in this shift in the research focus from the individual to the social and relational, is not simply a matter of taking a wider-angle view of the situation of tutor development but recognising that it is embedded within the larger theoretical framework of a critical pedagogy. Percy and Beaumont (2008) phrase this as not "derid[ing] the importance of training and certification where it is both necessary and useful, but rather, [attempting] to consider how we might shift our focus from the individual's expertise to the field of practice" (p. 146) Therefore, on the one hand there is the evidence and argument that points to the necessity of providing novice teachers with the "toolkit" to survive their first encounter with teaching, and the skill set to ensure their effectiveness in the crucial role of facilitating small group seminars and tutorials with undergraduate students. On the other hand, strong arguments are put forward for a more networked way of understanding the postgraduate tutor's role and the "raft of pressures" (Muzaka, 2009) that come to bear on them.

2.3 Pedagogical Content Knowledge

Shulman's concept of PCK affords a number of insights and observations that are critical to this research. PCK is an intricate and complex thinking tool which functions in a way that could best be described as prismatic: it is not

a simple lens through which the problem can be scrutinised, instead it offers multiple and shifting views of the issues at stake. After providing an overview of the model, I explore PCK's various affordances. Firstly, as a model to describe the teacher's process of drawing on knowledges from various sources in the process of transforming what Shulman sees as inert (content per se) into powerful teachable content. Next, I explore the potential PCK has demonstrated (and continues to demonstrate) in unlocking conceptions of teaching and knowledge that have become entrenched. I then go on to outline the value of PCK for making sense of teacher development, and finally and briefly make explicit the relevance of PCK in thinking about higher education given the context of this research problem.

2.3.1 An overview

PCK is Lee Shulman's (1986; 1987) attempt to reform the traditional modes of teacher education that held that what one taught (content knowledge) and how one taught (pedagogical knowledge) could be considered as distinct. The original rationale for developing the suite of ideas that make up PCK was the deceptively simple question: "how does the successful college student transform his or her expertise into the subject matter form that high school students can comprehend?" (1986, p. 5). Shulman had found that policy and practice in the US at the time were premised on a false dichotomy between content and pedagogy, the consequence of which was to lose sight of content knowledge. Once his attention was turned to what he called the "missing paradigm" this was refined into the awareness that "just knowing the content well was really important, just knowing general pedagogy was really important and yet when you added the two together, you didn't get the teacher" (from interview published at length in (Berry, Loughran, & Driel, 2008, p. 1274). What developed from this argument is the formulation of pedagogical content knowledge that takes as its basis the idea that for successful teaching to take place there

must be an awareness of how content and knowledge are interrelated. In other words: PCK is not just the application of pedagogical methods to deliver content but that there is an integrated reciprocal relationship at work.

This was originally stated by Shulman as representing "the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised, represented, and adapted to the diverse interests and abilities of the learners and presented for instruction" (1987, p. 8). In particular, Shulman's notion of the content base for teaching blends knowledge and understanding of: how the subject-matter of the discipline is structured; the principles of conceptual organisation; which are the important ideas and skills related to a body of knowledge; and how new ideas find their way into the discourse and how deficient ideas are excluded. Shulman's notion of PCK is linked to his idea of the phases of pedagogical reasoning and action which he characterises as cyclical. These phases of action provide a key to the process of transformation that "lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students" (1987, 15).

2.3.2 PCK as a model to describe process

One of the ways that PCK is mobilised is as a model to describe a process of transformation. This is perhaps where PCK is less successful, or more precisely, it is less clearly articulated and is sketched in broad terms as a method of modelling teacher's decisions and actions. Since Shulman developed this model, this has been the most frequently contested and revised aspect of PCK and some of the elaborations that are particularly useful to my argument are discussed below.

Shulman posits that there is a knowledge base for teaching and there are processes of "pedagogical reasoning and action" (2004, p. 90) through which

knowledge bases are accessed. The knowledge bases include: content knowledge; general pedagogical knowledge; curriculum knowledge; knowledge of learners and their characteristics, knowledge of educational contexts; knowledge of educational ends; and PCK. It is this pedagogical content knowledge that Shulman is most interested in because, "It represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, represented, and adapted to the diverse interests and abilities of learners and presented for instruction. Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from the pedagogue" (2004, p. 93).

Shulman goes on to propose that these knowledges are drawn from a range of sources: the scholarship inherent in the disciplines from which the the content is drawn; the material context and constraints; research into education and its related fields; and the teacher's own experience or as Shulman terms it, the "wisdom of practice" (2004, p. 93).

Having established that there are multiple types of knowledge (of which PCK is only one, albeit the most significant for Shulman's purpose) and that these knowledges are drawn from a range of sources, Shulman argues that this knowledge must be put to work by the teacher in a cycle of pedagogical reasoning and action. This cycle is initiated by a 'text' (where Shulman intends text to be interpreted broadly) and starts with the teacher's own comprehension (see figure 2.1). Within this cycle is the stage of transformation, and embedded within the process of transformation are four activities that are necessary for thinking "one's way from the subject matter understood by the teacher into the minds and motivations of the learners" (2004, p. 102). The nature of the constituent parts and their relationship to each other in all of these categories has been the subject of considerable debate, revision and elaboration[4]. However these issues aside, what is apparent from Shulman's discussion of PCK

[4]Some salient aspects of this literature are discussed below in the section dealing with elaborations on PCK.

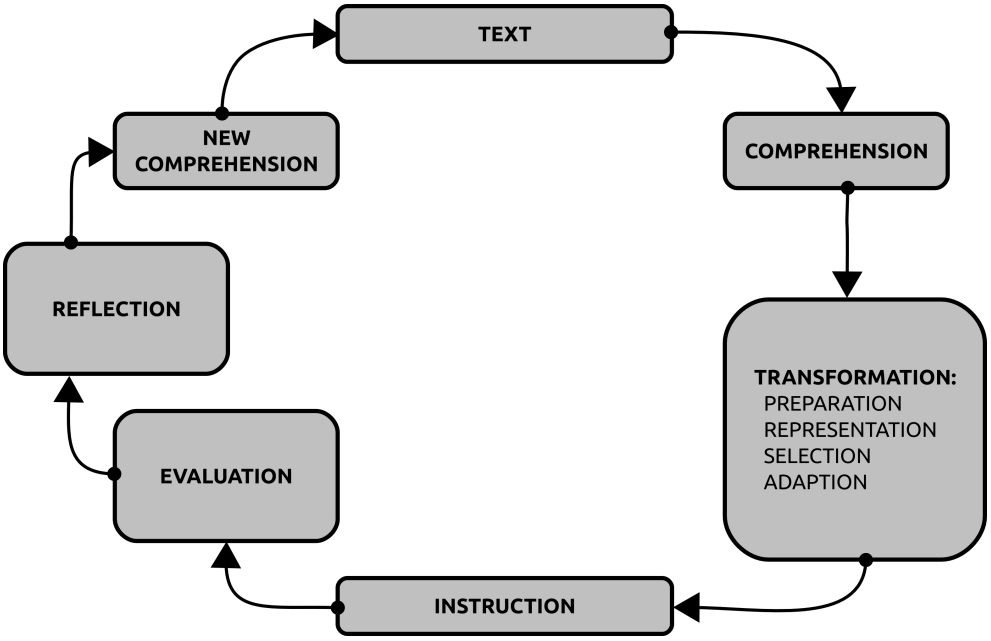

Figure 2.1: Adapted from Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform

is that it is possible to summarise the mechanics of this process as being that: there are certain kinds of relevant and important knowledges that a teacher is able to; recruit from various sources which s/he is then able to use to make decisions about what s/he is going to teach and in what manner such that it is most effective in terms of the learners s/he is working with. Furthermore, PCK is not a separate type of knowledge, neatly bounded and distinct from the other kinds of knowledge bases that a teacher draws on: on the contrary PCK is the amalgam of all of these knowledges mobilised for a particular and complex audience of learners; and with a particular instructional purpose in mind. It is these enumerated facets of PCK that go on to inform the way that it is mobilised in this report, both as a concept tool and as an analytical heuristic.

2.3.3 PCK as a method of re-imagining entrenched binary positions about teachers' knowledge

Pedagogical content knowledge was developed by Shulman as a means to reform teacher education at a time when the emphasis was entirely on pedagogic

tools and methods and when there was a failure to consider that the teacher's knowledge of content and "what counts" as legitimate knowledge in specific disciplines. In this way PCK functions as a means of precipitating or provoking fresh understandings of the relationship between domains of knowledge and expertise. PCK was offered as a reformation of atomised and reified binaries of pedagogy and content.

PCK is a conceptual tool that, Janus-faced, looks simultaneously towards both aspects of teacher knowledge. At the time of Shulman's original conception, it was this capacity of PCK to integrate the perceived binaries at the heart of ideas of educator education that gave it its reforming power. In relation to tutor training and development in South African higher education we find ourselves with similar difficulties in thinking in new ways about what it is that tutors do and what position they occupy in the institution and how they can be helped to make the move from content specialist to pedagogue.

2.3.4 PCK as a lens through which to observe development over time

An additional, very important aspect of PCK for this study, is its original intended function as a lens through which to look at development and change in novice teachers as they gain experience and expertise. Shulman originally put it into play as a method of observing and "studying those who were just learning to teach" (2004, p. 88). The major observation that emerged from this approach was that the skills and knowledges that the new teacher struggles with, over time and with experience, become ones that the experienced teacher demonstrates: in other words PCK is the product of experiential learning.

2.3.5 PCK's relevance for higher education

Although Shulman was primarily interested in teacher education for primary and secondary schools, over the years his concept of PCK has been applied

more widely to educator training in general. While he did not write explicitly on the topic of PCK in higher education, in the 1999 foreword to Examining Pedagogical Content Knowledge, he makes this very pointed remark in relation to what he perceives as another site of entrenched and unproductive binaries: the artificial distinction between teaching and research:

> "The field of teaching in higher education had been limited by the features of a generic or technical view of teaching. Generic student evaluation of forms of teaching, and the more general strategies of teaching improvement characterised by many university centres for teaching and learning has contributed to the view that the quality of teaching and learning had nothing to do with the quality of scholarship in a discipline. Nevertheless, a rhetoric abounded that claimed that teaching and research were closely connected. But how could they be when teaching was seen as generic and research was clearly discipline or domain specific? ... [PCK] buttressed the claim that teaching, like research, was domain specific. This implied that teaching as the "transformation of understanding" rested on depth, quality and flexibility of content knowledge and on the capacity to generate powerful representations and reflections of that knowledge" (Shulman, 1999, p. xi)[5].

In addition, PCK has been applied as a conceptual tool in relation to staff development and expertise (Saroyan & Amundsen, 2001) and the scholarship of teaching and learning (Kreber, Castleden, Erfani, & Wright, 2005; Kreber, 2001). Fernández-Balboa and Stiehl (1995) explore professorial level PCK in an attempt to establish generic 'interpretive frameworks' that are used when

[5]It is worth adding a footnote that this assertion goes some way to reconciling with the point made by McEwan and Bull in 1991. Their objection to PCK as a model was that teaching and research or the roles of content specialist and pedagogue are not as different as Shulman makes them out to be – that representations made for a purpose of communicating anidea with an audience in mind is in fact an excellent summary of what knowledge production entails, and that neither one is a transparent act innocent of interpretation and intention.

lecturers go from being subject-matter 'knowers' to subject-matter 'teachers'. Tutors as postgraduate students and researchers are well schooled in the content knowledge of their discipline, but are novices as far as knowing how to communicate these ideas with the students that they are responsible for teaching.

2.3.6 Reformulations of PCK

In 1998, van Driel et al. concluded: "there is no universally accepted conceptualization of PCK. Between scholars differences occur with respect to the elements they include or integrate in PCK, and to specific labels or descriptions of these elements" (p. 677). The concept of PCK has been adopted and adapted to such an extent that some of the original context and purpose has become obscured. In *Revisiting the Roots of Pedagogical Content Knowledge*, Berry, Loughran and van Driel (2008) conduct an interview Schulman some twenty years after the development of PCK in order to remind researchers of two salient points. Firstly, that Shulman saw PCK as generative rather than static and that it was intended to help people to develop and think through questions but that it was not intended to function as a grand or meta-theory for teaching. Secondly, that PCK came out of a very particular moment and context as a response or argument to correct what Shulman regarded as an imbalance.

Nevertheless the reformulations of PCK have helped to test the boundaries of what it facilitates and the areas in which its affordances are most useful. There are two elaborations and a critique of PCK that I find particularly useful for extending the conceptual framework to help me make sense of my findings. The elaborations re-frame the idea of knowledge domains themselves and then scrutinise the relationship between knowledges as a process of acquisition for new teachers such as postgraduate tutors. From there the critique goes on to re-frame the question of knowledge and the consequences this has for the

research.

2.3.7 Elaborations of PCK

The first of these reformulations is Turner-Bisset's (1999) review of the different conceptualisations of PCK. In this article, she isolates the constitutive elements in an attempt to move beyond the initial list provided by Shulman (which she regards as incomplete) and as a way of complicating the three and four category models that have arisen (Gess-Newsome & Lederman, 1999; Lee & Luft, 2008). Turner-Bisset derives her expanded list of knowledge-bases from a combination of literature review and empirical research. The nature and relationship of the different knowledge domains is not what is of relevance to Turner-Bisset's research, instead what is valuable is the idea that knowledges are not cleanly divisible and that knowledge in practice reveals that there are subsets and intersections of knowledge-domains, that cannot be reduced without losing something of their importance to teaching. She also provides a model of inductive discovery of knowledge-bases based on observation that informs my own methodological approach.

The second important reformulation attempts a more precise characterisation of the articulation and interaction between the knowledges that underpin teacher's actions and decision making. Gess-Newsome (1999) offers the argument that there are two models of understanding the way teachers engage in this "powerful amalgam" (Shulman, 1987) of knowledges. She writes about the integrative versus the transformative models of PCK: the first uses the idea of a three part resource base (subject matter, pedagogy, and context) to flexibly draw on while teaching. In other words an integrative understanding of PCK tends towards a model where there are three separately existing knowledge bases and to demonstrate PCK is to be able to access these knowledge-bases fluidly, and therefore, integration skills should be emphasised in teacher preparation. The transformative model proposes PCK as a fourth knowledge

base that is the product of the other three, although greater than the sum of these parts. It exists for each subject and this knowledge-base is gradually constructed over time and with experience. Both models have their complications: the integrative implicitly suggests that in fact different knowledge-bases can be independently developed and drawn on as separate categories which leaves novices responsible for the difficult skill of integration; the other runs the risk of presenting new teachers with a "set of tricks" (Gess-Newsome & Lederman, 1999, p. 15) that have already wedded the three knowledges from externally derived best practice. Gess-Newsome proposes a model that is found somewhere between these two poles while Lee and Luft (2008) make the observation that changes in experience and expertise might precipitate changes in the individual teacher's position on this continuum. In other words, one might see the novice's PCK as being characterised by the integrative model, while the expert is able to make the decisions that realise transformation. This motivates for a way of thinking about PCK as knowing in action. That is to say, a developing knowledge gained through practice rather than a static body of knowledge that can be combined in various ways.

These elaborations by Turner-Bisset and Gess-Newsome suggest that PCK can be broken down into fairly fine grained knowledge bases and that the kind of articulation and integration of these knowledge domains is significant. However, the participants in this research are not teachers who have been through a process of pedagogical training of the sort to which primary or secondary school teachers are exposed . Rather, they are engaged in a very different kind of teaching programme with fundamentally different intensity, autonomy and responsibilities towards students. However, Gess-Newsome's and Turner-Bisset's research affords several insights. It takes Shulman's idea of the amalgam of knowledges and ensures that it offers a framework that is based on an understanding of teaching that is nuanced and complex and resists the notion that teaching (or more precisely, learning to teach) is a simple

matter of skills acquisition. By foregrounding the multiple and complex considerations that go into the creative process of making representations useful for learning, it challenges the essentialism of disciplinary or subject knowledge that implies that teaching is a matter of transmission of facts and content.

