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Face-to-Face,Print–Based or E-learning? A Case Study of ICT Integration in Alternative Instructional Modalities at the University of Swaziland

A thesis submitted in fulfilment of the requirements

of the degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

THE UNIVERSITY OF WITWATERSRAND

Gciniwe N. Nsibande

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Abstract

This study seeks to establish key differences in pedagogical practices associated with and facilitated by different modalities of course delivery. These are: face-to-face instruction in a traditional university lecture-based environment; print-based course delivery, whereby off-campus distance learning students attend face-to-face lectures and tutorials on campus from time-to-time, and Moodle-based online course delivery integrated into the lecture and tutorial-based environments.

The key aspect of the study concerns changing pedagogy as a consequence of the introduction of online learning tools within the traditional delivery modalities. I investigate the nature of and extent to which a Moodle platform has been introduced into the traditional face-to-face teaching and learning situation. This is done to ascertain exactly how the pedagogies established and practiced within the traditional delivery modalities are recontextualised in the digital delivery modality. Recontextualisation in this context refers to how the curriculum and pedagogic practice are transformed when interpreted and delivered by instructors to both full-time and distance education students through the three teaching and learning delivery modalities used at UNISWA. The extent of the recontextualisation is accounted for through an experiential case study of four different instances in which the same course is taught by the same instructor to the two student groups. The content and aim of each course is identical, but the pedagogy is not intended by each instructor to be the same in each case. This scenario provided a distinctive, perhaps even unique, opportunity to study the recontextualisation of pedagogic content, pedagogic practices, and assessment practices in a controlled manner across the three modalities.

The research goal was realised by employing a multiple-case study design where four faculty staff members completed a 36 item Likert scales type questionnaire. On the basis of a content analysis of this limited quantitative data, each instructor was interviewed in-depth on their pedagogical practices to establish what lay beneath their beliefs in teaching and learning and espoused practices. Key themes were identified and continuous comparison was executed to analyse the transcribed questionnaire data against the interview data. I strengthened the

qualitative aspect of this study by means of documentary analysis of course texts ranging from printed course learning materials, such as; course outlines, handouts, modules and Moodle web pages. I also conducted, recorded and transcribed face-to-face as well as content and learning pathway (Moodle) observations, to once more contrast enacted pedagogic practice against espoused pedagogic beliefs.

I use Bernstein's (1990, 2000) theory of pedagogic discourse extensively,particularly his notions of classification and framing principles. Weak classification (-C), specifically in the case of this study, means the more there is reference to online lessons, materials, assignments, feedback and so on or use of e-learning in face-to-face instruction, the more e-learning is integrated into the traditional modalities of teaching. In the same way, strong classification (+C) denotes that the more face-to-face and e-learning are kept apart, the less integration of e-learning into traditional modalities of teaching is taking place. Likewise, the framing principle relates to the transmission of knowledge through pedagogic practices. Strong framing (+F) is used to indicate a visible pedagogic practice that is traditional and therefore opposed to a constructivists approach expected when teaching distance education students and when using e-learning. Weak framing (-F) is applied to indicate an invisible pedagogic practice that is closely related to the mandated constructivist approach.

The research findings answered the research question of whether an instructor's pedagogic practice remains unchanged whichever delivery modality is used. Bernstein's classification and framing principles are employed to check and establish the instructor's pedagogical practice and provide the framework for presenting the main findings of this study. With the exception of one out of four case study instructors, the practice is strong classification and framing (+C/F) throughout. This reflects that the traditional approach is predominantly applied in the classroom. This study thus recommends that multiple pedagogical approaches should be acknowledged and applied in all teaching and learning.

Index Words: Pedagogic discourse, Recontextualised, e-learning, Blended learning, Classification principle, Framing principle, Pedagogic practice, Pedagogic devices

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DEDICATION

To God Almighty and the four significant men in my life, who are from different generations: my father(now late), Babe Mboni Naphtali Dlamini whom I love and miss dearly, the Nsibandes' (Bo Goje Mdlanyoka) - Sifiso,my husband, friend and No. 1 staunch supporter. Our sons, Siyabonga and Andzile; our precious gifts from God. Through God's Grace you have honoured and humbled me with the numerous titles which I hold with pride; Daughter, Wife and Mother respectively. Thank you for all that you have contributed to my life. God Bless you all – Your patience and love truly sustained me as I embarked on this journey. I am all yours again.

DECLARATION

I declare that this thesis is my own unaided work. It is submitted for the Doctor of Philosophy at the University of Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.

Gciniwe N. Nsibande

……. Day of July, 2014

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LIST OF ACRONYMS

AL – Active Learning

BOCODOL - Botswana College of Distance and Open Learning (BOCODOL)

CF2F instruction – Conventional Face-to-face instruction

COL – Commonwealth of Learning

DE – Distance Education

DL – Distance Learning

EFA – Education for All

F2F Instruction – Face-to-face Instruction

FT – Fulltime Student

GKOS – Government of the Kingdom of Swaziland

ICT – Information, Communication and Technology

IDE – Institute of Distance Education

LDC – Lower Developing Countries

LMS – Learning Management System

MDG's – Millennium Development Goals

ORF – Official Recontextualising Field

PPP – Power Point Presentation

PRF – Pedagogic Recontextualising field

SIM's – Self-Instructional Materials

UNISWA – University of Swaziland

DEFINITION OF KEY TERMS

The following are key terms which are defined to ensure clarity of their use in this study.

- *Modality*- refers to the total, overall strategy used to deliver an education programme. A delivery modality combines various modalities of delivery in order to accomplish the goals of any particular course of study. Thus, in this study I use the term delivery of modality (as opposed to delivery mode) to refer to three delivery modalities of content used at UNISWA and IDE, which operate as a dual-modality institution.
- *Dual modality* Institution – University of Swaziland and Institute of Distance Education operate within one institution. This means there exists conventional full-time and distance education students enrolled for the same academic programmes.
- *E-learning* - The use of digital and networked technologies to support teaching and learning. In this study, this terminology is used interchangeably with online learning as they both fall under the computer- based learning, category.
- *Blended Learning* – "an effective integration of different modalities of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face-to-face interaction"(Krause, 2007, p.1 cited in Griffith Institute of Higher Education, 2010).
- *Recontextualisation* - is the process through which a largely implicit pedagogic discourse is transferred from one site to another (produced, recontextualised and reproduced). In this study, recontextualisation rules "offer a way of extending current understanding of the use of technology in universities by adding the means to describe the relations between instructors, their students and technological artefacts used for teaching" (Jump, 2011, p. 3).
- *Pedagogy* – The term 'pedagogy' generally refers to a method of instruction. It "entails the activities of educating, or instructing or teaching and activities that impart knowledge or skill" (*Towards a Unified e-learning Strategy* citing DFES, 2003, p. 6 JISC e-learning programme, 2004
- *Teaching and Learning* – "Learning is skill acquisition and increased fluency. A teacher

(instructor) is anyone who affects the environment so that others learn; i.e., mediates learning" (Saffran, 2011, para.1). In this particular study the two terms are not separated and are used to refer mainly to pedagogic (teaching) practice.

CHAPTER 1: INTRODUCTION AND RESEARCH QUESTIONS

Introduction

This chapter introduces and details the focus of the entire study. In doing this, the chapter explains the motivation for the study, the context of the study in the form of Swaziland's socio-economic status, as well as UNISWA and IDE operating as a dual modality institution. Similarly, distance education principles, the delivery modalities used at the institute and the current IDE student profile is presented. Lastly, this chapter sets out this study's research problem, its aim, goals, and significance,and outlines the structure of the thesis.

This study is contextualised within the discipline of higher education. It is located within a specific paradigm of 'change' in terms of pedagogic practice. The key question it seeks to address is how content is transformed and how pedagogies are changed and elaborated in relation to different modalities of course delivery at the University of Swaziland (UNISWA). In essence, this study investigates the way pedagogies are established and practised within the traditional modalities and are then recontextualised in the e-learning (Moodle) modality in order to produce legitimate text in a blended learning system as practised within IDE at UNISWA.

The level of the recontextualisation is examined through an experiential case study of diverse types of duplicate courses taught by the same instructor across the three delivery modalities. These courses are offered asan FT, lecture-based course at UNISWA and via distance education at IDE to different FT and DE student groups, respectively.

To me, introducing a different modality of delivery, whether via e-learning or not, should compel instructors to ponder on their current pedagogic practice and become more open to improving it. Therefore, I use Bernstein's (1990, 2000) theory of pedagogic discourse and his notion of recontextualisation to examine the changing pedagogy as a consequence of the nature of the new tool within the existing delivery modalities. This is because his concept of

recontextualisation "provides the opportunity to operationalise the mechanics that shape pedagogic practice when e-learning is integrated into teaching" (Robertson, 2007, p.77). I then apply the constructivist theory (Piaget, 1896 – 1980 &Vygotsky, 1896-1934), which is frequently linked with pedagogic approaches that promote active learning and also underpins e-learning, in conjunction with Bernstein.

Motivation for this Study

My interest in this area was aroused from an IDE report which recommends that "UNISWA should develop a plan to implement a blended e-learning strategy that will indicate how IDE will adopt e-learning and the time frame; how and when to train interested staff on how to write web-based content..."(Siaciwena, 2007, p.44). The blended learning system is an approach that blends e-learning into the traditional F2F lectures and print modules used as methods of teaching and learning. In this instance, e-learning refers to the use of a Learning Management System (LMS) called Moodle1 in which instructors and students largely interact through the use of computers. Consequently, the aim was to comprehend the nature of and extent to which a Moodle platform has been introduced into the traditional F2F teaching and learning situation at IDE. I note the 'changing' pedagogic practice in the blended learning system implemented here as such and recommend appropriate pedagogic practice.

This is mainly because there are contradicting views regarding the uptake of e-learning by personnel at the IDE in Swaziland. For example, there was a study of factors affecting the adoption and implementation of online learning at the IDE. It revealed that the "uptake by lecturing staff of online learning has been very slow, and only a few courses are available online" (Maphanga, 2012, p.i). However, an DE academic paper revealed that the original reaction of UNISWA IDE instructors to LMS "has been a relatively rapid uptake and a steady stream of requests for Moodle course environments…"(Ferreira-Meyers & Nkosi, 2011, p. 10). So, the contradiction that one study identified instructors' reluctance to use Moodle and the other stating the opposite, made me realise the need to explore further 'how'instructors introduce a

[1]Moodle's use of the classroom metaphor, its sophisticated support for interaction and collaboration, especially in group-work, its support for conventional file management as well as its general ease of use would at least set the best possible conditions for the broader improvement of student achievement and performance (Ferreira- Meyers & Nkosi, 2011, p. 11).

newer delivery modality, e-learning, into the traditional modalities of teaching and learning. Furthermore, their 'use' of Moodle in the teaching and learning experiences they create for IDE students at UNISWA is examined. What is more, I derived motivation for this research from the following statement:

> [DE] is mainly technology driven. Researchers exploit the technological features of ICT for the design and development of [DE] environments, without paying much attention to and applying theoretical modalities, pedagogical principles and instructional goals (Mikropoulos, 2000, p. 1).

The above statement provoked me into pursuing this study as I recognised that technology in classrooms can become an effective medium when "teachers (instructors) deliberately use [it] in relation to appropriate and targeted pedagogical practices"(Wright,2010, p.1). It also permits me to adequately fill an information gap regarding changing pedagogical practices as a result of the nature of a new medium when rewriting or redesigning any course from one modality to another.

This brings to the fore recontextualisation aspect which this specific study considers to be a two-step process. First, the course outline is created by the instructor who derives the content from the field of experts and selects suitable information to be relayed to the students. Thus, the process of recontextualisation is centred on transforming the course outline into content to be presented in the Official Recontextualising Field (ORF), which in this instance is the classroom situation. Second, is when the course outline is transformed to become accessible to students. Here, it is concurrently transferred by being converted into practice through the three delivery modalities in the blended learning system implemented at UNISWA, specifically within IDE.

The decision to research in this specific area was further inspired by a mini-study conducted by Nsibande (2011) that was based on evidence gathered from a previous study conducted within IDE, which showed that lecturing sessions were more effective and useful as compared to tutorial sessions (Sukati & Chandraiah, 2004). The rationale behind that particular study (Nsibande, 2011) was to influence 'change' among IDE students and tutors regarding F2F tutorials and suggest how

other support tools can be used in DE tutorials, so they are considered as valuable as F2F lectures. Consequently, one of the recommendations of this study was that a good alternative platform for tutorials to occur would be online. This demonstrated the value of e-learning in IDE. It became even more apparent as the target audience (instructors and students) indicated their awareness that computer-based instruction (LMS Moodle), which is already in place at UNISWA, can be utilised as the appropriate teaching and learning medium to help prepare better for the tutorials (Nsibande, 2011).

Therefore, this current study complements the previous study in that it engages in a deep exploration of the extent to which instructors use e-learning for teaching IDE students. Motivation to undertake this study accelerated after I co-authored another IDE research paper with a colleague which reiterated and expanded on the LMS Moodle being offered as a tool to improve the tutorials (Ferreira-Meyers & Nsibande, 2012). Equally important is that this study is contextualised to ensure a clear perspective of IDE as a case study site and that how it relates to DE is clearly understood. Next, I discuss the context of this study.

The Context of the Study

Socio-economic Status

Swaziland is categorised as a lower middle income country (United Nations World Food Programme [WFP], 2013). A corresponding statement states that "Swaziland is the 5th poorest country in the world and the poverty rate is 69.2%" (Sauter, Alexander & Weigley, 2012, p.1). As such, it has to give precedence to education as the worldwide trend dictates. Education responds to alleviating poverty through increasing the knowledge base of a country. However, poverty causes a 'digital divide' in that:

> people from poor countries are deprived of the chance to become better educated because without technology, information worldwide is not readily available, thus preventing people in the poor countries from keeping abreast with latest innovations and ideas. More often than not this results in a decrease in unemployment, an increase in health and development occurring because educated citizens want to succeed, economically, individually and as a country (Tiene, 2004, p. 90).

In light of the above, “education planners in developing countries promote and include DE in planning their education systems so as to facilitate the achievement of the Education for All (EFA) targets and the Millennium Development Goals (MDGs)” (UNESCOInstitute of Statistics, 2004 &World Bank, 2000, p.12).Whereas, the “MDGs for Africa clearly propose to eradicate poverty, illiteracy and increase employment by 2015, which will result in increased productivity throughout Africa” (Wambui & Black, 2009, p.1).Thus, if Swaziland falls short of sustaining and expanding tertiary level education, it is unlikely that the EFA and MDGs will succeed.

In response to the mounting need for tertiary education by individuals who, for various reasons, were unable to acquire a post-high school qualification and as a solution towards ensuring that the Kingdom works towards achieving the MDGs, the IDE was created in 1994. It was initiated as an independent section (a faculty within UNISWA) and later became fully fledged and operational in 1996 as a DE institute. Whereas UNISWA offers full-time programmes, IDE offers programmes through DE.

Additionally, since UNISWA primarily depends on the Government of the Kingdom of Swaziland (GKOS) subsidy, IDE students were included as recipients of sponsorship in order for them to pursue their academic studies. However, due to the current economic crisis which is negatively affecting Swaziland’s finances, this sponsorship has been cut down drastically. Thus, funding UNISWA (IDE included) has become a significant challenge. Proof of this status quo is highlighted by Sukati (2010 a, p. 70) who stipulates that “the main sources of income for the University are from the Swaziland Government (about 74%) and from students’ fees (about 20%).” Consequently, alternative methods to access education at tertiary level which were economically viable, yet simultaneously valuable were sought; thus the creation of the IDE because DE is considered one of the best alternatives to distributing education on a large scale as it requires less physical facilities, less economic capital, and is more industrialized (Moon, 2005). Also, DE is “one solution to providing education to all those who desire it, can afford it and will benefit from it” (Fowler, Vilakati, & Sukati, 2013, p. 250).

UNISWA and IDE – Dual Modality Institution

IDE and UNISWA operate together as a dualmodality institution[2] which entails the use of two teaching and learning systems, DE and the conventional full-time programmes. This practice of DE programmes running concurrently with the F2F instruction is progressively being chosen by many universities (Fowler, 2010b). Confirmation of this practice is that numerous African countries have become open universities or converted their universities to become dual-modality institutions (Daniel, 2006).

In contrast, as IDE offers courses and programmes that are currently offered on-campus this has stifled the development of IDE. Basically, IDE cannot offer unique, diverse, marketable and relevant courses and programmes which will produce students who are ideal for the current postmodern labour market. The reason behind this is that the UNISWA policy directive[3] states that IDE must offer the DE programmes with identical regulations and requirements as in the conventional face-to-face (CF2F) programmes. For that same reason, the DE concept is central in this study and to give clarity, I provide a brief description of it.

Distance Education, its Principles and Open Distance Learning

An eloquent definition of DE offered by several scholars, which concurrently incorporates the global perspective, captures crucial elements in terms of relevance to the research goal. It is as follows:

> DE has students scattered in numerous locations studying in one institution. It involves two-way communication between instructor and students. It is a collection of methods for the provision of structured learning. Despite the distance between instructor and students, the latter are taught through being guided through a variety of mediating processes used to transmit content, provide tuition or measure assessment.

[2]The AVU and BOCODOL are both independent institutions, accrediting their own programmes and having their own staff to service them. In contrast IDE is part of UNISWA, bound by essentially FT conventional regulations and dependent mainly on UNISWA teaching staff to service their programmes. A close link with a host university has certain advantages. For example, all programmes will be accredited by the host University; use of resources and facilities is optimised, and funding is underwritten (Fowler,et. al., 2013, p. 252).

[3] Normally, the Academic General Regulations of the Conventional Departments of the University of Swaziland governing examinations of certificate, diploma and degree programmes shall apply). Similarly, an identical examination is written by both FT and DE groups as normally, there shall be formal examinations at the end of each semester for all examinable course modules (UNISWA Calender 2013/2014 -1021.70/71 & 1021.72).

> [DE] is for the purpose of facilitating and supporting the educational process by using an appropriate combination of different media, tutorial support and peer group discussion (Guri-Rosenblit, et al., 1999, 2005, p. 469).

This succinct definition of DE is the core premise this study operates from. DE instructors need to recognise "that there is a growing recognition of the worth of DE as the knowledge base expands and is communicated globally" (Keegan, 1990 as cited in Amundsen, 2000, p. 2). Moreover, the DE principles described next, highlight it as a key concept implemented in the education sector.

DEPrinciples

The key DE principles are a critical component in this research as they signify the expectations and operations of DE. Hence, six key DE characteristics provided by Keegan (1996,Rekkedal, Qvist-Eriksen,Keegan, Suilleabain, Coughlan, Fritsch, 2003,p.2) are cited because they provide clarity as follows:

(i) DE is the separation of the acts of teaching and learning in time and/or space (this distinguishes it from conventional face-to-face education);

(ii) The normal environment and place of study or learning could be anywhere;

(iii) The study alone does not qualify as a system of distance learning unless it is institutionalised. Therefore, the influence of an educational organisation both in the planning and preparation of learning materials and in the provision of student support services is significant as this distinguishes it from private study and teach-yourself programmes;

(iv) The application of principles of industrialisation to teaching. This is because learning is individualised and enrolments are not restricted by physical amenities like classrooms, laboratories, etc.; and

(v) DE utilises information communication technologies for the delivery of instructionto ensure that two-way communication (however fast or slow) exists. In this way, interaction and dialogue between the instructor and student is made possible. This can be achieved through the use of computers and computer networks to unite the two parties and carry the content of the course so that the student may benefit from or even initiate dialogue (this distinguishes it from other uses of technology in education).

I found it imperative to flag the DE principles from the onset of this study because it enables me to decipher if the case study instructors understand the principles of DE and whether or not they have acquired the required recognition rules of DE. This knowledge becomes pertinent when I analyse (see chapter 6)the case study instructors' beliefs on teaching and learning as well as their pedagogic practice through a questionnaire and in-depth interview(s). This helps to ascertain whether their beliefs are predominantly teacher-centred or not, as this has implications for UNISWA and IDE's pedagogic practice in a blended learning system. Besides, these principles helped me to interpret whether the instructors recognition of the DE principles affects their practice negatively or positively when using the three delivery modalities in the Official Recontextualising Field (classroom).

The differentiation between Open Distance Learning (ODL) and DE is presented so as to make certain a clear understanding of the two approaches in relation to this particular study. ODL is often misunderstood to be DE or vice-versa and they are frequently used interchangeably. Yet, there is a subtle and critical difference which becomes significant when focusing on pedagogic practice. To avoid any misperception about the focus of this study, the main differences between the two approaches which both address teaching and learning at a distance are briefly discussed in the next section.

Are Open Distance Learning and Distance Education the same?

This study supports the notion that ODL complements DE and represents an educational philosophy referring to "policies and practices that permit entry to learning with no or minimum barriers with respect to enrolment time, assessment, age, gender or time constraints and recognition of prior learning that places the responsibility of self-direction in learning on students" (Commonwealth of Learning 2004 ascited in Gatsha, 2010, p. 9).Nonetheless, in the context of this study, DE differs from the latter as ODL is a blanket term used for learning systems that offer different combinations of 'openness' and 'distance.' Some of the commonly used terms related to ODL are reflected below and the distinction between the two is included as well:

> …distance education, open learning, technology-based education and flexible learning amongst others… ODL allows students to have a choice to pace their study and choose when to complete their courses… (COL, 2002; DFID, 2008 as cited in Gatsha, 2010, p. 42).

On the whole, the preference to use DE instead of ODL in this study is based on the practice of the 'openness' element within IDE which is questionable as it is restricted. For instance, the possibility of students independently pacing their study is non-negotiable because as mentioned at the beginning of this chapter, IDE is governed by identical regulations and assessments to that of the conventional UNISWA programmes, thus it has no autonomy. The indistinguishable assessments clearly indicate that the DE approach applied at IDE is less flexible than in ODL and is more in line with the practice at IDE.

Notwithstanding the slight difference between DE and ODL, they share equal characteristics which emphasise "flexible sequences of study, allowing students optional media as a teaching and learning aids (e.g. print, on-line, audio tapes, video; location of study -home, work, campus etc); pace of study (e.g. whether closely paced or unstructured); and negotiated methods of assessment" (Brown,1999, p.13). Undeniably, the common element between DE and ODL which I base this study on, is that they both rely on teaching and learning at a distance which allows for support by instructors or tutors through distance. This support is mostly achieved through relying on limited F2F instruction, print self- instruction materials or e-learning to substitute the instructor in order to learn the content. Plus, both provide formal learning for people unable to attend classes on a full-time basis, and they do not have the constant presence of a instructor to repeat or explain content nor clarify any grey areas. Despite the fact that DE and/ or ODL students are separated from the instructor in terms of proximity, they are still being directed by the instructor. Lastly, both revolve around a student-centred approach with the teaching activity concentrated on facilitating learning when the instructor presents prepared study materials by providing explanations, references and reinforcements for students (Beaudoin, 1990).

To appreciate why DE requires its own system and methodology of teaching and learning, one must answer the valid question: how is DE differentiated from traditional F2F teaching and learning education? The statement below points out what I consider to be the fundamental difference between the two approaches:

> In conventional education the instructors teach; in distance education the institution teaches. Distance education is mostly homework, with occasional work in class; whereas conventional education is mostly classwork with occasional work at home (Guri-Rosenblit, 2005, p.470).

Focal differences between DE and conventional education form an integral part of this study. Firstly, for DE students the main instructor is the module because they are on their own most of the time. This is in contrast to full-time students who have the instructor more readily available to transfer the course content to them and immediately be in a position to clarify concepts if students' answers are incorrect. Secondly, DE is student- centred, and primarily managed through the blended learning system whereby education, integrity and freedom of the individual takes primacy (Daniel,1990). However, in CF2F instruction, because the instructor is readily available for FT students, the teaching enables the contact between instructor and students to be constant. This situation then tends to create an over reliance by the student on the instructor for assistance in terms of guidance. Lastly, in DE there is a possibility of F2F contact sessions for tutorials and exchanging of ideas between peers, studying in the library and, amongst a choice of things, attending laboratory or practical sessions in those applicable subject specialities.

I proceed to present a brief outline about how the three content delivery modalities are currently used in the Institute. This information cannot be overlooked because it ties with one sub-research question which inquires how IDE instructors teach the courses.

Delivery Modalities at UNISWA and IDE

The introduction of DE has implications for pedagogy and as a dual-modality institution, IDE and UNISWA operate using three modalities of content delivery (F2F instruction combined with print and e-learning technologies) to eliminate the distance between instructor and DE student. To date and as per UNISWA regulation, the modality IDE predominantly relies on for teaching and learning is the print-based medium,[4] also referred to as self-instructional materials (SIMs) or

[4]According to the UNISWA calendar (2013/2014: 1021.55/56:88) 'The modality of delivery of the IDE programmes shall be by distance study methods using the multimedia approach. The main medium of instruction/learning shall be printed study materials developed into modules… The second medium shall be the use of face to face teaching/tutorials which shall mostly be residential sessions supplemented by weekend and evening school.

modules. Corroborating this practice is Sukati (2011a, p. 2) who explains that in the "IDE teaching system over 70% would be covered by the course module." Despite the reality that globally, print-based educational media is no longer the main learning modality, it is still essential in DE. Thus, this scenario is principally true of Swaziland, which is a developing country. Substantiation of the reliance on print medium could be attributed to the digital divide. After all, "the limited ICT resources for the least developed countries are concentrated in the hands of a very few, such that ICT access for the vast majority is extremely limited or non-existent… most unfortunate by-product of the digital divide is its negative impact on educational efforts throughout the developing world…"(Tiene, 2004a, p. 213).

In spite of the fact that IDE relies heavily on print technology, it has developed over time by increasingly incorporating numerous technologies, specifically e-learning. Nevertheless, UNISWA and IDE are in the transition phase of emulating the prevailing practice of the international world of incorporating e-learning as an additional teaching tool to the traditional pedagogies at tertiary level. This is done in a bid to enhance the quality of education offered nationally. In fact, this particular study takes cognizance of the need to incorporate [e-learning] as a third teaching and learning tool "as reflected in the UNISWA and IDE strategic plan of 2008" (Maphanga, 2012, p.3, citing UNISWA and IDE strategic plan, 2008). So, it was decided that "the institute needs to progress in the use of technology and adopt a propoer multi-media system where the latest technology is used for teaching… so that a flexible programme is offered" (Response to Senate Motion, 2009, p. 6). One major validation for this stance is that IDE not only has to keep up to standard with the global education sector but as per the DE principle and constructivist view, it has to cater for the current IDE student's needs as well, portrayed next.

Current IDE Student Profile

FT and DE students are enrolled at the UNISWA and the IDE, respectively. Any educational material is designed based on the target students' needs. The type of DE student enrolled at the institution further motivates that the traditional pedagogic approach in the classrooms be decreased. As opposed to the past, IDE now attracts students who typically use e-learning as a learning tool they relate to. There appears to be a strong inclination in the "21st century for

students to learn collaboratively and socially, mirroring their experiences of what social networking affords them" (Stein, 2011, as cited in Walker, Moore &Hughes, 2010, p.275). Besides, substantial changes in technology have modified our understanding of tertiary education and how it should be presented. These mental adjustments have resulted in numerous academics shifting from a conservative teaching-centred approach to one that recognises the current type of students – the post-high school students accepted at IDE are techno savvy, but do not wish to undertake, nor are they suitable for, a pure DE modality of learning. Equally, with the increase in knowledge and developments in information technology, universities find it imperative to integrate technology in their course delivery to keep abreast with new developments and to be relevant to the learning needs of the 21st century student (Fowler, Nkambule, & Vilakati, 2010e; Ferreira-Meyers & Nkosi, 2011). Moreover, the primary target, who is the adult student, is usually knowledgeable and capable in the usage of computers because s/he is exposed to computers at his or her workplace.

It is significant to point out the prevailing practice noted with the recent 2013 intake at UNISWA, that more FT students are transferring to DE due to a decline in government scholarships owing to the country's financial constraints. The "Government of the Kingdom of Swaziland (GKOS) has been facing a constant decline in economic growth over the past two decades, resulting in inadequate resources allocated towards tertiary education and training" (Pre- service Tertiary Education & Training Loan Policy, 2013, p. 13). The conversion from FT to DE is especially true in the education programmes which mainly accept practising teachers. The inconvenience of attending FT is felt by these practising teachers who are mostly adults with families, that can otherwise become neglected due to the FT programme demands. Hence, shifting to DE is now a favoured option. These factors contribute to DE becoming more in demand and the increase in student numbers can be catered for through adding the e-learning element.

Also, in practical terms, Swaziland's population, which is estimated at 1, 2 million, is not viable enough to create two universities. On the whole, e-learning can respond to creating a university learning experience that needs to be sustainable and help prepare students to become part of a global workforce. This is due to the fact that:

> the rapidity of technological advances means that workplace demands

> constantly change and traditional boundaries between different types of work and work role's require that students acquire habits of thinking, inquiry and problem-solving, as a well as the knowledge and ability to access appropriate information in order to manage this complexity (Barnett, 2000; Magolda & King, 2005 as cited in Spiller, 2012, p.14).

Surprisingly, considering that IDE's mandate is meant to cater for the adult learner who missed an opportunity to acquire a university qualification, the profiles between IDE and the conventional students is similar. A previous study conducted within the UNISWA found no significant difference between the profiles of IDE and conventional students (Magagula & Ngwenya, 2004)5 which predictably distorts the whole DE concept and practice on the ground. In agreement, a corresponding global view comments that "despite that millions of people use and exploit its DE learning capacities, the profile of the students studying in all or most of their higher education programs through distance education methods still resembles the profile of the traditional distance student"(Guri-Rosenblit, 2005, p. 477).

IDE recognises that in the same way,teaching and learning settings and its requirements alter; the same applies to teaching and learning tools and pedagogic practices. Therefore, as a response to the existing status quo described thus far and considering that UNISWA opted for the use of e-learning as a third teaching tool, the next section outlines what e-learning is in the context of this study.

E-learning

Even though I included a general definition of 'e-learning' in the preliminary pages, to provide clarity pertaining to what it is and how it is understood in this particular study, the following description is presented:

> As the letter "e" in e-learning stands for the word "electronic," e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or stand-alone computers and other electronic devices (Naidu, 2006, p. 1).

[5]The 'majority of distance and on-campus learners were females (68%); single (90%), between 20 to 25 years old (92%), had completed O'Level (76%) and were unemployed (97%).' This means that IDE is not actually catering for the intended and priority targeted IDE audience, which is the adult employed persons and not the Post-high school students who are enrolled in the both the UNISWA and IDE.

The link between "computer-based learning, online learning, e-learning and distance education can be viewed as a hierarchy of four basic forms of learning imparted through media" (Brindley, Walti, Zawacki–Ritcher, 2004, p.13) as reflected in the figure below.

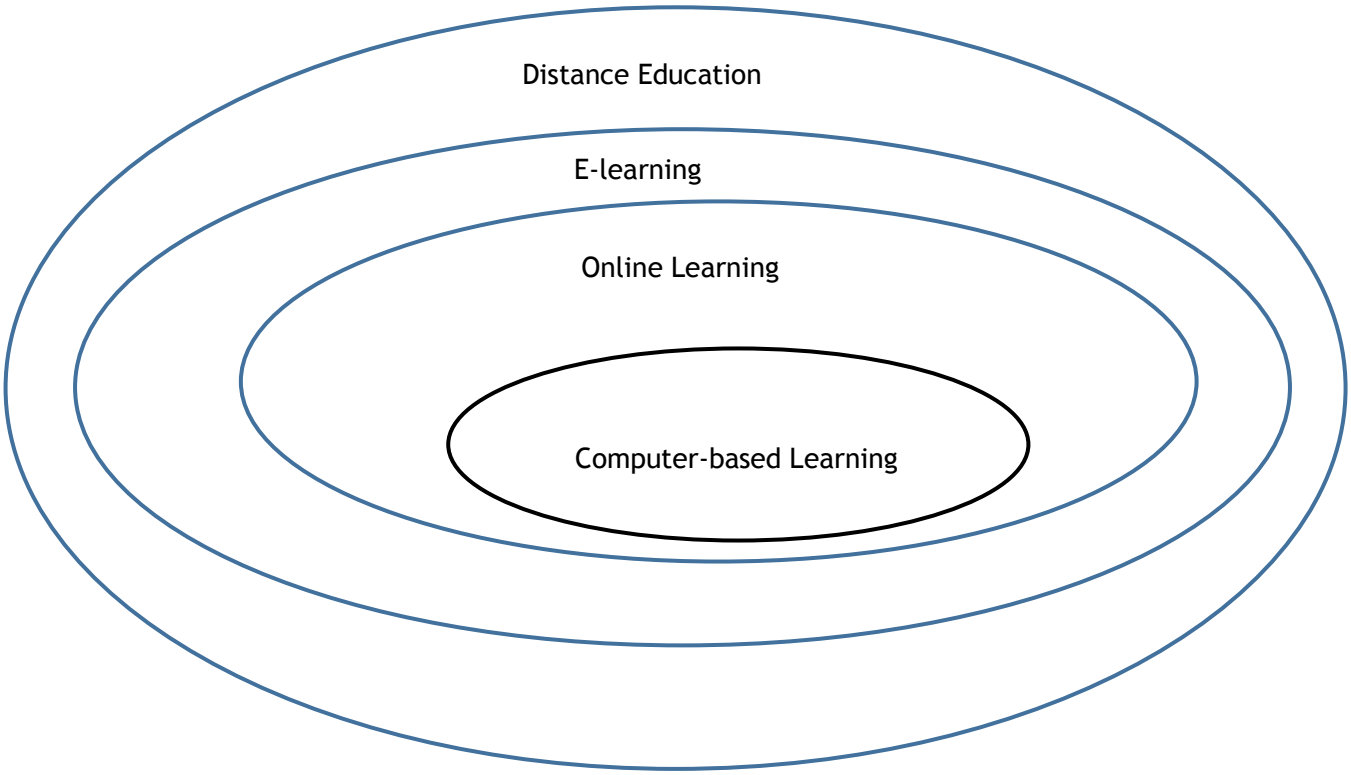

Figure 1 - 1: Subsets of Media-based Learning and Teaching (Zawacki – Ritcher, 2004).

Based on the above figure and to ensure common understanding of the term 'e-learning' in this particular study, it must be pointed out that 'e-learning' refers to the use of computers to access the Learning Management System (LMS) called Moodle, as a teaching and learning device (which UNISWA has in place). With specific reference to UNISWA, a"variety of strategies have been set up to allow for the development of academic and visual literacy from 2008 onwards, when UNISWA introduced Moodle as its preferred Learning Management System (LMS)" (Ferreira-Meyers & Nkosi, 2011, p. 5). It is noteworthy that the e-learning platform is devised to help (not replace) instructors who want to originate online courses. What is more, e-learning is not strictly restricted to content delivery, but also enables discourse between students and/ or with their instructors.

Many scholars and DE practitioners use the term ‘e-learning’ and ‘online’ learning alike and this study considers them to be the same. There are numerous other terminologies used to refer to e-learning. Some are referred to as follows:

> Learning through ICT, web-based learning, computer-mediated communication, telematics environments,e-learning,virtual classrooms, online instruction, I-Campus, electronic communication, cyberspace learning environments, computer-driven interactive communication, distributed learning, borderless education (Guri-Rosenblit, 2005, p. 468).

Having explained e-learning in this study, IDE acknowledges that developing countries such as Swaziland may be disadvantaged by lack of finances, which subsequently result in the inability to utilise ICT fully in their classes for teaching and learning. Print then becomes a practical and economically viable option. Therefore, in pragmatic terms print-based learning cannot be abandoned, even in the current age (21st Century) where ICT and e-learning are an integral part of the education sector globally. This justifies the decision to use a blended learning system at UNISWA and IDE.

Blended Learning Approach at IDE

In this study, it is important to distinguish between ‘supplementary’ and ‘replacement’ modalities of blended learning. For IDE, it was decided that it is practical to supplement the modalities of blended learning whereby the normal F2F contact sessions occur. Here, students are expected to supplement the teaching and learning through the use of print- based and e-learning resources. The latter, which IDE does not practice, is where F2F contact sessions are replaced totally by online learning. This draws us closer to the identified problem this study intends to investigate, which pertains to the recent limited e-learning incorporated into the teaching and learning system at UNISWA in general and IDE in particular.

The fact that IDE is part of UNISWA essentially means it’s compelled by FT conventional regulations which led to the dependence on UNISWA teaching staff to teach DE courses. Since both the conventional and IDE students are taught equivalent courses, instructors have matching

and perhaps improbable expectations of both groups of students. For instance, IDE students should not be lectured nor be compelled to attend mid -week F2F contact sessions. Such practices indicate the possibility of CF2F personnel not fully recognising the difference between distant and conventional education teaching and learning methodologies. This brings us closer to the problem that gives rise to a research of this nature.

The Problem

The main challenge faced by UNISWA, hence IDE, which prompted this particular research as a means to offer a solution to some of the observed problems, includes an over dependence on traditional pedagogies by academic staff. This may be attributed to the lack of apt pedagogical approaches and DE education awareness. Yet, even though "the basic principles of teaching and learning should not change as a result of adopting the DE approach, the choice of appropriate delivery or assessment methods may well change" (Fowler, Sukati, Vilkati & Nsibande, 2010b, p.5). He further points out that:

> Pedagogical awareness…and distance principles are still quite alien to many authors[6][instructors]… Unfortunately, there are still a great number of academics in our universities in particular that have no formal training in teaching and learning. This makes it a problem to communicate and put into practice pedagogical concepts that are essential to good teaching and learning…

Still, not incorporating newer teaching methods or devices such as e-learning deprives instructors of the opportunity to enrich the quality of teaching and learning in the institution. This is particularly true in DE where communication between the student and instructor needs to be bridged strategically. Therefore, there is a need for a clear comprehension about existing pedagogic approaches and how they can be integrated effectively with the newer delivery tool, e-learning.

[6] The authors referred to are more often than not the same person (s) because IDE uses FT instructors to author the modules and teach the DE courses.

This problem stems from the IDE instructors beliefs or views regarding the DE concept. Likewise, how they teach the IDE courses and their use of the three delivery modalities, which are namely; F2F instruction and print media (which in this study is referred to as traditional pedagogies) and the newer technology, e-learning, when teaching is investigated. Subsequently, the study interrogates how IDE instructors recontextualise these traditional pedagogies in e-learning. The rationale is to determine how and whether pedagogic practices are transformed when rewriting or redesigning the IDE courses from one modality to the other.

The instructors' "beliefs, predict, reflect and determine their actual teaching practice"(ChangMin, Min Kyu, Chiajung, Spector& DeMeester, 2013; Kagan, 1992; Pajares, 1992; Wilkins, 2008). This in turn directly relates to the fact that DE has specific teaching principles, yet, "at IDE, there are varying levels of appreciation of DE" (Siaciwena, 2007, p.24). If there was full recognition of the DE approach the problems cited successively would be non- existent.

Nevertheless, evidence specific to IDE is that, "in true DE there should be no face-to-face sessions as some institutions do not offer any contact sessions at all and regard the lack of face-to- face sessions as a feature of 'openness'"(Polytechnic of Namibia, 2011; Fowler, 2010a, p.2).Until now, IDE currently allocates twenty-five hours for lecturing and tutorial (15 and 10 hours respectively), contact sessions, which is excessive in DE. In this case, it is a significant contributing factor to the misconception of IDE being dubbed as offering 'part-time' programmes instead of DE ones. Also, in-line with the developments at UNISWA in the conventional system, IDE recently introduced semesterisation, and accommodating the required F2F contact hours is a significant challenge. This results in the problem cited next:

> It is difficult to timetable and provide the stipulated F2F hours for each course; it has become difficult to distinguish between DE, part-time and full time delivery modalities. As a result, DE teaching has been done the same way as full-time modality due to the excessive F2F contact session (Sukati, 2013, p. 6).

Also, linked to the excessive hours of attendance is the fact that IDE students travel from remote areas. The ability of students to access teaching and learning without being on campus would be a convenient and cheaper option in terms of logistical costs. Perhaps "e-learning could decrease

the need for face-to-face contact sessions because students would be able to access all learning material and communicate with instructors electronically"(Siaciwena, 2007, p. 44). In actual fact, as per DE principle, some commentators have argued that "less lecture hours may permit students to study from whichever location without being obligated to attend F2F classes on campus, but instead read the self-contained modules and participate in other learning activities online"(Polytechnic of Namibia, 2011, p. 4; Sukati, 2010 a, p. 78).

Consequently, a discrepancy in terms of understanding DE principles and what it entails emanates and results in the duplication and transference of identical teaching methods for both the FT and DE groups. Moreover, since IDE is obligated to adhere to the UNISWA regulations, it relies heavily on the UNISWA academia to teach and author the IDE classes and modules. This dependency on FT instructors produces the problem of the FT instructors, who also teach the DE groups, duplicating their teaching approach to the traditional teaching and learning approach rather than the DE one. Subsequently, this compromises the effectiveness of the teaching and learning experience. Substantiating this notion is Fowler, Sukati & Vilakati (2013, p. 255) who say:

> This dependency on UNISWA teaching staff can create its own problems because they teach both the conventional and IDE equivalent courses and have similar and perhaps unrealistic expectations for both sets of students. Students should not, for instance, be lectured, nor expected to attend mid- week study sessions. These and other issues are undoubtedly the result of conventional staff not fully understanding to understand the difference between distant and conventional education modes.

The above problem led me to pose the question of whether or not the introduction of e-learning could alleviate the pedagogic challenges highlighted and concurrently enhance the pedagogy and learning by improving the transfer of knowledge, so it translates into improved academic performance. Actually:

> There is an increasing expectation that DE should be delivered on the Web. Web- based learning, if designed and used properly, is a powerful learning tool. Pedagogy and technology are undoubtedly the two sides of the same education coin, and the challenge is to understand both sides and more critically how the two sides fit together

(Fowler, et al., 2013, p. 256).

The introduction of e-learning suggests that instructors need to reconsider their roles in lectures and how they will teach in an e-learning context and facilitate in an effective teaching manner. This means instructors need to be up to par in terms of competence and confidence in their use of computers and pedagogic practice when using them (in this case the LMS)7. For that reason, even though e-learning does not warrant improved learning performance, I concentrated on recent research which suggests that e-learning is an effective and sound educational pedagogy tool which complements the conventional teaching and learning approach. However, this does not guarantee that it will be implemented by IDE instructors as the endorsed best practice in a blended learning system. Therefore, this study recognises that the value of e-learning and how to use it effectively is important. Fowler, et al.(2013, p. 259) validate this notion:

> …any implementation of a successful e-learning solution requires the timely intersection of technology, pedagogy and training.

The UNISWA and IDE use a blended learning approach to teaching and learning. This aligns with the pedagogic practice of "many DE courses and conventional universities which are now waking up to lack of explicit pedagogy and are adopting e-learning, in particular, to support their everyday learning and teaching"(Fowler, etal., 2013, p.250). Thus, the third problem identified is that, some academics experience difficulty with communicating and putting into practice pedagogical concepts that are crucial to ensure that the quality of the teaching and learning is up to par, when rewriting or redesigning one course from one modality to another in the blended learning system at the UNISWA. IDE is no exception to the pedagogic challenge cited thus far. It is possible that the new e-learning introduced in IDE to work together with the traditional delivery modalities of teaching and learning, is not being used in a complementary way.

Training on the actual use of e-learning in blended learning is important. This fact is supported by Ballantyne (2004, p. 34), who emphasises the necessity for "relevant training for instructorsusing a new pedagogic tool such as e-learning…".She further argues that "pedagogical

actions are key to sufficient technology use in the classroom, so instructors need to alter their pedagogical practices to better adjust to students using technological tools regularly in classes, through purposefully reformulating the use of the technology for learning."This strongly links with the fourth interrelated challenge the IDE faces, which is that "the LMS team were challenged by developing a coherent policy for use of the LMS by learners and staff with respect to instructional design consistency, where, until today, pedagogical strategies were designed haphazardly" (Ferreira- Meyers & Nkosi, 2011, p.10).

Closely related to the above, is the shortage of trained and experienced staff which is described as a major challenge (Siaciwena, 2007, p.24). In the context of this study, I have interpreted this to refer specifically to the DE methodology of teaching and learning which requires the use of technology, which in this case is e-learning. It is argued that:

> Even the most well designed packaged materials (whether offered via print media or e-learning) presents practitioners with several challenges – they may need to develop new skills, embrace changes in the nature of their role and then re-evaluate pedagogies they utilise (*Towards a Unified e-learning Strategy,* DFES, 2003, p. 6 as cited in JISC e-learning programme, 2004).

In light of the above statement, with regard to the recently implemented blended learning system at the IDE and in line with this study, it is crucial for the Institute to comprehend whether the traditional pedagogies which IDE heavily relies on and e- learning can enhance the learning experience. This suggests that instructors need to rethink their roles in lectures and how they will teach in an e-learning context, and mediate in an effective teaching manner. This reinforces the issue of training and its importance because "often the technology component can be seductive and all too often implemented without a full consideration of the human and pedagogical factors" (Fowler et al., 2013, p. 259). Yet, "an instructor's orientation to pedagogy is critical to learning; effective e-learning opportunities do not happen without an instructor's deliberate pedagogical actions" (Nussbaum, etal., 2009).

In brief, the problem this study addresses is responsive to IDE which as recently as four years ago declared that "with new developments in ICT's availability, accessibility, affordability, etc., it has been found imperative that the IDE of the UNISWA delivery system be reviewed, with a view

to improving and enhancing the teaching and learning at IDE" (Sukati, 2011a, p.1). What is more, it seeks to assist the institution's instructors who, according to Beaudion (1990) are used to the more conventional teaching which adjusts to monitoring and evaluating the work of DE students through acquiring new skills to assume expanded roles and organise instructional resources suitable in content and format for independent study.

The aim of the study

The aim of the study is to understand how rewriting or redesigning a course from one modality to another 'transforms' the nature of pedagogy in the course.

The goals and research questions guiding the study

The goals of the study are to investigate and compare:

- The beliefs instructors hold about the DE teaching and learning methodology, F2F instruction, about print modules, and about Moodle.
- The pedagogic practice of the IDE instructors when using the three modalities of delivery (F2F instruction, print modules and e-learning).
- The pedagogies established and practised within the traditional delivery modalities recontexualised in the e-learning (Moodle) modality.

The main research question is:
How are the pedagogic approaches established and practiced within the traditional modalities recontextualised in the e-learning (Moodle) modality?

The following constitute the key underpinning questions this study sought to answer:

1. What are the IDE instructors underpinning beliefs about their teaching practice when using each delivery modality?
2. How do IDE instructors teach the IDE courses?
3. How do the IDE instructors' use the three teaching delivery modalities?

4. Does the nature of each delivery modality affect pedagogic practice?[8]*
5. How do instructors explicit and implicit beliefs affect pedagogic practice when teaching and rewriting or redesigning the curriculum modules or content in order to improve pedagogic practice?
6. What 'transformation' takes place in instructors in terms of improving pedagogic practice when they are teaching using different modalities?

Significance of the study

This study contributes towards the development of IDE's functioning through gathering and analysing constructive data that can be shared within widespread academic circles. This is because it is concerned with the pedagogical soundness of each delivery modality in the UNISWA blended learning system to ensure that each course increases the learning opportunity for students. Also, based on Bernstein's theory of pedagogic discourse (1990, 2000), specifically his notions of classification and framing (key pedagogical theory analytic tools) in a curriculum, this study makes numerous critical academic contributions pertaining to a neglected area in DE; that is, "instructional methods and strategies for using technology effectively"(Onyia & Onyia, 2011, p. 83). Similarly, "research in DE infrequently addresses pedagogic issues such as pedagogic interaction" (Mikropoulos, 2000, p.3) and this study is responsive to the use of e-learning pedagogic practice at tertiary level. It achieves this by addressing the existing gap regarding how information is recontextualised, thus transformed through the three delivery modalities used in the blended learning system at IDE. In essence, it explores the appropriate pedagogical practice to apply when rewriting or redesigning a course from one modality to another and how it possibly changes the nature of pedagogy in the course. As a result, a model of pedagogic practice to be used in such instances is offered.

This study aligns with and contributes towards the achievement of the IDE motto9, which is to shed light on e-learning as an additional pedagogy which can be blended effectively with F2F lecture and print at IDE. It thus adds to a range of other possible learning solutions for IDE. The

[8]* indicates key question this research addresses.

[9] IDE Motto –"Taking University education and professional programs to the people rather than the people coming to the university."

findings have the potential to enlighten and influence policies and practice regarding e-learning within this DE institution. Outcomes of this study will enable IDE to consider, comprehend, review, design and evaluate its current delivery modalities and improve similarly indispensable and effective learning systems. Moreover, this study could vindicate the requirement for 'change' and become a master plan which IDE can use to evaluate their progress. This can result in a positive change or paradigm shift regarding the introduction and practice of e-learning at institutional or national level. Also, the results of this investigation can provide further insights into how the transfer of knowledge can be improved using the three teaching and learning tools combined to enhance students' knowledge and achievement. Likewise, the findings will develop instructors to critically reflect and consider new ways about teaching via the traditional lecture and print and how to effectively integrate e-learning.

Outline of chapters

The structure of thesis has been broken down into chapters and they are sequenced as follows:

In **chapter 1** I present an overview of the focus of the research, which includes the research context, the rationale and motivation for embarking on this particular research. The chapter states the issue which it also positions in a wider and global context in order to be useful to relevant parties such as academic institutions locally and worldwide.

In **chapter 2** I provide an outline of the theoretical framework which I used to inform this research. In particular, I discuss Bernstein's theory of pedagogic discourse (1990, 1996, 2000), which I suggest is complemented by the constructivist approach that underpins e-learning. These provide frameworks which assist to analyse the beliefs, views on teaching and learning as well as pedagogic practice when the three delivery modalities are used at the institute and content is recontextualised. Likewise, they are applied when examining whether there is a transformation in the pedagogic practice of the instructors when using the three content delivery modalities.

These theories are the main ones which informed my approach to the study, the methods used to collect information, as well as the analytic tools I used to investigate the case studyofinstructors' pedagogic practice in the classroom when using the three content delivery modalities.

Chapter 3 is the literature review whereby I examine literature with the purpose of identifying relevant issues for this research, such as how others have used e-learning for DE, its impact, problems, the blended learning system and how each delivery modality works and is ideally integrated. This is done so as to explain the constraining and/ or enabling pedagogic practices which transform the practice when rewriting or redesigning a course from one modality to another.

In **chapter 4** I discuss the approach, methodology and analytic tools I opted to use in this study. Similarly, in this chapter, for credibility purposes, I discuss the ethics process I underwent. I then outline how I ensured the validity and reliability of the findings of the study.

In **chapter 5** I analyse the authentic practice of IDE case study instructors as they use the three delivery modalities in the Official Recontextualising Field (Classroom) as its happening on the ground.

In **chapter 6** I explore and analyse the thinking of the instructors and its influence on their teaching and learning in the classroom. I analyse questionnaire and interview data with the aim of exploring the central mind set responsible for the way the IDE instructors transform their pedagogy information and how information is recontextualised as a consequence of the nature of the new tool within the same delivery modality in the blended learning system at IDE.

In **chapter 7** I analyse the pedagogic devices used by the transmitters (instructors) in the classroom, such as the key documents (course outline and print modules), pedagogic practice in the classroom and the e-learning (Moodle) site. So, while chapter 6 focuses on their beliefs and views about teaching and learning as well as e-learning practice, this chapter (which is a continuation of the analysis) concentrates on analysing the actual practice.

In **chapter 8** I merge and amalgamate the findings, draw up conclusions emerging from the analysis above and suggest ideal pedagogic practice in a blended learning system, such as the one implemented at the IDE. Likewise, I also offer suggestions for future research.

Chapter 2: Theoretical Framework

Introduction

This chapter presents the key theoretical framework for this study. This study investigates a specified problematic issue of pedagogic practice in a blended learning system in order to offer suggestions aimed at enhancing the quality of teaching and learning at the UNISWA when rewriting or redesigning a course from one modality to another. It intends to offer possible solutions to pedagogical practice challenges in light of the introduction of e-learning into traditional delivery modalities. I envisage that the findings of this research can assist management in making informed decisions regarding the operations and long-term sustainability of, in this case, DE and the blended learning system within IDE.

This study is grounded on a theoretical framework which allows for instructor and student relationships to be analysed in response to the rewriting or redesigning of a course from one delivery modality to another. According to Frank (1974, as cited in Ogunniyi,2013), a theory shapes the direction of a research because without it we do not know what to look for. Also, theories:

> Are helpful tools when trying to articulate ideas about learning because they permit instructors to reflect about their practice more rigorously and critically challenge many aspects of their practice. Theories often allow them to find powerful questions to ask about what they should do in class, but seldom tell them what to do. Hence, they have implications rather than applications for teaching(Moll, Bradbury, Winkler, Tshule, van Voore,& Slonimsky, 2010, pp.149, 202).

In light of the above, this study explores whether or not the pedagogic practice and delivery of content remain the same across the three delivery modalities used within IDE. Bernstein's pedagogic discourse (1996, 2000) underpins this study. I duly use this theory to analyse the research data collected. The theory is ideal for my purpose because:

> It has been found to be useful in examining the means

> through which pedagogic discourse is established and maintained in conceptualizing e-learning as a new pedagogic space. Besides, it is an examination of the dynamics that shape practice when e-learning technology is introduced into face-to-face teaching practice (Robertson, 2007, p.77).

It is used in conjunction with the constructivist approach which promotes independent, student-centred and active learning in order to produce a constructive link between the traditional pedagogies and e-learning when used in a blended learning system. It is noteworthy that even though "constructivism is student-centred; it still requires the presence of the lecturer to facilitate the lessons and teach so that students can access all their available resources to help them learn…. (instructors)… create conditions that are necessary for them to learn and construct their own understandings" (Moll et al., 2010, p. 149).

Basil Bernstein's Theory of Pedagogic Discourse (1990,2000) and Recontextualisation

As this study investigates how information is recontextualised meaningfully via the three delivery modalities, I drew heavily on specific rules and notions derived from Bernstein's (1990, 2000) theory of pedagogic discourse. Specifically, these are; recontextualisation; recognition and realisation rules; classification and framing principles; and invisible (implicit) and visible (explicit) pedagogies.

Using Bernstein's idea of recontextualisation, I conduct a precise investigation of pedagogic practices to explore the changing pedagogy practice when traditional pedagogies are recontextualised into e-learning. Why the pedagogic practice is enacted the way it is, is explained by the recontextualisation rules, which according to Robertson(2007, p. 79):

> construct the thinkable, official knowledge and the 'what' and 'how' of pedagogic discourse. They give rise to evaluation rules that condense the meaning of the whole pedagogic device by providing the criteria that establish what counts as legitimate knowledge largely achieved through assessment processes.

As this study investigates how information is recontextualised meaningfully when using the three delivery modalities, it takes cognizance that Bernstein (1990, 1996, 2000) defines pedagogic discourse as "a principle through which a discourse is moved from one site to another and refers to the movement of discourse as recontextualisation"(Robertson, 2007, p. 79). Taking this definition into account, when theorising e-learning as a newer teaching tool and its integration into traditional pedagogies and how it changes the nature of pedagogy, according to Czernenwicz (2010), Bernstein's theory also:

> …offers analytic tools for classroom practice emerging from recontextualised pedagogic discourse. These tools identify and describe the structures, discourses and dimensions of [educational technology]… [and pays] particular attention to the way educational knowledge is produced and transferred.

Bearing the above in mind, I applied Bernstein's theory to compare the existing teaching practice against e-learning and I interpret the differences in the pedagogy (explicit or implicit) as affecting the way the course is delivered and how information is transferred when using each modality. Recontextualisation allows the study to probe whether the belief that educational technology does indeed alter pedagogy as a consequence of its integration into the traditional pedagogies and concurrently identify areas of improvement. Therefore, the application of Bernstein's notion of recontextualisation of knowledge which is "concerned with the production, distribution and reproduction of official knowledge" (Sadovik, 2001, p.2), was used extensively to determine the latter.

In my view, Bernstein's concepts cited in this chapter, all have the ability to provide insights into the constraints and opportunities of integrating e-learning into the current curriculum offered at IDE as well as to provide a theoretical base on which decisions can be made. His theory is underpinned by a set of three internal rules which ground any pedagogic practice relationship.

Internal Rules which Pedagogic Practice is Founded on

According to Bernstein (2000), pedagogic discourse entails two discourses; the regulative discourse and instructional discourse. Accordingly, these internal rules embed two discourses,

which are rules of discursive order. The regulative is concerned with the transmission of conduct, character, and manner. The other is the instructional discourse which he explains as the transmission of skills or instrumental order (Bernstein, 2000). The third set of rules is recognised by Bernstein as strengthening the two discourses mentioned and are referred to as criterial rules which are always explicit and specific and enable the acquirer to understand what counts as legitimate or illegitimate pedagogic communication.

In this study, I combine these discourses for the purpose of examining the internal logic of the relations between transmitter (instructors) and acquirer (students). They are summarised as follows:

1. The first internal rule which underpins the two discourses is the regulative discourse which is reinforced by rules of hierarchy and is the dominant rule of conduct. It is important to understand specified and expected roles in the ORF because, "in any pedagogic relationship, the transmitter has to learn to be a transmitter (instructor) and the acquirer has to learn to be an acquirer (student)" (Bernstein, 1990, p. 65).
2. In my view, the instructional discourse is the rule that ensures that the instructor does not overload the students with information. If students receive information (content) in excess, it affects the pacing and sequencing of the information relayed. This is because the learning process then becomes compromised due to the fact that "if there is transmission, it cannot always happen at once. Something comes before and after, thus there is progression. If there is progression, there must be sequencing rules, which imply pacing rules"(Bernstein, 1990, 1996, p. 66).
3. The third set of rules (criterial) enable the acquirer to understand and recognise the potential knowledge that is available to be transmitted or acquired in a pedagogic relationship (Bernstein, 1990, 2000). Here, "the acquirer is expected to take over and apply to his or her practices and those of others"(Bernstein, 1990, p. 64).

For ease of reference and understanding I adapt the three central internal rules that generate any pedagogic practice.

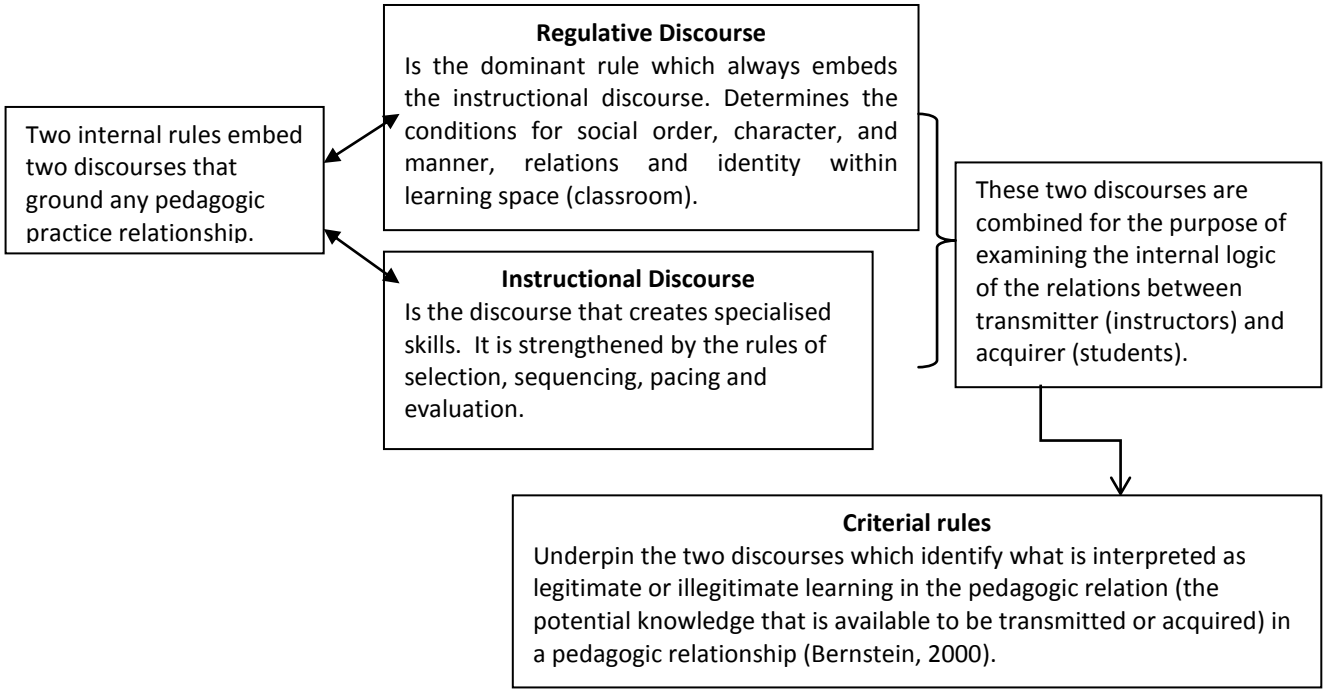

Figure 2 -1: Pedagogic Practice: adapted from Bernstein (2000) Internal Rules for Pedagogic Discourse: adapted for this study.

Once the internal rules are established Bernstein proceeds to explicate the recognition and realisation rules, which "constitute the fundamental rules required for one to meaningfully recontextualise or to demonstrate successful orientation in a given context"(Singh, 2001, p. 577). These are discussed in the next section.

Recognition and Realisation Rules

The acquisition of both recognition and realisation rules are the necessary ground rules required for producing genuine text or practice. They help to meaningfully "recontexualise or demonstrate successful orientation in a given context" (Nyambe & Wilmot, 2008, p. 6). In this study they assisted me to understand recognition rules as classificatory principles, weak or strong, which indicate 'how' one context differs from another, thus providing the key to the distinguishing features of the context and orientate the speaker to what is expected, and what is

legitimate in that context. According to Bernstein, (2000), recognition rules enable an individual to:

> understand and interpret a new context 'appropriately' and therefore act 'appropriately' within the context. Unless acquirers have this rule, they are unable to read the context and will remain silent or ask inappropriate questions. These rules then result in realization rules, whichdetermine 'how' the acquirer puts meanings together and how he or she makes these meanings public.

In short, recognition rules regulate 'what' meanings are relevant (understanding) while realisation rules regulate how to practice correctly after acquiring the recognition rules. These rules have been adapted in the Figure 2-2 below.

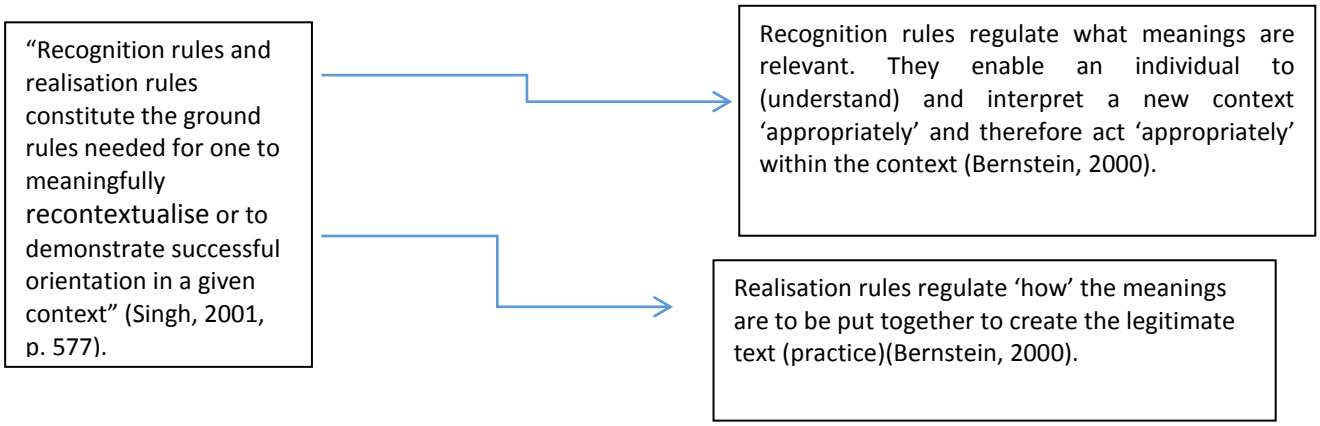

Figure 2 -2: Recognition and Realisation Rules: Adapted from Bernstein (2000).

In this study both recognition and realisation rules were used to ascertain the extent to which the instructors possessed the necessary knowledge background for them to distinguish the required 'transformed' pedagogic practice in the blended learning system at the IDE. Recognition rules are seen as acquired by the instructors if they draw on the same meanings or understandings of the role of instructors, students, teaching and knowledge as those underpinning the concept of e-learning and DE. When these meanings are conflicting the instructors are unlikely to practice (realise) a blended learning approach or produce the expected pedagogic practice (i.e. use Moodle appropriately and integrate e-learning in their F2F teaching practices) when rewriting or redesigning the materials. The same is applicable to content when it is recontextualised from one modality to another. Likewise, realisation rules may be seen as being acquired by instructors if the pedagogic practice they produce in F2F instruction and in their use of Moodle resembles a blended approach reinforced by a constructivist approach (-

C/F). Thus, strong classification and framing (+C/F) may indicate that instructors have not acquired the realisation rules.

In light of the above, this study explores the form of pedagogic discourse created during the recontextualisation process in order to examine the changing pedagogy and the UNISWA instructors teaching practices when using the traditional modalities and e-learning. In this way, why the pedagogic practice is the way it is can be explained. This is achieved through the Pedagogic Field (PRF) and the recontextualisation process, which include the transmitters and/or agents (instructors) and the official pedagogic devices they use to transfer the subject matter, as discussed next.

Pedagogic Recontextualisation Field (PRF) and the Recontextualisation Process (Agents, Official Pedagogic Devices)

Bernstein (1990, 2000) describes instructors as 'agents' with a function, who select, reposition and refocus subject matter for transmission.

> It is important for instructors to realise that although a curriculum may be set down for them, it inevitably becomes shaped by them into something personal which reflects their own belief system, their thoughts and feelings about the content of their instructions [pedagogic practice] and their students (Rhodes & Bellamy, 1999, p. 18).

The official pedagogic discourse (subject content) principles introduce the notion of recontextualisation which is the process through which a discourse is transferred from one site to another. It is organised in pedagogic devices in a space that Bernstein calls the Pedagogic Field (PRF), which is the school or the institution. The aim of recontextualisation is to transfer a discourse from its original site of production to another site, where it is altered as it is related to other discourses. It is the official pedagogic devices such as syllabi, course outlines or curriculum programmes which are generated from a space called the PRF (Bernstein, 1990, 2000).

The official pedagogic discourse goes through a further process as instructors who, Bernstein (2000) describes as 'agents' with the recontextualisation function, transform it into pedagogy

suitable and accessible for the students in the Official Recontextualisation Field (ORF) which is the classroom.

According to Singh (2002, p.575), the knowledge produced (during the transference process) is expert knowledge that is encoded in highly complex symbolic forms (which) must be coded or translated (pedagogised) in order to be accessible to those outside the specialist domains. Expert knowledge thus undergoes recontextualisation as it is being transformed into knowledge appropriate for particular levels of schooling where pedagogic discourse becomes relevant. In this particular study when the discourse is shifted, from its original site (site of production) which in this instance is the course outline/syllabus to the official site of recontextualisation, it is then transformed (via the three delivery modalities used at the IDE) into a new discourse which is different from the one it has originally been recontextualised from.

Discursive Space and Gap

The discursive space between the PRF and ORF and the recontextualisation process results in a change or transformation called the 'discursive gap.' This means when the discourse is moved from its original site of production by the transmitters and or agents to the official site of recontextualisation, which Bernstein calls the ORF, it is "ideologically transformed into a new discourse which is different from the original one, as it has been recontextualised" (Singh, 2000, p. 576).

The discursive gap therefore could be said to create room for change to occur.It provides opportunities for the formation of new ideas, new behaviours, new attitudes, new feelings, new values, etc. (Neves & Morais, 2001; Bernstein, 2000; Apple, 2002). As such, outside pedagogy, school pedagogy, and actual classroom practice quite often differ. Essentially, "recontextualised discourse no longer resembles the original because it has been pedagogised or converted into pedagogic discourse"(Singh, 2000, p.574). It is the instructors as transmitters who transform official course knowledge (specified in course outlines) into print modules, and F2F instruction and Moodle (e-learning) sites so that it is accessible to the students as acquirers.

The form of pedagogic discourse generated at the level of the PRF and ORF during the recontextualisation process forms numerous shapes. As a consequence, Bernstein developed the notions of classification and framing to typify the discourse mandated and transmitted in schools (educational institutions) (Sawyer, 2006). In this study, I apply the classification principle whichtranslates 'power' relations and framing which is underpinned by the principle of 'control' regulating relations within a context to investigate the transference of subject matter to the acquirers. I rely heavily on Bernstein's 'classification' and 'framing' principles to analyse the rules of pedagogy which determine the relationship between instructors and students and allow an exploration of the form of pedagogic discourse, which I describe in the next section.

Classification and Framing Principles

Classification Principle

Classification is a concept which Bernstein offers as an instrument to analyse rules. Classification regulates the voice of category and is concerned specifically with the extent of control (framing) the instructor and student have, which inevitably affects the way each (category) behaves in the classroom (Bernstein, 1990, 2000). It organises knowledge into curriculum by specifying how one context differs from the next, thus enabling distinguishing features of the context and familiarising the transmitter (instructor) to what is expected in that particular context. In other words, it allows for the exploration of how things are kept apart from each other. It examines 'power relations' between categories, such as agents, discourses (subjects) and practices.

Due to the fact that this study delves into the 'power relations' that exist between the instructors and students I use Bernstein's principle of classification whilst exploring the differences in pedagogies and the teaching practices of the content via the three delivery modalities. Hence, in the case of this study, the more there is reference to online lessons, materials, assignments, feedback etc. or use of e-learning (technological devices) in F2F instruction, the more e-learning is integrated into the traditional modalities of teaching. In the same way, the more F2F and e-learning are kept apart, the less integration of e-learning into traditional approach of teaching is taking place. Therefore, strong classification (+C) is when

things are clearly separated and weak classification (-C) is when distinctions can only be vaguely differentiated.

Framing Principle

Interwoven with the classification principle is framing which relates to the transmission of knowledge through pedagogic practices. Numerous pedagogic practices are created in different learning and teaching environments depending on the nature of the control relations between the instructor and the student. Bernstein (1990, 2000) refers to 'control' relations as framing. As such, framing relates to the transmission of knowledge through pedagogic practices by signifying who controls the instruction. Where framing is strong there is visible pedagogic practice, the rules of regulative and instructional discourse are explicit and the transmitter has explicit control in relation to selection(choice of content), sequence (order in which content is presented), pacing (how fast content can be completed) and evaluation (assessment) of learning. Here, strong framing (+ F) indicates a pedagogic practice that is traditional and therefore opposed to a constructivists approach expected when teaching DE students and when using e-learning. Weak framing (-F) indicates a pedagogic practice that is closely related to the mandated constructivist approach.

With specific reference to this study, I have operationalised the framing principle, as it is used as an investigative device to explore and measure the differences in pedagogic practices produced when using the three content delivery modalities when teaching and learning takes place, in terms of who does what to whom, and why. It is possible for the framing strength to vary with respect to each of these elements (Bernstein, 2000). For instance, e-learning and the constructivist approach promote that more control should lie with students (acquirer) as opposed to the instructor (transmitter); therefore strong framing of the instructional discourse implies that 'change' is inhibited and can only be enabled when the framing is weak. It is notable that Bernstein's classification and framing principles are similar in that they can be either weak (-C/F) classification or strong classification (+C/F). Thus, the following section presents an overview of an integral concept emerging from both the classification and framing principles (invisible and visible pedagogic practices).

Invisible (Implicit) and Visible (Explicit) Pedagogy

Invisible and visible pedagogies are another critical element of Bernstein's pedagogic device which emanate from the framing principle (instructional discourse) that this study draws from. His notion of 'explicit' and 'implicit' pedagogies, which are integrated in classification and framing are described as "two types of generic pedagogic practice" (Bernstein, 1990, p.70). These are visible or invisible pedagogies

Strong 'classification' and 'framing' result in visible pedagogic practices that specifically focus on the performance of the child (end result). Visible pedagogic practices are rules of regulative and instructional discourse and they are explicit and the transmitter generally has explicit control over the selection, sequencing, pacing and criteria of content. Visible pedagogy and Bernstein emphasise that because a visible pedagogy has explicit rules it does not mean that there are no implicit rules, only that their meaning must be understood in the context of a visible pedagogy. On the other hand, where classification and framing are weak the pedagogic practice is prone to be invisible pedagogy, thus the rules of regulative and instructional discourse are implicit and at the initial point are predominantly unknown by the acquirer but only to the transmitter.

The main difference between the two generic pedagogic practices is that "unlike the explicit pedagogic practice which focuses on the end grade obtained by the student, the implicit pedagogy looks at the procedures internal to the acquirer (cognitive, linguistic, affective, motivational) as a consequence of which texts will create differences between acquirers"(Bernstein,1990, p.67). It is worth noting that explicit or implicit rules can be applied depending on the given situation.

I summarise Bernstein's pedagogic codes as well as his concepts of classification, framing and invisible and visible principles in the table below:

Bernstein's Binaries

Pedagogic codes indicate whether the framing strength may either be weak (-) or strong (+). It is strong when the instructor has 'explicit' control and weak when the student has 'apparent' control over his/her conduct and learning of school knowledge (Bernstein, 1996, 2000).

Table 2 - 1 Bernstein's Binaries

Strong Classification (+ C)	**Weak Classification (- C)**
Clear boundaries between subjects	Weak boundaries between subjects
Strong framing (+F)	**Weak Framing (-F)**
Strong control by instructor and student over pedagogy	Weak control by instructor and students over pedagogy
Visible pedagogy is explicit and results from strong Classification and framing (+C/F).	Invisible pedagogy is implicit and results from weak classification and framing (-C/F).
Source:	Adapted for this study from Larson and Marsh (2005)

As a result, with reference to the above pedagogic codes the practice enacted in the ORF can be defined as invisible or visible pedagogies and these are discussed next. I adapt Bernstein's classification and framing principles and the practices which result from them to ensure clarity and for ease of reference.

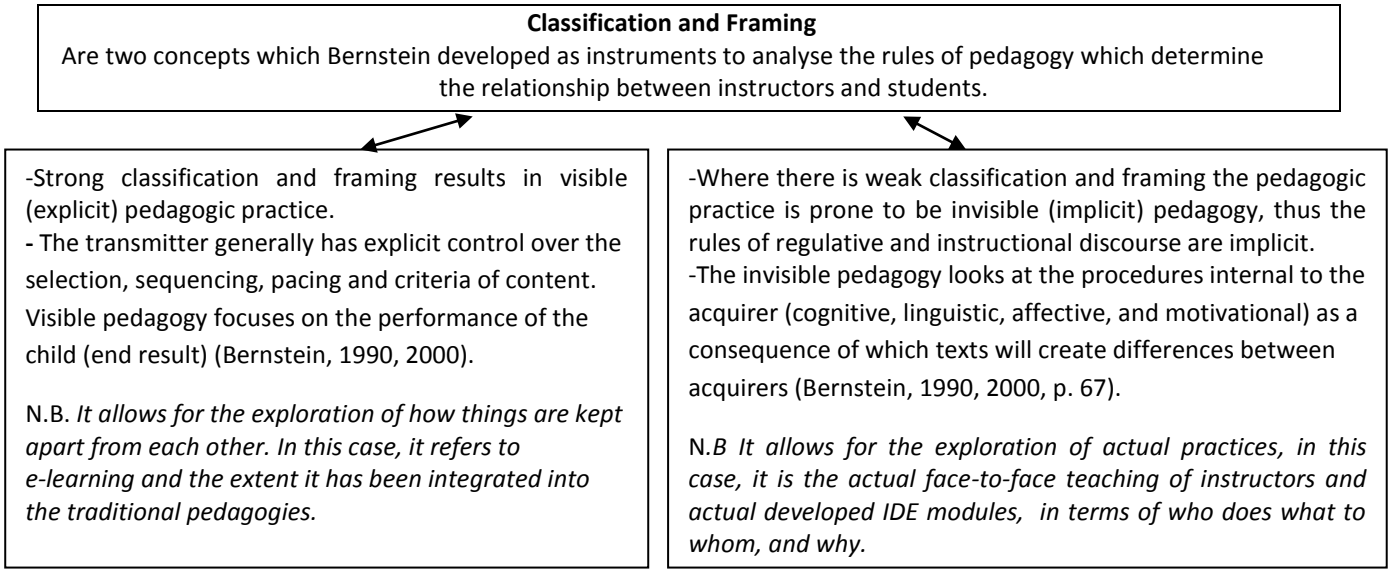

Figure 2 - 3: Classification and Framing Principles: Adapted from Bernstein (1990, 2000) for this study

Having discussed the key notions extracted from Bernstein's theory, in the next section I note one relevant scholarly criticism of his theory.

Criticism of Bernstein's Theory

There are several criticisms of Bernstein's theory that I picked up from the literature, but I found those relevant to my study. For example, he is criticised for being difficult to access. Further,"Bernstein's concept of codes, resulted in an overemphasis on rules" Walford (1995, p.194) argues. Bernstein responded by "accusing them of recycling out-of-date definitions of codes and misreading code theory (Walford, 1995, p.199).In current literature there are several studies that have simplified the language and conceptualisation of his theories that assisted me to better access his theory. He is also criticised by another scholar who claims that "after he had tested Bernstein's early model of pedagogic practice he did not find strong evidence in his research to support this model" (King, 1976, p. 431). He subsequently concluded that "Bernstein's theory lacked empirical testing and support." On the contrary, this study has found Bernstein's theory apt because in these contemporary times there is so much work that has utilised his concepts. These studies assisted me to generate the required indicators which led to producing the analytical categories (see chapter 4) applied in order to ascertain the pedagogic practice of the case study instructors when using the three delivery modalities.

I drew from the constructivist approach of teaching and learning to provide a complementary research lens in addition to Bernstein's theory of pedagogic discourse. Justification for using the constructivist approach is its correspondence with Bernstein's theory and adequate connection of the traditional pedagogies and e-learning (which is based on the constructivist approach) when utilised in a blended learning system such as the one implemented at IDE.

Therefore, in this study, teaching and learning is founded on the supposition that knowledge is not a stagnant quantity of subject matter, but it is what the student actively constructs and generates from experiences and interactions within the socio-cultural context. Also it is theoretically practical and/or participatory, which should result in students reflecting after practicing the tasks given. Hence, the application of the constructivist approaches in this study.

The Application of the Constructivist Approach in this Study

Essential to this study is the acknowledgement that the move to DE from CF2F forms of learning environments entails designing educational content that, in some way, assumes the role of the instructor.

The quotation "I hear and I forget. I see and I remember. I do and I understand" (Confucius, n.d.) hit a chord in me because it eloquently captures a philosophy which can be appropriately applied to the constructivist theory. Likewise, this study maintains that despite the fact that constructivism is student-centred, thus active learning, it does still require the presence of the lecturer to facilitate the lessons regardless of the delivery modality.

Therefore, even though there are several other related theories of teaching and learning, I focus on facilitation as a notion developed by Piagetians, therefore referred to as 'the Piagetian notion.' Piaget (1896 -1980) and Vygotsky (1978), do not seem to be in agreement with the notion developed by some neo- Piagetians and neo- Vygotskians. Piaget encourages students to learn independently which strongly supports my argument in this study. I then merge his ideas with Vygotsky (1978) who then brings the instructor back into the picture because he or she is expected to mediate the learning process to ensure the students' understanding through constructing new ideas and hence knowledge from individual experiences, which is considered appealing in that it makes the student learn through activity(Moll, et al., 2010). Further, this theory aligns with DE principles which e-learning is founded on.These are theories of autonomy and independence, theory of industrialization and theories of interaction and communication (Keegan, 1996). Moreover, this study supports the following academic view, which stipulates that:

> Control should be shared in a naturally collaborative process between instructor and student in an inclusive manner whereby both roles and responsibilities are considered within a context of continuous communication. If any of the parties possesses an inappropriate amount of control, the communication and possibilities for meaningful learning and personal construction of understanding is seriously diminished. It is assumed in the theory that interaction is necessary for higher-order cognitive learning (Rekkedal & Qvist-Eriksen, 2003, p. 7 citing Garrison, 1989).

The above statement also tallies with one of the key principles in DE that two-way communication via dialogue, regardless of delivery modality, is a critical component of teaching and learning. Likewise, these views align with constructivist learning (Rhodes & Bellamy, 1999), promoting interaction in which facilitators are in continuous dialogue with students. Consequently, this study considers constructivism,which is entrenched in Piaget's cognitive development theory as the ideal theoretical approach associated with a DE environment. It is thus the principle theoretical model for it. This study advocates student-centred teaching and learning, which necessitates instructors' facilitation of students' learning. Subsequently, I discuss constructivism, demonstrating its relevance to this study.

Concepts of Facilitation and Mediation

For purposes of this study I fuse the ideas of Piaget (1896 - 1980) and Vygotsky (1978) "who changed the notion that constructivist views suggest that instructors are not necessary to the learning process and that students are not necessarily passive recipients of knowledge"(Moll, et al., 2010, pp 177 & 199). Conventionally, instructors are believed to be responsible for delivering knowledge to students but extensive research demonstrates the importance of dialogue, participation and active learning for learning to have an authentic impact on the students (Biggs, 1999). Piaget concurs that people create new knowledge and meaning through interaction between their experiences and ideas and thereafter, internalise the results of these as new ways of knowing. In fact, learning can be considered as a constructivist process "because each student constructs his or her own mental map and also connects the new learning with existing schema in the brain"(Spiller, 2012, p. 7). I proceed to discuss Piaget and Vygotsky's concepts of facilitation and mediation which in this study are intertwined and not considered to be mutually exclusive concepts.

Why Facilitation and Mediation as opposed to Lecturing?

It is significant in this study that the constructivist learning process requires facilitation, which is the role instructors adopt10. They become "guides for the learning process and not transmitters

[10] Teacher (instructor) is now facilitator; eModerator / eFacilitator, Guide-on-the-side vs. Sage on the stage. Teacher is now part of the group compared to a separate entity – co-learner, Team teaching. Not the only knowledge base (Mallinson & Mostert, 2010).

of knowledge because learning is more meaningful when students are allowed to experiment and reconstruct on their own rather than merely listen to the instructor lecturing (Moll, et al., 2010, p. 156)." In other words, facilitation in this framework, adopted by this study, means that:

> Teaching is regarded as the work of presenting students with interesting learning materials, evocative learning situations and learning tasks that allows them to discover new knowledge for themselves. The instructor's role during the learning process is that of guiding and managing the learning process (facilitation).

Piaget's notion of facilitation was further given prominence by Vygotsky (1896 – 1934, 1978) who echoes Piaget's theory by agreeing that children learn through hands-on experience. He considers, schools, books (pedagogic devices) and instructors as providing the social relationships (and the scaffolding) to assist the students to enter into new formal knowledge (Moll, et al., 2010, p. 207).

Nevertheless, the cleavage between Vygotsky and Piaget is that Vygotsky argues against the latter's notion of universally recognisable stages of cognitive development because not all children develop cognitively at the same rate (Moll, et al., 2010, p. 200). In essence, Vygotsky's belief is that, unlike Piaget, timely and considerate intervention by adults when a child is on the edge of learning a new task, metaphorically called the Zone of Proximal Development (ZPD), could assist children learning new tasks. This is achieved through a technique called 'scaffolding', which unlike 'explaining' (which is associated with the traditional teacher centred-approach), entails 'prompting' through interaction which builds upon knowledge existing within students (Vygotsky, 1978).

Scaffolding can be considered as a temporary measure to help construct the new knowledge and can be removed at what is deemed the appropriate time. Equally important, Vygotsky's ZPD has been linked to motivating students to want to learn when they are challenged slightly above their current level of development. His argument is that if students successfully complete their challenging tasks, they become confident and motivated to proceed to do more complicated tasks challenges (Vygotsky, 1978). Moreover, he emphasises the role of mediation in learning whereby he describes knowledge as:

> …meaning that existing knowledge consists of intellectual and practical tasks which children cannot learn independently because they don't know them. However, the unknown can be made available to them through social activity with the use of language, problem solving under the adult guidance or in collaboration with more capable peers (Moll, et al., 2010, p. 200).

Undeniably, both theorists promote the intervention by the instructor as critical to the teaching and learning process through their facilitation and mediation capabilities. Intervention as facilitator and mediator may begin as vague (implicit) so that students get an opportunity to construct the new knowledge, until it gradually becomes explicit in order to ensure that the desired lesson is achieved.

In line with the constructivist approach is the issue of e-learning, DE and this study. According to some scholars:

> the new developments in technology make a paradigm shift in the theory of DE a necessity because growth in DE requires the incorporation of the new and emerging paradigm which represents a cognitive, thus constructionist approach, which enables the construction of new knowledge structures (Rekkedal & Qvist-Eriksen, 2003, p. 7).

Below, I discuss the connection between e-learning in DE and the constructivist approach.

E-learning and the constructivist approach

Any teaching and learning material has to be able to give support to the DE student. Communication and collaboration (in online learning, interactivity) in the learning process is a priority, especially in DE. All delivery modalities at UNISWA, (Nkosi, 2012) including flexibility, accessibility, convenience, collaborative learning and scalability, conform to the key standards of e-learning, which are etched on constructivism combined with DE principles. Expanding on the above viewpoint,Moll, (2011)asserts, that"learning materials only replace the [instructor] if indeed they replace them" as there is always a need for structure in any text. Scholars such as Rekkedal & Qvist-Eriksen (2003) concur with this concept, affirming that with new technologies

DE can to a large extent simulate the conventional face-to-face education. And, high quality distance education is best organised within a traditional university or teaching institution.

DE materials apply the constructivist approach, emphasising active learning and interaction, which can be hard to incorporate into learning materials. The design task becomes one of creating learning modules and courses that demand the student to mediate and create meaning with the assistance of instructors rather than focusing solely on the content. There is the view that, with the development of new technologies - such as interactive computer conferencing, distance educators can design courses and delivery of curricula following a more constructivist approach (Vrasidas 2011; Dede, 1996). This opinion is reiterated by Harasim (1996, p. 205) who says "online education shifts the focus from instructors being knowledge transmitters to knowledgebuilders who become facilitators who provide abundant opportunities for dialogue amongst students while constructing new knowledge." Also, worth mentioning is that "hypermedia lend themselves better to a constructivist approach" (Elen & Clarebout, 2001, p. 87).

In e-learning, a similar function must be fulfilled by CD ROMS and web-based courses carried by e-learning, using LMS or integrated software courses. Thus, in DE, "designed materials that require a lot of inbuilt mediation of process, as well as formally mediated activity or participation on the part of students, tend to be less formal and more verbal in a face-to-face course delivery" (Elen & Clarebout, 2001, p 90). Therefore, it is important to remember that we seek to create learning tasks requiring students to reflect, with support, upon their actions and ultimately internalise new understandings on the basis of those reflections.

It then becomes significant that e-learning is based on constructivism, which makes it a good link with the traditional pedagogies as per the blended learning system currently practiced at IDE. According to Kanuka and Anderson (1998, p. 71) and Boulton(2002):

> constructivism is aligned with online learning and constructive learning theories are becoming widely accepted in all fields of education, including web-based distance education. Computers can provide an interactive environment that creates an effective means for implementing constructive strategies that would be difficult to accomplish in other media

The process of pedagogic practice changing from traditional pedagogies to e-learning can be nurtured by using technology such as computers and LMS such as Moodle, but it requires adjustment in pedagogical approaches and strategies.

In harmony with Vygotsky, learning "has been applied within educational contexts with the use of 'scaffolding' and e-learning materials must be presented within the students ZPD"(Vygotsky 1978, p.34).In fact, Bos, Kikstra and Morgan (1996) advise that Jonassen's (1995)seven applicable concepts should be added to work with the web because "it is proposed as a tool for the social-constructivist approach….and necessitate active, knowledge construction, collaborative, intentional, conversational, contextualised, and reflective through various activity types and web tools. Correspondingly, "constructivists place emphasis on learning technologies for the classroom that promote 'interactivity'. Examples of these include computer games, multimedia learning packages, hypermedia and virtual reality environments" (Moll, 2011 b, p. 7). These tally well with the IDE blended learning system, whereby the "modality of instruction is built on the principles of mutual communication between student and instructor" (Fowler et. al., 2010 as cited in Ferreira- Meyers, Nsibande, 2012). In e-learning this is accomplished through various teamwork strategies which ignite interaction such as discussing and clarifying grey areas through the forum LMS such as Moodle. A web-based environment provides an opportunity to originate collaborative construction of knowledge through social negotiation as a key feature of constructivist learning environments.

The scenario depicted above must be regarded as a positive trait of a traditional classroom because it helps to avoid "the social isolation problems students experience in virtual and remote environments" (Mikropoulos, 2000, p.8). Similarly, when e-learning is integrated into the traditional pedagogies, Passerini and Granger (2000, p. 126) proposed:

> Learning and design principles for DE based on the constructivist paradigm within the framework of a behaviourist step-by-step development process. They emphasised hypermedia systems, and particularly on interaction that may be more active in distance learning environments whereby the real learning 'space' among student's contracts. They maintain that interaction is limited in traditional instruction when conducted in large classrooms.

This view corroborates the blended-learning pedagogical approach the IDE11 adopted and implemented and matches the principal social characteristic traits. Its key characteristics are namely; facilitation that is mostly led by the instructorand student- centredness whereby students are expected to be participative, interactive and more involved in the discussions pertaining to the subject matter.

Regardless of delivery modality, it is vital that the instructor becomes a fundamental part of the process of the transformation of the curriculum from face- to -face instruction and print to e-learning. The viability of e-learning as a teaching and learning tool stems from other studies which note that when using computers (Stevenson, 2008), [instructors'] pedagogies were adapted from a relatively 'authoritarian approach' to a more collaborative and facilitative one during the teaching and learning process.This view resonates with the constructivist approach's main features of learning and is simultaneously applicable in DE. Due to the fact that the computer in isolation is insufficient, the instructor becomes a facilitator who gives the e-learning modality the structure it requires. This modality also compels deliberate facilitation and mediation, instruction and guided reflection in the same way F2F contact sessions (preparation) do online as an alternative method of supporting both DE and conventional teaching. This it achieves by announcing assignments, any modifications and requirements can be made via it, thus enabling dialogue.

In addition, mediation assists the instructor in terms of reflecting and improving their pedagogic practice when using the e-learning option as well as other teaching and learning DE materials. Generally, "universities are discovering that with good learning materials, effective networks, and proper support, students can learn better at home than in class"(Daniel, 1997 as cited in SAIDE, 2011). This means that whether via F2F, print and e-learning the quality of the materials must be at par in terms of conveying the official pedagogic discourse in an accessible manner. Consequently, the next section outlines how e-learning can be used productively as a teaching and learning tool in the ORF.

[11]A recently coined definition adopted in relation to the institution is that; "Blended e-learning implies a pedagogical approach whereby students have some control over their learning; and the teaching is through online delivery, combined with the use of online learning tools(e.g. discussion boards, online collaboration, blogs, etc. and technology tools (computers, digital white boards, cameras, etc.) (Sukati, 2014).

E-learning Activities in the ORF (Classroom)

According to Lockard et al. (1997) and Mikropoulos, (2000, p. 6),"web-based design courses and pedagogical issues are guided by the constructivist student-centred learning environments which emphasise adaptive interaction and feedback characterized by students collaborating with their peers and [instructors] assuming the role of facilitators." In this instance, instructors are expected to ensure that meaningful learning occurs by encouraging students to participate in a constructivist process that allows them to be involved in decisions about their learning.

The constructivist approach aims to encourage students to participate in decisions about their own learning. One way of achieving this, is by using learning strategies where students work with peers, discuss different opinions, and justify their standpoints. For instance, e-learning through Moodle enables students to interact amongst themselves or with the instructor who facilitates and they collaborate in groups and prepare presentations online as well as in class.

Group work can be considered as a good teaching and learning method. For instance, Vygotsky (1978) supports group work as a teaching and learning strategy through his ZPD whereby he explains the importance of social interaction for psychological development. He says that "the distance between the actual developmental level is determined by independent problem-solving and the level of potential development is determined through problem-solving under adult guidance or in collaboration with more capable peers"(Vygotsky, 1978, p. 33). In this way the students can assess each other in a collaborative fashion as prescribed by the student-centred approach.

Evaluation in constructivist approaches especially in DE is continuous. Some academics explain that"it includes the idea of negotiation whereby students are permitted to have an active role in the evaluation process. It provides them the opportunity to gain ownership of the evaluation process as it promotes self-reflexive processes, which is another goal of constructivist learning"(Schneider, 2003;1997; Posner, 1995). Correspondingly, this can be likened to Bernstein's (2000) criterial rules which are regarded as legitimate or illegitimate learning in the pedagogic relationship. In this case these rules are interpreted as those determining what is considered to be accurate (correct), thus legitimate. And if something (subject content) outside

the expected is inappropriate (wrong), it becomes illegitimate learning. For example, a criteria/rubric used to award a student 'A' as opposed to a 'F' needs to be created and it should indicate the learning behaviour deserving of an 'A' (criterial rules). If a student follows these guidelines it will lead to legitimate learning behaviour.

As in all learning, constructivist educators should initially be encouraged to practice strong classification and framing (+C/F) in order to structure the lessons. Both the classification and framing may be gradually weakened, so as to allow students to have an active role in the learning process, which includes the evaluation process.

The next section considers how Bernstein's theory has been integrated with the social constructivist theory in this study.

Integration of Bernstein with social constructivist theory in this Study

The constructivist theory appeared like an appropriate theory to combine with Bernstein because it should be applied in distance education and educational technology (Jonassen et al, 1995;Patraglia, 1998).The critical connection between Bernstein's theory and the Vygotskian and Piagetian notions of facilitation and mediation used in this study is their recognition of facilitation and mediation for effective learning. A convergence between Piaget and Vygotsky is their belief "that activity occurs before understanding, signifies internalization of the activity"(Moll, et al., 2010, p. 200).

In analysing these theories, I then realised that counterpoising them to each other is wrong. In the literature there is a strong tendency to say Piaget's theory implies facilitation, and this is true. This is because he says instructors ought to set up a conducive environment for students' self-discovery, according to their particular level of cognitive development at particular points in time. Then Vygotsky's notion is mediation, whereby the instructor actively translates and transposes the social environment to the child in the context of activity and the child acquires their own form of thinking. So the sense is that the social is mediated to the child and that

distinction insinuates that facilitation is constructivist in the sense of the individual and mediation is constructivist in the terms of social.

Unquestioningly, both are opposed to authoritarian instruction which is associated with the traditional pedagogic practice. It then became apparent to me that the critical alignment (specifically in this study) between this constructivist approach and Bernstein (2000) concepts is evident in following statement:

> Bernstein uses 'apparent' in weak framing to indicate that the teacher always has control over the communication and its social base but relaxes his/her control to allow the learner to take charge. In a strongly framed (+F) learning and teaching environment learners are seen as attentive, conscientious, careful, and receptive while in a weakly framed learning and teaching environment they attempt to be creative, to be interactive, and to make their own mark (Bernstein, 2000, p. 97).

Bernstein (1996, 2000) further advises that as opposed to the traditional way of teaching, framing must be weak in order for meaningful active learning to occur. This is translated to mean teaching is a process that facilitates learning. Therefore, as per the constructivist approach after conceptualising and constructing, the actual learning occurs through dialogue or interaction which may lead to practice and the information relayed becoming clearer in the student's mind. In agreement, Farrant (1980) states that those students who are non–participative tend to quickly forget what they learn.

I extend these theorists' (Bernstein, Vygotsky and Piaget) ideas to tie in with elements of the constructivist framework. This is done to explain the importance of students being active participants as opposed to the traditional rote teaching whereby students play a passive receptive role. This led me to note that from reviewing literature, a debate emerges between what is sometimes called 'instructivism' as opposed to constructivism, whereby there is heavy emphasis on instruction which is strongly classified and strongly framed (+C/F). This study refers to it as the traditional and/or authoritarian teaching and learning approach.

The Bernstenian view suggests that the constructive approach is characterised by weak classification and framing (-C/F). In other words it is open ended, it is about exploration and social interaction which are, in principle, diverse in their character, thus people move in different directions according to interactions and so on Callewaert & Kallos (1992) and other scholars (Vygotsky, 1978, Meyes, 1995, Biggs, 1995, Lublin, 2000)support this perception, arguing that "learning is more effective when a student is actively engaged in the learning process rather than accepting knowledge passively. Moreover, 'dialogue' can become part of the teaching and learning process as it can be enhanced by peer collaboration between students and occasionally instructors becoming students. 'Dialogue' further assists instructors to assess the progress of the students (acquirers) through engaging them in dialogue to inquire their current level of performance on any task and sharing with them possible ways in which that performance might be improved on a subsequent occasion.

Still, this is consistent with my study's student-centred learning, defined as using technology to promote "student learning through collaborative involvement in authentic, challenging, multi-disciplinary tasks by providing realistic complex environments for student inquiry, furnishing information and tools to support investigation, and linking education in the 21st century" (Means & Olson, 1997; Ertmer, Ottenbreit – Leftwich,, Sadik, Sendurur & Sendurur.,2012, p. 424).

Additionally, Bernstein's (1990, 2000) argument highlights that the essential logic of any pedagogic relationship consists of rules which are established prior to the content to be relayed. Likewise, as per social constructivism, Bernstein emphasises the importance of a transmitter being prepared to collaborate and be a student as well because the relationship created between the transmitter and acquirer affects the teaching and learning, especially in DE which mostly deals with instructing adults.

An alternative strategy which is often used in constructivist environments is cognitive apprenticeship which aligns with Bernstein's (2000) regulative discourse. Cognitive apprentice by definition is a very strong framing in that it is tacit; the apprentice gets shown exactly what to do by somebody and does it as is. Similarly, it can be likened to the demonstration method whereby the acquirer imitates what he or she sees the transmitter doing. Here the constructivist teacher

structures the learning environment so that she or he will have the opportunity to model expert behaviour in a domain to students in the related subject. The hierarchical rule, also known as the regulative rule, focuses on conditions for appropriate behaviour in the pedagogic relation, wherebyas mentioned previously, the transmitter learns to be an instructor and the acquirer learns to be a student.

Structuring in Learning

Admittedly, by introducing the constructivist theory in this study I was hoping to discover that the introduction of e-learning initiates a more student-centred, more open-ended kind of education than does the lecture modality. However, as I began reading the literature I realised that this was a misconception because in a lecture you can have both the conservative and progressive approaches as is the case in e-learning, hence the introduction of the blended learning system the IDE has selected to use for teaching and learning. This then links to Piaget and Vygotsky's idea of facilitation and mediation whereby the instructor is very much involved in the teaching and learning process insofar as structuring it. Validation of this idea is provided by Savery (1994) who explains that the structuredness of the learning process is critical to attain the accurate balance between the degree of structure and flexibility that is built into the learning process.

Following the argument presented in this thesis - that regardless of the delivery tool, all learning requires structuring, the quotation cited below confirms that despite the misconception regarding constructivism as disregarding structure, Piaget did not believe that instructors should just step back and not play any role in the teaching and learning but facilitate and mediate. In agreement, Bauersfeld, (1995) stipulates that according to the social constructivist approach, instructors have to modify their roles from facilitator as opposed to being instructors.

This distinction is broken down in the following quote, whereby I felt the relationship between Bernstein and the constructivist approach is articulated clearly. What is more, it helped me understand fully that both theorists believe that both facilitation and mediation play a very important role in the teaching and learning process.

> It is obvious that the instructor as the organiser remains

> indispensable in order to create the situations and construct
> the initial devices which provide useful problems to the (student).
> Secondly, he /she is needed to provide counter examples that
> compel reflection and reconsiderations of over-hasty solutions.
> What is desired is that the instructor cease being a
> lecturer, satisfied with transmitting ready- made solutions; his role should
> rather be that of a mentor stimulating initiative and research.
> (Piaget as cited in Moll, et al., 2010, p. 177)

The above-mentioned quotation describes the relationship between Bernstein and the constructivist approach. Also, it helped to further convince me that both theorists' believe that both facilitation and mediation play a very important role in the teaching and learning process.

Structure is important in teaching and learning and from the reading done it became apparent that when planning a lecture both Bernstein (2000) and constructivists concur that the transmitter initially (possibly at conceptualising stage) needs to employ very strong framing and control the sequencing, selection, pacing and evaluation of the content to be taught in order to give it structure. However, to make active learning possible, it is noteworthy that even though initially the teaching practice is strong framing (+F),this gradually alters as the teaching and learning progresses towards the construction and dialogue stages. This is because the transmitter becomes a mentor and facilitator who collaborates with the students, so they can engage in the recommended collaborative and active learning. Critical in this study is the in-depth examination of this dimension when comparing the three delivery modalities and the pedagogical practice used when implementing the blended learning system.

Criticism of Social Constructivism

On the other hand, several studies contradict constructivists and argue that "minimally guided instruction is less effective and less efficient than instructional approaches which place a strong emphasis on guidance of the student learning process"(Kirschner, Sweller, Clark, 2006, p. 7). They proceed to cite Klahr & Nigam (2004) and Mayer (2004) who suggest "that novice learners should be provided with direct instructional guidance on the concepts and procedures required by a particular discipline and should not be left to discover those procedures by themselves." Another view put forth is presented by Wickens (2003as cited in Bernstein, Penner, Clarke-Stewart & Roy, 2003)who give an example, of large amounts of guidance, possibly producing visible pedagogic practice

(+C/F) which may result in very good performance during practice.At the same time, they caution that too much guidance may impair later performance.

A response to these criticisms of social constructivism appears to be that in terms of the relationship between Bernstein and constructivism, a weaker classification and framing (-C/F) is necessary in good pedagogic practices. Notably, that is once a strong knowledge foundation has been established by strong classification and framing (+C/F).

Bernstein's Theory of Pedagogic Discourse and the Constructivist Approach as Analytical Tools

This study uses Bernstein's pedagogic device both as an analytic device and as a theoretical framework along with the constructivist approach as presented by Piaget and Vygotsky. The application of the pedagogic discourse which entails the recontextualisation principle is suitable for this research because it controls the transmission of a discourse, from one field to another (Bernstein, 2000). Also, I apply Bernstein's principles of recognition and realization to react to this study's central focus, which is an investigation of recontextualization practices from F2F lecture and print-based modalities to e-learning modality. This is done so as to establish whether the pedagogic practice and delivery of content are recontextualised in the same way across the three delivery modalities or remain the same. Moreover, in the context of this study, instructors play a critical role because they are the ones who facilitate the learning of IDE students. They can contribute significantly to meaningful learning by being agents of 'transformation' and effectively introduce e-learning as an additional teaching tool and appropriately 'change' pedagogy when rewriting or redesigning a course from one modality to another. Therefore, this study is designed to follow the processes entailed in the transmitters' pedagogy from the PRF to the ORF in order to ascertain whether there are pedagogic changes in lectures when using the three delivery modalities.

I adopt the constructivist theory in conjunction with Bernstein's (2000) theory of pedagogic discourse as the theories which underpin this study. I use them to compare, understand and assess the differences between pedagogic practices of courses delivered using each of the three teaching and delivery modalities at UNISWA and the IDE blended learning system. They also

facilitate analysis of the empirical data (chapter 6 and 7). I also applied Bernstein's theory to explain the differences, consistencies, and contradictions between the three IDE content delivery modalities as well as how information is transformed and or recontextualised when using them. Similarly, I also used Bernstein's coding system of the classification and framing principles to gauge each key constructivist character trait, which is to be practiced in the classroom (ORF), especially when integrating e-learning into the traditional pedagogies. In addition, these same principles have the ability to explain the discrepancies connected to what instructors as agents and/or transmitters do in the recontextualisation process.

Following that, the constructivist approach, combined with Bernstein's recontextualisation rules, derived primarily from the classification and framing principles and the explicit and implicit pedagogic practices help gauge the required 'transformation' in the teaching pedagogic practices in a traditional classroom that is in transition towards incorporating e-learning. Also, Bernstein's theory of pedagogic discourse allows for instructor and student relationships to be analysed in response to the use of e-learning within traditional pedagogy.

Lastly, I drew up the classroom observation guide and analytical tool based on Bernstein's theory which is complemented by social constructivism. This assisted me to note the factors which influenced the required 'change' in the pedagogic practice when information is recontextualised through the traditional content delivery tools with the newer modality of delivery via Moodle. I proceed to give a brief overview of key critiques of the constructivist approach because they are taken into consideration when I analyse the data on the instructors' pedagogic practice.

Summary

The Bernstein theory and constructivist approach are two theories which adequately provide the tools to investigate and analyse the shaped pedagogic practice when using the three delivery modalities to teach both FT and DE groups. Plus, they assist to answer the main research question of whether or not pedagogic practice and delivery of content are identical across the three delivery modalities or whether they change for the better given the social constructivist account?

Likewise, this study treats the material in both this chapter and the literature review in the next chapter (chapter 3), as the theoretical basis undergirding my thinking as I conducted the actual research fieldwork. The intention, applicability and relevance of all theoretical assumptions are tested in the light of emerging empirical evidence.

Chapter 3: Literature Review

Introduction

In this chapter I examine the literature relevant to DE in general and the pedagogic practices adopted in a blended system at the IDE in particular. This chapter builds on and complements the theoretical framework in chapter two above12. I draw on current seminal research and present a critical overview of the literature which undergirds this study's focus. I begin by appraising student performance globally and relative to IDE. I then discuss the IDE teaching and learning modality to justify the academic performance of DE students against FT. My aim is to interrogate how e-learning, as a third tool, can assist towards enhancing current pedagogic practice, which I anticipate to occasion improved student achievement.

Next, I highlight factors which prevent the student-centred approach, IDE's recommended teaching and learning approach, emanating from both e-learning and the constructivist approach. Then I discuss the LMS used at UNISWA in order to highlight the features which motivate and enable the teaching and learning. This section foregrounds Moodle as an effective digital teaching and learning tool. Next, I illustrate how the traditional pedagogies are recontextualised in e-learning by examining the impact of e-learning, including its challenges. I perused these while simultaneously comparing them with similar challenges faced at IDE. I view these collectively as contextual factors which give reason for enabling and/or constraining 'change' in pedagogic practice when integrating e-learning into traditional pedagogies. I similarly consider the successes of the adoption of e-learning, so as to give the IDE ideas which can be copied to ensure that the blended learning system becomes effective as a teaching and learning methodology.

Then I consider what, according to literature, is the 'ideal' practice when developing material for the three delivery tools. I do this so as to ascertain and compare the literature with how the IDE uses the delivery modalities and official pedagogic devices (see chapter 6). In this way, I hope to detect the recontextualisation of content through traditional pedagogic practices into e-learning

[12]The rationale behind splitting chapters 2 and 3 which are intertwined chapters, foregrounds the exclusive theoretical framework, originating from a review of the broader relevant literature underlying the focus of this research.

and the transformation in the teaching practices. In addition, this information also contributes towards explaining what enables or constrains the required pedagogic practice 'change' when redesigning and rewriting course content form one modality to another. Lastly, I present the ideal blended learning approach and review it to later instigate practical tips for content in the traditional pedagogies into e-learning.

HereI critically analyse the selected theoretical assertions and positions that guided my approach to the actual fieldwork. They all remain propositions whose applicability and relevance is contingent upon emerging empirical evidence.

Distance Education, Technology and Student academic performance - globally and at UNISWA

The question whether or not the introduction of e-learning enhances the pedagogy and improves academic performance is a critical aspect of this research. Opinions regarding student performance, specifically with technology integration vary. This study supports the view that:

> If you're not going to change pedagogy, then technology use makes no significant difference. Increasing technology per se does not lead to student learning, but its effectiveness depends on the teaching approaches used in conjunction with it (Wright, 2010, p. 11).

Studies reveal that instructors embracing e-learning technologies report positive changes to their pedagogy (Ballantyne, 2004).According to other studies, there is no significant difference in the performance of these two groups of students. Its probable that any advantage of DE over conventional education is likely to be the result of improved pedagogy(Zhao, Lei, Yan, Lai, & Tan, Zhao, Lei, Yan, Lai, & Tan, 2005; Bernard, Abrami, Lou, Brorokhoviski, Wade, Wozney, Wallet, Fiset, & Huang, 2004). Also, other research studies have reported that DE students experience a better learning experience than their CF2F peers (Deka & McMurry, 2006; Gunawardena & McIsaac, 2004; Wolff & Futagami, 1982). Another argument put forth is that "students performed equally well regardless of location or method, since research shows that the course design developed over distance accomplished the primary objective of creating a location-neutral learning experience for the students"(Murphy,2000, p. 169). Moreover, some

commentators have gone so far as to declare that "the impact of the new technologies on the universities'operation and on the ways knowledge is generated and transformed will grow in the future, but most of their applications will occur in CF2F frameworks and not in distance or virtual settings" (Guri-Rosenblit, 2005, p. 457).

Additionally, when reviewing other relevant articles about learning through e-learning, information is vague because "attributing academic success to a specific e-learning tool or method ignores the situated and complex nature of the learning environment. It may be that a [instructor's] pedagogical strategy led to academic improvement rather than use of the specific ICT tool" (Wright, 2010, p. 9). However, an opposing view which resonates with this study is that "the right technology used appropriately can greatly enhance the learning experience. But instructional technology used in the wrong way can result in a waste of time and money'(Vrasidas, 1994, 2011). Due to these inconsistent arguments:

> It has been accepted that the perceived differences in performance result from the way the programme is planned and implemented in terms of course development, teaching and learning, administrative support, faculty support and evaluation and assessment. Otherwise there is no significant difference in the performance of the DE and CF2F students. This has given rise to the 'No Significant Difference Phenomenon (McDonald, 2002 as cited by Fowler et al., 2010e, p. 1).

On the other hand, there is some criticism of research conducted on performance between CF2F and DE students which states that "they have flawed methodology, inappropriate summarization of findings" (Johnson, 2008; Zhao et al., 2005; Phipps & Merisotis, 1999). As well, certain research shows that "e-learning made a limited difference to student performance and that much of the research on which these claims are based is methodologically flawed" (Tinio, 2002, p. 17). Besides, the comparative studies have been said by some to be futile and useless and have yielded very little useful guidance for DE practice, and researchers have been advised to discontinue this line of research (Gunawardena & McIsaac, 2004; Lockee, 1999).

Notwithstanding these criticisms, I concur with other researchers such as (Zhao et al., 2005; Smith & Dillon, 1999) who believe that these studies are still very useful in that they provide planners, policy makers and administrators with some evidence of the effectiveness of DE and

some guidance for future practices, research and improving this modality of education. Some scholars agree that such studies are still critical in that they enable comparing new innovations, build up the teaching and learning process and the instructional materials (Rowntree, 1994) such as e-learning.

How have IDE Students Performed academically?

E-learning is relatively new in Swaziland. Discussions surrounding it are held often. Infact, "a debate has arisen concerning the academic performance of the students taught through the two methods (FT and DE) as well as the quality of output from the DE programme arose" (Sukati, et al., 2008, p. 4).13 The instructors cited a valid concern about:

> The limited occasions they meet the IDE students; that these students are not learning much as they do not have full-time access to all the teaching-learning resources…the fact that most of the students doing their studies through IDE are individuals that had poorer grades in their high school leaving certificates, and thus were rejected from the full-time programmes because of limited number of places available…

In light of the above, the concern pertaining to the quality of students produced through the IDE programme is therefore understandable.

A particularly interesting view is that "…many conventional universities are now waking up to lack of explicit pedagogy and are adopting e-learning, in particular, to support their everyday learning and teaching" (Fowler et al., 2013, p. 250). Furthermore, some recent research conducted within the IDE madereference to some extensive evidence supporting the advantage of technonology usage, which says that:

[13]With respect to IDE students, Magagula & Ngwenya (2004) found that IDE Humanities students performed significantly worse than their full time equivalents on 50% of the courses taken. Sukati (2010) reinforced this finding by noting that over 60% of the staff teaching the Humanities student perceived the IDE student's performance to be significantly worse than the full time students. With respect to Commerce students, Fowler et al (2010) also found the academic performance of IDE students was significantly worse than the full time (FT) students on all subjects, and in some case the difference was more than a grade (10%). They concluded that there were [two] main reasons for this poorer performance. Learners not reading their modules, and tutoring time therefore being used to update the conceptual material. Second, there were no practicals and in certain courses (e.g. statistics) this could have a major detrimental effect (Fowler, Sukati &Vilakati, 2010, p. 8).

> When web- based or e-learning learning technologies are used there is increasing evidence that DE student academic performance is better than the FT equivalent. One consequence of these results is the increase use of e-learning to supplement conventional teaching, and this is good news for any DE institution (Fowler, 2010c, p. 1).

In an effort to gain a broader perspective, it appears that the University of Botswana, Swaziland's SADC neighbour, also grapples with a similar challenge of the slow implementation of e-learning at tertiary level. This is revealed in a concept paper which intended to probe:

> Whether the use of e-learning improves learning and ultimately learner performance because it can provide teachers and students with a dynamic resource for supporting curricular activities. As educators, the goal is to get students motivated and engaged in active and participatory learning experiences, and e- learning is clearly an instructional medium that generates excitement (Lekopanye, 2010, p. 2).

Another factor relates to the enrolment statistics reported at UNISWA. A report, compiled by Simelane (2011) indicates that generally in first year, students perform well, which can be translated to mean that they are ready for university. However, the figures go on to reflect that, as they progress, the failure rate also increases.

> The challenges associated with inefficiency reverberate throughout the education system, including UNISWA where fail and repeats may be as high as 100%, with the whole class failing. Also striking about failures is the fact that the percentage of failing students does not decrease as student's progress from first year. In many instances, for example in the Humanities, there are no failures at first and the proportions increase from the 2nd year onwards (Simelane, 2011, p. 25).

It is worth pointing out that in Table 3-1 below the failure rate is for French (100%) and refers to only one candidate:

Table 3-1: Programmes with the high failure rates (> 10%) at IDE, 2008 – 2011: Adapted from (Simelane, 2011)

Sessions 2010	Faculty	Programme	Enrolment	Fail	Withdrew	% Fail
DE	IDE	Cert. in French	1	1	0	100%
DE	IDE	B.A. Humanities 2	85	14	0	16%
DE	IDE	B.A. Humanities 3	129	13	0	10%
DE	IDE	B.A. Humanities 4	200	96	0	48%
DE	IDE	Dip. Commerce 2	119	20	1	17%
DE	IDE	Dip. In Commerce 4	137	50	0	36%
DE	IDE	B. Comm.6	50	5	0	10%
DE	IDE	Dip. Law 3	73	9	0	12%

Another study (Fowler, et al., 2010e) confirmed this assertion by showing that DE students academic performance "was significantly below that of their FT equivalents because the initial advantage of using printed materials is soon lost once the material becomes outdated" (Perry & Rumble, 1987), which results in F2F contact time being used mostly to provide additional lectures. It was suggested that "transferring more material online, where it is easier to update, was offered as a possible solution, thus a decision was made to explore an e-learning option" (Fowler et al., 2013, p. 260).

Nevertheless, in other studies conducted at UNISWA and IDE there exists more evidence of DE students outperforming conventional students but only when technology is used combined with a meaningful pedagogical design (Fowler, et al., 2013, p. 259 citing Souder, 1993; Deka& McMurry, 2006). As a result, this poses the question as to whether or not the introduction of e-learning will enhance the pedagogy and improve academic performance?

On the other hand, a study done by Sukati, et al. (2008) contradicts findings that the 1st year results do not improve as the DE students progress to their next level of study. That study Sukati et al. (2008, p. 29; 2010 c) uncovered interesting findings whereby "at Year 1, the CF2F students outperformed the IDE ones, and that this performance difference narrowed as the students progressed to their final year of study." The diminishing performance difference between the two groups of students may suggest that DE students were taking time to adjust to their new learning modality, a 'Year-by-Modality- Effect' (Moore, 1994). Further, authentication is provided by Sukati et al., (2008, p. 25; 2010c, p. 17):

> Before entry into the University both types of students had received only the face-to-face tuition, which changed upon entry into the university, with the IDE students encountering, for the first time, the distance-type learning, and the CF2F students continuing with thefamiliar face-to-face modality which resulted in initially poorer performance, and later performed as well as their CF2F counterparts.

Thus, challenging the conclusions by Simelane (2011), that DE students' performance drops as they progress, Sukati et al. (2008) expands in support of Magagula and Ngwenya (2004) study. Sukati et al. (2008, p. 28 & 29), reveals that 'differences between the two groups are evident in Year 1, and the DE group catches up as they progress to higher years in their studies." Notably, DE is said to be a good system as it makes the IDE students (who come-in with inferior grades) improve and catch up with the conventional F2F groups.

Given the above findings, I reiterate that e-learning can further enhance teaching and learning, especially in a DE environment such as the IDE one. This tool helps bridge the gap and scholars have confirmed that when learning technologies are compared with traditional F2F contact sessions, students taking courses through instructional television [e-learning LMS] perfomed at the same level as students taking courses through conventional methods (Magagula & Ngwenya, 2004). In theory, at UNISWA both sets of students, FT and DE, are exposed to an identical teaching and learning model. I use this model as a basis to explain the differences in academic performance in the next section.

IDE Teaching and Learning Model and its Delivery Modalities

Regardless of the delivery modality, all teaching at the IDE presupposes the constructivist approach. It then becomes significant that e-learning is based on social constructivism, which links with the traditional pedagogies as per the blended learning system currently practiced at the IDE. Hence, the desire to help instructors understand and improve their teaching practice when e-learning is introduced.

Fowler (2010a, p.6) provides a model demonstrating how constructivism is integrated into all IDE learning material. Figure 3-1 below depicts the key concept of 'interaction' through 'dialogue' in any teaching and learning or, as Bernstein would say, in a relationship between a transmitter and acquirer, reflective of the social constructivist theory. This learning entails the underlying pedagogical principles of conceptualisation (coming into contact with new concepts), 'construction' (undertaking genuine tasks that intensify one's understanding of the concepts) and 'dialogue', which necessitates debating and discussing topics from which new concepts can emerge.

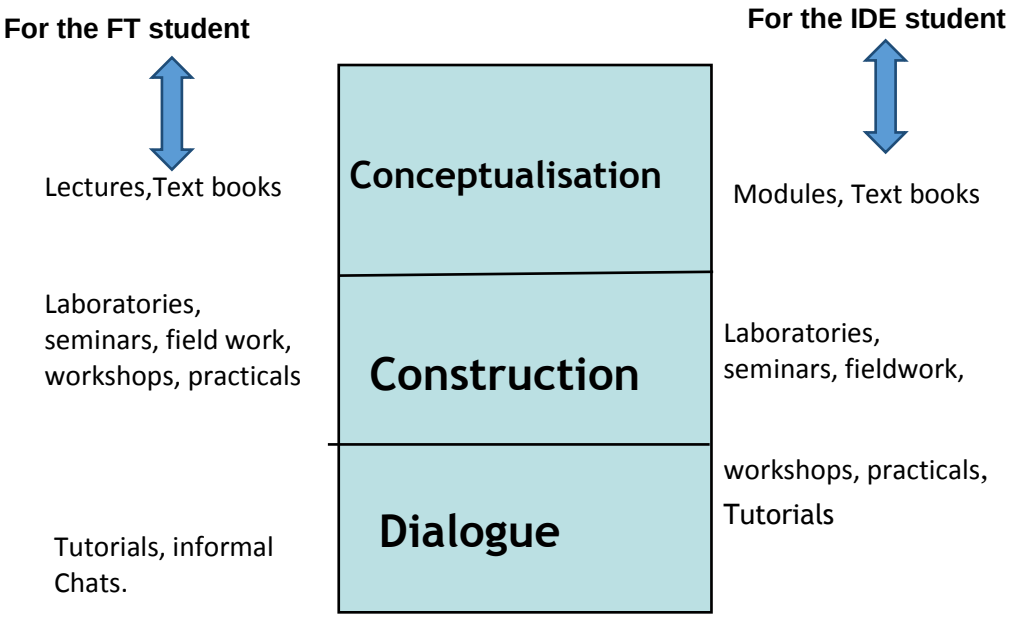

Figure 3-1 IDE Teaching and Learning Model and e-learning Framework Mapping (Fowler, 2010, Mayes & Fowler, 2006)

Several other theoretical approaches, which I felt reinforce constructivism and simultaneously give pedagogical soundness to DE materials (e-learning inclusive), are set out by namely; Mayes (1995) Biggs (1999) Piaget (1896) and Vygotsky (1978). Elements from each of these approaches could be merged to create quality learning material. For instance, by including, firstly, Mayes three stages of conceptualizing, constructing the knowledge and dialoguing. Secondly, through encouraging building on prior knowledge and dialogue through social interactions (Biggs, 1999). This then draws in the notion of 'dialogue', which "engages the students in dialogue known as activities

which could be likened to a non-verbal conversation which is written down" (Gray,2006, p. 3). This is reaffirmed by Modesto and Tau(2010, p.78) agree that 'dialogue' is a "purposeful conversation or discussion between tutor and student during which ideas are exchanged." Lastly, in order for the theory to be achieved successfully, Piaget and Vygotsky's notions of facilitation and mediation led by the instructor need to be applicable.

I use Mayes' (1995) framework constructively to explain the inconsistency seen in the academic performance between the FT and DE groups. The problems and categorises Fowler (2010a,d) are cited as follows:

1. *Conceptualisation:* Problems with the quality of the modules[14] (mainly out of date); instructors expectations going beyond that outlined in the modules.
2. *Construction*: Problems with the lack of time for practicals or working through problems.
3. *Dialogue*: too many tutorials being used by lecturers to teach because of the modules being out of date.

As mentioned under contributing factors for poor performance from Mayes framework above, the results correspond because if many of the IDE printed modules are outdated, F2F time which is meant to introduce and discuss concepts is then mainly used as additional lecture time to the detriment of tutorials. Conversely, because many of the printed modules are outdated or in need of major revision (which at IDE occurs every 2-5 years and inevitably means the updating of module content/development falls behind),[15]students do not read their modules. Hence, the suggestion for modules to be made available online. This leads to the discussion of the recently introduced e-learning as a teaching and learning tool.

[14]In line with constructivist approach the role of the specially prepared self-contained, self -instructional learning materials called print Course Modules print module then becomes facilitator. Assessment and Evaluation through IDE Print Modules is achieved by each module containing self-assessment questions or activities that the students are expected to complete and sometimes discuss with their peers, and submit to the tutors for marking or check against suggested responses presented at the end of individual units or modules (Perry & Rumble,1987). Also, there are a certain number of tests and assignments students are given for each course module.

[15] The initial advantage of using printed materials resulting from it being better organised and prepared (Fowler, 2010 citing is soon lost once the material becomes outdated. The cost in time, money and effort of updating the printed material is considerable, and in the case of IDE the programme for reviewing the modules soon fell behind schedule. The continually reviewing and updating of printed modules is a slow and expensive business. One solution is to move more material online where it is easier to update.

Contrary to popular belief, there are marked differences between DE and 'e-learning'[16] at tertiary level. Granted, 'DE' and 'e-learning' do overlap in some cases, but they are by no means identical (AFT 2000, 2001 as cited in Guri-Rosenblit, 2005, p.457). In the case of IDE, e-learning means any teaching and learning which occurs via the use of a computer (LMS 'Moodle). This corresponds with this study which considers 'e-learning and DE to be in line with the global expectations by their inherent capacity to make education accessible to the masses, thus meeting the demands of people' (Tiene, 2004, p.89).

Teaching and learning tools and pedagogic practices and requirements continually change in a teaching and learning environment. In light of this, IDE followed up on a recommendation by Siaciwena (2007), which suggested the introduction of a blended learning system. The IDE management endorsed this recommendation, that, 'increasingly, courses will be available via [e-learning], through the institute's [LMS] called Moodle'17 (Sukati, 2013, p. 2).

E-learning and the IDE Model

Interestingly, I use Figure 3- 1 reflected as the IDE Model in exactly the same way to demonstrate the e-learning framework as created by Mayes & Fowler (1999). Afterall, 'guidelines for creating constructivist-based rich environments for active learning on the web are collaboration, access to resources, and research, and acknowledging the social nature of knowledge construction'(Dunlap, 1999, p. 315). In addition:

> The proper pedagogic use of ICT constitutes by itself an innovative pedagogic methodology that transforms the traditional communication structures and favours the application of many other pedagogic principles that were difficult to be applied up to now in the context of the traditional educational system (Mikropoulos, 2000, p.8).

[16] Educators are now beginning to hear terms like e-teaching, e-learning and e-education as it subtly becomes part of our regular vocabulary. E-teachers are the new generation of teachers who will work in an environment in both regular and virtual classroom situations. E-education involves e-teaching and e-learning with the various administrative and strategic measures needed to support teaching and learning in an environment (Campbell, 2001)

[17] 2010 onwards - Those instructors who do practice online teaching and learning allocate do so via Learning Management System (LMS) named Moodle. Both FT and DE students also use limited Moodle based courses (Web 1.0). Some (not all) courses both in FT and DE have registered on the LMS Moodle and instructors mainly upload lecture notes.

So, based on Table 3-2, I use an e-learning framework map which illustrates the three stages of the learning cycle onto categories of e-learning. They are described as follows:

Table 3-2 E-learning Framework Key Concepts from Mayes and Fowler E-learning Framework Map (1999)

Stage I Conceptualisation - the users initial contact with other peoples' concepts. This involves an interaction between the student's pre-existing framework of understanding and a new exposition.
Stage II Construction - the process of building and combining concepts through students use performance of meaningful tasks. Traditionally, these have been tasks like laboratory work, writing, preparing presentations, etc. The results of such a process are products like essays, notes, hand-outs, laboratory reports, etc.
Stage III Application - the testing and tuning of conceptualisations through use in applied contexts. This stage is best described as 'dialogue' whereby the conceptualisations are tested.

With reference to the problem statement, if e-learning indeed improves the required 'change' in pedagogic practice it will help IDE reduce the F2F[18] hours which are currently excessive and demanding in terms of time and cost. On the other hand, since the introduction of the LMS Moodle in the IDE, instructors upload and provide notes before a class, thus allowing students time to read before attending classes. This allows more time for discussions during class.

Furthermore, a mini-study conducted within the IDE (Nsibande, 2011) suggests that even though online tutorials would be the preferred option, due to the fact that IDE is located in a developing country, the F2F tutorials are a realistic and practical option. Besides the financial implication, the weak bandwidth throughout Swaziland prevents the majority of IDE students from accessing the Moodle platform, which would enable them to participate in the online tutorials from whichever location they reside. Parallel to this result, the study revealed that tutors also face a similar challenge in that when they are off-campus they have difficulty accessing Moodle (Nsibande, 2011, p. 2). However, a year later (2012) UNISWA declared that accessing Moodle off campus is now possible.

[18]FT students rely mainly on the Face-to-face method 5 days a week within two semesters which is meant to complement and support the learning materials; On the other hand the IDE Face-to-Face Components teaching and learning modality comprises of about 15 face-to-face lecturing hours and 10 face-to-face tutorial hours for each course module. The lecture periods are compulsory and the tutorials are optional. The lectures and tutorials cover 30% of content and are meant to familiarize learners with course content, its requirements give tests and other assessment work, clarify and help with problems met whilst interacting with course material and give an opportunity to do the practical work, where necessary (Sukati, 2010, 2013).

On the whole, much as IDE promotes the constructivist approach in its teaching and learning, as I pursued the research it became apparent that as an intellectual project that lies at the centre of this thesis, there is a hidden argument that strong classification and framing is evident and important when designing DE learning material. Also, with reference to Bernstein's theory, it is noted that strong framing (+F) is witnessed in both FT and DE groups' learning experiences because they are equivalent in terms of teaching, learning and evaluation at the UNISWA and IDE.

The next section addresses the question of the practicality of the student-centred approach for UNISWA and IDE. This approach is introduced by the constructivist approach upon which e-learning is also based.

Student-Centred Learning Application - How Practical is it for the classroom (Official Recontextualising Field).

Borrowing from the Botswana scenario, I briefly outline how the historical andsocial and cultural context affects the implementation of student-centred active learning approach. Afterall, "there is nothing value-neutral about pedagogical styles. They are products of surrounding cultural, social and historical milieu which do not take place in a sociological vacuum and as such cannot be understood when dislocated from their broader social context" (Tabulawa, 1997, p. 192).

DE and the constructivist approach, student-centred, active learning and e-learning are compatible. Research shows that 'the best way of offering distance education is through the use of online learning technologies' (Alley,2004; Somekh,2008 et al. p. 447; Modesto & Tau,2010; Brindley et al., 2004; Bates,1997). Additionally, e-learning can be likened to DE in that it is driven by the same fundamental imperatives which are captured in the well-used phrase describing DE as 'anytime, anyplace and anywhere and learning at an affordable price' (Fowler et. al., 2013, p. 250).

Traditional approach versus the student- centred Approach

The distinguishing conflict between the two approaches is that the student-centred approach develops spontaneity, self-reliance, creativity and student autonomy. On the other hand, the traditional approach encourages rote-learning, whose characteristics are docility, obedience,and submissiveness towards instructors. These are explained as:

> role patterns inculcated by child rearing practices, formal education and other established organisations in society ...the infusion of traditional structures and values into a Western institution (i.e. education), might have inadvertently acted as a barrier to innovations, thus perpetuating authoritarianism in educational practice (Tabulawa, 1997, p.194).

This brings to fore the idea I have long identified and pursued in this study – that is, if the e-learning approach is merged with the traditional pedagogies, the instructors need to recognise the pedagogical change required when teaching content is delivered using one modality to another. In fact, I compared, considered and verified the above-mentioned findings in analysing the data collected via the various data-gathering instruments. Nevertheless, one wonders whether changes in these structures would be adequate to facilitate the type of basic changes required for instructors to use technology in constructivist ways. Changes in these structures might create more opportunities for instructors to use student-centred approaches(Dexter, Anderson & Becker et al., 1999).

The student-centred approach is very much in line with this study, which concentrates on pedagogic practice and recontextualisation of content when using the three delivery modalities, especially e-learning. However, cultural factors play an equally significant role in the implementation of this approach. That is, this concept originated from the West and was thereafter introduced from the West to Africa. The following quote eloquently captures the crucial question of relevance to developing societies such as Swaziland:

> The interests of the individual tends to be subsumed under the group. Yet, individuality is paramount in student centred approaches. We need to bear in mind the child-rearing practices considered appropriate and legitimate by the culture in

> which the instructor works. For it may be we are asking the society to change its general attitude to the way all its adults interact with the children they are somewhat responsible for (Bray et al., 1986 as cited in O' Sullivan, 2004, p.593).

Stemming from the above, I highlight challenges pertaining to the implementation of the student-centred approach in the next section.

Reasons why the Student-centred approach may be problematic to implement in the classroom (ORF)

I based this specific portion of the study on findings derived from a study conducted on the reconceptualisation of the student-centred approaches, using Namibia as a case study. Justification for doing so, was because some of the results were found to be related to this particular study that is probing e-learning as a teaching tool to support student-centred learning. I found the findings helpful during the analysis phase of all the data (from questionnaires, in-depth interviews, document analysis and observations of both the classroom and Moodle site teaching and learning session). What is more, it is crucial to note that the actual classroom environment has a bearing on the implementation of the student-centred approach. This is because the emphasis today is on active construction of knowledge by the student according to (Chism, 2006, p. 14).

> The physical spaces of the classroom and what happens in them are influenced by the arrangements within them: it is teachers who organize these spaces, resources and opportunities for learning.This implies educationally productive levels of interactivity for students– both among peers and with instructors.

Nevertheless, I have adapted the Namibia case study results, to suit this study as they reveal the following related facts:

1. When instructors do not comprehend the DE concept, which is founded on the constructivist approach, and underpins e-learning from the onset, implementation of the approach fails.
2. When instructors are unclear on practical methods for implementing the student-centred approach in the ORF, no active learning can occur in it.

3. It is critical to recognise that instructors who use the student-centred approach must accommodate the student as a social being who relies on interactions with others to construct new knowledge.
4. When understanding that the social constructivist interpretation of knowledge is absent, it implies that knowledge is fixed. This indicates that the practice in the classroom will be rote-learning and not the required student centred approach.
5. Student-centred approaches presuppose availability of space, resources and limited numbers. If these facilities are not available the student-centred approach is unlikely to succeed.

Equally important is the recognition that the integration, recontextualisation and pedagogical practice of e-learning is a critical component in this study. There is a need to acknowledge that "e-learning is fundamentally about learning and not about technology…effective learning is likely to occur when opportunities to learn involve the right modality (or blend of modalities) of delivery (Towards a Unified e-learning Strategy, DFES, 2003, as cited in JISC e-learning programme, 2004). Moreover, there 'are no pedagogic principles that technology serves; rather technology drives the pedagogic principles that are exploited in ODL systems'(Mikropoulos,2000 p.2). According to Santally (2005), the integration of technology in learning needs to address the very important issue of enhancing teaching and learning processes, rather than just being regarded as a new flexible delivery medium (Nichols, 2003). Hence, the transformation to blended learning approach at the IDE, which I review next.

Blended Learning

IDE implements a blended learning system which delivers some courses via F2F and print media mixed with e-learning. It complements the description that 'it is a design approach whereby both face-to-face and online learning are made better by the presence of each other' (Keppell, 2010, p. 6; Garrison & Vaughan, 2008). On the other hand, some universities deliver courses purely via e-learning, which means all content and discussions (interactions) are achieved via the computer. A succinct distinction between the two types of blended approaches is that:

> e-learning applications differ in the levels of collaboration that they involve. Some courses are entirely independent and individual, while others incorporate some elements of group-learning such as discussion forums or chat rooms. The modality of course delivery can be entirely electronic (with or without an instructor) or take a more blended approach integrating electronic and classroom delivery to varying extents (Mahmud, 2010, p. 151).

The main similarity between exclusive online or the blended approach is that in both scenarios the instructor becomes a facilitator. Intriguingly, despite the fact that 'contiguous education' and 'pure distance education' are extremes that rarely exist…many prefer hybrid courses' (Keppell, 2010, p. 4; Bath & Bourke, 2010, p. 45). Exclusive online learning is unlikely to happen at the IDE in the near future because the concept and practice of DE and e-learning is one we are still trying to wrap our heads around, as it were. Besides, a 'bricks and clicks' model, offering both an online and distributed face-to-face option is regarded as the best solution for the working adult market (Guri-Rosenblit, 2005).

For IDE it is practical to maintain the traditional pedagogies and integrate the e-learning medium because print continues to be used for educational intentions in the country as it's a developing country. Therefore, print will probably continue to be the dominant medium, although computers offer new formats for printed text, which is then read on the screen. 'Paper will continue to be used to copy documents, conduct correspondence, etc.'(Verduin & Clark, 1991). Also, one takes cognizance of the fact that financial constraints result in inability to use ICT in the classrooms, whereas print is not only realistic but is a relatively cheaper choice.

E-learning in a Blended Learning System

Globally, e-learning has become an important delivery medium for DE materials in its flexibility and accessibility of the learning materials (in a variety of multimedia formats) for the students. This is primarily because 'e-learning cannot replace teachers and instructors' (Moll, 2011a), but operates alongside existing methods so it can enhance the quality and enrich their teaching. Plus, it corresponds with this study's theoretical framework (chapter 2) in that it revolves around

a student-centred system with teaching activities focused on facilitating learning (Towards a Unified e-learning Strategy, DFES, 2003, p. 6 as cited in JISC e-learning programme, 2004; Beaudoin, 1990, p. 1). Moreover, in a bid to enhance the quality of education offered nationally, UNISWA and IDE are in the transition phase of emulating the worldwide practice of incorporating e-learning as an additional teaching tool to the existing traditional pedagogies. 'Our plans are to use blended learning where we shall mix print with F2F instruction, and e-learning,' explained the current IDE Director (Sukati, 2013, p.4). Hence, the relevance to this study, which investigates whether the nature of pedagogy changes when rewriting or redesigning a course through the three delivery modalities in the blended learning system implemented at IDE.

Moodle is a software application designed with the specific intent of assisting instructors in meeting their pedagogical goals of delivering learning content to students (Machado & Tao, 2007). Its relevance to this study lies in its being a pedagogical tool and how the IDE instructors use it and recontextualise content when integrating it within the traditional pedagogies for teaching and learning purposes. The next section briefly describes the key features of Moodle in order to further illuminate the tool's stated relevance in the blended learning system at the IDE.

Learning Management System (LMS's)

E-learning is a new paradigm which has revolutionised the way knowledge is transferred. Over the years many academic institutions have gradually implemented different learning technologies into their education systems and one of them used in institutions of higher education are LMS (Machado & Tao, 2007).

'The choice of an appropriate Learning Management System (LMS) is largely influenced by the extent to which the LMS can be effectively used by instructors and students to facilitate classroom and distance learning'(Ferreira-Meyers & Nkosi, 2011).Hence, in agreement with several scholars at IDE, the implementation of Moodle was not a 'technical migration from an old system to a new one but rather an opportunity for the University to transform the incumbent model of teaching' (Guri-Rosenblit, 2005, p.467). Moodle, which is the LMS UNISWA selected, is ideal for the IDE because it harmonises with the constructivist approach. It is

designed such that it creates an e-learning environment for collaborative interactions between instructors and students (Murray & McPherson, 2004). – 'Moodle[19] is built around a constructivist framework and is optimized for facilitated online learning. It simultaneously tallies with the constructivist pedagogical theory of facilitating and mediating by exemplifying the instructor having to provide the planning and expertise.' An additional justification for choosing Moodle ahead of other LMS options for IDE was because 'it is free; it is open source and thus in theory extendible; it has a long and successful history of educational use in DE such as in the UK's Open University' (Fowler, et al.,2010, 2013). Besides, it complementsI DE's blended learning system, whereby the 'modality of instruction is built on the principles of mutual communication between student and instructor in view of an efficient application of social constructivism in educational settings' (Fowler et.al., 2013, p. 260).

Remarkably, Moodle has a drawback that the underlying pedagogical modality is built on the conventional instructional rather constructional philosophy. For example "it does not support real time interactions in voice or video, so live lectures, debates, and practical work are not possible" (Fowler, et al., 2013, p.261). Moreover, the LMS cannot create content for courses, and this can be viewed as disadvantageous. Admittedly, from a Bernstenian viewpoint, these factors promote strong framing (+F), thus visible practice associated with the traditional approach. Yet, truthfully, the LMS tool is doing what is required of it – to promote the opposite practice of weak framing (-F) so that both students and instructors construct the content (new knowledge) in collaboration as seen in the key features which enable effective teaching and learning (see Appendix F-1).

LMS is a pedagogic tool which I consider as adequately recontextualising both F2F and print media in e-learning. This is substantiated by the fact that they are being used for giving e-learning classes and, as mentioned before, they influence pedagogy. For instance:

> LMS's permit students to view multimedia lectures, communicate with their instructors and each other in learning communities, download course materials, take online quizzes and submit homework and classwork assignments. The intricacies of these complex systems

[19]Moodle is not a substitute for instructional design when it comes to planning your curriculum and courses. Admittedly it has tools to assist with this process, such as lesson builder or planner features but designing a truly effective eLearning program still requires considerable planning and expertise (Open-Source Learning Management Systems, 2010).

> areresolved by including a lot of modules in their implementation. Instructors can create lessons with specialized lesson tools, or they can create them in web-ready HTML form with multimedia data (Kakasevski,Mihajlov,Arsenovski,Chungurski ,2008, p. 613).

Additionally, 'in a relatively short time the LMS has possibly become the most widely used educational technology at tertiary level, only ranking behind the common office applications' (West, Waddoups& Graham, 2007, p.15). Lastly, a factor which supports e-learning is its enabling more people [to] access the Internet because if computer literacy rises the cost of computer ownership also increases (Mahmud, 2010).

E-learning can be that bridging tool which ensures the required two-way communication in DE because of the distance between student and instructor. Hence, the ideal learning environment is one that provides 'ubiquitous social presence awareness for the purposes of facilitating interactive consultation as a learner traverses the various learning contexts' (Kekwaletswe & Ng'ambi, 2006). They proceed to explain that:

> as students interact, post questions, share messages, the knowledge is exchanged amongst the [students] as they progress towards personalized learning support… with personalized learning, contact between [students] is also viewed as crucial to their overall academic achievement.Using - articulation and reflection in the context of multiple practice and collaboration [students] begin to simplify meanings and to apply what they have learned in different situations(Brown, Collins, & Duguid, 1989 as cited in Howe &Kekwaletswe, 2009, p. 9).

This review of the literature invokes the ancient quizzical adage whether the use of technology, specifically computers in the classroom, is a blessing or a curse?. The literature has generated intriguing supporting and countervailing arguments relative to e-learning in education. However, from reading the literature, I believe that e-learning as a teaching tool has its distinct advantages, especially in DE (that is, its consistency with the DE principles identified in chapter 1).

Recontextualisation of Face- to-Face and print Media into E-learning

Surprisingly, I found that the successes of adopting e-learning actually demonstrate adequately how F2F and/or print are recontextualised in e-learning. According to (Wambui & Black,2009, p.5), "whenever academicians use e-learning as a viable education tool, it accelerates access, effective-learning across disciplines…"' The examples discussed in the next section are not restricted to pedagogic practice but do connect and are relevant to them.

a. Reaching masses

Print is recontextualised in e-learning by offering DE online and has the distinct advantage of reaching masses which, in this instance, includes the under-privileged and physically challenged. Accordingly, the advantages of e-learning as opposed to traditional learning are instantly evident with e-learning making education independent of time and location (Kakasevski, et al., 2008). Print media, which in DE successfully bridge the gap, shows that it is recontextualised in e-learning. The LMS helps solve the problem of delivering quality teaching and learning programmes to large numbers of students in both FT and DE modalities of teaching (Minielli & Ferris, 2005).

b. Promoting Higher-order thinking (Pedagogic)

F2F and print can do the same verbally or through print but with specific reference to traditional pedagogies they are recontextualised in e-learning through promoting higher-order thinking on the Web, because challenging activities that enable students to link new information to old, acquire meaningful knowledge, and use their meta-cognitive abilities are created hence it is the instructional strategy and not the technology that influences the quality of learning (Alley, 2004). Furthermore, according to (Rumble, 1986as cited in Verduin & Clark, 1991),materials and experiences, linked to real life, can offer ways to arouse interest and provide for affective, cognitive and psychomotor growth activities which include active student participation.

c. *Isolation in DE (Pedagogic)*

Personal tutoring by means of the computer can supplement that F2F element. Face-to-face meetings at the study centres, have been successful at the Open University of the United Kingdom of which is the system the IDE is founded on.

F2F and print is recontextualised in e-learning in that it responds to one of the primary challenges for DE students which is having to discern the content and concepts in the learning materials in isolation. Fortunately, in line with DE principles, Moodle e-learning provides a forum whereby flexibility exists and interaction among students encouraged. Also, through Moodle, students are able to get direct and immediate feedback, which allows students to pace their learningthemselves without relying on F2F sessions. Pacing themselves would be categorised as weak framing (-F) in terms of Bernstein's instructional discourse, which tallies with the constructivist approach.

With reference to chapter 1 and from the evidence indicated in previous studies conducted the issue of 'isolation' was highlighted as a serious problem in DE. Fortunately, e-learning can be considered as a method of addressing this challenge, because:

> …the lack of direct instructor–student and student–student communication has been the 'achilles heel of distance education for centuries. The new interactive technologies enable universities to overcome this shortcoming. E-learning in DE can rescue the isolated students from their loneliness by providing interaction with [instructors], as well as with other students throughout the study process; to provide easy access to libraries and other information resources, which was nearly impossible in the past; and to update the self-study materials on an ongoing basis (Guri-Rosenblit, 2005, p. 475).

This draws me to the issue of 'isolation' which DE students constantly contend with. To address it, I have borrowed from the philosophy of Ubuntu[20] which I believe helps us to appreciate the problem of isolation in more depth. According to some academics (Du Toit-Brits, et al. 2012, p. 7):

[20] *uBuntu* inspires us to render ourselves to others and to move towards the communal spirit of *uBuntu.* The African philosophy is profoundly concerned with communality and *uBuntu.* It provides a theoretical elucidation and scrutiny of the two as defining aspects of conventional African existence elucidates this point by indicating that 'one characteristic of a participative world-view is that the individual person is restored to the circle of community and the human community to the context of the wider natural world'.

> Shared distance education scholarship community underpins the philosophy of *uBuntu*. DE can therefore embrace *uBuntu* and teacher training and development of instructors through DE can be more successful when the principle of *botho* or*uBuntu* forms part of or becomes the basis and guiding principle of the same programme.

Their opinion is based on the point of view that:

> Education' is, anthropologically regarded, a classically Western epistemological notion where the individual within distance education focuses on individualised 'education- for- me'…African students don't regard DE as solitary activity but rather a 'we-ness' in which they experience the yearning to live and observe the principle of communality and collectively, in matters also related to their academic lives (Du Toit-Brits et al., 2012p. 8).

The above-mentioned notion tallies with the constructivist approach because similarly, Swaziland practices this African social philosophy which entails a great deal of community interaction, thus the social aspect as well. Interestingly, e-learning, the institute and the secondary theory I rely on in this research – constructivism, does promote this type of learning which is said to be advantageous for DE students. I say this because the uBuntu philosophy is whereby the student requires dialogue where ideas can be shared, social interaction, social dedication and the time, spatial presence of an instructor and fellow students in scheduled contact opportunities occur. This leads to communal cohesion and common coalition in a community.21

Embedded within UNISWA, IDE can be considered a community. After all, each is [an organization] of higher education, which [has]a general rationale and set of standards, and therefore [is]a good example of a community… A sense of community can also be formed by a collection of individuals living in an informal settlement, sharing the same suffering and hardship(Du Toit-Brits,et. al., 2012)which in this instance is the suffering of the 'isolation' DE

[21] The distance education student should experience an extraordinarily profound and inter human niveau that he/she *belongs* to a particular distance education community which must be seen as a communal society. Within this communal society (particular distance education community) the distance education students must experience that they belong to that particular community and scholar society where there is the prospect of intercommitment, mutual development and social integrity. Then only will they feel exempted from all pressure, ethical burdening and social guilt and then they will be free to be themselves. In view of the fact that in such a distance education community an intimate, interactive space will be provided to distance education students within and throughout which they can exist and experience their ontical communal longing for the cohesion of belonging, *uBuntu* can contribute to their eventual learning accomplishment. (Du Toit-Brits, et al., 2012, p. 8)

students often endure. Based on Piaget and Vygotsky's ideas, Moodle can take on the role of facilitator and mediator to ensure that isolation diminishes.

d. Management of the Courses via Moodle

F2F is further recontextualised in terms of managing the DE programmes. Moodle at the IDE is used by instructors for administration purposes to 'support the curriculum primarily through the provision of course materials and resources (PBL digital resources, lecture notes and synopses, resource lists and assessment tasks) and communication technologies(messaging, announcements and discussion lists' (Petrovic & Kennedy, 2005). In addition, 'e-learning assists to improve the internal faculty organization, like, instructors in the management of online courses, allowing them to create, add, modify, customize, and reuse digital content and learning objects'(Kakasevski, et. al., 2008, p. 614).This links with the issue of managing information, which is crucial for DE students who have to access information from whatever their location.

e. Library Management (Pedagogic)

Here I identified that F2F and print are recontextualised in that with e-learning DE students are able to access and manage resources independently (research in library). It is said that [e-learning] technologies provide students with technological literacy, increase learning motivation, and assist students to perform better in their subject disciplines. Thus, students become independent, responsible, collaborative, and self-directed (Newhouse, 2002). A good illustration of traditional pedagogies being recontextualised, as further identified in the blended learning system are discussed next.

Successful implementation of e-learning is reliant on the successful delivery of content through the use of computers and learning management systems, such as the Moodle used at IDE. I took into cognizance that there are always two sides to a coin and having highlighted the advantages of e-learning, it is fair to highlight some key limitations therof e-learning, specifically affecting recontextualisation.

Thus, in spite of the challenges outlined in this section, it is worthwhile to pursue the e-learning avenue in the educational sector. The next section concentrates on the challenges in the blended

learning for the aforesaid reasons. The relevance of the subsequent discussion lies in Bernstein's regulative discourse and his recognition and realisation rules.

Key limitations with implementing the blended learning approach

a. Policy

Each country needs a well-articulated ICT policy, action plan and implementation plans and this is true for the IDE which needs a policy because the lack of both policy and a clear vision of e-learning aggravate the challenge regarding e-learning implementation, training, etc. The issue of the lack of a clear e-learning policy is a difficulty not unique to IDE. I say this because instructors at the Polytechnic of Namibia 'do not integrate e-learning platforms for teaching and learning such as Moodle due to the non-availability of an official Policy that regulates development and implementation of e-learning within Namibia's tertiary institutions" (Wambui & Black, 2009, p.3).

Most IDE instructors also teach fulltime at UNISWA and may not have the additional time to generate the interactive material for Moodle. Neither the IDE nor UNISWA has an Open and Distance Learning Policy with a strategy to integrate blended e-learning. Undeniably, if an e-learning policy existed in the institution, the problem of not having adequate time to design valuable e-learning material would be eliminated (Ferreira-Meyers & Nkosi, 2011).

b. ***Lack of Computers Facilities and equipment***

Again, with reference to chapter 1, I commented that one of the advantages of DE was its low cost. There is a contradictory view, that when initially setting up e-learning it will be expensive because establishing the infrastructure and equipment requires money. A scholar (Mahmud, 2010, p. 150)asserts that 'weaker economies and absence of adequate infrastructure are the main obstacle to effective e-learning practices in least developed countries (LDC) which suffer from low technological advancement due to lack of finances Maumud" (2010, p. 152). In addition, securing hardware and software at reasonable prices is another challenge on its own (Tiene,2002). Mahmud (2010, p. 152) concurs, and explains that 'to implement e-learning successfully with all legal software and documents, the contents should be cheaper because the expensive softwares, inspire piracy. This makes it impossible for developing countries to buy and develop the learning

materials.' This in my view relates to this study in that if the actual tool (computer) is lacking or faulty, no recontextualisation can occur.

c. Attitude, Culture or Resistance to Change

Furthermore, discussing the student performance at the institute, the 'change' in relation to the use of ICTs by instructors has been gradual and unsystematic. This indicates the need for them to get proper training and support with the usage of computers in the classroom. There are also other constraints which are created such as instructors unwillingness to change the learning environment by means of e-learning as opposed to the familiar and traditional modalities such as print and F2F.

The following quotation provides an insight to the challenging mind-set of some instructors towards incorporating e-learning –'If it ain't broke, why fix it?' and 'Technology is the answer – but what are the questions?" (Guri-Rosenblit, 2002). This comment reflects an attitude which is attributable to the fact that lack of clarity on how to integrate the ICT and utilize it in the classroom can result in educators rejecting it as a newer teaching tool. This constrains the recognition rules, as well as the constructivist approach application in the ORF. Furthermore, literature reviewed in this section insinuates that it is impossible to overestimate the influence of teachers' beliefs pertaining to technology usage because they are intertwined. In fact

> Computer skills are unlikely to be used unless they tally with instructors existing pedagogical beliefs. They need to increase their understanding and ability to address teacher beliefs, as part of their training to increase teachers' technology skills so as to facilitate instructors to utilise computers to their full potential (Ertmer, 2005, p. 36).