2.3.8 Novice versus expert PCK

Following the arguments made by Shulman, Tsui (2003) and Park and Oliver (2008) make the point that becoming a teacher is inextricably tied up with being able to start making transformations of content and that this PCK is acquired with practise and experience and critical engagement. In researching professional development in Higher Education, this link between PCK and the quality of teachers is generally emphasised by exploring cases of excellence among expert teachers in order to understand the ways in which pedagogic knowledge and content knowledge work in the arena of the lecture theatre or the seminar room. However Lenze and Dinham (1994) investigated new faculty members' PCK and found, amongst other things, that the participants in their study varied in terms of their levels of PCK even though they were all relatively inexperienced. The participants tended to mention the academic skills or literacies necessary for managing course content more than the "substantive course content" and Lenze and Dinham interpret this as possibly being related to the tendency of new teachers to regard student failure as a result of student deficit. They also note that frequently new faculty would indicate that they drew their knowledge about student problems from their own experiences as student.

2.3.9 Critique of PCK

PCK serves well as a conceptual framework for representing the complexities of teacher knowledge that resists the idea that teaching is a simple matter of applying skills to content knowledge. However, beyond these understandings

of the concept we return to the same point of divergence that was seen earlier in the review of the tutor training literature: the necessity to complicate the view of the practice by reading it in the light of a perspective that "returns the teacher to the centre of meaning, that foregrounds historical and political context, and that questions the promise of ideological neutrality" (Carlsen, 1999, p. 133).

The critiques by Carlsen (1999), McEwan and Bull (1991) and Segall (2004) are the basis for Banks, Leach and Moon's (2005) assertion that "Shulman's work leans on a theory of cognition that views knowledge as a contained, fixed and external body of information but also on a teacher-centred pedagogy which focuses primarily on the skills and knowledge that the teacher possesses, rather than on the process of learning" (p.333).

Carlsen (1999) sets up four key complications to bear in mind when thinking about knowledge: a) he rejects the view of knowledge as fixed and systemic; b) he emphases that knowledge and power are interdependent; c) he locates the individual at the centre of meaning-making and discourse; d) he asserts that knowledge cannot be considered without the specificity of historical and contextual dimensions.

Segall picks up on these points using the combined lenses of cultural studies' understanding of texts and their representations and critical pedagogy's view of power and reproduction through discourse.

> While much of the literature using pedagogical content knowledge sees pedagogy as external to content "per se," this paper argues that knowledge is never "per se," never for itself. Rather, it claims that knowledge is always by someone and for someone, always positioned and positioning and, consequently, is always already pedagogical...In other words, the instructional or pedagogical act does not begin with teachers in classrooms, nor does the "content act"

> end at the desk of the subject-area scholar. Both produce pedagogical content knowledge, that is, content that is always pedagogical and pedagogies that are always content-full. (Segall, 2004)

If knowledge is not neutral and it is always for someone, by someone and for a purpose, then when knowledge is deployed in classrooms, the same principles hold true. Shulman's model stops theorising pedagogical content knowledge and the enactment of this knowledge at this point. However, to do so leaves the entire dimension of power and discourse unexplored. Segall expresses this as "the ability of the text to hide the ideology inherent in its politics of selection and appear natural (often neutral) as it resonates with familiar sense- and meaning-making structures students have come to know (and accept), we must explore a text not only for what it says, even for how it says it, but also for what that "saying" does—that is, for how it invites readers to know, think, imagine." (2004, p. 484). Accounting for these hidden and invisible dimensions necessitates recruiting Bernstein's model of the pedagogic device.

2.4 The pedagogic device: regulative and instructional discourses

The pedagogic device is a sociological model that Basil Bernstein proposes to explain the embedded and interconnected relationships of teaching and learning, control, power and knowledge and specifically how these dynamics are manifest in relation to curriculum development and pedagogic practices in educational institutions. The most notable feature of Bernstein's model is that it serves as a lens to make apparent the otherwise largely invisible regulations that govern what is communicated through pedagogical practices at the level of the classroom as well as how this communication happens in such a way the dominant social and institutional values are reproduced. Wayne Au (2008), when writing with reference to testing and evaluation tasks, describes

the pedagogic device as "a process whereby a set of rules for the communication and acquisition of school knowledge that effectively serves to regulate consciousness in the classroom, and, by extension, serves to legitimate specific identities within pedagogic discourse" (2008, p. 641). Au's article draws particular attention to the capacity of assessment to encode and then reproduce the regulative: that which determines what is in, or out, of order.

For Bernstein it is imperative that pedagogy be teased apart to reveal the workings of how, 'instructional discourse', carries the regulative discourse and ensures it is reproduced. In this relationship, the instructional discourse is constituted by choices of how concepts and materials are selected and sequenced and it encompasses the pace and sequence of students' engagement with content. These are what Bernstein calls the rules of discursive order. They are governed by the regulative discourse, or the rules of social order. Bernstein names "the discourse which creates specialised skills and their relationship to each other instructional discourse, and the moral discourse which creates order, relations and identity regulative discourse" (2000, p. 32). It is at the level of instructional discourse that it is possible to see the similarities to Shulman's assertion that PCK is responsible for the choices relating to preparation, selection, adaptation and representation.

However, where Shulman's model stops at the instructional, Bernstein's model posits that instructional discourse is located within the organising and hierarchical principle of the regulative discourse for which the instructional discourse is the medium through which the regulative discourse is reproduced. Underpinning these two discourses are the criteria by which the specialised skills and knowledges (instructional discourse) are judged as having been realised in a manner that is regarded as adequate or legitimate given the ideal values or dispositions of the discipline or institution (regulative discourse). An implication of this idea of reproduction is that, insofar as texts and performances generated at the classroom level by students correspond with

the regulative discourse, they are evaluated as being suitable and legitimate.

By and large, the focus of this model has tended to be on the 'realisation rules' insofar as it is students and the texts they produce that are usually evaluated as adequate or inadequate. However, I would like to go further and suggest that in this project, the postgraduate tutors' ambiguous position means that the proficiency and legitimacy of the students' performances of learning have a bearing on the postgraduate tutors' realisation of legitimacy. In other words, what is at stake in the choices regarding the instructional discourse that the postgraduate tutors are responsible for determining is not only whether these will enable students to reproduce the legitimate gaze of the regulative discourse, but they are markers in themselves of whether the tutors are reproducing and performing legitimately.

In other words, there are two significant implications of a tutor's choices of deployed instructional discourse: whether it will enable the students themselves to reproduce the legitimate gaze of the regulative discourse and whether the results of the former may act as a marker for the tutors' own performance.

2.4.1 Fields of production, reproduction and recontextualisation in higher education

Given explicit focus of this research on the action and reasoning underpinning the "transformation" of knowledge into teachable knowledge, Singh offers a useful reading of the pedagogic device that foregrounds the idea of conversion "as a model for analysis, the process by which discipline or domain specific expert knowledge is converted or pedagogised to constitute school knowledge (classroom curricula, teacher-student talk, online learning)" (2002, p. 571-2). Singh's interpretation here is closely aligned with the Shulman's ideas of PCK but makes a strong appeal to see this knowledge in relation to the fields of control that structure institutional realisations of knowledge.

The pedagogic device is specifically concerned with the field of institutional learning and teaching which then further breaks down into the field of production, the field of recontextualisation and the field of reproduction. Bernstein describes each field as having:

> [T]heir own rules of access, regulation, privilege and specialised interests: a field of production where new knowledge was constructed; a field of reproduction where pedagogic practice in schools occurred; a field, in between, called the recontextualising field. Activity in this field consisted of appropriating discourses from the field of production and transforming them into pedagogic discourses. This process of recontextualisation entailed principles of de-location, that is, selective appropriation of a discourse or part of a discourse from the field of production, and a principle of relocation of that discourse as a discourse within the recontextualising field. (2000, p. 113)

These recontextualising fields can be either official (ORF) or pedagogic (PRF) with the pedagogic recontextualising field being more or less insulated from the state dominated ORF. A university's School of Arts, with its privilege and prerogative of academic and creative freedom, is well insulated from the state and therefore has a large degree of autonomy. However the PRF is a site of struggle for control as Singh articulates: "The stakes are massive in this struggle, for the group that appropriates and controls the pedagogic device exercises power in relation to the distribution, recontextualisation and evaluation of complex knowledge forms (competence embedded in conscience)" (2002, p. 576).

Bernstein categorises universities and research institutions as being typical fields of production by using the example of the distinction between the activities that constitute 'doing' physics in a field of production such as a university

and the physics that is apparent in field of reproduction that is a high school textbook (Bernstein, 2000, p. 34). In the endnotes to this comment, Bernstein (2000, p. 38) goes on to note that there is usually a strong classification (i.e. carefully maintained insulation) between fields of production and the recontextualising field, although he concedes that higher education is one of the instances where there is a blurring between the roles of producer of knowledge and the recontextualiser. "In general the rule is that one can occupy only one position at any one time. However, in the pedagogic field, at the level of the university or equivalent institution those who produce the new knowledge are also their own recontextualisers." (Bernstein, 1990, p. 188).

Postgraduate tutors are traditionally insulated from the field of recontextualisation insofar as their roles include being producers of knowledge, as they work on producing their research reports, dissertations and creative projects. They are also reproducers of knowledge as they meet with their tutorial groups and teach the pre-selected, sequenced and organised information that has already been recontextualised in concrete form in the shape of the course reader and its tutorial worksheets. This research project has asked them to expand their role to that of the field of recontextualisation – albeit in a very constrained way. As such, the concept of the field of recontextualisation sits at the pivotal point of this paper's exploration. Recontextualisation, the development of a pedagogic discourse or the pedagogising of knowledge is never neutral:

> [T]he recontextualising principle not only contextualises the what of pedagogic discourse, what discourse is to become the subject and content of pedagogic practice. It also recontextualises the how; that is the theory of instruction is not entirely instrumental. The theory of instruction also belongs to the regulative discourse, and contains within itself a model of the learner and of the teacher and of the relation. (Bernstein, 2000, p. 35).

2.4.2 Classification and Framing

In addition to the discourses constituting the pedagogic device and the fields in which these discourses play out, there are additional relational elements that Bernstein identifies as ways of understanding the mechanisms of control and power.

Classification is determined by the degree of insulation between roles and responsibilities or even categories of activities or discourses. The principle is that the greater the insulation between categories, the stronger the differentiation and therefore the more likely for a system to be bounded by hierarchy and distinction in relation to power relations. These rules for classification set up what is 'allowable' activity for any given actor. Therefore, it is classification distinctions that maintain the practice that tutors may legitimately function as knowledge transmitters and assessors of student performance even though their activities do not generally extend to setting the criteria for these evaluations nor the terms of pacing, selection and sequencing that go towards the instructional discourse.

On the other hand, the control mechanisms set in place with a given context will determine the strength of framing practices. Following this argument, if framing practices set up the locus of control, then a strong system of framing will place control in the singular site of the teacher who uses an explicit discourse to set the criteria for evaluation and legitimacy. On the other hand weaker framing would allow for a more distributed control shared with the students who would have greater latitude to determine what constituted legitimate texts and performances.

> Despite legitimating relations of social order, power relations are never static or stable. Rather, they are challenged, contested and negotiated in the relations or pedagogic communications. In addition, relations are internalised via pedagogic communication or

> the social relations of control between teachers and students. Relations of symbolic control of the principles of framing to 'who' (different categories of agents) exercises control where (temporal and spacial relations), in relation to 'what' pedagogic discourses (rules or principles for generating texts). Thus principles of control carry power relations within the school (eg. within and between different groups of teachers, students) (Singh, 2002, p. 577).

Given the focus on these mechanisms of power and control it is worth noting Singh's emphasis that they are not static but are constructed and reconstructed constantly. This process of shoring up and breaking down existent framing and classification rules generally happens in the course of everyday interactions in ways that are invisible and occur at the level of the interpersonal more often than at the level of the institutional.

2.5 Conclusion

This literature review and conceptual framework has tried to map three main areas critical to the research investigation: the field of tutor development in higher education; pedagogical content knowledge; and the capacity for pedagogic discourses at the level of the instruction and classroom to be read as forms of social regulation. These areas are important in and of themselves as well as in relation to each other in the service of articulating and exploring the questions underpinning this research project:

- The postgraduate tutors who are participating in this study have very strong content knowledge related to their discipline and field of study. How will they bring together this knowledge and their more limited and generic knowledge of pedagogy, in the process of formal planning and material design?

- In the process of planning content, the participants will be required to make decisions: What will the nature of these decisions be, and what kinds of knowledge will be important in informing these choices?
- Can the nature of these decisions, and the knowledges that constitute these decisions, reveal anything about the criteria the participants are focusing on as priorities?
- What do these priorities suggest about the participants' beliefs and conceptions of teaching? And, how do these relate to questions of role and of the regulative rules of social order in the context of the course and the tutorial programme?

— 3 —

Methods

3.1 Approach

This research was initiated with an intervention intended to precipitate a change in the usual teaching responsibilities and practices for the participants. Since I am primarily concerned with observing the process of tutor-led tutorial and assessment design, I have selected a methodological approach premised on the principles of participatory research and emergent design. In my analysis I have used Shulman's conceptual framework of pedagogical reasoning (1987) as a means of making sense of the data while at the same time, trying to avoid pre-emptively imposing a system of categorisation. To do this, would have been to sabotage the potential for insights and nuances to emerge and would have run the risk of paying insufficient attention to the subjective position of the participants. It was this same motivation that steered me towards a participant-centric method of data collection and analysis that privileged process over product and was not limited to "gathering facts or describing acts" (Cresswell, 2008, p. 439). Finally, in the approach I have used in data gathering, analysis and in writing this report, I have tried to make my own presence as visible as possible, since it would be disingenuous to present my role as the

neutral observer of traditional research.

My function as enquirer and researcher in this instance is made more complex by my role as a lecturer on the staff in the School of Arts and my years of experience as both a postgraduate tutor and, more recently, as a staff tutor. In addition, I played a critical role in the redesign and re-conceptualisation of the course's tutorial programme. It is significant that the tutors who agreed to participate in this research project are currently my peers in the tutorial programme; and are fellow postgraduate students in the university; and in some cases have been students I have taught. They may well become colleagues and fellow lecturers in the not too distant future.

3.2 Ethical Issues and Participant Enrolment

While the tutors had been informed from fairly early on in 2011 that I was hoping to have some kind of a research project that centred on the tutorial programme in the redesigned FVPA course, it took until the end of the first semester to begin recruiting participants in earnest. Each of the tutors was approached individually and asked if they would be prepared to come to a briefing session early in the new term after the July vacation. In the briefing meeting the aim and rationale of the research was spelled out, and I gave my best estimate of the time that involvement would require of them. All but one of the six tutors felt that they would be able and willing to participate. The remaining tutor opted out having been offered an opportunity for her own artistic practice that she estimated would consume all the available time she had in the term.

Guba and Lincoln (1994) make the observation that to some extent in qualitative research, ethics relating to informed consent is an intrinsic element. By this they mean an approach that privileges process and participation is only as productive as the extent to which the intent of the researcher is made apparent

and the participants find value in undertaking the task. It is worth noting that the demands on participants were significant and the participant information sheet (appendix A.2) is evidence of the time and effort that the tutors were required to contribute to this project. The final terms for involvement were a product of a negotiation between participants and myself, as the researcher. In the process of negotiation, we established the terms relating to issues such as: outcomes of the research project, meeting frequency and duration, recording of sessions and interviews, focus group facilitation, anonymity, and sharing and storing of data. One of the potential ethical dilemmas identified related to the degree to which participation could be regarded as voluntary. The tutors received a portion of their payment for attending development and training which, in the instance of participants, would be remuneration for the hours that they committed to the process of design and planning as well as the time for interviews and reflection. This could be perceived as resulting in loss of income if a tutor elected not to participate. In response to this concern, and in conjunction with the course coordinator, we identified other activities and duties which a tutor could opt for if they were not willing to participate in the project. Finally, it was important to clarify to tutors that while participation in the project would likely have benefits in terms of professional development and experience, there was no material gain or advantage in terms of improved chances as candidates for future posts or employment. Ethical clearance was granted and the relevant documentation is included as appendix A.1.