In relation to pedagogic practice and Bernstein's recognition rules, I realised that integrating e-learning into F2F instructionand print modulesinvolves altering the instructors' ways of teaching and learning as well as adapting to the 21st century pedagogical approaches. I connect this notion to a study (Maphanga, 2012) conducted within IDE which investigated factors affecting the adoption and implementation of online learning at the Institute.The finding is presented next:

> …more than half of staff members not offering online learning perceived it to provide a collaborative learning environment, and considered it to be an ideal platform for teaching and learning in DE as it provides flexibility and convenience of learning regardless of location. …They also alluded that certain personal characteristics were important when supporting the adoption and implementation of online learning, e.g., computer skills and online learning experience, and probably be knowledgeable about the benefits of online learning…(Maphanga, 2012, pp. 36 & 37).

The above findings are evidence that theoretically, instructors do recognise the benefits of e-learning as a teaching and learning tool. Interestingly, in the study quoted, IDE management also attributed staff's interest and initiative in using Moodle as leading them to develop courses online. Therefore, I considered this finding when analysing the data later on. This is because this study seeks to examine, if the realisation (pedagogic practice) changes suitably when e-learning is introduced into the existing delivery modalities.

d. Lack of Professional Development and Support

Interrelated to successful training of instructors on technology learning are contextual factors which connect to beliefs because they have an effect on espoused and enacted pedagogic practice. These feed into the analysis of data collected in this study (chapters 6 and 7). I cite from scholars, key characteristics contained in beliefs, which influence pedagogic practice when using technology in the ORF. These are reflected in Figure 3-2 on the right.

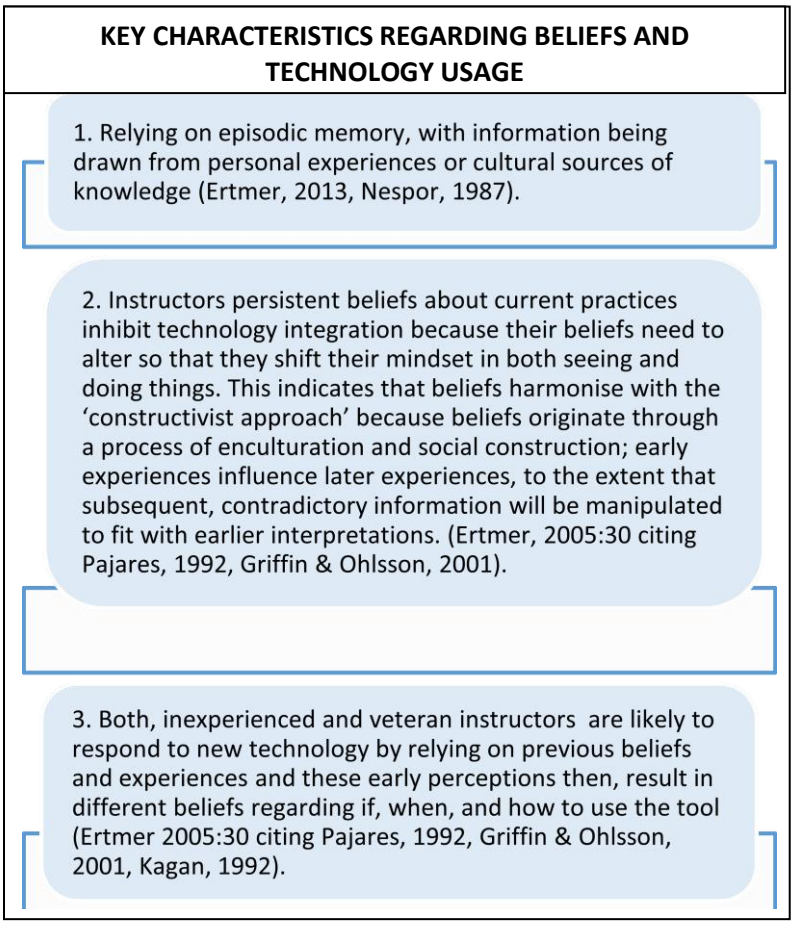

Figure 3-2 Key Characteristics of Beliefs & Technology

Bearing in mind the above it's equally important to acknowledge that in order to effectively implement e-learning, good computer knowledge is indispensable. Swaziland is faced with a similar challenge described below:

> …there are no special e-learning training facilities … all stuffs (content/material) developed or used are done by personal level of expertise. Very few are following standards at time of preparing learning materials …. Lack of proper guidance and training in these low economic countries are an important issue to address (Mahmud, 2010, p. 154).

Some researchers warn of the challenge of LMS implementation; namely, the discomfort of using it for the first time. Using Moodle does not guarantee that instructors will use it at all,nor as a teaching and learning tool to promote the constructivist approach. On balance, it normally takes at least a year to confidently use it and using the. The hypothesis is that 'increased or prolonged technology use will prompt instructors to alter their practices toward more constructivist approaches. This has not been verified by empirical research' (Ertmer et al., 2005, p. 26). Also, based on the results of another study it was noted that 'few fundamental changes in the dominant modality of teacher-centred instruction had occurred.. . . Even in computer-based classes, teacher-centred instruction was the norm' (Cuban, Kirkpatrick, & Peck,2001, p. 825).

Furthermore, the literature suggests that support systems for [instructors] who use the ICT should be established and ongoing. To cater for this establishing special centres for course development is proposed (Bates, 1999;2001). At the Namibian Polytechnic, the findings from the pilot study revealed that:

> in order to encourage transfer of learning, it is important for organisations and academic institutions to offer incentive and allow instructors time to explore, interact and collaborate with international partners to solidify the development of e-learning systems and overcome challenges posed by instructors who are novices (Wambui & Black, 2009, p. 5).

Another viewpoint (Guri-Rosenblit, 2002, p. 10) explains that "newer technology was introduced into the academic world suddenly without taking the time to define what purposes and functions they could fulfil or substitute, which is problematic for the adaptation process of the new

technologies." Thus the regulative rules were neglected and this resulted in instructors resisting the use of computers as teaching tools due to non-existence of recognition rules. Moreover, a "barrier to the successful deployment of technology-based learning is the lack of high-quality systems tailored to the needs of both individual users and groups. Consequently, much of the construction of e-learning is still carried out without an understanding of how learning theories can be translated into pedagogical requirements" (Kakasevski et al., 2008, p. 537). Also related to incorporating e-learning as part of the pedagogy is the expensive provision of equipment, building of facilities and the conducting of training in terms of usage and pedagogy. It is correctly pointed out (Unwin, 2008, p. 33) that "…softer dimensions of management, training, and the development of appropriate levels of expertise in e-learning design are the most important factors that require attention."

To contextualise the above challenge, I acknowledge that some IDE workshops have been held with instructors to introduce the concept of e-learning, in particular the use of Moodle as a teaching and learning device. However, it is not very clear if IDE instructors use Moodle as a teaching and learning tool or merely as a place to upload prepared notes for the students. If it is the case, I reiterate that despite "the clear need for the IDE to adopt and effectively implement online learning as stated in the UNISWA–IDE Strategic Plan, (2008/2012), there has been little progress in this regard" (Maphanga, 2012, p. 7). This dilemma does not appear to be unique to Swaziland. As earlier stated, neighbouring Botswana faces a similar predicament to that of the IDE in that "for many years there has been talk of implementing e-learning initiatives within the Botswana education system, with very little success. For some reason getting the e-learning fire started and actually burning is hard" (Lekopanye, 2010, p.2).

The above challenges produce the problem of no regulative rules leading to non-recognition, hence, non-realisation when using e-learning in the ORF. Notably, in a bid to respond to the challenge of lack of training and concurrently improve the pedagogic practice of the instructors, this study investigates how rewriting or redesigning a course from one modality to another changes the nature of pedagogy in the course in an effort to contribute to the professional development of IDE instructors.

f. Culture

Another hurdle facing the implementation of e-learning is the 'cultural resistance to change in many traditional societies. They may oppose the adoption of new technologies whose influences may be perceived as antithetical to their ways of thinking and behaving' (Tiene, 2004 b, p. 92).This creates a certain level of lack of awareness amongst faculty about e-learning. To increase the level of awareness of e-learning among [Swazi] University staff, an e-learning knowledge scale should be developed and used. To assist in this regard e-learning advocacy highlighting its advantages as a teaching tool at tertiary level should be promoted. Associations which can advocate for it to be a prominent pedagogy and learning tool in Swaziland could help it to become a teaching tool instructors embrace and use confidently.

Another chief drawback is "the lack of technical expertise to set up systems, guide instructors on its usage and how to integrate it in the curriculum and repair equipment that malfunctions. Technical difficulties interfered with the learning process, project management was inept or corrupt, and cost overruns ran up the national debt" (Tiene & Futagami, 1987). Thus, lack of confidence and resisting change by the instructors to use e-learning as a teaching tool in the class is the end result.

In the next section, I pin-point national challenges and integrate those specific to IDE. I do this so as to compare and contrast them against the global challenges. Citing these challenges is relevant to the study because they too contribute towards inhibiting or facilitating the required pedagogic practice in a blended learning system.

The Challenges with the Implementation of Blended Learning in Swaziland

a. Politics[22]

Related to the lack of ICT policies in a country, is government regulation that can make the telecommunications environment so restrictive that progress in communications infrastructure is stifled. 'Potential funders and investors can be deterred by circumstances which, unfortunately, characterise the political systems of many developing countries'(Tiene, 2004b). Similarly, Swaziland recently experienced a conflict between two of the main communication companies,

[22]SPTC is in a joint venture with MTN to supply mobile communication services.

namely, Swaziland Post and Telecommunications (SPTC which is a parastatal) and MTN. They entered into a joint venture agreement (JVA) whereby MTN rents physical communications infrastructure from SPTC who is also the industry regulator. The SPTC then introduced wireless products, violating the JVA since they are essentially competing with MTN, which they basically own. Conflict arose and as such this has a trickle down negative effect which hinders the effective implementation of e-learning at institutions such as UNISWA. Consequently, other related challenges are:

> … problems with quality of the public service telephone network … lack of funds, political will, expertise and other resources to implement DE solutions. Also, sustainability is a concern where technology and know-how are provided by donor programmes that inevitably end, and the initiative is subsequently starved of necessary funds and expertise to continue (Fowler, 2013, et al., p.251).

Additionally, Swaziland lacks a national policy on national science, technology and innovation (STI) which in turn affects ITC development in the country. It has been reported in a draft policy that government has realised that 'ICT literacy must be provided at an early age of education… five tertiary institutions offer ICT, but lack adequate resources (including qualified ICT teachers) as each has only one computer lab used for both lectures and research'(Swazi Observer, 2014). UNISWA faces similar challenges which to me attests to the fact that leadership from government level needs to appreciate ICT and its benefits in terms of development to support and ensure that the infrastructure is in place to guarantee accessibility. This would undoubtedly address the constrain of accessibility which the case study instructors cited as problematic and in my view a contributory factor to their non-acquisition of the recognition rules which will ensure that the blended learning at UNISWA is realised. The next point is closely related to the discussion thus far, as it expands on accessibility issues.

b. ***Weak Bandwidth and Slow Speed***

For a least developing country (LDC) like Swaziland, information access is limited, because it does not possess the appropriate resources and technological infrastructure to make e-learning available on a wide scale. "Poverty is certainly a fundamental factor in the digital divide, and with sufficient funding, other impediments, like weak infrastructure, can be addressed." Tiene (2002) Bates (2001) and Guri-Rosenblit (2002) confirm this situation of status-quo, arguing that "many

students, particularly in developing countries, do not have ready access to computers nor connectivity."

The access speeds in Swaziland are weak and the population is largely rural and stretch over a substantial area, which comprises of four regions. These are challenges insofar as using e-learning for teaching and learning is concerned. Bangladash shares the same experience with Swaziland. Mahmud (2010, p. 152)laments thatdue to "bandwidth and connectivity limitations, downloading the web contents of e-learning is slow in Bangladesh."This problem is shared by IDE. Additionally, most rural communities and some urban areas have no electricity. Therefore, inaccessibility and limited access to computers intensifies the isolation and loneliness of DE students in that they cannot communicate regularly with their peers nor the IDE personnel.

There is the crucial issue of cost and finding funding for instructional technology is difficult. Undoubtedly:

> Technology is limited within developing countries, and costs for service are often significantly higher than they would be in an industrialised country. It is clear that in countries where utilisation levels are lower, corresponding costs for connectivity are higher. Until the costs for service can be reduced in poor countries, levels of online access are not likely to increase very significantly (Tiene, 2002, p. 215).

Also, remote rural settings may still lack electrification and telecommunications services or may experience problemslike surges in electrical lines that can damage hardware or low bandwidth connections that make access tediously slow (Tiene, 2002,) Similarly, UNISWA and IDE face ongoing concerns about technical issues, in particular bandwidth control. The IDE cannot afford learning platforms which are expensive and the power infrastructure required to distribute more sophisticated type of DE to the secluded regions. Moreover, most students especially those who live in rural areas, do not have satellites nor internet access (Ferreira-Meyers & Nkosi, 2011, p. 6; Fowler,et al., 2013, p. 251).

c. ***Motivating interest in Learning Material***

Another challenge which may be overlooked, yet needs to be considered, is that the:

> initial student excitement of any of innovative technology approach may quickly fade when [e-learning] is the norm. If the new tools simply replace the old ones with little else changing, then student engagement and interest will quickly wane because nothing has essentially changed for the learners (Wright, 2010, p. 5).

My understanding of this view is that in order to avoid having the students' excitement wear off, the instructors need to consider how they can link and use the newer technology for long-term purposes and blend it into the traditional pedagogies in an innovative manner which will sustain the students' interest in the content delivered. This means collaboration and interactivity promoted by the constructivist approach is to be applied not only to the e-learning component in isolation but to both the F2F and print media (as well as the blended learning system). Fortunately, in this study I appraise how to integrate both the traditional pedagogies with e-learning as I progress.

The global limitations of e-learning which have been mentioned thus far correlate with the challenges the IDE experiences to date. However, this research firmly supports the idea expressed that:

> Today ICT is perceived as a powerful catalyst for 'change.'
> The role of the lecturer is critical once e-learning is introduced
> Because the instructor's level of interest, technical competence,
> or ingenuity in integrating the technology into the curriculum is
> important. It's imperative that it be facilitated by instructors who
> are equipped to take full advantage of its potential and able to
> apply technology innovatively (Tiene,2002b, p.21).

The focus of this study is to examine the introduction of e-learning into the traditonal pedagogies at the IDE and the instructors' pedagogic practice when teaching using different modalities in the blended teaching and learning system there. This means that a critical concentration area is on the pedagogical level each delivery modality permits and not the content as such. A pedagogically 'valid learning material is one that expands the learning opportunity for the student regardless of what the student is trying to learn' (Fowler, 2010 a, p. 8).

Now, in order to answer the research question pertaining to transformed pedagogic practice when rewriting or redesigning courses from one modality to another, I proceed to review literature

which explains the 'ideal' use and practice of the three delivery modalities. Justification for doing this is that they are the pedagogic devices used to deliver the official pedagogic discourse in the ORF. I compare this information with the observed teaching practice in the ORF (chapter 5). The differences are significant to the findings in detecting the 'espoused' and 'enacted' practice in order to gauge whether the transformed and required practice when e-learning is integrated occurs. Plus, the next section responds to the research sub- questions: how do the IDE instructors use print-based medium, F2F instruction and e-learning and how do they teach the IDE courses?

Print-Based Media

Ideal course outline

In correspondence with Bernstein's regulative discourse rules, I consider the course outlines in this study as the students' first encounteror introduction to any course registered for. This is because it is an access tool to the students whereby the instructor welcomes students with the relevant details regarding what to expect from the course, and what the course might expect from them so that they prepare their students adequately.

In Boye's (n.d) view, there are six key elements a good course outline should include. I accepted them as sound, relevant and applicable in any standard course outline. For purposes of this study I adapted them as shown in Table 3-3 reflected next.

Table 3-3 Key Features in a Course Outline: Adapted for this study from Boye, n.d)

Key Element	Key feature
1.Basic Information and Basic Instructor Information	✓ Course title, number, section, credit hours, meeting times, and location and a detailed course description. ✓ The instructor should provide students with his/her title and name, office hours and location, and other means of contact (phone number(s), email address etc.) Likewise, it can be beneficial for instructors as well as the students to clarify their preferred means of communication outside of class.
2.Recommended Text and References	✓ Include a list of the texts for the course, clearly distinguishing between ✓ those that are required and those that are recommended ✓ Provide information regarding how students can acquire those texts. ✓ (e.g. buy from the bookstore? Have you assembled a course pack or put them on reserve? Are they available online?). ✓ Instructor should make note of any other materials students will need for the course, such as lab equipment, art supplies, calculators, student response devices etc.
3.A course Schedule or	✓ The instructor's course outline should present students with some sort of calendar or schedule that outlines what

outline	will happen each week or class period of the semester; this allows the students to plan their time accordingly.
4.Assignment Detail	✓ Assessment should be explicitly spelt out e.g. date of submission of assignments, stipulate when exams will be held. ✓ ***Assessment methods*****:** It is helpful for **s**tudents to know how their work is going to be evaluated. So the course outline should stipulate the forms of assessment to be used, such as exams, formal essays, group projects etc. It is important that assessment methods align with the learning, and that a description of these assessment methods be revealed to the students. ***Criteria for grade determination*****:** The course outline should clearly ✓ specify how grades in the course will be determined. For example ✓ instructors should explain how different assignments will be weighted ✓ and translated into grades.
5.Expected Outcomes of Course	✓ Learning outcomes are usually approximately 5 – 10statements per course (not necessarily each chapter or topic) that provide instructor and students with a sense of purpose for the course.
6.Special Clauses	✓ Clauses and policies should be included e.g. regarding things such as; students with disabilities, observance of religious holidays, optional components whichcan assist create a more student- centered syllabus. E.g. Suggestions about how toplan for the tasks of the course, how much time to spend on assignments outside of class meeting times, or how to do well on certain assignments (Parkes& Harris, 2002, p. 57). ✓ A list of available resources and support services within the class, department, or university.

Overall Comments of Course Outline

Course outlines can be likened to a contract and communication tool between instructor and student regarding the guidelines of a course. It is noteworthy that "it's important to uphold the policies set forth in the outline but instructors should incorporate some degree of flexibility to accommodate circumstances that might arise during the course of a class" (McKeachie, 1986). This aligns with both the constructivist approach and Bernstein's regulative discourse.

I proceed to review what a sound print-based educational DE module should contain. The key features are presented in the same format as the course outline.

Ideal Print-Based Educational Self-instructional Materials and E-learning

The DE module strives to substitute the need for most of the F2F lectures and ensure that the material is specifically designed to suit the DE situation. In that way a module replaces the F2F lecture. However, modules in isolation can be insufficient for valuable learning. A comment supporting this notion is that 'despite how well the material is designed, written and presented,

there will always be concepts that students find confusing' (Fowler, 2010c, p.2). As largely, a one-way communication medium, the challenge with print is to design instruction to maximiSe the amount of interaction in DE print materials. Nevertheless, it is noteworthy that all the elements discussed in the next section are key devices to structure the content and learning and are applicable to e-learning as well. In other words, the next section exhibits how print-based media can be recontextualised into e-learning.

Design and development of a quality distance education self-instructional module and e-learning

In both print modules and e-learning "the process of context and content development is crucial in a constructivist approach and it determines the method and strategies employed in a course…the goal of constructivist educators is to guide students to think and act like experts (Resnick, 1987, p.10). According to Freeman, (2005, p. 14) the cognitive approach is applicable in that 'the commonly used embedded devices have been derived from the cognitivist theories.' All content (whether F2F sessions, modules or e-learning) should include helpful modifications highlighting the relationship between concepts and provide a connection from one section to the next so that the content corresponds with the coherent sequencing of each unit or section.

According to numerous scholars, this vital connection is achieved through the use of embedded and interactive devices such as learning outcomes, advance organisers, activities, examples, summaries, rhetorical questions, activities, illustrations, and clarification of concepts, etc. (Martens as cited in Freeman, 1995, p.60; Modesto & Tau, 2010, p.79). These strategies are accepted because designed materials require more detailed learning pathways to be built into them. For example in a print-based delivery modality, these must entail detailed tutorial letters, more systematic written feedback and course packs, which between them establish the kind of learning environment which an instructor accomplishes 'on his/ her feet' in a classroom or lecture hall. These key interactive strategies to be incorporated in the DE module are summarised in Table 3-4 below.

Table 3-4 Key Features to be included in an Ideal SIM print based module: Adapted for this study (Willis, 1995; Modesto& Tau, 2009; UNISA, 1997; Melton, 2002; COL, 2011, &Rowntree, 1997).

Key Element	Key features in Print based course Media
1.Focus on content organisation before developing content	Before developing content, create an outline of the material to be covered. "Organise content based on the identified goals and outcomes. Consequently, the Self-instructional Material (SIM) will be a well-organized content outline from which the written content will easily flow"(Willis, 1995, p. 1).
2.Presentation of the text	Content has to be presented in a coherent way which intends to make the text readable and easy to comprehend. This is achieved through good structure, layout and language. Language is an access tool which can make text user friendly (without losing the academic meaning or lowering the academic standards). "In DE materials, the author includes the instructor's voice as a way of making the material two-way communication. This is part of student support and this is why modules are said to be self-instructional." (Modesto& Tau, 2009; UNISA, 1997, p. 12).
3. Student Profile.	Understanding, student needs is critical. For instance, age, what their motivations and constraints are because they reflect the learning styles, motivation, constraints etc.
4.Staying with a consistent format.	Consistency in instructional presentation can decrease student anxiety about internalising content. Thus, authors should develop an effective format and organizational scheme throughout the module. For example, authors should use adequate headings and sub-headings to visually guide the reader through the material (Willis, 1995, p. 2).
5.Advance organisers	Advance organisers or introduction are a means to link new material with a student's prior knowledge (preceding unit or modules) and cognitive structure (Willis, 1995, p. 2). This provides students with a meaningful and well- organised framework for the assimilation of more detailed knowledge. Advice is that the most general and comprehensive ideas be placed at the beginning of a lesson and progress to more structured and detailed information to assist students to relate different parts and concepts of teaching material to each other.
6.Learning Outcomes	These need to be expressed from the student's point of view as opposed to a traditional view of a teacher's instructional outcomes. They need to match with and conform to the unit content structure, module assignments as wellas the overall assessment mechanism,the unit introduction, as well as the goals of the learning activities and their outcomes given at various intervals inside the text (Melton, 2002).
7.Developing a course introduction	A overall course introduction that will be the first thing a student DE reads is a good icebreaker. It can include biographical background information about the instructor, a course overview, course goals and aims, a listing of recommended or prescribed books that will be needed, and informationabout assignments, examinations, and marks.

8.Signalling devices	Signaling devices help organise and structure each unit. Students navigate their way through the content and resources with them. Exampleof signaling devices are a variety of icons that IDE uses, which are contained in the Commonwealth of Learning ODL template. These are easy for student's to interpret thus making text accessible.  (COL, 2011)
9. Summary	A summary at the end of each unit should be included. It should reflect on what has been learned and/or include a checklist that enables students to check what they have learned and to determine whether they need to reinforce or revise certain topics in the unit.
10.Activities	As per the constructivist approach contextualise learning a variety of activities including genuine daily activities and case studies can be incorporated into the modules by using examples and analogies in a traditional, classroom . Here, instructors spontaneously provide examples and analogies to illustrate a point that students are having difficulty understanding (recontextualisation of F2F, print into e-learning can be achieved inthis way). However, because 'DE students and their instructors may not have this type of interaction, authors should include lotsof good examples and analogies in print-based materials'(Willis, 1995, p.1). Pictures, illustrations, diagrams, etc., should be included to ensure active rather than passive student participation in the process of studying theunit.
11.Assessment Activities	Assess academic performance so both students and instructor gauge if learning outcomes are being achieved.
12.Include questions	Conversational style simulating a one-to-one or one-to-many tutorial (Rowntree, 1997) should be common practice in modules and e-learning. Questions in any of the three delivery modalities can stimulate the student to be more active and to deal more intensively with the subject matter. Use questions that aim at understanding rather than merely reproduction and memorization of facts (Willis, 1995, p.1).
13. Incorporating a glossary of terms or list of new terminology	These explain all the new, often technical terminology met in the learning material. These terms can also be included within each unit after the unit outcomes have been stipulated.

Overall Comment on DE Print-Based Modules and e-learning

The recontextualisation of print into e-learning is compatible because they are based on the same fundamental design principles as discussed in this chapter. For instance, both are portable, thus used in any location, at any time. Second, students are familiar with reading print, which is what e-learning is as well, so it's easier to concentrate on the text, whether on screen or on paper. Thirdly, they are student-controlled in that they can revise topics and pace their own learning without the pressure of keeping up with an instructor in class.

One disadvantage of print is that it cannot adequately re-create motion in print, yet e-learning can. Also numerous studies have shown that higher student motivation is required to successfully complete print-based courses due to the passive nature of print (Willis, 1995, p.2). Furthermore, even though print materials incorporate feedback methods and interactive exercises, it is easy for students to avoid and overlook giving feedback and continue directly to the answer section. Yet, e-learning can provide immediate feedback, which can keep the student interested and motivated to completing the task.

The same way the DE module is developed, the material for e-learning can adopt as well. Print can be a highly effective way for students to internalise facts, basic concepts and applications provided that learning is carefully structured. The same applies to e-learning. The text has to be structured but the significant difference is that it allows for interactive strategies to be employed, such as audio and video recordings, etc. In essence:

> There is the revolution which the Information Communications Technologies (ICT) are presently moving from print at the core of a variety of media, to the virtual environments carried through the Web,…..ICT presents enormous opportunities to rethink student support in ways that are not yet fully understood, in particular with regard to time and place, and the social dimension of learning which can be enhanced (Tait, 2000,p.3).

In line with the constructivist approach, the role of the DE print module and e-learning becomes that of a facilitator which is a critical role and component of student support in an interactive DE system. Here, both delivery modalities become responsible for encouraging interaction and guides as opposed to merely instructing the students. In fact:

> The [print SIM] has traditionally played a central role in student support in DE of mediating between packaged learning materials and the students, acting as subject matter expert, learning coach and facilitator to answer questions arising from their study, guide them to other sources of information, to point out the connections between concepts, and perhaps most importantly, to give students feedback about their performance (Bridley, 2004, p. 7)

I gleaned evidence from an IDE report (Nkosi, 2012) regarding how print can be recontextualised into e-learning. I summarised two crucial and relevant points: Firstly, analysis of context for

readiness is critical - do students have access to computers, and if yes, how reliable is it? Secondly, analyse the print module to determine the level of interactivity of the module, determine if there are gaps and if so, what they are and, identify ways of adapting. These results disclosed that the specific IDE module used to pilot and adapt to integrate e-learning was, firstly, more of a teaching than a learning tool. Secondly, it assumed more F2F sessions and lastly, it followed a more a traditional approach to instructional delivery. These conclusions are interesting and critical to this study because I took them into consideration when analysing the print-based media module of the case study courses and used Bernstein's Pedagogic Theory and constructivist approach to ascertain if they reverberate with these findings.

The link between F2F instruction and the print module is mainly the importance of 'dialogue'. In both traditional delivery modalities the structuring of the courses and strategies instructors employ to ensure that students construct knowledge and meaning in a course is important, as with e-learning.

Face-To-Face Instruction

The aim of F2F lectures is to clarify conceptual uncertainties, prioritise concepts, themes and ideas, update material and inspire, guides and motivate the students. Lectures are mostly delivered verbally or with visuals, hand-outs or reference notes. Even though we currently live in a digital-rich teaching and learning environment and libraries are accessible and in abundance, 'the lecture remains the most common form of communication in universities…the established routines are still strong and still likely to represent among the most robust methodologies used by institutions to educate their students' (Moore,Armstrong & Pearson, 2008, p.16). Also, as opposed to e-learning 'lectures are inexpensive and have relatively low preparation time in comparison to other media' (Kozma; Belle; & Williams, 1978) ,hence its being a popular teaching method.

Lectures are a familiar method of learning to students. They can also be viewed as a way of opening up a subject (conceptualising) for them, helping hem to find their way through problematic subject matter and providing the most up-to-date knowledge in a particular field. Confirmation of this notion is that lectures provide important signposts to students, explaining

the rules of engagement that many of them find otherwise difficult to learn, and that helps them understand the areas and tasks that they need to focus on most in order to navigate their learning experiences more successfully (Laing, 1968; Moore et al., 2008, p.20).

On the other hand, there is one significant disadvantage of lectures: "it is often characterised as the transfer of the lecturer's notes to the students' notepads without any thinking or processing of the information" (Isaacs, 1989, p. 299). This low level of engagement in lectures encourages intellectual passivity (Kozma et al., 1978). Another scholar agrees Black (2005), that over-emphasis on the instructor rather than the students contributes to students' isolation and disengagement fromthe lecture. Lectures "discourage critical thinking as well as analysis of the content. Similarly, Gibbs, Habeshaw & Habeshaw (1987, p. 19) believe that lectures 'induce a passive, reproductive mental set in students."

Most universities have students who come from diverse social and educational backgrounds, who obey the traditional way of teaching and learning whereby the lecturer teaches in formal settings - learning is restricted to a specific time and venue and information communication is predominately one way, from the educator to the [student]. In other words 'knowledge is not shared but rather imposed onto the [student]' (Kekwaletswe &Ng'ambi, 2006, p. 8). The lecture becomes simply a form of information transfer (Dolnicar, 2005, p. 103). Research by Moore et al. (2008) showed that students' non-attendance to lectures could possibly be due to instructors not articulating a sense of obligation to attend lectures, despite the messages, assumptions and convictions that they may share about the importance of such attendance.

Also striking is that the commonly passive role of students in most lectures contradicts the current thinking, which encourages the need for more student-centred learning strategies. A significant problem with instructors stems from the fact that they do not (possibly due to certain factors as mentioned in chapter 6 - beliefs and views) regularly conform to the social constructivist theory which promotes 'dialogue' because students are mostly passive either listening or writing notes, thus non-interactive. A significant possible justification for this type of response from students is that,

> The number of students affects the type of interaction an instructor can expect. For example, if the group size is between 51 – 100 the

> questioning technique and response is likely to be such that when instructor asks question, only a limited number of students can answer or ask questions themselves. Or instructor is the only one to ask questions and students can only notify their agreement or disagreement by raising their hand without any open discussion occurring (Sullivan & McIntosh, 1996 as cited in Fowler, 2010 a, p.9)

Notwithstanding, the development of digital technologies is opening up many possibilities such as e-learning as a modality to complement both the lecture and print delivery modalities.

Effective and Ineffective Lectures

The table below summarises the difference between an effective and ineffective lectures.

Table 3-5 Differences between effective and ineffective lecture (Sullivan &McIntosh, 1996)

Characteristic of the Effective Lecture	Characteristic of the Ineffective Lecture
1. Lecturer – Student Interaction 2. Two-way communication 3. Lecturer-student questions 4. Shared responsibility for active learning 5. Small group, problem solving activities 6. Variety of supporting Media 7. Limited note taking (students have the modules).	1. All talk with limited or no interaction 2. One-way communication 3. Few if any questions (Lecturer or student) 4. Dependency on lecturer for all information 5. No student activities 6. No supporting media 7. Extensive note taking required.

Having reviewed how the three delivery modalities are developed and implemented, the recontextualisation of the traditional pedagogies into e-learning becomes apparent. However, the distinct advantage of e-learning, which the traditional pedagogies neither provide nor emulate, is multimedia computer software 'that combine text, sound and colourful, moving images that can be used to provide challenging and authentic content that will engage the student in the learning process' (Tinio, 2002, p.7). This harmonises with the notion that new and existing interactive media must be incorporated into the learning experience. These media must be capable of supporting feedback to adult students to provide for the dialogue concept so vital to DE (Garrison, 1989 as cited in Verduin & Clark, 1991).

The next section draws us closer to the concept of e-learning as a teaching and learning tool as part of a blended learning approach. To just transfer lecture notes to a computer, as many instructors do, is to not take advantage of the technology(Ehrlich, 2011).

Effective E-Learning Practice

The bulk of the information reviewed and presented thus far shows that the traditional pedagogies can indeed be recontextualised into the e-learning modality quite smoothly as they share the same fundamental teaching and learning principles. The diagram below represents how to effectively practice e-learning.

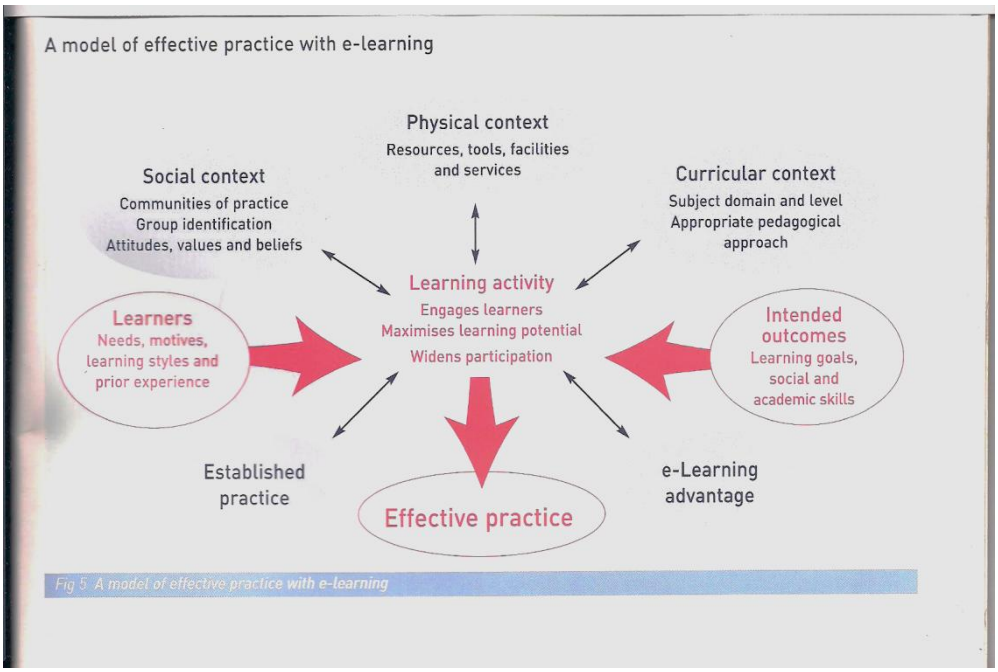

Figure 3-2 Effective E-learning practice : (*Towards a Unified e-learning Strategy*, *DFES*, 2003, as cited in *JISC e-learning programme*, 2004)

The above online active learning model combines different learning aspects to form a 3-dimensional approach to effective e-learning, which is divided into the areas of passive and active learning. This model can be used during e-learning workshops that instruct instructors on how to integrate activities online. It is crucial to note that regardless of delivery modality the same concept applies in terms of design. And that is:

> Course outcomes, the teaching and learning activities and assessment tasks need to be congruent with the activities and the outcomes and they need to allow students

> to demonstrate those learning outcomes. This is called 'constructive alignment. Activities should be purposeful, and where appropriate and possible, authentic. As per social constructivism authentic assessment tasks mirror as much as possible relevant, real-world activities so that students can demonstrate their competency in a more 'true-to-life' setting (Biggs, 1999 as cited by Fowler, 2010a).

Correspondingly, Dziuban, Hartman and Moskal (2004, p. 3) describe blended learning as a 'pedagogical approach that combines the effectiveness and socialisation opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment.'

The next section describes the best way of recontextualising the traditional pedagogies into e-learning when rewriting and redesigning a course as per the blended learning approach. It is important to emphasise that in the blended learning system, the instructor remains central as facilitator and mediator as Piaget and Vygotsky advocate.

Instructors' conceptions of learning have a major influence on course planning and pedagogical actions (Alexander, 2001 as cited in Wright, 2010). Thus, as per social constructivism and IDE 'intended' practice Chism(2006) points out that 'students are most likely to learn well when their senses are stimulated, when the exchange of information is encouraged, and there are opportunities for rehearsal, feedback, application, and transfer.' Additionally, the distinct advantage of blended learning is that blended conditions often include extra learning time and activities done support the shift from passive to active learning for students (Al-Hassan, 1996).

Considering the factors discussed thus far, students need to be encouraged to use their newly-constructed knowledge creatively and apply it independently to new problems and activity. The role of the instructor is to structure each assessment activity in such a way that the task itself becomes an opportunity for learning to take place. It is equally important that there is structuring of the learning so that students can apply prior knowledge to the unknown, in order to generate new understanding.

> It has been well established that even the most well designed packaged materials, whether they are print based or offered through other technology, do not in themselves, constitute a learning experience, but rather a learning resource (Brindley, 2004, p. 7).

Ideal Blended Learning Practice

The traditional pedagogies when integrated into e-learning reinforce one another in a blended learning system. That is, the teaching and learning becomes compliant to the DE principles in several ways. One of which, isthat learning can be achieved via e-learning, which bridges the gap and concurrently applies the constructivist approach. I detail precisely pertinent pedagogical features in a blended learning approach in Figure 3-4.

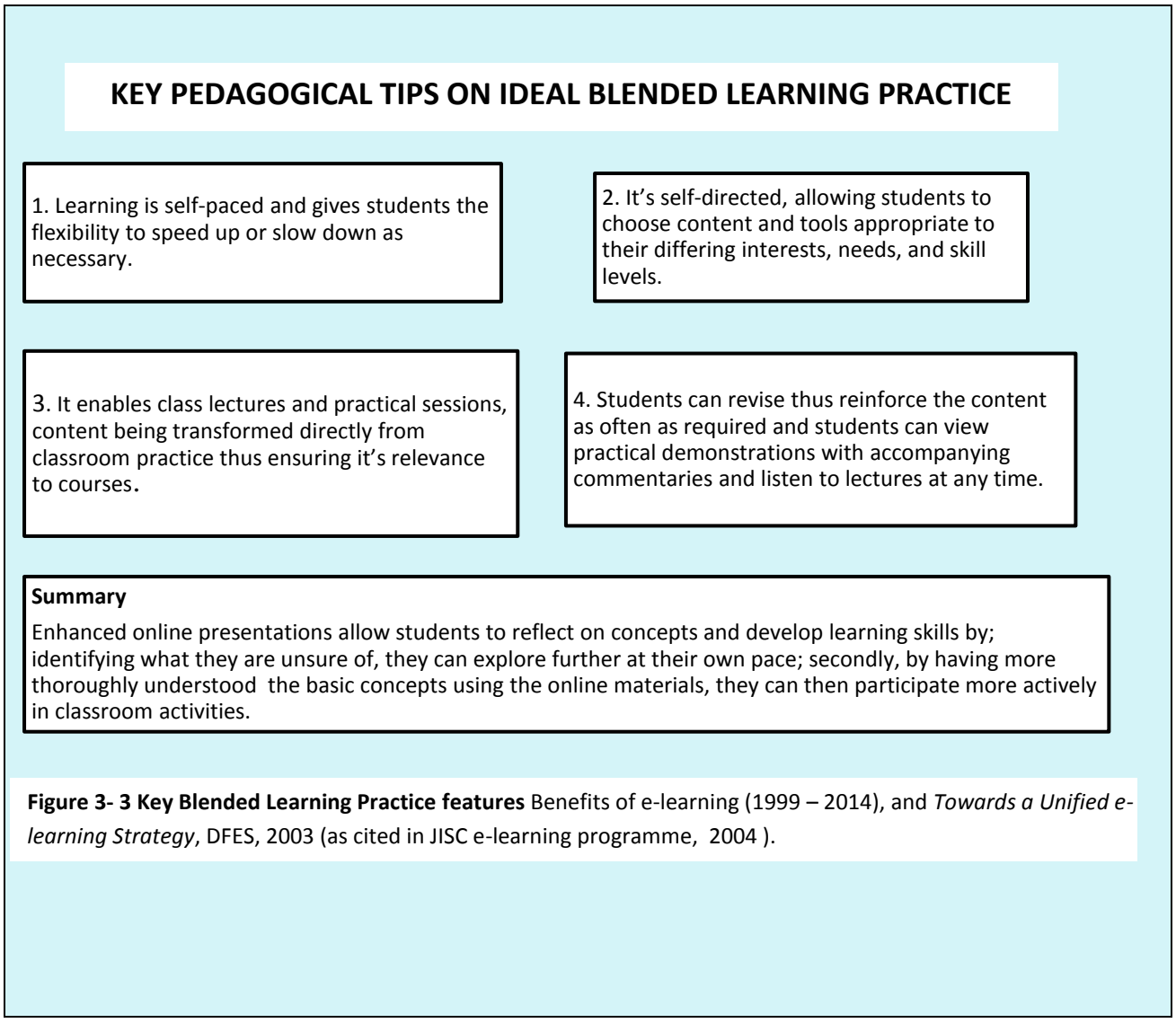

Figure 3- 3 Key Blended Learning Practice features Benefits of e-learning (1999 – 2014), and *Towards a Unified e-learning Strategy*, DFES, 2003 (as cited in JISC e-learning programme, 2004).

As mentioned in chapter 1, the current calibre of students enrolled at UNISWA and IDE, respectively, tend to be motivated when using computers in the classroom because they are comfortable using them. In Bernstein's terms, evidence of the weak framing (-F) lies in that the student has an opportunity to revise content at his/her pace, and choose and collaborate with peers as to what to discuss on the chat forum.

The three delivery modalities work in conjunction to complement each other in that students may 'understand the content from reading the modules, but debates,discussions and other related activities allow peers to fully comprehend the concepts being taught, and sometimes new ones emerge' (Fowler, 2010a, p.10). Notably, students can take on the role of instructors and vice-versa, thus resulting in peer-collaboration that the F2F sessions attempts to encourage.

As is true of IDE, in a typical DE scenario, blended learning is commonly used because there is still a need for the traditional pedagogy, such as F2F instruction and print-based media. This is because, they remain useful teaching aids which enable information (content) to be communicated between instructor and student. Also worth stressing is that the integration of e-learning into existing delivery modalities must blend in a manner that maintains the F2F human interaction.

Like in print, the integration of blended learning in courses varies according to student profile, especially regarding their knowledge of technology usage. Also equally pertinent is that the correct mix of the use of the traditional and e-learning modalities must be applied in any blended learning system. This means any blended learning element should clearly connect, complement and be integrated with the F2F contact time, print module content, topics, learning outcomes and learning activities. It is also advised that 'establishing a clear sequence for engagement in content, activities and assessment tasks is important'(General & Delivery Design Principles, 2014, para. 2). Basically, ascertaining the right balance between the three modalities is part of my research focus. In this way instructors can be assisted to integrate e-learning effectively into the IDE blending learning system, whilst simultaneously noting the required pedagogic changes when using the various delivery modalities.

Key Aspects of the Blended Learning Process

In spite of adopting blended learning, it is true that the underpinning 'principles of good curriculum design rarely change, even with the integration of technology' (Bath & Bourke, 2010, p. 10). In essence, in any teaching and learning process, the syllabus remains the same, but it is thepedagogic practice which alters, depending on the delivery modality used. It is important that when rewriting or redesigning content from one course to another through the various delivery modalities there must be coherence and alignment between the online course, learning outcomes, teaching and learning activities, and assessment included in the course. In the end, using a systematic approach, general design principles in any educational teaching and learning materialsirrespective of delivery modality are still applicable in the online course'(General & DeliveryDesign Principles, 2014 para. 3)as confirmed by the fact that all delivery modalities require planning and structuring of content.

Sands (2002) said integration is the most important tip for designing a blended course. You can never have too much integration. To exemplify that traditional pedagogies do satisfactorily work as effective teaching and learning devices, lectures can be delivered to DE students simultaneously with the FT group if instructors are off-campus. Likewise, it helps to:

> facilitate and create a sense of community for the whole group who may interact using audio or video. It reduces workload for the lecturer by presenting only once, as more students can connect and partake in the lecture regardless of location. Secondly, as per constructivist approach, group work online encourages collaboration and interaction and peer-assistance where necessary (General & Delivery Design Principles, 2014, para,7; Seven Principles of Good Teaching Practice, 2013, para. 3).

The above-mentioned activities can also be utilised for assessment purposes. Essentially, instructors then 'have the ability to produce immediate feedback to individual students about their understanding of concepts and avoid accumulating workload' (Bath & Burke,2010, p. 2). Besides, tests or assessed activities also provide a forum for practice-exam questions to be presented and revised. In this way:

> Instructors can manage automatic marking, entering and distribution of grades for a course to a high number of students via Moodle. Thus, ensuring efficiency and accuracy for multiple markers and the course convenor by reducing double handling. Automatic feedback can be built into the design such that students can get immediate feedback (both when they respond correctly and incorrectly). Instructors can encourage the reviewing of content and integrating knowledge learnt, and help to identify gaps in understanding. An online quiz also has longevityas it is easily reusable(Bath & Bourke, 2010, p. 3).

Blended Learning Modalities

I relied on Griffith's Blended Learning Strategy (Bath & Bourke, 2010) to elucidate three main modalities of operation to describe the level of use of e-learning in learning and teaching in the ORF.

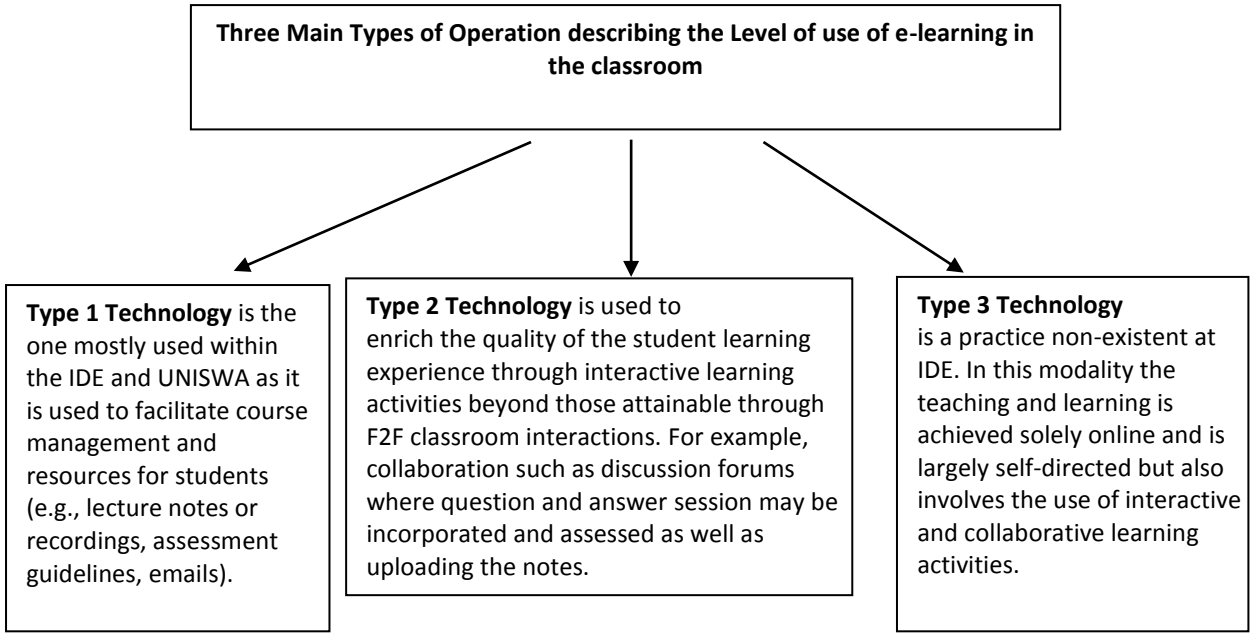

Figure 3- 5 Tips on Ideal Blended Learning:Adapted from (Bath &Bourke, 2010).

Worth pointing out is the difference between traditional course content and the e-learning in a traditional course the content normallycomprises of topics of study and the materials associated with them are delivered via F2F lectures and/or tutorials (General & Delivery Design Principles, 2014).Ways of recontextualising the traditional pedagogies in e-learning, for instance, could 'enable instructors to audio or video record a class session online and providenotes and relevant links online. In this way external guest speakers or industry specialists locally or even

internationally can present to the students without physically travelling to campus'(Best Practices in Designing Online Courses, 2014 para. 2).

E-learning content can be made more accessible in a similar fashion as with the print modules. For example in blended learning instructors should avoid uploading material online unless they mention it or incorporate it into their particular courses at some point. In fact, as per Bernstein's regulative discourse, students should be informed of what instructors' expectations are of them and their use of the uploaded material.

Due to the fact that at IDE, Moodle is mostly used to upload notes (Type 1), I felt it necessary to present a few critical tips instructors should carry out before they upload them. This advice is contained in the next section, and should be applicable to all designing of DE materials with emphasis on online material.

Pedagogical Approaches when Rewriting or Redesigning Courses from Face- to-Face, Print-Based Media and E-learning

There are some key aspects to flag when designing online course content.

> Vygotsky's theories remind us that we learn as social beings within a social context. The online community is part of what makes this happen for some students (Boettcher, 2006, 2012, p. 4).

Table 3-7Key Features of F2F and Print- based SIM module recontextualised into E-learning: Adapted for this study

Administration issues	Availability of Lecturer online - The "best online" lecturer according to students are "instructors who show their presence multiple times a week, and at best, daily" (Boettcher, 2006, 2012, p. 2).
Selection of Content	-Just like in the print module, and as mentioned previously, it is important that clear expectations (regulative discourse) as to when the instructor will or won't be available online are stipulated. -Students enjoy seeing how what they are learning.So instructors should build into course discussion links to current events which motivate students. (Sull, 2013). -Another advantage of digital content is that it can be accessed by students who can learn anywhere, anytime while they are doing other things, such as driving, exercising, etc., without having to carry around large, heavy textbooks (Boettcher,2006, 2012, para.2).
File size and image Compression	- Lecture materials often include images, diagrams or charts that make the file size very large. possible solutions are compressing images, converting documents and PPP to a PDF format, when uploading to the Moodle site. Alternatively, a hand-out version that has multiple slides per page can be uploaded onto a specific course site. - When providing materials in different file formats, such as PDF or PowerPoint, instructors should ensure that they include a link to the

Timing and release f materials, Printing costs and Format and u purpose of materials.	appropriate website where students can download the software in order to access these files. -Printing cost for students is decreased if uploaded notes are compressed. Also, instructor can deliberately design the lecture notes according to what s/he wants students to do in the lecture. For instance, they may wish to include activities at specific points in the lecture such as solving a problem, discussing an issue in pairs or brainstorming (Seven Principles of Good Teaching Practice,2014).
Daily presence instructor in class	-Instructor can reduce the need for daily physical presence by "setting regular times when you can meet in a virtual classroom or be available by email or texting, and thus be available almost in real time similar to office hours."(Boettcher, 2006, 2012).
Course Policies	-Just like in the course outline (regulative discourse), the course policies should be established at the beginning of a course. "Share a set of very clear expectations for your students and for yourself - (1) how you will communicate and how students dialogue online. (2) how much time students should be working on the course each week(Boettcher, 2006, 2012).
Discussion points	-"Instructor should prepare discussion posts that invite questions, discussions, reflections and responses"(Grogan, 2005; Goodyear, 2003). - In order to keep the discussions fresh, instructors can post a main comment on a discussion topic, ending with a question for the students to explore online for the next 24 hours. On the last day that a discussion thread is "alive," end with a post that sums up the conversation (Sull, 2013).
Open- question-and-answer forum	- As suggested in the print modules, online the instructor should provide an open- question-and-answer forum (Boettcher,2006 , 2012).
Announcement	-Instructor should be the one to post an overview of the coming week and offer reminder announcements throughout the course so students can see you are a viable instructor at all times (Sull, 2013).
Critical or creative thinking	- Encourage critical or creative thinking and support students in their own reflections and inquiries. -Achieve social interaction and community building - have the students get to know each other personally and intellectually and validate experiences.
Resources	-Encourage students to use the resources - Solicit students' assistance in identifying high quality content that is available online. This can include tutorials, simulations and supplementary material online.
Reference document	-Just like in a course outline, instructors should include a reference document with detailed instructions on accessing library resources. -A key member of the instructional team is the library reference person assigned to supporting online students.

Evaluation in a Blended Learning System

Regardless of the delivery modality used, it is important that the instructor obtains feedback about various aspects of the course (e.g., content, design, learning and teaching activities, assessment) because they are a crucial part of the course design process as well to their ongoing professional development in curriculum design and teaching. This feedback enables instructors and materials designers to reassess various aspects of the course, and reflect where amendments can be made to enhance the course for forthcoming teaching and learning study sessions.

A helpful suggestion is that "at the end of every lesson a feedback form pop up automatically for every student, asking them to rate the instructor and add any comments they may have "(Boettcher, 2006, 2012; Seven Principles of Good Teaching Practice, 2014). Alternatively, with

regards to feedback (whether F2F, print or e-learning) from instructors to students, it must be constructive, detailed and encouraging. If the instructor's justification for each student's weak grade is detailed and encouraging, those students will be motivated to put more effort into their next graded assessment. As per Bernstein's criteria rule and weak framing (-F), a breakdown of how the final grade was calculated is recommended for transparency.

Key Pedagogical Similarities between F2F, E-learning and Print-Based Media

- When instructors actively interact and engage students in a F2F classroom, the class develops as a learning community, developing intellectual and personal bonds. The same type of bonding happens in an online setting (Boettcher, 2006, 2012).
- Online learning is just as demanding as learning via F2F, and like a print module and time to do the work needs to be scheduled and planned for, just as if one were attending F2F classes or writing the module. In all cases it's critical that instructor's regulative discourse is explicit as this give students an idea of expectations from them. Expectations include how much effort and time students will need to allocate for the work to be completed.
- Discussions in an online course are the equivalent of class discussions in a F2F class. A key difference is that these discussions are asynchronous, providing time for thought and reflection and requiring written and/or audio responses that become part of a course archive (Boettcher, 2006, 2012, p. 4).
- Print and e-learning are identical in that they are both text to be read (from paper and the screen) respectively. Moreover, both correspond with the key DE principles and are "both convenient and portable, courses which are accessible whenever convenient to the student, they do not require physical attendance, learning is self-paced (not too slow, not too fast), you can access learning content 24/7, students are unbound by place - study at home, work, or on the road and they can read materials online or download them for reading later" (Benefits of e-learning 1999, 2014, para.1).
- Like F2F instruction, print module, course outline and e-learning instructors are advised to begin with a good opening statement. The instructor's "welcome to the course" announcement is probably the most important of the course, as it is an ice-breaker which gives students an immediate sense of instructors approach (inviting or intimidating?),

attitude (upbeat or uninterested?), and his/her willingness to help them(Benefits of e-learning , 1999,2014 para. 3).

- Unlike in F2F courses, in which the instructor's welcoming words are verbalised then quickly forgotten, in an online environment they are available to your students throughout the course, 24/7. This permits students to have the option to return to the instructors announcement repeatedly to reassure themselves that the instructor cares and motivate themselves to complete the course enrolled in.
- The instructor should initiate interaction whenever possible because s/he sets the tone for the students. When students see him/her as an enthusiastic member of the class, it motivates them to actively participate in the online sessions. This also reassures students who are working Whenever, the students are working alone know that the instructor enjoys teaching them abd is genuinely interested in their learning (Practices in Designing Online Courses, 2014; Benefits of e-learning , 1999, 2014).

Summary

The content of this literature review is relevant to this study. It allows me todraw out the relevance of past research to my research questions. The sections (chapter 6) on instructors underpinning beliefs about their teaching practice when using e-learning (Moodle), and the traditional modalities and how their beliefs affect pedagogic practice, give clarity to the observations conducted. It also provided a context for questions 1 and 5. From the literature it is noted that to a certain extent beliefs have an effect on practice and, therefore, can not be overlooked in this study which is focusing on providing pedagogical guidance. Also, a review of ideal practice (according to literature) when using these modalities has been explored here, and will provide a basis for later comparison of the actual and observed practice of the instructors using e-learning (chapters 5 & 7 respectively). In this way, questions 2, 3 and 4 are responded to. During analysis it will be ascertained whether instructors' pedagogic practice tallies with the literature and whether the various modalities affect pedagogic practice, and if so, in what way as contrasted with 'ideal' practice.

The sections on blended learning provide the context for question 6. What is more the reviewed literature assists to create suitable analytic categories to analyse the pedagogic devices and conduct the classroom and Moodle teaching and learning sessions. This, permits an opportunity to gauge if IDE instructors' pedagogic practice transforms when usingthese modalities in the ORF. Subsequently, after analysing the data collected, whether the nature of each delivery modality affects pedagogic practice when rewriting or redesigning the courses occurs is answered.

I focused on information which is relevant to the future of e-learning trends in relation to recontextualistion and pedagogic practice. I noted one which aptly illuminates how traditional pedagogies will (in future) be recontextualised in DE through e-learning.

> Hybrid courses, combining various components
> of face-to-face encounters with online provision
> will emerge as a growing patternin academic institutions.
> However, [e-learning] as a stand-alone pedagogy
> will be used to a very limited extent, and most e-learning
> will be employed for add-on functions in teaching
> and learning processes (Guri-Rosenblit, 2005, p.489).

From what has been said above, the decision to choose blended learning for IDE appears to be a good one. Hence, the importance of ensuring that it's done correctly and teacher practice improves, which this study addresses.

In this chapter I extracted and reviewed relevant literature which helped me achieve the objectives of the study. I apply Bernstein's specific concepts (recontextualisation, classification and framing as well as the recognition and realisation rules) and key constructivist characteristics in order to analyse data. Thus, the succeeding chapter discusses the research design.

Chapter 4: Research Methods and Design

Introduction

This chapter describes the research design I adopted and applied to provide empirical answers to the research question posed in chapter 1; namely, how are the pedagogies established and practiced within the traditional modalities recontextualised in the e-learning (Moodle) modality? The choice of research methods, data-gathering tools and analytic devices was informed by both the theoretical framework in chapter 2 earlier and the literature just reviewed in Chapter 3 above. I opted to apply Bernstein as this study's theoretical framework because it is constructed such that it explains pedagogical relationship's and behaviour. His theory is also used as an analytical framework for guiding or directing the way the data is analysed. Moreover, it informs on the pertinent things that are important and need to be identified or observed in the data gathered. I correlated Bernstein's (1990, 2000) pedagogic discourse with the constructivist theory because this is what e-learning is based on. That thinking also guided my choice of what instruments should be used to gather data for this research. As a point of departure, I describe the selected research methods.

Methodology
Qualitative Approach

This study adopts a qualitative research approach in its quest to find empirical answers to my questions and offers the interpretive analysis tools that lend themselves to in-depth understanding of complex phenomena involving human behaviour. I found this approach ideal for this study because here I rely on a questionnaire and an in-depth interview, document analysis and observations of F2F contact sessions as well as the Moodle sessions Creswell (2005, p. 85) describes "qualitative research as a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyses these words for themes…" The study identifies the case study as the qualitative research approach that is best suited to generate the

kind of data from which answers to the research questions will emerge. As this research is fundamentally qualitative, it seeks answers to questions and produces findings that are applicable beyond the immediate boundaries of the study (Denzin & Lincoln, 2000). Marshall (1999) agrees that a qualitative study seeks to understand and see things through the eyes of the participants and to understand specifically the views of the same participants.

Additionally, qualitative research is multi-method and allows for in-depth understanding of the phenomena in question, it adds rigor, breadth and depth that usually translate into making the research process more credible (Zazu, 2010, p. 20; Ogunniyi, 1992, Schwandt,2000). Its focus is mainly:

> … to understand the meaning of human action in a given context. It is a neutralistic inquiry which is associated with varieties of social inquiries (i.e., interpreting meaning of an object, e.g., a text, a work of social action or utterances of people, etc.). It denotes all forms of social inquiry that use methods of observation, data collection and analysis which are more natural than contrived. It relies largely on data in the form of words, than numeric. They include a case study, ethomethodology; narrative inquiry; life histories;
> etc.

I found it enlightening and accurate that qualitative research links with the literature in a pertinent way. This is because as (Di Gregorio, 2000, p. 2) argues:

> Literature reviews are not typically considered as a form of qualitative analysis. Yet the processes involved in developing an argument from a body of literature are similar to processes involved in analysing qualitative data. Meaning the processes entails; reading, reflecting, interacting with the literature as well as data and remarking on it... Also, pin-pointing key themes and coding them; gettingfrom the codes the ‘gold dust’ quotes to be used when writing up the analysis; connecting similar ideas from various articlesand transcripts; isolating contradictions in arguments; contrasting dissimilarities in articles and transcripts; building one's own argumentand analysis with links to supporting evidence in the data and information read.

I use the multiple methods because I also applied some limited quantitative research methods.It has been argued that mixed methods can validate information and "could also provide more comprehensive answers to research questions going beyond the limitations of a single approach" (Spratt, Walker, Robinson, 2004, p. 2). Triangulation is crucial to strengthen and verify the research findings, because it "sees the same thing from different perspectives and thus be able to confirm or challenge the findings of one method with those of another" (Bell, 2005, p.116). Such triangulation "implies that the results of an investigation employing a method associated with one research strategy are cross-checked against the result associated with other research strategies" (Bryman & Bell, 2011, p. 631). Furthermore, Butcher(2004, p. 89) feels that"the issue of reliability in any kind of research is best tackled through triangulation and the researcher decided to blend the qualitative and quantitative so as to triangulate the information gathered." Likewise, Cohen, Manion & Morrison (2005)explain that triangulation may be defined as the "use of two or more methods of data collection…it is a powerful way of demonstrating current validity" (Bridley, 2004, p.25). This substantiates why, some limited quantitative research methods were also applied, when analysing the data derived from the first part of the questionnaires which were designed using the Likert scales (Appendix C-1).

In selecting the research approach, methods, and analysis procedures this study takes into account the various categories Bernstein's Theory of Pedagogic Discourse presents, that I specifically highlighted (see chapter 2) as the theory this study is based on. Additionally, these same elements of Bernstein's theory is applied as an analytical tools enabled this research to identify and explain how the recontextualisation of knowledge occurs and how a lack of correspondence between the 'espoused' curriculum and the 'enacted' curriculum can occur. Bernstein's theory ventures to uncover the structures and devices that are responsible for the transformation of the curriculum in the classroom via the teaching delivery tools. The validity of Bernstein's application approach is tested by observing the teaching method and practice in a classroom of four courses offered at IDE. The interview schedules and questionnaire which probe beliefs and views on teaching and learning as well as their pedagogic practice are included as (see Appendix C-1) at the back of this thesis for reference purposes.

Justification for the need to ascertain these beliefs was provided when the observations of the 'enacted' practice in the F2F classroom observations and on Moodle were conducted using

Bernstein's theory of Pedagogic Discourse, I was able to gauge whether the beliefs and pedagogic practice corresponded. This enabled full comprehension of whether the discourse transmitted via the pedagogic practice whilst using the three delivery modalities is transmitted and acquired correctly by the students. Successively, this led to establishing whether appropriate pedagogic practice when rewriting or redesigning a course from one delivery modality to another is applied appropriately at IDE.

Exploratory Research

This research qualifies as an exploratory study because it provides significant comprehension of the aim of this study, which is to explore the teaching practice in the classroom during the transfer of knowledge to the students. It also enables a fuller understanding of the instructors' pedagogic practice when using the three delivery modalities when teaching and learning happens. It has the advantage of contributing to a deeper understanding of something (in this case the pedagogic practice in a blended learning system). DJS Research Ltd (2014) explain that the design is flexible and dynamic in that it relies on reviewing available literature and/or data, or qualitative approaches such as informal discussions, questionnaires, in-depth interviews, case studies, random sampling, and more. I use the case study approach for the reasons advanced in the next subsection.

Case Study

The case study probes a precise situation which could then be related to similar cases. Its approach is a "form of qualitative research which is a data-gathering technique… which is best suited for 'how' and 'why' questions" (Yin, 2003, p.79). Moreover, it enabled me to examine the nature of pedagogy when using the three delivery modalities because it allows a particular individual or a group of persons, programme or event to be studied in-depth for a defined period of time (McMillan & Schumacher, 1993; Yin, 2003). Also, a case study is defined as an "intensive, in-depth and contemporary in nature. Itdoes not disrupt the research participants from their natural setting which enabled an intensive investigation; and a deeper understanding that led to rich interpretation" (Yin, 2009). Similarly, "evidence has to be collected systematically, and the investigation methodically planned. Observation and interviews are most frequently

used" (Denscombe,2007, p. 9). I found the next statement adequately encompassing all the critical elements contained in a case study and which concurrently correlate with this study. It is:

> A generic term and systematic and in-depth investigation of a particular instance in its context in order to generate knowledge. It is an investigation of an individual or group or phenomenon. Moreover, providing multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in real life context. It is research based, inclusive of different methods and is evidence-led. The purpose of the case study is to understand the case in-depth in its natural setting, acknowledging its complexity and context (Athanasou, et al., 2012, p. 83).

As this study is an empirical investigation, it utilises numerous sources of data and methods of data collection. A corresponding definition is that it is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 2009). These can include quantitative data though it is qualitative data that will invariably be collected (Robson, 2002). Due to the fact that this research uses a case-study approach it permitted me, as primarily a qualitative researcher, to derive theory from a particular case to the general and fully comprehend a situation or explain and demonstrate specific patterns in the instructors teaching practice when integrating e-learning into the existing delivery modalities. Thorough understanding is enhanced due to the depth of focus. Additionally, it is an advantageous research method which allowed me to use a variety of research techniques during the research analysis phase. Itassists this study to determine contradictions between the teaching practice when using the three delivery modalities.

Then again, case studies are said to be disadvantageous because whilst a case gains internal validity, it loses external validity especially in applying findings applicable to similar cases (Guba & Lincoln, 1989). Nevertheless, I opted to undertake a multiple-or collective-case design which is an extension of the case-study approach and is preferred over single-case design because it greatly strengthened the findings compared to those from one case study (Yin, 2009). Moreover, the multiple-case study proved ideal for this specific study which involved several cases whereby

I observed four instructors pedagogic practice in the blended learning system practiced at the UNISWA because it is:

> largely undertaken for the purpose of comparing the cases that are included. As such, they allow the researcher to compare and contrast findings deriving from each of the cases. This in turn encourages researchers to consider what is unique and what is common across cases, and frequently promotes theoretical reflection on the findings (Bryman & Bell, 2011, p. 63).

This case study is a critical stage selected in order to comprehend the teaching practice and transfer of content when analysing the SIM print modules, classroom observations and e-learning whilst the teaching and learning happened. This is because while there is no doubt that much can be learnt about the [course] from studying its documents, such a study might be limited by an unquestioning acceptance of the stated intentions, coupled with a failure to consider the contradictions between the documented curriculum and how it exists in practice in a variety of contexts(Frame, 2003as cited in Pereira, 2012, p. 21). Thus, the use of the several data collection tools assisted me to verify the data collected and concurrently helped identify the ambiguity between the delivery modalities, its recontextualisation and the authentic teaching practice on the ground when rewriting or redesigning the content from one modality to another.

The case-study courses were deliberately selected based on the fact that they all use Moodle and are in demand. They provide sound education and life skills as well as business skills, which can contribute towards Swaziland's economic growth if implemented by graduates who can become job creators as opposed to job seekers. The findings of the experiential cases can be used to inform the teaching practice affecting four IDE courses offered in the Faculty of Commerce, Department of Business Administration and Department of Education at UNISWA and IDE.

Participants (Case Study Instructors) Profiles

The basic "case study necessitates the exhaustive and rigorous analysis of a single case which, for the purposes of this research, assumed a multiple-case design; i.e., as opposed to a single case"

(Bryman & Bell, 2011, p. 59). I employed the 'purposive sampling technique' as the selection criterion for the participants. It was purposeful in that the four respondents are instructors who use the traditional pedagogies for teaching and learning as well as Moodle. The participants are apt individuals who can substantiate the findings for this study. Moreover, all four instructors are qualified experts in their disciplines. Their profiles suited my need to investigate the pedagogic practice when e-learning is introduced in the traditional pedagogies.

Target and Selection of Participants

This is a experiential case study which sets out to find empirical answers to questions which probe whether positive 'transformation' from the traditonal pedagogies to IDE online teaching occurs in instructors in terms of improving pedagogic practice when they are teaching using different modalities. The IDE courses are a good case study because IDE has recently begun using e-learning as part of their teaching and learning system.

I chose the target audience for the following reasons:

1. The four case study instructors who teach the same courses in both DE and CF2F are included in this research because they all use the three delivery modalities for teaching and learning. This number of participants is smaller and easier to manage with regard to tracking purposes, which makes the study more feasible. Furthermore, the instructors are representative of the instructor's pedagogic practice. This was achieved by getting their perspectives, views or beliefs on teaching and learning and the differences between the delivery modalities and suggestions on how they could be used effectively in the classroom. Additionally, since they are all currently using e-learning, I delved into the integration of it into the traditional pedagogies as well. Similarly, I hope that their participation in this study gives instructors an opportunity to reflect on their practice and improve on it.
2. I minimally used both the FT and DE group of students who do the same course taught by the same instructors. This is because they are comparable in that they use the same delivery teaching and learning tools and both sets of students write an identical exam at the end of each semester. Observing how the content is transferred (recontextualised)

allowed me to achieve the aim of the study (chapter 1), and enable the findings to create necessary pedagogic strategies on improved teaching practices when rewriting and redesigning a course from one modality to another, specifically in the blended learning system both the conventional and DE systems use at the UNISWA and IDE respectively.

To ensure lucidness, in the following section I briefly present the various investigative stages I undertook to ensure that the research question is answered.

4.5 Phases of Investigation in this study

This study follows a research design conceptualised in **Figure 4-1**

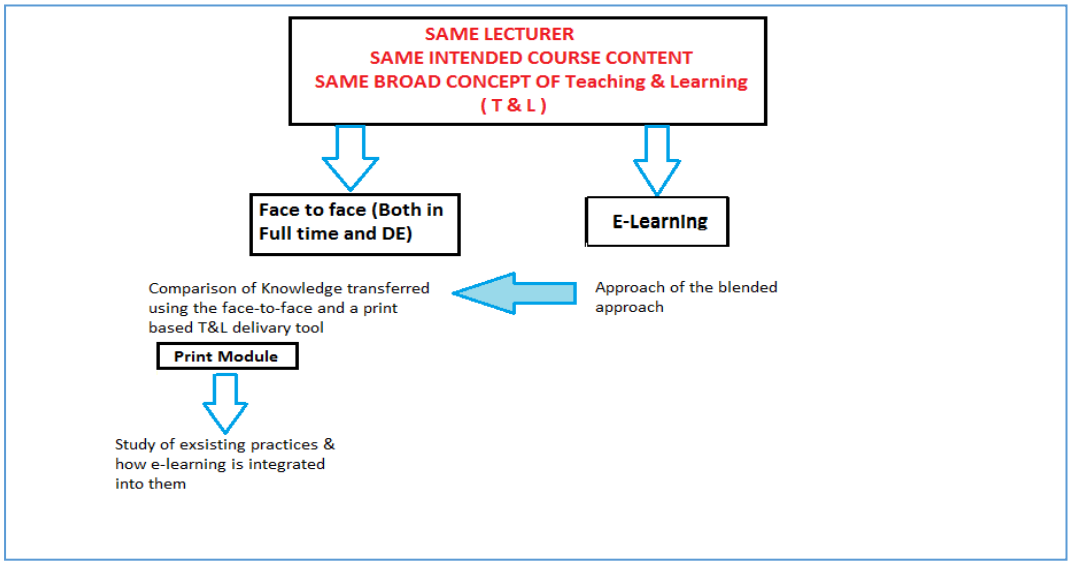

Figure 4 - 1: Phases of the Investigation of this study (Nsibande, 2013).

The analysis of data is completed in phases in order to compare and examine the differences, consistencies and contradictions in the teaching practices of the traditional pedagogies of F2F and print against the new e-learning. The analysis is a case study and was done in stages which are represented sequentially as: analysis of relevant documents and literature, questionnaire, in-depth interview with instructors of case study courses, classroom observations and tracking and monitoring of the teaching and learning of e-learning sessions via the LMS Moodle. Table 4-2 reflects the various phases being referred to.

Table 4 –1Phases undertaken in this study (Nsibande, 2012)

Phase 1 – 2012 - 2013	**Phase 2 - 2014**
• Comparative analysis of existing modalities of course delivery, one F2F instruction–modality, one print-modality and e-learning modality. • Analysis of recontextualization practices from F2F to print modality to e-learning.	• Case study based on comparison of the nature of pedagogy when using F2F and print based media as well as e-learning. • Analyse data gathered and suggest guiding principles of recontextualization practices from lecture modality and print modality to online modality in order to improve instructions and learning.

In harmony with the case study design which tends to work well with qualitative methods, I opted to use data collection methods which allowed me to conduct an intensive and detailed examination of this particular case my study examines. Therefore, in the next section, I discuss in-depth how I collected the data. The process of collecting data began whilst simultaneously bearing in mind that empirical knowledge refers to people's descriptions of events, what they have information about, comprehend, have opinions about and observe or note.

I designed a set of instruments based on Bernstein's analytic categories (with the exception of the tool borrowed from Fanagan), and I proceed to describe each in the next section.

Data Collection Instruments

Data Collection Tools

I collected empirical data through data-gathering tools including document and print-based module analysis, informal discussions, questionnaires, in-depth interview(s), classroom and content and learning pathway environment (Moodle) observations. The data collection tools enabled me to get a sense about the case-study instructors' beliefs, views and practice when using the three delivery tools in the IDE blended learning system. This is because [instructors] "beliefs, predict, reflect and determine their actual teaching practice" (Kagan, 1992; Pajares, 1992; Wilkins, 2008, as cited in ChanMin et. al, 2013, p.77). Moreover, I used these data collection tools to understandhow the transfer of knowledge can be improved and how it corresponds with both Bernstein's pedagogic device rules and constructivist approach.

Additionally, the questionnaire, interview(s) and document analysis were used extensively because in "qualitative' research the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyses these words for themes, and conducts the inquiry in a subjective, biased manner" (Creswell, 2005, p. 85). I also used a research tool called 'Critical incident technique' developed by John Fanagan (Bridley, 2004, p.63). It is an interview method for soliciting concrete incidents which facilitate or hinder some aim. This technique was appropriate because this study chose case-study participants based on the fact that they used the three delivery modalities and taught the same course in both FT and DE, so that their pedagogic practice could be observed to see if the nature of their pedagogy altered when using the different modalities.

There are advantages of using each data collection instrument and in the next section I briefly describe each one. Notably, the interviews and documentary evidence provided me with information that needed to be transcribed electronically before analysis. Transcribing the interviews ensured that I did not distort anything and could refer to the notes whenever necessary.

1***. Informal Discussions***

Even though this data collection tool was secondary, I found that the informal discussions with colleagues as well as a number of experts at the university insightful because it gave me a clear background of the academics' general attitude or mind-set before collecting data. These discussions made it possible for me to gather their opinion on e-learning, what it means to them and how they view it at as a teaching device.

2 Document Analysis

Initially, I comprehensively reviewed several e-learning related UNISWA, IDE and other DE reports or materials within Swaziland in conjunction with the literature reviewed. I studied them in order to gather applicable information, which had been gathered from the relevant documents in order to provide evidence which assisted in obtaining a comprehensive understanding of the past prevailing practices of the institution where the study took place. I also accessed reports and academic papers and/or articles on research studies pertaining to e-learning within UNISWA.

It is noteworthy that the reviewed documents were authentic because they are produced by the institution and such document analysis was a helpfuloptional source of information. These documents included; previous studies conducted within the UNISWA and IDE, related reports, and information stipulating the background of IDE and the vision, mission, and motto respectively. The information gleaned from the documentation proved critical to this study because it enabled me to verify information gathered through the questionnaire, interview(s) and classroom and Moodle observations. In other words, the textual analysis provided pertinent background information required before carrying out the research. What is more, because this is educational research it permitted meas the researcher to gain perceptions into relevant information before conducting the in-depth interview and classroom observations. Admittedly, the bulk of the documentation came in various formats, but I found that most relevant documentation was available in print form. If it was in digital format it was saved electronically and referred to as the write-up proceeded.