3.3 Participants

The five participants are all graduates of the Wits School of Arts, although they are drawn from different programmes and are at different stages of their postgraduate careers. All of the tutors have attended a 10 week tutor training and development programme offered by the faculty. All but one of the

participants are female[1]. Most of the tutors have indicated that they aspire to an academic career within the university. Two were tutors in the reading and writing programme and these tutors operated under the traditional structure of postgraduate merit award student who were working for no remuneration and simply to service their bursary. The remaining three tutor participants were paid for their time (see ethical considerations section). My sincere thanks and admiration goes to these hard-working and dedicated tutors who managed to juggle the demands of teaching, their own research and studies, and work responsibilities, while generously giving their time and energy to this research project. In each case I have changed the name of the tutor to protect their anonymity. Most of the names have been selected by the tutors themselves. (see table 3.1)

3.4 Presentation of transcripts

Throughout the report the tutors are quoted at length. These quotes are drawn verbatim from the audio recordings. However, in some instances I have provided additional comments [in square brackets] to give context where necessary to make sense of a statement in the light of information either implied or not apparent from the transcribed dialogue. Each quote is captioned such that it designates the event that the quote is drawn from (i.e. the individual interviews, one of the three work sessions, or the reflection session) and I have also indicated the point in the session at which the statements were made. So for instance:

Work session 1: 17min/ 1h27

indicates that the quote is drawn from the first work session and commenced

[1]Barrington (1999) notes gender is a significant factor in those who select/ are selected for postgraduate tutoring with women dominating postgraduate tutor positions.

Tutor Name	Area of Interest	Postgraduate Status	Year Tutoring FVPA	Previous teaching experience
Itumeleng	Fine arts/ gender/ curatorship	Awaiting MA graduation/ freelance curatorial projects	3rd year	Only FVPA
Xolani	Television and Film/ National identity	Occasional student in MA courses towards PhD application	1st year	Teaching at local college, tutoring in other divisions in school or arts
Lois	Ethnomusic-ology, race, gender and tradition	Completing MA	3rd year	FVPA, youth leadership and mentoring through the church
Sophie	Fine arts/ portraiture	Completing Hons	1st year	No
Carol	Fine arts/ painting/ photography	Completing MA	1st year	No

Table 3.1: Tutor details

at about 17 minutes into the nearly 90 minute recording of the session.

3.5 Data Collection

In practical terms the data collection was divided into three phases. Initially there were individual pre-intervention interviews with the postgraduate tutors, followed by observation of the implementation of a tutor-led design process and briefing, and finally a post-intervention reflection with the postgraduate tutor participants. Each phase of the research process was intended to

Time Frame	Intervention and associated activities	Data gathering and analysis
May/June	Introduced tutors to the topic and proposed their involvement in the second semester. Suggested that they considered the proposal over the July vacation and were able to let me know if they would like to be involved when the new semester commenced	
Aug	Held a meeting early in the new semester to discuss the logistics and terms of the project	
Aug		Conducted one on one interviews in order to establish biographies for the participants and their opinions and attitudes prior to commencing the task of designing tutorials and assessment
Aug/Sept		Three work sessions of 90 - 120 minutes were held. The sessions were recorded.
Sept/Oct	The work sessions being complete, the participants briefed the other FVPA tutors on the design for the tutorials and the assessment. The assessment was circulated to students.	The one on one interviews that had been held and recorded were transcribed
Oct	The tutorials designed by the participants were taught	The three work sessions that had been recorded were transcribed
Oct	The assessment designed by the tutors was submitted by students. A marking memo developed by the tutors was shared with all the markers at a marking meeting	The three work sessions that had been recorded were transcribed
Oct	The assessments were marked and returned to the students	
Nov		The reflection session was held after the completion of the project to gather participants feedback on the experience
Nov		The reflections session which had been recorded was transcribed
Dec - Feb		The data was analysed using Shulman and Bernstein's theoretical frameworks
Jan - March		Writing/ revising/ editing the research report

Table 3.2: Tabulated activities constituting the interrelated activities of the research path

have a benefit beyond data gathering for research objectives as the aim was to provide the participants with additional opportunities for the development of as well as reflection on, their practice as teachers.

3.5.1 Research Path

There are two parts to the research: the intervention and the associated activities that were part of this process; and the analysis that stems from the data

gathered in the intervention process. The two cannot be cleanly separated (see figure 3.2) as, by design and necessity, they have had to unfold in terms of time and the structuring logic.

3.5.2 Pre-intervention interviews

The first phase of the research commenced with the individual interviews (see appendix A.3 for interview questions) with the participating tutors. Much of the data gathered at this stage has gone on to inform the ways in which the research is contextualised and the participants are introduced.

3.5.3 Implementation of a tutor-led design process

The intervention itself consisted of a series of three work sessions which took place in the third quarter of the 2011 teaching term. The postgraduate tutors were briefed with their task – to produce the lesson plans and course materials for two consecutive weeks of tutorials[2] as well as to design an assessment task that contributed 15% to the term mark for the course. Finally, the participants were required to run the weekly briefing session for the other (mostly staff) tutors who had not been part of the design process. The participants were also required to compile and share a marking memorandum that outlined the objectives of the assessment task, how it aligned with the course content as well as the academic literacy skills that they tested. This stage of the research design process generated two separate types of data for analysis. Firstly, the documentation and materials produced as artefacts of the work sessions: lesson plans, teaching materials or activities, an assessment task and a marking

[2]The main tutorial programme sees tutors teaching two 45 minute classes one immediately after the other on a Monday morning with the material being repeated for the second class. Class sizes are between 15 and 20 students. For the most part students are assigned to a group of students with similar disciplinary backgrounds (i.e. fine art, music, drama, film and television). In some instances the tutorials deal with material and case studies specific to the disciples while other tutorials are more general and all students deal with the same content irrespective of the group.

memorandum. Secondly, each of the three work sessions was recorded and transcriptions of the interactions were made.

The participants decided amongst themselves that it would be best if they met once a week for three weeks on a Friday afternoon once the rush of the week was over and also to accommodate outside work obligations. The participants also stipulated that if one member of the group was not going to attend a session, it would have to be rescheduled to ensure that everyone was able to contribute equally.

The tutors met on their own and had agreed to record their sessions on a recording device which they quickly dubbed 'the orphan' - presumably since it was in the room without its 'mother' being me. In the recordings it is apparent that the tutors periodically check on 'the orphan' to be sure it is recording correctly or that they have remembered to take it with them if they have moved around in the room. From time to time in the audio there is also an apology to 'the orphan' for language that the tutors judge to be inappropriate for its (and my?) ears. These references to 'the orphan in attendance' stand as markers of the group's awareness of how their input might be received and that their activities extend beyond the task of lesson planning to an ongoing awareness of an invisible listener who will be analysing their statements. On the one hand, this makes the process somewhat artificial, on the other, since I actively emphasised the reflexive and reflective nature of the project, I do not believe that this has negatively impacted on the validity of the study.

The work sessions proceeded smoothly with no significant conflict in the meetings and a strongly collaborative spirit of building or making something as a collective, matched by an explicit desire to demonstrate competence. This attitude persisted beyond the work sessions and into email correspondence although there was some tension towards the end of the process when the deadline for presenting the material was looming and there were still a number of logistical issues to resolve such as printing copies of worksheets, burning

disks with the media resources for the classes, and developing the assessment marking memorandum to be shared with the other tutors. Despite these minor stress points, the group remained very focused and proud of their work, confident in its worth and eager to share it with both the students and the other tutors.

3.5.4 Post-intervention reflection with the postgraduate tutor participants

The final phase of the research involved a focus group reflection on the process in terms of concrete achievements, as well as whether or not their conceptions of their roles had changed from the pre-intervention interview. By the time the reflection session was held, not only had the tutorials been taught, but the assessment had been submitted and marked and the results reviewed by the tutors. This came right at the end of the academic semester, just a few weeks before final exams and the end of the academic year.

This reflection session consisted of an initial discussion of how the tutors believed the process had gone, their estimation of the strengths and weakness of the materials they had designed as well as the way in which their contribution had been received (see appendix A.7 for tutor feedback session plan). The reflection session had two main aims. The first was to provide the tutors with a chance for debriefing while looking back on their experience and for me (as the facilitator) to ensure that outstanding queries were resolved and to hear any anxieties or frustrations that may have arisen during the process or persisted beyond the end of the project. The second aim was that the reflection session provided me (as the researcher) with the chance to ask the tutors similar questions as I had done in the preliminary interviews regarding their perceptions about power, hierarchy and the possibilities for tutor participation in the field of FVPA tutorials. It also enabled me to probe their understanding of the relationship between content knowledge and pedagogic knowledge.

There were two additional activities in this feedback session that I have

elected not to include at this stage of reporting on the research. The reflection session opened up a complex and very exciting avenue in relation to the tutors' roles in the communities of practice and identity which I look forward to building on in future research, but which is beyond the scope of this particular project as it would necessitate a different set of conceptual tools and theoretical lenses to do it justice. Likewise, the graphic representations or mappings that I requested of the tutors in the preliminary interviews have a great deal of worth but do not find their way into the analysis at this stage, although I anticipate that they will have value for later investigations of the relational aspects of the postgraduate tutors' field of practice.

3.6 Limitations of the research

3.6.1 Data

This research depends on capturing, with reliability and integrity, the tutor's decision making and the reasons underpinning their decisions. Hashweh (2005) notes that these types of knowledge are mostly personal or are implicit resources that are not necessarily formalised in a teaching philosophy or even consciously foregrounded in the teaching process. Thus, capturing the way that a teacher might draw on these knowledge-bases requires a means of surfacing what is subjectively held by the individual and the group in such a way as to make these classifiable. Hashweh proposes "we capture this knowledge by observing individual teachers at work and talking to them. We ask them to plan while thinking aloud, or ask them how they would respond to certain critical incidents that might occur in teaching a certain topic" (2005: p. 278). Following this logic, the best time for data gathering seemed to be while the choices were being made, by asking the tutors to plan collaboratively. This provoked them to think out loud and verbalise their reasons for decisions. This had the considerable advantage of limiting the risks of inaccurate recall or

contrived post facto reasons being given when teachers are asked explain their choices or actions. Complicating the data is the chance that the collaborative nature of the work sessions meant that there were instances of self-censorship and moments when dominant personalities took over the discussion.

A further challenge of using the transcribed work sessions as the primary object of analysis is the complication that, unlike with interviews or more direct means of data gathering, there were multiple speakers in the room at any given time which meant interrupted statements, derailed trains of thought, no single response to a single question and so on. Hence the importance of the feedback session that was held once the cycle of planning, teaching and marking was complete and before the analysis process commenced. This provided an opportunity for me to follow up with the participants and check points where I was not sure of their meaning or their sentiment from the recordings.

3.6.2 Practices

My object of analysis is what Tsui (2003) characterises as the pre-active (or for Shulman 'prospective') moment of teaching; the planning phase. The relationship between the planning or design stage and the consolidation of PCK is picked up on by Hashweh who asserts that it results "initially, and most importantly, from teacher planning, which is essentially a design process" (278: 2005). This study omits the interactive (or classroom time) and the post-active (or reflection-on-action) since I am primarily interested in observing the process of transformation that requires the tutors to make the move from their expert knowledge-base in content towards generating teachable material by drawing on their less established knowledge-bases of pedagogy, their knowledge of the students and the structure of the course as a part of a larger institutional logic. However, I am mindful that there is an entire dimension of the postgraduate tutors' teaching practice that is unrecorded as part of this inves-

tigation. I hope that further research will give me the opportunity to expand the basis of analysis.

— 4 —

Findings and Analysis

4.1 Introduction

The overarching aim of this research report is to discover the qualities and processes of five postgraduate tutors' emerging PCK through an analysis of the design and planning processes which they adopted. This chapter is primarily concerned with applying the PCK and the phases of pedagogic action as a model against which to compare the kinds of decisions that the postgraduate tutors made. It then goes on to investigate the knowledge-domains that the participants draw on in their reasoning. To this end, I use the transcripts of the three planning sessions as well as the materials developed by the participants in my study.

The research is premised on the assumption that the participants have high levels of knowledge and competence in their disciplinary field, but that they have had limited formal training in teaching methods and theory. The participants are all graduates of the Wits School of Arts from various different disciplinary backgrounds. They have all been through the course they are now teaching as undergraduates and, for several of them, this is not their first year of acting as tutors on the course. The participants had all been required

to attend the faculty training workshops offered to postgraduate tutors in the first semester.

In this research, the identification and analysis of the findings is based on a three-part structure that unfolds along the following lines. First, using Shulman's criteria for pedagogical reasoning and action as a starting point, I investigate how the participants bring together their knowledge of content and the demand to make it teachable: in Shulman's words, to transform it into pedagogical content knowledge. At the first, more general level, this requires mapping the kinds of decisions being taken by the participants and then investigating what underpins the judgements they make by scrutinising the knowledge-bases that they draw on when thinking about what they will prioritise and emphasise.

The second part of the analysis reviews these choices as illustrative of how these postgraduate tutors 'pedagogise knowledge'. The intersection point between these two sections hinges on Shulman's use of the term transformation, and I make the case for this idea being consistent with Bernstein's notion of recontextualisation (albeit that both authors have rather different ways of locating the device in their models of educational practice and pedagogic theory). From this point I explore whether the postgraduate tutors can be said to be acting as recontextualising agents in the design process and, if so, what regulative criteria they reproduce in their discourse, texts and activities and therefore set up as the 'legitimate gaze' to be reproduced.

Lastly, I engage in an extended close reading of one of the major themes that emerges from the transcripts and analysis: the concept of constraint. I propose that there are several different kinds of constraints that are at play in this planning process: some external; others self-imposed; and others still that are constraints that the participants set up as their criteria in the assessment. I go on to make the claim that in all three cases the constraints are the realisation of the regulative discourses that underpin the course, the institution, and the

participants' own philosophies of education and conceptions of what it is to be a teacher.

4.2 Tutors' sources of knowledge

Shulman (1986; 1987) assumes that the teachers he is talking about have certain kinds of knowledge and particular sources of knowledge that they are able to draw on when engaging in the pedagogic reasoning and action that is necessary for the transformation of content knowledge into pedagogical content knowledge (see figure 2.1). These assumptions regarding domains and sources of knowledge for teachers have been developed in subsequent research (Turner-Bisset, 1999; Gess-Newsome & Lederman, 1999; Magnusson, Krajcik, & Borko, 1999) however, the postgraduate tutors in this study are in a distinctly different situation to teachers who have typically gone through a formal teacher education programme. Moreover, in his original model, Shulman is imagining teachers who are working within the context of primary or secondary schooling which differs in some significant ways from higher education. Some of the most notable of these are tabulated in table 4.1.

While postgraduate tutors may not have the same knowledge-bases and sources to draw on as those described in the traditional formulations of PCK, they certainly do have knowledge resources for content as well as the more complexly formulated pedagogical knowledge. The postgraduate tutors have: content knowledge linked to their degree specialisation; explicit pedagogic training in the tutor training workshops; embedded pedagogic knowledge in the course materials that they have access to; implicit pedagogic knowledge shared through other staff tutors/ more experienced tutors; ongoing peda-

[1]The contents and knowledge based in the first column of this table are generic and gleaned from collected literature and 'common-sense' assertions of how novice teachers find their way into schools, whereas the second column details the specific circumstances of this group of tutors. The purpose of the table to not to qualitatively compare contexts and knowledge sources between the groups, but to make evident that there are difference that might make an impact on an otherwise too-simplistic transference of Shulman's model to the participants' practice.

Novice primary/ secondary school teachers[1]	Participant postgraduate tutors
Have had extended and extensive formal introductions (both theoretical and practical) to pedagogical knowledge	Have had limited formal introduction to pedagogical knowledge in the form of 10 weeks of tutor training workshops
Identify primarily as pedagogues	Identify primarily as content specialists
Have been exposed to research and theory relating to education and related fields	Have not been exposed to research and theory relating to education and related fields to the same extent
Have to locate their teaching within an official syllabus and curriculum	Do not have to locate their teaching in a curriculum or syllabus – they primarily teach from pre-existing prescribed materials
Operate as teachers in an education context where they fulfil a role distinct from the students	Operate as teachers in an education context where they fulfil a role contiguous with the students'
Operate in an educational context where learning skills and literacies is flagged as priority	Operate in an educational context where mastery of content is flagged as priority
Anticipate (and are anticipated) to continue in this role	Anticipate (and are anticipated) to be only temporarily in this role
Teaching is their main activity and is directly linked to success and reward	Tutoring is one of several activities and is only tentatively linked to success and reward
Are often new to the particular institutional setting	Are often well established and known in/to the institutional context
Have a general overview of the institution and their relative function within it	Lack a general overview of the institution and their relative function within it

Table 4.1: Comparison of pedagogical contexts and likely knowledge resources for novice teachers and postgraduate tutors respectively

gogic experience over the course of delivering tutorials and other teaching experience; and experience of being students themselves in the school and of the subject.