Coding is an analytical tool used to make sense of data collected by means of data collection tools. I mention it at this juncture because I also had to repeatedly read the document analysis to create codes that helped decipher whether or not there are trends or similar themes related to this study. Nonetheless, thereafter, I used two key documents; namely, print-based module and course outline or syllabus documents as sources of information forming part of the data. These I read so as to first understand the syllabus of the case-study courses and how the three delivery tools should be delivered and were actually used and how content was then transferred in the ORF (IDE) in light of the integration of e-learning into the traditional pedagogies. This assisted meto develop preliminary perceptions into the traditional methods of teaching and learning. I then analysed them in order to comprehend how instructors view the course outlines and the suggested practice.

The literature review has explained how those views relate to the global and domestic views about the practice of using the three delivery tools. Due to the fact that the print module used ineach case-study is a fundamental part of this study, I then read each one in great depth. As with all documentation reviewed, I applied Bernstein's theory to assess if the print self-instructional

materials are structured in a way which permits the effective integration and required pedagogic practice of e-learning into the blended learning system practiced at the UNISWA, hence the IDE.

It is from these textual documents that I was able to apply Bernstein's (2000) Theory of Pedagogic Discourse in order to truly comprehend how rewriting and redesigning a course from one modality to another changes the nature of pedagogy in the course. Similarly, the 'recontextualisation' of the pedagogic practice when using the three delivery modalities was an integral element of the research. Moreover, the documents reviewed enabled me to compare the information collected and use Bernstein's theory to deduce the similarities, inconsistencies and gaps which gave an idea of what remedies to recommend in order to ensure the success of e-learning pedagogic practice in the blended learning system used within the IDE. I also had to repeatedly read the document analysis to create codes that helped decipher whether or not there are trends or similar themes related to this study.

I also relied heavily on data collection via the questionnaire because it was established that these would assist towards a better understanding of the instructors' beliefs and views on teaching and learning.

Questionnaire

Through both the questionnaire and in-depth interview(s) conducted at a later stage I noted the instructors' views and from their responses, I then looked for patterns of similarity. Thus, designed the questionnaire in this study to find out the beliefs on teaching and learning and later I reviewed the responses with the notes compiled during interviews in order to pinpoint the mutual experiences or opinions and to further substantiate some of the facts gathered through the questionnaire. The rational for using a questionnaire in this particular study is that I referred extensively to the results gathered from the questionnaire when I did the document analysis (of the course outline and print modules). I applied Bernstein's theory of pedagogic device to compare the results from the questionnaire against the documents reviewed so as to understand whether the instructors' beliefs of teaching and learning and pedagogic practice corresponded with each other.

I transcribed the open-ended questions in the questionnaires and in-depth interview (s) onto MS Word. The data garnered from these transcriptions provided me an opportunity to ponder and thereafter analyse the data deeply. Also, the respondents participated voluntarily and signed the required ethics consent form.

As mentioned earlier, this study predominantly collected qualitative data. I distributed the questionnaire both manually and electronically to the specific instructors who formed part of the case study. Granted, I used the questionnaire despite the fact that questionnaires can be impersonal because of the distance and the fact that respondents are not obliged to provide information or submit them at all if they choose. Nevertheless, the aim of using a questionnaire was to assist in guiding the study in case anything was overlooked and to simultaneously understand the research context in order to define the questions to ask during the individual in-depth interview with the case-study instructors. It is worth pointing out that I used the questionnaire for reference and analysis purposes in this study. A colleague validated it to ensure that the questions were relevant and yet precise, thus clear and easy for respondents to respond to.

It was felt that the Likert Scale was the best way to present the questions because "it is an ordinal psychometric measurement of attitudes, beliefs and opinions… it does not require the participant to provide a simple and concrete yes or no answer...it allows them to respond in a degree of agreement; this makes question answering easier for the respondent" (Fall, 2014, para. 2). I checked consistency and linked relevant subtopics. All questions were based on each sub-problem whereby I coded the responses, frequencies and themes which I determined in advance where possible. I explained to the respondents that through a questionnaire, they would be asked questions about how they used and taught using the three modalities of delivery F2F, print and e-learning and on their pedagogic practice when using each delivery modality. Additionally, the questionnaire design comprised one-word answers, and a mixture of close-ended and open-ended questions derived from or designed to facilitate Bernstein's framing and classification principles in order to find out the lecturer's opinion on teaching and learning and his/her experience with the three delivery modalities. Furthermore, to avoid misunderstanding of any questions, the questionnaire terminology was clear, thus user-friendly and explicit, so that answers were as accurate as possible.

Prior to the audio and video-recording I obtained permission for recording the interviews (see Appendix B-2 vii) from the University of Witwatersrand ethics committee as per pre-requisite. Recording the interview data enabled me to focus on the conversation without having the unease about noting down important information (Bell, 2005). Paying attention and accurately noting precisely and succinctly what the case study lecturer was saying was important so as to avoid distortions of what was said.

Since I wanted to avoid a scenario in which the case study instructors found themselves in a position whereby they did not answer pertinent questions due to lack of time during the in-depth interview, I designed a guide for it beforehand. The fact that individual instructors were not pinned down made it more personal and they responded in a relaxed, yet slightly formal way. Also, the guide assisted me to ask relevant questions and capture information which was pre-planned and deemed critical to feed into the study.

(a) Brief On The Interview Guide

I audio-recorded interviews with a digital recorder. The interview guide was weakly framed (-F) in that it was 'semi-structured whereby a list of questions on fairly specific topics were incorporated. This gave the respondents leeway on how to reply. The questions did not necessarily follow the exact way they were written in the interview guide, thus other spontaneous questions were created as I was able to pick up on things said by the respondents. This data collection tool was used to note responses to questions that enabled me to analyse the data using Bernstein's theory of pedagogic discourse in order to probe their beliefs or views on teaching and learning ans well as their understanding and usage of e-learning. Also, during the in-depth interview(s), I specifically asked for clarifications or information which may have been overlooked in the questionnaire. This permitted respondents an opportunity to expand or verify the questionnaire responses.

Through the use of interviews I obtained verbal accounts of how the case-study instructors understood the use of the three delivery modalities and how they taught through them. Because I was soliciting instructors views pertaining to the integration of e-learning, it was important that as participants, they be given the freedom to talk about it in their own time (Bell, 2005).

Therefore, I strategized one-on-one in-depth interview(s) with the four case study instructors because they were key sources as the ones who taught the observed classes.

The in-depth interview(s) conducted with the instructors afforded me the personal element lacking in questionnaires. This aspect was advantageous in that I picked up some information by gauging the body language, intonation, facial expression etc. of the participants. The in- depth interview(s) were conducted so as to produce data about the teaching practices, processes and structures. They represented a conversation with purpose, and were very often a form of discourse shaped and organised by asking and answering questions. Like with the data received from the questionnaire, I used this interview for reference purposes when analysing the data for this study. This is because people's account of experiences is a crucial preliminary point for the exploration of the level of the tangible world and what occurs in it. I found that interview(s) allowed an opportunity to delve further into the study at hand in order to get a broader understanding of the phenomena.

In section A, I asked the respondents about their instructors beliefs regarding teaching and learning and the three delivery modalities. Then the questions posed to the instructors in section B were designed to get a clear picture of how much knowledge they had on e-learning in general and their pedagogical practice when using it with the traditional pedagogies. It was critical that respondents had some basic knowledge of it, so that I built on it as I proceeded to schedule and conduct the interviews. Moreover, I believe that these in-depth interviews enabled respondents to get comfortable with me as the interviewer and researcher. Besides, the questions allowed each instructor to expand in detail if she/he felt the need to do so.

4(b) ***In-Depth Interview***

In- depth interviews are one of the main qualitative data collection techniques this study used. It was established that it would assist towards a better understanding of the instructors experiences noting their views and thereafter looking for patterns of similarity from the data**.** As I had transcribed the interviews and classroom observations on MS Word, the facts gleaned from these transcriptions provided me an opportunity to ponder deeply and thereafter analyse the data. I chose to audio record all the interviews. Notably, prior to interviews and audio-recording I obtained permission for recording the interviews (see Appendix B-2 vii).

Largely, interviews are considered proper when probing people's beliefs and or views. I found the interviews to be informative and the respondents were straightforward when answering questions asked regarding the introduction of e-learning into the traditional delivery modalities. I set up appointments to personally conduct the interviews with each participant who was given the option of having the interview in their respective offices or they were invited to my office to have the interview. I used digital recorder for all audio recordings.For reference purposes I used an interview schedule and guide that I deliberately avoided having participants view beforehand. I made sure that I was the only one who used it for reference purposes when conducting the interviews, so as to allow respondents to answer questions spontaneously without providing rehearsed responses when interviewed.

It is important to highlight that interviews are said to be appropriate for scrutinising people's insights or awareness, thus I delved into the data gathered from the document analysis, questionnaire, classroom and Moodle platform observation so as to triangulate the information. Likewise, it ties up or clarifies any grey areas or gaps noted from the questionnaireand textual analysis and possibly expands on it. The interviews also prepared me for the classroom observations in that whatever might have been overlooked when using the previous data collection tools was captured during the observations. Therefore, in preparation for the classroom observations, I drew up an itinerary that served as a reminder to ensure that all relevant points were covered. The itinerary was based on the main research questions outlined earlier and Bernstein's (2000) regulative and instructional discourses.

Face-to Face Classroom Observation and Content and learning environment pathways (Moodle Observation)

An observation tool was created for both the classroom observations and the Moodle sessions and based on the theoretical framework which underpins this study – Bernstein's (1996, 2000) Theory of Pedagogic Discourse. The indicators contained in the tool assisted me in noting the pedagogic practice during the classroom observations and Moodle.

I also observed the identical courses taught via F2F and the print module which are also taught online for both FT and DE groups. Each participant granted access permission for me to observe the online classes as a guest/student. As I am the researcher who is also an employee at the

research site, it was easy to do this. While navigating the content of the online course I was unable to edit anything or comment but strictly observed.

A number of qualitative studies include observation as a method to collect data. This study uses this research method because it immerses the researcher in the lives and daily routines of the subjects and simultaneously becomes the primary data collection tool. I achieved the classroom observations through video recording and it enabled me to transcribe relevant information, which assisted in analysing the data. In this study, I used classroom observation extensively because it allowed the study to investigate the recontextualisation of knowledge from one site to another, especially when using the newer e-learning pedagogy.

As per ethics prerequisite, I sought permission from instructors and students to video record six of their teaching and learning sessions with both FT and DE students respectively. Data generated during the observation process was recorded in the form of observation notes and videos and later the video recorded was utilized for transcribing specific clippings for reference purposes at a later date when analysing the data for this study.

According to Bell (2005, p. 184), "observation can be useful in discovering whether people do what they say they do, or behave in the way they claim to behave." They enabled me to describe authentic situations as I observedclassroom and online learning sessions as a method of collecting data about what was happening in reality as instructors implemented the three delivery modalities in their particular teaching and learning sessions. The classroom and e-learning observation entailed me as the researcher partaking in and [reporting] on the experiences of members of the community or group. This permitted me to understand the observed group from an everyday scenario (Welman & Kruger, 2002 as cited in Zazu, 2010, p. 6). It allowed me to discern and understand the teaching practice applied when using the various delivery modalities and how information is recontextualised through them. The observation data helped validate questionnaires and in-depth interview data. Through the classroom observation of the teaching and learning processes occurring, it was possible to probe and comprehend the underlying implicit pedagogic factors that influence both the teaching practice and recontextualisation of text.

I explored how instructors practically participated in the teaching and learning whilst using the blended learning system. This meant the theoretical framework I base this study on had to ascertain the 'say-do-value combination' in order to be able to explain why and when instructors use the various delivery modalities in their teaching methods variably. For instance, according to Gee (1999) and Bernstein (2000), "it is possible that what the [instructor] says is their belief or idea contradicts what they do." In such a case the [instructor] has not acquired the literacy practice (in Gee's terms) or realisation rules (in Bernsteinian terms)' of the third pedagogy tool (e-learning) being used with the traditional pedagogies.

It is significant, given that this research is primarily qualitative by nature and its purpose is to understand the pedagogic discourse of teaching practice when using the delivery modalities, that it be analysed using Bernstein's theory. Thus the next section presents the analytical tools created and used in this study.

Analytic Tools

I analysed the data extracted when using each of the data collection methods through the use of Bernstein's (1996, 2000) coding system in specific aspects such asthe nature of the content, the extent to which learning acts are specified, in the content, the openness or closedness of tasks and other relevant features.

NVivo

I used the NVivo qualitative data analysis software to code the questionnaire and the in-depth interview(s) data into relevant applicable categories. Themes were created and a summary of the coding carried out in the analysis of the questionnaires and interview data is presented in (see Appendix Efor full analysis) at the back of this thesis. A summary list of the themes from Nvivo are reflected below:

1. Distance Education (do instructors differentiate between the two teaching approaches – are they considered to be identical or different)?

2. Knowledge (how instructors perceive knowledge – is it transferred or constructed?), teaching and learning (do instructors consider teaching and learning to be collaborative and interactive or a giving and receiving knowledge process)?
3. Role of Instructor (Is it a lecturing or facilitation role)?
4. Role of students (Are students active participants or recipients of knowledge)?
5. Use of the three delivery modalities and use of technology (how is the F22F instruction, Print module and e-learning used in the ORF)?
6. Use of technology (Beliefs about technology usage and constraints instructors encounter when using Moodle).

I was able to store my data in the software under 'sources' and create codes and folders which in Nvivo are called 'tree nodes' and thereafter move the data to specifically created sub-folders called 'child nodes' with ease. This software made it easy to organise my data under relevant categories, manage and discuss it with ease. The number of sources and references each respondents made to the specific category is reflected in the snapshot (Appendix E) of the results. When analysing I found this task much simpler than having to analyse it manually. Nevertheless, the pedagogic devices used in the ORF and analysed in chapter 7 had to be done manually because the course outlines, and print modules were in hard copy format. And the analytical tools created enabled me to observe and later analyse all pedagogic devices including what was observed during the F2F and Moodleteaching and learning sessions.

Analyses of Questionnaire and In-Depth Interview(s)

I used the questionnaire and in-depth interview to investigate the relationship between instructors pedagogical beliefs when using the three delivery modalities and their technology practices. After all, research has shown that the ways of teaching can be different depending on instructors different beliefs (which are believed to be more influential than knowledge) even when they have similar knowledge and skills (Ernest, 1989; Pajeres, 1992). In order to analyse the beliefs and views of the instructors' teaching and learning and their use of technology in the ORF, which is an integral part of this study, I relied heavily on information contained in the literature review. Furthermore, pedagogic discourse and its connection to the beliefs and views

is founded on the fact that discourses influence the way people behave in social life and signify how people's actions are often underscored by established socio-cultural systems.

This study does not necessarily look at the actual content of the subject taught but specifically at 'how' the subject is taught by the instructor. It explores and compares the magnitude to which teachers acquire and apply both the recognition and realization rules and how they illustrate the appropriate teaching practice in the classroom when using the three content delivery modalities, particularly e-learning.

Overall, Bernstein's principles of 'classification' and 'framing' helped me to determine whether instructors teaching practice is compliant or whether they have acquired the recognition and realisation rules of e-learning being blended into the traditional pedagogies used at UNISWA and the IDE. This is presented in the following section.

Adaptation and Application of Bernstein's Theory in this Study

***Table 4-2 Analytical Criteria Derived from Bernstein's Theory of Pedagogic Discourse* applied in this study**

Analytical Criteria Based on Bernsteins Theory	*Application of Bernstein's Rules in this Study*
Recontextualisation	I have used Bernstein's recontextualisation rule to assist towards understanding of the instructors pedagogic practice and thus, how content is recontextualised (transformed) into a curriculum, in practice when it is in transition whilst being delivered through each teaching modality.
Whilst gathering data I used the recognition and realisation rules at each stage of analysis (document analysis, interviews with instructors, module analysis, classroom observation and e-learning).	1. Recognition rules - The instructors need to recognise what the e-learning teaching context demands. If an instructor fails to recognise the difference between the traditional teaching pedagogies whereby the instructor dominates the lecture by delivering content to the students who listen passively as opposed to new-school practices whereby the constructivist approach advocates interactivity and learning through hands-on activities. This translates into the realisation (required pedagogic practice) unlikely to occur. Also, if traditional pedagogic approaches are used the instructor fails to involve the students in 'dialogue,' which e-learning discourages. 2. Realisation rules - The transmitter must know how to behave and present content appropriately and the acquirer must also learn to behave appropriately. In

	the same vein, the instructor must be able to teach online using the adequate approaches. In addition, as per constructivist theory, the acquirer must be prepared to collaborate and learn from his or her peers through interaction, regardless of whichever content delivery modality is used.
I applied Bernstein's principles of classification and framing extensively as analytic tools to analyse the data. Classification principles were used to gauge 'power' relations and 'control' relations between instructors,' students, and discourses. *Similarly, I use framing to describe the control relations between instructorsand students' in terms of selection, sequencing, pacing and evaluation of content delivered. This enabled me to identify regularities and conflicts between the pedagogic approaches used in the three content delivery modalities currently used within IDE, what the literature says, the instructors' beliefs about thethree delivery modalities and their pedagogic practice and what is observed in the classroom and on the Moodle site.*	Specifically, this study used the following criteria: (a) 'strong classification (+C)' 'refers to curriculum that is highly differentiated and separated into traditional subjects (Bernstein, 2000). In this case, it is considered strong when the instructor has control of the regulative and instructional discourse. (b) 'weak classification' refers to curriculum which is integrated and in which boundaries between subjects are fragile (Sadovnik, 2001, p. 2; Bernstein, 2000). (c) 'weak framing' indicates that the student has 'apparent' control (Bernstein, 1990, 2000). The analyses of the print media, F2F classroom and e-learning observation data were collected based on the following aspects of Bernstein's strengths and weaknesses of his pedagogic discourse principles. These are: • whether or not instructors acquire recognition and realisation rules in order to produce valid teaching practices. • whether framing and classification is either very weak (- -C/F) or weak (-C/F) (invisible or implicit) or very strong (- - C/F) or strong (+C/F) strong (visible/explicit) during the teaching practice in the ORF. • the classification of power relations between the instructor and the student as well as the extent of e-learning into the traditional pedagogies. The same applies to the framing of the regulative the instructional discourse.

Derived from the Bernstein's Theory of Pedagogic Discourse (1990, 2000) Tables 4- 4 up to 4-10 reflect indicators created and applied as my analytic categories in order to come up with the findings in chapter 6 and 7 respectively.Therefore, the analytic categories shown in the following section were used to examine how positive 'transformation' from the traditional pedagogies to IDE online learning approaches occur in lectures in terms of improving pedagogic practice when they are teaching using different modalities,specifically in the IDE courses which are identical to

the traditionally F2F taught courses. The data included in the various analytic categories are strongly linked with the research questions. They helped me gauge how the IDE instructors' beliefs influence theirteaching and use of the three delivery modalities in the ORF. These lead to answering the main research question of how traditional modalities are recontextualised in the e-learning modality. In this way, this research study responds to the aim of this study, which is to comprehend how rewriting or redesigning a course from one course to another transforms the nature of pedagogy.

During the observations I utilized a four point scale of classification and framing varying from very strong (++C, +C, C-, C--) to very weak classification. The exact scale was applied to the framing control relations (++F, +F, -F, --F) when creating data analytic categoriesapplied to the data, shown in the next section. This enabled a me to observe a wider range of pedagogic practice which could have been restricted by the two point scale described as Bernstein's Binaries.

Specific Analytical Tool for the Print Based Media (Module), Face-to-face Instruction and Moodle[23] Sessions[24]

The actual classroom environment was analysed using the classification principle in order to note power relations between instructor and students in this study. In this instance, strong classification (+C) meant a visible pedagogic practice, whereby the instructor is noticeably in control of the teaching and learning process. A weak classification (- C) was when the instructors practice in invisible and not recognisably in control.

[23] Learning and learning pathway environment refers specifically to Moodle teaching and learning sessions throughout this thesis.

[24] Grey indicates the analytic categories for the classroom environment
Light Orange indicates the analytic ccategories for Classification and Framing Principles for F2F Observations
Light Blue indicates the analytic categories for Classification and Framing Principles for Print Based Media
Light Pink indicates the analytic categories for Classification and Framing Principles for Moodle sessions.

Table 4-3 General Classroom Information Observed

Programme Level:	***Distance Education or Full -Time***
Date:	
Time:	
No. of students	
Description of resources:	
• **Computer laboratory and connectivity**	
• **Books or modules**	

I use the classification principle to investigate the classroom environment each case study instructor teaches in. This helps to discern who has 'power'and 'control' between the student and instructorwhen teaching and learning takes place.

Table 4-4 below reflects the analytic toolused to observe each case study instructors classroom environment.

Table 4-4 Analytic categories for Classroom Environment: Adapted from (Bernstein, 2000)

Categories	**Very strong (++) classification**	**Strong (+) classification**	**Weak (-) classification**	**Very weak (--) classification**
1. *Space Arrangement* of Space in the classroom & position of lecturer in the classroom .	-Instructor stands directly in front of students (lecture style) when lecturing. -This tends to lead to instuctors lecturing and the students listening passively.	-Instructor occasionally allows a different seating arrangement which sometimes allows a different flow of information.	-Instructor sometimes mingles with the students. -Sometimes lectures are held in computer laboratory and facilitates.	-Instructor always mingles with the students. -There is no designated area which distinctly separates instructor and students. - Always lessons are held in the computer lab and instructor facilitates.
2.*Teaching and Learning* Interaction between Lecturer and Students	-Only instructor lecture's and does not allow students to have any input at all nor ask questions.	-Instructor occasionally allows students to have an input and ask questions.	-Instructor sometimes allows students to have an input or ask questions.	-Instructor always encourages and allows students to have input and ask questions.
3.*Language*. Is the language Authoritative,*n*eutral, friendly or disinterested?	-Instructor uses an authoritative tonation.	-Instructor occasionally uses an authoritative tonation.	Instructor sometimes uses a neutral or friendly tonation.	Instructor always uses a neutral and friendly tonation.
Resources **- Prescribed text, -Print Modules or note books,**	The PPP is substituting blackboard and chalk only.	-Instructor uses chalk and blackboard sometimes. -In addition, to	-Instructor sometimes uses the power point and projector and	-Instructor always uses the power point and projector to allow discussion.

-Chalk and Blackboard, -Projector and Power Point Presentation	-The instructor only refers students to modules and/or e-notes all the time.	chalkboard and print modules, the instructor brings hand-outs to distribute as additional information	pauses to allow discussion. -S/he always refers to the modules or e-learning notes.	-S/he also refers to the modules or e-learning notes consistently.

I also use the classification principle to explore the introduction of the e-learning medium into IDE traditional approaches.

Coding Instruments forAnalysis of Conventional Print Based Media (Module), Face-to-Face Instruction, and Moodle - Based on the Classification Principle

Table 4 – 5 Analytic categories ofCourse Outlines, Print Modules and Prescribed Text

Very strong Classification (++ C): The boundaries between e-learning and IDE traditional teaching approaches are very strong.	**-**There are no indicators of an e-learning approach in the Course outlines and print module (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning activities).
Strong Classification (+C): The boundaries between e-learning and IDE traditional teaching approaches weakened.	-Sometimes (rarely) course outline and print module does refer to e-learning content via relevant links or e-learning activities.
Weak Classification (-C): The boundaries between e-learning and IDE traditional teaching approaches are weak.	-There is sometimes a strong link between the course outline and print module, and e-learning. E.g. in written format students are referred to LMS Moodle to chat/discuss on the forum, do activities in groups or with peers online, submit assignments via online etc.
Very Weak Classification (-- C): The boundaries between e-learning and IDE traditional teaching approaches are very weak.	-There is always a strong link between the course outline and print module, and e-learning. E.g. in written format students are referred to LMS Moodle to chat/discuss on the forum, do activities in groups or with peers online, submit assignments via online etc. - Quizzes and tests are done online

Table 4- 6 Analytic Categories of Face-to-face Classroom Observation

Very strong Classification (++ C): The boundaries between e-learning and IDE traditional teaching approaches are very strong	**-**There are no indicators of an e-learning approach in the face-to face teaching (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning activities). -Only instructor gives notes and he/she selects, sequences, paces and evaluates all the content and assignments etc. -No chat forums nor opportunities for collaboration work for students to construct mew knowledge. - No flexibility exists.
Strong Classification (+ C): The boundaries between e-learning and IDE traditional teaching approaches weakened	-There are a few indicators of the online approach in the F2F contact sessions -Sometimes instructor does refer to e-learning content e.g. Uploaded notes (usually printed by students)
Weak Classification (-): The boundaries between e-learning and IDE traditional teaching approaches are very weak (Invisible)	-Sometimes there is a link between the face- to- face teaching and e-learning. E.g. verbally during the F2F sessions, students are referred to LMS Moodle to chat/discuss on the forum, do activities in groups or as peers online, submit assignments via online etc. -Occasionally chat forums and opportunities for collaboration work for students to construct new knowledge are provided. - Sometimes flexibility exists in terms of submission dates of assignments and they are negotiated between student and instructor.

Very Weak Classification (-): The boundaries between e-learning and IDE traditional teaching approaches are very weak.	-There is always a strong link between the face- to- face teaching and e-learning. E.g. Verbally during the F2F sessions, students are referred to LMS Moodle to chat/discuss on the forum, do activities in groups or as peers online, submit assignments via online, share course material electronically such as course outlines, send emails, lecture notes, give quizzes and surveys etc. -Always instructor uploads notes and he/she selects, paces and evaluate all the content and assignments etc. in consultation with students. -Always instructor allows flexibility to exist in terms of submission dates of assignments and they are negotiated between student and instructor.

Table 4 -7 Analytic Categories of Moodle Teaching and Learning Sessions

Very strong Classification (++ C): The boundaries between e-learning and IDE traditional teaching approaches are very strong	-There are no indicators of an e-learning approach (e.g. no e-learning content via relevant links or e-learning activities). -Only lecturer uploads notes and he/she selects sequences, paces and evaluates all the content and assignments etc. -No chat forums nor opportunities for collaboration work for students to construct new knowledge. -No flexibility exists as well.
Strong Classification (+ C): The boundaries between e-learning and IDE traditional teaching approaches are weakened in a restricted manner.	-Sometimes instructor does refer to e-learning content e.g. to uploaded notes and to print notes, group work activities and or refer to some relevant links or e-learning activities.
Weak Classification (-): The boundaries between e-learning and IDE traditional teaching approaches are weak (Invisible).	-There is occasionally a link between the module, face- to- face teaching and e-learning (e.g. the instructor and students share course material electronically such as course outlines, send emails, lecture notes, assignments, hold online discussions/chats, give quizzes and surveys). - instructor uploads notes and he/she sometimes selects sequences, paces and evaluates all the content and assignments etc in consultations with students. - Sometimes chat forums and opportunities for collaboration work for students to construct new knowledge are plenty. -Sometimes flexibility exists as well in terms of submission dates of assignments and they are negotiated between student and instructor.
Very Weak Classification (- -): The boundaries between e-learning and IDE traditional teaching approaches are very weak.	-There is always a strong link between the module, face- to- face teaching and e-learning (e.g. the instructor and students share course material electronically such as course outlines, send emails, lecture notes, assignments, hold online discussions/chats, give quizzes and surveys). -Always instructor uploads notes and he/she selects sequences, paces and evaluates all the content and assignments etc in consultations with students. - Always chat forums and opportunities for collaboration work for students to construct new knowledge are plenty. -Always flexibility exists as well in terms of submission dates of assignments and they are negotiated between student and instructor.

I then applied the framing principle when analysing and interpreting the data from the print modules, F2F contact sessions and the Moodle sessions.

Coding Instruments forAnalysis of Conventional Face-to-Face Instruction, Print Based Media and Moodle based on the Framing Principle

Table 4-8: Framing of Regulative and Instructional Discourse Criteria of Print Module: Coding Instruments forAnalysis of Course Outlines, Print Module and or Prescribed Text

Description	Indicators of Very Strong (++) Framing (Form of pedagogic practice Visible)	Strong framing (+)	Indicators (--F) Weak Framing and Very weak (--F) (Form of pedagogic practice Invisible)
Instructors (Regulative Discourse) expectations about conduct, character, and manner in the SIM' module	-Course outline and or print modules uses a theory of instruction directed to and/or in authority over to the transmitter. - The instructor is the one who tells, informs, explains all content/topics -Author of module is in full control e.g. the language is formal, distant and authoritative. -All assignments and deadlines are set by the writer of the module. -Also all instructions are given in written text and no flexibility exists.	- Occasionally the course outline and or print module do orient or guide the role teaching and learning process. It refers to the cognitive and socio-affective competences, thus suggesting some involvement of the student -Sometimes/occasionally author includes the words like 'you' and 'we' which make the tone inclusive to the students. -Sometimes instructor solicits opinions from the students in the Self- assessment Activities (SAQ's).	-The course outline and or print modules do consider the higher degree or involvement(e.g. project/research work, hands on activities etc) -The whole module is delivered via Moodle. -There are welcoming notes which entail a module overview, study tips, time frames, module outcomes, assessment criteria and, advance organiser's. -There is always a variety of activities within the text, such as reflective, group work, discussion activities which instil the desired skills for active learning. -Students set the rules in terms of assignment deadlines, attendance
	-Through the written word author does not explain concepts and fails to engage students in discussions. No two- way communication (dialogue) between author (instructor) and students. - Text is too dense, thus detailed and bulky in size.	-Through the written word, sometimes author does explain concepts and engages students in discussions by inviting opinions through the activities created. There is some limited two- way communication (dialogue) between lecturer and students. - Text is not too dense as it is broken by activities within the text which enable limited communication through the group-work activities.	- Students are often involved in the teaching and learning through the activities in the module. -Discussions, group-work, reflective exercises are plenty and/or students are referred to complete activities online. Thus, peer/collaborative work is in abundance and opportunity to build new knowledge exists.

	3. -Authors writing tonation is like a lecture without permitting students a chance to provide feedback. -No activities within text at all. No reference to Moodle at all.	3. -Sometimes author writes like he/she is lecturing without permitting students a chance to provide feedback through activities within the text. -Author sometimes refers students to Moodle for uploaded notes to be printed or read before class.	3. -Author integrates activities after each topic. This allows time to pause and allow time for debate, questions and discussions with students in order to correct answers (engages and collaborates with the students). -Lecturer refers students to Moodle to discuss topics via a chat forum, research via specific links and initiates discussions via Moodle between lecturer and students and encourages them to interact amongst themselves as peers in Moodle. - Author refers students to links in the SIM's in order to research and complete activities.
	4. -Instructions are always decided and verbalised by author in writing throughout the module.	4. -In writing sometimes author involves students in making decisions	4. -Always author involves students in making decisions in the module
	5. -Instructors writing style sounds like a lecture and students are expected to read without reflecting on content being read. NO reference at all to e-learning is made.	5. -Sometimes author allows student input from students by creating activities which invite input from them by creating spaces in module or making activities reflective. -Sometimes author refers to Moodle by telling students to go review content there.	5. -Always author invites student input in the module and refers them to Moodle to do various activities and have discussions there.
Form of hierarchical (instructional) relations **Selection Criteria**	1. Content: Author always selects and directs the content.	1. Content: Sometimes author enables students to select the content.	1.Content: Author allows the students to select the content. He/she writes in a way which enables students to do this.
Sequencing Criteria	2.Sequencing: Author always decides on the sequence of the content.	2.Sequencing: Sometimes author allows students decide on the sequence of the content.	2.Sequencing: Always students decide on the sequence of the content.
Pacing criteria	3.Pacing: Author always decides when to move to the next topic or when to write a test.	3. Pacing: Author sometimes allows students to decide when to move to the next topic or when to write a test by indicating that they have an options.	3. Pacing: Author always allows students to decide when to move to the next topic or when to write a test. For instance, the

			students deal with the topics they enjoy and find easy.
Evaluation criteria	4. Evaluation: Author always evaluates student learning (assignments and deadlines clearly stipulated by the author and how to test it).	4.Evaluation: Author sometimes allows students to evaluate themselves or decide on the topics to be tested and how the test should be administered.	4.Evaluation: -Authors allows students always evaluate themselves or decide on the topics to be tested and how the test should be administered. -The information on the evaluation such as tests and assignments is relayed via e-learning as well and not restricted to being relayed in the module.

Table 4-9: Framing of Regulative and Instructional Discourse Criteria of Conventional Face-to-face

Description	**Indicators of Very Strong (++) Framing (Form of pedagogic practice Visible)**	**Strong framing (+)**	**Indicators (--F) Very Weak Framing and weak (- F) (Form of pedagogic practice Invisible)**
Instructors (Regulative Discourse) Expectation's about conduct, character, and manner in the classroom.	-Instructor is in full control e.g. silences students and is the one who instructs at all times, with no student involvement?	-Occasionally instructor lets students make decisions -There is some limited two-way communication (dialogue) between instructor and students.	-Rules are set by students or there is always discussion between instructor and students about the rules of behaviour in the classroom.
	- Instructor talks throughout the lecture without permitting students a chance to provide feedback. -Instructor does not explain concepts and fails to engage students in discussions. -No two- way communication (dialogue) between instructor and students.	-Sometimes even though instructor dominates the lecture, student have a chance to provide feedback -Instructor does explain concepts and engages students in discussions. -There is some limited two-way communication (dialogue) between instructor and students.	-Students are often involved in the teaching and learning.

	-instructor talks throughout the lecture without permitting students a chance to provide feedback.	- Sometimes, instructor talks throughout the lecture without permitting students a chance to provide feedback.	-Instructor pauses and allows time for debate, questions and discussions with students in order to correct answers (engages and collaborates with the students).
	-Instructions are always decided and verbalised by instructor.	-Sometimes instructor involves students in making decisions	-Always instructor involves students in making decisions
	-Instructor lectures and students listen passively.	- Sometimes instructor allows student input.	-Always instructor allows student input.
Form of hierarchical (instructional) relations **Selection Criteria**	1. Content: Instructor always selects content.	1. Content: Sometimes permits students to select content	**1.**Content: Always instructor permits students to select content
Sequencing Criteria	2. Sequencing: Instructor always decides on the sequence of the content.	2. Sequencing: Sometimes students decide on the sequence of the content.	2. Sequencing: Always students decide on the sequence of the content.
Pacing criteria	3. Pacing: Instructor always decides when to move to the next topic or when to write a test.	3. Pacing: Students sometimes decide when to move to the next topic or when to write a test.	3. Pacing: Students always decide when to move to the next topic or when to write a test.
Evaluation criteria	4. Evaluation: Instructor always evaluates student learning (what to test and how to test it)	4. Evaluation: students sometimes evaluate themselves or decide on the topics to be tested and how the test should be administered.	4. Evaluation: students always evaluate themselves (guided by instructor) or decide on the topics to be tested and how the test should be administered.

Table4-10: Framing of Regulative and Instructional Discourse Criteria of Moodle(e-learning) Teaching and Learning lessons

Description	Indicators of Very Strong (++F) Framing (Form of pedagogic practice Visible/explicit)	Strong framing (+F)	Indicators (--F) Very Weak Framing and weak (- F) (Form of pedagogic Invisible practice Invisible/explicit)
Instructors (Regulative Discourse) expectations about conduct, character, and manner during the Moodle teaching and learning sessions	Course outline and or e-learning content developer[25]uses a theory of instruction directed and in authority over and/or to the transmitter.The e-learning content does not orient or guide the role teaching and learning process. Examples of this are reflected as follows: - The e-learning content developer is the one who informs, explains all content/topics. These are listed with no details. -E-learning content developer is in full control e.g. the language is formal, distant and authoritative. -All assignments and deadlines are set by the writer of the e-learning content. -Instructions are always decided and verbalised by by e-learning content developer.	Occasionally the course outline and/ or e-learningcontentdo orient or guide the role teaching and learning process. It refers to the cognitive and socio-affective competences, thus suggesting some involvement of the student -Sometimes/occasionally e-learning content developer includes the words like 'you' and 'we' which make the tone inclusive to the students. -Sometimes e-learning content developer or solicits opinions from the students in the Self- assessment activities (SAQ's). - Sometimes e-learning developer does explain concepts and engages students in discussions by inviting opinions through the activities created. There is some limited two- way communication (dialogue) between e-learning content developer and students.	-The course outline and e-learning content considers the higher degree or involvement (e.g. project/research work, hands on activities etc) -There are welcoming remarks at the beginning of the e-learning course (welcoming page). These include a module overview, study tips, time frames, module outcomes, assessment criteria and, advance organiser's. -There is always a variety of activities within the e-learning text, such as reflective, group work, discussion activities which instil the desired skills for active learning. This allows time to pause and allow time for debate, questions and discussions with students in order to correct answers (engages and collaborates with the students). - Always e-learning developer invites student input in all activities uploaded online. -Students set the rules in terms of assignment deadlines, attendance activities after each topic.

[25] E-learning Content Developer refers to the instructor of the course.

Form of hierarchical (instructional) relations Sequencing Criteria	-Instructions are unclear and implicit. -Moodle does not allow jumping to other topics, without completing the previous topic. So the content is presented in a specified sequence. -Notes and other teaching materials are uploaded only at the time when instructor expects students to use them.	-Instructions are quite clear but Moodle allows navigation backwards and revisiting topics which have been covered previously. -Notes and other teaching and learning materials are uploaded on Moodle prior to classes.	-Instructions are very clear and explicit Content is flexible because Moodle allows navigation of previous topics or those ahead whenever students choose to do so.
Pacing criteria	-Students are expected to have covered sections of the syllabus at particular times. Moodle is closed at exact stipulated deadlines for submission of assignments) -Submission for assignments is decided strictly by the instructor.	-Students are expected to cover sections of the syllabus on specified dates. -Due submission dates of assignments is sometimes (by instructor) but rarely negotiated with students.	-Submission dates of assignments is negotiated with the students and late submissions are accepted. -The submission dates of assignments is not stipulated. They can be submitted at any time depending on the individual justification of student request.
Evaluation criteria	-Criteria for grading an assignment and course expectations known only by the instructor.	-Criteria for grading an assignment is sometimes but rarely revealed -Some course expectations are sometimes but rarely highlighted.	-Criteria for grading assignments is forwarded and made very clear to students - Assessment rubric is provided.
Content Selection	-Students are expected to read and know everything uploaded in the Moodle or provided in course outline (course content is likely to be in the exam).	-Sometimes students are expected to read and know content from research or content provided. -Suggestion for reading are provided in Moodle.	-Students choose what they want to learn from their course outline. The important factor is that the course is completed. Flexibility with regards to selecting which topic to learn first can be decided by students.

From the above tables the analysis of the data gathered is compiled in order to make solid recommendations on effective teaching practices whilst using the three content delivery modalities. Based on what has been discussed thus far, Bernstein's theory of recontextualisation provides an explanation for how a discrepancy between the espoused (intended)pedagogic practice and the enacted (actual)teaching practice can be created when using the delivery modalities.

Data management and analysis procedure

Research materials and all data collected in this study were kept in a systematic manner. Relevant documents were stored either electronically and or in hard copy format and filed accordingly. Data transcripts, interview audio and video recordings were archived as well. For reference purposes and considering the explorative nature of this research, a daybook of the whole research throughout the entire research was also compiled. Additionally, notably in terms of security of the data collected, all audio and video recordings, questionnaire and interview comments written were kept under lock and key. The researcher was the only one able to access the documents and the computer where the information was stored had a personal password whereby the backup DVDs and CDs were stored in a lockable place as well.

The results enabled the study to answer the question of how content is transformed and how pedagogies changed and elaborated in relation to the online aspects of a traditional course. Similarly, I noted the best practices when using the traditional pedagogies once I analysed the data so as to assist practitioners to note the changes in pedagogy when rewriting and redesigning course from one modality to another and simultaneously improve their practice.

Ethical Considerations

Transparency and participants need to be respected and protected from any danger, which the ethics process makes possible. Bell (2003, 2005) alerts that when conducting research one cannot begin to collect data and contact participants before written approval is received. The ethics considerations included first complying with and getting clearance from the Human Research Ethics Committee (HREC) of the University of the Witwatersrand in Johannesburg, in the Gauteng Province, South Africa. Ethics also assisted in terms of my credibility and integrity as the researcher when dealing with participants in this research. Similarly, in order to make this research more trustworthy and valid I articulated and engaged with the research participants in an ethically acceptable manner by informing them that consent was sought and approved from HREC(s) (Bassey 1999; Cohen et al., 2003). Furthermore, I consulted all identified informants and

fully informed each lecturer of the purpose and benefit of participating in the study, andalso outline expectations of them.

This case study approach was advantageous in terms of time and expense, due to the fact that the study is located at the UNISWA. Plus, as I conducted this study I was conscious of the fact that my job requires working with instructors through the materials development process, so there is some familiarity with the field of research as well as with the primary research subjects who are colleagues. This made negotiation of entry into the field of study easy for me. Moreover, it was found that despite the challenges encountered when collecting data, it was achieved relatively quickly and with minimum travel thus the application of the 'critical purposeful selection and convenience method'(Maxwell, 2005) to select my case study.

I was accountable for the data collected. I treated all information as confidential. As per ethics pre-requisite requirement I sought consent from all identified research participants (Bassey,1999). I achieved this through consent forms and letters seeking access and permission from IDE to observe the DE class sessions and so did all other relevant parties (see Appendix A-2) which were signed and used as tools to record the ethical processes.

The letters had specific statements of confidentiality and anonymity which declared that 'records will be kept confidential. To ensure anonymity participants names were not reflected anywhere in the study and they were requested to participate in the study on entirely voluntary terms, and could withdraw from participating at any time without fear of prejudice in any way. It was highlighted that if the results of this study are published, the data would be presented in group form and individual participants would not be identified…every effort would be made to respect the privacy and individuality of all participant(s) with the use of pseudonyms or specific codes which the instructor may choose if she/he wishes to hide his/her identity (Nsibande, 2013). Ultimately, all matters relating to ethics were done professionally so as to make participants feel a sense of ownership of this research. This was achieved by explicitly explaining the benefit, purpose and expected outcomes of the research. Moreover, to give this study credibility, I provide a brief discussion on the measure I took to guarantee it.

Reliability and Validity

For reliability and validity purposes I took into account my position in relation to the relationship existing between myself and the participants who are colleagues I work with when developing modules for the IDE. Therefore, there was a possibility that my professional role may have jeopardized (albeit to a limited extent) accessibility to purely objective and valid interview data. This is because to a certain extent, like the participants I could of perhaps failed to separate the researcher role from that of being a colleague (despite the effort made to explain the disparity). It's possible that the participants may have attempted to utter things which they thought were appropriate rather than sharing their genuine beliefs or thinking. Fortunately, the classroom and Moodle teaching and learning sessions supplemented and validated the interview data.

A sentiment put forth by several qualitative researchers (Wolcott, 1994; Bassey, 1999) highlight that the term 'validity' is not applicable to qualitative research where, like a case study, the aim is to describe meanings and personal experiences of groups and individuals as more than to measure.' Equally important is that the researcher acknowledges that it cannot be discarded completely because the credibility of any research is critical and validation ensures that the study is worthwhile or trustworthy. (Mishler, 1990) explains that validation is a social construction of a discourse through which the results of a study are viewed as trustworthy for other investigators to accept and rely upon in their own work. Furthermore, (Wolcott,1994) advances that:Validation should be concerned with 'not getting it all wrong' by taking accurate field notes, reporting fully, being honest, seeking feedback and allowing readers to 'see' for themselves.

Additionally, (Maxwell, 1992) describes descriptive validity as: being concerned with the accuracy of the descriptions and observations and that interpretation is inherently part of what is described and observed and that the researcher's theoretical standpoint influences both data collection and interpretation. Similarly, (Bell, 2010, p. 57) correctly cautions that, "whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid." Thus, in terms of reliability of data collected this study relied heavily on the classroom and content and learning pathway observations and interviews which were recorded (video and audio recording) and other data collected as well as

literature. In addition, it was possible to get one independent judgement of the data collected because one colleague (Lecturer in the Education Department) recently completed her doctorate using Bernstein's theory. S/he helped review the data collected. Moreover, the supervisor continued to be available for consultations and reviewed my write-up as the research progressed. Besides, validation was provided in the form of the criteria adapted from Bernstein's (2000) theory which assisted to analyse the print-based media as well as the classroom and content and learning pathway (Moodle).

Summary

This case study employs narrative in some sections because there are descriptive accounts of the pedagogic devices, tools and the practice in the ORF. It is utilized to explore, understand and discover if meaningful learning occurs when the same instructor delivers (in DE and FT) the same content when using the three different modalities. It gets instructors to critically reflect on their teaching via the three delivery modalities, especially online. In addition, it helps comprehend how transfer of knowledge can be implemented meaningfully through the different teaching tools. This qualifies this study as, it has the capacity to help explore the delivery modalities in-depth because of its ability to generate detailed and all-inclusive data on the pedagogies and recontextualisation of the information depending on the modality of delivery. This is verified by (Yin, 2003), who defines a case study "as an enquiry into a real life context."I used this case study approach and the collection of data using numerous sources of proof which allowed me to authenticate the information and garner more understanding on how the differences in the delivery modalities, and effectiveness in terms of pedagogy, is achieved.

This study lies in observing changing pedagogies (and to a certain extent 'how' the subject content) is recontextualised into actual teaching and learning practice from F2F instruction and print based media in to a blended learning system which encompasses online learning. I found that Bernstein's theory allowed me to measure whether the recognition and realization rules necessary for 'change' had occurred thus allowing me to fully comprehend if instructors do acquire these rules or not. Moreover,I found that the, informal discussions, document analysis, questionnaire, in- depth interview(s) with each instructor and observations permitted me ample

opportunity to comprehend views and opinions of the instructors beliefs on the use of the three delivery modalities and the recontextualisation, which focuses on the changing pedagogy as a consequence of the nature of e-learning in the traditional pedagogies. Also, these various data collection instruments and methods allowed triangulation of the key findings. The analytical tools as well as the classroom observation as a data collection tool strongly supports evidence gathered.

CHAPTER 5: ACTUAL PRACTICE (FINDINGS)

Introduction

This chapter responds to the following sub-questions as highlighted in chapter 1: How do IDE Instructors teach the IDE courses? How do the IDE instructors26 use the three teaching delivery modalities?Thus, it demonstrates how the pedagogies established and practised within the traditional delivery modalities are recontexualised in the e-learning (Moodle) modality. In other words, is the pedagogic practice (teaching) and delivery of content delivered in the same way across the three delivery modalities or does it change?

Therefore, as highlighted in the abstract, conceptually there are three key modalities used at the UNISWA and IDE. These are described as follows:

- The first modality is the lecture based university course delivery which uses course outlines, texts (as prescribed text), journal articles and sometimes the IDE, SIM modules. The function of these modules is to supplement lectures in the F2F modality.
- The second modality, is the print-based delivery– in other words, DE modality is delivered by print. This means that students have the print-based text that are the course modules which form the core of the course. The DE students might read supplementary documents in relation to the course but all are primarily governed by the print-based module and attend F2F sessions at certain points in time.
- The third modality is the online modality which is relevant since the UNISWA and IDE now teach and deliver the courses via the LMS Moodle. This means the F2F delivery of lectures is no longer the primary pedagogic means.

This study provided a unique prospect, offered by the fact that the courses included in the case study are taught by the same instructors and are delivered across each of the three modalities to different student groups (both FT and DE). The content and aim of each course is identical, and

[26] 'L' stands for lecturers - L1, L2, L3, L4 which indicate codes used to identify each of the case study instructors who are the respondents in this study.

the instructors' enacted pedagogy is not intended to be the same in each case. This situation provides an opportunity to study the recontextualisation of pedagogic content, pedagogic practices, assessment practices, in a controlled way across the three modalities. Therefore, this chapter discusses the observations made during both the classroom observations and content and learning pathway (Moodle) sessions.

The background section presented next, has been included here because it helps to identify a possible contributory factor for the instructors' inability or ability to acquire the necessary recognition rules. Acquiring the recognition rules is important because it would enable instructors to use, thus practice the correct pedagogic practice expected in a blended learning system, as practiced at IDE.

Background

The full IDE staff complement is fourteen (14). The academic staff is employed in IDE "to oversee and co-ordinate programmes, design materials, encourage research and evaluate the quality of IDE programmes and services, and provide student support" (Odumbe, 2002, p. 7). IDE's delivery method is described next:

> IDE's delivery modality is based on the original UK Open University's modality. In essence the 'conceptual' content, is normally delivered by face-to-face lectures and tutorials, either at the University or one of two regional centres. The face-to-face lectures are provided by self- contained printed material and in a number of limited cases by CD ROMs telephone,e-learning (Learning Management System - Moodle). (Fowler et al., 2010a,b, d, 2013, et al., p. 253).

IDE Instructors and Tutors

IDE relies on hiring part-time authors to write the printed materials and to be the instructors and/or tutors to lead the F2F sessions held within IDE. The bulk of the IDE instructors are responsible for both conventional and IDE equivalent courses. Again, the majority of the part-time authors commissioned by IDE to write the modules are the UNISWA instructors who are experts in their various subjects. Tutors are outsourced and hired by IDE to support the

instructors and conduct tutorials, whereby students can seek clarification on topics they did not fully comprehend in their modules or during lecture time. A challenge which tends to occur from the scenario described above is eloquently expressed by (Sukati, 2010a, p. 76) who explains that:

> These full time instructors who become part-time lecturers in the IDE are also paid for lecturing and authoring the modules, but they have complained of heavy teaching loads in the mother departments and of having to teach over the weekends and during holidays. If they refuse to teach and write for the institute where would the IDE get the part time instructors because Swaziland is small and the qualified are limited?

Swartland, (1999, p.13) concurs that "this situation is exacerbated by the limited size of the market for lecturers to teach in Swaziland, which makes it difficult to identify, recruit and hire part-time lecturers."The issue of using the same instructors for DE and FT groups is "disadvantageous to the DE students because overworked staff tend to use available time for internal teaching and ignore the external teaching, and that such negative attitudes undermine both the status of DE and the very concept of parity of standards"(Siaciwena,1999;Sukati, 2010a, p. 76).

In terms of assessment practices and ensuring quality assurance, UNISWA uses external examiners, who come to the university annually to assess the quality of the courses offered and the performance of the students during the final examinations. This practice is confirmed by Sukati, (2010a, p.77) who asserts that "this is seen as critical to making sure that the courses, certificates, diplomas and degrees that the students do, are of an acceptable standard in the region and in the world."

Authentic Practice of Face-to-Face Instruction, Print-Based Materials and E-learning at IDE

Teaching, Learning and Practice of Distance Education at the Institute of Distance Education

It is noteworthy that at UNISWA, CF2F teaching and IDE share many elements, thus they are comparable. One of these is that they already have firmly in place two modalities of content delivery being F2F and print. Both DE and FT on-campus students have recently incorporated e-learning, thus they study through a supplement blended learning system.

Concepts of Teaching and Learning: How IDE instructors Use and Teach with the Three Delivery Modalities (Face-To- Face, Print and E-Learning)

Pedagogy refers to the process of teaching whereby instructors impart their specialist knowledge of their subject area to novice students in a systematic way. To relay the concept of teaching, this study borrows from Harden & Crosby (2000). They describe six categories used for the role of a good teacher. These are namely; information provider in the lecture, role modalities on the job, facilitator as mentor for learning, student assessor and curriculum and resource material creator.

Bearing this in mind, currently with the introduction of ICT's at tertiary level instructors are now "e-teachers, who are considered central to the move towards e-education"27 (Campbell, 2001,p. 2). It is worth highlighting that this study uses e-learning or online learning as the terminology to describe teaching and learning which is supported by digital technologies and which encompasses both e-teaching and e-education and does not consider them as separate entities.

[27] Educators are now beginning to hear terms like e-teaching, e-learning and e-education as it subtly becomes part of our regular vocabulary. E-teachers are the new generation of teachers who will work in an environment in both regular and virtual classroom situations. E-education involves e-teaching and e-learning with the various administrative and strategic measures needed to support teaching and learning in an environment.
`E-teachers are considered central to the move toward e-education and the way in which ICT is integrated in our schools. To implement an ICT e-strategy without e-teachers will now be likepiloting a boat without a navigator (Campbell, 2001, p. 1)

As this study focuses on pedagogic practices when ICT is introduced to traditional pedagogic delivery modalities (blended learning), it agrees that "it is no longer a question of whether or not we will implement e-learning in (our universities), but whether we will do it well" (Campbell, 2001, p. 3).

For purposes of clarity the three teaching tools and the pedagogic devices utilised in IDE are discussed next.

Description of IDE Course outlines and Print Materials

In this section, I present a brief description of the pedagogic devices (print course outlines and modules and/ or prescribed text). These are further illustrated and analysed in chapter 7.

1. **Description of Course Outlines**

   Basic information such as; course title and codes, and name of instructor, are reflected at the beginning of each course outline. The course description and or a synopsis exists in two out of the four course outlines which entail a brief background of the course to be taught. The prescribed or recommended text are reflected in each outline.

2. **Description of IDE Print Materials**

   The print modules are specifically designed for the DE students enrolled at the IDE. Three of the instructors in this study use the IDE modules only for the DE group and prescribed texts and/or recommended readings for the FT groups. Only one instructor uses a prescribed text and hand-outs for both DE and FT groups.

In the following section I describe the authentic practice observed in the classroom sessions.

Authentic Practice of the Case Study Instructors
Background of authentic practice in the ORF (L1, L2, L3 & L4)

L2, L3 and L4 courses are semester courses, all examinable at the end of the semester. On the other hand, L1's course is a full one year non-content based course. This means students do not write an exam at the end of the year, instead they submit individual research reports. All instructors invited students to attendone-on-one consultations outside class (but during specified hours) to clarify any grey areas related to their research and/or projects.

a. Resources

With regard to resources the three case-study instructors (L2, L3, L4) use a digital projector and PowerPoint Presentation notes to deliver their subject matter. L1 was an exception as s/he uses mostly blackboard and/or whiteboard and chalk and or ink to conduct the teaching and learning contact sessions.

It is significant to highlight that the SIM print modules are used specifically with the DE groups. Remarkably, only one instructor (L1) used his/her module (authored by self) with the DE group consistently. L2 and L4, who also have modules, prefer instead to rely on notes uploaded onto Moodle with both their FT and DE groups. An interesting discovery was that L2 and L4 print modules were not authored by the current instructors of the courses and were both due for major revisions.

b. Class Number of students in ORF

I found that the number of students in each group (FT and DE)were comparable and this enabled me to adequately observe the instructors pedagogic practice as they used the three delivery modalities in the ORF. L1's explanation for significantly lower numbers in the FT group (10 as opposed to 45+ in IDE) was that government tertiary scholarships had been considerably reduced, and now that most students had to fund their own studies, they migrated to IDE, in order to be able to study and remain in employment. L2 had approximately 60 students in DE and 170 in FT. L3 had 107 FT and 50+ in DE. L4 had 100 FT and 70 in DE.

c. Interaction during the Face- to –Face contact sessions

In terms of interaction between instructor and students it was noted that L1 had a good rapport with his/her students in both DE and FT groups. S/he did not have to probe much to get verbal responses from the students when questions were posed. Moreover, L1 used the names of the students which possibly makes him/her user-friendly, thus accessible and probabaly enhanced the interaction.

d. Seating arrangement during F2F contact sessions

1. The main reasons explaining, students seating arrangment in each class are two. Firstly, in L1 FT class, the number of students was small, thus students were able to sit wherever they liked. Here, most of the time, the instructor preferred standing at the front of the class, directly in front of the students (lecture style).
2. In L2 class, the F2F contact sessions were held in a lecture theatre. Whilst group work did take place with the FT group, it was with difficulty because of the venue. Here, students were clearly uncomfortable as they had to turn around to face each other or manoeuvre themselves to maintain eye contact with group members during discussions. Nevertheless the instructor did mingle with the students even in these circumstances.
3. In all the F2F contact sessions of the four case-study instructors that I observed, space was clearly defined and designated. Meaning that instructors were dominant (which defies the student-centred active learning encouraged by the constructivist approach). There were boundaries that appeared to set where the instructor and student should sit. It could be argued that such seating arrangement (lecture style) automatically allowed the instructor to control and have power over the students, which lessens their role as facilitators as constructivism promotes.
4. In terms of seating arrangements, all participants (instructors) in this study combined one or two of the following methods: the lecture and demonstration methods. These approaches prompted a talk-listen, demonstrate-copy, question-answer kind of behaviour between instructor and students respectively, which effectively draws a line between the instructor and students (Perreira, 2012, p. 197).
5. A possible justification for this practice could be that the classroom environment consisted of pre-arranged desks. The majority of classes within the whole institution are

held in either a lecture theatre, a classroom or hall where the desks are arranged in a lecture-theatre style. This seating arrangement inevitably dictates that instructor stands directly in front of the students during the teaching and learning process. The seating arrangement was repeated regardless of the student numbers.

Nonetheless, to avoid repetition, next, I combine and present the description of L2, L3, L4 actual pedagogic practice because (with the exception of L1's pedagogic practice), their practice was identical. As such, L1's pedagogic practice will be presented separately.

Pedagogic Practice in L2, L3 and L4 F2F contact sessions: L2, L3 and L4 basically used the lecture style which can be defined as, lecture and demonstrations methods. These methods mainly saw students listening passively and taking down notes. The scenario can be succintly described as follows:

> Most communication occurs between the [instuctor] and the full class of studetns; instructional routines rely on didactic instruction. This pradigm is 'banking education' whereby the instructor is the depositor and the students the depositories who must bank the deposited knowledge (Fuller et al., 1994, p. 153; Freire, 1972).

However, it was observed that when comparing L2's interaction with the FT group against the DE group, there was 'some' interaction with the DE students. L2 paused more frequently with the DE students because they had more input in terms of answering and asking questions. Of note is that the DE students were more mature than the FT students and were also in employment, thus more assertive in class and occasionally stopped the instructor to make a point and seek clarification where they were unclear. Also, DE students answered more readily and even though they did whisper to each other during class time, the conversations had to do with the subject matter.

Another slight difference witnessed in L2 practice was that s/he enabled interaction amongst peers as well as between instructor and students only during the FT tutorials contact group work sessions. During these sessions, students were clearly engaged with each other and often the instructor was seen mingling amongst them so as to listen to their ideas and advise accordingly.

Even though studetns took awhile to settle during the group work sessions, once they did, they appeared to interact quite actively with one another and to hold discussions relevant to the subject matter and assigned task. L2 went around the class probing and suggesting ideas related to the given task and the students were eager to share ideas with her/him. Even those students who did not partner with anyone approached the instructor during class time and had a one-on-one discussion. When L2 failed (due to time constraints) to provide feedback on assigned group work tasks during class time, s/he then did so after class , in written format on each script. Additional comments or verbal consultations were then reiterated during tutorial F2F class time.

It was notable that a similar pedagogic practice, exhibited by L2, L3 and L4 was that during the F2F sessions, regardless of whether it was the DE or FT group, the delivery of subject content was done in an identical manner. Basically, instructors presented identical notes to both DE and FT groups from their PPPs via the projector and talked to them as they lectured. These same notes were then uploaded before or after class onto Moodle for students to access and sometimes print and refer to during class. Moreover, in these three instructors classes,both DE and FT students were seen taking down extensive notes in their notebooks whilst others referred to and jotted them onto the printed copies downloaded from Moodle. In essence, each instructor relied heavily on the identical notes they used in exactly the same manner with both the FT and DE groups. They verbally went over them by means of their Power Point Presentation (which substituted the chalkboard) to present slides containing notes or talking points. The only variety was the pace at which topics were completed. More detail was given to the FT group which can be attributed to the fact that they had the instructor standing in front of them lecturing, whilst the DE group was expected to rely more on their module to teach them before and after the F2F sessions which ideally should be used for clarification.

L2, L3 and L4 occassionally paused before proceeding to the next topic. They also paused when asking questions, which was done in a rhetorical manner which resulted in one of two responses. They were either students being silent, thus making instructors assume that the students were clear and s/he could proceed to the next topic, or questions were met with students mumbling the answer in an inaudible manner. The instructors tended to react by volunteering the answer himself/herself, or point at a lifted hand (usually the same student who willingly answered) or called out individual students names who would only then provide a verbal response. When the

next class resumed, these instructors tended to ask students to recall the topics or some issues discussed in the previous lecture. Likewise, all three instructors used relevant, practical and contextualised examples when lecturing certain topics. This appeared to make students pay attention as maybe they could relate to the scenarios thus comprehend the concept being taught.

e. Print Modules

L2 and L4, had existing modules but only a limited number of students had it on their desks amongst the DE groups. However, neither they nor the instructors refered to it at all during the F2F sessions. In both cases the instructor relied solely on the notes on the projector. Similarly, L3 relied solely on the projector notes with both DE and FT groups. Here the notes were derived from the prescribed text which only the instructor owns.

In L3 class there was no module at all because at that point that particular module was, under development. Also it is noteworthy that L3's DE group do the course for the full year while the FT group complete it within the first semester as they have more contact hours. The significant practice I restate is that all three instructors relied mainly on the PPP notes uploaded onto Moodle.

f. Assessment and or Evaluation

L2, L3 and L4 inquired at the end of each topic if there were questions or comments or shared experiences. More often than not no response was given. Students are verbally informed of their independent assignments. During the FT contact session L2 students were informed to complete the task given in assigned groups. During the next F2F session, at the end of the lesson some of the students submitted to L2 a written draft concept of the task they had discussed as a group during and outside official class time. L2 (verbally) told students that s/he would review their submissions and provide feedback without stipulating exact date. L2 explained that students were welcome to consult as groups or individuals in his/her office between classes.

It was noted that the prevailing practice was that the three case-study instructors stipulated assignment submission or test dates without negotiating them with students.

L1 Practice

I describe L1's pedagogic practice separately because I found it to be significantly different to that of L2, L3 and L4.

a. L1 Face-to Face Contact Sessions

In some sessions L1 used his/her computer to look at the notes, without a projector because the classroom did not have the appropriate equipment to show presentation slides. Some discussions between L1 and students occurred through Moodle and the F2F contact sessions. During the F2F sessions,L1 inquired about the assignments to be submitted via Moodle. The discussions were reflective and the interaction between instructor and students was good because the students were very participative and engaged in the discussion with him/her during both DE and FT, F2F contact sessions. Nevertheless, s/he expressed concern to the FT group, that if students didn't submit timeously, it indicated that no real learning was occurring. Therefore, it was said to ensure that learning was happening, the traditional evaluation of giving a test would have to be scheduled. It was then again noted that the lecture periods were sometimes slightly shorter than the intended time allocated, so students could go complete submission via Moodle. Worth pointing out is that, most students depend on the on-campus computer laboratories and internet to access and complete any Moodle assignments given.

Despite numerous strikes (meaning students abandoning classes in protest for not receiving their scholarship allowances, which cater for their daily needs such as food and other necessities) occurring within the semester, L1 explained that Moodle was a teaching and learning tool s/he actively used with both DE and FT, so there was no fear that contact time did not take place because discussions on Moodle bridged the gap. It was observed that L1 was able to contextualise the content to the students' everyday experiences by requesting them to discuss their work experience verbally and simultaneously link the content from the print module to the Moodle activities and reinforce it in the F2 F contact sessions.

b. L1 Print Modules

L1 used the print module with his/her DE group. It is significant that the print module has integrated the e-learning aspect. In this instance the instructor made frequent reference to the print module which s/he authored. S/he repeatedly verbally alerted students that they were expected to read the module as it substituted the instructor in the F2F sessions as facilitator. L1, repeatedly explained that the F2F instruction contact sessions were meant to clarify any grey areas encountered when students read the module on their own (as per DE).

L1 checked that DE students completed the within text activities by noting whether they had written anything in the spaces provided for answers in the modules. These activities were discussed with the students in depth and students responded verbally, which made good interactive sessions during F2F contact time. Thereafter, L1 directed students back to the print module and stressed that the next assignment related to the discussion which would be uploaded and discussed on Moodle.

In L1 class it was noted that some students had jotted some notes in the actual module before and during class, which could indicate that the modules were read. In relation to recommended text, L1 emphasised the importance of FT students going to the library to refer to the recommended readings.

c. L1 Assessment and or Evaluation

Only L1 negotiated or re-adjusted submission date to a very limited extent. In class s/he emphasised that the submission of assignments via Moodle was graded. L1 further explicitly explained that the little assignments done throughout the sessions via Moodle contributed towards individual continuous assessment (CA) grades andt there were 3 major assignments that students could begin working on in order to submit in November.

Observation of Content and Learning Pathways (Moodle Sessions)

Having discussed the F2F instruction contact sessions of all case-study instructors, I proceed to describe the practice the IDE instructors use when teaching with the new modality (LMS Moodle) when blended into the traditional pedagogies. Worth highlighting is that using e-learning as the third delivery modality will mean that the cost incurred in updating and printing modules annually would decrease because updated information can be uploaded regularly and accessed off-campus, thus avoiding travelling costs as well.

E-Learning at IDE

IDE gradually incorporated the Moodle Learning Management System (LMS) in its teaching and learning system for purposes of delivering and tracking lectures, tutorials and assignments. IDE considered blended e-learning, through which self-study course units shall form the base and dominate the media (Vilakati, 2009) as a teaching and learning tool. In fact, also worth pointing out is that IDE did not incorporate Moodle to replace the traditional pedagogies (print media and F2F) but so that e-learning could be integrated as a third teaching tool.

"The concepts 'online' and Moodle are two distinct phenomena in educational technology; 'online' being an approach used in taking courses to students and Moodle being the tool used to convey content and facilitate online interaction (Maphanga, 2012, p.3)." Also, e-learning can simply be described as a "learning process in which students can communicate with their instructors and their peers and access learning materials over the computer or other computer networks" (Tinio, 2002, p. 11). Currently, e-learning at IDE is, with a few exceptions, mainly used by both instructors and students to deal with administration issues, as a writing tool and to upload notes which, according to chapter 3, is referred to as Type 1. This practice proves that computers are not fully utilised for teaching and learning purposes, yet findings in a recent IDE research, revealed that "distance learning delivered online seems to be a strategy that offers many benefits in terms of teaching and learning, but e-learning has not been adopted and implemented with great enthusiasm everywhere, even at IDE in Swaziland" (Maphanga, 2012, p. 12). Furthermore, an interesting point regarding this practice by the IDE instructors is that

primarily uploading notes is contrary to the key message communicated through the online theories, which is that online learning' "is not about posting content such as lecture notes on the web. Nor is it just putting technological infrastructure in place and directing students to it. On the comtrary, it is the process of careful designing of learning materials and student activities, and building into the course an appropriate learning pathway that takes learners through desired experiences. "(Vilakati, n.d. p. 7).

Moodle in Action

L2, L3 and L4 basically use Moodle to upload their notes (Type 1). It is L1 who has uploaded numerous online activites which s/he refers the students to via the print module and vebally during the F2F contact sessions and the dialogue in the classroom stems from these sources. Here the instructor relates the content to everyday experiences and gives students the next topic and specific section to go and read in preparation for the next contact session.

L1 went over how to use Moodle, especially uploading thesubmitted assignments and responded via the chats to discuss some of the topics which arose through the activities given there. Relevant annexure and/ or documents to be used by students as a resource to assist them when responding to the assignment was also uploaded into Moodle. L1 noted that students were not discussing amongst themselves but only with the instructor so s/he advised that they should click on each others' names and discuss amongst themselves.

L1 explained the course outline verbally with the students and informed them that s/he had already uploaded an assignment and they were expected to complete it. Additionally, L1 proceeded to explain how Moodle works especially, its icons – how to submit assignments and how to partake in discussion forums, and how to respond to comments and s/he invited students to ask questions freely.

With the FT groups no prescribed text was seen and L1 explained that s/he referred students to the readings listed in the outline and that they were all in the library. L1 used Moodle to initiate discussion forums with both FT and DE groups. With L1 both DE and FT Students realised the

importance of logging on because the s/he referred to the Moodle discussions in class and if anyone had not logged on they risked being lost (not keeping up with subject related matter) during F2F contact time discussion sessions. L1, who authored an e-learning approach module referred to it often and drew examples from it, discussed the online activities with students verbally and then linked the same activity for further reflection on'Moodle.

As mentioned previously, L2, L3 and L4 basically used Moodle to upload notes (Type 1). L2 did upload samples of the document s/he expected students to produce as assigned task.

Assessment and Evaluation in Moodle

L1 verbally mentioned that marks would be allocated to the various online activities. S/he explained to students that there was a restriction on the number of times assignment submissions were permitted. This is because if assignments are submitted more than once then the oppotunities to copy and then resubmit increase. After negotiation with students, L1 said s/he would adjust the settings to allow submssions to be uploaded for a second time. What's more, L1 checked who had submitted and who had not and it gave him/her a chance to comment and grade. The submission of hard copies were not allowed because the rubrics would grade automatically which meant all submissions should be submitted electronically and 5 marks were allocated for submitting. The submission date was shifted after negotiations. It is noted that Bernstein's third criterial rule applies here -Marks are allocated via Moodle by instructor who also emphasised the need to use Moodle.

Samples of L1, L2, L3 and L3 Moodle Site Teaching and Learning Homepages

As per confidentiality and anonymity clauses in the consent letters, all pages shown here were adapted to conceal the identity of the case-study instructor as per ethics confidentiality clause.

Below are samples of the homepages of case-study instructors course pages.

Lecturer 1 both FT and DE groups[28]

Topic	Name	Summary
	Course overview	Welcome to Module III of the Curriculum Studies in XXX PROGRAMME. The focus of this module is to help introduce you to basic principles and practices in the classroom setting and teaching of XXX. You will be introduced to practical skills of teaching in inclusive secondary/high schools and to be exposed to practical gains of teaching and learning of XX to respond to all students with different needs.
1	The Importance of Teaching Practice Reflection on past TP experience	In this section let us recap on our past teaching practice experience. We start by recapping on the importance of teaching practice as a practicum for the course.

"Most important to note is that this is a Blended e-Learning module –
meaning we use both print and Moodle online () for most of our activities and information sharing. Of particular note is that the online activities are marked and graded to contribute to your continuous assessment. This means you have no choice but to work online. At the end of each unit is a summary to help you understand the main points of the presentation. There is also a focused reading list for your further reading at the end of each unit.



G. Nsibande

UNISWA Links

UNISWA Home PageAcademicsAdmissionsResearchAdministrationLibraryWebmail - Kwaluseni CampusWebmail - Luyengo CampusWebmail - Mbabane CampusLogout

My courses

Update profile

Wednesday October 9, 2013

You are here

UNISWA Moodle

/ ► IDE-EDCXXX

/ ► Participants

/ ► **Dr. XX**

Dr. XX

- Profile[29]
- Edit profile
- Forum posts
- Blog
- Notes
- Activity reports

[28] * indicates comments on observations made
* Reflected on the first page there is a welcome message from instructor.
* Lecturer name, course title is also reflected on this page and the Faculty.
The Course Overview on the Moodle page is more concise and compressed as compared to the hard copy course outline and print module overview.

[29] *The instructor includes his/her profile details as part of the introductory pages which have his/her profile details.

- Roles



I cannot live without books

Country: Swaziland
City/town: Kwaluseni
Address: Private bag 4, Kwaluseni. M205 Matsapha. Swaziland
Phone: +268 25184011 Ext372
Mobile Phone: +2687000000
Email address: Xxxxxx@uniswa
Skype ID: uuuuu
Yahoo ID: XXxxxxx@yahoo.co
Courses: (IDE-EDC000) CURRICULUM STUDIES IN xxx, Designing interactive distance learning materials, Supporting Online Learners @ UNISWA
First access: Wednesday, 9 February 2011, 12:03 PM (2 years 243 days)
Last access: Tuesday, 1 October 2013, 09:40 PM (7 days 18 hours)
Roles: Dr XX
Interests: Teaching, learning, believing, doubting, researching

18 5578

18 5578 bUVhgl05Br Login as

5578 Send message

Moodle Docs for this page
You are logged in as G. Nsibande (Logout)
IDE-ABC XXX



News forum -> Check your login status with Moodle
by XXX - Wednesday, 7 August 2013, 01:00 PM

Welcome to our Moodle eLearning. Kindly ensure that you have access to the platform and get acquainted with all useful sections like discussion forums, activities, blogs etc.

Edit | Delete
See this post in context



News forum -> One, two, three start.....
by Dr.XX- Monday, 1 July 2013, 01:45 PM

Let us start...[30]

1. **Topic name** Summary - are the titles reflected on each column

2. **Spend at least 15 minutes in this activity**

   Activity 1.1

   Read the extract entitled *'The Importance of teaching practice' attached in Appendix A. In the online discussion forum post your views and read your colleagues views.*
3. The date of the submission of the activity is reflected on the activity screen and the time allocated for doing the discussion is stipulated e.g. 15 minutes

[30] Activity explicitly spelt out and time and submission date stipulated.

27 Add a new topic

Discussion	Started by	Replies	Last post
The Importance of Teaching Practice.	Dr. L1	0	Dr. L1 Wed, 7 Aug 2013, 01:42 PM
Check your login status with Moodle	Dr. L 1	0	Dr.L1 Wed, 7 Aug 2013, 01:00 PM
One, two, three start.....	Dr. L1.	0	Dr. L1 Mon, 1 Jul 2013, 01:45 PM

Moodle Docs for this page
You are logged in as G. Nsibande (Logout)

4. **Activity:**[31] The activity uploaded for students to view and respond to via Moodle chat forum and later revised in class is illustrated below:

Spend at least 10 minutes in this activity *

Activity 2
In the guided discussion below, I want you to reflect on your recent past teaching practice experience and write short notes under each sub-topic indicated which you shall post on your online blog.
1. School:
2. Preliminary preparations
3. Challenges in terms of;
a) Teaching materials for the subject
b) Support from school administration
d) University instructors/supervisors: Benefits and limitations
4. Your overall impression of the teaching practice exercise

This exercise earns you a total of 5 marks towards your CA

Moodle Docs for this page
You are logged in as G. Nsibande (Logout)
IDE-EDC XXX

Image 5-1 Lecturer 1 FT and DE Moodle Homepage of Teaching and Learning Event

[31] * The activity reflected and prepared by L1 here clearly illustrates how F2F is recontextualised with e-learning. Also, Bernstein's regulative and criterial rules have been applied. Meaning the students have been informed before they embark on the assignment that they will be expected to submit via online and it will be revised in class. Thereafter, they are tested on whether they produce legitimate text through the actual assignment. Then in terms of instructional discourse, it is strong framing (+F) in that it is the instructor who is giving the instructions and marks are allocated and are to contribute towards the continuous assessment. All of these specifics are decided by instructor in isolation.

Lecturer 2 – both FT and DE[32]



G. Nsibande

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UNISWA Moodle

/ ► IDE-BA000

/ ► Resources

Topic	Name	Summary
	*Example of a Business plan	
	*Example of a plan - Projections	

Moodle Docs for this page

You are logged in as G. Nsibande (Logout)

IDE-BA OOO

Image 5-2 Lecturer 2 FT and DE Homepage of Moodle Teaching and Learning Event

[32] * L2's page provides information on the course itself E.g. Course title
* The course outline is broken down into weekly outlines as reflected on sample of L3 and LE pages (next sample). It has been divided to show as weekly dates. There are PPP's notes uploaded on to the Moodle page. The topics are sequenced as reflected in the course outline.
* Both DE and FT groups have a full list of the topics to be covered.
* L2 has uploaded a sample of a plan students are to do and submit as group assignment.
*No chat forum, no activities on Moodle site

Lecturer 3 and Lecturer 4[33]



G. Nsibande

UNISWA Links

UNISWA Home PageResearchLibraryWebmail - Kwaluseni CampusWebmail - Mbabane Campus

My courses

Update profile

Wednesday October 9, 2013

You are here

UNISWA Moodle

/ ► BA 777

Switch role to... bUVhgl05Br

163 1 bUVhgl05Br Turn editing on

Skip People

People

- Participants

Skip Activities

Activities

Weekly outline

News forum

16 August- 22 August

xxx file

xxx file

23 August - 29 August

xxx file

30 August - 5 September

xxxx file

6 September - 12 September

Skip Latest News

Latest News

Add a new topic...

(No news has been posted yet)

Skip Upcoming Events

Upcoming Events

There are no upcoming events

[33] *Lecturer 3 and 4 (DE and FT group). There is a weekly outlines (dates of each week reflected on screen)of the topics which will be discussed in class during the Face-to-face contact session. List of topics to be covered are identical to those in course outline for FT students.
*Like L2 Power point presentation are used for both groups (FT and DE respectively).
*Only notes have been uploaded. No chat forums nor activities or assignments. Only one participant and that's the lecturer.

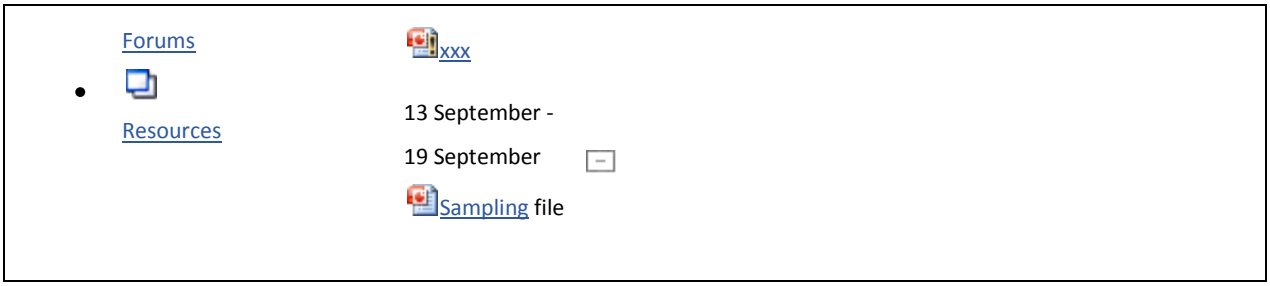


Image 5-3 Lecturers 3 & 4 FT & DE Homepage of Moodle Learning Event

Unsolicited Comments on Practice

These contextual constraints presented here are included in this study because they contribute towards the instructors' pedagogic practice in the ORF.

Even though the students (approximately 5%) views were not solicited a few commented that the IDE modules were never used by instructors and were of no use to them as students. They explained that instructors come to class and refer them to prescribed text (not the module). Generally, the DE students feel that the modules are outdated and irrelevant. Plus, they expressed that they feel even more lost when they are studying these modules on their own.

They compared IDE programmes with the University of South Africa (UNISA) which is also a DE institution. They claimed that UNISA always uses their modules and instructors ask questions which are contained in the module and even give concentration areas which help students. Another student even inquired whether IDE was planning to do away with the print component completely because the module was outdated, thus null and void. According to a student they never really accessed e-learning for the notes because some could not access them (those from the old programme) and some already had them as they said the notes do not change frequently.

The students also expressed a preference for accessing e- learning content from the mobile phone which they all have. When questioned about the desire to discuss topics over Moodle, it was expressed that they do not access computers easily. For example, Some computer labs close at 5 pm; unlike in other departments which are said to close at 10 pm.

It was said that students use the social network option of 'Whatsapp' as their preferred choice to form groups and amongst themselves discuss class topics they needed clarified. Technical challenges were cited regarding difficulties in submitting assigment via moodle

Summary

The traditional pedagogic approach is evident in all the teaching and learning at IDE. After the introduction of Moodle, one out of the four case study instructors appears to have integrated the e-learning for more than Type 1 purposes (which according to the literature review is to upload notes).

In light of the discussion, thus far, the next chapter analyses the data derived from the questionnaire and interviews in order to establish whether the practice described and the instructors' beliefs regarding practice correspond. Full comprehension of instructors beliefs and views regarding curriculum and pedagogic practices when technology is introduced into the classroom in the next chapter, provided me with clarity when analysing the data as I responded to the research aim. This information is then authenticated with the subsequent chapters (see chapter7), whereby the classroom and Moodle observations validate and answer the main research question of how the pedagogic practice transforms when rewriting and redesigning one course from one modality to another.

Chapter 6: Understanding the Way IDE Instructors Transform Pedagogy as a Consequence of the Nature of the New Tool within the ExistingDelivery Modalities

Introduction

I obtained the baseline study information through the questionnaires which helped me create profiles on the individual case study instructors. I then used the in-depth interview(s) as a follow-up to the questionnaire in order to get a further sense of the beliefs or instructors understanding of their teaching practice and use of the three delivery modalities (especially e-learning) as teaching tools in the ORF. In this instance, how the case study instructors' beliefs influence their pedagogic practice when e-learning is integrated into the traditional pedagogies is examined. Thus:

> Teachers' belief systems can be ignored only at the innovator's peril.If we truly hope to increase [instructors] uses of technology, we must consider how instructors current classroom practices are rooted in, and mediated by, existing pedagogical beliefs (Clark & Peterson, 1986, p. 255).

The above quotation indicates that exploring belief systems can help us understand teaching behaviours and practices since they influence each of them. The purpose of this section is to explore pedagogic beliefs of IDE instructors in order to understand why they teach DE students in the ways that they do. It responds to the question: what are the instructors underpinning beliefs about their teaching practice when using each delivery modality?

Here I present the data derived from the open ended statement sections of the questionnaire and the in-depth interview(s) and concurrently provide an analysis of the information collected. Also, I use a analytic device developed fromBernstein's theory of Pedagogic Discourse to look at issues like 'classification' and 'framing' of the various responses received from the case-study instructors. While doing so, I asked myself questions such as does the pedagogic practice change when the same instructor teaches the same course to both the FT and DE groups using the different delivery modalities? In the context of this study, different modalities refers to the three

delivery modalities - content (F2F, print-based media and e-learning) used at UNISWA (IDE). My analytic framework allowed me to answer this question.

I base this chapter on the supposition that the four case-study instructors operate in the Pedagogic Recontextualisng Field (PRF). They are responsible for transmitting the course outline/syllabus which is the pedagogic device that results in the Official Recontextualising Field (ORF – the classroom) and is operated through the three delivery modalities. According to Bernstein(2000), Kelly (1989) Grundy (1987) Sikes (1992) and Levin (2008)as cited in Pereira, 2012, p.155),"many research studies have shown that the PRF, represents the actual curriculum of implementation, and often does not match the ORF, which represents what is mandated through official curricula." It then became pertinent that I noted the instructors views as they are the transmitters who impact syllabus change through their choices and pedagogic practices which can differ or change depending on the delivery modality.

Data Analyses and Validity

The data collection for this section consisted of distributing questionnaire(s) to the instructors and thereafter interviewing each one of them. It is based on the analysis of the beliefs and views probed through the questionnaire and in-depth interview(s). This was done in order to detect the case study-respondents'thinking' in terms of their beliefs or views on teaching and learning. The justification being that they, influence their pedagogic practice in the ORF regardless of delivery modality. Moreover, the findings gathered here assisted me to decipher how pedagogies established and practiced within the traditional modalities are recontextualised in the online modality thus changing the nature of pedagogy.

The rationale for using the questionnaire as the initial data collection tool for a baseline study was to form an idea of the participants' beliefs regarding teaching and learning and technology use in the classroom. I did this bearing in mind that "research has revealed that instructors beliefs are closely related to their technology integration practices and facilitate it as well' (ChanMin et al., 2013, p. 82). Therefore, each participant received it in both hard and soft copy format so that they had options as to their preference and convenience when filling it in

(Appendix B-i-vii). I explained the aim of the study verbally to each participant and clarified any questions before I gave out the questionnaire.

I outline the compilation of profiles derived from the questionnaire data at the beginning of chapter 4. The concentration was on data constructed from the study research questions as well as results discovered during the data collection process. Notably it was hard to anticipate the respondents' beliefs and thinking towards their pedagogic practice when using the three delivery modalities. In any case, I compared data through conceived themes which assisted (Appendix D-1) to describe and present the data gathered as well as refer to the literature review and document analysis. Likewise, I later compared the information derived from the document analysis, the questionnaire and the in-depth interview(s) against classroom observations and the content and learning pathway environment (online - Moodle analysis).

Both the questionnaire and interview provided data that needed to be coded, transcribed, and thereafter analysed. I coded the closed and open statements and questions whereby the latter entailed reading and re-reading transcripts of participant's responses. This helped formulate distinct themes from their responses (Bryman & Bell, 2011, p.249). I then structured the data according to the findings revealed through the questionnaires, and interview questions to which I allocated codes. Thereafter, I presented the data according to specific themes and catalogued patterns. When analysing the variances derived from the data collected from the questionnaire, I integrated and justified specifically the closed question data quantitatively in moderation in order to investigate, verify, or dispute one response against another.

The research questions in the questionnaire and in-depth interview were designed such that the responses solicited and unearthed the prevailing views the participants had regarding teaching and learning and their pedagogic practice when using the three delivery modalities, especially e-learning. This I achieved through asking relevant personal and practical questions through a questionnaire. The processing of the quantitative data is generated by the closed statements in the questionnaire through Excel. Furthermore, I analysed the data from the closed statements posed through the Likert Scale by creating an Excel table. This table reflected the statements respondents were asked to respond to and rated according to stipulated categories: *Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree.*

Thereafter, I used the questions to group the responses, then coded similar responses. I also analysed the data statistically, translating qualitatively using Bernstein's and the constructivist theory traits underlining e-learning.

I analysed and presented responses and analyses from the four case-study participants' views or beliefs regarding teaching and learning and the introduction of e-learning into the traditional pedagogies through the data derived from the questionnaire which I had divided into: Section A, which were closed-form questions and focused on beliefs and views of teaching and learning, and Section B, concentrating on the introduction of e-learning in conventional F2F. Moreover, I later used the data derived from the questionnaire (baseline assessment) and interviews to compare and investigate whether they tallied with the pedagogic practice during the classroom and content and Moodle observations.

With reference to the theoretical framework in chapter 2, it must be emphasised that Bernstein's theory helps describe the pedagogic practice in the classroom (especially classification and framing). Furthermore, Bernstein's theory of recontextualisation is important when looking at the pedagogic practice because it provides an explanation for how a discrepancy between the espoused (intended) curriculum and the enacted (actual) curriculum can be created.

Presentations of findings derived from the Closed Statements

The closed statements in the questionnaire in section A and B were merely a baseline assessment of the case study instructors' beliefs and/or views. It concentrated on tracking their views on teaching and learning as well as the delivery modalities used at UNISWA from the onset of the data collection as it may affect their practice in terms of teaching using technology in the classroom. In support of this notion, scholars state that "instructors beliefs predict, reflect and determine their actual teaching practice" (Kagan, 1992; Pajares, 1992& Wilkins, 2008 as cited in ChanMin et al., 2013, p.77).

For purposes of making the validation process easier, the responses were analysed and summarised and revealed in Figure 6-1. The process entailed reviewing the responses, grouping them accordingly and noting the common things each statement revealed about case study instructors views pertaining to teaching and learning as well as e-learning as a teaching tool. I then interpreted what it meant. Where an instructor disagreed with a statement I interpreted it to mean s/he was either for or against weak classification and framing (- C/F), thus becoming strong classification and framing and/or vice versa. The following bar chart reveals the analysis of the responses from the closed statements in the questionnaire.

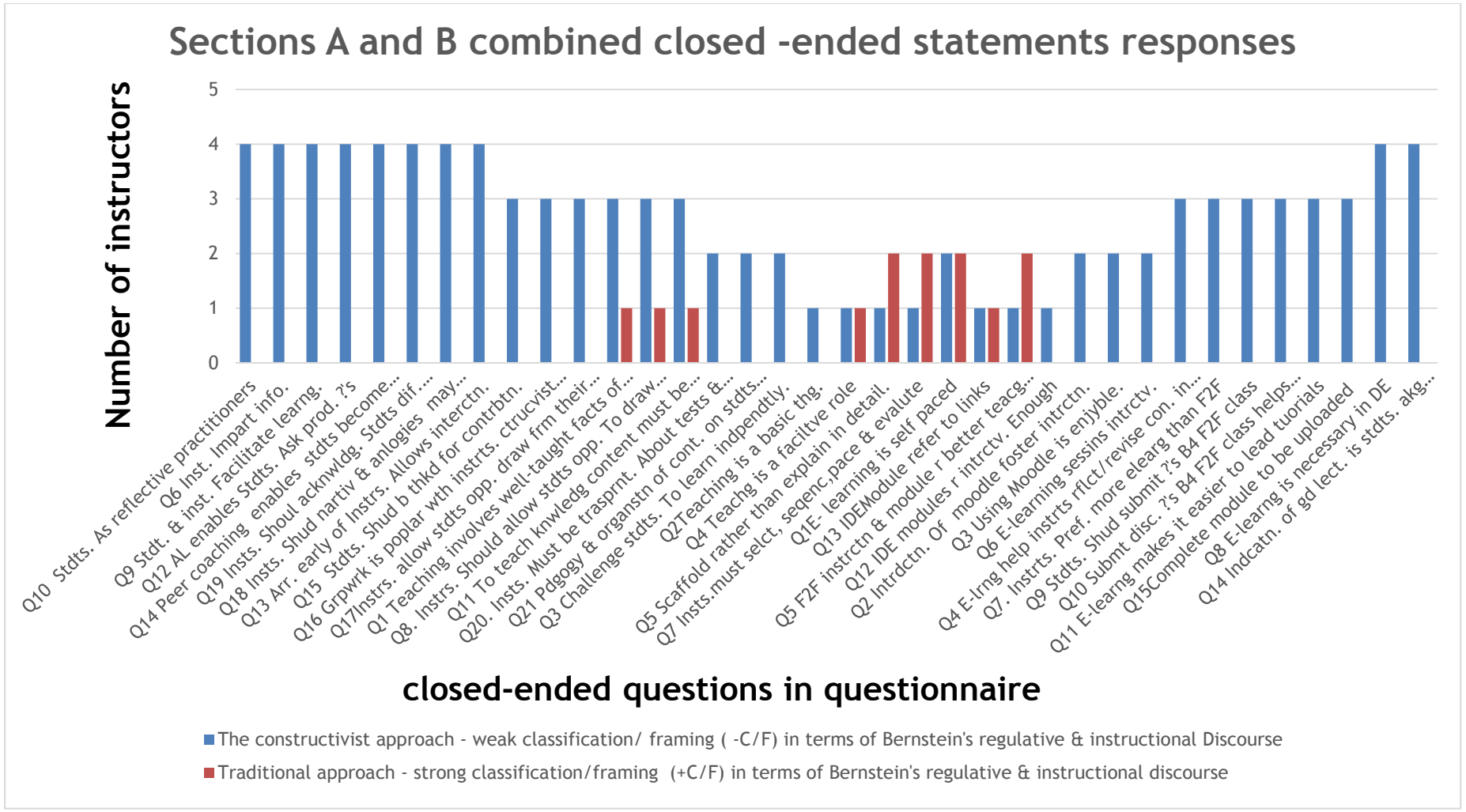


Figure 6-1 Bar Chart reflecting analysis of data derived from questionnaire closed-ended statements on participants beliefs and views of teaching and learning and pedagogic practice when using the three delivery modalities in the ORF.

Section A - Key Findings of Beliefs and Views of Teaching and Learning

According to the results derived from the responses presented in the graphs above, in 'theory' or in terms of the 'thinking', the respondents showed some recognition of the student-centred and active learning approach, thus it can be translated as weak classification and framing (-C/F). However, it is significant that it was a particular instructor who consistently showed that s/he believed the instructor should play a facilitative role, guiding students to construct new knowledge as opposed to giving them too much detail. Also, interesting is that all instructors attested to the importance of two-way communication between instructor and student. Generally, as reflected in the graphs, the instructors responses signalled that they predominantly leaned towards supporting the constructivist approach as opposed to the traditional teaching approach. Again, according to Bernstein, this indicates weak classification and framing (-C/F). Whether or not their views correspond with their pedagogic practice when using the pedagogic device such as the course outline and the three delivery modalities in the ORF is verified in the next chapter.

Section B - Key findings of appreciation of e-learning and practice

From reviewing the bar chart, the respondents generally did appreciate e-learning and saw its benefits as a teaching tool. The results are indicative of the instructors use of Moodle with some liking and an understanding of how Moodle can be utilized productively as a teaching tool and not restrict their pedagogic practice to using only the F2F and print-based modalities. The majority of the respondents showed that they did use Moodle and acknowledged that the e-learning sessions enhance 'interactivity' and all strongly acknowledged e-learning as necessary in DE.

On the contrary, when responding to the statement pertaining to a preference for the traditional teaching tools as opposed toMoodle/e-learning. Most of the instructors signposted that they had some recognition that e-learning can be used as a teaching aid but they still relied mostly on the traditional pedagogies. On the other hand, much as the respondents claimed to appreciate e-learning, their responses showed they still preferred traditional pedagogies. This was confirmed by the fact that when queried as to whetherIDE print modules are interactive enough? The majority agreed. What was striking is that the same instructor who signalled believing strongly in the constructivist view from the closed-form statements; when observed in the classroom sessions it

emerged that this particular instructor authored the module, integrated the online element into it and used it regularly in the ORF. Thus, his/her module is weakly classified (-C). Moreover, of the responses elicited by the statement 'The IDE print modules direct students to links on the website for research purposes or to access assignments' the same instructor was the only one who agreed with it. This suggested that a vast number of print modules do not integrate the website element when designing and writing the modules, hence strong classification (+C) of them.

A significant shared sentiment by all instructors was their disapproval of students' extensive note-taking, which could be interpreted to mean they supported the student-centred, active learning and weakly framed (-F) approach as their pedagogic practice. Also, most supported readiness to have full print modules online. All these responses imply and correspond with the bar chart which clearly shows that, in theory or mentally, the case-study instructors are aware and to a certain extent, do appreciate both the constructivist approach and e-learning. Like the responses in section A, according to Bernstein, this indicates weak classification and framing (-C/F) in terms of the instructors beliefs and views. Whether this translates into pedagogic practice will be revealed in chapter 7.

Overall comment on closed statements questionnaire data

The results gathered from the questionnaire's closed-statements revealed that the respondents prevailing beliefs and views regarding their pedagogic practice when e-learning is integrated into the traditional pedagogies were predominantly weak classification and framing (-C/F). Also, it is worth noting that a particular instructor's responses consistently signalled his/her belief that leaned strongly towards the constructivist practice. Correspondingly, the responses from the other instructors varied but, most viewed the teaching and learning as a two-way communication process, thus all respondents signalled that their views were weak classification and framing (-C/F).

However, there is evidence contrary to this, that was revealed through the open-ended questions and during the interview and the classroom observations which implied that the underpinning 'theory' behind pedagogic practice (regardless of delivery modality) and the 'practice' on the ground is debatable (as will be established later in this thesis). I say this because even though

theoretically the pedagogic practice is supposedly weak classification and framing (-C/F) which raises the possibility of the respondents having acquired the recognition rules in order to reach the correct realization rules in the ORF, the practice observed did not match.

Fascinatingly, later in this thesis the interview data and classroom observations expose that the strong classification and framing (+C/F) is still the dominant practice, which denotes the traditional approach as primarily being applied in the classroom. Now, if this is the case, it reaffirms that the recognition rules are lacking, thus, it is unlikely that the changing pedagogy will occur when introducing e-learning when rewriting and redesigning courses.

Synthesis on Closed-Statements in Questionnaire Data Analysis

The results revealed an interesting fact pertaining to the respondents beliefs and views held about teaching and learning and how these beliefs indicate their pedagogic practice. For example, theoretically, based on the questionnaire data, most of the instructors did have a certain degree of recognition of the recommended new pedagogy which includes e-learning. This result tallies with a recent IDE study (Maphanga, 2012), which verifies that even those instructors at UNISWA who do not use Moodle are aware of its benefits. Still, it is worth pointing out that in this study, one particular instructor's responses clearly showed his/her full recognition of the appropriate e-learning practice in the blended learning system implemented at the UNISWA and the IDE. However, the truth is that whether all the instructors do understand the new pedagogic practice or not is revealed during the classroom and Moodle teaching and learning sessions.

According to Bernstein, if recognition rules are not acquired it is unlikely that realisation rules are acquired. If they have not recognised the new pedagogic practice they are therefore unlikely to realise the new pedagogy in their teaching practices. (Zhao, et al., 2005)declare that "the further a new practice is from existing practice, the less likely it will be implemented successfully."

I corroborate this using a triangulation process with the closed statements in the questionnaire with the open statements in the questionnaire and the in-depth interview (s) conducted with individual case-study instructors. I discuss the findings in the next section.

Open-ended questions (in questionnaire) combined with in-depth interview(s) results

In this section I discuss the overall results of the open-ended questions from the questionnaire in conjunction with the interview responses. For ease of reference the appendices of the various categories created and analysed through Nvivo are at the back of this research thesis as they were also used to analyse the in-depth interview(s).

The open-ended questions were included in the questionnaire in order to avoid relying solely on responses derived from the closed-ended (Likert scale) questions. I combined data derived from the qualitative portion of the questionnaire with the in-depth interview(s) on beliefs and views, which further enabled me to develop a way to present the findings in a coherent manner. I found that valuable sources of data stemmed from both the questionnaire and interview transcripts.

I transcribed, categorised and thereafter coded the open-ended questions section of the questionnaire and in-depth interview. Similarly, I created themes and sub-themes which allowed me to classify the data appropriately. Thereafter I weighed them against each other. Admittedly, this analysis process was time-consuming and challenging because some responses overlapped between categories. Nonetheless, conducting the data analysis was worthwhile because even though the responses received from the Lickert scale questions were insightful, the open-ended questions enabled me to expand and probe specifics about instructors' beliefs on teaching and learning regardless of delivery modality.

Presentation and Findings from Questionnaire (Open-Ended) Questions and In-Depth Interview(s)

While I was conducting the data analysis I tried to ensure I was not biased and reflected on my subjective interpretation as the research progressed. Admittedly, at the initial stage of this study I began with the hypothesis that instructors should use e-learning because it would enhance their teaching and learning experience, but later recognised that it was important to avoid imposing preconceived ideas in the findings.

I scrutinised the open-ended questions from the questionnaire and interview data closely because an important part of this study is to understand the underpinning beliefs and views of the IDE instructors before observing how they use the three delivery modalities in the ORF. These plus, the in-depth interview(s) helped fully understand the recontextualisation of the changing pedagogy as a consequence of e-learning. As the research unfolded, I found that when I began to collect data from the in-depth interview(s), I was able to improve the categories through content analysis by noting and scrutinizing repeated themes, which informed the study of the respondents' beliefs and views of teaching and learning. I then explored relationships and patterns across the categories. For example, between variables in the quantitative data from the questionnaire Lickert scale,I then related these to findings from the qualitative data. Since inventing and splitting categories is crucial in data analysis, I then explored the ideas which generated the participants insights in terms of their beliefs. I did this so as to comprehend, their experience and decode teaching and learning in general.

Reflected below are themes created and the responses (open-ended statements and in-depth interview responses combined) conducted with the case study instructors) which I analysed based on Bernstein's principles of classification and framing.

1. **Instructors'Understanding of Distance Education**

The concentration under this specific theme was on the participants' understanding of DE in terms of whether they recognise and consider DE to be different from F2F instruction or they consider both to be similar, if not identical.

While DE and e-learning require that there be a paradigm shift from the traditional authoritarian pedagogic practice to the student–centred, active learning approach, the interview data revealed that the majority of instructors did not adhere to this view. Regardless of teaching and learning approach or delivery modality, some responses revealed that to the instructors, there had been no such paradigm shift. Some examples of these responses are set out below:

+C/F

L2: *Introduction of theoretical concepts to students and demonstrating possible practical applications of those concepts. Students should demonstrate understanding of what has been learned through ability to recall and application of what has been taught through tests assignments, exams and feedback during lectures…Lecturers impart knowledge and information to students who, in their quest to fully grasp what is being transmitted, should respond to questions asked by the lecturer and also ask questions for clarification….lecturers ask questions to test students understanding* (Lecturer 2 questionnaire; 27 May, 2013)

L3: *I will ask them another question and see if they can get the answer which will be an answer to their question. If they do not understand or answer correctly then I will answer their question. It is then the students' responsibility to learn and see how they can use the knowledge* (Lecturer 3 questionnaire; 4 June, 2013)

In the same vein, despite the varied level of recognition there was evidence that all instructors theoretically recognise the difference between FT and DE. Below are excerpts from the open-ended questions combined with interview data, which indicate that they do differentiate between DE and F2F instruction:

-C/F

L1: *Yah. I think there's quite a difference…with the FT, you can arrange that students access the library anytime… because we will always be referring print which they have to go and read this and that . ..But with the IDE I have theprint module that I use and all I do is just to reinforce content if we meet face-to-face…I introduce them to the module, tell them what to look for, give themextra workin terms of assignments and stuff...*

It's a little bit better with them (DE) because it's just taking them through what they already have in themodule. Itlooks like I'm talking to them even in their sleep as long asthey read the module….I really don't believe that there's no time because the (instructors/authors) should have the module prepared in such a way thatthere's more reading for them but more time for us to help them and facilitate (Lecturer 1 interview;28 June, 2014).

L1: *I think DE is teaching the students at a distance and e-learning to me is mediation between the student at that end and me. So you can use machines to help get the information out there* (Lecturer 1 interview; 28 June, 2014).

…. It increases easy access to more knowledge and cuts down on time wasted on travel for face-to-face sessions…increases independent learning for individual learners….there should be limited face-to-face sessions, increased e-learning facilities for students…(Lecturer 1 questionnaire; 31 May, 2013).

The responses during the interviews suggested that one respondent (L1) clearly recognises 'specific and critical' aspects of the differences between DE and FT teaching and learning methodology and use of the delivery tools. S/he recognises all the valid elements DE requires. For example, facilitation by the instructor, independent learning through the module by DE students, limited F2F sessions etc. Generally, the ability to distinguish between the teaching of FT and DE students indicates that L1 should be able teach DE students in the appropriate way. In Bernsteinian terms, this instructor has acquired the recognition rules of DE teaching, therefore it should not be difficult for him/her to teach FT and DE students in the appropriate ways. Additionally, the fact that s/he mentions using the three delivery modalities concurrently reveals e-learning integration into the traditional pedagogies, hence weak classification (-C). The indication of the constructivist approach is also detected, thus suggesting weak framing (-F)

I separate the responses from the other three instructors (L2, L3& L4) whose views on DE and e-learning practice reveal some level of distinction between FT and DE approach. This is exemplified next:

+C

L2: *In terms of methodology basically we are using the same. 'I know it's wrong' … we have a history with the face-to- face, they (students) are used to it andthat iswhat they are expecting…the calibre of students admitted in the IDE. It's supposed to be adult people learning on their own but at the end of the day it doesn't happen like that probably because we don't use the right tools to motivate them so that the work in the way they are supposed to as distance learners*
(Lecturer 2 interview; 24 June, 2013).

L3: *Yes, it is different in the sense that with the full time group, I have the time with them, and can explain one point in detail…, whereas with the IDE students I am meeting them at that particular time. The tendency is that I will leave certain points aside and pick up the ones which I think are key, then explain those. Yet,when I set a test, I'm*

expecting the IDE students to include some of the points that I did not to mention (verbally), but which were mentioned to the full- time group,because I assume that they will sit down and read the textbook[34] (Lecturer 3 interview; 4 June, 2013)

L4: *To me, DE says you are not full time…you use print media and the limited face-to-face kind of sessions* (Lecturer 4 interview; 26 June, 2013)

It is significant that L2 recognises that the same methodology application when teaching both FT and DE 'is wrong'. This is a clear indication of him/her recognising the difference between DE and FT approach. With L3, the distinction between the teaching approaches is revealed in the fact that this instructor explains in detail to the FT students whom s/he has more time with. S/he knows that unlike the FT groups, DE students have the module to facilitate learning when they study at the distance and that they should read it before classes in order to discuss in class. With them s/he touches on key points and expects them to read the module for additional detail or clarification.

Surprisingly, upon further analysis of the data, I noted that as much as the instructor distinguished between the FT and DE teaching there were signs that the majority of instructors treated DE students the same as FT students and in fact considered the two teaching and learning approaches to be the same. I derived evidence fromthe interview(s), which signalled similar perspectives and they distinctly revealed that L3, L2 and L4 frequently did not distinguish between approaches applicable to the FT or DE groups. Proof emanated from the following remarks:

+C/F

L2: *…because we are fulltime instructors we tend to use the same style we use for FT students with the DE students...I think I do the same thing. Ok, basically I tell them that I have uploaded the notes (both FT and DE groups); The best thing for you to do is to print the slides, bring them to class so that we talk to the slides and students should be able to make notes. It makes it faster for me, I'm able to go through the notes as they are bulky, otherwise I would not be able finish…once the notes are there, you speak to the notes and you spend more time just elaborating and giving examples* rather than *going through the notes and explaining them*…(Lecturer 2 interview; 24 June, 2013).

L3: *…whereas distance learning is more like part time teaching, this is part time teaching!... I would use my slides in class from*

[34] L3 uses aprescribed text book and his/her notes with both FT and DE groups respectively because the course module is currently under development.

Moodle with the full time and also the part time students, when I upload the notes on Moodle, I then tell the IDE students to use the notes on Moodle because they are the notes that I used with the full time students…(Lecturer 3 interview; 2 July, 2013).

L4: *My experience is that we tend to adopt predominantly the same teaching styles…My perception is that it is predominantly the same…(*Lecturer 4 interview; 26 June, 2013).

The inability to distinguish teaching and learning approaches between DE and FT is evident in the majority of instructors and is cited as a significant contributing factor to the problem this study addresses (pedagogical awareness and appropriate application of teaching method to the two groups). I must highlight that L2 made an insightful remark justifying the identical methodology used. S/he explains that"…It's not a preference per say, it's what works. Because if you can give the students the modules and tell them to read on their own, they will not…." Nonetheless, I do not lose sight of the fact that if DE and FT are viewed as the same, it is unlikely that the legitimate practice when e-learning is integrated into traditional pedagogies will be realised. I found L3's comment wherein s/he likened DE to part -time revealing of the fact that s/he genuinely does not distinguish between the two approaches or that the practice on the ground resembles and operates as part-time programmesrather than DEprogrammes. S/he added that "yes, if we could also then have some time allocated for the contact time for IDE students" which is the opposite of what DE aspires to and what e-learning is trying to achieve (reduce contact sessions and bridge the distance through e-learning).

Additionally, their justification for treating FT and DE students the same verifies that they saw limited differencesbetween DE and FT teaching. For example:

+C/F

L2: *...I know it's wrong but you know we are from the industry and we didn't even do any DE teaching course...the reason is because it (CF2F) is a method that I'm used to. For example, … at UNISA and she does things differently because of the environment that she is exposed too. I asked myself the question whether I will teach differently for the two groups, and is it realistic to expect that from myself?(*Lecturer 2 interview; 24 June, 2013).

L3: *…..the students expect instructors to teach them like they teach FT students. There is no difference between lectures and tutorials…(*Lecturer 3 questionnaire; 4 June, 2013).

L4: *...We have had workshops on DE, but some of us, like myself, have been a bit sceptical about when I use what I could call purely DE. If I did use DE, it would be like I have robbed the students of some of the materials that I have already like disseminated to the FT in terms of discussion because of probably the limited time allocated for DE classes….my perception is that it is predominantly the same* (Lecturer 4 interview; 26 June, 2013).

The above quotations are significant indicators that most instructors recognise to a very limited extent the need to apply different approaches when teaching the FT or DE groups, but that generally they do not do so. The only difference is in terms of the pace (literally) of when they finish the topics. The responses by the instructors quoted disclosed that they used identical pedagogic approaches for the respective groups because of the reasons they cited, such as, no DE and Moodle training, students expected identical teaching, and time limitations). They, therefore, seemed not to have acquired the recognition rules that will enable them to distinguish between DE and FT. Drawing on Bernstein (2000), the lack of recognition rules is a concern in that if they are not acquired, realisation of the correct pedagogic practice of DE is unlikely to occur.

2. How instructors Understand E-learning

This category was formulated to gauge the participants' knowledge of e-learning, especially as they used it as a teaching tool. It is notable that their understanding is blurred because it affects their usage of it.

L1 demonstrated a clear understanding of e-learning and its function in the classroom. S/he described as follows:

-C

L1: *It increases easy access to more knowledge and cuts down on time wasted on travel for F2F sessions. It increases independent learning for individual learners. …. E-learning may prove to be more efficient, accessible, more informative and increase teacher-learner interaction, etc…(*Lecturer 1 questionnaire; 31 May, 2013).

Even though L2, L3, and L4 seemed to have a slight idea of what e-learning is, they seemed to understand it more as an additional teaching strategy meant to enhance module and F2F

instructions (a strategy within a blended learning system). Some examples of their responses are:

L3: *All three of them should work together, because if I upload a question on Moodle I can even give them an assignment and they can go and work on that particular assignment on Moodle, which means that they would have to be reading Moodle now and then …(*Lecturer 3 interview; 2 July, 2013).

L4: *I would take that e-learning is complementary;they are kind of complementing each other, there is not one that can be used in isolation of the rest…(*Lecturer 4 interview; 26 June, 2013).

For L3 it seemed e-learning is a tool for posting assignments to students. It seemed to be something that replaces hand-outs given during F2F sessions. It is a place where they will find things to read rather than a place where teaching and learning takes place through dialogue between the instructor and the students and between the students themselves. L3 ,therefore did not understand e-learning as a teaching and learning tool in which sharing of information, discussions, debates, etc., could occur as means of developing subject content. On the other hand, L2 admitted to not really understanding e-learning as verified by the following response:

+ C

L2: *I don't (referring to e-learning)... How can I understand something I don't use. I guess e-learning is supposed to reinforce DE. It would replace modules for one, replace the paperwork and it's easier to communicate. It's a way of communication, rather then carrying modules to F2F classes, you do everything through the system. It fast-tracks everything…e-learning it is not as interactive as online education…(*Lecturer 2 interview; 24 June, 2013).

This misunderstanding of e-learning by the majority of the instructors suggests that they were unlikely to adopt e-learning strategies in the teaching of DE students.

3. How instructors Understand knowledge

Viewing knowledge as something that is transferred from one individual to another usually creates classroom situations whereby the pedagogic practice is visible. In such cases the instructor, is

clearly the major player in the teaching and learning situation. For instance, s/he would be the holder of information, giving it to the students without much feedback or discussion from them. In Bernsteinian terms, such views are capable of creating classroom environments which clearly distinguish the transmitter (instructor) from the acquirer (student). Such a scenario suggests strong framing and classification (+C/F)because who is doing what to whom becomes noticeable,which is a situation opposed to DE pedagogic practices. In DE, teaching and learning is supposed to be characterised by invisible forms of pedagogy rather than visible pedagogy.

Some of the questions asked in the questionnaire and interview related to what the instructors' perceived knowledge to be. Some of the instructors (L2 and L3) seemed to view knowledge as something that is transferred from one individual to another. For example, below are some of the ways in which they described knowledge:

+ C/F

L3: *To impart knowledge to the students and they must be able to applyit in different situations… It (teaching and learning) is imparting information…to be able to apply the knowledge given to them…instructors areresponsible for teaching the students and to make students see how they will use the knowledge at work…(*Lecturer 3 questionnaire; 4 June, 2013).

L2: *Knowledge is dynamic and ever-expanding. Once one has been exposedtobasic concepts the onus is on them to expand their knowledge based on that concept…… instructors impart knowledge and information* (Lecturer 2 questionnaire; 27 May, 2013).

*I'm just sharing and imparting new information to the students about the subject…(*Lecturer 2 interview; 24June, 2013).

L4: *To me, teaching says I must impart knowledge ...I believe we are still battling with cultural barriers and for me to consider myself that I have learnt something; there must have been somebody in front of me, guiding me on certain aspects and even of the module itself…(to prepare for class)* …(Lecturer 4 interview; 26 June, 2013).."

L4: *…review of my slides, read textbooks, prepare possible questions* …(Lecturer 4 interview; 11 June, 2013).

Transference is clearly evident in L4 who adds that s/he"is expecting a, b, c, d on this rather than with the full time where I go through the slides on by one." This instructor's expectations is explicitly stipulated and how the slides are viewed in terms of the selection and sequencing of topics and pacing is decided solely by instructor. In Bernstenian view, this signals very strong framing (++F). I found it very telling that L4 also mentions the cultural barriers which instil the notion that to learn, a person must have stood in front of the student so as to 'guide' (when contextualised in the sentence, it implied that guidance meant being 'lectured' to) even if the module is there. This notion is opposed to both the constructivist approach and DE principles whereby the module is supposed to become the main facilitator to substitute the instructor.

Holding this view of knowledge as directly transmitted as expressed by L2, L3, and L4 is not likely to enable the instructors to produce the legitimate DE teaching practice.

However, L1 was an exception, as s/he clearly signalled his/her notion of knowledge being 'constructed.' Below is how s/he described knowledge:

- C/F

L1: *"L1: knowledge is dynamic and already there and its everywhere ...my role as a lecturer is to create an environment for learners to discover/construct knowledge on their own for meaningful learning……The lecturer creates the learning environment and facilitates the teaching and learning process. The learner takes charge of his/her learning by engaging in research, discussions etc. to construct knowledge…* (Lecturer 1questionnaire; 31 May, 2013).

L1: *…with theories coming in like constructivism, which gets the student to go out to find the information, I think that's what we need to instil in our students, so that we become a facilitator more than lecturer. You know instructors stand in front and talk* (Lecturer 1 interview; 28 June, 2013).

It is significant that it is one respondent out of all who distinctly views knowledge as being constructed.

4. **How instructors Understand the Teaching and Learning Process**

Under this category and theme, participants were prodded on their beliefs regarding teaching and learning. In DE, teaching and learning is an interactive and collaborative process in which both the instructor and the students actively take part. Only one(L1) of the four instructors being L1 seemed to hold a view of teaching and learning that is consistent with this.

Below is L1's description of teaching and learning:

- C/F

L1: *Teaching has many dimensions, but for me teaching is like give and take. For me teaching is like you get inspired. I don't just talk, I don't just deliver facts, but I actually dialogue with the students…I think that we have moved from lecturer to sort of a motivator now… we become a facilitator more than lecturer* (Lecturer 1 interview 28 June 2013).

I pay particular attention to L1's following quotes because they demonstrate and exemplify the constructivist approach when evaluating learning performance and/or progress (through activities). In Bernstein's view this is weak framing (-F). Also, L3's comment to a very limited extent suggests an element of weak framing (-F).

+ C/F

L1: *I would ask a question like, what do you think of one, two and three and give the facts in the form of a dialogue, unlike saying this is an assessment and this is how as assessment is done…(*Lecturer 1 interview 28 June 2013).

I encourage collaborative work mainly and open presentations/discussions …student's questions are sources of open class discussion. Student's questions are sometimes used as point of open discussion…meaningful activities require the students to critically think, research more, or open a class discussionor debate(Lecturer 1 questionnaire 31 May, 2013).

L3: *Give the students assignments on areas that have not been discussed/covered and then discuss the topic after they have done a lot of work on their own - Discuss on Moodle* (Lecturer 3 questionnaire 4 June, 2013).

L1 therefore seemed to recognise the interactive nature of the teaching and learning process. The majority of the instructors (L2, L3, L4), however, seemed to predominantly view teaching and learning differently. Their approach was authoritarian as per traditional practice approach to pedagogy, and this was confirmed in numerous ways in the questionnaire and interview data respectively. Instead of explaining their view of teaching and learning, they responded by describing their teaching practice. Some examples are:

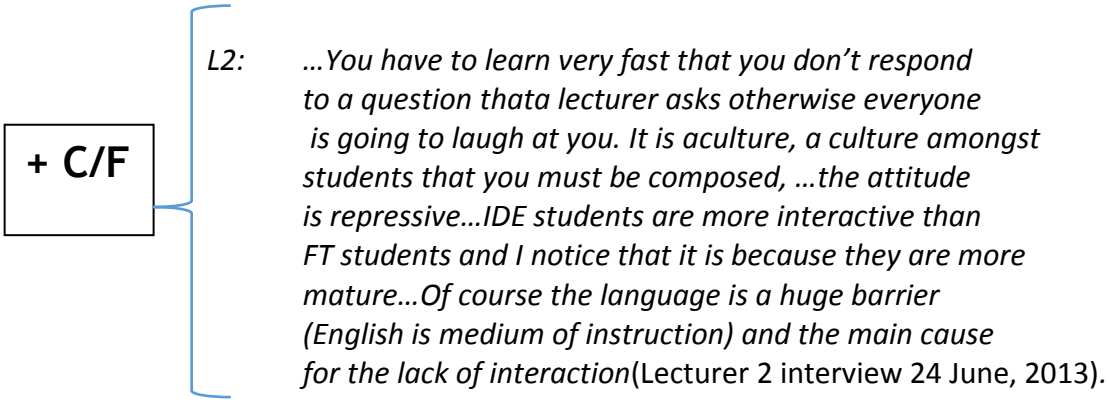
+ C/F

L2: *…Well I know that, ideally there should be an interaction, but that doesn't happen*(Lecturer 2 interview 24 June, 2013).

L3: *I ask them application questions, e.g, a case study (practical one) and they must solve it. It would actually be nice if they themselves came with questions. Unfortunately that does not happen. Questions from students in class are a sign that the students are also reading. But now if students don't ask and they are quiet, you are literally speaking to yourself. I usually use the word 'vomiting' whatever you know*(Lecturer 3 interview 2 July, 2013).

L4: *.. for the lower levels there are fewer group discussions and presentations because my belief is that the group still requires you to impart a lot of knowledge to them*(Lecturer 4 interview 26 June, 2013).

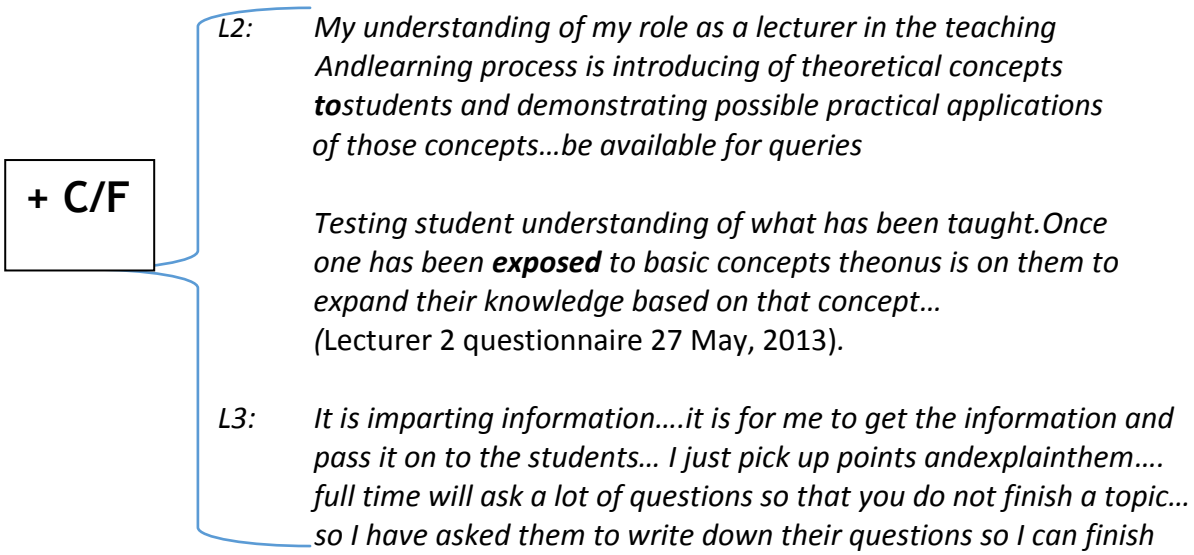
These descriptions of the instructors teaching practices indicate that they viewed teaching and learning the same way they viewed knowledge and their role as instructors. That is, teaching is about imparting knowledge and learning is about absorbing knowledge that the instructors give. L2, for example, acknowledged that interaction did not happen, which suggests that the instructor became the sole player in the teaching and learning process. From reading the statements, I denoted that what is considered as 'interaction' by these instructors is students answering and/or responding to questions. L3 used an expression "vomiting" to describe the transmission process and s/he admitted to imparting knowledge. L2 attributed the lack of interaction in the teaching and learning process to a culture of composure:



Again, only L1 appeared to believe that teaching and learning is an interactive and collaborative process, which actively engages students. Otherwise from the views expressed, most of the instructors pedagogic practice can be designated as contradictory to the student-centred approach as the communication is one-way (whereby the instructor is the elder and the gatekeeper of all the knowledge which is transferred), thus preventing freedom of opinion and restricting participation. Their responses indicated that the instructor would inevitably fall back to the authoritative role and use the traditional approach.

5. How instructors view their role as Instructors

Some questions in the questionnaire and interview were related to how the research participants viewed their role as instructors. Either they view themselves as facilitators or instructors. Three of the four instructors (L2, L3, and L4) seemed to view their role as that of 'lecturing' to students. Reflected next is how they described their roles:



*and we can discuss the question thereafter…students start at 7 am - 5pm. During all this time a lecturer is teaching and not discussing(*Lecturer 3 interview 2 July, 2013).

L4: *I review my show (slides), read textbooks, prepare possible questions...the other thing that I do is also to perhaps guide them on the nature of exam questions and how they should be attempted, so that they have information and some kind of understanding of my expectations when I assess…I'm concentrating on the DE side, because there is a module and they should have read it because the time is limited and I should be there to clarify certain aspects that are not very clear to them* (Lecturer 4 interview 26 June, 2013).

It is clear that the majority instructors think their teaching role is about them doing something to students (see bolded words and statements above). That they are supposed to "expose", "impart", "pass on", and "demonstrate" new knowledge to students and thereafter to "test" students' understanding of taught knowledge. This is also evident in their use of "I" rather than "we" or "they" which indicates that the instructor is doing something solely rather than in collaboration with the students. This view is consistent with the view the instructors hold about knowledge. It has been discussed earlier that the instructors believe knowledge is something that is transferable from one person to another rather than constructed. It is therefore not surprising that they believe their teaching role is to transmit the knowledge. That is, they are the gatekeepers of all the knowledge and their main responsibility is to transfer that knowledge to the acquirers so that they do well in their final examinations. So much so, that again even if the module is there, the belief (L4) is that the instructor has to be there to clarify grey areas. Also the time factor then pressures instructors to discourage dialogue or questions during the lectures. Questions may only be asked once a topic has been completed (pacing and selection). This is evidence of very strong framing (++F).

Holding such views is unlikely to enable the instructors to produce the required DE pedagogic practice, in particular, with regard to e-learning which is underpinned by social constructivism, which in turn promotes a student-centred pedagogy. Student-centred pedagogy promotes collaboration, constructing new knowledge and moving away from delivering and explaining subject content to that of facilitator who helps student construct their own understanding of subject content. Lecturers 2, 3, and 4, therefore appear to fail to recognise themselves as anything other than knowledge transferers. They fail to recognise their role as facilitators in the teaching of DE

students. This indicates that they had not acquired the recognition rules they needed to produce the required DE pedagogic practice. It is unlikely therefore that they realise the need to change their practice when rewriting or redesigning a course from one modality to another because they would applymeanings from the traditional approach, 'unsuitable' to apply when using e-learning as a delivery modality.

It appeared that L1 was the only one who considered the teaching and learning process to be 'constructed' with regards to interactions between instructor and student regardless of the delivery modality. This is indicated in L 1's description of the teaching role:

-C/F

L1: *…mine is to create learning environment for students and facilitate the process…the lecturer create learning environments and facilitates the teaching and learning process…we become a facilitate more than lecturer. (Lecturer 1 interview 28 June, 2013).*

This instructor(L1) seemed to be the only one to recognise his/her facilitation role in the teaching of DE students. S/he was therefore likely to produce the required DE pedagogic practice in which the student constructs his/her own meaning of course content rather the instructor transmitting it to them.

6. **How Instructors Understand the Role of Students in the Teaching and Learning Process**

In DE the role of students is to learn through the use of information communication technologies for the delivery of instruction which also provide administrative services. At this time, I probe if the case study instructors consider the student role to be that of 'active participants' or merely 'recipients of knowledge'. Here, only L1 seemed to hold the view of the role of students as one which entails two-way communication to ensure interaction and dialogue between the instructor and student. For example:

-C/F

L1: *The student role, if they get it right, they should know I am pointing them in a certain direction not necessarily leading them. I don't believe in this lecturer-led instruction, I believe in us going together. The role of the student is to also teach…equally participate in the teaching and learning process* (Lecturer 1 interview 28 June, 2013).

The other three instructors, however, did not seem to share this view of the role of the student. Their views seemed to indicate a preference for passive reception of knowledge. The following examples show this view:

+C/F

L2: *Instructors impart knowledge and information to students whose quest is to fully grasp what is being transmitted…students should respond to questions asked by the lecturer and also ask questions for clarification and demonstrate understanding of what has been learned through the ability to recall and application* (Lecturer 2 questionnaire, 27 May, 2013).

Understanding is tested through tests, assignments, exams and feedback during lectures…the attitude of the students is that we rely on our notes and that we examine them on what we have complied(Lecturer 2 interview 24 June, 2013).

L3: *It is for me to get the information and pass it on to the students…to be able to apply the knowledge given to them…instructors are responsible to make students see how they will use the knowledge at work (*Lecturer 3 questionnaire 4 June, 2013).

L4: *…to me, teaching says I must impart knowledge and I should havedone my part (*Lecturer 4 interview 26 June, 2013).

The only sign of L2 considering students to be 'active' participants was when s/he mentioned giving students 'group assignments' which s/he used as a strategy to encourage students to talk with each other. Similarly, L3 shared the sentiment and stated that students must *"be able to apply the knowledge given to them.*" Likewise, from the interview data, it became obvious that L2, L3 and L4 viewed students as 'uniform beings' that needed to be loaded with knowledge and this immediately contradicts the student-centred active-learning notion, which e-learning encourages.

7. Instructors Beliefs and Views about Technology

L1:…dialogue is something that the machine can't do. So that's the limitation of Moodle… the loneliness of the student divorced from the teacher... Can you actually say you are actually teaching; because teaching is like I am talking to you. If you were talking to a machine I wouldn't see ...the body language is not there, yet it can relay another message... increased teacher-learner

interaction etc. …it breaks the monotony, raises and maintains interest, best organises content delivery, improves delivery. (Lecturer 1 interview 28 June, 2013).

L2: *[E-learning]…would replace modules for one, …and it's easier to communicate…it fast-tracks everything…E-learning is the future, whether we like it or not, that is where we are going... So we honestly need to do away with paper...(Lecturer 2interview24 June, 2013).*

L3: ...but I think it would really help because the chat forum would certainly clear up things...all three of them should work together, because if I upload a question on Moodle I can give them an assignment and they can go and work on …students could send submit assignments electronically instead of submitting as hard copy... (Lecturer 3 questionnaire 4 June, 2013).

Moodle..is faster, the points are on the slide and I then I expand on them rather than writing on the board(Lecturer 3 interview 2 July, 2013).

L4: The culture in the institution seems to have a bearing I think on this. Because we have been using the face-to-face it seems like if you're not in class, you have not done anything. Yet, if people fully embrace technology, I believe there could be a lot of enhancements and the culture for both instructors ofthe students could change… I could actually post something when I'm not in class …students could discuss or even research, … I would limit the amount of time I spend talking, especially for very large groups…e-learning has an aspect of managing discussions…(Lecturer 4 interview 26 June, 2013).

The fact that instructors believe using Moodle for Type 1 (uploading notes) purposes, signifies strong classification and framing (+C/F). After all, there is no integration of e-learning content and activities. Confirmation is that, the uploaded notes are prepared by the instructor who selects, sequences, paces and evaluates the content in isolation with no input from the students. The contextual factors such as the identical exam for both FT and DE may be a significant contributory factor pressuring instructors to complete teaching content by a specified time. Hence, the application of the identical teaching and learning approach and not necessarily the inability to distinguish between the two approaches.

Information contained in Table 6.1[35] below responds to the research sub- question what are the IDE instructors underpinning beliefs about their teaching practice when using each delivery modality? I found it interesting that the practice in most cases tallied with the beliefs revealed from the data derived from the actual practice (chapter 5) in the classroom.

Table 6-1 Instructors view on their use of the three delivery modalities (F2F, Print SIM modules and Moodle) in the classroom

FACE- TO-FACE	L1: *For now I think face- to-face is the way until we increase the e-learning, then we can step back from the face- to-face. Let them go and find out information. The face-to-face is there to just give them direction and guide them. So I prefer it like that, rather than throwing the students into the deep end and saying they must go and read and then come back because they don't…(*Lecturer 1 interview 28 June, 2013). **Analysis:** From the statement, L1 values F2F and sees how it can be blended with e-learning. However, I was struck by what was said about the students not reading. I thought that a possible explanation behind students not reading the module (which in DE is the main instructor) was because they do not understand the content. This could be attributed to the modules not being written in an ideal DE style e.g. not interactive and are may be very strongly framed (++F), meaning the modules are too detailed or the text is too dense with no instructor to clarify any grey areas.
PRINT MODULE	L1: *…with the FT, you can arrange and they access the library anytime although I do rely much on the print…But with the IDE ..I have the module that I use and all I do is just to reinforce if we meet face-to face. I introduce them to the module, tell them what to look for, give them extra work in terms of assignments and stuff, …it's just taking them through what they already have in the module…(*Lecturer 1 interview 28 June, 2013). L1: *…because there is print in e- learning at the end of the day. You have to read something, so to me that is print, I don't try to separate the two…I teach beyond the module. They have the print but you have to step it a little bit up…*(Lecturer 1interview 28 June, 2013). L1: *…. my suggestion would be to re-induct the authors and let us re- do this and refine these modules. This would be haphazardway to say let's start afresh, but now that we are established , lets re-do the module… Let's re-do them, let's blend because these are not blended. These are just texts, and some of the them you read them and you are like saying I saw this book somewhere in the library and it's been brought back in to the module, whereas you should be saying this is your substitute and it should get the students thinking…*(Lecturer 1 interview 28 June, 2013) Analysis: The constructivist approach is detected from the above statement.

[35] The analysis of the instructors views on their usage of F2F, print and Moodle/blended learning has been inserted and highlighted in yellow under relvant categories.

	Thus,translated to weak classification and framing (-C/F) as the recommendation that modules should be blended indicates that online should be incorporated to module. L2: …*for use by students as additional reading*…(Lecturer 2 interview 24 June, 2013). Analysis: This indicates that the module is not considered a primary teaching tool. Yet, in DE it is supposed to be the main facilitator. It implies that the notes on slides are the main print relied on thus resulting in strong framing (+). This is confirmed by classroom observations (see chapters 5 & 7 respectively). L3: *…we don't really use the module? We are going to rewrite….the contents of the module are completely different from the textbook…No, I don't use the module, so I expect them to use the prescribed text, than the module* …(Lecturer 3 interview2 July, 2013). Analysis: This is accurate practice, as observed with practice in classroom (see chapter 5). Notes and prescribed text are the only print resources relied on – No module, thus revealing strong framing (+F). L4: *…the only challenge though is that some our students think that if something is not in the module and not in the slides then they think that it's not part of the syllabus…*(Lecturer 4 interview 26 June, 2013).. Analysis: The above response signals that the module is not used much in the ORF. Also the fact that the students rely heavily on the slides implies strong framing (+F) in terms of instructional discourse and pedagogic practice.
Blended learning (Moodle/e-learning)	L1: *I am very comfortable with the blended learning. This approach I think its fine and we can do it as it's practical for us…(*Lecturer 1 interview 28 June, 2013). L1: *Oh! I enjoy the face-to-face, of course. blend it a little bit with the print module because after face- to-face they go and read, because in the Moodle you don't have to upload the whole module but you can upload the activities and refer the students to that and get them to do research there and let them go and find out...I actually intend to now refer the students to Moodle; their assignment can be on Moodle…*(Lecturer 1 interview 28 June, 2013). L2: [Regarding Usage of Moodle]…"*No, I don't even know them (features) . I just upload my notes; I haven't tried to use the other features. I tell them that I have uploaded the notes; the best thing for you to do is to print the slides, bring them to class so that we talk to the slides and students should be able to make note* …(Lecturer 2 interview 24 June, 2013). L3: *…No, actually they have been complaining, such that I would use my slides in class from Moodle with the full-time and also the part time students…So when I upload the notes on Moodle, I will use the notes for the full time group, then tell the IDE students to use the notes on Moodle because they are the notes that I used with the full time students. For certain areas that I did not expand on, they can actually read for themselves…(*Lecturer 3 interview 2 July, 2013). L4: *For my DE …also allow them to take notes from online so that they print on their own and concentrate on the issues that I think are kind of crucial [in class].To be*

	honest with you I have mainly used the facility for uploading the notes, I'm aware there are other facilities, such as discussion sessions but I have not used those quite often… *I strongly believe that we do need to integrate it (Moodle) into learning, not only for IDE but also for full time students…(Lecturer 4 interview 26 June, 2013).* **Analysis:** It is evident that the majority of instructors use Moodle for uploading their notes. This signals strong framing (+F) in terms of Bernstein's pedagogic practice.On the other hand one instructor (L1) uses the Moodle as a teaching tool whichfacilitates teaching and learning in a blended way. This indicatesweakclassification and framing (-C/F) because s/he integrates all deliverypedagogies(e-learning, F2F instruction and print module).

The next category was created because it became apparent from both the questionnaire and in-depth interview(s) that there were numerous challenges encountered with using Moodle at UNISWA. Due to the fact that to a large extent these challenges constrain the instructors pedagogic practice when using it in the classroom, I summarise and present the key ones in the table 6- 2.

8. Constraining Factors when Instructors useMoodle

Table 6-2 Analysis of constraining factors when using Moodle

a. Technical Challenges (Lack of Accessibility and Infrastructure)

L1: *…e-learning part in this institution is not yet organised per se, just haphazard… has not been introduced formally in the institution*.

*There was a problem with their ID's, their user names so they couldn't access the information…it was difficult because you had to manually upload the names of the students. Ok, they (technicians) will do it for you but it will take some time before they are all in…(*Lecturer 1 interview 28 June, 2013).

L2: *... the students because some of them don't have access…the most important question is access. First investigate if the people would have access… can they access the Wifi when they are on campus* …(Lecturer 2 interview 24 June, 2013).

L3: *Unfortunately I have discovered that the students do not have access to Moodle, particularly those at IDE. Some of the students do not have access to internet*.

L4: *…lack of adequate facilities*.

Comment and Analysis:

With specific reference to Swaziland, and as cited in the literature reviewed, politics affect e-learning implementation. The SPTC (parastatal) and MTN tension means the competition prevents them from collaborating. Yet, if they partnered, funds to secure quality infrastructure and bandwidth could possibly be guaranteed. This would eliminate the accessibility issue most DE students face as they live in remote areas without access.LaRocque & Norman (2003) note:

> Governments and donors should support private sector e-learning initiatives. There are opportunities to launch public-private partnership initiatives in e-learning. Private sector involvement could include the provision of e-learning instruction for pre-service and in-service professional development of [instructors]; contracting with the private sector to finance, equip, maintain, and staff school computer laboratories…

These factors constrain the e-learning implementation. Consequently, resulting in strong Framing (+F).

b.Lack of relevant personnel (E-learning/Multimedia Coordinator or specialist)

L1: *…not enough structures personnel) responsible for ensuring that this modality is fully utilised by all*…(Lecturer 1 interview 28June, 2013)

L2: *….wanted to install Moodle but there were no notes to guide me* …(Lecturer interview 24 June, 2013).

c. Lack of motivation

L1: *There was no motivation (referring to Moodle). I was just doing it for myself For experience…heard people talking about it… like saying if you wish to try,you can try. But after that no follow up, no nothing, so nobody bothers*…(Lecturer 1 interview 28 June, 2013).

Comment:
IDE is currently in the process of advertising this post. Hiring such person would ensure that the e-learning logistics and operation are overseen.

Linked to the above, the e-learning/Multimedia Coordinator can ensure that follow ups are done timeously and consistently. This will undoubtedly assist to build up the confidence and motivate competence on Moodle usage amongst the instructors.

c. Lack of adequate training (Workshops)

L2: How can I understand something I don't use. I guess e-learning is supposed to reinforce distance education. No, (nothing to share about e-learning) because I don't know what it is all about..(Lecturer 2 interview 24 June, 2013).

L2: Instructors are not making the transition from print to e-learning due to complacency and not being IT savvy ….[need] more workshops for users to encourage uptake easy access to infrastructure…

Analysis: Instructors lack of technological competence and the outcry for training with using Moodle as a teaching device and the DE teaching and Learning approach is evident. This aligns with challenges mentioned in the literature review. More importantly in the case of this study it explains the hindrance to acquiring the recognition rules in order to realize and practice e-learning integration into the traditional pedagogies correctly.

d. **UNISWA regulations, attitude and lack of institutional policy on e-learning**

L1: *…the attitudes then come to play. I was suggesting in some workshop that personally for UNISWA it has to be institutional if it's hoping that it will trickle down as in train the trainer- without it being an institutional policy we may not be successful because of the attitudes. There are those who are thinking they could not be bothered with this e-learning. I have used this modality of teaching in the past and it's worked so why should we change it?*

L1: *..if it's an institutional policy then everyone will be forced to use it. It may work, of course with some rewards attached to it…*(Lecturer 1 interview 28 June, 2013).

L2: *"Maybe the university also needs to relax the regulations such as having two tests. They should leave room for tests and assignments to count for the final mark and exercises and presentations given in class, should also be considered…because time is limited for IDE students you find you cannot complete the material is too much. I ended up asking for my classes to begin at 7 O' clock to ensure I see the students more…(Lecturer 2 interview 24 June, 2013).*

L3: *(Referring to student Usage of Moodle)…"If it was used, it would be benefitting but it's not used. Students use it for notes, not for discussion purposes."*

Analysis: The issue of attitude preventing proper usage of Moodle in class is cited and tallies with the literature reviewed. Similar challenges are experienced by several countries when implementing e-learning.The lack of an institutional policy is a hindrance in this case because it would give guidance and direction with regards to e-learning practice. This is a good example where strong framing in terms of regulative discourse is recommended.

Analysis:
UNISWA regulations regarding identical exams for both FT and DE students exert pressure on the instructor to move rapidly with DE students during the F2F sessions. Consequently, strong framing (+F) is created by the university regulations as well as the fact that students are said not to read module.

Analysis:
Student usage of Moodle contributes to instructors attitude and lack of motivation to use Moodle fully by limiting themselves to uploading notes (Type 1).

e. Lack of e-learning hours in timetable the time factor and large student numbers

L1: *…e-learning hours they are not time tables hence their probable ineffectiveness*….(Lecturer 1 interview 28 June, 2013).

L3: *…present timetable is too packed. Students start at 7 am -5pm* …(Lecturer 3 interview 2 July, 2013).

L4: *(Explaining competence level with using Moodle)"…I am not a hundred percent good (with using Moodle), would need a few touch ups here and there… But sometimes I have the feeling that I could do it on my own, but time does not always permit* …(Lecturer 4 interview 26 June, 2013).

L2: *... when I talk about numbers, (the students are many) and it's not just IDE, full time as well* …..(Lecturer 2 interview 24 June, 2013).

Comment: The time factor which I mentioned as very much the problem is what motivates IDE to want to incorporate e-learning as a teaching and learning tool which will bridge the distance between the student and instructors while concurrently cutting down on travel time for both relevant parties.

With reference to chapter 3, section 3.9, the fact that the number of students per class are many (50 – 100) also contributes to the strong framing (+F). It also prevents interaction between peers,instructor and students.

Overall Analysis on Instructors Beliefs and Views

The instructors are expected to make the content accessible through the three delivery modalities. In essence, the analysis of the questionnaire and interview data has shown that the most case study instructors seemed to hold views about DE, e-learning, teaching and learning, knowledge, the respective roles instructors and students which are contradictory to principles of social constructivism that underpins DE and e-learning. *Could it be true that that 'change' in beliefs follows, rather than precedes, practice?* The literature reveals that "whether or not beliefs precede or follow practice, it's clear that we cannot expect to change one without considering the other" (Ertmer, 2005, pp. 32& 35).

The contradiction detected suggests that it will be difficult for instructors to realise e-learning pedagogic practices in the ORF. And neither is the recommended student-centred approach likely to work with the instructors whose thinking is different from that expected. L1's views and understanding were the only ones signalling that his/her practice was likely to exhibit weak

classification and framing (- C/F), characterising approaches like social constructivism and student-centred pedagogy. The rest of the instructors responses predominantly indicated the likelihood of their practice in the ORF to be Strong Classification and Framing (+C/F).

Overall, the responses pointed towards three out of the four case study instructors failing to recognise the new DE and e-learning pedagogic approach. Only one seemed to have acquired the recognition rules necessary for him/her to realise the pedagogic practice necessary when e-learning is incorporated as a teaching tool in a blended learning system. I argue therefore that L2, L3 and L4 are unlikely to change the pedagogic practice appropriately when rewriting or redesigning any course from one modality to another because of the lack of recognition rules, which means they could not correctly practice realisation rules, thus constraining the quality of the blended learning system. I found it interesting that the analysis on instructors beliefs and usage discussed previously in this chapter, tallied with the practice as outlined in chapter 5. This is later confirmed in the observation of the pedagogic devices used (Outlines, print modules, F2F observations and of Moodle sessions).

Overall Comment on Analysis Questionnaires and In –depth Interview(s)

Consistent with Bryman and Bell (2011, p. 466), qualitative interviewing proved to be flexible which I interpreted as being weak framing (-F) by both myself as the researcher and the participants when responding to questions. That is because 'rambling' occurred as I conducted the interview, facilitating insight into what I considered relevant and critical. It also enabled me to occasionally stray from the interview guide and ask new follow-up questions as the interview unfolded. At the end of the in-depth interviews I felt that I had rich, detailed answers, which left me without the need to do any extensive follow- ups.

The results align with the literature review regarding beliefs and pedagogic practice when using technology in the ORF. As per the constructivist approach and the ZPD's scaffolding, the practice of the four instructors remained consistent in that; L1 appeared to try to use the e-learning platform as a forum to mediate and simultaneously get peers to collaborate and share ideas and discussions

in order to move from the known to the unknown; L2 did some group work with his/her fulltime group but not the DE group; and L3 and L4 mainly delivered lectures to both groups. In Bernstein's view such practice, with the exception of L1' practice, is strongly classified and framed (+C/F). The notion of mediation is presented by the ZPD:

> The gap of the known to unknown in which learning can take place is critical in conceptualizing the teachers' role because it shows how important they are to the learning process, despite the fact that students have to construct their own understanding of the task and actively observe and participate with their instructor (or capable peers) doing something they cannot yet do on their own (Moll, et al., 2010, pp. 149 & 205).

As pointed out in Chapter 3, the role of the instructor cannot be overlooked because it gives the lesson or task the necessary structure whereby the regulative and instructional discourses are by and large dominated by the instructor. Here the content is recontextualised using the course outlines discussed previously, through books, texts, journals and the IDE modules.

The results of the beliefs and views of the four case study instructors helps me recognise how or if the beliefs of the instructors affects their pedagogic practice in the classroom. This exploration and analysis occurs in the next chapter, and is done because it is possible that that instructors "beliefs about, classroom technology use did not always match their classroom practices" (Ertmer, 2005, p. 14), Likewise, they may or may not contribute to instructors recognition or lack of recogntion rules, which may affect their realization when teaching through the three modalitites of delivery. Possibly:

> instructional change is not a matter of disregarding beliefs, but of slowly substituting them with more relevant beliefs. Also, because technology is at a lower level of the belief-goal hierarchy than pedagogical beliefs and teaching approaches it is no surprise that many instructors adopt technology without changing their pedagogy (Nespor, 1987; Zhao & Cziko, 2001, p. 57).

Summary

I found that questionnaire data in isolation was not reliable and required validation. From experience I realised that questionnaires were often answered hurriedly as opposed to when interviewing the respondent. Fortunately, I found that the in-depth interview(s) did permit more room to probe case-study instructors for more information. Unexpectedly, in this study, the interview revealed an opposite view which was gathered from the close form statements in the questionnaire with regard to the appreciation of the constructivist approach and e-learning appreciation and practice, which in the questionnaire was very positive from all instructors. This seems to indicate that validating information is important and, in this instance, the interviews achieved this. The next chapter examines the practice in the ORF and compares it with this chapter in order to see if the beliefs and views correspond with actual practice/findings (chapter 5) and pedagogic practice when using the pedagogic devices in the ORF. In this way the main research question of whether there is any 'transformation' in teaching practice when rewriting or redesigning the course from one modality to another is uncovered.

The subsequent chapter analyses the pedagogic devices which determine further if the beliefs correspond with observed findings of pedagogic practice in the classroom.

CHAPTER 7: Examining the IDE Instructors Pedagogic Practice in the Official Recontextualising Field (ORF)

Introduction

This chapter describes and analyses the four case study instructors authentic practice and the results gathered from the data collected from the respondents regarding the integration and pedagogic practice of e-learning in the blended learning system utilised at IDE. In particular, it responds to the sub-questions posed in chapter 1: Does the nature of each delivery modality affect pedagogic practice? How do instructors' explicit and implicit beliefs affect pedagogic practice when teaching and designing the curriculum modules or content in order to improve pedagogic practice? Here, Bernstein's Theory of Pedagogic Discourse (1990, 2000) provides the theoretical framework for analysing and interpreting the data. Specifically the nature of the power and control relations underpinning the internal rules of pedagogic practice when e-learning is introduced into the traditional pedagogies is examined. Govindasamy (2002) advises that one of the crucial pre-requisites for successful implementation of e-learning is the need for careful contemplation of the core pedagogy which is that most of the pedagogical principles that apply to the traditional classroom also apply to e-learning.

Early studies indicated that instructors enacted beliefs, which "particularly in terms of classroom technology practices often did not align with their espoused beliefs" (Ertmer, et. al., 2012, p. 423). Therefore, this section addresses this notion by analysing data gathered through the different types of data tools used. Here, I reviewed the documentary evidence (course outlines and print modules) thoroughly so as to ascertain what material was used in the ORF. Additionally, I analysed the classroom observations and the content and Moodle teaching and learning procedures to observe the recontextualisation process of these delivery modalities.

I used particular analytic devices in order to look at issues like classification and framing of various things in each one of the modalities and consistently bore in mind the questions whether things change when the same instructor teaches across the different modalities and even if the instructor

believes s/he is doing the same thing in each of the modalities. My analytic framework here allowed me to answer those questions.

Still, here I present and review the findings according to Bernstein's notion of recontextualisation and his rules of regulative and instructional discourse, as well as his concepts of classification and framing. Similarly, the constructivist approach, specifically Vygotsky and Piaget's idea of facilitation and mediation was harmonised with Bernstein's theory in order to analyse the data. Again, I used content analysis substantially and subsequently identified common trends which facilitated appropriate proposals (chapter below). Significantly, I based the indicators created (see chapter 4) to compose the analytical tools used in this study based on Bernstein's theory, which aided data analysis alongside fieldwork in order to make solid suggestions on effective teaching practices, whilst using the three content delivery modalities. Based on what has been discussed thus far, Bernstein's theory of recontextualisation provides an explanation for any discrepancy between the espoused (intended) curriculum and actual (enacted) pedagogy.

I applied Bernstein's notions of classification and framing to a great extent because they provide insights into the constraints and opportunities in successfully incorporating the new Moodle delivery modality into the existing IDE curriculum. It also provides a theoretical basis for my decisions in this particular study. The classification principle permits the investigation of the demarcation of e-learning with the traditional delivery modalities. Likewise, I used the framing principle in a generic sense to establish what degree of control is given in the curriculum documents, instructors and students with respect to the transmission-acquisition process. Additionally, the student-centred and active learning approach is ideal for producing a constructive link between the traditional pedagogies and e-learning when used in a blended learning system at IDE.

The Instructors in the Classroom (ORF)

The next sections assist to explain the pedagogic practice in the ORF. With reference to the theoretical framework (Chapter 2), the findings from the questionnaire and interview on the

instructors beliefs and views on teaching, learning and the three delivery modalities, (Moll, et al., 2010 pp. 149& 206) caution that some theories merely give us:

> Ideas about how to teach. But we can't derive teaching strategies and approaches directly from theories. Meaning, theories should not be misunderstood as recipes for action. Instead, they enable us to explain a particular event or situation in more general terms, linking our experience to the discourse and knowledge of others. This may provide us with a different perspective or new understanding.

This takes us to review data gathered from the classroom and Moodle session observations. It required coding, transcription, and thereafter analysis. I video-recorded the F2F classroom observations and thereafter transcribed them on MS Word. Again, the information gleaned from these transcriptions provided the opportunity to review and reflect intensely on the data. Hence, I created and utilised tables to offer a synopsis of the case-study instructors' pedagogic practices.Basically, I structured the data according to the tables created and based it on Bernstein's idea of regulative, instructional and classification and framing principles. I then organised the data using Bernstein's coding (e.g., ++framing, and or +classification, etc).

This chapter therefore presents analysis of data from the respondents. Here, I used other data collection techniques in order to gather, compare and validate the data required for this research in order to ascertain the pedagogic practice in the classroom and e-learning sessions conducted via Moodle. Based on Bernstein's classification principle, my initial step was to examine how things were kept apart in the classroom environment because these factors can either constrain or enable the integration of e-learning into both F2F and print modules. Further justification for analysing the ORF environment was that it aligned with information contained in chapter 2 (theoretical framework),which refers to an approach often used in the constructivist environments known as cognitive apprenticeship, as well as Bernstein's (2000) regulative discourse. This led me to analyse the classroom environment of each of the case-study instructors. Here, I specifically observed whether the instructor structured the learning environment to exemplify expert behaviour in the ORF. Therefore, the following descriptions provide a sense of the classroom environment in which I collected the data.

The Basis of the Findings of the Classroom Observations

This section connects with Bernstein's notion of 'recontextualisation', therebywith special emphasis on his principles of classification and framing.

As I observed the classroom pedagogic practice, I applied Bernstein's hierarchical rule so as to deduce the conditions for appropriate behaviour in the pedagogic relations. Moreover, I explored the discourse supporting the instructors pedagogic practice when they introduced e-learning into the traditional pedagogies. Despite the conclusion made from the classroom environments which revealed mainly +C/F, I proceeded to investigate the pedagogic practice of each case study instructor. Hence, this section further examines the classroom pedagogic practice in order to establish whether the instructors had acquired the recognition rules in order to realize them correctly when rewriting or redesigning courses from one modality to another.

Data Collection of Environment (The Classroom)[36]

Table 7- 1 Summary of Data results of the Classroom Environment

	Lecturer 1	**Lecturer 2**	**Lecturer 3**	**Lecturer 4**
1.Space (seating) arrangement	(+ C): -Instructor occassionally allows different seating arrangement.	(+ C) -Instructor occassionally allows different seating arrangement.	(++ C): -Instructor stands directly in front of students and lectures.	(++ C) -Instructor stands directly in front of students and lectures during lecture.
2. Language	(--C): Instructor always uses neutral friendly tone	(+ C): Instructor occassionally uses an authoritative tonation.	(+ C): Instructor Occassionally uses an authoritative tonation.	(+ C) Instructor occassionally uses an authoritative tonation.
3. Teaching and learning (Interactivity and collaboration) between Instructors and students	(-C): Instructor occassionally encourages and allows students to have input or questions.	(+ C): Instructor occassionally allows students to have input and ask questions.	(+ C): Instructor occassionally allows students to have input and ask questions.	(+ C) Instructor occassionally allows students to have input and ask questions.

[36] In Table 7 - 1 the colours reflect analysis of the individual case studies class environment; Grey - L1, Orange - L2, Yellow - L3 and Pink - L4.

4. **Resources**	(- C) -Instructor facilitates and sometimes uses the power point but pauses to allow discussions. -He/she also refers to the print modules and/or e-notes.	(++ C): -The PPP is substituting blackboard and chalk. -Instructor refers students to modules and/or e-notes all the time.	(++ C): -The PPP is substituting blackboard and chalk. -Instructor refers students to modules and/or e-notes all the time.	(++ C): -The PPP is substituting blackboard and chalk. -Instructor refers students to modules and/or e-notes all the time.