The differences pointed out above make it clear that simply adopting either Shulman's model or one of the variants or elaborations will not suffice. The principles underpinning these categories of knowledge, their sources and their application to pedagogic reasoning are pivotal in observing the postgraduate tutors' decision making processes, and while Shulman's teachers and my postgraduate tutors may not have the same knowledge-bases in common, they do have the same objective, namely to transform content into teachable content. For this reason the coding process starts with Shulman's four criteria for pedagogical reasoning and action. Thereafter, I turn my attention to the tutors' decision-making to discover from which knowledge-bases they are recruiting their justifications and reasoning.

4.3 Preliminary classification of tutors pedagogic reasoning and action

I have used Shulman's (2004) four types of action that he asserts need to take place (see figure 2.1) in the transformation stage if content is to be made teachable. These form the basis of the first rubric applied to the three planning work sessions for the tutorials and the assessment. These actions are ones that the postgraduate tutors are excluded from in their traditional roles as classroom facilitators (that is when they are provided with prescribed content and firmly constrained sets of objectives and activities set by the course designers). By turning attention to the actions that the tutors take in this phase where they are making, or constructing, the shape, purpose and materials of the pedagogic practice, we can track the moves they make, their priorities and principles and the process by which they operationalise them.

The work sessions generated an extensive body of data in the form of transcribed audio recordings that was then coded P(reparation), R(epresentation), S(election) or A(daptation) according to which of the following foci dominated a given exchange between the tutors.

In the section below dealing with the process of preliminary classification, I first provide Shulman's original conception of each action together with the general criteria of how I have adapted them for this research's specific circumstances. In each instance, I have then provided an illustration from the transcripts and elaborated on my thinking in assigning the preliminary code. This is the first level of analysis which is intended to simply surface the kinds of concerns that the participants were addressing in various parts of the transformation process. The transcript excerpts discussed below are drawn from very early on in the first work session. In a number of cases there is clearly more than one pedagogic action under way, although the code assigned was the action that was dominant or seemed to be the main purpose of the discussion.

I then provide a map of the work sessions tracing the patterns and changes in the actions before reflecting on what these observations (regarding patterns and trends in the postgraduate tutors' actions) reveal about their emerging pedagogical content knowledge.

4.3.1 Preparation

Schulman describes the phase of preparation as survey of concepts, texts, context and instructional resources, the point of which is the "critical interpretation and analysis of texts, structuring and segmenting, development of a curricular repertoire, and clarification of purposes" (1987 :p.15). We see evidence of preparation when the tutors consider issues such as: how the modules that they are tasked with developing fit into the broader course; their critiques of the course in terms of the balance of disciplinary focus; their discussions of

the order and sequence of topics and time frames between presentation and assessment etc.

This exchange below was categorised as *preparation*, since the discussion revolves around thinking about the sequence of topics and a general analysis of what the purpose of investigating *The Truth and Reconciliation Commission of South Africa Report* might be. The tutors show their awareness of conceptual development and progression as well as a clear sense of the order that is imposed by institutional constraints such as term length and the sections each lecturer teaches. They use their experience from previous terms to help think through what is reasonable to try and cover and how it relates to the overarching trajectory of the programme that they need to fit into. The focus of the discussion is establishing the larger purpose of the content and the relationship of their contribution to the whole.

Work session 0:11 / 1:57

Sophie: So obviously we've done symbolic forms and all of that sort of thing and now they are going into Truth and Reconciliation and looking at the idea of truth and personal truth, stated truth and memory and how that is quite a complex theory. An so they go through that... so it looks at like um, personal narrative truth, social truth, factual and forensic truth,

Lois: Isn't that happening this quarter?

Itumeleng: It is . ... Ja I was going to ask. Is it material necessarily from next quarter?

Sophie: That's what I'm thinking because they start this but when is the ...

Itumeleng: The next project is due next quarter . That was why I wanted her to bring this [referring to the reading pack course outline] so we can actually see.. See this read write was material from the second quarter ...

Sophie: 'Cos I mean if it is due 3rd of October project 2 and we come back on the 23rd I think, oh no we come back even earlier I think the 18th we come back from our break

Itumeleng: 19th

Sophie: Ja, ja so that means they only have about 2 weeks or three weeks, so I think it would probably go on from what just ... remember the last project was the same ... I went on from just like 2 weeks before the block ended and then it carried on so it would be whatever material they did in that

Lois: So I mean from looking at this thing [meaning the reading pack/ course outline] page 3 we can just highlight that we will be starting from week 5 which is Nothing but the Truth

4.3.2 Representation

Shulman's explanation of representation includes "use of a representational repertoire which includes analogies, metaphors, examples, demonstrations, explanations, and so forth" (1987, p. 15). Representation comes to the fore when the tutors engage with the conceptual framework for the course (memory, history and truth/ the body: sex, race and gender) and then think through case studies or examples that they find to be helpful or not to illustrate these concepts. In some cases these examples are drawn from their own experiences as students or from the course itself. In other cases they come from their explorations as researchers or knowledgeable observers of contemporary art and culture.

The decisions and actions relating to representation are spread fairly evenly throughout the working process although the following interaction comes from early in the design process. The next extract is illustrative of the kind of actions that I have coded as representation. In this extract below, the tutors

demonstrate their concern with the examples or case studies that are useful in making the conceptual framework of the course evident to the students. Here they have taken the prescribed text from the reading pack that serves as a major content area in the course: *The Truth and Reconciliation Commission of South Africa Report*[1], and are looking for ways into the text in terms of its conceptual utility as well as what other kinds of texts they could set up in relation to it in order to be illustrative and clarify the idea that memory and representation are not neutral or absolute and therefore what this means for their relationships to history and truth. We see the postgraduate tutors volunteer ideas drawn from their own field of expertise, proposing specific case studies and highlighting what the concepts are that must hold these ideas together as well as to locate them in the bigger curriculum. What the transcription of the recording of this excerpt does not manage to communicate very well is the tutors' excitement at finding ways into the topic that they feel are authentic and relevant and original.

Work session 1:04 / 1:57

Carol: It would be so interesting if we could get hold of, a you know, a statement from someone on the TRC and you could analyse what they say in terms of truth, memory you know what I mean?

Sophie: And I mean that can go in [*meaning the section of transcript from the hearings can be included in the task resources they are developing*] and then they can do that [*meaning read the transcript in the light of the TRC's definitions of truth*] and then when they exemplify, music will go into that [*i.e. will be able to be read in the light of different kinds of truth*], all sorts of things, photography and what is truth and what is subjective and how

[1]The section that the postgraduate tutors are working with in particular is where the commission sets out its terms of reference for the idea of 'truth' and offers a problematised definition that takes into account four different aspects of truth: forensic and factual truth, social truth, personal and narrative truth, healing and restorative truth.

do you know if it is constructed the same with painting, it is trying to depict reality but does it really.

Xolani: Drama too

Sophie: Portraiture - I mean you've got them [*the four types of truth framed by the TRC report*] with so many, I mean all those portraits of queen Elizabeth where she looks so young throughout her entire life

Itumeleng: They actually have a lot of scope with that [task]

4.3.3 Selection

Originally selection, for Shulman, was "the choices from among an instructional repertoire which includes modes of teaching, organising, managing and arranging" (1987, p. 15). For the postgraduate tutors, selection entails thinking about how material will be presented, for instance, whether a case study should follow an explanation of concepts and the task entail application or whether the case study should be a way of eliciting concepts. It also covers their thinking about management of tasks: discussion in small groups; working outside of class; individual writing-based exercises. And finally, it involves the detail of organisation: arranging audio-visual resources; trying to get more class time; the correct referencing protocols to ask students to meet in their writing tasks; the advantages or disadvantages of wording and layout on work sheets and assessment briefings.

In the illustrative example below, the postgraduate tutors are engaged in making decisions related to selection. This was coded on the basis of what would be necessary to make their proposed activities work. Rehearsing how the tasks would unfold and what would need to be said to ensure that the instructions were clear. The focus is on the materials needed, and how they should be presented - in what teaching mode – and how the activities should be sequenced and how much time can be given to each in the classroom.

The postgraduate tutors also take into account the limitations the timetable presents as they are planning the first tutorial of the term and consequently will not have had the week before to brief students to prepare or bring materials along to class.

Work session 1:12 / 1:57

Itumeleng: For tutorial 1 is there anyway of ..... cos I'm thinking this whole idea of putting things in your own opinion - do you think we might be able to have 10 minutes where we ...

Sophie: They bring an example?

Itumeleng: But it is the first tut of the term - so we bring an example and we say read maybe an extract or something - we can hand it out to them and then we say actually do it collectively as a class and then spend the whole tutorial writing.

Sophie: Ja... Briefing them, even if ... ja actually...that might work... they would have by then read this reading so we could just bring in an example and say do with this reading and then put the picture and and go Ok ...what do you how do you see truth or ... something like that

Itumeleng: So get an extract from that

Sophie: Ja let them get an extract from that and let them have 5 to 10 minutes and then let them have an example, bring in an example and get them to deconstruct that example. So I mean you could take in a documentary photograph or something like that.

4.3.4 Adaptation

For Shulman, for PCK to be adaptive meant that the teachers had borne the students in mind and directed attention to "conceptions, preconceptions, misconceptions, and difficulties, language, culture, and motivations, social class,

gender, age, ability, aptitude, interests, self-concepts and attention" (1987, p. 15). Adaptation took place where postgraduate tutors considered what the students would be familiar with already from the first semester's teaching, what they had observed students had struggled with previously, as well as perceptions of what students had enjoyed in the past. The postgraduate tutors also expanded on skills that they felt were lacking, such as knowledge of email communication systems and etiquette that would stand the students in good stead for their academic careers.

These kinds of decisions occurred infrequently are not as easily identifiable as the other three categories. Where they did arise they primarily focused on what the tutors know of the students limits and challenges. In this case the tutors are thinking specifically about whether the students have sufficient language to successfully manage some of the activities they are proposing. Lois, as a music specialist, cautions about expecting too much especially with regards to the highly specific vocabulary of music. There is a moment of hilarity when the other tutors tease her for using the term lexicon but the point she makes is taken and used as a spring board to detail some of the other areas that the tutors have observed as being problematic. The postgraduate tutors perform the kind of adaptation that Shulman talks about by taking the action of considering the concepts and contents in the light of what is known about the students and where there might be, either problems, or important opportunities for targeting specific needs.

Work session 0:20 / 1:57

Lois: But the question is again, if we are going to ask discipline specific questions, do they have the lexicon? (Laugher)

Lois: I always wanted to use that word!

Sophie: And now you've got it on tape!

Lois: Ja so do they have the language to be able to discuss what we are going to give to them in detail in terms of whatever discipline they are... I mean I don't see music students really being able to unpack for example having the tools to unpack something like La Boheme or La Traviata or music in film be it District 9 or whatever so we also need to be very strategic about that because at this point in time because of the fact that it seems like there is a lot of under-representation of some disciplines students may not (inaudible) to speak very deeply

Carol: Well maybe that could be the focus of the tutorial teaching them giving them the necessary language how to unpack - I know in the reading and writing groups that is one of the things we struggle with

Sophie: I have a big problem with... and I notice when they send me the drafts to have a look, they have to summarise concepts and they write directly from the text book and you'll go no but you need to put it in your own words. But when it comes to putting things into their own words they... they cant

Lois: they just don't grasp

Sophie: or if they put it in their own words it is very generalised and I think that this is what they need to learn [i.e. how to be precise and base their answers on the text]

4.4 Trends in various aspects of the transformation process

Using the kind of deliberations discussed above, I coded every major decision made duing the work sessions and then counted them to discover the proportions shown in the chart below. It was apparent from this initial coding that the tutors' thinking was dominated by what Shulman classifies as selection: in other words, the tutors spent by far the most significant amount of their dis-

cussion time engaged in thinking through the specifics of instructional design for the tutorials and assessment. In these instances the discussion only occasionally extended to the larger issues of methods of presentation (e.g. types of group activities, written versus verbal tasks) and was for the most part caught up in the minutiae of phrasing questions and instructions. Rather less frequently than questions of selection, the tutors focused on matters relating to Shulman's category of representation: based on the texts, this transformation involved extracting the key ideas and formulating how these would be presented and engaged with through the kinds of tasks and activities.

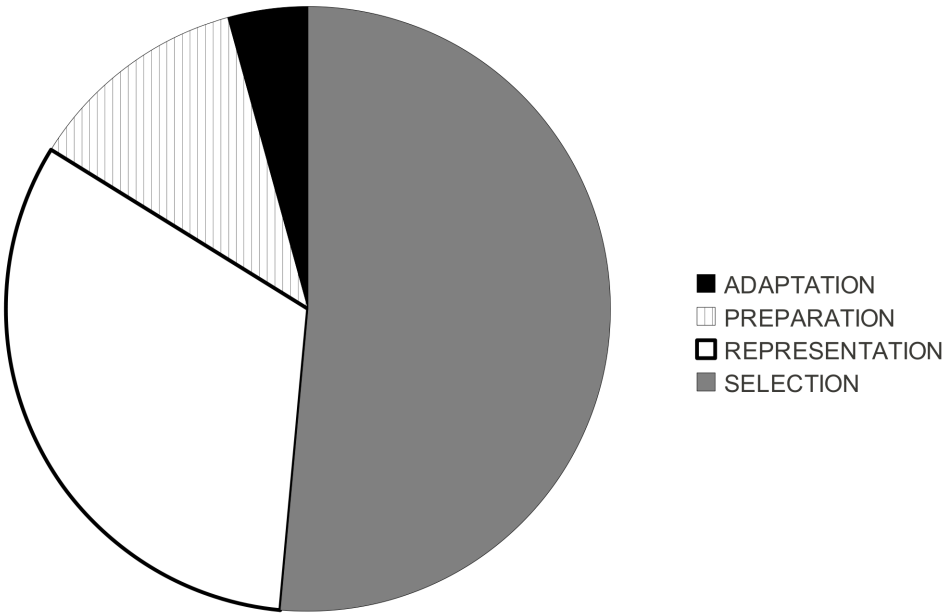

Figure 4.1: Results of primary coding using Shulman's four phases of action involved in bringing together the two bodies of knowledge that make up PCK

The tutors' attention was infrequently captured by issues of preparation or the concern for how the parts they were responsible for related to the whole, although they did manage well with considerations of how the parts that they were working on articulated with each other and the goals they had set for themselves. This may also be explained by the fact that, despite being given the space to design and develop their own materials, the tutors were con-

stantly aware of the pre-existing course that framed their small measure of autonomy. From comments made during the interview and reflection stages of the research process, the tutors seemed to find few possibilities of meaningfully interacting with what (for several of them) is a monolithic enterprise. This might explain why they contained their choices regarding preparation to the much smaller terrain of the task at hand without too much reference to the system of which it was a part.

Finally, of the four aspects of PCK that the tutors were engaged with, adaptation was very rarely taken into account. In order to offer a more fine grained analysis in tracing the qualities of the postgraduate knowledge-domains and the ways in which they are accessed, I engaged in a second round of coding of the transcript data.

4.5 The process of secondary classification

If the first part of this coding exercise was primarily aimed at examining the postgraduate tutors' decisions in the process of bringing together their knowledge of content and their knowledge of pedagogy, this next section focuses on exploring the collective resources and reasoning accessed in doing so. The analysis draws attention to patterns and relationships between actions and the reasons for those actions, and furthermore, these patterns should be read as the result of collaborative, collective action rather than being indicative of the processes and thinking of an individual.

In this instance the categories were not premised on a given theory or pre-existing literature but emerged through a process of constant comparison. Initially, I simply tagged each decision making interaction with a description that foregrounded the basis of the decision-making. I did not distinguish between what I knew to be false impressions or incorrect information or what

I suspected were somewhat idealised conceptions of their own or students' learning, since rightly or wrongly these constitute the knowledge-bases that the postgraduate tutors recruit from in making their decisions.

On a second pass through the data I was able to see emerging patterns and was able to marshal the reasoning into a range of categories which on a third pass through the data I was able to reduce to five which have a common theme.

Awareness of constraints: consideration of logistics, timing and the larger framework of the course. Perceptions (valid or not) of 'how things work' in the course and school as a whole. Reliance on the authority invested in the structure of the course or existent model of tutorials. Attempts to 'force' or constrain students by the participants in turn.

Tutors' own educational experiences: drawing on their own experience as students or from previous teaching. Remembering instances of enjoyable or effective teaching or its opposite. Inclusion of case studies they have found useful in thinking about a topic; reading material they consider from their own position as experts to be important; examples or illustrations that they believe will be enjoyable.