Analysis of Classroom Environment

It is worth pointing out that none of the classes (FT and DE) are ever held in a computer laboratory, and this immediately suggests a tendency that the pedagogic practice is strong classification(+C). Nonetheless, the classroom observations disclosed that:

- In terms of the space arrangement and the positioning of the instructor in class, all instructors showed (+C) which falls under visible pedagogic practice. The difference was in the extent of the classification. Founded on Bernstein, I observed that L1 and L2 occasionally allowed different seating arrangements as opposed to standing directly in front of the students. This allowed a different flow of information, albeit to a very limited extent and tends to constrain the free dialogue between student, instructor and amongst students as peers.
- Instructors L3 and L4's pedagogic practice was also visible as it was very strongly classified(++C) to a larger extent as compared to L1 and L2. They used lecture-style throughout the F2F and DE sessions. Here, there is no change in seating nor space arrangement whatsoever, which tended to lead instuctors towards lecturing whilst the students listened passively.

The strong classification(+ C) unmistakably separated instructors from students by the manner in which the communication occurred in class. This was shown by the fact that with the exception of L1, instructors speak in a predominantly authoritative voice and occasionally allowed students input whilst students listened passively. Moreover, the framing is very strong (++F) as well in that the

instructors' mere positioning in the classroom signalled his/her dominance. The above-mentioned practice opposes the required student-centred, active learning approach and online learning approach.

Consequently, I argue that all four instructors practice in terms of the classroom environment leans towards the authoritative pedagogy style with all groups irrespective of whether they are the FT and DE groups. Accordingly, "all the classrooms had a traditional straight-row seating arrangement, which visibly distinguished between the instructor and student" (Manke, 1997; Richards, 2006).

Overall Comment on Classroom Environment

The above-mentioned scenario leads one to conclude that the environment on its own gave the instructors authority in the ORF. This is due to the fact that strong classification (+C) dictates visible forms of pedagogy as opposed to the mandated invisible and weak classification and framing pedagogic practices proposed by the constructivist approach, which ultimately underpins e-learning. Also, from the results originating from the classroom environment, it can be argued that the environment constrained the instructors in this study from acquiring the recognition rules which would enable them to recontextualise the pedagogic practice when redesigning content from one modality to another. Lack of these recognition rules is likely to result in no understanding of the required practice. The ORF environment inhibited these instructors from displaying the pedagogic practice which the e-learning brings to the fore.

It is important to reiterate that as I embarked on the observations, I repeatedly applied Bernstein's recontextualising principle governing the transmission of a discourse (course outline/syllabus) from one field to another (to the students via F2F, print and e-learning). In emphasis, pedagogic discourse is concerned with the transmission of conduct, character and manner, which is the regulative discourse and instrumental discourse (transference of skills) (Bernstein, 2000).

Analysis of the Pedagogic Devices used in the Classroom[37]

Document Analysis (Course Outlines, Print Modules and Prescribed Text)

Thedocument analysis process entailed reviewing relevant documents such as course outlines, the print modules or the prescribed text used in the specific case study courses, as well as hand-outs given to the students during teaching and learning sessions. These documents are important because they are the pedagogic devices that emanate from the PRF, which instructors convert into actual learning within the ORF.

Thus, I reviewed relevant doumentation, such as the course outlines, print modules and or prescribed text of the specific case study courses. This section began with document analysis because it enabled me to make relevant suggestions, which were based on the descriptions provided by the key characteristics of constructivism and Bernstein's Theory of Pedagogic Discourse. I then analysed the instructors views or beliefs regarding teaching and learning as well as how they viewed the integration of e-learning in the F2F and print based media.Originating from the actual practice (chapter 5), I also referred to the analytical tools (chapter 4) created to analyse the documents.

Worth highlighting at this point is that content is recontextualised in the IDE modules, the hand-outs and F2F and tutorial contact sessions as well as the Moodle sessions within the IDE. The content delivered through the three delivery modalities are a result of a recontextualisation process whereby the official course knowledge is transformed through the pedagogic devices (Moodle sites, modules, and F2F instruction) so that it is accessible to the students. The recontextualisation process is executed by instructors who are the transmitters who move course content (discourse) from the official site of abstract knowledge to another site which is accessible to the level of the student. So, the next sections analyse the pedagogic devices used in the ORF.

[37] The colour yellow indicates all the analysis of all the pedagogic devices; course outlines, print modules, Face-to-face observations and the Learning Pathway Moodle is indicated in yellow throughout this chapter.

Presentation and Analysis of the Course Outlines

I found that the FT and DE course outlines of all participants are identical and are used with both groups and they share a similar structure regardless of delivery modality. Based on the literature review and the indicators that I derived from Bernstein's Theory of Pedagogic Discourse, I present the course outlines and analyse them in the next section:

Analysis of Course Outlines

L1 Course Outline

Table 7-2 Sample of L1 Course outline & Analysis: Adapted for this study.

INSTITUTE OF DISTANCE EDUCATION

COURSE CODE: IDE XXX

COURSE TITLE:

Practice of XXX

GROUP: BACHELOR of XXX

Analysis:

Basic Information:

- ✓ I view the information reflected on theleft hand-side as part of Bernstein's regulative discourse rules which determine theconditions for social order, character,manner, relations and identity within learning space (ORF).
- ✓ The basic information provided suggests goodpractice because thebasic courseinformation (coursecode, title target group etc.)is necessaryto prepare thestudents to identify thecourse as the accurate one enrolled and registered for.

Course Synopsis:

This outline is a follow-up to the IDE-EDC123 and IDE-EDC 777 outlines. This practical course constitutes a review of classroom practice which includes planning and delivery of XXX lessons. The course further helps in developing you as a teacher, to tackle problems posed by pluralism and learners in an inclusive classroom especially in secondary schools.

Analysis:

- ✓ With reference to the literature review, this course outline contains the aim of the course, which prepares the students on what to expect from the course.
- ✓ This is good practice and is in line with Bernstein's Regulative Discourse.

Course Objectives:
By the end of the module, you should be able to demonstrate the following abilities:

a) Assess and evaluate past teaching practices
b) Construct an effective scheme of work and lesson plan
c) Define key concepts relating to inclusive education and Special Needs Education.
d) Tackle situations of students with special needs in an inclusive classroom

UNIT 1 PROFESSIONAL INPUT IN XXX EDUCATION
Unit Objectives
On completion of this unit, you should be able to:
1. Reflect on your past teaching practice experiences.
2. Construct an effective scheme of work
3. Make a critical analysis of 'good' lesson plans.

Analysis of Course and Unit Objectives:

- ✓ The course and/or unit objectives/ outcomes provide instructor and students with the purpose of the course and/or unit respectively.
- ✓ This ensures that the destination for the students in terms of what to expect from the course and each unit is explicit and gives direction and guidance in terms of preparation for the students.
- ✓ This is in line with Bernstein's rule of regulative discourse which determine the conditions for social order, character, and manner, relations and identify within the ORF (classroom).

UNIT STRUCTURE
Review and evaluate of the teaching practice exercise.

1.1 The general importance of Teaching Practice
1.2 The overall review of the TP exercise- experiences.
1.3 Revisiting the tool of teaching practice- The scheme of work, lesson plan and lesson observation instrument
1.4 Roles of Educationists and Educational Organisations in the teachings of XX inSwaziland
1.5 The XXX Head of Department
1.6 The XXX Inspectorate

Analysis of Unit Structure:
Learning Pathway:

- ✓ The current practice is that the topics to be covered throughout the semester or year are presented as a list. They are not broken down into weeks and/or dates showing when each topic will be covered and the appropriate time to be spent on each topic.
- ✓ If the topics are just listed there is nothing to prevent the instructor from overloading the students with information because no dates of when each topic will be covered. This affects the sequencing of the information relayed. The transmission of content cannot happen all at once so pacing is crucial as is progression which imply selection, sequencing and pacing rules is controlled by instructor.
- ✓ Result: very strong framing (++F).

How the course will be taught
The course is taught through lectures, group work and individual presentation.

Duration of the course
This is a semester course for the PGCE and the Bachelor of Education programme covered over a period of three months (12weeks).

Resources required
Reference material are indicated below.

Class Attendance
a) Attending classes during residential sessions is compulsory and punctuality is expected.
b) There shall be no make-up test/assignments once these are written or due

Course Assessment
The following modalitys of assessment will be employed:
a) Continuous Assessment = 50%. The CA will consist of 2 assignments, one presentation and one test.
b) End of year examination

REFERENCES

Grimmit, M. (1982) **What can I do in XX?** England: Mayhey McCrimmon

Ericker, C. and Ericker, E. (2000) **Reconstructing Religious, Spiritual and Moral Education**. London: Routledge Falme.
http://en.wikipedia.org/wiki/special**educationBJ RE,** 2004 to date.

Analysis on how course will be taught, duration of the course, resource required and class attendance:

- ✓ This is basic information and it is good practice as recommended by Bernstein as regulative discourse which determines the conditions for social order, character, and manner relations and identity within the learning space.
- ✓ The fact that the information on how class will be taught, duration of the course, class attendance is stipulated in the course outline which is prepared solely by instructor indicates strong framing (+F).
- ✓ The fact that the both DE and FT groups write the same exam, makes the topics identical as well, thus strongly framed (+F).

Analysis: Assessment

- ✓ Here Bernstein's third set of internal rules known as the criterial rules is applied.
- ✓ The assessment is explicitly spelt out, thus very strong framing (++F)

Analysis of References

- ✓ These references gave students further options in order to fully comprehend the content and complete assignments.
- ✓ This is in line with Bernstein's notion of regulative discourse. These references help students assess readiness for the course by guiding them from the onset on the relevant reading material required.

N.B this outline does not refer to any e-learning activities . This is interpreted as very strong classification (++C).

L2 Course Outline

Table 7-3 Sample of L2 Course outline & Analysis: Adapted for this study.

UNIVERSITY OF SWAZILAND
Faculty of XXX
Department of XXX

XXX XXX – Course 000

Academic Year 2011-12

COURSE GUIDE AND OUTLINE

Analysis of basic information:

- ✓ The basic informationreflected suggests good practice becausein this particular case thebasic course information (course code, title target group etc) is necessary to prepare the students to identify thecourse as theaccurate one enrolled and registered for.
- ✓ This is in line with Bernstein's Regulative discourse rules (to avoid repetition see L1 analysis for definition of basic information).

ASSIGNMENT:
Business plan proposal

Date due: 2nd Week of 2nd Semester

TESTS: 3 (Three)
Test 1: 13 October 2011
Test 2: 3rd November 2011
Test 3: TBA

EXAMINATION DATE: To Be Announced (TBA)

Analysis:
Assessment:

- ✓ Here Bernstein's third set of internal rules known as the criterial rules is applied. The assessment is explicit and specific in order to enable the acquirer (student) to understand what counts as legitimate or illegitimate pedagogic communication.
- ✓ Assessment and submission dates are stipulated from the onset by instructor.
- ✓ All evaluation is decided by Instructor.
- ✓ Exam is set by Instructor in isolation.
- ✓ Result: Very strong Framing (++F).

COURSE DESCRIPTION:

XXX

These activities will be examined from the point of view of the owner/manager who will be seeking to identify and develop entrepreneurial opportunities, and avoid mistakes in the planning, start-up, growth and operation of an enterprise which both interests and enriches the founder. It shall introduce the learner to the process of creating a new venture and provide them with the knowledge needed to plan, establish and operate a business such that it has the greatest chance of success in a dynamic economic environment. Knowledge of support facilities for new small enterprises and study of existing successful small enterprises will be included in this course, which will employ lectures, discussions, case studies and guest lectures. Each course member will be expected to draft and make an oral presentation of a business plan, emphasizing the financial, operational and marketing point of view.

Course Objectives

- ✓ To develop strategic and creative business skills, and to develop an ability to understand the interaction of a business within a constantly changing environment.
- ✓ To develop an ability to analyse complex business situations, identify problems and opportunities, assess resources, propose practical courses of action and sources of funds, and to improve decision making skills. Group discussions of case studies will be used as one way of sharpening these skills.
- ✓ To conduct an enterprise feasibility analysis, and craft a quality and usable business plan that is saleable to all potential users.

Course description and objectives:

- ✓ This element basically gives a brief background of the course to be taught. The aim and course outcomes provide students with the purpose of the course and the destination for the students in terms of what to expect from the course. Again, this is in line with Bernstein's rule of regulative discourse which determines the conditions for social order, character, and manner, relations and identify within the ORF (classroom).
- ✓ Language and tonation used is presented as instructions, thus authoritative. This suggests strong framing (+F).

Required Textbook

1. Hisrich, Robert and Peters, Michael, Entrepreneuship, Starting, Developing and Managing a New Enterprise, Third Edition, R.d. Irwin, Chicago, 1995.

Other Literature

2. Nieman, Hough, Nieuwenhuizen, Entrepreneurship; a South African

Analysis:

Required Textbooks and other Literature

- ✓ In line with Bernstein's regulative discourse, these books give students further options to refer to in order to fully comprehend the content and complete assignments coherently.
- ✓ These assist students to assess their readiness for the course by guiding students from the onset about required texts.

Analysis of Learning Pathway:

- ✓ The current practice is that the topics to be covered throughout the semester or year are presented as a list without being broken down into weeks and/or dates showing when each topic will be covered and the appropriate time to be spent on each topic.
- ✓ If the topics are just listed there is nothing to prevent the instructor from overloading the students with information because no dates of when each topic will be covered affects the sequencing of the information relayed. The transmission of content cannot happen all at once so pacing is crucial as is progression which imply selection, sequencing and pacing rules.
- ✓ **Result:** Very strong Framing (++F)

TOPICS TO BE COVERED

1 – THE NATURE AND IMPORTANCE OF ENTREPRENEURSHIP

- History of entrepreneurship
- Definition of entrepreneurship
- The entrepreneurial decision process
- Role of entrepreneurship in economic development

N.B. This L2 outline does not refer to any e-learning activities at all in course outline. This is interpreted as very strong classification (++ C).

L3 Course Outline

Table 7-3 Sample of L3 Course outline & Analysis: Adapted for this study

University of Swaziland

Faculty of XXX

Department of XXX
Course outline 2013/2014

Course title: XXXCourse Code: 123

Lecturer: XYZ

Office NO. 000

Analysis:
Basic Information

- ✓ This basic course information is what Bernstein refers to as the regulative discourse and it outlines the expectations from the course. This is good practice **as it** determines the conditions for social order, character, and manner, relations and identity within learning space (ORF).

Prescribed Text book:
Bryman, A. Bell, E (2007) Business Research Methods. 2nd Edition. Oxford University Press, Capetown.

Recommended Reading Material
Bryman, A. (2004). Social Research Methods. 2nd ed. Oxford.

Analysis:
Both DE and FT are required to have this prescribed text. It is worth noting that the DE do not have a module as it is currently under development.

- ✓ These prescribed books reflected on the right give students further options to refer to in order to fully comprehend the content and complete assignments coherently.
- ✓ This is in line with Bernstein's regulative discourse which is a notion to help students assess readiness for the course by guiding the students from the onset of the course on references.

Analysis of Learning Pathway:

- ✓ Based on Bernstein's instructional discourse from the presentation of the listed topics to be covered signals framing is strong (++F). This is because the control of the teaching and learning in terms of selection, sequencing pacing of topics to be covered is stipulated solely by the instructor without any student input.

INTRODUCTION TO XYZ

- Overview of Research
- Why Study Research?
- The Value of Acquiring Research Skills
- What Must the Researcher Accomplish?
- How Scientific is Business Research?

Mark Allocations:

Test/Assignments	33%
Final Examination	67%
Total	100%

Students will be graded using the combination of course work and final examination.

Analysis of assessment:

- ✓ Strong Framing (++F) is revealed in that the submission dates are stipulated form the onset by the instructor.
- ✓ All assessment and evaluation decided by the instructor. No student input at all.
- ✓ Final examination is set by instructor according to dates stipulated by the UNISWA regulations.

N.B. This L3 outline does not refer to any e-learning activities at all in course outline. This is interpreted as very strong classification (++ C).

L4 Course Outline

Table 7-4 Sample of L4 Course Outline and Analysis

DEPARTMENT OFXXX
ACADEMIC YEAR 2011/12

COURSE TITLE: **XYZ**
COURSE CODE: **BA 222/777**
COURSE LECTURER: **X.X YYYYY**
OFFICE NUMBER: 000

Analysis of basic information:

- ✓ The basic informationreflected on the left hand-side is good practice. In this particular case thebasic courseinformation (course code, title target group etc) is necessary to prepare the students to identify thecourse as the accurate one enrolled for and registered for.
- ✓ This is in line with Bernstein's Regulative discourse rules (to avoid repetition see L1 comment).

Analysis of Learning Pathway:

- ✓ Based on Bernstein, this is the instructional discourse which questions to what extent the instructor has control of the teaching, learning and evaluation.
- ✓ The current practice is that the topics to be covered throughout the semester or year are presented as a list without being broken down into weeks and/or dates showing when each topic will be covered and the appropriate time to be spent on each topic.
- ✓ If the topics are just listed there is nothing to prevent the instructor from overloadingthe students with information because no dates of when each topic will be covered affects the sequencing of the information relayed. The transmission of content cannot happen all at once so pacing is crucial as is progression which imply selection, sequencing and pacing rules.
- ✓ Lack of these rules affect the learning, hence the conclusion that the way the outline is presented gives the impression that the traditional approach is applied.
- ✓ Plus, the outlines are prepared solely by the individual instructors without any input form the students.
- ✓ **Result:** This clearly emphasises very strong framing (++F).

INTRODUCING CONCEPTS OF SYSTEMS AND ORGANISATIONS

- System concepts
- Systems and their Environments
- Information systems and their Contribution to Business
- System approach to Problem- solving

DATA MANAGEMENT SYSTEMS

- FILE CONCEPT
- DATABASE CONCEPT
- DATABASE MANAGEMENT SYSTEMS

BASES FOR EVALUATION

Continuous Assessment:33%

Final Examination : 67%

Analysis of Assessment Strategy:

- ✓ Here Bernstein's third set of internal rules known as the criterial rules is applied.
- ✓ This rules assist the student to comprehend and apply what counts as legitimate or illegitimate knowledge that is available to be transmitted or acquired in a pedagogic relationship.
- ✓ **Result:** Here the practice is indicated as strongly framed (++ Framed) as they were compiled by the instructor without any input from the students at all and cannot be negotiated.

Analysis of the required and recommended texts:

- ✓ These gave students further options to refer to in order to fully comprehend the content and complete assignments coherently.
- ✓ This is in line with Bernstein's rule of regulative discourse and notion to help students assess readiness for the course by guiding the students from the onset of the course on references.

N.B. This L4 outline does not refer to any e-learning activities at all IN course outline. This is interpreted as very strong classification (++ C).

REQUIRED TEXT:

Management Information Systems by Robert Schulthesis and Mary Summer.

RECOMMENDED:

- ➢ Introduction to Information Systems by O'Brien
- ➢ Management Information Systems by Laudon and Laudon

Summary Analysis of Course Outlines

Table 7-3 Summary Analysis of Course Outlines

CATEGORIES	L1	L2	L3	L4
Basic Information	Explicitly spelt out. This is good practice in terms of Bernstein preparation for the course by both instructor and students.	Explicitly spelt out. This is good practice in terms of Bernstein preparation for the course by both instructor and students.	Explicitly spelt out. This is good practice in terms of Bernstein preparation for the course by both instructor and students.	Explicitly spelt out. This is good practice in terms of Bernstein preparation for the course by both instructor and students.
According to classification principle	**(++C)** The boundaries between e-learning and IDE traditional teaching approaches are very strong. Meaning there are no indicators of an e-learning approach in the course outlines and print module (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning.	**(++C)** The boundaries between e-learning and IDE traditional teaching approaches are very strong. Meaning there are no indicators of an e-learning approach in the course outlines and print module (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning.	**(++C)** The boundaries between e-learning and IDE traditional teaching approaches are very strong. Meaning there are no indicators of an e-learning approach in the course outlines and print module (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning.	**(++C)** The boundaries between e-learning and IDE traditional teaching approaches are very strong. Meaning there are no indicators of an e-learning approach in the course outlines and print module (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning.
Assessment and Evaluation (Dates: Submission of assignments, Tests and the Exam)	**++ F** Instructor always decides, stipulates evaluates student learning. Submission dates of assignments, tests and exam are all designed and marked by instructor).	**++ F** Instructor always decides, stipulates evaluates student learning. Submission dates of assignments, tests and exam are all designed and marked by instructor).	**++ F** Instructor always decides, stipulates evaluates student learning. Submission dates of assignments, tests and exam are all designed and marked by instructor).	**++ F** Instructor always decides, stipulates evaluates student learning. Submission dates of assignments, tests and exam are all designed and marked by instructor).
Course Description	**++ F** Course outline uses a theory of instruction directed and in authority over and/or to the acquirer .	**++F** Course outline and uses a theory of instruction directed and in authority over and/or to the	**N/A**[38]	**N/A**

[38] N/A in these analysis boxes indicate that the instructor did not include the specified element in his/her course outline

		acquirer.		
Prescribed Text and Recommended Readings	++ F -It is strongly framed in that the recommended readings are specified by the instructors without any input from the students.	++ F It is strongly framed in that the recommended readings are specified by the instructors without any input from the students.	++ F It is strongly framed in that the recommended readings are specified by the instructors without any input from the students.	++ F It is strongly framed in that the recommended readings are specified by the instructors without any input from the students.
Topics to be covered	**++ F** - All topics to be covered are listed in sequential order. -The fact that the current practice is that the topics to be covered throughout the semester or year being listed without being broken down into weeks and/or dates signals that Framing is ++ strong.	**++ F** - All topics to be covered are listed in sequential order. -The fact that the current practice is that the topics to be covered throughout the semester or year being listed without being broken down into weeks and/or dates signals that Framing is ++ strong.	**++ F** -All topics to be covered are listed in sequential order. -The fact that the current practice is that the topics to be covered throughout the semester or year being listed without being broken down into weeks and/or dates signals that Framing is ++ strong.	**++ F** -All topics to be covered are listed in sequential order. - The fact that the current practice is that the topics to be covered throughout the semester or year being listed without being broken down into weeks and/or dates signals that Framing is ++ strong.
How will Courses be taught, Duration of Course, Resources required and Class attendance	**++ F** L1 is the only instructor who included this basic information in his/her course outline. S/he uses a theory of instruction directed and in authority over and/or to the acquirer.	**N/A**	**N/A**	**N/A**

1. All four course outlines are very strongly classified (++C).Noneof them show any sign of the E-learning approach being integrated into them, despite the fact that one module has incorporated the e-learning aspect into it. (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning activities).

2. In terms of basic information, the outlines do adequately brief students on what the semester holds in terms of what they are expected to complete, when they will be expected to complete it, and how they will be evaluated. This is good practice as it corresponds with the notion that the basic information provided is the necessary regulative discourse recommended by Bernstein.

3. On the other hand, it's noted that with reference to the literature on course outlines, there are specific elements in the course policies missing in all course outlines, e.g., missed/late assignments, classroom, incivility/impoliteness, class participation, general strategies for time management, study skills, writing and note-taking. Also, statements on policy concerning academic dishonesty, accommodation for students with disabilities; and student absence for observation of public holidays are missing. This lack of a more detailed prerequisite is not good practice. After all, basic information is critical in that it should be explicitly spelt out when students are oriented or guided about the role of the teaching and learning process because it refers to the cognitive and socio-affective competences, thus suggesting some participation of the student. This is particularly important to a DE student who has less contact time when compared with the FT group and is the advised constructivist practice.

4. Based on Bernstein's regulative discourse, I perceive that these four course outlines emphasise the instructor's role as authoritarian as per traditional teaching and learning approach. In fact, the exclusion of the pre-requisites in these syllabi as highlighted in the previous section prevents the students from knowing from the onset the required preparation, knowledge, and skills for the course.

   The above-mentioned scenario suggests that the regulative discourse has been neglected. Meaning that the attitudes, conduct, behaviour and socio - effective competencies to be developed in the teaching and learning in the ORF is wanting, thus the outlines are Strongly Framed (+ F). However, it is noteworthy that this is not altogether bad practice because it correlates with Bernstein's (2000) theory through the regulative discourse which stresses the importance of orienting students at the beginning of the course about who instructor is and his/her role, expectations of student behaviour during class or what they will be taught.

5. Further evidence of very strong framing (++F) is detected by the mere fact that all four course outlines are received by the students at the beginning of the course, which is the start of each academic year. The prevailing practice is that instructors create the course outline and the students do not have any input at all. Because the course outlines were compiled by the individual instructors without any consultation with the students it places the control of the teaching and learning process in the hands of the instructor, thus resulting in Strong Framing (++ F). This is opposed to the recommended practice of Weak framing (-F***)*** whereby the control is in the hands of the students.

6. Very strong framing (++ F) is further witnessed by the fact that topics to be covered are listed in sequential order in all four course outlines. I refer and concur with literature which recommends that the instructors outline should present students with some sort of calendar or schedule that outlines what will happen each week or class period of the semester because this permits students to plan their time accordingly. None of the outlines had such schedules, thus the instructor solely decided what and how topics would be dealt with. So, the fact that topics were merely listed indicates that there was nothing to prevent the instructor from overloading the students with information because no dates of when each topic would be covered affected the sequencing of the information relayed. The transmission of content cannot happen all at once so pacing is crucial as is progression, which implies selection, sequencing and pacing rules. In fact, lack of these rules affects the learning, hence the conclusion that the four outlines presented gave the impression that the traditional approach was applied.

7. L1 and L2 had incorporated learning outcomes but L4 had not. Writing effective learning outcome statements, could forecast the instructors destination for the 'students (Boye, n.d, p.4), so they are critical in any outline. Those outlines which have omitted the outcomes are disadvantageous for the students in terms of knowing what is entailed in the course. Also, with reference to the theoretical framework, the learning outcomes listed in each course outline needed to also state what level of understanding was required, which could be aligned with the teaching methods in order to realise the outcomes.

8. Further evidence of very strong framing (++ F) in terms of the instructional rules/discourse was that the instructors assessment was stipulated by the University policy which instructors are

expected to adhere to. Each course outline uses a theory of instruction directed and in authority over and/or to the transmitter who tells, informs, and explains all content and topics. This also applies to all assignment and deadlines which are set by the instructor. The assessment is explicit and specific in order to enable the acquirer to understand what counts as legitimate or illegitimate pedagogic communication. In this instance, all assessments appeared to tally with the learning objectives of each course.

Synthesis on Course Outlines

From reviewing the actual practice (chapter 5) and pedagogic device, such as the course outline, (which are created for both DE and FT groups), the results suggest that the quality of each outline is quite high (notwithstanding a few deviations in the presentation of text in each). They are well-thought out and include the relevant topics. Any differences are in the depth of detail but the critical elements are captured adequately in the specific outlines.Conversely, a significant result revealed that they were Very Strongly Framed (++ F). Where the *strong framing* occurred indicated that the pedagogic practice was visible.

Based on Bernstein, I argue that allthe course outlines were very strongly classified (++ C). This suggests the control is by instructor and there is no integration of e-learning aspect in the course outlines. This may or may not lead to the non-realisation of the required change of pedagogy when the case-study instructors incorporated a newer technology into the traditional modalities. This was evident predominantly in the course outlines whereby there is no reflection of e-learning activities being incorporated (be it at conceptual, construction or dialogue level).

From the literature review, I gathered relevant information and used it in the next section to assess TheIDE modules used or written by the four case-study instructors, and I present the results next.

Presentation and Findings on Print Modules and Prescribed Text

In order to avoid repetition, I combined L2 and L4 modules when I analysed them because of their identical content presentation. I then analysed L1 module exclusively because the content was

structured and presented differently. L3 uses a prescribed text as opposed to a module (which is currently under development) and his/her text is analysed separately as well. The following results emanated from the analysis conducted on L1, L2 and L4 SIMs respectively as well as L3's prescribed text.

Analyses of L1 Print Module

This particular print module, authored by L1, is the main instructor and helps the students to conceptualise, by allowing the students an opportunity to construct new knowledge and build skills simultaneously. I outlined the recontextualisation (transmission) of content through L1's print module and extracted samples (shown below) extracted from the print module. It is a blended e-learning module (used ONLY by the DE group). As mentioned in the online activities are plenty in the module and are therefore discussed verbally in class.

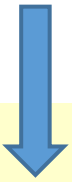
Samples extracted from L1 Print Module are found on the next page.

Table 7-4 (a) 1 Sample and Analysis of L1 Module Overview in Print SIM

SAMPLE 1 ((derived from L1 print SIM)

Excerpt taken from the module overview

> *"The units also contain self-assessment activities or in- text questions to help you grasp and measure your own understanding of the concepts presented. Most important to note is that this is a Blended e-Learning module – meaning we use face-to-face, print and Moodle (online) for most of our activities and information sharing…"*



ANALYSIS:

- ✓ Bernstein's notion of regulative discourse ruleshas been applied in this module. I say this because the course introduction in the module includes information about the instructor, a course overview, course goals and aims, a listing of any textbooks or ancillary learning materials that will be needed, and information about assignments, examinations, and grading. This information is an ice breaker and concurrently prepares the students what to expect from the course.
- ✓ With reference to the above, weak classification (- - C) is noted from the onset of this module whereby the author (who is the instructor) immediately alerts the students about the e-learning aspect included in the module. The boundaries between e-learning and IDE traditional teaching approaches are very weak. E.g. In written format students are referred to LMS Moodle to chat/discuss on the forum, do activities in groups or peers online, submit assignments via online and quizzes and assignments are done and graded online.
- ✓ Moreover**, t**he language used in the L1 module is inclusive as it uses the active voice extensively such as personal pronouns such as *'you', 'we'* etc. Thus, the language is user friendly and can be described as weak classification (-C) in this regard.
- ✓ Interestingly, with regards to the instructional discourse,strong framing (+F) is revealed in that instructor selects, sequences and paces and evaluates the content. An example of this is observed below:

> *"Of particular note is that the online activities are marked and graded to contribute to your continuous assessment. This means you have no choice but to work online."*

SAMPLE 2(derived from L1 print SIM)

HOW THIS MODULE IS STRUCTURED

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Units.

We strongly recommend that you read the overview *carefully*before starting your study.

The course content

The course is broken down into units. Each unit comprises:

- An introduction to the unit content.
- Unit outcomes.
- New terminology.
- Core content of the unit with a variety of learning activities.
- A unit summary.
- Assignments and/or assessments, as applicable.

Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module these may be books, articles or web sites.

Your comments

After completing the Curriculum Studies in XXX course (IDE-ABC 887), we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course.

ANALYSIS:

- ✓ Here the author who is also the instructor provides relevant information acquirers (students) need from the onset of the course.
- ✓ This is in-line with Bernstein's (Regulative Discourse) as expectations about conduct, character, and manner in the SIM' module. This helps prepare the student of the expectations from them and distinguish between the roles of instructor and student.
- ✓ Weak framing (- F) is seen in this module overview. Evidence is displayed in the fact that these are welcoming notes which entail a module overview, study tips, time frames, module outcomes, assessment criteria and, advance organiser's.
- ✓ Acquirers are involved and not only prepared for the course but their input/comments are invited about the course module. This indicates instructor is weakening his/her control and is willing to consider students opinions. Plus, it signals the willingness to engage and prompt the two way communication as per social constructivism.

Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

SAMPLE 3(derived from L1 print SIM)

Unit 1

Professional Input in xxx Education

Introduction

Welcome to Unit One of the level IV module. In this unit you are expected to reflect on your past teaching practice experiences. This will help you to make a critical analysis of what works and what needs to be improved in the schools with regards to the teaching of XXX Education. It is hoped that this mental engagement will help you when you join the teaching profession to do things 'better'. The unit also introduces you to critical persons and organizations responsible for the teaching of XX in the schools. These are sources of help for you as you teach the subject. Finally, the unit helps you to reflect on professional qualities of an 'ideal' XX teacher as a way of highlighting 'expectations' or 'demands' of the subject from effective XX teachers. This will be discussed together with realistic challenges facing the RE teacher in the Swaziland schools and how these could be overcome.

Analysis:

- ✓ In terms of instructional discourse I found that this was achieved in this (L1) module which states the outcomes of unit at the beginning of each unit.
- ✓ This module signals weak framing (-F). Evidence of this is provided next:

1. Sometimes author refers acquirers (students) to Moodle by telling them to go review content there.
2. In the introduction of the unit the print module orients or guides the role of the teaching and learning process. It refers to the cognitive and socio-affective competences, thus suggesting someinvolvement of the students.

Table 7-4(3)Sample and Analysis of L1 assessment via activities in Print SIM

SAMPLE 4 (a) - derived from L1 print SIM

Spend at least 15 minutes in this activity
Activity 1.1



Read the extract entitled 'The value of teaching practice' attached in Appendix A. In the online discussion forum post your views and read your colleagues views. Summarise in your own words why teaching practice is an important aspect of teacher training in the space provided:



This will earn you a total of 5 marks towards your continuous assessment

Result:

- ✓ **Weak Framing (-Framing)**
- ✓ L1 seeks opinions from the students via the activities which are embedded within the text which often refer them to access and complete on the Moodle site. These activities are varied (groups work discussion, etc)
- ✓ The activities within this print module consider the higher degree or involvement like the use of project/research work, hands on activities.
- ✓ Generally the activities in the module are varied and collaborative. Thus the pedagogic practice here is invisible and implicit to a large extent.

Analysis:
Weak Framing (- F) is demonstrated in the fact that:

- ✓ There is always a variety of activities within the text, such as reflective, group work, discussion activities which instil the desired skills for active learning when using e-learning.
- ✓ Students are often involved in the teaching and learning through activities in the module.
- ✓ Discussions, group-work, reflective exercises are plenty. Thus peer/collaborative work is in abundance and opportunity to build new knowledge exists.
- ✓ The print module considers the higher degree or involvement such as research work, hands on activities and this is flagged from the onset of the module.
- ✓ The above is in line with Bernstein and Social constructivism in that the students are informed thus prepared from the onset and know what to expect from the course and how marks will be allocated
- ✓ In terms of the instructional Discourse the activities indicate weak framing (-framing) because the activities are directed to DE students who are expected to study alone and can therefore use and reflect on what they have learnt up to that particular point. Thus, the student can revise the content, by selecting what they feel they need to revise and pace him or herself.
- ✓ Assignments are submitted via online as are discussions on the chat forum encouraged. Thus, the pedagogic is weakened thus confirming L1 practice is weak framing (- F).

SAMPLE 4 (b) -derived from L1 printSIM

Assignments



Assignments

There shall be a minimum of 3 tutor-marked assignments for this course. There shall be due dates set during the lecture periods
All assignments shall be submitted to the course lecturer on or before the due date agreed upon.

Normally each of the three assignments shall be given after completion of a relevant content, for example, at the end of a unit



Assessments

The content of the course is taught mainly through activities, both in the module and online, some of which are marked and contribute to your continuous assessment.
There are self-assessment activities at the end of each unit.
The assessments vary in length and demand
You will be directed as to due dates for these assessments.



ANALYSIS:
From reviewing the above mentioned excerpt (Sample 5) I concluded that the assessment is very strong framing (++F).This is revealed by the fact that in terms of the instructional relations, specifically the evaluation, the instructor through the print module always evaluates student learning (assignments and deadlines clearly stipulated by the author and how to test it). Furthermore, activities and submission dates are predominantly selected, sequenced, paced and evaluated only by the instructor who occasionally (rarely) negotiates possible submission with the students during the F2F contact sessions.

Table 7-4 (4) Sample and Analysis of L1 assessment via Assignment and Assessment Activities in Print SIM

SAMPLE 4 (C) - derived from L1 print SIM

ASSESSMENT



Assessment

Self-assessment Activity (SAQ's)

1. In your own words how would you explain to a 'pre-service teacher' the importance of the teaching practice component for his/her training.
2. What qualities does a professional RE teacher need to possess for better teaching of the subject?
3. What sources of help would you recommend to a 'novice' RE teacher who has just joined your department?



ANALYSIS

- ✓ The SAQ's are derived from all the content learnt in the individual unit. Plus, they test the content of the whole unit and are usually placed at the very end of the unit.
- ✓ It can be described as weak framing (–F) because the print module does consider the higher degree or involvement (e.g. project/research work, hands on activities etc). The information required at this last stage needs critical thinking whereby students should be competent enough to do because all the activities preceding these and were mostly done online and discussed during face-to-face contact sessions and through the activities given.

Overall Analysis of L1 Print Module

L1's module reveals weak framing (-F).This means that the practice demonstrated here tallies with the recommended constructivist practice and for DE students. On the other hand, I find it interesting that Bernstein's (2000) 'framing principle' reveals that an element of very strong framing (++ F) can exist where the practice is predominantly weak framing (-F). The realisation of the importance of strong framing (+F) in the print modules as compared with the F2F and e-learning sessions became even more apparent to me through this research project. My interpretation of

Bernstein, is that he submits that instructors must be prepared before class by producing visible outcomes, such as; selecting relevant content, sequencing the content so it is delivered in a manner that enables content to be covered in a logical way and pace the information to be relayed during the one lecture. This assertion is critical in the module because it is the DE students who rely heavily on it as it substitutes the instructor and their physical presence in the classroom. Furthermore, this idea presented by Bernstein corroborates and corresponds with the constructivist view which supports a structured learning environment to ensure that effective learning occurs. This justifies L1 practice signalled especially in the assessment whereby strong framing(++F) is witnessed.

Sample of L2 and L4 Print Modules

When analysing L2 and L4 modules, I display excerpts from one of the two because all findings are identical and applicable to both print modules.

Table 7-4 (b) Sample and Analysis of L2 and L4 SIMs

L2 and L4MODULE

MODULE OVERVIEW

The course XXX will be covered in two modules,
IDE-BA XXX – 1 and IDE-BA XXX – 2

This is the first module on XXX(IDE-BA 444-1).
This module comprise of nine units.
I would encourage you to read this module thoroughly because it is a prerequisite for XXX
(IDE-BA 444 – 2).

ANALYSIS

A module overview does exist. As per Bernstein's regulative discourse it has the basic information required. However, it is brief and vague and may be difficult for the DE Student to comprehend the expectaions, navigate their way around the modules and connect to the content when reading alone.

INTRODUCTION

This is the first unit of our module on XXX IDE-BA 111-1. In this unit, we are going to define entrepreneurship, describe the entrepreneurial decision process, identify and describe the types of start-ups, discuss the role of entrepreneurship in economic development, describe entrepreneurial careers and education, and discuss the future of entrepreneurship, and define small business. We will the look at the advantages and the disadvantage of small businesses.

ANALYSIS

1. Very strong classification (++C). The two modules have not integrated any aspect of e-learning at all into the module.
2. Pacing: Author always decides when to move to the next topic or when to write a test. Thus, strongly framed (+F).
3. Evaluation: Author always evaluates student learning (assignments and deadlines clearly stipulated by the author and how to test it). Therefore, it is strong framing (+F).

ENTREPRENEURSHIP DEFINITION?

Entrepreneurship is defined as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich, R.D. et al.2005).

This definition stresses for basic aspects of being an entrepreneur regardless of the field.

First, entrepreneurship involves the creation process-creating something new of value. The creation has to have value to the entrepreneur and value to the audience for which it is developed. Second, entrepreneurship requires devotion of the necessary time and effort to create something new and make it operational. Assuming the necessary risk is the third aspect of entrepreneurship. The most important of these rewards is independence, followed by personal satisfaction.

Exercise 1.1

Can you think of other advantages of a small business?

1.11 SUMMARY

This brings us to the end of the unit. You will recall that in this unit we first defined small business. We said a small business is one that has 4 -10 employees, with assets between E50 001 to E2 million and a turnover of E600 000. We then looked at the advantages of small businesses. We said advantages of small businesses include better financial performance, innovation, dependence of big businesses on small businesses, and creation of jobs.

REVIEW QUESTIONS

1.Define a small business

2.What are the advantages of a small business?

3.Discuss the disadvantages of a small business.

ANALYSIS:

Very strong (++ F)

- ✓ Instructional Discourse - Text is too dense, thus detailed and bulky in size. Hence the module being produced in two parts.

Strong Framing (+ F)

- ✓ Despite the use of active voice like 'you and 'we', the tonation is formal.
- ✓ Sometimes/occasionally author includes the words like 'you' and 'we' which make the tone inclusive to the students.

Strong Framing (+ F)

- ✓ Criterial Rule - Sometimes instructor solicits opinions from the students via the embedded activities and Self- assessment activities (SAQ's). Thus creating some limited two-way communication.
- ✓ The actual questions compiled are recall type questions. Critical thinking skills may not be developed.
- ✓ Sometimes author(s) allows student input by creating activities which invite input from them. This is achieved by him/her creating spaces in module for answers to be written there or making activities reflective.
- ✓ In terms of instructional discourse very strong framing (+ F)is displayed through:

1. Author always selects and directs the content.
2. Sequencing: Author always decides on the sequence of the content.

Overall Analysis on L2 and L4 Module

In terms of the Classification principle it was noted that L2 and L4 modules are strongly classified (++ C) because in both modules the boundaries between e-learning and IDE traditional teaching approaches are very strong and there are no indicators of an e-learning approach in these two print modules (e.g., no mention of e-learning, no referral to e-learning content via relevant links or e-learning activities).

Both modules (L2 and L4) are structured the same (despite the different content/subject matter). Each was authored based on the traditional approach, thus strongly classified and framed (+C/F). Also from reviewing the modules, their practice resembled the 'traditional objectivist' approach and I did an in-depth content analysis which entailed me identifying topics and/or tasks. I emulated a distance education instructor who breaks down the content into small chunks, analyses it, and identifies the major issues (Vrasidas, 2011).

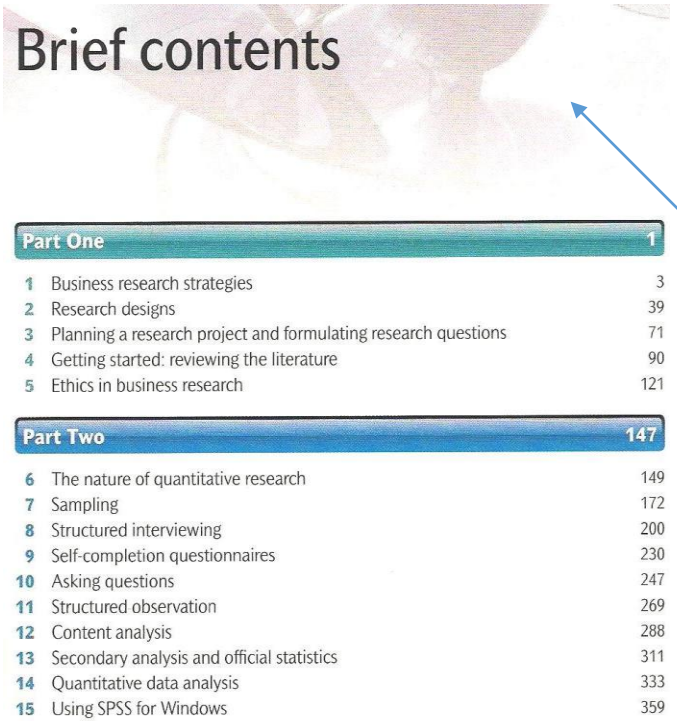
Based on the framing principle, in the two modules I observed that while the within-text activities existed and enabled students to pause and reflect on what they had learnt in the specific section of the module, there was no indication of when or how the activities would be discussed or submitted. This made the student unsure if it is of any value to do the activities, especially since no grade was allocated to it. Consequently, this again is translated as very strong framing (++F).Furthermore, whileanalysing the modules, a pattern emerged; i.e., the tonation in L2, L4 and L1 modules was interactive and inclusive in that they used the pronouns 'we' and 'you', which made the language interactive, thus adhering to the constructivist and DE approach. The language becomes an access device which also makes the module user friendly, thus easier to follow content and entice the students to engage in the text as they would be expected to do in a F2F class.

Still, it's striking that there was a difference in the levels of the use of the interactive and inclusive tonation in the three modules. L1 module was significantly more interactive as there were various online activities integrated into the print module. As I analysed the modules I applied the indicators in the analytic categories created and developed from Bernstein's theory, which subsequently resulted in my concluding that all but one(L1's) print modules primarily leaned towards the

traditional pedagogy approach, thus strong classification and framing (+C/F), which is a form of visible pedagogic practice.

Samples taken from L3 Prescribed text

Table 7-4 (c) Sample and Analysis of Lecturer 3 prescribed text (Bryman & Bell, 2011)



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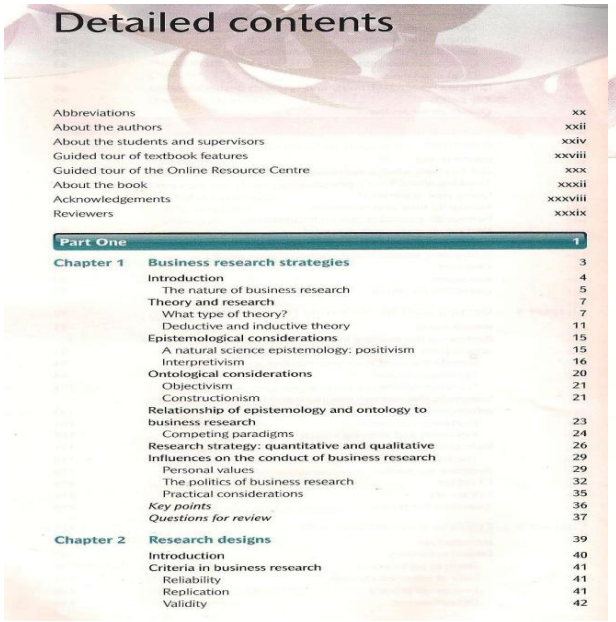
Preliminary Pages

-The preliminary pages reflected on the left hand-side and below tally with Bernstein's regulative discourse. This is because it prepares students what is in the prescribed text in terms of content and topics to be covered and how the book is structured e.g. about the book and details of the content.

- The presentation of the text also suggests strong framing (+ F) in that the topics are listed beforehand (selection and sequencing done by authors).



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Part One 1

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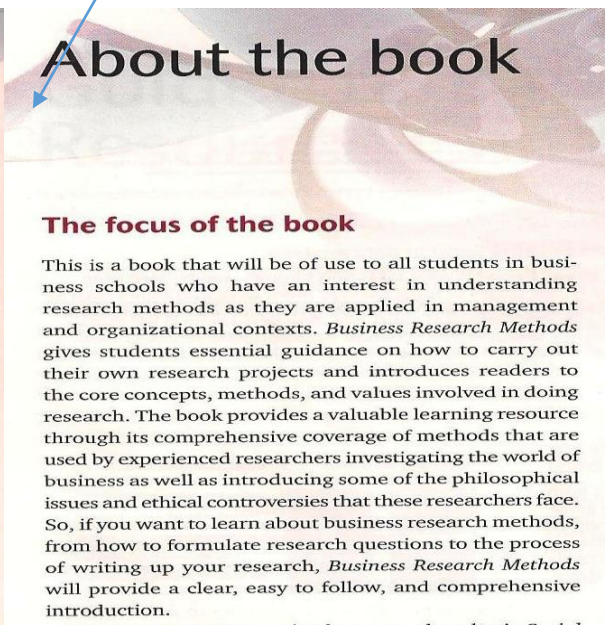


About the book

The focus of the book

This is a book that will be of use to all students in business schools who have an interest in understanding research methods as they are applied in management and organizational contexts. *Business Research Methods* gives students essential guidance on how to carry out their own research projects and introduces readers to the core concepts, methods, and values involved in doing research. The book provides a valuable learning resource through its comprehensive coverage of methods that are used by experienced researchers investigating the world of business as well as introducing some of the philosophical issues and ethical controversies that these researchers face. So, if you want to learn about business research methods, from how to formulate research questions to the process of writing up your research, *Business Research Methods* will provide a clear, easy to follow, and comprehensive introduction.

Preliminary Pages-Still in correspondence with Bernstein's regulative discourse, this book has visuals in the form of various icons which enables accessibility to the text and concurrently explains how the content is presented throughout the book. This is good practice when learning via print because the student then becomes familiar with the layout and finds studying the content easier because it then becomes easier to follow.

-The preliminary pages reflected on the left hand-side and below tally with Bernstein's regulative discourse. This is because it prepares students what is in the prescribed text in terms of content and topics to be covered and how the book is structured e.g. about the book and details of the content.

- The presentation of the text also suggests Strong Framing (+ F*)* in that the topics are listed beforehand (selection and sequencing done by authors).



Guided tour of textbook features

Research in focus boxes

It is often said that the three most important features to look for when buying a house are location, location, location. A parallel for the teaching of research methods is examples, examples, examples! Research in focus boxes are designed to provide a sense of place for the theories and concepts being discussed in the chapter text, by providing real examples of published research.

Research in focus 3.2
Developing research questions

Chapter guide

Each chapter opens with a chapter guide that provides a route map through the chapter material and summarizes the goals of each chapter, so that you know what you can expect to learn as you move through the text.

Chapter guide

Key concept boxes

The world of research methods has its own language. To help you build your research vocabulary, key terms and ideas have been defined in key concept boxes that are designed to advance your understanding of the field and help you to apply your new learning to new research situations.

Key concept 4.2
What is a systematic review?

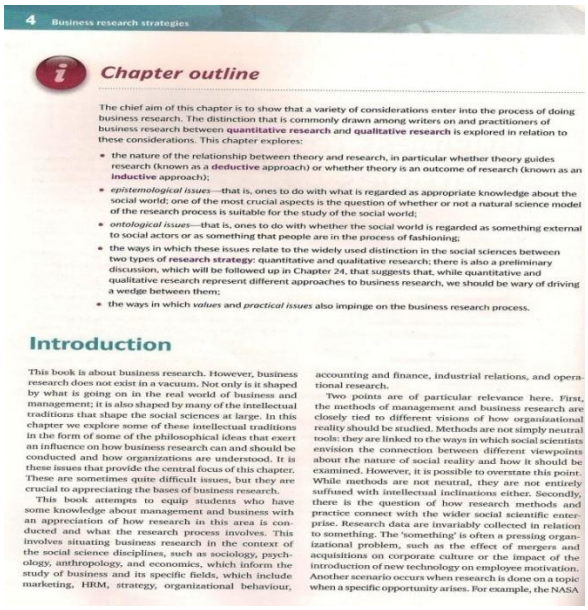
Telling it like it is boxes

We have called these boxes 'telling it like it is' because they provide you with insights based on personal experience rather than abstract knowledge. Many of these insights are based on interviews with real research students and business school supervisors and lecturers from business schools around the UK. In this way we hope to represent both sides of the supervision relationship, including the problems faced by students and how they are helped to overcome them and the advice that supervisor can provide. These boxes will help you to anticipate and resolve research challenges as you move through your dissertation or project.

Telling it like it is
Finding time to do a research project

Unit Structure

-As per print practice, each unit has the chapter or unit outcomes are explicitly spelt out at the beginning before any teaching and learning takes place.
- The above can be considered as Strong Framing (+ F) which as mentioned in the theoretical framework chapter is what the constructivist considers as structuring the learning.
- Similarly, each unit has an introduction to content contained in the respective units and this is also considered as structuring the learning and aligns with Bernstein's regulative discourse.



4 Business research strategies

Chapter outline

The chief aim of this chapter is to show that a variety of considerations enter into the process of doing business research. The distinction that is commonly drawn among writers on and practitioners of business research between **quantitative research** and **qualitative research** is explored in relation to these considerations. This chapter explores:

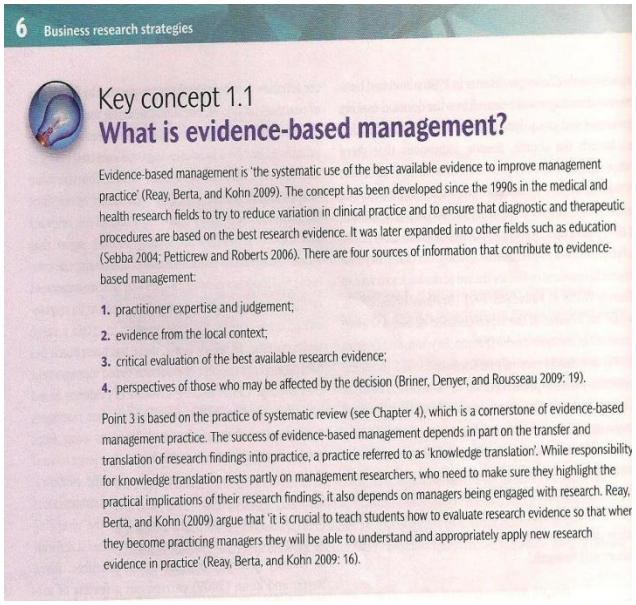
- the nature of the relationship between theory and research, in particular whether theory guides research (known as a **deductive** approach) or whether theory is an outcome of research (known as an **inductive** approach);
- *epistemological issues*—that is, ones to do with what is regarded as appropriate knowledge about the social world; one of the most crucial aspects is the question of whether or not a natural science model of the research process is suitable for the study of the social world;
- *ontological issues*—that is, ones to do with whether the social world is regarded as something external to social actors or as something that people are in the process of fashioning;
- the ways in which these issues relate to the widely used distinction in the social sciences between two types of **research strategy**: quantitative and qualitative research; there is also a preliminary discussion, which will be followed up in Chapter 24, that suggests that, while quantitative and qualitative research represent different approaches to business research, we should be wary of driving a wedge between them;
- the ways in which *values* and *practical issues* also impinge on the business research process.

Introduction

This book is about business research. However, business research does not exist in a vacuum. Not only is it shaped by what is going on in the real world of business and management; it is also shaped by many of the intellectual traditions that shape the social sciences at large. In this chapter we explore some of these intellectual traditions in the form of some of the philosophical ideas that exert an influence on how business research can and should be conducted and how organizations are understood. It is these issues that provide the central focus of this chapter. These are sometimes quite difficult issues, but they are crucial to appreciating the bases of business research.

This book attempts to equip students who have some knowledge about management and business with an appreciation of how research in this area is conducted and what the research process involves. This involves situating business research in the context of the social science disciplines, such as sociology, psychology, anthropology, and economics, which inform the study of business and its specific fields, which include marketing, HRM, strategy, organizational behaviour, accounting and finance, industrial relations, and operational research.

Two points are of particular relevance here. First, the methods of management and business research are closely tied to different visions of how organizational reality should be studied. Methods are not simply neutral tools: they are linked to the ways in which social scientists envision the connection between different viewpoints about the nature of social reality and how it should be examined. However, it is possible to overstate this point. While methods are not neutral, they are not entirely suffused with intellectual inclinations either. Secondly, there is the question of how research methods and practice connect with the wider social scientific enterprise. Research data are invariably collected in relation to something. The 'something' is often a pressing organizational problem, such as the effect of mergers and acquisitions on corporate culture or the impact of the introduction of new technology on employee motivation. Another scenario occurs when research is done on a topic when a specific opportunity arises. For example, the NASA



6 Business research strategies

Key concept 1.1

What is evidence-based management?

Evidence-based management is 'the systematic use of the best available evidence to improve management practice' (Reay, Berta, and Kohn 2009). The concept has been developed since the 1990s in the medical and health research fields to try to reduce variation in clinical practice and to ensure that diagnostic and therapeutic procedures are based on the best research evidence. It was later expanded into other fields such as education (Sebba 2004; Petticrew and Roberts 2006). There are four sources of information that contribute to evidence-based management:

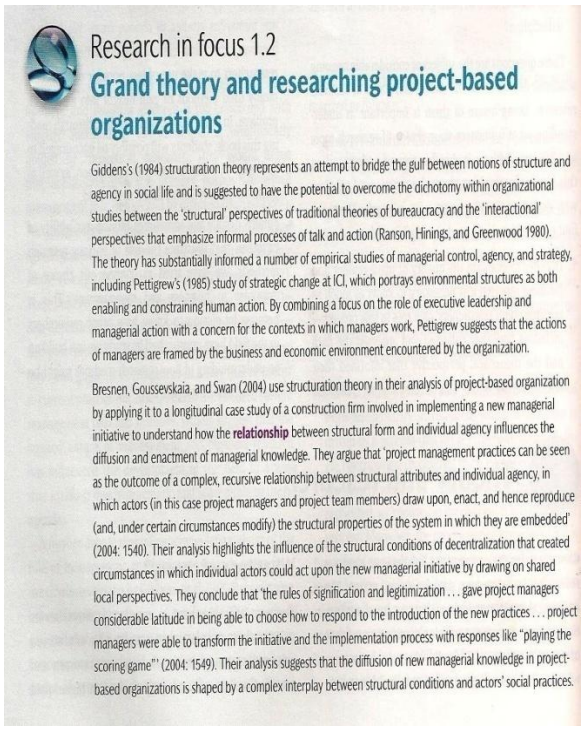
1. practitioner expertise and judgement;
2. evidence from the local context;
3. critical evaluation of the best available research evidence;
4. perspectives of those who may be affected by the decision (Briner, Denyer, and Rousseau 2009: 19).

Point 3 is based on the practice of systematic review (see Chapter 4), which is a cornerstone of evidence-based management practice. The success of evidence-based management depends in part on the transfer and translation of research findings into practice, a practice referred to as 'knowledge translation'. While responsibility for knowledge translation rests partly on management researchers, who need to make sure they highlight the practical implications of their research findings, it also depends on managers being engaged with research. Reay, Berta, and Kohn (2009) argue that 'it is crucial to teach students how to evaluate research evidence so that when they become practicing managers they will be able to understand and appropriately apply new research evidence in practice' (Reay, Berta, and Kohn 2009: 16).

Analysis:

-In between the text there are boxed and coloured information which is being flagged thus drawing the attention of the student to its importance.

-There is an element of Weak Classification (-C) in that the online aspect is incorporated in each of the chapters as seen the book. This is achieved by author referring both students and instructors to other related resources on line as shown in the boxed content titled 'Telling it like it is.'

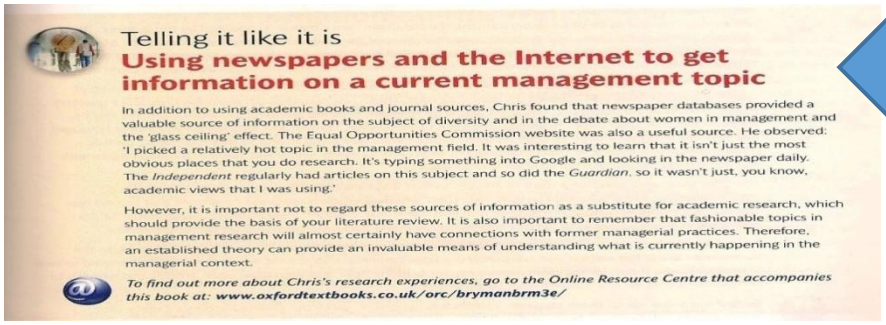


Research in focus 1.2

Grand theory and researching project-based organizations

Giddens's (1984) structuration theory represents an attempt to bridge the gulf between notions of structure and agency in social life and is suggested to have the potential to overcome the dichotomy within organizational studies between the 'structural' perspectives of traditional theories of bureaucracy and the 'interactional' perspectives that emphasize informal processes of talk and action (Ranson, Hinings, and Greenwood 1980). The theory has substantially informed a number of empirical studies of managerial control, agency, and strategy, including Pettigrew's (1985) study of strategic change at ICI, which portrays environmental structures as both enabling and constraining human action. By combining a focus on the role of executive leadership and managerial action with a concern for the contexts in which managers work, Pettigrew suggests that the actions of managers are framed by the business and economic environment encountered by the organization.

Bresnen, Goussevskaia, and Swan (2004) use structuration theory in their analysis of project-based organization by applying it to a longitudinal case study of a construction firm involved in implementing a new managerial initiative to understand how the **relationship** between structural form and individual agency influences the diffusion and enactment of managerial knowledge. They argue that 'project management practices can be seen as the outcome of a complex, recursive relationship between structural attributes and individual agency, in which actors (in this case project managers and project team members) draw upon, enact, and hence reproduce (and, under certain circumstances modify) the structural properties of the system in which they are embedded' (2004: 1540). Their analysis highlights the influence of the structural conditions of decentralization that created circumstances in which individual actors could act upon the new managerial initiative by drawing on shared local perspectives. They conclude that 'the rules of signification and legitimization . . . gave project managers considerable latitude in being able to choose how to respond to the introduction of the new practices . . . project managers were able to transform the initiative and the implementation process with responses like "playing the scoring game"' (2004: 1549). Their analysis suggests that the diffusion of new managerial knowledge in project-based organizations is shaped by a complex interplay between structural conditions and actors' social practices.



Telling it like it is

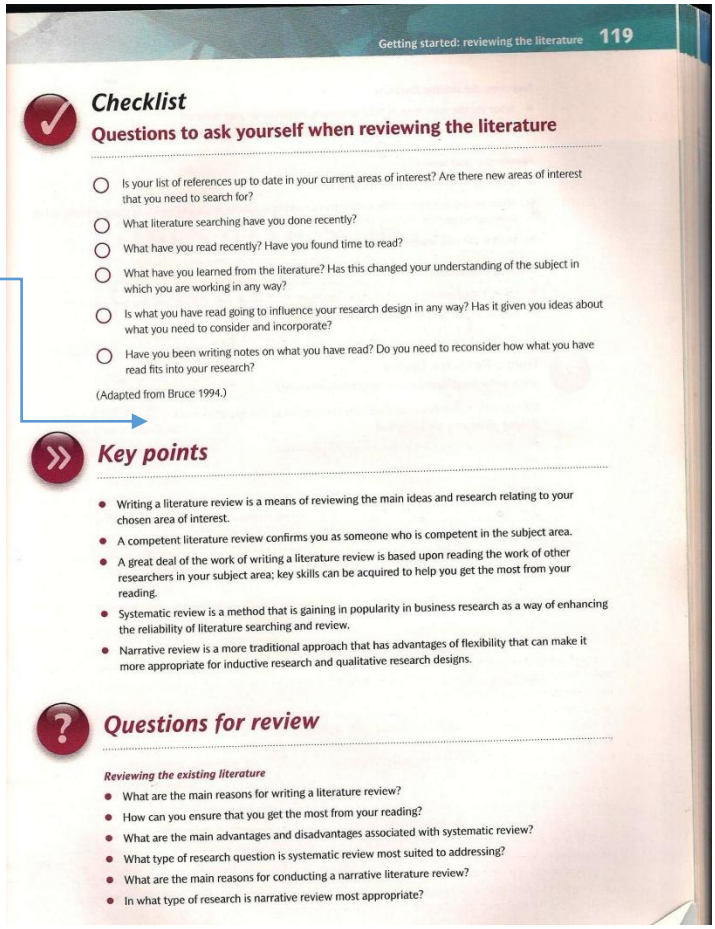
Using newspapers and the Internet to get information on a current management topic

In addition to using academic books and journal sources, Chris found that newspaper databases provided a valuable source of information on the subject of diversity and in the debate about women in management and the 'glass ceiling' effect. The Equal Opportunities Commission website was also a useful source. He observed: 'I picked a relatively hot topic in the management field. It was interesting to learn that it isn't just the most obvious places that you do research. It's typing something into Google and looking in the newspaper daily. The *Independent* regularly had articles on this subject and so did the *Guardian*, so it wasn't just, you know, academic views that I was using.'

However, it is important not to regard these sources of information as a substitute for academic research, which should provide the basis of your literature review. It is also important to remember that fashionable topics in management research will almost certainly have connections with former managerial practices. Therefore, an established theory can provide an invaluable means of understanding what is currently happening in the managerial context.

To find out more about Chris's research experiences, go to the Online Resource Centre that accompanies this book at: ***www.oxfordtextbooks.co.uk/orc/brymanbrm3e/***

Analysis:-At the end of each unit respectively there useful subheadings, such as 'Checklist' which enables the student to reflect on what has been taught. Similarly the subheading Key points achieves the same aim and the 'Questions for Review' acts as an assessment exercise at the end of the unit. This can be compared with the Self -assessment questions which the IDE module usually includes. These can be done by the students individually or independently and are sometimes (not always) graded by the instructor. This suggests structure and the activities indicate the desired critical thinking skills as per constructivist approach promotes.
- Below the language used in 'Review' at the back of the book suggests a inclusive user friendly text. Even though the use of pronouns such as 'you' we etc. are not used as per DE material, the language is accessible. Thus suitable for both FT and DE groups. The book also includes numerous visuals accompanying the text which makes the content accessible and easier to comprehend for students who learn better through visuals.



Checklist

Questions to ask yourself when reviewing the literature

- ○ Is your list of references up to date in your current areas of interest? Are there new areas of interest that you need to search for?
- ○ What literature searching have you done recently?
- ○ What have you read recently? Have you found time to read?
- ○ What have you learned from the literature? Has this changed your understanding of the subject in which you are working in any way?
- ○ Is what you have read going to influence your research design in any way? Has it given you ideas about what you need to consider and incorporate?
- ○ Have you been writing notes on what you have read? Do you need to reconsider how what you have read fits into your research?

(Adapted from Bruce 1994.)

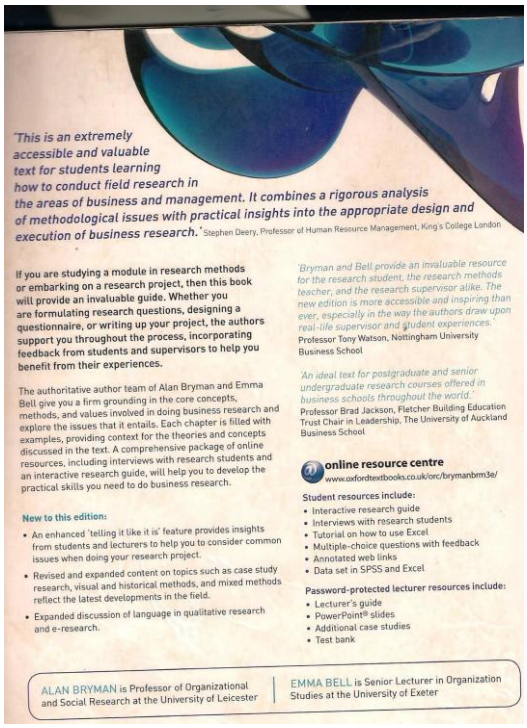
Key points

- Writing a literature review is a means of reviewing the main ideas and research relating to your chosen area of interest.
- A competent literature review confirms you as someone who is competent in the subject area.
- A great deal of the work of writing a literature review is based upon reading the work of other researchers in your subject area; key skills can be acquired to help you get the most from your reading.
- Systematic review is a method that is gaining in popularity in business research as a way of enhancing the reliability of literature searching and review.
- Narrative review is a more traditional approach that has advantages of flexibility that can make it more appropriate for inductive research and qualitative research designs.

Questions for review

Reviewing the existing literature

- What are the main reasons for writing a literature review?
- How can you ensure that you get the most from your reading?
- What are the main advantages and disadvantages associated with systematic review?
- What type of research question is systematic review most suited to addressing?
- What are the main reasons for conducting a narrative literature review?
- In what type of research is narrative review most appropriate?



'This is an extremely accessible and valuable text for students learning how to conduct field research in the areas of business and management. It combines a rigorous analysis of methodological issues with practical insights into the appropriate design and execution of business research.' Stephen Deery, Professor of Human Resource Management, King's College London

If you are studying a module in research methods or embarking on a research project, then this book will provide an invaluable guide. Whether you are formulating research questions, designing a questionnaire, or writing up your project, the authors support you throughout the process, incorporating feedback from students and supervisors to help you benefit from their experiences.

The authoritative author team of Alan Bryman and Emma Bell give you a firm grounding in the core concepts, methods, and values involved in doing business research and explore the issues that it entails. Each chapter is filled with examples, providing context for the theories and concepts discussed in the text. A comprehensive package of online resources, including interviews with research students and an interactive research guide, will help you to develop the practical skills you need to do business research.

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- An enhanced 'telling it like it is' feature provides insights from students and lecturers to help you to consider common issues when doing your research project.
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Professor Tony Watson, Nottingham University Business School

'An ideal text for postgraduate and senior undergraduate research courses offered in business schools throughout the world.'
Professor Brad Jackson, Fletcher Building Education Trust Chair in Leadership, The University of Auckland Business School

online resource centre
www.oxfordtextbooks.co.uk/orc/brymanbrm3e/

Student resources include:

- Interactive research guide
- Interviews with research students
- Tutorial on how to use Excel
- Multiple-choice questions with feedback
- Annotated web links
- Data set in SPSS and Excel

Password-protected lecturer resources include:

- Lecturer's guide
- PowerPoint® slides
- Additional case studies
- Test bank

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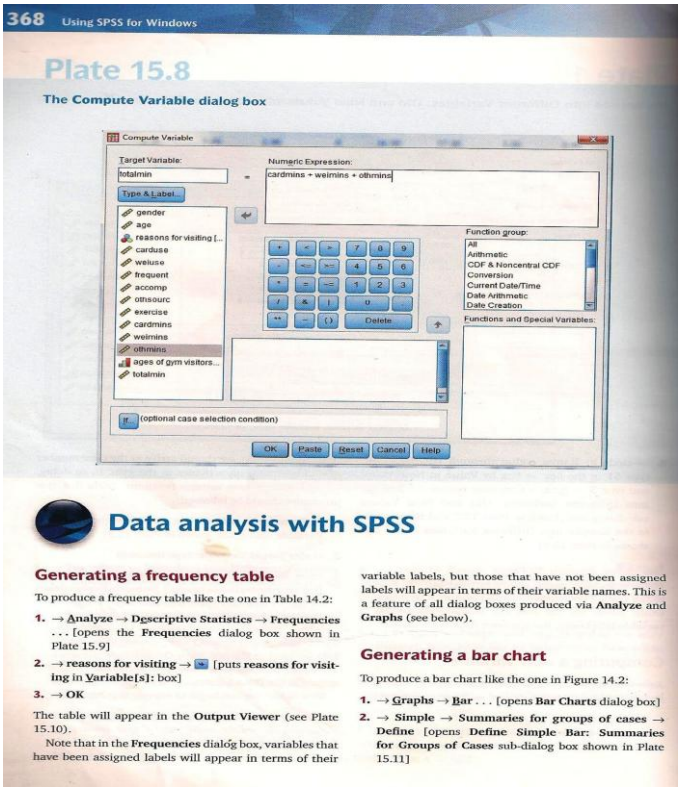

Plate 15.8

The Compute Variable dialog box

Compute Variable

Target Variable: totalmin

Numeric Expression: cardmins + weimins + othmins

Type & Label...

gender
age
reasons for visiting [...
cardwe
weiuse
frequent
accomp
othsourc
exercise
cardmins
weimins
othmins
ages of gym visitors...
totalmin

Function group:
All
Arithmetic
CDF & Noncentral CDF
Conversion
Current Date/Time
Date Arithmetic
Date Creation

Functions and Special Variables:

Delete

If (optional case selection condition)

OK | Paste | Reset | Cancel | Help

Data analysis with SPSS

Generating a frequency table

To produce a frequency table like the one in Table 14.2:

1. → **Analyze** → **Descriptive Statistics** → **Frequencies** . . . [opens the **Frequencies** dialog box shown in Plate 15.9]
2. → **reasons for visiting** → [puts **reasons for visiting** in **Variable[s]:** box]
3. → **OK**

The table will appear in the **Output Viewer** (see Plate 15.10).

Note that in the **Frequencies** dialog box, variables that have been assigned labels will appear in terms of their variable labels, but those that have not been assigned labels will appear in terms of their variable names. This is a feature of all dialog boxes produced via **Analyze** and **Graphs** (see below).

Generating a bar chart

To produce a bar chart like the one in Figure 14.2:

1. → **Graphs** → **Bar** . . . [opens **Bar Charts** dialog box]
2. → **Simple** → **Summaries for groups of cases** → **Define** [opens **Define Simple Bar: Summaries for Groups of Cases** sub-dialog box shown in Plate 15.11]

Overall Analysis Comments on L3 (Prescribed Text)

I found it interesting that like the DE print modules, the prescribed text was strongly framed (+F) in terms of both the regulative and instructional discourse. This suggests that the text is structured, which as mentioned in chapter 3, the constructivist approach promotes for all teaching and learning regardless of the delivery modality. However, having gone through analysing the print material and considering the DE approach, it is becoming apparent that with the print materials, the strong framing (+F) is essential as the structure is necessary in order to ensure the DE student clearly comprehends the content as there is no instructor to clarify or expand on any unclear points. Clearly, when writing a module or book, the pedagogy had to transform and become strongly framed (+F) to ensure that the selection, sequencing, pacing and evaluation were succinct and precise at the same time. Additionally, this text had some element of weak classification (- C) in that the online aspect has been incorporated and students and instructors have the option of referring to online resources to expand on a topic or revise certain issues. This is suitable for both the FT and DE groups respectively.

Synthesis on all Print Based Media Modules/Prescribed Text

Having analysed the modules and/or prescribed text, I recognised that my findings harmonised with the literature review, which proposes that in terms of structure, modules should be strongly framed (+F) because it's used by the DE student who relies heavily on it to substitute the instructor. Therefore, the module content has to be informative, succinct, yet structured as it is the primary instructor.

In the same vein, in this study I must point out that as the modules are used in a blended learning system; it is recommended that the print modules be weakly classified (-C) as demonstrated by L1 module insofar as the e-learning aspect being integrated into it. Then from my reading, a DE module should be structured in such a way that it guides, tests and offers DE students direction in a facilitative and mediated manner as suggested by Piaget and Vygotsky and, to a large extent, by Bernstein as well (who encourages instructors to give students 'apparent control' (which is weak framing -F) at some stage of the teaching and learning process. This refers to the construction and dialogue stages (after concepts have been introduced). Subsequently, I argue that indeed all

learning requires structuring because each unit has an objective to be met, which on its own dictates (+F) to be incorporated in each lesson regardless of whether it is F2F instruction, print module or e-learning. Therefore, in terms of Bernstein's instructional discourse, a multi-pedagogical approach which incorporates both strong framing (+F) and weak framing (-F) needs to be applied when teaching and learning in all three delivery modalities.

Significantly, print modules require careful planning and structuring by instructor and or author of the content that may be interpreted as strong framing. With reference to the above-mentioned scenario, Bernstein (2000) suggests that ideal print SIM should be written in such a way that the framing is weak(-F), thus translated to mean that the control is with the acquirer and the transmitter has undergone the recommended 'change' by allowing the implicit pedagogy to be dominant and allowing the students to construct new knowledge. Therefore, if the writing of the modules adheres to the social constructivist theory, the students would, as much as possible, largely be responsible for their own learning.

Conclusion about Recontextualisation of Content Print Materials

Content is recontextualised via the course outline, a pedagogic device to the students through the print modules. This means that the pedagogy changes in that the content contained in the module becomes the de facto facilitator. Therefore, the details have to be succinct and precise and, in this particular research, the 'transformation' was that, the online activities had to be integrated into the module as seen with L1 print module and, to a limited extent, in L3 prescribed text. Thus, the critical transformation is that activities can be discussed, clarified or revised before or after F2F contact sessions through the e-learning chat/discussion forums and substitute the need to go to campus and listen to an instructor who is expected to clear up grey areas encountered via the module. With the integration of e-learning, the module would present the topic and any clarification could be sought from the instructor online or with peers via the chat forums. Here the pedagogic tool is mainly the module which facilitates the teaching and learning. Additionally, contact time hours can be decreased, which is what IDE desires because it currently faces the problem of excessive contact hours, which on its own contradicts the DE teaching and learning approach. This may very well

contribute to IDE instructors failing to recognise and realise the required pedagogic practice in a blended learning system.

I noted that the recontextualisation of content in the print module, which should be considered as a transformed or a change in pedagogic practice, was that the text became less dense because students were referred to various activities which related to the content (research) and online activities. This means there was plenty of opportunity to discuss and expand on any issue arising from the assignments or class activities on the Moodle forum and in lieu of listening to lectures. Instead, if the DE student reads as expected, the F2F instruction sessions would be initiated by them and not the instructor who merely facilitates and mediates as expected in DE. Consequently, the less bulky the text in the modules the more the IDE saves in paper and printing costs. I also detected that in terms of assessment in the both L2 and L4 modules, the within-text activities indicated strong framing (+F) in that they tested recall and application activities as opposed to the constructivist and e-learning practice that encourages critical and or reflective thinking, as well as independent thinking and decision-making skills. I discuss the individual classroom observation findings in the next section.

Overall Analysis of Face–to-Face instructions Observations

Face- to- Face Classroom Observation

The classroom observation data entailed thirty–two observations (four FT and four DE) of each of the-case study participant instructors. I collected, thereafter analysed and interpreted the data by means of indicators created and derived from Bernstein's theory of pedagogic discourse as a framework in order to ascertain the recontextualisation of content when using the three delivery modalities. More specifically, in this section, I analyse the F2F instruction contact sessions. This data enabled me to compare the instructors' beliefs and views discussed in chapter 6 of teaching and learning against the actual practice in the ORF.

The next section gauges the degree to which the instructors implemented the recontextualisation of content in the F2F ORF sessions. Additionally, I observe the pedagogic practices required when

rewriting and redesigning a course from one modality to another and whether the practice is altered in the process when e-learning is integrated into the traditional teaching and learning delivery tools.

Indeed the nature of pedagogy does 'change' when a new modality is introduced into the traditional pedagogies. Evidence of this is revealed by L1's practice, which cuts down on the F2F instruction contact time with both DE and FT groups. This is because most discussions between student and instructor and feedback were retrieved from Moodle. The 'change' in terms of the time factor addresses the issue of trying to allocate adequate timetable contact sections in the IDE. At the same time, it facilitates avoiding the inconvenience of students having to come on campus for F2F sessions. After instructor reviews Moodle submissions, s/he can utilise class time to clarify or expand in detail whereperceived necessary.

L1 appeared to consider e-learning as a medium to facilitate student learning. From the above, as per social constructivism, the instructor becomes primarily a facilitator. I also noted that students indeed became the independent critical thinkers which active learning promotes through social constructivism. Additionally, I tested the cognitive approach because the activities given required various levels of thinking. Students did not rely on the instructor being in front of them in order to debate, ponder on content and complete assignments. This was seen in the scenarios where weak framing (-F) was revealed (Appendix G).

In addition, the pedagogic practice of L1 tallied with the questionnaire response about beliefs and views on teaching and learning.His/her pedagogic practice was, according to Bernstein, predominantly (not fully) weak classification and framing (-C/F). The Strong framing (+F) was demonstrated only in the course outlines, which is opposed to a constructivists approach expected when teaching DE students and when using e-learning.

Thus, his/her pedagogic practice is in harmony with Ertmer's (2001, 2012, p. 425) findings, which reported that some instructors:

> dropped inconsequential curricula from their current practices to make room for more student-centred lessons. Teachers with constructivist beliefs tended to utilise a blended pedagogical approach (using traditional and constructivist practices), which allowed them to reconcile differences between their espoused student-centred beliefs and their enacted teacher centred practices.

L1 mentioned a problem encountered with the module, which tallies with literature on IDE background. This challenge is that students do not read andsubsequently the lecture time is taken up with literally lecturing on the content in the module. A telling statement made by L1 confirms this - "….I wanted to go through the module before you go home but you don't read and we have been a little slow." Lecturing during the F2F sessions then results in discussions and clarifications between instructo and students being neglected.

Synthesis of Pedagogic Practice of Lecturer 1 Case-Study Instructor

In light of the above, I argue that even though L1 does recognise and embrace the need to blend the content delivery modalities, s/he did not fully recognise the difference between the DE and FT approaches. This argument is based on the fact that his/her main concern was with using technology/e-learning in an identical method and manner when in the ORF; irrespective of whether it's the FT or DE group being taught. This is confirmed by his/her a statement: "for me e-learning is an entity, either for FT or DE, it's one of those mediation instruments or platforms that you can use." Thus, I concluded that even though L1 had not fully recognised the diffrenciation between DE and FT s/he was still able to realise (practice) it correctly. This demonstrates that with Bernstein's recognition discourses even if one has not fully recognised the rules, they are still able to practice correctly in the ORF.

On the other hand, L1 recognised the newer modality of delivery and had adjusted his/her teaching and learning style appropriately. As such, he/she blended the three delivery tools well, corresponding with his/her interview response:

> L1: *"Oh I enjoy the F2F, of course, blend it a little bit with the print module because after F2F they go and read, because in*

the Moodle you don't have to upload the whole module but you can upload the activities and refer the students to that and get them to do research there and let them go and find out. So from the F2F, let them go and find out. The F2F is there to give them direction and guide them. So I prefer it like that, rather than throwing the students into the deep end and saying they must go and read and then come back because they don't."

L1's pedagogic practice also resonates with Hadley and Sheingold (1993), and Becker (1994) (as cited by Ertmer, et al., 2012, p. 424)in their description of a common pattern of results: "instructors with constructivist beliefs tended to use technology to support student-centered curricula; those with traditional beliefs used computers to support more teacher-directed curricula." And with reference to questionnaire and interview responses L1 remained consistant and applied the student-centered learning approach as much as possible in the ORF.

Hence, in the case of L1, recognition rules had been internalized where pedagogic practice and writing of DE modules had changed. Therefore, to answer the key research question, I reiterate that yes, the nature of pedagogy changes when new modality is introduced. In most cases if recognition has not occurred the realisation cannot be achieved and practice of the desired practice will not occur. In this case it is evident that the realisation rules L1 had acquired because his/her pedagogic practice prevailed in F2F instruction and his/her use of Moodle predominantly resembled a blended approach characterized by a constructivist approach. L1 shows that s/he had recognised, thus acquired, the e-learning pedagogic practice as mostly weak framing and classification (-C/F) practices were observed alongside a limited amount of the traditional approach in the classroom.

Synthesis of Instructors 2, 3 and 4 Face-to-Face Pedagogic Practice

All three instructors (L1, L2 and L3) displayed pedagogic practice which was strong classification and framing (+C/F), thus a visible pedagogic practice. Generally, the practice between DE and FT was the same and this practice tallied with the response given in the interviews. Here the modality of delivery did not affect pedagogic practice, which was primarily an authoritarian approach, but for the group activity practice which was conducted only with the FT group due to availability of time. Bernstein would argue that practice needs to be weakened in order to practice constructivism as per ideal DE and e-learning pedagogic practice. This means L2, L3 and L4's pedagogic practice by

and large had not undergone the recognition rules in order to rewrite or redesign the course from one modality to another.

Moreover, the pedagogic practice was identical with both the DE and FT groups. Notably, the notes were converted into PPPs and later uploaded onto Moodle. All the notes were prepared before classes without any input from the students. Additionally, in all the case study classes (with the exception of L1 FT group) the student numbers varied between 40 -100 (see chapter 3). The interaction during the class lecture and pedagogic practice witnessed corroborates with scholars who explain how the number of students affects their responses or feedback during a lecture. I noted that since the numbers were large, there was limited discussions and /or feedback from the students to the instructor. I believe this contributes to strong framing (+F) in terms of Bernstein's rule for instructional discourse.This result of strong classification and framing (+C/F) noticeably indicated the traditional approach which is opposed to the e-learning approach. It also specified that the recognition rules were not acquired, thus preventing the realization rules from being assimilated.

Recontextualisation in Face-to-face Contact Sessions

In the F2F contact sessions, the content is recontetxualised through verbal lectures. It's interesting that L1 spent slightly less time in the F2F sessions than during previous teaching and learning lessons with both DE and FT groups. This 'time' factor in itself is a transformed or changed pedagogic practice in the F2F instruction modality. Here, the recontextualisation of content 'changes' in that the content is more discursive because most issues are or should be discussed via Moodle or reflective and not predominantly through lecturing. Ideally, DE instructors should have more time to have dialogue with the DE groups by weakening both classification and framing (--C/F) as per Bernstein's theory. They should facilitate and scaffold information with students because most issues could be covered either through e-learning (Moodle) and or via the print modules, which the DE students should read at all times before class in order to seek clarification and/or initiate discussions during the F2F contact hours.

Findings derived from the actual practice of the Learning Pathway Observations LMS Moodle

LECTURER 1

CONTENT & LEARNING PATHWAY ENVIRONMENT ANAYSIS (E-LEARNING – MOODLE) ANALYSIS

L1 Analyses based on the Classification principle

- Like in the print module used specifically by the DE group, the words of welcome which are on the first page include personal pronouns with words like 'you' , 'we' 'us' as reflected next.

"The focus of this module is to help introduce you to basic principles and practices in the classroom setting and teaching of XXX. You will be introduced to practical skills…." - the word "you" makes the tonation more inclusive and Bernstein would say the tonation indicates w*eak classification (-C).*

- L1 clearly signals the pedagogic practice which is invisible thus very weak classification (-C). Substantiation is that there is reference to (online lessons, materials, assignments, feedback etc.).
- Also, there is always a strong link between the module, F2F teaching and e-learning (e.g., the instructor and students share course material electronically such as course outlines, send e-mails, lecture notes, assignments, hold online discussions/chats, give quizzes).
- Always chat forums and opportunities for collaboration work for students to construct new knowledge are plenty.
- Always flexibility exists as well in terms of submission dates of assignments and they are negotiated between student and lecturer.

L1 Analysis based on the Framing principle

In terms of L1 pedagogic practice falls under weak f*raming* (-F category. This is confirmed by the following:

- In terms of sequencing content the instructions are quite clear and Moodle allows navigation backwards and revisiting topics which have been covered previously. Also notes and other teaching and learning materials are uploaded on Moodle prior to classes,
- When selecting content sometimes students are expected to read and know content from research or content provided. Plus, suggestions for reading are provided in Moodle.
- Pacing of content to be covered requires students to cover sections of the syllabus on specified dates and due submission dates of assignments is negotiated with students
- Evaluation criteria for grading an assignment is sometimes revealed and some course expectations are highlighted.
- In terms of evaluation, L1 did so continuously through the Moodle assignments which L1 said he/she would grade and allocate marks for merely submitting. However, in one session he/she mentioned that the submission were not happening timeously, thus s/he would have to give a test, big assignments have dates stipulated from the onset.

LECTURER 2

CONTENT & LEARNING PATHWAY ENVIRONMENT ANALYSIS (E-LEARNING – MOODLE)
L2 Analyses based on the Classification principle

a. From the observations I noted that it was s*trong classification (+C)* which reveals that the boundaries between e-learning and IDE traditional teaching approaches were weakened in a restricted manner, hence the traditional approach is prominent.

b. For instance, sometimes lecturer did refer to e-learning content, e.g., to uploaded notes and did some group work activity.

CONCLUSION ON L2 ANALYSIS BASED ON THE FRAMING PRINCIPLE

L2's pedagogic practice falls under v*ery strong framing* (++ F) category. This is confirmed by the following:

- It was L2 who uploaded the notes which s/he had prepared before class.
- In terms of sequencing, selection, pacing and evaluation of content (notes), all was controlled by the instructor.
- Students were expected to cover sections of the syllabus on specified dates reflected on the homepage (weekly submission). Due submission dates of assignments was sometimes stipulated but criteria for grading an assignment were rarely revealed.

LECTURER (S) INSTRUCTORS 3 & 4

Instructors 3 and 4 – Content & Learning Pathway Environment Anaysis (E-learning – Moodle) analysis
L3 and L4 Analysis based on the Classification principle (DE and FT Groups)

The classification points towards very strong classification (++C): The boundaries between e-learning and IDE traditional teaching approaches are very strong.
This is exposed by the following:

a. There were no indicators of an e-learning approach (e.g., no e-learning content via relevant links or e-learning activities).
b. Only lecturer uploaded notes and s/he selected sequences, paces and evaluated all the content and assignments, etc.
c. No chat forums or opportunities for collaborative work for students to construct new knowledge.
d. No flexibility existed as well and the notes were strictly uploaded by the instructor.
e. The above clearly show that there was a clear distinction between the instructor and students whereby the instructor was dominant even on the content and learning pathway (Moodle).

L3 and L4 Analysis based on the framing principle

In terms of L3 and L4 pedagogic practice, it fell under *++Framing* category. This is corroborated by the following indicators:

- Instructions were unclear and implicit.
- Notes and other teaching materials were uploaded only at the time when Lecturer expected students to use them.
- Students were expected to read and know everything in the notes uploaded onto Moodle or provided in course outline (course content was likely to be in the exam).

Recontextualisation of Content in the Content and Learning Pathways (Moodle)

The key question this particular section responds to is: Does positive 'transformation' from the traditional pedagogies to IDE online learning approaches take place in lectures in terms of improving pedagogic practice when instructors are teaching using different modalities?

During my observation of the e-learning sessions, I noted that the teaching and learning session on Moodle, became more interactive through the forums, etc. As Bernstein recommends, the same concept applied in that the content was both weakly classified and framed (-C/F). This is because e-learning allows students to pace themselves, select, sequence and evaluate. Notably, the pedagogy 'change' occurred during the F2F contact time that decreased significantly when e-learning was incorporated. Like the print modules, during the F2F sessions, the instructor clarified grey areas and referred students to Moodle or discussed topics via Moodle. Notes could be uploaded before class so the need to dictate or lecture for long periods fell away. If students had not participated in the Moodle session they would be lost and lag behind their peers in terms of understanding the concepts presented or discussed during the F2F contact sessions. If tests were given and graded by a rubric within Moodle, no student could afford not to log on. The instructor became a facilitator who monitored, evaluated checked and graded via Moodle and this is already practicing active learning as per constructivism.

To a large extent this result tallied with the literature review and the evidence derived from the closed-form statements in the questionnaire. Even though most instructors agreed with the constructivist philosophies, the in-depth interview with each case study instructor reaffirms the contradicting practice. Proof of this was noted through observations of the F2F contact sessions and Moodle ones. The practice mostly resembles the traditional approach, despite the use of e-learning. This is because the e-learning forum is mostly used to complete daily tasks. This aligns with the following assertion:

> If technology is presented as a tool for enacting student-centred curricula, teachers with teacher-centred beliefs are less likely to use the tool as advocated. Rather, they are more likely to use it, if at all, to support the kinds of traditional activities with which they are comfortable (Niederhauser & Stoddart, 2001; Cuban, 1986; Czerniak & Lumpe, 1996; Peterson, Fennema, Carpenter, & Loef, 1989).

The setup could include student-to-student interaction—first inform the students of the rules then students could interact at any time. The structured sessions are best. Students and subject matter experts say interaction requires more facilitation (Benefits of e-learning, 1999, 2014, para.4). Markedly, traditional pedagogies recontextualised in e-learning are based on the same learning concept,but with the added advantage of accessibility, flexibility, collaboration and dialogue as per DE and constructivist - so there's no doubt that it's the best approach for DE. However 'change' in pedagogic practice is not transformed at IDE as its primarily used to upload notes and whether Moodle is used or not, the instructor is still the one expected to initiate discussions – which is opposite of what DE stands for.

Overall Analysis of Case Study Instructor's Pedagogic Practice when using all three delivery modalities in the Classroom (ORF)

I base my conclusion in the next section on classification principles which in the case of this study, is weak classification(-C) whereby instructors incorporate more online lessons, materials, assignments, feedback, etc. or use e-learning (technological devices) in F2F instruction and when designing the print modules. This indicates that e-learning is integrated into the traditional modalities of teaching. Strong classification (+C) then indicates that the more instructors **do not** use e-learning in their F2F contact sessions, the less integration of e-learning into traditional modalities of teaching is occurring because the pedagogic practice separates the process of teaching and learning from the use of technology (LMS Moodle in this case).

Likewise, I depended heavily on the framing principles,in the study to explore the form of pedagogic practice produced by instructor's actual teaching practices. Strong framing (+F) may indicate a pedagogic practice (visible pedagogic practice) that is traditional and therefore opposed to expected constructivist approach expected when teaching DE students and when using e-learning. Weak framing (-F) may indicate a pedagogic practice (invisible pedagogic practice) that is closely related to the mandated constructivist approach.

> Teacher-centred approaches tend to emphasize
> activities that a teacher uses to promote learning.
> Student-centred approaches tend to emphasise
> the activities in which students are engaged.

> Associated with these two approaches is a continuum from structured, directed learning environments to unstructured, open ended (ChanMin Kim et al., 2013, p. 78).

The overall conclusion based on the analysis is discussed and presented next.

Does 'change' occur in the pedagogic practice of the case study instructors when rewriting or redesigning the course from one modality to another?

In terms of 'change' occurring in the pedagogic practice of the case-study instructors when rewriting or redesigning the course from one modality to another, it was concluded that with the exception of L1, the practice is predominantly strong classification(+C), thus strongly classified and framed (+C/F). L1 is the only instructor who integrated e-learning into both F2F lectures and print module (specific reference to DE group) and during both DE and FT, F2F contact sessions. L2, L3 and L4 clearly demonstrated largely strong classification (+C). That is, during the F2F contact sessions there were limited indicators of the online approach in the F2F contact sessions whereby occasionally the instructor referred students to the uploaded notes, known as Type 1 in a blended learning system.

The results confirmed that the nature of pedagogy does need to 'change' when rewriting or redesigning course content through the different delivery modalities. It cannot remain the same as the active learning needs to be applicable and e-learning assists in this regard as it provides a virtual learning environment and requires collaboration, interaction and facilitation by the instructor.
L2, L3 and L4, who used Moodle mainly for uploading notes, shared a similar problem of not recognising fully the differentiation between DE and F2F because the teaching and learning was identical when teaching both groups regardless of delivery modality. On the other hand this revelation indicated that Bernstein's recognition rules do not necessarily have to be fully recognised in order to practice correctly. This was seen in L1's practice whereby even though s/he taught both DE and FT in an identical manner (with Moodle), it meant that only certain aspects of the required rules were internalized, because in the end s/he practiced integrating the three delivery modality correctly in the ORF and adjusted the practice appropriately with both groups (without altering delivery method with either DE or FT group).

The way the instructor transmits the content can be either weak or strong framing. For example, maybe students could work on the bulk of the content independently, which means then the issue of framing comes in. It means if the instructor does a lot of work via Moodle then both groups are practicing weak framing as per constructivist recommendation. In addition, when teaching the two gropus, the course outline can be identical (as was the case with the case study instructors), but the packaging of the content on its own should be different. Now the recontextualisation and change of pedagogy is seen in that even though the content is the same, the delivery method is different. Granted with L1, the FT are referred to the library and DE have a module to refer to. However, the DE students should have more time to cover the course content (2 years) as opposed to the FT group who have more contact time with instructor and will finish in a year. It's the transmission modality of content which differs. The way an instructor transmits the pedagogy differs even though the outline is the same and the students get the same qualification in the end. Due to the fact that L1 did not use a module with the FT group, s/he teaches to a point and then says the students must go and research and submit the completed task via Moodle.

Print- based Media (Modules)

Notably, the main difference between FT and DE is that DE has the print module at their disposal. With specific reference to this study only one (L1) instructor authored the module he/she uses. L2 and L4 had modules which are seen on DE students' desks but are never really referred to by either students or instructor. These were said to be outdated, therefore hardly used. L3 used the prescribed text whilst developing a more relevant and updated module.

Instructional discourse (Classification principle)

Based on the instructional discourse (classification principle), with the exception of the space arrangement, L1 (to a lesser extent) L2, L3 and L4 indicated that the relations of power between the instructor and the students were strongly classified in the majority of F2F and Moodle sessions observed. In all cases it is the instructor who usually controlled who could speak by pointing at a raised hand or calling out the name of any respondent. This is determined by the fact that during the sessions it was easy to differentiate between instructor and the student in the pedagogic practice displayed.

Most of the instructors used the Type 1 as discussed in the literature review – that is, to provide information and resources to students such as notes, resources, etc. Generally, as mentioned previously in the ORF all four case study instructors indicated strong classification (+C). One of the strong indicators of the strong classification was seen in the space and adoption of the, lecture and demonstrations methods by the four instructors. Proof was that in all the F2F contact sessions I observed that the space was clearly defined and designated. That is, instructors were dominant as there were boundaries that appeared to set where the instructor and student should sit. It could be argued that such seating arrangement automatically allowed the instructor to control and have power over the students, which diminishes their role as facilitators as per social constructivism proposal. Nevertheless, as far as e-learning integration is concerned and with specific reference to pedagogic practice, L1 displayed weak classification (-C) as s/he blended the three approaches appropriately.

Subsequently, overall both the classification and framing were strong (+C/F). Moreover, the pedagogical practice was identical with both the DE and FT groups. This result, noticeably indicates the traditional approach whereby instructor is the authoritative figure in the ORF, which is conflicting to the e-learning approach. It also specifies that the recognition rules are not acquired, thus preventing the realization rules from being assimilated.

Instructional discourse (Framing principles)

In terms of instructional discourse based on the framing principles, L2, L3 and L4's pedagogic practice suggested strong framing (+F) in the identical manner revealed with both DE and FT groups. Evidence of strong framing (+F) was that even though instructors did explain concepts and engaged students in discussions, it was the instructor who largely talked throughout the lecture and gave students a limited chance to provide feedback and they mostly sat and listened passively. Instructors occasionally let students make decisions and give input, otherwise s/he dominated the lecture. Students minimum provision of feedback, resulted in some limited two-way communication (dialogue) between instructor and students. It was noted that even though instructors asked questions from students, the responses would be one-word answers and instructors would proceed with lecturing and or expanding on the point being made, thus indicating lack of engagement. The difference was the extent of the communication allowed in the FT group. I mean that even though the framing remained strong (+F), it was noted that L2 did use group work occasionally with only

the FT group. This was an opportunity for the students to collaborate and create new knowledge as suggested by social constructivism. After all, in the dialogue stage there is a strong emphasis on situating learning in the group and for the group members to learn from each other.Related to this is that:

> Moodle gives UNISWA the opportunity to formally introduce the use of online discussion groups,which has suffered from lack of student participation. Part of this problem is lack of familiarity of both staff and students with this method of learning. Staff in particular will need more advanced training in facilitating, encouraging and moderatingonline discussions (Fowler et al., 2010 see Salmon, 2004).

Moreover, I note that time constraints with DE groups does not allow time for use of various strategies such as group work. F2F time, is lecturing time as students do not read and instructors are then forced to lecture, hence strong framing (+ F). The strong framing (+F) is mostly evidenced by the fact that the selection of content and sequencing of topics was decided by the instructors who came to class having decided on these aspects. Pacing of when to move on to the next topic and the evaluation of content was solely decided by the instructors as reflected in all data derived from F2F instruction and e-learning observation sessions.

The dominant pattern noted was that all instructors went to class regardless of whether it was the DE or FT time group with prepared topics to be addressed beforehand. This was because even though students (especially the DE groups) were expected to have read before class they did not. This resulted in instructors then delivering their lectures or taking the lead during the F2F contact sessions.

In addition, (with the exception of L1) since the predominant practice is that all notes delivered through the case study instructors PPP's to both DE and FT, again this indicatesstrong framing (+F). This is because the notes were already prepared and written down beforehand by the instructors and delivered without any input from the students at any point. Thus, the instructor selects, sequences, paces and evaluates the content. It's also noted that the content contained in the notes

is identical as the same PPP slides are used with both FT and DE groups, hence the identical pedagogic practice when the teaching and learning occurs with both groups.

I argue that in the end, evidence of strong framing (+F) of instructional discourse by the instructors was signalled by the fact that generally the pedagogic practice of L2, L3 and L4 was their use of PPP slides and students spending a large amount of time, listening quietly and jotting down notes as the instructor lectured. Also noted is that with all casestudy instructorsdelivery of content is done in an identical manner to FT groups. Granted L1 demonstrated weak classification (-C/F) and often framing, but in essence his/her practice was strongly framed (+F) based on the fact that all instructors went to class having prepared their lectures beforehand with both groups. DE students, according to the principles, should be the ones to initiate discussions derived from the print modules they have read alone but this never happened. DE students did not read beforehand. Therefore, instructors then taught them like they did FT groups, with pre- prepared lectures.

Even though L2, L3 and L4 used the blended learning system mainly as Type 1 (uploading notes only), note-taking by the students was done extensively. It was observed that L1's pedagogic practice illustrated that the nature of pedagogy changed due to the introduction of newer technology into the traditional pedagogies. Thus, this must be reflected in the rewriting and redesigning the course material from the onset – as in from the course outline stage, e.g., where e-learning would be used, that must be reflected in the course outline. Generally, the instruction was strongly framed(+F) in all participants' classes because students had limited control over sequencing, pacing of knowledge and evaluation. Evaluation for the majority of the case study saw instructors using tests, assignments and the examination with both FT and DE. They adhered to the pre-requisite of three tests of assignments, which would make up the continuous assessment (CA) grade before the final exams; clearly very strong framing (++F) is witnessed where evaluation is concerned. In the same vein, there were instances where weak framing (-F) was witnessed with all instructors. The difference lied in extent. These instances referred to are demonstrated clearly in the transcribed data (Appendix D-2).

Regulative Discourse

As with the traditional delivery modalities and as per Bernstein's regulative discourse, when teaching online, the instructor should be clear about his/her expectations regarding the group work

right from the beginning of the course. Students were encouraged to do the same by forming a set of 'ground rules' to help guide their group.

Recognition and Realisation Rules

As recognition rules regulate 'what' meanings are relevant (understanding), I found that, to a large extent, L1 had acquired them. For instance, s/he drew on the same meanings of the role of instructors, students, teaching, and knowledge as those underpinning e-learning and DE. However, an amazing discovery pertaining to L1 pedagogic practice was that from the questionnaire and interview responses s/he differentiated between DE and F2F instruction in theory but in practice s/he did not. It was an interesting finding to observe that during the classroom observation s/he taught both groups in an identical manner. This indicated that if the practice was the same there was no distinction between the two approaches.

L1's practice proved that sometimes instructors need not fully recognise the required rules in order to realise correctly as show in the F2F instruction sessions (with both DE and FT) where L1 produced the required practice when using Moodle as it resembled a blended approach underpinned by a constructivist approach (weak classification and framing – (-C/F).

On the other hand, the prevailing practice exhibited by L2, L3, and L4 was that the recognition: rules are still lacking thus, the practice is unlikely to be realised in a blended learning approach or produce the expected pedagogic practice (i.e., [instructors] use Moodle appropriately and integrate e-learning in their face-to-face teaching practices) when rewriting or redesigning the materials and content is recontextualised from one modality to another. Lack of recognition prevents the realisation rules which regulate 'how' the meanings are to be put together to create the legitimate text (practice). The lecture demonstration teaching and learning style in all modalities show strong classification and framing (+C/F) and indicates that instructors have not acquired the realisation rules to apply appropriately in the blended learning system at the institute.

The recognition rules have not been acquired to the extent that the realisation rules are fully realised by all 4 case study instructors. Indeed L1 showed that s/he was nearly there but there was still room to develop further the pedagogic practice more in order to rewrite or redesign the course more suitably. L1's practice appears to correspond with his/her personal desire to develop and use

technology (Moodle). This tallies with literature which stipulates that beliefs tend to influence practice.To this end, L1's responses in questionnaire and interview were quite expressive of the belief in technology usage alongside constructivist learning in the teaching and learning process. In contrast, L2, L3 and L4 had not fully recognised the required rules necessary for the change in pedagogy when e-learning was integrated and rewriting or redesigning of course was required.

Recontextualisation

L1's practice was recontextualised positively in all modalities as it demonstrated the weak classification and framing (-C/F) as recommended; when using e-learning in a blended learning system as practiced at IDE. L1's practice is not abnormal because it aligned with his/her beliefs of teaching and learning as well as the use of e-learning as a teaching tool (revealed in both the questionnaire and in-depth interview).

Synthesis of the Analysis of Print media materials, classroom and Moodle Observations

This chapter analysed data that enabled me to interrogate if content is being delivered in the same way.In other words I examined how the transfer of knowledge could be improved through the instructors' pedagogical practice and gauged if content produced and transformed was recontextualised meaningfully by instructors when they used the three teaching modalities? Therefore,I consistently applied the classification and framing principles and noted that even if the instructors were terribly conservative and simply used Moodle to upload their lecture notes, indeed the classification and framing issues essentially remained more or less the same, except with the possible exception of L1.

Both classification and framing principles are employed to establish the main findings of the study, which are outlined as follows:

a) In the course outlines, the print modules, classroom observations and (e-learning) Moodle teaching and learning sessions, there is no apparent difference in terms of classification but certainly different framings.

b) With the exception of one out of the four case instructors, generally the practice is strong classification and framing (+C/F). This signalled that the traditional approach is predominantly applied in the classroom.

c) The multiple pedagogical approaches should be acknowledged in teaching and learning, as there are ways in which the traditional and progressive approaches may work together more effectively in a blended learning system in order to achieve greater student performance.

Summary

From these results, the IDE's decision to embark on the implementation of integrating e-learning into the traditional pedagogies as blended learning teaching and learning approach is a good one and should be pursued vigorously. Swaziland's historical and cultural background makes the practice of active learning by the instructors unlikely to be successful. But, through this study, I am convinced that e-learning is the ideal tool to help the active learning practice and implementation become a reality. It is the appropriate means for enhancing teaching and learning. After all, the current global community and the calibre of students, whether young or old, are using digital media, especially computers, as it's the media of interaction. What better way for the teaching and learning to occur but via e-learning, without omitting the traditional pedagogies which, for practical purposes and familiarity, cannot be left behind. Having said that, I concur with the idea presented that:

> … proposed identical teaching techniques as in a traditional classroom for distance education, emphasizing on interaction and student activities. Also, although teaching improves as a result of improved use of the technology, factors such as a pedagogically oriented understanding of teaching with telecommunications is needed to improve approaches to teaching. He finally proposed student-centred, open and flexible Environments (Onken & Garrison, 1998 as cited in Mikropoulos, 2000, p. 5).

Interestingly, strong framing (+F) is evident in e-learning, which I argue, signals the importance of structuring the learning and the instructor playing the role of facilitator and mediator. The conclusion, I reached about whether there is a transformation in lectures when the four case study

instructors used the three delivery modalities based on the Bernstenian categories allowed me to see if any changes are for the better in terms of the principles of constructivism as it underpins e-learning. This is true for the one instructor and not so for the others. This is my contribution in this piece of work. The results have implications for the DE pedagogic practice within IDE and I expand on this in my concluding chapter that follows (chapter 8).

Chapter 8: CONCLUSION

Introduction

The research question that this study set out to investigate empirically was:
How does rewriting or redesigning a course from one modality to another change the nature of pedagogy in the course? Thus, the main research question is how are the pedagogies established and practiced within the traditional modalities recontextualised in the e-learning modality? This final chapter summarises the key findings resulting from this study and correlates these to the research questions presented by it. It also discusses the operational process of using Bernstein's concept of the pedagogic device to describe the process of curriculum recontextualisation through three delivery modalities used at the IDE.

Summary of the Study

The complete purpose of this study examines the blended learning approach practiced at UNISWA, specifically at the IDE. Here, the DE teaching and learning approach is underpinned by the constructivist approach promoted by Piaget and Vygotsky. I examined the recontextualisation of content and pedagogic practice through the three delivery modalities used to deliver content so as to understand how rewriting or redesigning a course from one modality to another changed the nature of pedagogy in the course.To achieve this I used the theoretical principles provided by Bernstein, especially Bernstein's recognition and realisation rules, concepts of the classification and framing, which result in invisible (implicit) and visible (explicit) pedagogic practice.

Broadly explained, this study investigated 'how' IDE instructors teach and use (integrate) the three teaching modalities in order to teach the IDE courses. Specifically, it probed whether positive 'transformation' from the traditonal pedagogies to IDE online teaching occurred in instructors in terms of improving pedagogic practice when they taught using different modalities? I investigated this by concentrating on how information was recontextualised when using the CF2F instruction

method combined with each media type as teaching tools in order for meaningful teaching in a distance learning environment to occur.

It is in the Pedagogic Recontextualisation Field (PRF) that the rules regulate the world of transmitters who are experts in the subject matter who construct the 'what' and 'how' of pedagogic discourse (Bernstein, 2000). In other words, as the classroom pedagogic practice was observed I noted the application of Bernstein's rules (regulative, instructional discourses, recognition and realisation rule as well as the classification and framing principles), so as to deduce the conditions for appropriate behaviour in the pedagogic relation whereby the transmitter has to learn to be a transmitter and the acquirer has to learn to be an acquirer (Bernstein, 1990, p. 65). Hence, I initially analysed the teaching beliefs, especially when introducing a newer technology into the traditional pedagogies. I found that this aspect linked with the next section.

Social Cultural Influences on Technology Pedagogic Practice

In line with the literature, I found that indeed contextual factors had a huge influence on the beliefs and practice in the classroom. This is because the pedagogic practice may be enabled or constrained by contextual factors which result from the challenges UNISWA faces, some of which are inherent in the dual modality system of educational delivery, while others "are conditioned by the institutional context which includes the critical success factor of support from top management" (Siaciwena, 2007, pp. 20 & 24).

With reference to chapter 3, it is apparent that the above does have an influence on practice. According to (Becker &Riel, 1999), instructors practices and beliefs are also moulded by the values and opinions expressed by those around them, and by the expectations of influential others, all of which are transmitted through formal and informal norms, rules, and procedures. In addition, to instructor experiences I found that indeed contextual factors, such as curricular requirements or social pressure exerted by parents, peers, or administrators interfered with [instructors] ability to consistently apply their beliefs in practice (Ertmer, 2005, p.33). For example, the rules and regulations of UNISWA, thus the IDE are strongly classified and framed (+C/F). This is revealed in the IDE Policy Guidelines (1996) and collaboration between IDE and conventional faculties and/ or

departments.[39] Without doubt, the management of change process of training and awareness of staff would be simpler and more effective if IDE would put in place policy guidelines that compel all stakeholders to undergo minimum training prior to participation in DE, which may be possible if IDE becomes an independent institution (Fowler, et al.,2013)[40].

Also, interestingly, it has been said that an innovation is less likely to be adopted if it deviates too greatly from the prevailing values, pedagogical beliefs, and practices of the instructors and administrators in the school Zhao et al., (2002). Since the IDE has strong classification and framing, the mere fact that it is governed by UNISWA regulations and is evaluated in an identical manner means it is unlikely that weak classification and framing will occur easily or in isolation. This again indicates that the blended learning system is ideal for the current status quo.

Remarkably, from the data gathered, most of the findings tallied with information in chapter 4 insofar as the practice of the IDE instructors was concerned when using e-learning as a teaching and learning tool. Basically, even though the questionnaire results indicated constructivist philosophies, their practice did not follow such philosophy. In fact, the inconsistencies between [instructors] beliefs and their classroom practices were prominent in all case-study instructors with the exception of L1 whose practice matched theoretically and practically.

The case study instructors beliefs were important in this study because they indicated their pedagogic practice implementation and whether instructors were able to transform their pedagogic practice appropriately across the three delivery modalities in the ORF. Kagan (1992, p. 67) concurs, “core beliefs about teaching influence how new information about teaching is processed including ideas related to teaching with technology. Beliefs change if proper supports are provided to instructors according to their beliefs, and then their levels of technology integration could improve” (ChanMin Kim et al., 2013, p. 84). It is noteworthy that “individual beliefs within the system do not necessarily, have to be consistent with each other. Yet the further a new practice is from existing practice, the less likely it will be implemented successfully”(Zhao et al.; 2002, p . 489).

[39] B 2006/03-5.1.2 (UNISWA regulation) stipulates that” in the event that on-campus students are taking the same courses they will write the same final examination, and be awarded the same qualification.”
[40] According to IDE’s Strategic Plan, full authonomy is planned for September, 2012.

From the history of traditional classes, socialisation and its impact on the instructors, it can be concluded that the blended learning approach introduced at UNISWA and the actual practice of the instructors were influenced by the environment (social, structure, culture, etc.), but this is not to be considered as cast in stone. Nonetheless, it cannot be denied that the socialisation undoubtedly conflicts, contradicts or restrains the desired pedagogic practice which is that of being student-centred, active learning which is what the newer tool is founded on (Tabulawa, 1997). Nevertheless, the next section provides a synopsis of the relevant findings which support my argument and conclusion in this thesis.

Pedagogic Recontextualisation Field (PRF) and Pedagogic Devices

The PRF curriculum and complementary documents such as the course outline describe the official subject content to be taught. This content is once more recontextualised by instructors in the ORF (Classroom). The ideological pedagogic positions in the ORF and PRF may well be opposed to each other, thus the "relative independence of the latter from the former is a matter of some importance"(Bernstein, 2000, p. 68). Nevertheless, using the concepts of framing, classification and instructional and regulative discourses, I analysed all the data collected via the various data collection tools, as outlined in the following section.

The course outlines are the official curriculum document written by the instructors who take the content from the experts in the field in order to prepare the syllabus. Contrary to the initial results derived from the questionnaire, which suggested weak classification and framing (-C/F) the practice of the instructors revealed the opposite. My findings from the course outlines were characterised by +C/F in the transmission of the regulative discourse with the instructors retaining control over the selection, sequencing, pacing and criteria of the regulative and instructional discourses which also transmitted expected behaviour regarding punctuality, attendance and preparations for examinations. Moreover, I noted an interesting result which supported the notion that at the level of the PRF, the course outlines operated differently from their pedagogic practice. I say this because even though L1 did not incorporate any e-learning aspect in the course outline, s/he did so when delivering content via the three modalities.

Despite the fact that the document analysis showed no integration of e-learning in any of the course outlines, this was true of the two print modules which shared the same trait, with the exception of the third module (L1). L1's module illustrated weak classification and framing (-C/F) in that it presented the content in a more integrated way than the two other modules. L1'scontent in all delivery modalities (F2F, print modules and Moodle) was weakly framed in terms of integrating the e-learning aspect in all modalities and the language which was always inclusive regardless of delivery modality. The only signs of strong classification (++C) with L1 practice was in terms of the classroom environment and course outlines, which were strongly classified and framed (+C/F) like the other three course outlines (L2, L3 and L4) and the two modules (L2 and L4). Of note was that content was relayed via the traditional delivery modalities before e-learning was introduced through Moodle. The course outlines are very strongly classified and framed (++ C/F). I argue that this is good in that it provides structure, generated from a strongly framed curriculum derived from strong guidelines.

In the print module L1 was again able to design and integrate the e-leaning enquiry based activities which did not happen with L2 and L4 modules. From observing the Moodle sessions, it became obvious that the three instructors (L2, L3 and L4) battled to develop meaningful questions because only notes were uploaded on to it. It is not clear if this is because they lacked the necessary skills or knowledge necessary to create meaningful source-based activities.

In all the print modules the unit outcomes are placed at the beginning of each unit so each instructor tended to cover the content which tallied with the outcomes as well as the assessment to ensure that all requirements are met in terms of these two areas. This too leads to strong framing (+F) being witnessed.

Also, the lesson observation data yielded findings which revealed that the F2F lectures were mostly consumed by strongly framed (+F) Power Point Presentations (PPP). All assessments procedures were rigid, as opposed to being flexible as they were characterised by explicit and detailed transmission. Even though the majority of lessons were strongly framed (+ F) it varied to a limited degree with L1 who sometimes negotiated assignment submission dates through Moodle. This facilitator strongly favoured the new enquiry-based approach by going through the various activities

regardless of delivery modality. S/he also made time for report-backs and feedback on these tasks during F2F sessions or Moodle.

Overall, the indistinguishable teaching methods, regulations and assessments clearly indicated that the DE approach applied at IDE is less flexible than in ODL and is more in line with the practice at IDE. *It is strongly framed and this contributes to the instructor's pedagogic practice*.[41]

Official Recontextualisation Field (ORF)

The study observed four case-study instructors who taught their courses via the three delivery modalities. In terms of comparing pedagogic practice it was clear that L1's practice truly blended both traditional and student–centred styles for his/her DE and FT classes. L2, L3 and L4 predominantly used the traditional approach and only uploaded notes in an identical manner for both DE and FT groups. L1 consistently showed his/her constructivist views in practice in the ORF. This was contrary to L2, L3 and L4 whose practice signalled their understanding of knowledge as a transferred and content to be memorized so as to recall it later. This practice corresponded with some of their responses in the questionnaires and interviews.

The results of this study show that with the exception of L1, pedagogic practice did not shift when e-learning was implemented at UNISWA and IDE. There was little change in the way instructors presented their content when using the three delivery modalities, especially during the Moodle teaching and learning sessions that "tend to mirror the conventional lecture by becoming 'lectures on line' (Fowler et al.,2013, p. 254). Both classification and framing remained strong, thus indicating lack of recognition rules, which inevitably meant realization rules would not occur. In Bernsteinian terms, the IDE instructors require the recognition rules in order to adequately adopt the recommended invisible and implicit methods of teaching and learning, especially when using e-learning. Currently, the findings reveal that mostly the traditional approach was still applicable. Yet, some arguments put forth state that:

[41] The key finding of this study is italicised to highlight it as such.

> Formal instruction should no longer play a direct role in the learning process. It is also assumed that instructors talk always leads to passivelearning. Instructors are no longer considered to have a central play in learning. Instead, they now play a background role of organising andsetting up (Moll, et al., 2010, p. 176).

With reference to chapter 3, the factors which may contribute to the inability of instructors to apply the student-centred approach are stipulated. This can be overcome with the use of e-learning, especially in DE. Granted, one particular participant used the blended learning approach fully but s/he ended up teaching both FT and DE students in an identical manner. The recognition of the e-learning pedagogic practice was obviously there, thus his/her ability to realise the practice in the classroom. Thus, as the literature shows, it might be advisable to teach in an identical manner (recontextualise content and blend it via the three delivery modalities) when faced with both groups. The significant difference may perhaps be in the time factor used to engage and respond via online. Also, instructors should attend the required contact hours with both groups, especially the FT group at the official allocated times because FT students have to attend classes to acquire the degree certificate. This inevitably means more e-learning hours with the DE group, so it can solve the challenge regarding the excessive hours for teaching and learning and travelling to and from campus as stated in the problem statement. I reiterate that e-learning and the required change in pedagogy must be socialised into the instructors in such a way that it is ingrained in their minds.

Bernstein's theory helped me to comprehend the issues surrounding pedagogic practice in the ORF and the recontextualisation of content through the three delivery modalities. One of the findings I interpreted to mean that full recognition is not always necessary in order for realisation to be acquired. I base this on L1's practice which signified that he taught both groups in an identical manner, whereby (-C/F) was witnessed. On the contrary, even though Bernstein's theory was very useful in answering the main research question, L1's practice signalled that partial recognition could still result in correct realisation of the pedagogic practice applicable when e-learning is introduced.

The objective of this research was to obtain a clearer understanding of the elements prompting the changing pedagogy when e-learning is introduced into the traditional pedagogies. The results exposed that, to a large extent, the e-learning component of the blended learning system at the IDE was not as effective as desired. Basically, the curriculum change had not taken place in the ways

anticipated. The traditional approach was still dominant but I firmly believe that e-learning is the solution to bridge the gap efficiently and implement the student-centred approach gradually and effectively, hence the blended learning approach being the most ideal for UNISWA and IDE.

Synthesis of Pedagogic Practice of Case study Instructors

I treated and analysed L1's responses separately because the findings differed slightly from those of the other three instructors. Curiously, in all three delivery modalities,L1 showed recognition between the DE and FT but treated and taught both groups in an identical manner. L1 had not fully acquired the necessary rules in that s/he knew what s/he was supposed to do but failed to distinguish between the FT and DE students as s/he continued to use identical teaching methods with both groups. The fact that s/he uses Moodle with both groups is commendable and a coincidence that it tallies with the DE approach. The right technology is utilised but not necessarily the right approach is applied (specifically to FT group). Nonetheless, L1 could prove to be an ideal resource person who can model using Moodle amongst her/his peers.

On the other hand, L1's use of the print module specifically with the DE group only, illustrated that S/he was able to recognise certain aspects acquired because s/he recognised the need to use the module with his/her DE group and referred the FT group to the library for any reading which needed to be done. L1's practice was different, especially evident when compared with instructors who did not differentiate between the teaching approaches to the extent that they used identical PPP notes with both the FT and DE groups in the identical manner, which clearly showed that they considered groups to be the same.

Contrary to Bernstein's suggestion which says that instructors cannot realise the correct pedagogic practice in a blended learning system without the recognition rule, during the class observations L1 was able to realise the rules without full recognition. In accommodating L1's practice, Bernstein concedes that it does not always mean that when you have not acquired the recognition rule you will not realise the correct practice. In this particular case, though not fully distinguishing between FT and DE practice, L1 knew how to integrate e-learning into the traditional pedagogies and duly

implemented it. S/he was also able to change the pedagogy appropriately when redesigning the course incorporating e-learning, thus his/her practice as different from that of L2, L3 and L4.

L1 evidently understood the role of e-learning in the ORF and s/he used the traditional and newer technology in the recommended blended system. Thus, in terms of pedagogy there was a change from a theory of instruction concentrating on the instructor to one more attentive to the student. Here, there was a strong emphasis on interaction and collaboration in order to develop decision-making and critical thinking skills. Here, the assessment standards strongly emphasise conceptual rather than factual knowledge, with focussharpening the cognitive skills of understanding and analysing.

With reference to L2, L3, and L4 pedagogic practice the delivery of content was done in an identical manner in both the DE and FT group - notes were presented via PPP's and students sat passively listening and taking notes into their notebooks. The slight difference was that the DE group (L2 and L4) did have a module, which was seen on students' desks but was never really referred to by either students or instructor. Also L4 mentioned the notes electronically uploaded on Moodle only with the DE group. It is noted that the neglect of the modules tallies with the unsolicited comments from students and with literature review.

Comment on Findings (Ideal pedagogic practice)

The focal differences which form an integral part in this study, are firstly, for DE students the main teacher is the module because they are on their own the bulk of the time. This is in contrast to FT students' who have the instructor more readily available to transfer the course content to them and immediately be in a position to clarify concepts if students answers are incorrect. Secondly, the DE is student-centred, and primarily managed through the blended learning system whereby education, reliability and freedom of the individual is priority. However, F2F instruction creates an over-reliance on the instructor for assistance in terms of guidance. Lastly, in DE there is a possibility of F2F contact sessions for tutorials and peer interaction, library study, and laboratory or practice sessions.

Pre-planning is critical in DE, hence updating material content cannot be conveniently incorporated mid-session.For instance, at IDE the medium of instruction, and materials such as the modules are changed too frequently by instructors who feel the need to amend information to keep it current. This is despite the clear module development schedule (which has a revision period). This study and the one mentioned above touches on the rationale this particular study addresses. From the analysis here, I deduce that more time is needed to complete the modules, yet this is the very practice which defeats the DE principle, in that contact hours actually need to be restricted if they exist at all. Online tutorials would be a recommended option because this would decrease contact hours, which IDE is currently trying to do due to time-tabling and transport and distance difficulties.

In harmony with literature, I observed that in a blended learning system the F2F modality is meant to address students' problems encountered when reading their modules and partaking in the e-learning via Moodle. I translated this to mean that, as per DE principles, the pedagogic practice is meant to be weakly framed and classified (-F/C) in the sense that discussions are meant to be initiated by the students and not vice-versa. It is the students who are supposed to determine the content to be addressed and interaction is between the students and instructor and between students themselves as per constructivist approach.

In true DE, pacing is supposed to be controlled by the students. However, from the observations of practice in the F2F contact sessions and on Moodle, what actually happens is the opposite of what I have described above. Instructors came to class prepared to address particular content. The prevailing practice contributed greatly to the strong framing (+F) in terms of Bernstein's instructional discourse. It dictates that even though IDE students had the self-contained modules, they were not inspired to read them and use them to their full capacity because they relied on the contact hours of lectures and tutorials to reiterate what was in the module. As students had not read the modules, tutors then lectured and diverted from tutoring and students were therefore not in a position to partake in discussions. Also worth pointing out is that the pacing of the content covered in all the teaching and learning sessions was governed by the amount of time available to address the content in the modules or notes; as opposed to ensuring that the students comprehended the content delivered.

Therefore, this study revealed that pedagogic practice within the IDE changed/transformed the F2F modality of instruction from its position of supplementing the module and e-learning instruction into learning sessions on which students depended entirely. This clearly contradicts the DE recommended practice. Also, framing (especially in DE) should predominantly be weak (-F) but strong (+F) where and when the content is structured. On the other hand, I noted that the characteristics of an effective lecture are exactly what e-learning can provide in a teaching and learning experience.

In essence, the constraints cited next and which cause lack of reading the modules aligns. These appear to be responsible for tempting instructors to just lecture, and complete the syllabus in time for the identical exam at the end of each semester. Additionally, outdated modules are cited by both instructors and students,as well as difficulty in comprehending content because of the dense text (not DE approach). The wrong target market is accepted at IDE – instead of adults, more post high school students are accepted. Post- high schoolers are used to having the teacher talking and them listening passively. Therefore, their independent learning skills are not developed.

DE Role in Recontextualisation Process of the Three Delivery Modalities

The move to DE from traditional F2F forms of delivery entails the design of educational materials that, in some way, take on the role of the teacher. E-learning is a good link with DE because it can be done at a distance and accommodates individual preferences and needs - it's student-centred, can be achieved through self-study courses, students can skip over material they already know and focus on topics they enjoy or need to revise and use the tools best suited to their learning styles (Benefits of e-learning1999,2014 para. 4). Thus, DE-designed materials require a lot of in-built mediation of process, as well as properly mediated activity and or participation on the part of students. In e-Learning, a similar function must be fulfilled by web-based courses, using LMS or integrated software courses. This kind of mediation tends to be less formal and more verbal in a F2F course delivery.

Print is the foundation of DE and the basis from which all delivery systems have evolved. While technological developments have added to the repertoire of tools available to the distance

educator, print continues to be a significant component of all DE programs (Willis, 1995, p.2). Also, worth highlighting is that like lectures, modules provide important signposts to students, that help them conceptualise ideas. Print also has signposts which make the content more accessible for students to navigate their way around the module more productively (Laing, 1968; Moore et al., 2008, p. 17). Additionally, I am fully behind the incorporation of ICT which "are transformational tools, which when used appropriately, can promote a student-centred approach and can enhance the quality of education" (Tinio, 2002) but not if it means the demise of print. Furthermore, I believe that new technologies such as e-learning and the old technologies like print can work simultaneously or whenever appropriate for the immediate teaching and learning situation.

Limitations of the Study

When I reviewed some relevant criticism of Bernstein, one which is relevant to this study pertained to his writing style "which many found dense, difficult and often incomprehensible "(Walford, 1995, p. 205). Admittedly, at the initial stage of this research, whilst I was reading up on Bernstein's theory as the main one applicable in this study, I concurred with this view. However, once I re-read his theory and understood the concepts and coding he uses, it became interesting, easy to follow and relevant, hence the decision to embark on this study based on his theory. Besides and in all fairness although Bernstein's work was indeed complex and difficult, "this is no less true of other major sociological theorists "Walford, 1995 (as cited in Sadovnik, 2001, p.7). Thus, this limitation was overcome.

Data was collected from a limited range of participants. This was because only a small number of instructors use 'Moodle,' thus it was not possible to interrogate all the sets of data with the same level of detail. A crucial issue was deducing which tools to use at which stage. As I proceeded to alternate using the analytical tools, specific things came into focus, while others became obscure. For instance, I found that the classroom observations were the most difficult to conduct because of the constraints mentioned in chapter 1, regarding the fact that government has significantly reduced the number of scholarships which consequently, saw the FT groups numbers decreasing dramatically and the bulk transferring to DE. This resulted in the FT groups being small in number and it took awhile for them to increase. After that hurdle was resolved, strikes by FT students

disrupted classes repeatedly. These factors made observations quite challenging and longer than anticipated.

Likewise, I acknowledge the inability to include the students' beliefs and use of the blended learning system implemented at the IDE. I did this so as to make this study manageable and focused, and avoid spreading the research too wide in the hope that a research of this nature will be pursued as a separate study in the future.Here the instructors allowed me insight which made me realise that if we can get three out of four of these instructors who recognise DE principles as expected (e.g., L1), there would be more students enrolled inthe IDE as the programmes would improve because they would be accessed more if it adhered to the intended DE design. If instructors continue to show the traditional tendencies, DE will not improve and the implication is that DE remains traditional if instructors' beliefs don't change. Basically, this study contributes to the IDE contemplating the correct way to offer DE? It is critical that the IDE rethink the way we teach DE in order to improve; but this can only be achieved when instructors know what ideal DE entails.

Putnam & Borko (2000) noted that [instructors] practice is more likely to change as they participate in "professional communities that discuss new materials, methods, and strategies, and that support the risk-taking and struggle involved in transforming practice." With this research as a reference, it is envisaged that the institute can review the delivery modalities. Possibly, the percentage of usage of each delivery modalities can be revised. For instance, there must be less usage of SIMs, which currently covers 70% of the IDE course content and an increase of e-learning usage because it's a current teaching tool which is particularly useful in DE as it may bridge the gap innovatively and effectively as a teaching tool.

Suggestions

Assumptions are often made about instructors and their teaching skills. Given that "[instructors] decisions are more likely to be guided by familiar images of what is proper and possible in classroom settings than by instructional theories " (Newman, 2002; Zhao et al., 2002, p. 420). At the end of this study I confirmed the accuracyof the following statement:

> One key pedagogic aim is to go beyond the use of an LMS as a document repository, and to use it as an *interactive* learning system, where the emphasis is on student communication, activities, collaboration and exchange in one-on-one, group and class settings (Ferreira -Meyers & Nkosi, 2011, p. 11).

In light of the above, there needs to be an early and intense intervention and/ or orientation regarding the DE approach as well as e-learning usage and the incorporation of e-learning in the print modules. The following section provided suggestions which could assist the IDE to achieve a successful blended learning system.

STUDENT-CENTRED STRATEGIES IN A BLENDED LEARNING SYSTEM SUCH AS THAT IMPLEMENTED AT IDE

Any training in technology usage (in this case Moodle) is critical in that instructors become facilitators of the online teaching and learning sessions. "They thereforeneed to efficiently and competently manage the online courses" (Kakasevski, et al., 2008, p.1). Admittedly, workshops are hosted by IDE but these need to be intensified and focus on the following areas:

1. Workshops on e-learning highlighting the appropriate teaching and learning approach in DE and e-learning pedagogic practices should be held regularly. Afterall, even advanced users of technology require guidance (training) on how to use technology in learning. When unfamiliar technologies are integrated into learning designs, the rationale and benefits need to be clearly communicated to instructors (Bath & Bourke, 2010) repeatedly.

The above suggestion is a response to the literature review. Instructors will become facilitators and designers of students' learning environments, and they may take on a variety of roles such as resource person, coordinator and often also co-learner and co-problem solver. This demands a special approach to staff development which goes beyond the training of basic ICT skills (Plomp, 1999). Therefore, this can be borne in mind when implementing these suggestions:

1. Closely linked to the idea of workshops is that IDE instructors be made aware that e-learning via Moodleshould not only be used as a medium for delivery of digital materials. Instead, it

should be viewed as a method that supports new learning ideas, pedagogies and instructional approaches that facilitate the creation and application of knowledge through genuinetasks or activities all can relate to.

2. If the advantages and usage of e-learning are clearly articulated to the users they will probably be clearer about it, thus more confident to use the e-learning as a teaching tool.
3. IDE personnel should go to other DE institutions to observe their practice. This will enable IDE to benchmark where it is in terms of practice. This gives a good idea of what skills are lacking and require further development.
4. Technological Pedagogical Content Knowledge (TPACK) has been studied in order to understand "what knowledge and skills teachers lack and what professional development ought to target in order to systematically improve effective use of technology in teaching " (ChanMin, et al., 2013, p. 76). IDE should keep abreast with such studies.

A strategy put forth pertaining to training on computer usage in the classroom, that I found correlated to the constructivist approach is that "change in instructors beliefs regarding the value of computers was more likely to occur when they were socialized by their peers to think differently about technology use. Therefore, ample time should be provided for colleagues to interact with and help each other as they explore new technologies, as well as new pedagogies" (Zhao & Frank, 2003). This corresponds very well with the next suggestions.

a. ADVOCACY ABOUT E-LEARNING (LMS MOODLE) AS A PEDAGOGIC TOOL

1. Advocate for e-learning aggressively to all the institute's instructors. The beliefs and attitude have to change before the recognition rules can be effective.
2. Ongoing public conversations explicating to stakeholders' (teachers, administrators, parents) pedagogical beliefs, including explicit discussions about the ways in whichtechnology can support those beliefs.
3. Form small communities of practice, in which instructors jointly explore new teaching methods, tools, and beliefs, and support each other as they begin transforming classroom practice. For instance, provide opportunities for instructors to observe classroom practices, including technology uses that are supported by different pedagogical beliefs. Introduce technology tools gradually, beginning with those that support instructors current practices and expand to those that support higher level goals.

4. Ensure on-going technical and pedagogical support as instructors develop confidence and competence with the technological tools, as well as the new instructional strategies required to implement a different set of pedagogical beliefs (Ertmer, 2005).

b. AUTHORING OF PRINT MODULES

1. Instructors should be encouraged (not compulsory) to author the modules they teach. Authoring has a positive impact in terms of ownership and pedagogic practice. For example, L1 who authored his/her blended module used it diligently when using the other delivery modalities.Ideally a good DE module could be authored by another academic subject specialist (not necessarily the instructor) and whoever takes over the course should still be able to teach using it.
2. With reference to chapter 3 and chapter 7, I identified the gaps in the course outlines, print modules and prescribed text. The question here is are books not just cut and pasted and thereafter transferred into DE modules?

c. ADEQUATE E-LEARNING FACILITIES AND EQUIPMENT

1. IDE has recently built a computer laboratory which is a great achievement. However, there is a need to create and regulate policies on how the laboratory will be managed and accessed by students and instructors. Hopefully, this study will feed into this policy as well.
2. The top executive of UNISWA has to recognise the importance of e-learning before any meaningful acceptance can occur. If they still hold on to the traditional approach without fully recognising the value of e-learning as an effective teaching and learning tool, it hampers or constrains the instructors from seeing the need to change their pedagogic practice appropriately. Part of the challenge imposed by administration are the huge class sizes, which make it virtually impossible to implement the required student-centred activities. Again, here I argue that e-learning, which can be done anytime, anywhere (as per DE practice), can ease the load.

d. COURSE OUTLINES

1. The course outlines need to incorporate the e-learning aspect and indicateat which stage Moodle will be implemented – conceptualizing stage, construction stage, or dialogue stage.

2. Include policies on attendance, missed or late submission of assignments, classroom impoliteness, class participation, general strategies for time management, study skills, writing, note-taking in the course outline. Further, statements on policy concerning academic dishonesty, accommodation for students with disabilities; and student absence for observation of religious holy day must be incorporated. This can be linked to Bernstein's regulative discourse whereby explicit information which assist the students to recognise their role in the class room is provided. This usually results in very strong classification and framing (++C/F) but, on the other hand, it can be considered as structuring learning and explicitly detailing expectations from students – as Bernstein suggests a teacher (instructor) must recognise his/her role as a teacher (instructor) and students should learn their role of being students.

e. DE SPECIFIC POLICY

As Ferreira–Meyers & Nkosi (2011) pointed out, that neither IDE nor UNISWA has an ODL (DE)policy with a strategy to integrate blended e-learning, and it is a serious challenge. In agreement (Fowler et al., 2013, p. 255) state that "…. management of change process of training and awareness of staff would be simpler and more effective if IDE would put in place policy guidelines that compel all stakeholders to undergo minimum training prior to participation in DE, which may be possible if IDE becomes an independent institution"42. Thus, in light of this, I suggest that:

1. Like BOCODOL (Botswana) who received financial support from their government, they developed and implemented their own DE policy tailor made for their needs. Similarly, IDE needs to create a strong policy which incorporates financial support from the Government of Swaziland. Moreover, use expertise in the region, such as Distance Education Association of Southern Africa (DEASA) and the Commonwealth of Learning (COL), who have already assisted in the IDE in numerous ways (i.e., sponsoring workshops, bringing in experts in various e-learning areas).

f. ASSESSMENT AND EVALUATION

1. As observed in L1, tests and assessment should not necessarily be restricted to ones which have to be graded physically by the instructor. Moodle can mark some

[42] According to IDE's Strategic Plan, full autonomy is planned for September 2012.

assessments exercises and grade them according to the rubric created by the instructor.

2. The assessment does not always have to be strongly framed as students can input to it as well. After all, it may now be possible for a wider variety of academics – including students – to participate more actively, fully and equally in some of the these scholarly communities. The idea of "learning communities' may become a more attainable vision" (SAIDE, citing Gilbert, 1997, p. 6).

g. STUDENT-CENTRED APPROACH AND ACTIVE LEARNING

1. In my opinion it would be fair and practical that student-centred approaches be contextualised for each country. After all, each country's environment (e.g., resources, equipment, expertise, personnel, etc.) differs and develops at different paces and what works for one may not necessarily work for another. Needless to say, there are some key student- centred principles which cannot be overlooked, such as collaboration, peer review, dialogue, etc., which can occur regardless of delivery modality, but I argue that e-learning is the one sure way which would encourage the active learning type of learning.

   Justification for this line of thinking lies in the fact that I noted, from the classroom observation, that student-centred activities (virtual role-playing, debates, chat forums etc.) would enable the students to comprehend concepts taught. This aligns with the notion that: In curriculum and instructional design the approach is as important as the content. If possible throughout the curriculum, instruction should include practical and critical thinking skills activities (Republic of Botswana, 1977). E-learning adequately enables this practice to occur.

Contributions of this Study

The overall contribution of the study is towards academic knowledge. This research can assist towards the successful IDE operation, at present and in the future responding to the problem cited in chapter 1, pertaining to pedagogical awareness about the DE approach and using e-learning as a

teaching tool. Having looked at the IDE teaching and learning model (chapter 3) , the ideal practice and actual practice, this research will assist to professionally develop instructors in teaching with regards to their e-learning pedagogic practice in the ORF. From the evidence gathered the main theory which emanated is that 'instruction' can be compatible with 'construction.' In other words, traditional and progressive approaches can work concurrently, so the IDE is correct in implementing the blended learning approach because each has its pros and cons. Therefore this study contributed to the education sector towards:

- Instructors establishing an understanding of the DE principles in order to realize correctly the pedagogic practice applicable when using each delivery modality, especially e-learning. As mentioned from data retrieved through interviews and questionnaire, instructors fail to fully distinguish between the two approaches.
- Linked to the above, this study raises the awareness of ideal DE practice. Does IDE adhere to it? There may be a need to reorganise IDE programmes so they serve the IDE purpose.This entails ensuring that fitting materials and activities are designed and developed. Likewise, making certain that suitable delivery modalities are selected and implemented while appreciating the pedagogical strengths and weaknesses of each so they are used in a complementary way within the institute.
- Educating and developing the procedure for establishing policy with key management personnel involved. Also, IDE needs to ensure that it is explicitly explaines to their instructors in their contract what's expected of the IDE instructors in terms of the proper DE pedagogy and learning approach or methodology, especially with the integration of e-learning. Similarly, they need to take it upon themselves to research and keep abreast with current practice. The onus is also on instructors to acquire the recognition rules in order to realise/practice accordingly.
- Theoretically, the contribution includes key issues the IDE needs to ponder over while reviewing the delivery modalities which are: what are the implications of the findings about the on-going pedagogic practice currently? What does it mean to the DE programme within the IDE? Is the IDE really offering DE or part-time studies (which are two different things)? Also, e-learning will help bridge the gap as highlighted throughout the thesis and DE principles.

Proposals for further research

It emerged during the progress of this study that the socio-historical issues have a huge impact on pedagogical change - which, in this case, may influence but not necessarily determine the instructors practicethey are required to apply when redesigning courses from one modality to another. Therefore, a possible justification for the instructors considering teaching and learning as a transference process could be that they live in societies that are influenced by culture and structure (Archer, 1995, 1996). In Swaziland, elders are considered to be disciplinarians who can correctly mould the child, thus are primarily authoritarian. This child-rearing practice is not restricted to one's biological child but extends to all the children in the community.

If the instructors were brought up to be obedient and acquiescent at home, it is doubtful that they got to school and transformed themselves and switched to being opinionated, decision makers and critical thinkers that is desired by social constructivists whereby both the classification and framing is weakened in order to produce invisible pedagogic practices. It then becomes significant that the instructors who transmit knowledge in the ORF grew up in this type of society and were exposed to this type of classroom practice in their school days. Therefore, to expect them to shift to the expected student-centred and active learning practice is something unlikely to occur easily. Nonetheless, further research can concentrate on the following areas:

- As mentioned throughout this study the IDE students attend classes not having read their module. Consequently, students are not in a position to initiate or partake in discussions to be held in the F2F contact sessions as expected in the DE approach to teaching and learning. This to me appears to be a potential research area to pursue because an investigation into the causes of this kind of behaviour by students is not addressed in this particular study.
- As the module is the key facilitator in IDE, it is critical that it be of high quality. The same is applicable to developing e-learning content. Recontextualised content (whether from F2F instruction or print) is important. Thus, even thogh IDE does workshop authors on module writing, it appears that a study focusing specifically on how to write educationally sound DE modules and create e-learning content (instructional developing and designing) would assist towards reinforcing IDE's training of authors and instructors, so that quality material is guaranteed when published.

- A study which will focus on the students and their perceptions and practice of e-learning in the classroom (using the IDE as the case-study site).
- Another topic may examine whether the blended learning approach affected the student performance (negatively or positively) at IDE?

In this research specifically, how, what and why the pedagogic practice is enabled or constrained demonstrated that there is still a lot of work to be done in relation to changing the mind-set (beliefs, attitudes, etc.). It is at this juncture that I reiterate that despite socialisation and other factors which constrain the application of a student-centred approach, e-learning is the tool which will enable facilitation and mediation if the use of technology and practice is to be implemented successfully in the classroom, especially in DE at IDE.

Summary

This final chapter reverted back and re-examined the central question of the study. This was achieved by investigating how the official curriculum content and pedagogies established within the traditional modalities are recontextualised in the online (Moodle) modality at the IDE (in the blended learning system practiced there). Also, it is my hope that:

> ….educators might gain a greater appreciation for why more [instructors] are not using technology in ways advocated in the literature. This, may enableus to facilitate a better alignment between research, practice, and beliefs and to provide more effective ways of supporting and documenting instructor change. Ultimately, the goal is to facilitate uses of technology that lead to increased student learning' (Ertmer, 2005, p. 28).

Classification is demarcating areas of enquiry strongly and I was interested in whether the instructor carried forward the same pedagogic practice from one modality to the other. If, for instance, in one case the instructors practice demonstrated weak classification (-C), itmight have been unintentional and happened by accident. But as soon as s/he wrote something down it became more precise and strongly classified and framed (+C/F).

I checked the findings of the study at each level of the pedagogic device and also questioned some of the methodological implications of the study. By the end of the study it became clearer that while the theoretical tools provided by Bernsteinwere very useful, they needed to be supplemented by the character traits which social constructivism provided adequately. There was no specific hypothesis this study intended to prove or disapprove, but to describe how the official message content (regardless of subject content) is recontextualised through the three delivery modalities and hopefully suggest an appropriate pedagogic practice specifically in a blended learning system.

As mentioned in the very first chapter of this thesis, IDE delivery system needs to be reviewed, with a view to improving and enhancing the teaching and learning at IDE (Sukati, 2011). This requires active participation and access to computers in terms of both equipment and network accessibility. Granted, IDE has begun workshopping instructors on the blended learning approach especially when developing modules. Nevertheless, these workshops still need to intensify and regularly host more workshops for instructors on the DE concept and how to facilitate successful DE sessions using the correct pedagogic approach.This means they have to recognise the necessary transformed pedagogic practice which tallies with the original DE teaching practice, in order to realise the correct pedagogic practice in a blended learning system such as that of IDE. Beginning from UNISWA leadership, there is need for a paradigm shift where a series of changes in perceptions compete with older frames of reference and crystallise into totally new mind-sets and way of doing things (Stuart & Latchem, 2004, p.7). As the IDE is in the process of reducing the lecture hours, finding ways of helping IDE instructors to use e-learning as a third teaching tool and helping them change their pedagogic practice when changing the same course from one modality to another will make the transition smoother.

Furthermore, policies must be created which will clearly support the use of Moodle in DE. These policies would undoubtedly have an impact because there is a need to influence ‘change’ of mindset in both students and instructors in IDE so they recognise the importance of e-learning and the active learning approach it can provide so as to improve teaching and learning. Research such as this one could offer findings which might guide short–term action. On the other hand, they might educate stakeholders, challenge their current thinking and influence their policies over time. This paradigm shift cannot be achieved overnight but can be achieved in the long-term through regular training and workshop sessions.

In other DE organizations, advanced technology is used as interactive forums and this is a good practice which allows teaching and learning without the transport costs and inconvenience of travelling long distances in order to attend tutorials at the institution. Some commentators have correctly argued that less lecture hours may possibly enable more students to be accepted because they would not have to come to the campus as frequently but instead read the self-contained modules and participate in F2F sessions online or attend tutorials at regional centres to clear up any grey areas.

Besides, the findings of this study persuaded my initial misconception that with e-learning introduced practitioners should and would embrace the student-centred approach wholly without considering how critical the traditional approach is in the classroom. Given the fact that our culture and factors (Tabulawa, 1997) prevent us from being able to fully practice student-centred approach, the blended learning system is a practical bridging tool for the IDE to meet the global practice in education, which relies on e-learning and other digital modalities as teaching tools in the classroom. With reference to UNISWA, Ferreira-Meyers & Nkosi(2011, p. 10) disclosed that one of the challenges with implementing Moodle successfully is the lack of a calendar or roadmap which would establish and guide the adoption and implementation process (of Moodle) greatly. Therefore, it is hoped that the results produced from this study will assist the IDE to review and evaluate current delivery modalities and appraise the emerging technologies, so that IDE maps them into good pedagogical practice. IDE must suggest ways in which to ensure that all instructors fully recognise DE teaching and the required pedagogic practice when rewriting or redesigning content for the courses regardless of modality.

The findings indicate that there is 100% conviction that e-learning can be utilised effectively in DE. There is still a dire need to workshop instructors on the expected DE practice, and advise on pedagogic strategies which can be applied effectively when redesigning or rewriting one course to another via the three delivery modalities. However, the main obstacle to achieving this goal is the fact that IDE is now catering for an inappropriate target population (post–high school), who from observation appear to confuse part-time with DE and cannot be expected to fully comprehend and apply the DE principles in a manner that a more mature student would. Therefore, IDE needs to revisit its criteria for accepting students, because the current candidates are more suited to the FT programmes than the DE ones. This is also perpetuated by the fact that because most students are

post-high school and unemployed, they have time to attend lectures and expect repeat DE contact sessions which can be likened to revision sessions. This encourages the notion of both students and instructors that the F2F contact sessions are meant for lecturing. Also, democracy which is weak framing (-F)) in DE, must be practiced. DE students must be encouraged to participate in deciding what will occur during the F2F sessions and not be dominated and lectured to only (strong framing (+F).

DE has a future in a developing country such as Swaziland and in SADC as a whole. It should be a prominent feature in any national educational strategy and policy because it provides education anywhere, thus it can be decentralized easily. What we should not lose sight of as developing countries is that we need to be realistic about our environment in terms of its socio-economic and political state because these factors influence how DE will perform in the country. It is a sound alternative medium of instruction as it increases the numbers of the educated, which in the long run results in a prosperous nation being built.

Final Word

From the findings I conclude that the main research question of whether instructors continue to do the same thing or do something different because of the modality is answered. The answer is, with the exception of L1, the teaching approach remained the same despite teaching two different groups who require different teaching methods.These results are tentative as it's not a very clear-cut finding of the research, but it seems there is a tendency which appears to be worth investigating more in relation to what happens in future at IDE. Implications for DE include providing instructors with the required data to develop the skills to change their pedagogic practice accordingly and correctly when rewriting and redesigning content from one course to another via the three delivery modalities.

> [Instructors] must know something about the potential of technology to facilitate learning and to enhance their own effectiveness. They must come to recognize how technological applications can create greater success to education by overcoming time and distance problems, and how it provides for diverse learning needs because it has

> the capacity to deliver material in many different formats
> (Beaudoin, 1990, p. 1).

Thus, a clear comprehension of what is happening in DE currently is fundamental to its future. If we fail to understand it today, we will not be able to come up with effective and relevant strategies to build a firm foundation which is necessary in order to sustain a solid DE future. It is my hope that this study responds adequately to what Wills, (1995 cited in Modesto& Tau, 2010, p. 120)correctly asserts thus: "there are sources recommended as relevant to the future of (DE) and some relevant ones are namely; research findings….integrating ICT systematically, developing responsive management policies"' These sources undoubtedly produce critical information which, as mentioned in chapter 1, help create a framework and map the way forward for DE in a constructive manner.

Also worth mentioning is that pedagogic practices must be revamped to ensure that students are equipped with skills which will prepare them for the current and future global market, which demonstrates a heavy reliance on technology. Being able to go online is now seen as a basic human right. Thus, again this study responds to a basic human right because it enables access to education, which has been likened to water and electricity. Universities are counted amongst the first places to be connected (eNewsPrimeTime, 2014). Swaziland has to keep up with global trends where e-learning can be used as a tool to enhance teaching and learning.

Serious implications to consider with DE at the institute point towards the lack of a calendar or roadmap: the establishment of a calendar would guide the adoption and implementation process greatly. DE means studying from any destination globally. From reviewing the DE principles it can be deduced that students can learn from any destination. They may be met occassionally through F2F and tutorial contact sessions to clarify queries or grey areas which may have been detected from marked tests or assignment scripts and the print modules. Likewise, residential sessions may be conducted to serve the same purpose. If a student does not attend the contact sessions it does not mean that person has to be penalised because ideally DE should be accessed globally. Plus, someone who resides overseas cannot be expected to fly from their country of residence to attend class on another continent.