Beliefs and understandings about learning: relying on what they believe to be important skills or emphasis in the material being developed. Focus on what learning should be achieved, what strategies can be deployed. Relying on what they have observed as the pedagogical practices of the course and more experienced tutors, their tutor training, etc.

Observation and knowledge of students: reference to the students that they teach and observations regarding what works or does not; the students' preferences and difficulties; their needs and interests.

Knowledge of content: focus on the case studies, examples and illustrations as being important for the communication of ideas, as explication of the-

ory or in their own right as noteworthy and significant enough for students to be exposed to. Deployment of reading material as conceptually relevant rather than as a text to facilitate a skills-based task.

These categories were then used as the criteria for examining the association between the postgraduate tutors' decisions and the knowledge-bases that they drew on in each of those cases. Once I had established this dual coding system for the decision/knowledge-base I was able to look for patterns in the associations. At this juncture it is worth reiterating the point made in the methods section that this is a project based on qualitative analysis: I have used systems of data representation based in non-numeric, relational and proportional elements as I strive to hold the various parts in articulation with each other such that the complexities of people, practices, perceptions and kinds of knowledge are teased apart without becoming atomised. In this way I have attempted to tread the line between reductive instrumentalised processing of data on the one hand, and anecdotal and an entirely relativistic reading of the material gathered on the other. To illustrate this association we can return to an example used previously.

Work session 0:11 / 1:57

Sophie: So obviously we've done symbolic forms and all of that sort of thing and now they are going into Truth and Reconciliation and looking at the idea of truth and personal truth, stated truth and memory and how that is quite a complex theory. An so they go through that... so it looks at like um, personal narrative truth, social truth, factual and forensic truth,

Lois: Isn't that happening this quarter?

Itumeleng: It is . ... Ja I was going to ask. Is it material necessarily from next quarter?

Sophie: That's what I'm thinking because they start this but when is the ...

Itumeleng: The next project is due next quarter . That was why I wanted her to bring this [*referring to the reading pack course outline*] so we can actually see.. See this read write was material from the second quarter ...

Sophie: 'Cos I mean if it is due 3rd of October project 2 and we come back on the 23rd I think, oh no we come back even earlier I think the 18th we come back from our break

Itumeleng: 19th

Sophie: Ja, ja so that means they only have about 2 weeks or three weeks, so I think it would probably go on from what just ... remember the last project was the same ... I went on from just like 2 weeks before the block ended and then it carried on so it would be whatever material they did in that

Lois: So I mean from looking at this thing [*meaning the reading pack/ course outline*] page 3 we can just highlight that we will be starting from week 5 which is Nothing but the Truth

As discussed, pedagogic action in this instance was coded as being primarily concerned with *preparation*, that is to say, the tutors were trying to establish what materials they could be expected to work with, how the text in question fitted into the broader sequence of the course, how the course is segmented conceptually and what the primary goals of the segment that they are working with are. However the knowledge-base that they are drawing on here is related to the *constraints* of term times, dates by which the assessment must be submitted, and the limitations placed on them by having to fit into an existing system with limited autonomy with regards to making decisions. In other words this interaction would be coded as being *PREPARATION – CONSTRAINT*.

A two-part code showing the type association was assigned to each of the interactions in which decisions were made and knowledge-bases drawn upon.

	Adaptation	Preparation	Representat	Selection
Awareness of constraints (CONSTRAINTS)	A–	A+	A	A+
Tutors' own educational experiences (EXPERIENCE)	A	A–	A-	A–
Beliefs and understandings about learning (PEDAGOGY)	A+	A-	A–	A+
Observation and knowledge of students (STUDENTS)	A	A	A-	A-
Knowledge of content (CONTENT)	A–	A	A++	A-

Table 4.2: Results of two-part association coding

It was possible then to look at the frequency of particular pairings to look at the associations (designated by the use of A in the table) between the tutors' pedagogical content knowledge and the knowledge-bases that they were using to make these choices. A high frequency of pairings results in a categorisation of very strong (A++ : where the pedagogical reasoning was clearly, notably and predominantly governed by justifications drawn from a given knowledge-base) to very weak (A– : where there was little or no association between the knowledge-base and the particular decision being made). This table should be read in the light of the proportional information given in figure 4.1: that is to say, that adaptation occurs far less frequently than selection in the participants' decision making. Looking at the column in table 4.2 that describes the knowledge-bases drawn on when the tutors were engaged by decisions related to *ADAPTATION*, we see strong associations for *ADAPTATION - PEDAGOGY* or beliefs and understandings about learning (A+) and some degree of association for *ADAPTATION - STUDENTS* (observation and knowledge of the students) (A). This is in comparison with very weak (A–) associations with

knowledge-bases for both *ADAPTATION - CONTENT* and *ADAPTATION - CONSTRAINTS*. In other words, when the tutors were required to make decisions about how they were going to adapt content for the classroom, they frequently drew on their beliefs about learning, and to a lesser extent their own experiences as students. However, in these kinds of deliberations they seldom considered the constraints of the course or the particulars of the content that they were dealing with.

4.6 Strong associations as indices of criteria

The instances where there are strong or very strong associations can be read as indices of criteria: if the tutors make explicit associations between an action (first part of the code) and a particular knowledge-base (second part of the code) we can deduce that they are drawing the benchmark or principle for this decision from a particular source or domain of discourse. These are what Bernstein refers to as the criterial rules which are described as "the criteria which the acquirer is expected to take over and to apply to his/her own practices and those of others. The criteria enable the acquirer to understand what counts as legitimate communication, social relation, or position" (1990, p. 56). The concept of criteria and the ways that criteria reproduce legitimacy is explored in much greater detail in the following section. Suffice to say, what is at stake is tracking the so called "reservoirs" of knowledge and discourse that the participants call on in their planning of "repertoires" they will utilise in the classroom and assessment tasks. (Bernstein, 1999).

It is worth briefly reviewing these reservoirs: Since the participants have had fairly limited formal exposure to briefings, inductions and pedagogic training, the argument has been made earlier that we should look to Lortie's (1975) theory of the apprenticeship of observation as a key source of knowledges regarding teaching or pedagogy. However, the participants also have sophisti-

cated conceptual frameworks for the content they are responsible for, varying degrees of experience in classrooms working with students, and a range of models of instruction from the academic context of an art school which values the academic and the practical or professional work of art and culture equally.

The only instance of very strong associations on the table would be between *REPRESENTATION – CONTENT (A++)*. This is not surprising given the postgraduate tutors' experience as content specialists in the discipline and that the action of representation typically relies on the teacher's knowledge of content in order to select relevant text, case studies and metaphors to explain concepts. What this very strong association illustrates is that the participants are able to mobilise the content that they have been immersed in for several years in order to generate content. The postgraduate tutors therefore bring their content knowledge as a collective reservoir of examples from shared as well as individual disciplinary knowledges. That this is the strongest association on the table, suggests that this is the criteria that the participants feel most confident about reproducing.

The strong association between *SELECTION – CONSTRAINTS (A+)* tends to suggest that the participants are engaged in thinking about what teaching methods and modes they intend to use in the classroom and what organisation and management is necessary. They rely strongly on what they know of the constraints that they operate under in order to ensure that their choices are legitimate. The criteria that they have picked up on, and are in the process of reproducing, are governed by the limitations imposed by the pragmatics of the timetable, the class sizes, the resources available and the curriculum itself. The fact that this reservoir of knowledge is so prominent in the postgraduate tutors' thinking about instruction and activity suggests that having been students and/ or tutors, experience has provided them with an understanding of the constraints which they have internalised and foregrounded in their thinking.

When the postgraduate tutors think about the global organisation of the content and the purpose of the materials they are designing, the criteria that emerge as needing to be applied for the work to be legitimate, is once again that of constraint. *PREPARATION – CONSTRAINTS (A+)*. This perspective is understandable as they see themselves primarily as part of a system in which they have to work out where their activities fit in to the whole. They also need to work out how they can respond to the circumstances by not really revolutionising, but fitting in. This is probably true (to a greater or lesser extent) for most staff teaching on a large and complex course with many component parts, meaning that the individual must be secondary to the system. That the participants are fairly low down the hierarchy means that despite having been granted some space for them to expand their roles, they are fundamentally held in place by the superstructure of the course.

The remaining two strong associations on the table both deal with the participants' ideas of what it means to be a teacher and how they deploy what they know (or believe) to be important in teaching and learning. The first of these two associations *SELECTION-PEDAGOGY (A+)* I would suggest is predictable in the same way as the association was between *REPRESENTATION – CONTENT*. It follows that when the participants are engaged in thinking about what will happen at the classroom level (the modes and methods and organisation of their instruction), they would recruit from what they believe and know about teaching. In this instance, the criteria of what constitutes a valid way of teaching is drawn from what is implicit and internalised through the range of formative resources to which they have been exposed .

What is perhaps less predictable, is the association that the participants made between *ADAPTATION – PEDAGOGY (A+)*. What this indicates is that when the participants are engaged in thinking about what they should do in order to make their materials and tasks as useful and responsive to the students as possible, they revert to what they believe about teaching and learning

in general rather than perhaps their observations of what they know about the students they have been working with, or alternatively, without reference to their own experiences as former students.

Aside from the specifics of which actions were strongly associated with particular knowledge-bases, it is noteworthy that the tutors show a strong association for each of Shulman's four phases of action (two for selection). Moreover, that there are only five of these strong or very strong associations out of a possible 20, and that this distribution is not more even, indicates that there are clearly defined criteria in operation for the participants in achieving the task. In summary these criteria are predicated on: adhering to the constraints established by the larger context and curriculum; giving consideration to what they know and believe about good teaching practice; making reference to their content expertise when developing the materials for tasks and assessments.

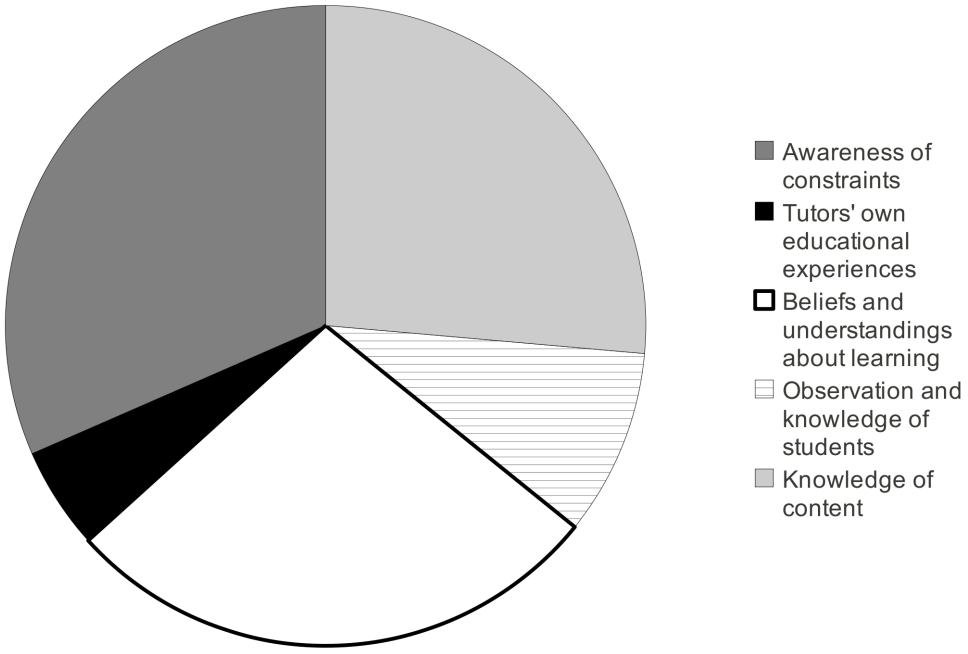

Figure 4.2: Results of secondary coding: knowledge-bases drawn on by postgraduate tutors in decision making and planning

It is also interesting to note what the tutors prioritised for their attention.

As is evident from the chart in figure 4.1, the postgraduate tutors were significantly more likely to focus on selection as the topic for their decision making than they were to consider adaptation. However, over and above the relative strength of association with each of the primary categories, figure 4.2 shows that rather than accessing either their existent content knowledge or their burgeoning pedagogic knowledge, the knowledge domain that was more frequently deployed in the planning and deliberations was that of the constraints that they were dealing with: material, logistic, real and perceived.

The three areas evident here are aligned to the three dominant considerations that constitute the postgraduate tutor's role: firstly their expertise in content; secondly the new task of being solely responsible for the creation of pedagogical instruction, the activities of the classroom and the criteria for assessment, and thirdly their frustration/ acquiescences/ awareness of the institution that frames this activity in the form of the dominating presence of the constraints. The other knowledges that were only marginally taken into consideration - their own experience and their observations and understanding of the students they taught - were largely overwhelmed or bypassed despite these two knowledge-domains being rich and novel sources of insight in the task of planning and designing course materials and assessment. The evidence of this first stage of data analysis confirms several important points. The postgraduate tutors in this study are engaged in the process of learning how to bring about the transformation of knowledge into a teachable form and to this end they display a variety of different approaches and rationales in how they pedagogise knowledge.

The postgraduate tutors, unlike the novice teachers discussed in the existing literature on PCK and teacher training, do not necessarily have recourse to the same knowledge resources in this process and so it was necessary to discover what knowledge domains they drew on in the act of planning and designing course and assessment material. These participants were discovered to not

only have a range of different knowledge resources that they recruit from in order to make decisions, but that the decision-making process was extensively justified by recourse to these knowledges. Furthermore, the participants discriminated in the ways in which they relied on some knowledge sources more than others for certain kinds of decisions. Finally, it is apparent that some knowledges are under-accessed and under-utilised despite them being very valuable for thinking about teaching. It would seem from the finding that developing knowledge of the students' needs and strengths as well as being able to think critically about their own learner-experiences offers potential sites for developing postgraduate tutor knowledge.

My original research problem was not only to look at postgraduate tutors' demonstration of the components and combinations of knowledges, but to invesitigate whether the decisions that they made would result in priorities and activities that subverted or recruited the existing models of lessons and assessment design. It was because of this aspect of the research that Basil Bernstein's model of the pedagogic device was employed to facilitate the move from thinking about postgraduate tutors' production of knowledge 'per se' – with all the problems attendant on such an understanding of knowledge - to being able to read the postgraduate tutors' production of knowledge in relation to a social context and conditions.

— 5 —

Transformation (PCK) as Recontextualisation (Pedagogic Device)

In the previous chapter, the findings have been based on the premise that PCK is not only a certain kind of knowledge, but that this knowledge is deployed in the service of transformation of specialist content knowledge into the pedagogic content knowledge. In other words, what Paulo Singh (2002) calls "pedagogising knowledge" which, like Shulman's concept of transformation, involes making content teachable. However, pedagogising knowledge is also the process of making content part of the regulative discourse of education. This regulative discourse is inextricably interwoven with issues of control and the criteria that are used to evaluate conceptions of knowledge, frame our understanding of who people are and how they learn, and offer models of reality and how it is ordered.

By giving the participants in this study the task of designing content and an assessment, I had hoped to surface, firstly, how they brought their knowledge of content and knowledge of pedagogy to bear on this task. Secondly, that in

the process of design, their attitudes and beliefs as to 'what counts' as learning would become apparent. In part, this was to provide the participants with the opportunity for reflection and development, but also to provide me with their criteria for what a suitable performance is and what they see as constituting an adequate understanding on the part of the students they teach, as well as their views on what they, as teachers, believe works or does not. These questions move the research from the focus on the individual and the lines of cause and effect, and enter the territory of discourse and performance.

Shulman (1987) puts PCK forward as a concept for shifting from one kind of knowing to another: The claim I put forward here, is that the transformation of knowledge at the heart of PCK is tantamount to recontextualisation in the pedagogic device. But, as Bernstein demonstrated, this act of transformation or recontextualisation is far from being simply instructional, and is in fact the site of power and control.

> [T]he recontextualising principle not only contextualises the what of pedagogic discourse; what discourse is to become subject and content of pedagogic practice. It also recontextualises the how; that is the theory of instruction is not entirely instrumental. The theory of instruction also belongs to the regulative discourse, and contains within itself a model of the learner and of the teacher and of the relation. (Bernstein, 2000, p. 35)

When knowledge is pedagogised, it is by an actor, intended for a recipient and with a particular purpose in mind. The agent of recontextualisation, therefore (knowingly or unknowingly) constructs the instructional discourse on a mostly invisible foundation of regulative discourse. She does this by setting up the criteria that must be fulfilled if participants are to be said to have 'met' the conditions for adequate and legitimate realisation in reproducing this discourse. Bernstein then sets about mapping the dynamics that construct, and

in turn are constructed by, this particular discourse. Coming out of Foucault's position on discourses: that "they do not identify objects, they constitute them, and in the practice of doing so they conceal their own invention" (Foucault, 1974, p. 49), Bernstein's project is to make visible the concealed structures that not only carry the message but also regulate it such that it facilitates the continued reproduction, transmission and acquisition of dominant/ dominated relations (Bernstein, 1990, p. 165). There are many levels at which these discursive structures function, however, for the most part my analysis is located at the micro-level and is primarily concerned with the inter-personal and the anticipated activities in the tutorials.

Postgraduate tutors are traditionally insulated from the field of recontextualisation that is the critical part of pedagogising knowledge. Their roles typically include: being producers of knowledge - as they work on producing their research reports, dissertations and creative projects; being reproducers of knowledge as they meet with their tutorial groups and teach the pre-selected, sequenced and organised information that has already been recontextualised in concrete form in the shape of the course reader and its tutorial worksheets. What is at stake in this exploratory research, is that space was made for the postgraduate tutors to change their role. The next part of the findings and analysis is a discussion in order to establish, if in fact the tutors did engage in the task as recontextualising agents. And if so, what criteria for realisation and legitimacy did they encode via the instructional discourse.

5.1 Postgraduate tutors as agents of recontextualisation

As has already been detailed, the tutors had been given two tutorial sessions to design. They had been told that they had carte blanche for one of the tutorials, while the other would need to be a briefing session in anticipation of the assessment they were designing. The criteria that they were given for

the assignment was that: it would count 15% of the course work mark; that it would be preferable for it to be paragraph questions or mini essays; that it should include some measure of practice of good academic reading and writing skills; and that the papers had to be submitted by a certain date. To this end the course coordinators and myself as researcher had set up a task that gave the tutors a fair amount of autonomy over the 'what' or content of the assessment and but more limited autonomy over the 'how' in so far as it was a task that needed to fit in with the rest of the course logistics.

Working within these 'officially' constituted constraints, the tutors focused their interventions and innovations at the level of the texts they introduced rather than novel attempts to change the classroom practice. There were occasions where the postgraduate tutors' proposed radical departures from the existing pedagogical practices along the lines of: extra classes or at least extra time for the scheduled classes to fit in more activities; activities that required extensive meeting and co-ordination outside of class time; creative projects in lieu of the usual academic literacy-based type of assessments; and perhaps most interestingly, a task that reproduced at the student level, the task I had given to them as postgraduate tutors, i.e. to design the activity for a tutorial session. These were all subsequently abandoned. For the most part, the tutors recruited existing academic texts from the reading pack to set up the basis of their conceptual framework and looked to find new texts to serve as case studies.

5.2 Recontextualising rules

The field of recontextualisation comes with its own set of rules that can be summarised as: relation, selection, sequencing and pacing. In other words, in order for a text to be recontextualised it needs to undergo a transformation in which the text is de-located and then relocated such that it has met the

criteria Bernstein establishes (Bernstein, 1990, p. 61). As a result, the text will no longer be the same: it will have changed position relative to other texts, practices and positions. Bernstein goes on to draw attention to the fact that there is a second stage of transformation or repositioning once it is in the field of reproduction – or more specifically the classroom where it becomes active.

The de-location occurs when a discourse or text moves from its "original site of effectiveness" (Bernstein, 2000, p. 32) in the field of production into its new position as a text for teaching, and is filtered through the suppositions, assumptions and predispositions of the recontextualiser. In Bernstein's model, the recontextualising field is hierarchically subordinate to the field of production which produces the knowledge that it transforms, and in turn within this three tier system, it is succeeded by the field of reproduction which is governed by the rules of evaluation which constitute pedagogic practice that happens within the classroom. These recontextualising rules perform a mainly regulative purpose in that they involve rules that define standards (Bernstein, 2000, p. 115) and transmit criteria for what constitutes legitimate texts as students are reproduced as acquirers (Bernstein, 2000, p. 28).

The figure 5.1 highlights the process of recontextualisation in Bernstein's model: that after having been de-located and passed through the active filter of recontextualisation, the newly re-located text will bear the markers of this process in that relative to the original source it will have been selected, simplified, condensed and elaborated (1990, p. 61). There are multiple instances of this kind of activity making it evident that the postgraduate tutors not only took on this role, but that they did so with alacrity and competence. I have limited the presentation of evidence to a close reading of one of the instances of recontextualisation in the study.

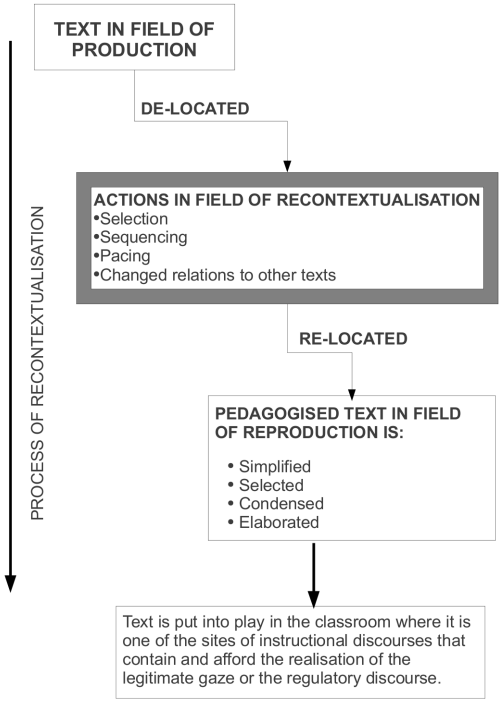

Figure 5.1: Bernstein's model of the action of de-location and re-location of texts in the field of recontextualisation

5.3 De-location and re-location of texts in a process of recontextualisation

There were three instances where the tutors chose completely new texts that had not been circulated at any level in the course. One was Agualusa's novel *The Book of Chameleons* (2004), the second was Aaron McGruder's animated serialised satire *Boondocks*, and the third was P!ink's (2001) hit song *Family Portrait*. There were two additional case studies that the tutors incorrectly identified as new material, namely Kevin Carter's image *Photograph of a young girl with a vulture in Ayod, Southern Sudan (1993)* and Taylor and Kentridge's play *Ubu and the Truth Commission* (1997). These texts have been used previously in the tutorial and lecture material for the course in previous years and I would suggest that the tutors were subconsciously recycling texts that they had internalised from having seen and used them before. *The Book of*

Chameleon's was only used as the basis for the assessment task, but the other texts served as both tutorial discussion material and then case studies for the assessment.

The assessment task that utilizes this recontextualised text is presented as appendix A.6. The transcripts from the sessions developing this tasks illustrate how the tutors go through a process of repositioning the text out of the context of a novel as a fictive work of magical realism set in an imaginary world with talking geckos. This serves to illustrate the conceptual terrain of truth and memory established in the foreword to the report on *The Truth and Reconciliation Commission of South Africa Report*. The conversation below is drawn from an early version of the assessment question before it had undergone revision into the version given, however, it illustrates the process of de-location and then re-location in an explicitly pedagogic discourse.

Work session 3: 00:32 / 1:57

Sophie: [*referring to the instructions on the assessment briefing worksheet*] Shall we put the page numbers after the [phrase] "identify the four kinds of truth" since that suggests that the reading is only on page 105 – 108 [which is not accurate] but the answers and the four truths are on the pages 105 to 108. It is just a technical thing, moving the page number to after. Do you agree?

Itumenleng: No no I do, I am just trying to find... [*the tutor goes back to read aloud the instructions they are preparing*]. "Working with 2 in the reader, identify and describe the four kinds of truth - page 105 – 108 - that can be found with in the above extract. Explain how the 4 truths are exemplified in the above extract." Maybe we should say - cos there are too many things going on here - maybe instead of "in the above extract" maybe say "from the Book of Chameleons"

Sophie: Ja

Itumeleng: From Agualusa's ....

Itumeleng: [*tutor reads aloud the revised instruction*] "Working with 2 in the reader identify and describe the four kinds of truth (page 105 - 108) that can be found with in the above from Agualusa's Book of Chameleons. Explain how these 4 truths relate to the above extract" ... and then at the bottom I'll put 5 marks for naming and elaborating on each of these truths?

Sophie: [*confirming the mark allocation*] ... cos we said one mark for naming it, two marks for a definition and 2 marks for explaining how it relates it the... *[*Itumeleng:] Maybe we should put that it? Maybe not in the actual thing but maybe in the marking guide?

What is apparent from the transcripts is that the choice of *The Book of Chameleons* is a choice that arises out of one particular tutor's interests and professional focus. Itumeleng enthusiastically 'pitches' the novel to the other tutors justifying how she reads that text as being a valid illustration of the principles of memory and truth that the course proposes. The remaining tutors are happy to follow her lead and are convinced by her argument. The text then goes through a process of modification where excerpts are selected and extracted and juxtaposed. The excerpt is modified by its new association with the serious content of *The Truth and Reconciliation Commission of South Africa Report* such that a singular 'way' of reading the novel is emphasised. Reciprocally, and despite having already been recontextualised in the service of the course at an earlier stage, *The Truth and Reconciliation Commission of South Africa Report* is equally modified by the association with the the excerpt from *The Book of Chameleons*. In this new relationship, it is no longer primarily associated with its original context of testimony and restitution, and instead the two texts are recruited to serve a post-modern reading that sets up history as a narrative amongst other multiple constructed narratives each with their own claims to a plurality of truths.

Simplification of the text takes place through its framing and the instructions that are given to the students so that they are not overwhelmed or confused by how "many things are going on" in the un-recontextualised text. Moreover, in the assessment that the reading is a part of, there is evidence of suturing the two excerpts together in such a way that the condensation serves the post-graduate tutors' specific focus without introducing extraneous or conflicting messages. The conversation circulates regarding whether the text should be further edited to eliminate the possibility of confusion, a choice which is ultimately foregone.

An introductory paragraph is then inserted as an elaboration and summary of the excerpt's original context. The introduction explicitly focuses the text by emphasising notions of truth, memory, evidence and reliability and then goes on to use additional positioning in the form of academic referencing and citation styles. The final act of recontextualisation comes in the form of the formatting and insertion of the text on the assessment template complete with mark allocation and instructions as the now recontextualised text enters the field of reproduction and is ready to be engaged and activated at the classroom level. *The Book of Chameleons* has effectively been re-located and the gap that results from the de-location/ re-location is now filled by the pedagogic discourse that frames the way in which the text can and should be read if the reading is to be considered legitimate and in the ways the text facilitates the realisation of the underlying regulative discourse in the work that the students produce.

5.4 Recontextualisation as the realisation of the gaze

The concept of adequate or legitimate 'realisation' came up in two quite different instances in the reflection session after the teaching and marking sessions were complete. In one case, the tutors were unanimous and admiring of what

they clearly regarded as an exemplary performance of legitimate knowledge by one of our colleagues. She had been able to approach (what was to her) a completely unknown text and in a seemingly effortless, casual impromptu discussion had been able to dissect the text and make the links to the theory at hand relating to truth, narrative, memory and power. In contrast, the tutors registered their disappointment over their impression that the students did not adequately acquire the appropriate gaze and that therefore the texts that the students produced had not met the standards that the postgraduate tutors considered necessary.

Reflection session: 0:28 / 1:48

Itumeleng: I am disappointed but like I say, I loved our assignment, I still love our assignment. I am proud of it. I just wish that from the student's point of view, because like I said from the beginning we were so passionate about their experience of the material we put together and from the marks it suggested that it wasn't as exciting as we thought it was to the point of being oh f–k it! let me do it the night before as opposed to ooohhh let me work on it 2 weeks before!

Reflection session: 0:20 / 1:48

Xolani: And it [*the students' responses to the assignment questions*] just makes no sense because you can see that this question is out of 25 marks and you just say what is this student thinking? Because they did not, and I don't know if this is indicative of first year, but I felt like they were refusing to apply themselves. I felt that they were not truly investing in the work. Otherwise for my class, and I think you said this as well, when you were going through the material preparing them for the assignment (because we had 2 tuts to prepare them) it was fun in those tuts and you got people who never even spoke, speaking because the Boondocks were there and then you got the assignments back and you were like, what is

this? And there is no excuse because I practically gave them the answers during those preparation tuts. So I cant say that it was hard, but it was the failure for them to invest in the work and I don't know if I am going to call it laziness.

Sophie: And definitely I noticed when I was with you teaching those tuts, those groups were so excited and there was debate and we went over time and it wasn't like my normal tuts when we are overtime everybody starts packing up, they just kept debating and so when I saw the drafts I was like well...

Itumaleng: where did it all go?

Xolani: where did it all go?

What these comments above suggest, is that it was not just content knowledge that the tutors were anticipating as indicators of adequate demonstrations of competence from the students but something more, something more akin to a disposition or attitude that indicated the students having taken on something of the 'way of doing'. What the postgraduate tutors show quite clearly is that their evaluative rules of the field of reproduction required students to assume a position relative to this de-located and recontextualised text and the more a student meets the criteria set up as legitimate, the more they are evaluated as having been successful as acquirers.

Bernstein elaborates on this idea of the "acquirer" and the process of acquiring the necessary and sufficient criteria to produce texts that meet the evaluative criteria. To this end Bernstein utilizes the concept of "gaze", explicitly adapted from Foucault to refer to the acquirer who "rarely has access to the transmitter(s) recontextualising principle but this principle is tacitly transmitted and is invisibly active in the acquirer as his/her 'gaze' which enables the acquirer metaphorically to look at (recognise) and regard, and evaluate (realise) the phenomena of legitimate concern" (Bernstein, 2000, p. 173).

Maton extends Bernstein's original model to take into account that "for every knowledge structure there is also a knower structure; that is, fields are knowledge-knower structures... Where 'knowledge structures' conceptualize the arrangement of knowledge within fields, 'knower structures' conceptualize the arrangement of knowers" (2010, p. 161). Maton makes the point that in different disciplines what is being reproduced is not only disciplinary knowledge but the attitudes and beliefs of the knower. In other words the basis of knowledge is not primarily factual, but rather is based on the reproduction of knowers.

It is possible to see that the postgraduate tutors, given the latitude granted by the institution, are willing and competent recontextualising agents. While the particular messaging that accumulates around the recontextualised text may not be something that they are alert to, it is apparent that they are aware that they are not simply in the business of designing texts and activities sufficient that are about content transmission. The postgraduate tutors are sensitive to the fact that they are engaged in the task of reproducing knowers, or as Bernstein would have it, a particular gaze that enables the recognition and realisation of the disciplinary knowledges and dispositions. They are able to judge where this is achieved and where it is not yet perfectly reproduced.

The characteristics that the tutors are looking for as indicators of legitimacy of the students' gaze are not of their own design or selection. While they have encoded these criteria into the activities and text through the recontextualisation process, the tutors are simultaneously in a process of demonstrating their own competence and legitimacy of gaze by reproducing the institutional and regulative discourses that they have internalised as acquirers. In the next section I go on to argue that it is this double gaze that is the source of much of the anxiety and concern that emerges in the discussion of constraints and control in the postgraduate tutors' discourse.

5.5 Constraints as a major theme

In the end, the materials and assessments that the tutors designed reproduced the instructional styles and priorities of the course seamlessly and they were justifiably proud of their performance of competence at reproducing the discourses. They would perhaps be a little chagrined to have their valuable and hard won innovations characterised as being "reproductions" of the discourse. Joni Brenner, designer of the majority of the tutorial and assessment materials for the programme for the last several years, felt that the only changes that were required involved scaling back some of the class activities since on paper it was clear that there was too much planned for the 45 minute sessions. Brenner also proposed and assisted with formatting the materials such that they were consistent with the style of the rest of the resources students receive. The ease with which the postgraduate tutors' materials were accepted was further evidenced in the staff tutors' acceptance of the requirement to teach and mark the re-designed content. They, offered little or no resistance when the tutors presented their plans and only commented by asking for clarity about some of the case studies or to check on, or complain about logistics regarding the circulation of resources like printed worksheets or DVD's with the audio/ video tracks for discussion. As a deliberate choice on my part as the researcher, as well as on the part of the course co-ordinators, the students were unaware that their assessment had been deisgned by the tutors as part of a research project and continued with the activities and assessments as part of the normal functioning of the course.

This is not to say that there was no tension and contestation about issues of content, instruction and assessment that arose during the design process. Although, the ways in which these were surfaced was more complex and nuanced than I had initially anticipated. There were the occasional comments in direct response to disagreement with a particular case study or lack of a reading that the postgraduate tutors felt was unforgivable to exclude. Similarly,

on one or two occasions, mention was made of a task that the participants felt they had had to endure as students and that they would not subject the current students to. There were not influential moments of resistances to the existent system. Instead, it became apparent that the real ongoing negotiation about what was/ was not legitimate, what was/ was not possible, what was/ was not desirable was happening between the lines at the level of discourse rather than at the level of of statements of intent. The participants took a very measured approach to their design, but one that was consistently navigated with reference to the idea of constraints. In reviewing the content of the planning sessions as well as using the pre-interviews and reflection sessions as corroboration and opportunities to ask the participants to elaborate or explain some of their positions, I identified some of the main constraints that circulated and resurfaced in the tutors' thinking. These tended to take three very different forms: an awareness of the limits imposed by external factors; setting up constraints for themselves as 'goals' or 'aims'; paying significant attention to phrasing instructions for the students for class activities and the assessment.

The constraints are conceptualised in three specific ways: those acting upon the postgraduate tutors, those being enacted by the postgraduate tutors, and then in their turn, those the postgraduate tutors required to be enacted by the students. My claim is that the concerns with constraints tracks the relay of the regulative discourse from the institutional level to the students via the postgraduate tutors' instructional discourse.

5.5.1 Limits imposed by external factors

This first type of constraints tended to arise in the planning sessions as reactions: For example if a suggestion was made for a particular activity or text, the constraint would be raised as a reason why it was not possible or to suggest an improvement or alternative to circumvent the constraint. Some of the most frequently occurring constraints included:

- that the students themselves were a constraint in that
  - they were still so new to university education that they could not be relied on to know how to act in certain ways/ access certain resources
  - they were somewhat deficit in their motivation/ awareness/ abilities
- that the logistics of the course were a constraint: classroom size, audio visual equipment, scheduling in the term, duration of tutorial and so on
- that the course structure was a constraint in terms of types of case studies taught, concentrations of subject matter, approaches to case studies, dominance of certain disciplines
- that they constrained themselves from broaching certain ideas which were too sensitive or 'heavy' because they did not all feel able to cope with some of the issues that one of the proposed case studies generated
- that they felt anxious about some of the choices they had made and whether they would be acceptable to the other staff

5.5.2 Self-imposed constraints

The second type of self-imposed constraints tended to be proactive and were geared towards ensuring that choices being taken met the criteria that the postgraduate tutors had set for themselves fairly early in the process.

1. The tutorials and assessment should be 'fun' and 'accessible' which meant for the tutors updating the case studies by drawing them from contemporary popular culture.

   Work session 1: 0:50/ 1:57 [*discussing instructions to students to select their own case studies*]

Itumeleng: It can be anything really it doesn't have to come from the course

Sophie. Absolutely

Itumeleng. Go find something

Sophie: Go find something that you really interested in because I think that it is true when I have to write about something that I'm not particularly interested in it is a half-hearted attempt but when you really love something a painting that you really like you want to talk about it so it is giving them the opportunity to really choose what they passionate about.

2. The tutorials should be geared towards getting every student to 'participate' which in their view is evidenced by all students being required to make a comment on the topic or case studies

Work session 1: 0:37 / 1:57

Itumeleng: You know I was actually thinking before coming here because I was reading through the stuff and I was marking some of the tutorials that I thought were fun and the ones that I thought were fun for me were where the ones where the students got to engage. Because when I sit here and I speak and you have all of these blank faces I just hate that and how do you get them to interact?

Work session 1: 0:37 / 1:57

Sophie: What we could do is have a tutorial where we say today we are going to have a tutorial where we learn to talk about an art work or a play or a piece of music and then we divide then into groups or something and you give them an example and make them work it as much as possible because that is how I remember learning how to do was you just forced yourself to describe in detail every single thing about this case study or whatever and then justify why you

are talking about these certain aspects of it. I don't know if I am making sense.

3. The assessment should provoke them to say things 'in their own words' which the tutors took as being the aim of university education and synonymous with understanding concepts or texts and formulating opinions.

Work session 1: 0:33 / 1:57

Xolani: I agree with her because it is what I call taking ownership of the information when you are able to say it in your own words and I always say to them that you should be able to speak about any topic that you've learnt in this course if anyone from the street could ask you and make them understand.

Work session 1: 0:19 / 1:57

Sophie: I have a big problem with... and I notice when they send me the drafts to have a look, they have to summarise concepts and they write directly from the text book and you'll go no but you need to put it in your own words. But when it comes to putting things into their own words they ...

Lois: ...they cant

Sophie: they just don't grasp it

Carol: or if they put it in their own words it is very generalised

5.5.3 Constraining language

Thirdly, the postgraduate tutors emphasised from early on in the process and laboured over the careful consideration of the instructional language to be used on the printed material making up the worksheets and assessment recurs throughout this research because it was so notably important to the tutors.

This interaction below typifies the numerous instances of collective experimentation with different instructional verbs that made up the dominant activity in the work sessions in that no other set of choices dominated the discussion to this extent.

Work session 2 : 0:42/ 2:07

Sophie: And then for the third [*question in the assessment task*] where they have to choose an example, their example from their own discipline. [*Itumeleng is writing out these as notes and repeating the words after Sophie*] ...choose an example from your own discipline that applies to the above concepts of truth

Lois: Oh I like that

Itumeleng: ....that applies?

Sophie: ....that applies to the above concepts of truth

Xolani: We came up with it last week

Sophie: .....and explain how they, and explain how that example, and explain how it exemplifies those concepts of truth. or describe how they, or elaborate on how they....

Itumeleng: I have made it a separate sentence because I think if it is all in one thing they struggle sometimes to see that it is 2 different things. So, choose an example or case study from your own discipline that applies to the above concepts of truth. Should it be, sorry I know that I am being technical - should it be one that applies to the above concepts to the above concepts of truth or what were you can apply the above concepts of truth?

Sophie: One where you can apply to above

Lois: Ja cos it is going to be hard to find something that is going to

Sophie: and they need to be able to do it themselves to give them anything

Itumeleng: choose an example or case study from your own discipline

Sophie: ...where you can identify

Itumeleng: Where you can apply"

Sophie: Ja where you can apply these various concepts of truth.

Itumeleng: ....various concepts of truth. Ja f–k it is important terminology ... choose an example or case study from your own discipline where you can apply these various concepts of truth too

Lois: Yo, English! Your seventh language!

Carol: So, choose an example from your own discipline the exemplifies different aspects of truth.

Sophie: Or choose an example from your own discipline and explain how...

5.6 Tracking the regulative discourses

These three types of constraint reveal something about the curriculum of the course FVPA, but more importantly, the nuances and textures of the post-graduate tutors' anxieties and priorities are a window onto their process of acquiring, recontextualising and reproducing the regulative discourse of the curriculum.

When the participants set the goal for themselves to create tasks that were fun, that the students could really invest in and care about, they were relaying a philosophy of education where 'personal passion' and deep commitment to thinking about and making art were assumed to be sufficient to engender learning. Later in the reflection session, the participants express their disappointment in that they believe the students started with the project the night

before instead of the two weeks before the due date. In this statement, and others like it, the participants reveal that what they believed the students needed to reproduce was, in part, a disposition of fervour and intensity towards their work. On the other hand, the staff tutors and lecturers found the students' performance to be completely acceptable. This suggests that while the postgraduate tutors are primarily reproducing the regulative criteria of the institution, this is not a straight forward transfer and a certain degree of it is derived from more general or personal sources that are more idealised or romanticised than that of the other staff.

What surfaces in their discussions and attention to the phrasing of the tasks and assessment questions is that they are grappling with reproducing the discourse of academic literacies that they have been exposed to in the ten week of tutor training they received and the numerous questions they have seen and answered in their own careers as students. They are also relaying what they have learnt in their months as tutors and the dozens (and in the cases of the tutors who have more than one year of tutoring, literally hundreds) of papers they have marked.

5.7 Ambiguous and ambivalent control

Earlier, in the discussion of Bernstein's conceptual framework, reference was made to the concepts of framing and classification. To review: classification is determined as being strong or weak depending on the degree of insulation that the various categories, subjects and agents of a pedagogic practice have from each other. On the other hand, framing is a mechanism of control where the stronger the framing of a pedagogic practice, the more likely the instructional and evaluative criteria are to be within the determination and control of the teacher and the less likely they are to be within the control of the students.

Bernstein (2000, p. 45) goes on to describe a curriculum that has both weak

framing and classification as a competence mode. FVPA strives for these characteristics. The course is not rigorously bounded in terms of subject specialisation, in fact as an interdisciplinary course it makes the integration of weak classification a major feature. Likewise, the framing at the level of student activities and assessment in the tutorial programme aims to be as weak as possible with the tutors described as facilitators and the emphasis being placed on student-centred learning and participation. Yet, constraints are the single most significant structuring principle of the course for the participants and these constraints seem to suggest strong framing and classification principles.

The fact that constraints are so central to the participants seems to be at odds with the observations that the course appears to operate in competence mode with weak framing and therefore low levels of control. Yet the repeated phrasing and framing of the instructional materials by the tutors speaks to a process that is more often found in disciplines and discourses where language has a particular utility and potential to bind and secure meaning. Within a horizontally integrated discipline and discourse like FVPA the potential for this kind of framing and distinction slips away as soon as it is on the page, setting off another cycle of seeking the word that can provide the external locus of control and authority that the tutors are seeking.

This contradiction is apparent at the level of classification as well. It is hard to imagine a context more autonomous than a university course in a discipline with no associated professional body providing input at the regulative level and in a tradition of the creative arts that affords role players significant levels of freedom. A competency model is generally marked by the absence of text books, prepared materials and teaching routines. And yet for the tutors, the work they do is almost entirely premised on strongly classified criteria: the resources and sequence of events are normally established elsewhere, at a different time (sometime years distant) and by an actor clearly insulated from them by the university's hierarchy and employment status. The teaching

instances are rigidly defined in time and space and insulated from the other teaching modes. Consequently the tutors find themselves caught between conflicting modes of working and demands. On the one hand they are eager and able to recognise and realise that FVPA operates on the basis of a competence mode in general, but in their experience suggests otherwise and the reiteration of issues of constraint and limitations is the most explicit and consistent sign of this.

— 6 —

Conclusion

This research started by asking: How will someone who has an excellent grasp of content, but who has had very little formal training in teaching methodologies, develop content in such a way that it is useful for teaching? What choices will they make in this process, and what sources of information will they use as the basis for these choices? What might this person decide to focus on, and would one be able to tell from this what they believe is important about how and what to teach? Can these priorities tell us something about the person, the content being taught, or the context where the teaching is happening?

At the start of the research I had assumed that the participants were well equipped to cope with the content demands of the task but had less well developed pedagogical knowledge. Nonetheless, as a researcher and fellow tutor on the course, I knew that the tutors had a range of reservoirs of knowledge to draw on: their tutor training workshops; their various levels of experience of working with students; their own experience as students; and the pedagogical knowledge wrapped up in the texts and human resources that support FVPA as a course. My research was also premise the ideas that the teaching that happens in undergraduate tutorials is such an important pedagogical mode that it is critical to invest in the teachers who are engaged in this teaching.

In the process, the research has discovered some of the processes and negotiations postgraduate tutors go through in the process of developing PCK and how these are underpinned by a range of criteria and considerations. Much as Shulman (1987) and Lenze and Dinham (1994) have discovered about novice school teachers, it follows that for postgraduate tutors PCK develops and emerges with experience and practice. The PCK of the participants may be fledgling, but the research follows their decision-making process as they negotiate their own beliefs and attitudes about teaching and learning with the other constraints they must take into account. These constraints include how activities and texts fit into the overarching logic of the course and take cognisance of time-frames, sequence, conceptual progression and pacing. The participants also demonstrated their skill in finding texts and examples and adapting them in the service of making points about concepts. The postgraduate tutors deliberated and decided on their teaching modes, classroom activities and assessment tasks, determining their feasibility while keeping their philosophies of what constitutes good teaching in mind. The tutors were also able to draw on their experiences as students and from their observations in the classroom to think through potential problems that might arise with their plans while also thinking about what would be interesting and useful for the students.

Beyond this initial layer of discovery, the research revealed that the participants had a range of five main reservoirs that they accessed when thinking about their teaching: their content knowledge; their own beliefs and knowledge about teaching; their own experience; their knowledge of and observations of the students they work with; and their knowledge of the constraints that frame their teaching practice. However, these resources were not all equally used by the participants. While their confidence in their knowledge of content saw them turn to this easily and readily, they were far less likely to use what they had learned through experience or observation. Perhaps working

with postgraduate tutors to help them have better access to these knowledge-bases would have a positive impact on enriching their emerging pedagogical content knowledge.

However, the fact that the participants focused so heavily on their knowledge of constraints: institutional; curricular; in terms of what they expected of themselves and of the students was a surprise. Clearly the issue of constraints was a site of anxiety, but was also the site of some of their most important and productive thinking. So I was left asking, what was at stake in prioritising decision-making based on constraints?

Using Bernstein's model of regulative and instructional discourse, this research concludes that knowledge of constraints is critical to reproducing the regulative rules and legitimate gaze. That is to say, by paying attention to constraints imposed on them, setting up constraints for themselves and in turn setting the constraints for the students, the postgraduate tutors were ensuring that they were engaged in teaching practice that had adopted a legitimate gaze and in return were reproducing the legitimate gaze in the students.

The implications of these observations are both pragmatic and theoretical. They speak back, in some measure, to the still dominant discourse in literature and practice that postgraduate tutors can be a threat to quality teaching and learning. These approaches tend to focus on tutor training and development in pedagogy as something added on to content knowledge, after the fact. That is not to say that the findings from this research suggest that training is not important. On the contrary, the participants consistently made reference to content and concepts that they had learned about in their training sessions. Perhaps, even more importantly, it is what they had internalised that informed their constructions of what constitutes good teaching methods and evaluation.

However, the finding challenges the model of postgraduate tutor development that begins and ends with generic centralised 'tool kit' or instrumentalised approach. It also challenges the idea that postgraduate tutors can never

really develop as teachers without being given the opportunity to do one of the most central and significant jobs of a teacher: that is, transforming content or as Bernstein would have it, pedagogising knowledge. Discovery and learning about teaching and the development of the vital attribute of PCK can only be realised if space is made and sufficient latitude is given to postgraduate tutors to act as agents of recontextualisation. Autonomy to act as recontextualising agents, even in small measures, appears to bring significant gains for the participants. This suggests that there is the potential for productive change if there are shifts in the regulative rules governing postgraduate tutors in terms of the classification and framing of what role they can play and what the institution's responsibility is towards them on a macro as well as the individual level of aspiration and agency.

The postgraduate tutors' sensitivity to the many kinds of constraints that circulated and that they in turn re-circulated means that they are highly likely to reproduce the regulative rules that they find in operation. Therefore, more than any amount of training, the cumulative messages of what is valued in terms of student and teacher performance in a given context is far more likely to find realisation and reproduction through the tutors' choices.

Finally, it would seem that a significant degree of the anxiety experienced by the tutors stemmed from their struggles to resolve some of the paradoxical constraints that are exacerbated by their ambiguous, hybrid roles. This is particularly evident in the observation that the course operates as a competence mode with weak framing and classification in some levels of operation such as disciplinary knowledge, classroom instruction, assessment and content. In other ways, the course is strongly framed (especially the constraints on pacing, sequencing, time and segmentation) and strongly classified in terms of the insulation and hierarchy between actors and modes of teaching. Research into the roles of the postgraduate tutors, as actors in the network of relationships, fell outside the scope of this project, but I suggest that it would be an

important and logical next step in understanding these issues.

In addition to extending the research to specifically evaluate its impact on the conceptions of teaching roles and actor relationships, there are several areas which this project points to as being necessary for future research: extending the research design to include observation of the postgraduate tutors' PCK in play in a classroom context; evaluating the students' responses to the tasks designed by the participants; and tracing changes in the participants' quality of PCK and integration of knowledge domains over time.

Beyond the specifics of this exploratory intervention, any claims to its utility as a training or development method for postgraduate tutors would be limited and premature. A single limited cycle of content design, working with a group of five tutors, in a particular disciplinary and institutional context, is clearly insufficient to make any generalisable claims. However, there would seem to be some value in piloting the activity with a larger and more diverse group of participants. Different disciplines have widely varying instructional and regulative discourses and very different rules of framing and classification that could have a significant impact on the outcomes should the intervention and method be repeated.

— A —

Additional Materials

A.1 Ethics Clearance

Wits School of Education

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Ggg

STUDENT NUMBER 9505643F
Protocol: 2011ECE070**C**

5 September 2011

Ms Cathrine Duncan
37 2nd Avenue
Westdene
Johannesburg
2092

Dear Ms. Duncan

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

Reframing the roles of tutors in terms of pedagogical content knowledge: A study of a tutorled planning process and the impact on tutors' knowledge and roles.

The committee recently met and I am pleased to inform you that clearance was granted. The committee was delighted about the ways in which you have taken care of and given consideration to the ethical dimensions of your research project. Congratulations to you and your supervisor!

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely

M Mabeta

Matsie Mabeta
Wits School of Education
(011) 717 3416

Cc Supervisor: Ms. L Slonymski (via email)

A.2 Research Participant Information and Consent Form

Research Participant Information and Consent Form

You are being asked to participate in a research project. Researchers are required to provide a consent form to inform you about the study, to convey that participation is voluntary, to explain risks and benefits of participation, and to empower you to make an informed decision. You should feel free to ask Catherine Duncan any questions you may have.

Study Title:
Reframing the role of tutors in terms of pedagogical content knowledge: A study of a tutor led planning process and its impact on the perception of tutor's knowledge and roles

Researcher and Title:
Catherine Duncan

Department and Institution:
School of Arts, University of the Witwatersrand

Address and Contact Information:
Room 240
WSOA Building
East Campus
Wits University

011 717 4641
082 564 6554
catherine.duncan@wits.ac.za

PURPOSE OF RESEARCH:
You are being asked to participate in a research study of a tutorial programme designed by postgraduate tutors. It is an investigation into how postgraduate tutors' pedagogical content knowledge shapes tutorial and assessment design and furthermore, to discover whether the active emphasis of this knowledge through a tutor - led design process affects their understanding of their role and knowledge as a teacher.

This study is being conducted a the research component of a Masters in Education degree through the University of the Witwatersrand.

As a postgraduate tutor teaching on FVPA, the academic core course within the School of Arts, you have been selected as a possible participant in this study.

From this study, the researchers hope to learn:

- What processes, choices and priorities do tutors select when engaged in a tutor-led collaborative process of tutorial content generation and assessment design? In other words, how do postgraduate tutors engage their pedagogical content knowledge in the process of tutorial and assessment design?

- To what extent do tutors transform, or recruit, the existing models of tutorial and assessment design that are already operating within the course?

- Does involvement in tutorial content generation and assessment design affect tutors' experiences of their teaching practice and context and understanding of the tutor's role?

Your participation will involve about 10 hours spread across the 3rd and 4th quarter wherever possible to suit your available time.

WHAT YOU WILL DO:

- 30 min - 45 min briefing meeting SCHEDULED FOR 29th JULY 10:00 – 11:30

- 30 min individual pre-activity interview to gauge you opinion and conception of your tutoring role and philosophy for teaching (scheduled first weeks of 3rd quarter)
- 3 x 90 minute work sessions in which tutors design and develop 2 tutorials and 1 assessment task to be presented in 4th quarter (scheduled in 3rd quarter to suit tutors' workload and available times)
- 2 x 30 minute FVPA tutors briefing on the aims and materials (these will take place in the usual way - the week before the tut)
- 30 min assessment marking briefing on criteria and objectives for the task (quarter 4)
- 60 min end of project focus group debriefing and reflection (quarter 4)

The interviews, work sessions and focus group will be documented by audio recording and transcribed. You will be provided with an opportunity to review the transcripts of your audio recordings after the data collection process is complete and before the analysis begins in order to review and clarify any issues or statements that you have made in the sessions.

POTENTIAL BENEFITS:
Involvement in this project has no direct and material benefits and will not necessarily impact on future employment possibilities by the university however, your participation in this study may contribute to your skills development and training as a tutor and can be noted on your CV.

PRIVACY AND CONFIDENTIALITY:
The data for this project will be kept confidential. Data will be coded and will not be reported with details that could identify you as individuals.

While the sessions will be recorded, any concerns or discussions that we have outside of these moments of data gathering will be held on the basis of private conversations and will not form part of the data used in the research.

Data be stored in the researcher's private office and will be protected by password in electronic form and any hard copies of data will be secured under lock. The raw data in the form of audio files and unedited transcripts will be held until any final required changes to the research report have been made and the paper has been accepted. They will then be destroyed.

Data will only be accessible to the researcher, participants as part of the validation process, the research supervisors and the examiner of the research report. However this data will be de-identified and only the researcher will have access to the data prior to de-identification. The results of this study may be published or presented at professional meetings, but the identities of all research participants will remain anonymous as specified above.

I agree to allow audiotaping of the interview, focus group and 3 work sessions.

Yes No Initials_____

YOUR RIGHTS TO PARTICIPATE, SAY NO, OR WITHDRAW
Participation in this research project is completely voluntary. You have the right to say no.You may change your mind at any time and withdraw. In the event that you are no longer willing or able to participate in the research, please let the researcher know immediately.

COSTS AND COMPENSATION FOR BEING IN THE STUDY:
You will receive the hourly remuneration for your time as involvement in this project is covered by the time allocated within your contract to development and training. However, if you choose to opt out of this research project other suitable activities will be allocated to you to ensure that you suffer no loss of income (or hours of bursar service).

CONTACT INFORMATION FOR QUESTIONS AND CONCERNS
If you have concerns or questions about this study please contact Catherine Duncan at the details given above.

DOCUMENTATION OF INFORMED CONSENT.
Before making the decision regarding enrolment in this research you should have:

- Discussed this study with an investigator,
- Reviewed the information in this form, and
- Had the opportunity to ask any questions you may have.

Your signature below means that you have received this information, have asked the questions you currently have about the research and those questions have been answered. You will receive a copy of the signed and dated form to keep for future reference.

_____
Name

_____
Signature

_____
Date

A.3 Tutor Questionnaire

Tutor Questionnaire

1. What is your degree and what are you researching?
2. After you graduate do you see yourself as an academic or as a maker or possibly a synthesis of the two?
3. Have you done any teaching before becoming a tutor in FVPA?
4. How were you recruited for the role of postgraduate tutor?
5. How many of the tutor training sessions did you attend?
6. What ideas and methods covered in the training did you find interesting?
7. How have you used these strategies in your tutoring – can you give an example?
8. Is there anything about the course design and objectives of FVPA that you find especially interesting or problematic?
9. Are there any changes you would make to the objectives and design now that you have tutored on the course?
10. From your perspective what are the the things that you believe are important for a tutor in FVPA?
11. What do you think is expected of you as a tutor on the course? Are you satisfied with this role?
12. If you had to map the student - tutor- lecturer relationship set up in FVPA visually what would it look like?
13. Does this image apply to you own relationship with your students and the lecturers? If not, how is it different?
14. If you had to map the relationship between your own research as a student and your work as a tutor what would it look like?
15. What were your primary reasons for agreeing to participate in this research project?
16. What do you imagine might be some of the key challenges and benefits of this research project?

17. Are there any other comments or questions you may have?

A.4 Tutorial 1 - Project Brief 1

TUTORIAL 1
Monday 19 September 2011

Project Brief 1

In this tutorial you will:

- Work with Project 2 and the first two case studies of the project

1. Read through the project questions and keep them in mind when doing the following tutorial.

2. Divide into four groups.

Read the extracts on truth and prepare a short summary on what you understand of the specific truth you will be looking at.

- Group 1 – Factual and Forensic Truth on page 105- 106 of your Reader
- Group 2- Personal and Narrative Truth on page 106- 107 in your reader
- Group 3- Social Truth on page 107 – 108
- Group 4- Healing and Restorative Truth on page 108

(10 minutes)

3. Report back to the class, explaining your understanding of the specific truth you were allocated

(10 minutes)

4. Look at two of the case studies:
   a.i.1.a.i. Pink's *Family Portrait*
   a.i.1.a.ii. **Ruckus' Story** from *The Boondocks*

(10 minutes)

5. Consider the case studies and how they relate to what you have learnt about the different concepts of truth

(15 minutes)

Case Study Information

Pink. Family Portrait. *Missundazstood*. 2002, Arista.

Ruckus' Story: McGruder, A (Writer), & Kim, Y.C (Director). (2010). In Kim, S. E. (Producer), *Boondocks*, Adelaide Productions, Inc.

Ends.

A.5 Tutorial 1 - Project Brief 2

TUTORIAL 1

Monday 26 September 2011

Project Brief 2

In this tutorial you will:

- Work with Project 2 and the two remaining case studies of the project

1. Look at the last 2 case studies:

   a.i.1.a.i. *Ubu and the Truth Commission*

   a.i.1.a.ii. Kevin Carter's Photograph of a young girl with a vulture in Ayod, Southern Sudan (1993)

2. Consider the case studies and how they relate to what you have learnt about the different concepts of truth in last week's tutorial

(15 minutes)

Read through Project 2's questions again and:

3. Think about:
   - What am I being asked to do?
   - What do I need to know?
   - What do I need to do?

4. Discuss as a class how you think you should answer the question regarding the case studies with reference to what you have learnt about truth and the problems that arise from these concepts of truth.

5. Use the last few minutes of the tutorial asking questions you have pertaining to Project 2.

Case Study Information

Carter, K. Photograph of a young girl with a vulture in Ayod, Southern Sudan. (1993). Johannesburg: Weekly Mail

Ubu and the Truth Commission. DVD. Taylor, J (Writer) & Kentridge, W (Director). (1997).

Ends.

A.6 Project 2

PROJECT 2

Due 12 October

Value: 15% of coursework

Constructions of Identity, Memory, Truth and History

In this project you are required to:

Identify and understand different concepts of truth

Identify and explain the complexities of identity, memory, truth and history

Apply these concepts and their complexities to the extracts below, as well as to the case studies provided.

Agualusa's *The book of Chameleons*: a summary

The *Book of Chameleons* is a novel by Angolan novelist José Eduardo Agualusa. It is narrated by a gecko (lizard) who was once a human being. The story tells of a man, Felix Ventura, who deals in an unusually scandalous business; that of selling history, memory and constructed identities to a new bourgeois clientele that is obsessed with acquiring the right lineage. Ventura makes up, or frabricates stories about people's pasts (often these people are generals and politicians), giving them a wealthy and powerful ancestry. The interrelated themes of identity, history, memory and truth are explored in a satirical and comical manner. However, as the novel unfolds, this fabrication of history and truth begins to catch up with Ventura and his clients as the 'real' truths about their pasts become apparent.

Read the following two extracts from Jose Eduardo Agualusa's *The book of Chameleons* and use it to answer question 1 of the project*:*

Extract 1

"The foreigner closed the door. He walked around the room, his hands clasped behind his back, pausing for a long moment in front of the beautiful oil portrait of Frederick Douglass. Then he sat down, at last, in one of the armchairs, and with an elegant gesture invited the albino to do the same. It was as though he were the owner of the house. Certain common friends, he said- his voice becoming

even gentler- had given him this address. They'd told him of a man who dealt in memories, a man who sold the past, clandestinely, the way other people deal in cocaine... 'But do tell me, my dear man- who are your clients?'

Felix Ventura gave in. There was a whole class, he explained, a whole new bourgeois, who sought him out. They were businessmen, ministers, landowners, diamond smugglers, generals- people, in other words, whose futures are secure. But what these people lack is a good past, a distinguished ancestry, diplomas. In sum, the name that resonates with nobility and culture. He sells them a brand new past. He draws up their family tree. He provides them with photographs of their grandparents and great-grand parents, gentlemen of elegant bearing and old-fashioned ladies. The businessmen, the ministers, would like to have women like that as their aunts, he went on, pointing to the portraits on the walls- old ladies swathed in fabrics, authentic bourgeois *bessanganas*- they'd like to have a grandfather with the distinguished bearing of a Machado de Assis, of a Cruz e Souza, of an Alexandre Dumas. And he sells them this simple dream."(Agualusa, 2004; 16- 17).

Extract 2

"You could argue that we're all in a constant state of change. That's right, I'm not quite the same as I was yesterday either. The only thing about me that doesn't change is my past: memory of my human past. The past is usually stable, it's always there, lovely or terrible, and it will be there forever. (At least, this is what I thought before I met Felix Ventura" (Agualusa, 2004; 55).

Bibliography

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Project questions

1. Working with the two extracts from Agualusa's *The book of Chameleons*, explain how concepts of truth and memory can be problematic and conflicting. Comment on whether you think memories and histories are ever truthful?

   (5 marks)

2. Working with Reading 2 in your reader (*The Truth and Reconciliation Commission of South Africa Report)* (pages 105 – 108), identify and describe, **in your own words**, the four kinds of truth discussed in the reading.

   (20 marks)

   (1 for naming each truth, 4 for each description)

3. Select one of the four case studies given. Write an analysis of the case study using the two conceptions of truth suggested for each case study in the table below.

   (25 marks)

   For this question, you will need to name and contextualise your case study, which will require independent research and appropriate referencing. Tutorial 1 and 2 address the case studies.

Case Study	**Conceptions of trut**
Pink's *Family Portrait*	Personal/narrative an
Ruckus' Story from the Boondocks	Forensic/factual and p
Kevin Carter's photograph in Sudan	Forensic/factual and s
Ubu and the Truth Commission	Healing/restorative ar

Case Study Information:

Carter, K. Photograph of a young girl with a vulture in Ayod, Southern Sudan. (1993). Johannesburg: Weekly Mail

Pink. **Family Portrait**. *Missundazstood*. 2002, Arista.

Ruckus' Story: McGruder, A (Writer), & Kim, Y.C (Director). (2010). In Kim, S. E. (Producer), *Boondocks*, Adelaide Productions, Inc.

Ubu and the Truth Commission. DVD. Taylor, J (Writer) & Kentridge, W (Director). (1997).

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A.7 Tutor Feedback Session Plan

Tutor Feedback Session Plan
21 October 3:30 Room 237 WSOA

Will be audio recorded – consent has been received previously.

1. Explain the purpose of the feedback session:
    a. to capture their general reflections on the experience of the planning process
    b. to capture their impressions of how the tutorials and assessment went from their own/ student/ other tutors' points of view
    c. to provoke reflection into the choices made in designing the materials
    d. to inquire into how the process may have impacted on their sense of their own skills as well as their sense of their roles as tutors

2. Explain the programme for the afternoon:
    a. coffee and cake and informal discussion (approx 20 minutes)
    b. 2x exercises that involve reflection and discussion (approx 30 minutes)
    c. opportunity for tutors to make comments, ask questions, make recommendations (10 minutes)

3. **Part 1:** Coffee and cake and an informal conversation about the things that they enjoyed or didn't enjoy about designing materials. Thoughts on things that proved more difficult/ less difficult than they anticipated. Things that they felt went well and things that were disappointing.

4. **Part 2:** Inquiry using the “quadrant method” where one axis of the quadrant denotes central vs peripheral involvement in decision making regarding the design of tutorials and assessment while the other denotes constraints vs possibilities in the same. The question asked is:
    a. after going through the design, teaching and marking process how would you characterise the dominant factors in your experience?
    b. everyone has a chance to explain their choices
    c. everyone has a chance to reconsider and be persuaded to move to a newly negotiated position and say what it was that precipitated the change.

5. **Part 3:** Inquiry using the “quadrant method” where one axis denotes affiliation toward content vs pedagogy and the other novice vs expert:
    a. before designing, teaching and marking your own material where would you have positioned yourself on the grid? And why?
    b. now that you have been through this process do you think your position has changed? If not/ so, why?

6. **Part 4:** Time open for tutors to ask questions, make comments etc

A.7.1 Faculty of Humanities tutor training workshop modules

Title of workshop

- Tutors to register for particular day to attend workshops
- Managing small groups in tutorials
- Student perceptions of peer tutoring
- Strategies for success as a student
- Deep and surface approaches to learning
- Decoding the essay topic
- Reading for academic purposes
- Encouraging active learning in tutorials
- Differences between coursework and exam essays
- Helping students to manage exams
- Evaluating your tutorials

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