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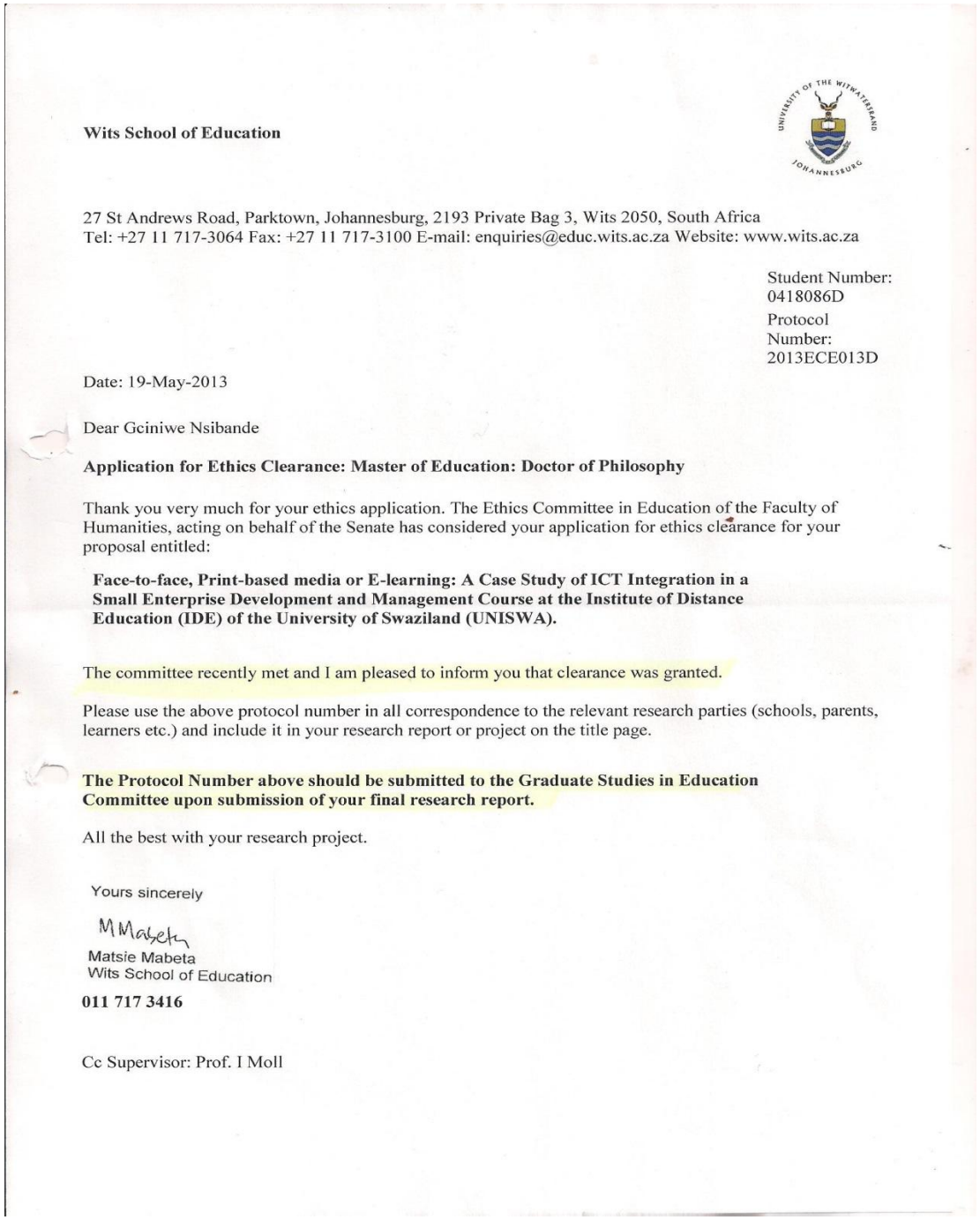
APPENDICES

APPENDIX A
APPROVAL TO CONDUCT RESEARCH LETTERS

A-1 Wits Ethic Clearance letter



Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

Student Number:
0418086D
Protocol
Number:
2013ECE013D

Date: 19-May-2013

Dear Gciniwe Nsibande

Application for Ethics Clearance: Master of Education: Doctor of Philosophy

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:

Face-to-face, Print-based media or E-learning: A Case Study of ICT Integration in a Small Enterprise Development and Management Course at the Institute of Distance Education (IDE) of the University of Swaziland (UNISWA).

The committee recently met and I am pleased to inform you that clearance was granted.

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: Prof. I Moll

A-2 The IDE letter of approval to conduct the research

UNIVERSITY OF SWAZILAND

INSTITUTE OF DISTANCE EDUCATION

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Prof. C.W.S. Sukati, BSc+CCE, BEd. (UBLS) M.Sc (N. Colorado),
Ed. M (Harvard), D. Ed. (S.A), Ed.D. (Harvard), C.D.E.P. (UNISA)

29th May, 2013

Ms. Gciniwe N. Nsibande
Institute of Distance Education
UNISWA
Private Bag No. 4
Kwaluseni.

Dear Gciniwe,

RE: YOUR REQUEST TO DO RESEARCH IN IDE

In response to your letter of today requesting for permission to interview and observe the Lecturers who teach courses in IDE, I am pleased to grant you the permission sought. Of course this is on the understanding that:

(a) The Lecturers will agree to the interview and be observed;

(b) This research will not affect our students in anyway; and

(c) You will share with us your findings in this study.

I wish you luck in your study.

Sincerely,

Prof. C.W.S. Sukati
Director, IDE

APPENDIX B

Consent Letters

B-1 To the Director of the Institute of Distance Education

31st May, 2013

Protocol Number: 2013ECE013D

LETTER TO THE HEAD OF THE INSTITUTE OF DISTANCE EDUCATION OF THE UNIVERSITY OF SWAZILAND

Dear …….

My name is Gciniwe N Nsibande. I am the Lecturer/Copy Editor at the Institute of Distance Education (IDE) of the University Of Swaziland (UNISWA). I am also concurrently a postgraduate student in the School of Education at the University of the Witwatersrand.

I am doing a research project titled: FACE-TO-FACE, PRINT-BASED OR E-LEARNING? : A CASE STUDY OF ICT INTEGRATION IN ALTERNATIVE INSTRUCTIONAL MODALITIES AT THE UNIVERSITY OF SWAZILAND (UNISWA).

My research involves exploring how e-learning effectively supports print-based and face–to-face learning through a experiential case study of three identical full- time lecture based courses taught through the three modalities of teaching and learning by the same lecturer via distance learning at the IDE.

This research sets out to find empirical answers to questions which will investigate how IDE instructors teach and use (integrate) the three teaching modalitys in order to teach the IDE courses. Specifically, this study probes whether positive 'change' from the traditonal pedagogies to IDE online teaching occurs in instructors in terms of improving pedagogic practice when they are teaching using different modalitys? Thus, the broad research question is:

- Do IDE instructors integrate e-learning into the traditional modalities of teaching and learning in order to enhance learning of IDE students?

The research data collection tools I will be using are namely; document analysis, questionnaire, in-depth interviews, and classroom observation. This will entail utilising, audio recording and videotaping. The collection of data will not exceed 10 weeks.

The reason I am conducting research of this nature is because it will help develop an understanding of the existing domains or theories as well as practices underpinning the three content delivery modalities to beexplored. Moreover, how the transfer of knowledge, teaching practice and quality of learning interaction that each delivery modality allows can 'change' and be improved to enhance learning will also be examined.

The interviews and observations will cover the issues mentioned below, which focus on the three modalities of T & L and the integration of e-learning. I, therefore, kindly request your permission to:

- interview the instructors who are department members in the Faculty of Education and Commerce respectively, as they are an integral part of the case study (understudy);
- observe the instructors while Teaching and Learning (T & L) in the full-time and distance education programme is on-going.

In order to avoid interrupting classes during the data collection process I intend to allocate days and times that will not result in any significant time loss.

The research participant(s) will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participant(s) will not be paid for this study.

The names of the research participant(s) and identity of the course lecturer(s) will be kept confidential at all times and in all academic writing about the study. His/her individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed 3-5 years after completion of the project.

Please let me know if you require any further information.

I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE

NAME : Gciniwe Nsibande
ADDRESS : Private Bag No. 4, IDE block. Office 014. Kwaluseni Campus. Matsapha.
EMAIL : gnsibande@uniswa.sz
TELEPHONE NUMBERS : (Cell : (268) 25170004 & (268) 760588979

B-2 (i) To Case study Instructors of the University of Swaziland (IDE)

31st May, 2013

Protocol Number: 2013ECE013D

LECTURER PARTICIPANT INFORMATION SHEET

Dear Participant,

My name is Gciniwe Nsibande. I am the Lecturer/Copy Editor at the Institute of Distance Education (IDE) of the University Of Swaziland (UNISWA). I am also concurrently a postgraduate student in the School of Education at the University of the Witwatersrand.

I am doing a research project titled: **FACE-TO-FACE, PRINT-BASED OR E-LEARNING? : A CASE STUDY OF ICT INTEGRATION IN ALTERNATIVE INSTRUCTIONAL MODALITIES AT THE UNIVERSITY OF SWAZILAND (UNISWA).**

This research sets out to find empirical answers to questions which will investigate how IDE instructors**teach** and **use** (integrate) the three teaching modalities in order to teach the IDE courses. Specifically, this study probes whether positive 'change' from the traditonal pedagogies to IDE online teaching occurs in instructors' in terms of improving pedagogic practice when they are teaching using different modalities? Thus, the broad research question is:

- Do IDE instructors integrate e-learning into the traditional modalities of teaching and learning in order to enhance learning of IDE students?

The interview and observations will cover the above mentioned issues on the integration of e-learning into face-to-face and print media (blended learning system) implemented at the IDE. The research data collection tools I will be using are namely; document analysis, questionnaire, in-depth interview, and classroom observation. This will entail utilising, audio recording and videotaping. It is my wish not to interrupt classes during the data collection process, hence I promise to choose days and times that will result in a very minimal time loss.

The interview and observations exercise will be in two phases: the first phase will happen between **April**and **June, 2013** and the second phase between **July**and **September, 2013**.

The reason why I have chosen your course is because the case studyand research of this nature will help develop an understanding of the existing domains or theories as well as practices underpinning the three content delivery modalities to beexplored. Moreover, how the transfer of knowledge, teaching practice and quality of learning interaction that each delivery modality allows,can 'change' and be improved to enhance learning will also be examined.

I request you to partake in this study which is a case study.

Statement of confidentiality: Records will be kept confidential. Your name and identity will be kept confidential at all times and in all academic writing about the study. Also, if the results of this study are published, the data will be presented in group form and individual participants will not be identified.

Statement of anonymity:
Your individual privacy will be maintained in all published and written data resulting from the study. Every effort will be made to respect the privacy and individuality of all participant(s) with the use of pseudonyms or specific codes which the lecturer may choose if she/he wishes to hide his/her identity.

Even though information will be recorded and transcribed and extracts may be used in the final report, I undertake to treat all information with the greatest confidentiality and promise anonymity of all informants.

If you agree to this request please sign the bottom of this document. Please note that as participant(s) you are free to withdraw or not to respond to certain questions. You will also be given an opportunity to review the transcribed data so to determine if what is recorded is a true reflection of what transpired in the lessons and interviews.

The research participant(s) will not be advantaged or disadvantaged in any way. You will be reassured that you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participant(s) will not be paid for this study.

All research data will be destroyed 3-5 years after completion of the project.
Please sign this document below and let me know if you require any further information.
Your assistance will be greatly appreciated

I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE:

NAME : Gciniwe Nsibande
ADDRESS : Private Bag No. 4, IDE block. Office 014. Kwaluseni Campus. Matsapha.
EMAIL : gnsibande@uniswa.sz
TELEPHONE NUMBERS : (Cell : (268) 25170004 & (268) 760588979

Response slip

I give/do not give (please delete as appropriate) my consent to have the interview recorded.

Lecturer's Signature: _____ Date: _____

ADDRESS
TEL NUMBER

B-2 (ii)

31st May, 2013

Protocol Number: 2013ECE013D

Lecturer's Consent Form: Questionnaire

Please fill in and return the reply slip below indicating your willingness to fill in a questionnaire for my voluntary research project called: Face-to-face, Print-based or E-learning?: A Case Study of ICT Integration in Alternative Instructional Modalities at the University of Swaziland (UNISWA).

Permission for the use of a questionnaire

Through a questionnaire, you will be asked questions about how you use/teach using the three modes of delivery (Face-to-face, print and e-learning) and how you think the content is delivered when using each? This questionnaire will be used reference and analysis purposes in this study.

Statement of confidentiality: Records will be kept confidential. If the results of this study are published, the data will be presented in group form and individual participants will not be identified.

Statement of anonymity: Every effort will be made to respect the privacy and individuality of all participant(s) with the use of pseudonyms or specific codes which the lecturer may choose if she/he wishes to hide his/her identity.

Response Slip

I…….

Give/do not give * (Please delete and tick as appropriate) my consent to fill in a questionnaire.

[ ] I know that I may withdraw from the study at any time and that I will not be advantaged or disadvantaged in any way.

[ ] I know that I can decline to answer a specific question.

[ ] I am aware that the researcher will keep all information confidential in all academic writing.

[ ] I am aware that my questionnaire will be destroyed 3-5 years after completion of the project.

Lecturer Signature: _____ Date: _____

Contact person:

NAME:

ADDRESS:

TEL NUMBER:

B-2 (iii) 31st May, 2013

Protocol Number: 2013ECE013D

Lecturer's Consent Form: Interview

Please fill in and return the reply slip below indicating your willingness to be interviewed for my research project called: Face-to-face, Print-based or E-learning?: A Case Study of ICT Integration in Alternative Instructional Modalities at the University of Swaziland. (UNISWA).

Permission to be interviewed

Through a in-depth interview you will be asked questions verbally about how you use or teach using the three modes of delivery (Face-to-face, print and e-learning) and how you think the content is delivered when using each. This interview will used for reference purposes when analysing the data for this study.

Statement of confidentiality: Records will be kept confidential. If the results of this study are published, the data will be presented in group form and individual participants will not be identified.

Statement of anonymity: Every effort will be made to respect the privacy and individuality of all participant(s) with the use of pseudonyms or specific codes which the lecturer may choose if she/he wishes to hide his/her identity.

Response slip

I……..

Give/do not give*(please delete and tick where appropriate) my consent to be interviewed.

[ ] I know that I don't have to answer all the questions and that I may withdraw from the study at any time and that I will not be advantaged or disadvantaged in any way.

[ ] I am aware that the researcher will keep all information confidential in all academic writing.

[ ] I am aware that my interview transcript will be destroyed 3-5 years aftercompletion of the project and will be kept safe until then.

Lecturer's Signature: _____ Date: _____

Contact person:

NAME:

TEL NUMBER:

B-2 (iv) 31st May, 2013

Protocol Number: 2013ECE013D

Lecturer's Consent Form: Documents

Please fill in and return the reply slip below indicating your willingness to allow me to use the course module, course outline, assignments, reports and any other relevant (to the course) documentation for my research project called: Face-to-face, Print-based or E-learning?: A Case Study of ICT Integration in Alternative Instructional Modalities at the University of Swaziland (UNISWA).

Permission for the use of course module, course outline, reports and any other relevant (to the course) documentation.

I…….

Statement of confidentiality: Records will be kept confidential. If the results of this study are published, the data will be presented in group form and individual participants will not be identified.

Statement of anonymity: Every effort will be made to respect the privacy and individuality of all participant(s) with the use of pseudonyms or specific codes which the lecturer may choose if she/he wishes to hide his/her identity.

Response slip

I give/do not give * (please delete and tick as appropriate) my consent for the use of the requested documents.

[ ] I know that I may withdraw from the study at any time and that I will not be advantaged or disadvantaged in any way.

[ ] I know that the documents (Course module, course outline, reports and any other relevant (to the course) documentation will be used for this study only.

[ ] I am aware that the researcher will keep all information confidential in all academic writing.

[ ] I know that the tapes will be destroyed 3-5 years after completion of the project and will be kept safe until then.

Lecturer's Signature: _____ Date: _____

Contact person:

NAME: ADDRESS:

B-2 (v) 31st May, 2013

Protocol Number: 2013ECE013D

Lecturer's Consent Form: Observations

Please fill in and return the reply slip below and indicate your willingness for your teaching to be observed in class for my research project called: **Face-to-face, Print-based or E-learning?: A Case Study of ICT Integration in Alternative Instructional Modalities at the University of Swaziland (UNISWA).**

Permission to be observed

During 6-8 of your full-time and distance education sessions you will be observed (with the consent of your students) on how you teach using the three modes of delivery (Face-to-face, print and e-learning) and how you think the content is delivered when using each. The information gathered from the observations will used for reference purposes when analysing the data for this study.

Statement of confidentiality: Records will be kept confidential. If the results of this study are published, the data will be presented in group form and individual participants will not be identified.

Statement of anonymity: Every effort will be made to respect the privacy and individuality of all participant(s) with the use of pseudonyms or specific codes which the lecturer may choose if she/he wishes to hide his/her identity.

Response Slip
I…….

Give/do not give*(please delete and tick as appropriate) my consent to be observed in class for this project.

[ ] I know that I may withdraw from the study at any time and that I will not be advantaged or disadvantaged in any way.

[ ] I am aware that the researcher will keep all information confidential in all academic writing.

[ ] I know that the observations will only be used for this project.

[ ] I know that the tapes will be destroyed 3-5 years after completion of the project and will be kept safe until then.

Lecturer's Signature: _____ Date: _____
Contact person:
NAME
ADDRESS
TEL NUMBER:

B-2 (vi)

31st May, 2013

Protocol Number: 2013ECE013D

Lecturer Consent Form: Videotaping

Please fill and return the reply slip below and indicate your willingness to be videotaped for my research project called: **FACE-TO-FACE, PRINT-BASED OR E-LEARNING? : A CASE STUDY OF ICT INTEGRATION IN ALTERNATIVE INSTRUCTIONAL MODALITITES AT THE UNIVERSITY OF SWAZILAND (UNISWA**).

Permission to be videotaped

I request permission to video record 6 of your Teaching and Learning sessions with your full-time and distance education students respectively. You will be observed and video recorded (with the consent of the students) in class. The observation will be video recorded for transcribing and reference purposes when analysing the data for this study.

Statement of confidentiality: Records will be kept confidential. If the results of this study are published, the data will be presented in group form and individual participants will not be identified.

Statement of anonymity: Every effort will be made to respect the privacy and individuality of all participant(s) with the use of pseudonyms or specific codes which you as the lecturer may choose if you wish to hide your identity.

I give/do not give (please delete as appropriate) my consent to have the interview recorded.

[ ] I know that I may withdraw from the study at any time and will not be advantaged or disadvantaged in any way.

[ ] I know that I can stop the video recording of the interview at any time without repercussions.

[ ] I know that the tapes will be destroyed 3-5 years after completion of the project and will be kept safe until then.

Lecturer's Signature: _____ Date: _____

NAME:
ADDRESS:
TEL NUMBER:

B-2 (vii)

Protocol Number: 2013ECE013D 31st May, 2013

Lecturer's Consent Form: Audiotaping

Dear Participant

Please fill and return the reply slip below and indicate your willingness to have your interview audiotaped for my research project titled: **FACE-TO-FACE, PRINT-BASED OR E-LEARNING? : A CASE STUDY OF ICT INTEGRATION IN ALTERNATIVE INSTRUCTIONAL MODALITIES AT THE UNIVERSITY OF SWAZILAND (UNISWA**).

Permission to be audiotaped

Through a in-depth interview, you will be asked questions verbally on how you use or teach using the three modes of delivery (Face-to-face, print and e-learning) and how you think the content is delivered when using each? This interview will be audio recorded for transcribing and reference purposes.

Statement of confidentiality: Records will be kept confidential. If the results of this study are published, the data will be presented in group form and individual participants will not be identified.

Statement of anonymity: Every effort will be made to respect the privacy and individuality of all participants with the use of pseudonyms or specific codes which you as the lecturer may choose to use if you wish to hide your identity.

My name is …….

I give/do not give (please delete as appropriate) my consent to have the interview recorded.

Please tick in the boxes below and return to the researcher.

[ ] I know that I may withdraw from the study at any time and will not be advantaged or disadvantaged in anyway.

[ ] I know that I can stop the audiotaping of the interview at any time without repercussions.

[ ] I know that the tapes will be destroyed 3-5 years after completion of the project and will be kept safe until then.

Lecturer's Signature: _____ Date: _____

NAME:
ADDRESS:
TEL NUMBER:

B-3 To the DE students

August, 2013

Protocol Number: 2013ECE013D

STUDENTS (DE) CONSENT LETTER: OBSERVATIONS

Dear Participant,

My name is Gciniwe Nsibande. I am the Lecturer/Copy Editor at the Institute of Distance Education (IDE) of the University Of Swaziland (UNISWA). I am also concurrently a postgraduate student in the School of Education at the University of the Witwatersrand.

I am doing a research project titled: **FACE-TO-FACE, PRINT-BASED OR E-LEARNING? : A CASE STUDY OF ICT INTEGRATION IN ALTERNATIVE INSTRUCTIONAL MODALITIES AT THE UNIVERSITY OF SWAZILAND (UNISWA).**

This research sets out to find empirical answers to questions which will investigate how IDE instructors**teach** and **use** (integrate) the three teaching modalitys in order to teach the IDE courses. This research study involves observing your lecturer when he/she is teaching you the specific course mentioned. These observations will be of three Teaching and Learning (T & L) sessions of this particular subject.

I therefore seek your consent to video tape the class proceedings. The video recording is for the sole purpose of accurately recording the teaching and learning interactions in the classroom. Nothing is asked of you except your usual attendance and participation in the lessons. All information collected as part of this study will be kept confidential and will not reflect your name. **I promise to protect your identity at all times outside of the study.**

Your participation in this study is voluntary. In case you choose not to participate, I guarantee to record at an angle which will make you unidentifiable in the video. The findings of this study may be published but I promise that pseudonyms shall be used to maintain anonymity.

The possible benefit of your participation is improved teaching and learning at tertiary level at the University of Swaziland UNISWA. If you agree to participate in this study please sign in the space provided below in this document.

Feel free to contact me (contact details below) if you have any questions concerning the research study or your participation in the study.

As a research participant(s) you will not be advantaged or disadvantaged in any way. You are reassured that you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. As a participant you will not be paid for this study.

All research data will be destroyed 3-5 years after completion of the project.

Please let me know if you require any further information.

I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE:

NAME : Gciniwe Nsibande
ADDRESS : Private Bag No. 4, IDE block. Office 014. Kwaluseni Campus. Matsapha.
EMAIL : gnsibande@uniswa.sz
TELEPHONE NUMBERS : (Cell : (268) 25170004 & (268) 760588979

I ……..

Give/do not give* my consent to be observed in class for this project.

B-4 To the FT students

Protocol Number: 2013ECE013D

Students (FT) Consent Letter: Observation

Dear Participant,

My name is Gciniwe Nsibande. I am the Lecturer/Copy Editor at the Institute of Distance Education (IDE) of the University Of Swaziland (UNISWA). I am also concurrently a postgraduate student in the School of Education at the University of the Witwatersrand.

I am doing research project titled: **FACE-TO-FACE, PRINT-BASED OR E-LEARNING? : A CASE STUDY OF ICT INTEGRATION IN ALTERNATIVE INSTRUCTIONAL MODALITIES AT THE UNIVERSITY OF SWAZILAND (UNISWA).**

This research sets out to find empirical answers to questions which will investigate how IDE instructors**teach** and **use** (integrate) the three teaching modalitys in order to teach the IDE courses. This research study involves observing your lecturer when he/she is teaching you the specific course mentioned. These observations will be of three Teaching and Learning (T & L) sessions of this particular subject.

I therefore seek your consent to video tape the class proceedings. The video recording is for the sole purpose of accurately recording the teaching and learning interactions in the classroom. Nothing is asked of you except your usual attendance and participation in the lessons. All information collected as part of this study will be kept confidential and will not reflect your name. **I promise to protect your identity at all times outside of the study.**

Your participation in this study is voluntary. In case you choose not to participate, I guarantee to record at an angle which will make you unidentifiable in the video. The findings of this study may be published but I promise that pseudonyms shall be used to maintain anonymity.

The possible benefit of your participation is improved teaching and learning at tertiary level at the University of Swaziland UNISWA. If you agree to participate in this study please sign in the space provided below in this document.

Feel free to contact me (contact details below) if you have any questions concerning the research study or your participation in the study.

As a research participant(s) you will not be advantaged or disadvantaged in any way. You are reassured that you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. As a participant you will not be paid for this study.

All research data will be destroyed 3-5 years after completion of the project.

Please let me know if you require any further information.

I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE:

NAME : Gciniwe Nsibande
ADDRESS : Private Bag No. 4, IDE block. Office 014. Kwaluseni Campus. Matsapha.
EMAIL : gnsibande@uniswa.sz
TELEPHONE NUMBERS : Cell : (268) 25170004 & (268) 760588979

I ……..

Give/do not give* my consent to be observed in class for this project.

APPENDIX C

QUESTIONNAIRE FOR THE CASE STUDY IDE INSTRUCTORS

Appendix C-1 Questionnaire

Kindly Rate the following using the 1 – 5 scale below:

1 = Strongly Disagree
2 = Somewhat Disagree
3 = Neither agree nor disagree
4 = Somewhat agree
5 = Strongly agree

A. PART 1 – VIEWS AND BELIEFS ON TEACHING AND LEARNING OF LECTURER

Please indicate with an X how much you agree or disagree with each of the following statements.

1. Teaching involves a well-taught basis of factual knowledge

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

2. Teaching is a basic thing. Get people's interest and then explain it to them

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

3. Challenge students to learn independently and engage in critical reflection

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

4. Teaching is a facilitative role.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

5. Use scaffolding to bring the students to the subject rather than explain it to them in detail.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

6. Instructors must impart information and students aren't expected to respond to it.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

7. Only instructors must select, sequence, pace and evaluate all the content taught.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

8. Instructors must always communicate things explicitly to ensure there is no ambiguity.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

9. Students and teachers facilitate each other's learning

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

10. Students must be knowledgeable reflective practitioners in their field

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

11. In order to teach the knowledge and the principles to the students for the curriculum the course content must be detailed.

Strongly Disagree	Somewhat Disagree	Neither agree nor Disagree	Somewhat Agree	Strongly Agree
1	2	3	4	5

12. Active-learning enables students to ask productive questions.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

13. Arriving early to the lecture class allows lecturer time to interact with Students?

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

14. Peer coaching allows competent students to become the best tutors of struggling fellow students.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

15. Students should be thanked for each contribution they make during class.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

16. Group work is popular with instructors who share constructivist view of learning.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

17. Instructors should give the students opportunities to draw on their own experiences?

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

18. Instructors should make use of narratives and analogies that may connect with learners.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

19. Instructors should acknowledge students 'different' cultural backgrounds.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

20. Instructors must be transparent about tests and assessment requirements.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

21. The way pedagogy occurs and the way instructors organize the content depends on the way students learn.?

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

B. Please answer in the spaces provided.

1. What is your understanding of your role as a lecturer in the Teaching and Learning? (T & L) process?

---

2. What is your understanding of the students role in the T & L process?

---

3. What are your beliefs about the nature of knowledge?

---

4. What strategies do you use to encourage the students to talk with each other?

---

5. How do you respond to student questions?

---

6. How do you prepare your students for participation in the work place?

---

7. What are the respective responsibilities of lecturer and students in the classroom?

---

8. How do you ensure quality of the learning environment?

PART 2 - INTEGRATION OF E-LEARNING IN CONVENTIONAL FACE-TO-FACE LECTURES AND PRINT MODULE DEVELOPMENT

A. ***Please indicate with a X how much you agree or disagree with each of the following Statements***

1. E-learning is self - paced.

Strongly Disagree	**Somewhat Disagree**	**Neither agree nor disagree**	**Somewhat agree**	**Strongly agree**
1	2	3	4	5

2. The introduction of e-learning (Moodle) in the IDE fosters greater student/lecturer interaction.

Strongly Disagree	**Somewhat Disagree**	**Neither agree nor disagree**	**Somewhat agree**	**Strongly agree**
1	2	3	4	5

3. Using Moodle as a teaching tool is enjoyable.

Strongly Disagree	**Somewhat Disagree**	**Neither agree nor disagree**	**Somewhat agree**	**Strongly agree**
1	2	3	4	5

4. E-learning helps instructors reflect/revise the content in the print subject modules & conventional face-to-face lectures.

Strongly Disagree	**Somewhat Disagree**	**Neither agree nor disagree**	**Somewhat agree**	**Strongly agree**
1	2	3	4	5

5. Face – to – face instruction and the print modules are better teaching tools than Moodle/e-learning.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

6. The e-learning sessions are very interactive.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

7. Instructors prefer more e-learning than the face-to-face lectures.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

8. E-learning is necessary in distance education?

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

9. Students should submit questions to instructors prior to the scheduled face-to-face lectures.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

10. Submitting discussion questions before the face-to-face session helps lecturer be better prepared for e-learning sessions?

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

11. E-learning helps make it easier to lead tutorials?

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

12. The IDE print modules are interactive enough.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

13. The IDE print modules direct students to links on the website for research purposes or to access assignments?

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

14. An indication of a good lecture is when students take extensive notes.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

15. Complete (full) print modules should be delivered via Moodle.

Strongly Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

B. Please answer the following questions in the next section in the spaces provided below:

1. Briefly outline how you prepare for face- to face sessions?

---

2. What aspect of print modules do you find helpful?----------

---

3. Are the activities in the SIM module within the text and varied e.g. group work, reflections, discussion

---

4. How do you prefer face-to-face sessions to be conducted, via /technology-learning or face to face? Justify your answer.----------

---

5. Do you think e-learning as a teaching tool (besides the IDE print modules, face-to-face sessions) is benefiting IDE teaching and learning. Explain. ----------

---

6. In your opinion, are printed modules, face-to-face sessions sufficient enough to ensure quality teaching and learning in IDE? ----------

---

7.. How should e-learning be managed?----------

8.. What (in your opinion) are the recommended e-learning hours and are they currently adequately accommodated into the timetable?----------

---

---

9. Explain what challenges/problems you have encountered with e-learning sessions?----------
---

10. How do you see your role as a facilitator (regardless of content delivery tools- face-t-face, print and e-learning)?

(Adapted for this study Spiller, D. (2012) and Nsibande. G. (2012))

APPENDIX D

C3: INTERVIEW GUIDE FOR THE CASE STUDY IDE INSTRUCTORS

Interview Guides and Schedules

The interview guide assisted me, as the researcher to remember all the questions which gave me the relevant information I required in the study. Respondents (instructors) spoke freely without restricting themselves to answering the questions posed 'as is.' The researcher thereafter gleaned the specific information required during the data analysis stage.

The interview Schedule is summarized below

Interviews with the Case Study Lecturer	**Dates**	**Time**
Interview – Lecturer 1	28.06.2013	12:20 – 1:10pm
Interview – Lecturer 2	24.06.2013	1:35 – 2:40 pm
Interview - Lecturer 3	02.07.2013	3:30 – 4:10 pm
Interview – Lecturer 4	26.06.2013	2:06 – 2:40 pm
Total of In-depth interview(s)	4	

Introduction

The questions posed to the lecturer were designed to get a clear picture on the following aspects.

1. Verify what instructors said regarding their beliefs and views of teaching in questionnaire.
2. Gather how much knowledge the case study instructors had on e-learning in general. Afterall, it's critical that they had some basic knowledge of it, so researcher could build on it she proceeded to do the scheduled interviews. Moreover, the researcher found that this interview enabled her to get comfortable with me as the respondent and researcher. The questions allowed the lecturer to expand in terms of details after the questionnaire if they needed to do so.
3. The interviews enabled researcher to triangulate the information received form the case study instructors.

Interview Questions

1. What do you consider to be 'Distance Education' and e-learning?
2. Is there a difference between 'Online instruction' and e-learning?

To gauge the instructors knowledge on Moodle and the adoption of it, their 'teaching practice' and the 'interaction' between students and instructors, the following questions were asked:

a. Do you have a basic knowledge of tools and features available on Moodle agree?
b. Are you confident in your ability to use Moodle?
c. Do you intend to use Moodle again on a long term basis?
d. Have you made an effort to fully integrate some of the different tools and features available in Moodle in your teaching?

The second section of this interview will proceed to probe on the teaching practice and the interactions between the student and lecturer.

a. Has the implementation of Moodle helped you think more deeply about your teaching practice?
b. Has the use of Moodle helped you improve the quality of your teaching?
c. Would you agree that the use of Moodle has enhanced the level of staff-student and student interaction?
d. Has Moodle helped you feel more connected with your full time students?
e. Has Moodle helped you to feel more connected with your distance students?

(Source: Adapted from Walker, Brown, Moore, Hughes: n.d)

This section of the interview built and expanded on the initial interview.

1. What is your view of:
a. Teaching
b. The instructor
c. The student
d. Face-to-face, print and e-learning as teaching and learning tools?

2. How do you think the traditional pedagogies (face-to-face and print) differ from E-learning?
3. What orientation workshops were carried out to introduce the e-learning to Instructors'?
4. Who was involved in these workshops?
5. Do you think these workshops helped you understand what e-learning is and how you can adapt your current teaching methodology to incorporate E-learning?
6. Do you believe that e-learning can enhance teaching and learning? What makes You think so?
7. Do you think you are able to teach using e-learning in the recommended ways You Were taught in the workshops? If not why?
8. Are there any support programmes or workshops in place for helping teachers improve practice when incorporating e-learning?
9. Is there any more information on e-learning as pedagogy you would like to share with me?
10. What is your vision about the future of E-learning in IDE?

This section of the interview asks about the teaching practice of Lecturer X. Also it specifically asked for clarifications or information which may have been overlooked in the questionnaire and interviews. Lecturer X got an opportunity to expand or verify the questionnaire repsonses, thus triangulating the information obtained via the various interviews, literature review, document analysis and observation.

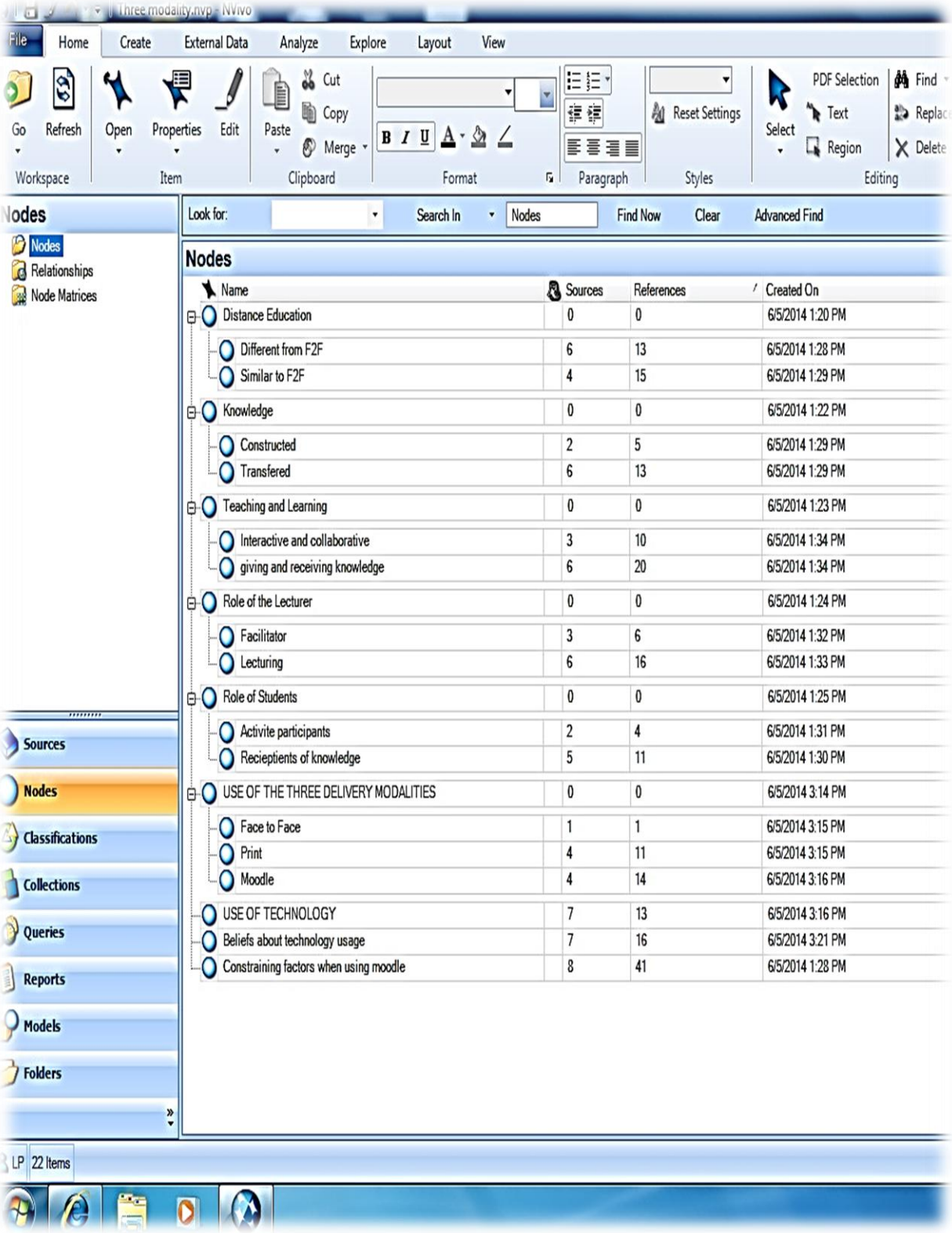
Section 3

1. Do you think that you teach in an identical manner when lecturing the FT group and the DE one? If 'yes' or 'no' kindly explain the differences and why you do this?
2. Do you have a preferred pedagogic method of teaching. Justify your answer.
3. How do you facilitate your lectures so that students are given an opportunity to construct and collaborate when creating new knowledge?
4. What in your opinion is the best way to integrate e-learning so that an effective blended learning system is practiced for T & L?

Thank you for your time.

APPENDIX E
QUESTIONNAIRE AND INTERVIEW ANALYSIS CATEGORIES

A. D1 - Themes created to analyse questionnaire and interview and data analysis in Nvivo



APPENDIX F

KEY MOODLE FEATURES



IDE decided Moodle was the Learning Mnagement System (LMS) to be used for the first phase when introduced at UNISWA. Moodle has certain advantages: it is free; it is open source and thus in theory extendible; it has a long and successful history of educational use in DE (e.g. the UK Open University); and now has a mobile version (MOMO). The following are some of the in-built features within Moodle:

- It provides instructors with a very suitable communication means. Moodle has a "Quick mail", an email function that makes it possible to email selected groups of students or all students from within Moodle.
- It has customizable content areas for course information such as course outlines, requirements, staff information, students' lists, announcements, FAQs.
- It has a document repository facility that provides an easy access to course materials such as lecture notes, handouts, past tests and examinations, modules, etc.
- There is a calendar - for showing course events such as schedule of tests, due dates for assignments, etc.
- Moodle provides access to a range of resources and materials which may not otherwise be available or accessible, for example graphics, sound (very useful for teaching foreign languages), and animations, multimedia.
- It has efficient communication tools like email facility, discussion forum (an asynchronous discussion tool; Moodle has several options for group forum participation) and a Chat Room for real-time discussions (but in text form only).
- Moodle makes surveys of opinions prepared by instructors or administrators available.
- Using Moodle, Instructors can assign and collect assignments.
- It will allow for interactive tutorials/quizzes/homework and provide an effective means for review.
- It has Student/Instructor Home Pages - for posting profiles and personal data.
- Through an Online Grade book Moodle enables instructors to enter grades and students to view their grades.
- Using Moodle, you can post news items, notices and announcements.



Note

Moodle does have a major weakness: the underlying pedagogical modality is based on the conventional instructional rather constructional philosophy and thus it has a Web 1.0 approach[43]. It does not, for example, support real time interactions in voice or video so live lectures, debates and discussions are not possible, and it is difficult to undertake any practical work (cf. Mayes, 1995). Basically it is very good for managing a standard lecture based course and thus in providing a foundation for later improvements.

(Adapted from Fowler,Vilakati, and Sukati, 2013.)

[43]Web 1.0 sites are characterized as consisting of static pages that are centrally controlled and have limited interactivity. In contrast Web 2.0 sites are more dynamic with user created content, high levels of interactivity and with good and varied communication tools.

APPENDIX G
TRANSCRIPTION AND SPECIFIC ANALYSIS FACE-TO-FACE
Classroom observation

Based on the Classification Principle

LECTURER 1 :DE GROUP - WEAK CLASSIFICATION(-C)

L1: Hence, our Moodle discussion which I am monitoring and people are not forthcoming. What didwe say? You must know that everyone is talking Moodle and e-learning. A lot of reading anddiscussions will be in the discussion forum on Moodle. The question is on the discussion forumwhy……? *What did you say do you wish to share?

L1: Yes, …but there are many other responses that I am expecting. You have set the ball rolling. Who else did login and contribute to this discussion? Hey 2 marks to you XXX. I actually do wantcomments. I was actually sitting on my computer and was monitoring your contributions – Did you Login?

Student 15: No I did not instead I reserved my comments.

L1:I'm going to add a 3rd activity now……did you see that I responded to your discussion XXX.

Student : No.

L1: Oh you just posted a discussion and you didn't even bother to check that I have responded … make sure that you do check, because we are actually discussing and talking. *I liked the way you responded to somebody else's post and not necessarily mine.* That is what this discussion forum is about. You are supposed to be reacting to whoever says what, because it
is good as you are discussing it in class. People throw their own ideas, and question some of the things and yes you can contribute…

L1: …You can utilise that aspect on Moodle. I will introduce all these things as we go along, and if you can grasp all of it, you don't need to be here, we can chat wherever you are. We can simply discuss issues, chat and submit your assignment, but like she said, we want to see if we can use the Moodle in combination with the face-face discussions, which constitutes the e-learning. It is supposed to ease our space; we are not supposed to be here, are we? …IDE is taking things to another level, where we can save space and have centres all over the country, where we sit down and we converse

L1:…. the students, the in-service and the information have changed, as it is now I'm forcing you to use Moodle and it should be helping you to do that in your school. The skills that you are getting here, you can apply them in your school context; that is the dynamism that we are referring too.

L1: … the online activity: 2.1 to 1.2, we are going to have a discussion here ….I would like you to submit this one, as much as you are submitting it online….
L1: You will need a partner to work with you so that you develop a presentation for the class discussion. When we come back, we shall have a general class discussion on the scheme work or we can post on the forum and discuss it there. Does anyone have any questions on that task? You are submitting that also in one and a half pages on the 14th.

L1: What I have now is about ten assignments that have been submitted, more are to come I hope. Any queries? There are none. I have just uploaded on short assignment on lesson planning, and probably some of you have already seen it. All you do is look at the lesson plan and mark it and grade it. Then upload your marking rubric with an explanatory note to demonstrate why this and that are important, explain the marks allocation and explain why you give those marks for that lesson plan. I'll enjoy reading your comments and the reality of the marks that is if they are true. I will give you 5% free, but you as the teacher can mark it out of anything.

L1: ….the grading is automatic and as long as you submit and it meets the rubrics that I have put there, it marks accordingly.

L1: How can this new teacher be helped and where can this teacher find help. It has already been uploaded on Moodle. This is a case study, you only have to read it and respond by stating where you would refer the teacher for help.



Analysis:
The above scenario indicates weak classification (-C) in terms of integrating e-learning fin the F2F contact sessions and simultaneously for the assessment and or evaluation.

Analysis:
Also noted is that the regulative discourse is seen in the instructor explaining the e-learning teaching process and the expectations of it with the students. Furthermore, from the quotations reflected above there is strong evidence of weak classification (-C), which is clearly and repeatedly revealed by the integration of e-learning whereby discussion forums and assessments are posted online by instructor. Partnering through the discussion forum is encouraged. Moreover, these extracts show that both instructor and students are taking part in the e-interactive teaching and learning process. On the other hand this very same scenario can be viewed as strong framing (+ F) in that instructor is clearly giving instruction and deadlines are stipulated by him/her. Interesting is that (+F) is evident in e-learning which I argue signals the importance of structuring the learning and the instructor playing the role of facilitator and mediator.

LECTURER 1: FT GROUP - WEAK CLASSIFICATION (-C)

L1:….I have already posted one discussion that you should be working on….

L1: Like she was saying, *I have gone online, and I have seen most of you,* and most of our materials are online. We will also interact on online; therefore you can log on and *start working on that discussion on the forum.*

Usually my assignments will be on the discussion forum….. *If you have a problem, please*

always come to me but we should spend a lot of time communicating, it should not be once a week. On Moodle we can always be talking to each other, to me or to her because she is my student and ask questions.

L1: The scheme of work was supposed to be prepared for a week, *which you submitted. Did you upload it?*

STUDENT:I submitted it through Moodle.

Analysis:
Weak classification (-C) is suggested by the integration of e-learning whereby materials are online and discussion forums instigated is highlighted by the instructor. Moreover, interaction is reinforced by the instructor empowering interaction by inviting students to consult with him and communicate frequently.

LECTURER 1: DE GROUP AND FT GROUPS - STRONG CLASSIFICATION (+C)

This category DOES NOT apply at all to L1 pedagogic practice because his/her is the opposite of the very strongclassification (++ C) which is indicated by the following traits.Here the boundaries between e-learning and IDE traditional teaching approaches are very strong as there is no indicators of an e-learning approach in the face-to face teaching (e.g. no mention of e-learning, no referral to e-learning content via relevant links or e-learning activities).
-Only Instructor gives notes and he/she selects, sequences, paces and evaluates all the content and assignments etc, No chat forums nor opportunities for collaboration work for students to construct mew knowledge, No flexibility exists.

LECTURER 1 - PEDAGOGIC PRACTICE BASED ON THE FRAMING PRINCIPLE (REGULATIVE AND INSTRUCTIONAL DISCOURSE)

Strong framing (+F) DE Group

Practice of instructor pointing at students when wanting to answer a question may be considered as strong framing (+F).

L1: I want to move on. I am done with XXX because I am not teaching theory …

(Student wants to add comment related to topic just closed by lecturer and he/she allows this)

Student 3: I wanted to say that XXX can also be discriminating for instance…..

L1: Yes, those are some of the issues.

Turning to the black board L1 uses a piece of chalk to write the next topic to be tackled

*__L1__: Ok, Conceptualising XXX that's my topic today.

Analysis:
Strong framing (+F) because instructor decides when to move on from each topic. On the other hand weak framing (-F) is suggested in that instructor allows the student to verbalise a content related thought (indicating that students are not ready to move on), despite that he/she has said the topic is closed and they should move on. In a way pacing is temporarily in the hands of the students.

L1:….because I'm going to add a 3rd activity now.

L1: …All these activities and the 3 assignment constitute your CA and that's where your marks come from. This course like I said is by CA only; that is all these activities and the 3 assignments must be done. Some I mark, some I take in and appreciate. Those that have marks like this one: using the information given … it has a total of 25 marks. I will make sure that I mark it, and reduce the marks, so do attempt it because it carries some marks. But it like that, if you look at page 17, this exercise has a total of 80 marks, so you do not have an option but to do it. If you have challenges call me, send me a message, email me and we can talk about it. So this module is action packed , it must not be put down

L1: ….Basically in the morning I tried to summarise what I pre-empt to be a discussion regarding an activity.

Analysis:
Strong Framing (+ F) in terms of assessment and simultaneously weak classification (-C) in terms of e-learning integration into the F2F session)

L1: This is also due on the 14th together with the other pieces of work. On this you are expected to write as much as you can write because you are expected to demonstrate your reflections….this is due on the 14th. After the 14th you will receive an assignment and we will set a due date for that assignment

Analysis:
Strong Framing (+F) in terms of assessment, in that instructor the one who decides and stipulates submission date.

L1: The reason is that the grading is automatic and as long as you submit and it meets the rubrics that I have put there, it marks accordingly. If we use it the manually, it will become untidy so it would be advisable that we are all subjected to the same rubrics for marking. I have also not received anything from XXX, because the scores are already there and if you don't submit, I'll record zero but there must be a grade….*You are forced to submit* and please make sure that happens. *We collect marks every semester*, but you are not semisterised… Another thing is my assignment which was due or is due now.

L1: It says post on line… There will be one big test and one major assignment, to find out if people are reading. What is your complaint teacher from XXX? A test will quicken the spirits of this class to read, and I am seriously thinking of taking that decision…. I have settled this matter and you are going to write one test.

Analysis: Strong Framing (+F) *in terms of assessment method is suggested in that it is not negotiated with students. Also, in terms of regulative discourse the instructor is trying to direct the behavior of the students by imposing tests that will compel them to read. In the same vain* ***Weak Classification (-C****) in that e-learning is integrated in the F2F session).*

L1: You should be writing one that is due on the 26th November. I hope that the gentleman there also heard. Don't change what we have agreed upon. We can submit the assignment on the 10th.

L1:….. That does not matter as long as you can bring the assignment on the 26th November. *I can't change that one, but this one here is a short piece of assignment because next semester I will give you two long*

assignments before your graduation… If you don't submit on the 26th November, that's your problem and if you can't make it to class you would rather ask somebody to deliver it for you.

L1: I have also extended your deadline to tomorrow otherwise it was today. You must do something. We can extend it by two days or so… I want to give you one more piece of work.

STUDENTS: We should be starting our exams around that time. They are starting from the 18th. …

L1: Find a day for make-up.
STUDENT: We can submit the assignment on the 10th.

L1:…That does not matter as long as you can bring the assignment on the 26th November…

Strong Framing (+F) *is revealed in that despite the students protests regarding an additional assignment , instructor is the one who decides on assessment. In the same vain, there is evidence of Weak Framing (-F) in that instructor does give the students some leeway on terms of discussion of submission date. Students attempt to weaken the framing, by negotiating the submission date but instructor then remains firm and explains that submission date is set, hence + F again.*

L1: Your module does indicate that and when we talk about professionalism and the …teacher, which is the next sub –topic that completes unit We shall be having a forum discussion on that one. What is it indicating…., please open that. The module should be indicating some work on the module. What is it saying?

Analysis: Clearly Strong Framing (+F) *is revealed in the module because by its very nature the module is structured as content is written down. The authors re required to write in a structured manner when developing the module as it's necessary to do so from the onset which is the planning stage. After all the module is the main teacher for the DE instructor, so all content has to be selected, sequenced, paced and evaluated by the author (in the IDE case is often the course instructor).*

L1: …Do you have in your schools?

STUDENT: No we don't have any .

L1: Those who did login what are some of the problems you has with login
Student 16: I could not because I was not registered as a participant. But I asked a registered colleague and found that some of my colleagues who were registered were also not there and only a few were there as participants….

L1: …because I have also noted that sometimes I do not get an alert that a submission has been made to the discussion yet I am supposed to...If there are problems, because we do have network problems here,.

STUDENT: We need help with regard to submitting through the posts.

L1: Ask for help from your class mates who have already posted, they will direct you.

Analysis: *I observed that the technical challenges cited above constrain the use of e-learning thus contributing to* ***Strong Framing (+ F),*** *in that they prevent effective use of e-learning. Nonetheless, it is worth pointing out that in the last extract the instructor encourages students to collaborate with peers to*

in order to upload and post submission. This gesture displays an element of ***Weak Framing (-F).***

L1: …As the teacher I do want to make comments, and I also can follow who has or hasn't submitted. If I click on your submission, it will tell me what you have written and give me an allowance to make comments and grade your work….if there are any areas where you need clarification, you can only raise those issues only if you have read.

Analysis: Strong Framing (+F) Regulative Discourse.
Instructor is tracking and monitoring submissions, he/she deciding when students can ask for clarification e.g. Instructor stating how students should behave – if you have read you can ask for classification (meaning if you have not, you keep quiet and refrain from seeking clarification.

STRONG FRAMING (+ F) FT GROUP
L1: ….lets read ahead now as **we are** actually behind time as **we are** near the break and *by that time* ***we should have*** *written one test*

Analysis*: (Strong framing (+) in terms of evaluation/assessment, L1 gives the instruction regarding the test they have no choice but to write without consulting with the students. On the other hand it can be considered as Bernstein's Regulative discourse whereby the expectations form students with regards to evaluation are explicitly spelt out. Likewise, the deadline for test is stipulated by instructor who is adhering to the UNISWA/IDE regulations which stipulates the number of tests which should be administered per semester. Thus, the Strong Framing originates from the institution.*

L1: Tests are part of our assessment, which will be in two parts. There will be one long assignment and a presentation, although there will be many other class activities that we will be doing as we go through the topics.

Analysis: *Strong Framing (+F) in that instructor decides on assessment methods, design and evaluation without any input form the students. Furthermore, as decision regarding assessment is made by instructor this further signals that +F is dominant because decision to conduct tests or assessments is decided by instructor rather than when students are ready for the test.*

L1: Let me pick a few like, Erica C and Erica J, those two copies, should be there…I'll be giving you a hand-out, not today though….. more time on unit 3 than the other units….. **what we** call pedagogy in the classroom…that is how we teach and then unit is a continuation. …..Those are some of the things that **we are** going to look at.

Analysis: *According to Bernstein the above indicates the regulative discourse which outlines the expectations of the course, thus preparing the students of what is entailed in it. Seeing that the overview of the course details is prepared solely by the instructor without any input from the students who are only informed of it, it is considered as Strongly framed (+F).*

Furthermore, Strong Framing (+F) is revealed in that the deadline is decided and created by the UNISWA/IDE Regulations, without any input from the instructors themselves.

Analysis: *Strong Framing (+F) in that instructor decides for students where they should get the required content relevant to the course.*

L1: I'm going to group you there, it's a pity you are not all there, I want one group will deal with Piaget and the other with Goldman and the implications of these theories… **we will** spend

Analysis:Strong Framing (+F) *in that instructor decides for students how they will group themselves.*

WEAK FRAMING (-F) DE GROUP (LECTURER 1)

L1: What I will do because I don't want these, and ….., also does not want the hard copies for the blended learning, what I will do is l give you another attempt , so on the platform it will be number 2, so that you can upload your second attempt. In that way it helps me to grade because when you submit, there are rubrics to guide one in marking, and it does the grading automatically.

Analysis: *The above shows* ***Weak Framing (-F)*** *in that the students negotiate to resubmit and instructor allows this. However it also indicates the poor use of e-learning by students who still require practice on uploading the submissions. At the same time there is an element of* ***Strong Framing (+ F)*** *in that the instructor is the one who assesses and is monitoring those who have or have not submitted and will be the only one to comment and grade work.*

L1: We are going to set the due date and all the assignment should be submitted on the due date to the …… after the 14th you will receive an assignment and we will set a due date for that assignment…..

Analysis: T*he fact that instructor uses the word 'We' and states that the due date is a joint decision with students is evidence of* ***Weak Framing (-F).***

L1: I have noted the response, but there is no interaction in terms of comments amongst you, but with me. …and respond to the discussion. I'm going to upload another discussion, and I want to see if we all logging in and writing comments…if I click on your submission, it will tell me what you have written and give mean allowance to make comments and grade your work.

Analysis: *The Weak Framing (-F) is noted in that the instructor gives students an opportunity discuss amongst themselves to It is noted that instructor is encouraging interaction between peers online as per constructivist approach. Concurrently,* ***Strong Framing (+F)*** *is seen in the fact that instructor monitors comments or submission and grades the work, Meaning he or she is facilitating the learning process and is in control of the evaluation.*

WEAK FRAMING (-F) DE GROUP (LECTURER 1)

L1: We don't raise our hands because we are mature

L1: ….whenever you are ready…..

(The above utterance indicates - F in terms of pacing).

L1: ….. As she was saying, we rely on our own reading, that's why I gave you a list of readings at the back of your course outline

Analysis: *(-F in terms of pacing – this is see in the fact that students are instructed to read independently, thus not relying solely on instructors information. Likewise in terms of content, the students will decide when to read what information and at what time).*

L1:…. Go and find out what GGG did; for me and we will see each other in the discussion on Moodle. In the discussion I was saying something like define religion and I will be to hear your opinions on religion.

Analysis: *The above shows* ***Weak Framing (-F)*** *in that the instructors is giving students an opportunity to go research and in the process construct new knowledge independently.*
At the same time there is an element of ***Strong Framing (+ F)*** *noted in that the instructor is the one facilitating the learning by giving the instruction and giving guidance as to what the assignment is, hence structuring the learning process.*

EXAMPLES OF L1 BEING INCLUSIVE - RELATING CONTENT TO EVERYDAY EXPERIENCE AND/OR EMPOWERED INTERACTION AS PER CONSTRUCTIVIST APPROACH (DE GROUP)

L1: A case study is available at the back and how many have even looked at it? It is evident that you don't read and that is the problem. The case study is on page 66 and I'll ask Miss from XXX to read the case study for me,

STUDENT: No, Sir. Mary, a new PGCE graduate teacher, dealt with a significant amount of stress in her 1st year. … She would also sometimes wake up at night, worried about having not finished something. The task: What sources of help can the teacher Mary get help to teach better?

L1: Where do you get help? …So this case study is very relevant to you…You are teacher Mary, a novice teacher in the field, dealing with a number of issues as has been mentioned, all the things that should be worrisome to an experienced teacher…Yes, XXX, just highlight a few….

STUDENT: I think that these challenges are mainly on the pre service teachers and not the in-service teachers.

L1: …..because we are also using this for IDE and I want you to read your comments and reactions because I think it is one grey area, where people doing a research topic to say how effective is IDE, or do instructors chase you around for marks to be graded and submitted or are you being helped when you fail to submit. So if you give us these reflections and be truthful.

EXAMPLE OF L1 RELATING CONTENT TO EVERYDAY EXPERIENCE AND/OR EMPOWERED INTERACTION AS PER CONSTRUCTIVIST APPROACH (FT GROUP)

L1: For example when one says, I am a Swazi; you do not convert a Swazi, but you are born of married into the culture, but when you talk about SiSwati, you are not only talking about the circular , but the XXX aspect of it. But in siSwati means you are respectful to your elders,…… in that way you get to get blessed in the spiritual. You do things in the physical and get rewarded in the spiritual, if you don't respect your parents …***We don't talk*** about …in SiSwati, ***do we***?

STUDENT 1: No.

L1: ***We believe*** that when you …it's so practical; it unites the people,….but society has its own code of conduct and beliefs, that this life is so intertwined with both worlds that it is very difficult to separate the two. …..And from this definition, many other definitions emerged.

L1: ….by the way what did we say. What was your argument or opinion? I had asked that did you really need TP at your in-service. I was particularly referring to you , that you have done your TP…, has there been a change, any additional change that you have seen as a result of this exercise, did it help in any way?... what was your argument on that one.

Analysis: *The above examples discusses real cultural issues/beliefs (real life experiences) and arelater linked to the objective of the lesson and simultaneously enable students to critically think and construct new knowledge in the learning process.*

Student 1: ….I think it is difficult, because religion is a complex phenomenon, and it is perceived by an individual.

L1: …It is thinking differently, in terms of geography, settings and *viewpoints. We had quite a few the last time. What did you have? You seem to have quite a lot to say.*

STUDENT 2: I do not have a lot to say, but Marx states that religion is 'opium for the masses'….I think that it is his

STUDENT4: So you can refer ….which is a drug used in hospital for people in critical condition, to relieve them of pain. The minority in the society use it to console the lower class who are suffering, that there is a place called heaven where all their troubles will be gone, in that way they are consoled. In that way, the people will think that their trouble is normal, they will oppose the status quo, but they will preserve it and try to maintain it.

Analysis: The above cited scenario indicates a very interactive contact session as both instructor and students are taking part in the teaching and learning process. Additionally, students' ideas are solicited.

STUDENT: There's not much difference.

L1: There's not much difference. Am I allowed to stop the preacher on the podium and ask a question? Is it allowed?

STUDENT 1: It's not allowed but it's not written down.

L1: It's, not written? But ***how would you feel*** if you are teaching and …. up and I saw you doing that and I said wait.

STUDENT 1: That would be good feedback.

L1: Good feedback!! *You must be* a new breed otherwise **we will** definitely chuck you out, if you're challenging my preaching. There is a difference between teaching and preaching. We will be looking at all of that.

Analysis: *The above example suggests Weak Framing (-F) in that the class is interactive and the use of the word 'We' corresponds with the instructor involving the students in the teaching and learning process as initially indicated.. In addition, the words used and bolded such as* ***'We will', 'We believe' How would you feel'****…' indicate that both the instructor in conjunction with the students will be key players in the teaching and learning process.*

ILLUSTRATION OF L1 INTEGRATING PRINT (IN THE F2F CONTACT SESSIONS) WITH DE GROUP

N.B. E-learning integrated in print module and F2F sessions differently.

L1: …I am just summarising what you have read because I know they are in the module. If you have read them you will know them so luckily for me it's all there in the module….so this module is action packed , it must not be put down.

L1:(Instruction to whole class) Just read me one definition of what religious education is from the module.

Student obliges and reads out definition from the module.

L1: (Pointing to module) - Sealy is on page 82. Its definition is in the module. This is my one (pointing at the module in front of most students) which is why I always want it.

Instructor points at a student to read it and the students reads the definition out verbally for the whole class. – religion is about learning of concept ….I am interested in Suttle 1984. What is he saying?
Students turn to the module

L1:: You see the module needs to be read

Student 10: Reads answer directly from the module

Instructor all the time continues to jot down key phrases on the board and expands as each student takes turns reading out each point.

L1: How did I put it in the module? Who can read it for us the o be familiar with the module. Let us read the module….I want people to be talking my module. How did I summarise it in the module because I have summarised it there?

Two different Students read different sections summarising and instructor encourages students to continue reading complete paragraph from module.

*So I have just run through…. Now your duty is to go and read and do those activities especially the *section on the development of the subject. Your assignment is to read specifically this section about all*

these things we have discussed. The historical development of the subject…. My argument in the module is……
**I wanted to go through the module before you go home but you don't read and we have been a little slow. Nonetheless, if there are any areas where you need clarification .you can only raise those issues only if you have read but if you haven't everything will be nice and straight until we meet in the test….*

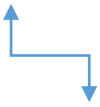
***L1**: But in the meantime, we have this (module) and I'm very glad that the draft is out in particular for the IDE; …The activities are all here even though the draft is thin, there are many activities, which are very demanding and most of them are online. I want to give you these activities*

***L1:** …there are the content pages, welcoming remarks, the structure of the module, welcome remarks, help pages, assignments, instructions and the tutors' remarks. We are going to take one unit and the instructions are as follows. ..You are done with Unit 1 so you must be ready for assignment 1. What I'm trying to emphasize in this module is that the content is blended, being in the module and done online. That is the underlying comment about this module*

***L1:** …You will read the online extract in a lot of countries, and people are doing that now, there will be instructions for you to read a DVD, I don't have to be here to tell you what to do. The module is supposed to tell you what to do.*

L1: With regards to print, there is activity 1.6, which is still on the lesson planning, because we have already done activity 1.5, which is the one that we are submitting. Activity 1.6 has those components and I was expecting that, we should have done, but this person here has not done anything. You were supposed to study the lesson plan below and describe each component. If I was marking you would be receiving a zero, so next time you will submit the module to me for marking. I'm am wondering if he is reading, because he is coming to class, having not attempted a thing, meaning that reading is not done at all. What I was saying, is that here in the middle, is that this will help you to attempt the current assignment even now. But none of you have done anything. Have you done anything, let me see. It is very wrong for teachers, future head teachers and head of departments not do their work, at least it's very important to read that in conjunction with page 20 & 21, because if you are looking at a lesson plan you should know wrong parts of a lesson plan.

***L1:…** if there are any areas where you need clarification .you can only raise those issues only if you have read but if you haven't everything will be nice and straight until we meet in the test…..*



***Analysis**: **Strong Framing (+ F)** indicated in the assessment and Weak Classification (-C) in that e-learning is integrated into the print and F2F session,.*
***Significant Analysis:** All reference made to the module by the instructor to the students is clearly a sign of the blended learning approach. It is notable that the above scenario, especially the none reading of the module by students before the classes is a significant contributing factor to the **Strong Framing (+F).** The fact that the prevailing practice is that the students' who are expected to initiate the discussions which either need to be clarified or delved into further DO NOT READ the print module automatically results in the instructors coming to class with prepared material. Subsequently Instructors lecture and student listen passively while taking down extensive notes.*

EXAMPLE OF L1 INTEGRATING PRINT (IN THE F2F CONTACT SESSION) WITH FT GROUP

L1: *….we rely on our own reading, that's why I gave you a list of readings at the back of your course outline. There's no necessary prescribed text unlike IDE who have print in the form of modules. In this one we have all that list of reading materials. If you can across that the first reading material, "Resource book for teachers", that should be giving you a feel of what the course is all about, otherwise I am interested in the other references which are available in the library. Let me pick a few like, Erica C and Erica J, those two copies, should be there, and there is also Goldman with his theories on Religious Education and then we have Hull and British Journals, they've written a lot. I'll be giving you a hand-out, not today though, on Hull who talks about the nature of religion and the nature of religious education as a subject. The last but one, is Kid Sholf and Van Wyk, on Methods of religious education and Watson B whose book is the Effective teaching religious education, which are going to give you the feel about what the course is about.*

You will also need to have the O'Level syllabus for all education, Form Three Syllabi and the GCSCE syllabi; those should be part of our reading material. In the course outline are the core objectives.

***Analysis**: In terms of Bernstein's' regulative discourse the pedagogic practice suggested is that the Full time group is guided about the expectation that they rely on the library books and therefore there is an element of independent work expected form them.*

*In terms of the instructional discourse the element of **Strong Framing (+ F)** is detected in that the list of books to be relied upon are listed in the course outline without any input whatsoever form the students. In the same vain there is a W**eak framing (-F)** aspect in that students will have to independently go to the library to refer to the stipulated references in order to complete tasks, participate in Moodle discussions, answer assignments and do well in tests or examination.*

Instructors 2, 3 And 4

To avoid repetition I combined the results derived from L2, L3, and L4 DE and FT classroom observations as the pedagogic practice was mostly identical.

L2, L3 AND L4 **BASED ON THE CLASSIFICATION PRINCIPLE**

(+C) Strong Classification DE Groups

L2: Very limited mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle **(+C)**

L3: No mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle **(++C)**

L4: No mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle **(++ C).**

***Analysis**: **Strong Classification (+C)** is suggested in the above-mentioned instructors pedagogic practice because Moodle is used to only post information on content and have no e-learning activities integrated into them. Moreover, the limited discussions are mainly conducted face-to-face and not online.*

(+C) STRONG CLASSIFICATION FT GROUPS

L2: Limited mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle **(+C)**

L3: No mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle **(+C)**

L4: No mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle **(+C)**

***Analysis**: **Strong Classification (+C)** is suggested in the above-mentioned instructors pedagogic practice because Moodle is used to only post information on content and have no e-learning activities integrated into them. Moreover, the limited discussions are mainly conducted face-to-face and not online.*

Weak Classification (- C) DE Groups

L2: …*let me post them on Moodle…I will post it on Moodle and then can you look at it so that if you have any questions next week we can then discuss those issues that you have.*

Analysis: Weak Classification (-C) *shown in the use of e-learning, even though its mainly to show an example of a sales budget business plan.*

L4: …*I will make sure that these slides are available electronically for everybody because ..if you don't get this information electronically it means that you are somehow unable to handle the assessment that I will make for you… So even if you say ohh! it doesn't help much. So I request that you do it that way.*

Analysis: *It's noted that there is limited integration of e-learning but not because its important but because of assessment. In additionally, Strong Framing (+F) is suggested in that instructor decides what is done by who and when. Lastly,* ***(+F****) of regulative discourse indicates instructors authority over students. Rules and conduct are determined by instructor.*

L3: No mention of Moodle in lectures, except to use the Power point presentation notes which are uploaded on to Moodle.

WEAK CLASSIFICATION (-C) FT GROUPS

L2: *…I'm sensing that I didn't do a thorough job when it comes to idea generation. Can you go to the as well and just goggle so that you can see a list of more realistic ideas so you can be more original….Can you make an effort and find new ideas from the for possible business ideas.*

Analysis: Weak Classification (-C) *is signaled by instructor integrating some e-learning by referring the students to the , thus removing the reliance on her/him as instructor.*

L3: No mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle.

L4: No mention of Moodle in lectures, except to use the notes which are uploaded on to Moodle.

Strong Framing (+ F) DE Groups

L2: ***Analysis:****It is significant that the notes used in L2, L3 and L4's face-to-face contact sessions are power point presentations. This practice automatically makes it* ***Strong Framing (+F)*** *as they have prepared and once written down they become pre-planned, thus concise and unlikely to be flexible.*

L2: …*Okay let's now look at accrual ….*

L2: *….Okay that's managing cash… Let's skip that but, it's not important…It's just that we are familiar with it so we shouldn't really waste time going through it….*

L2: ….*Lets skip financial management, I think you are well versed. Let's look at something else….*

Analysis: Strong Framing (+F) *is indicated by instructor determining the pacing of time spent on each topic before deciding to proceed with lecture.*

L3*: Please don't write what's on the slide I will give it to you people to do it later or your Class representative I will give him the notes and then from there I will just ask you to discuss this later. We are not going to discuss it today but I would want you to actually go out and correct it. I mean correct this particular problem statement.*

L4: … *I normally make an introductory session on …and everything else will build up from this..I normally move very fast from this one because we all know abit about this…. Let's go on to define a…. I will explain this concept now...*

L4:*…Ok, so that is the end of the show (Power Point Presentation slide). Any comments on This slide before I move on to another slide?...Because of the limited times we meet. I have to run at least two or there slides per session…normally I would have had to run the second slide but time says it's about ten minutes before we finish. And it means I cannot finish that one…..how many minutes do I have?*

L3: *What is another variable that you can think of?*

STUDENTS: Silence.

L3: *Employees are going to help in unemployment because they will increase economic growth and what else?*

STUDENTS: *There will be less crime and poverty.*

L3: *Yes, in crime and poverty. Both crime and poverty are dependant variable and if entrepreneurs are doing very well, they are going to eradicate poverty in Swaziland.*

STUDENTS: *Yes.*

Analysis: *The above quotations demonstrate* ***Strong Framing (+F)*** *because it is the*

instructor who dictates the pacing and selection of content and sequencing of topics and when to proceed to the next slide. Instructor inquires how much time he/she has left not the students. He/she is clearly the main player in the teaching and learning process. This is indicated by the fact that there is no real two way engagement as there is a lot of lecturing while students listen passively. Likewise, and students responses are one word or very brief It actually indicates the dominance of instructor and the passiveness in the case of the students.

L3: *In our case we will be doing it for project in level seven, you should be able to do it in That one year, ...research that you will do in level seven is a mark that is going to be calculated.*

Analysis: *Strong Framing (++F) in that assessment decided solely by instructor. Also she/he decides on what to assess and when it will be submitted..*

STRONG FRAMING (+F GROUPS) FT GROUPS

L2: ***Analysis:****It is significant that the notes used in L2, L3 and L4's face-to-face contact sessions are power point presentations. This practice automatically makes it* ***Strong Framing (+F)*** *as they have prepared and once written down they become pre-planned, thus concise and unlikely to be flexible.*

L2: ***…****there are many formats for developing a business plan, but I want mine for purposes of assessment and grading. What is the structure of my business plan?*

Analysis: Strong Framing *(+ F) is suggested in that the instructor is the one selecting the format and explicitly justifies why. Thus, the assessment is solely decided by him/her which again indicates the* ***Strong Framing (+F).***

L2: *I'll end there for today I'm tired. Are there****….****any questions, comments, stories that you want to tell or examples, life experiences, nothing.*

Analysis: Strong Framing (+F) *is revealed as it is the instructor is the one who paces the Amount of content to be covered, Here the lesson ends on account of the instructor deciding to do so.*

L2: … *those financial projections are meaningless.*

STUDENTS: *They are meaningful.*

L2: *Are they meaningful, in what way? ….What is the basis? You have seen financial statements published in annual report or in the newspaper. It is sufficient to have tables, can you read those tables?*

STUDENTS: *No.*

L2: ….*You can because you are accounting students, so you understand.*
STUDENTS: *Yes.*

L2:…*But there are always notes and assumptions. …..Ok.*

STUDENTS: No.

Analysis: *The above extract depicts the predominant pattern whereby students responses are short and/or abrupt. For example yes or no or one word, very brief sentence or one sentence phrases and this indicates instructor dominance. Additionally, no questions were asked by students. The instructor would ask rhetorical questions and answer them as he or she proceeds with lecturing.This indicates lack of involvement in the teaching and learning process, hence the dominance of thelecture style.*

L3: ***….****Now let's look at an example of ….If you haven't started using journals you will now be forced to use journal because the assignment I will give you I don't want anything from a text book*

L4*: ….we will discuss these strategies later but that it's important that we pick up early… ….The next aspect is the strategic rationale aspect …Now let us look at XXX…Let us now look a t the benefits to the external stakeholders….Let us think of these (rhetoric question – Proceeds to answer and lecture*)

Analysis: Strong Framing (+F) *in that instructors mostly lectures and students listen passively and write notes. Further evidence of the +F is suggested by the fact that instructors decide on his/herown that topics will be discussed at a later stage to move on to a new topic without any student input. This interpreted to mean that selection, sequencing of content is +F.*

L3: *….When you are writing this problem you must identify it and it must be clear … What the problem is and you must expect that in your test and assignment. In test 1, I will definitely give you a problem statement and I will expect you to correct it and I will give you a topic and expect you to identify and write what the problem is*

L3: *…..I will give you exercises maybe next week on dependent and independent variables whereby we will be able to pick up what is a variable and what is an independent variable And then indicate the relationship between the variables…*

L3: *You already know what you are….going to cover in the test. It's going to be the problem statement, want a sub problem, definitely I want to give you variables and definitely you will tell me which is independent or dependent variables….*

L4: *I am wondering if I could get more examples*
(Silence)

L4: *If I don't get them now I have a way of getting them. And this is by sending you to go look for these examples and you come back with them during the next lecture and they are marked*

Analysis: *PredominantlyStrong Framing (++F) in that (++Framing :Assessment decided solely by instructor. Also she/he decides on what to assess and will mark it..*
At the same time L4 does show an element of Weak Framing in that students will go out and look for information which will be graded.

L3: *Ok let's continue (instructor looks at her/his slides)…We will stop once I finish the next section…*

L3: ***…****when we come to the section which we are going to look at now which is the literature review …… So*

let's talk about the literature review.

L4: *We continue today with XXX and this time around we try and address first of all the rationale …Now lets move on….And look at the first one….*

Analysis: *Strong Framing (+F) in that instructor is selecting the topics to be covered and pacing the learning of content covered.*

L3: *Please raise your hands because I can't hear what you are saying…. (Instructor points at a student who answers but is inaudible*

L3: *Is she correct?*

Points at another hand and says someone wants to correct peer

Student : Inaudible

Points at another raised hand

L4: *….It has to be you talking this time and rememberthat I reserve the right to point at anyone irrespective of whether their hand is up or not because everybody is a participant here… I just need answers.*

Analysis: *Strong Framing (++F) in terms of regulative discourse. Here instructors are correcting expected behaviour from students when wanting to answer question. Similarly, students raise theirhand when they want to answer questions and instructor points at student to give them permissionto talk. Clearly the instructors have the power over the students.*

L3: …*when we come to the section which we are going to look at now which is the literature review …… So let's talk about the literature review…. …At some point looks at the next slide which reads …. we will do this afterwards I want to cover this next section before we discuss this one….we will continue next time otherwise there is a lot to say about validity.*

Analysis: *Strong Framing (+F) of sequencing is suggested by the fact that instructor is the one who decides what content follows what.*

L4: *What type of decisions would you normally have to take?*

Points at a student : Say something.

Student responds: Inaudible

L4: *Ok maybe the question is too broad ….there are a number of issues that happen that students have to engage in….*

Student: *In that case I think you may need to develop a database.*

L4: …..*before I even get to the types of …I wanted you to think of the decisions that you need to take*

pertaining to ….it means there is a need for timetable right? What else?

Silence from students

L4: *May be let me break this down a little bit further…*

Analysis: *Strong Framing (+F) is seen in that instructor asks questions and does the talking And students either respond briefly or listen passively, thus making it easy to identify who is teaching and who is a student.*

L4*: Okey, let's go back to our presentation comments I hope we are still moving along together.*

Silence

L4: *I can verify by asking you questions.*

Silence

L4: *Ok let's look at some of the benefits….. Ok Let's move on…. Let's look at the role of XXX in each case and then apply it. (Pauses)* … Ok the next one is….the third one, (…*Lecture continues).* Fourth one*…….* *(Lecture continues for 15 more minutes and students jot down notes).* …..lets get to the what they call the … it's the least part of my presentation. there are a number of challenges in these dynamic environment, for instance ……*(Lecture continues for the remaining 7 minutes.)…… I will end my slides there for today*.

Analysis: Strong Framing (+F) *is suggested in that instructor is the one who probes and Suggests while students are seen vigorously scribbling the notes from the projector as instructor talksthrough the notes which are on the Power Point Presentation. Instructor is the one who makes thedecisions without involving the students and what to do when to do it.*

Weak Framing (-F) DE Groups

L2: ….*Why am I teaching these financialmanagement students because it's something that you teach everyday as well. So I need to skip to something else because it sounds like you know.*

L2: … You know that and I don't need to go into that…

Analysis: Weak Framing (-F) *is detected in that instructor is basing selection of content on student knowledge, thus determining the pace and content.*

Student: *Can I ask a question, that business is already existing what if you are making a business plan for a business that is yet to start?*

Student: *Are people going to go there.*

L2*:* *Why do you say that?*

Student: *I am trying to test her market because she must be realistic when it…..*

.

Analysis: Weak Framing (-F) *is suggested in the fact it is the students who asks the question, instead of the instructor (as should be the case in a DE class). There is interaction by student who is contributing to the lesson on addition to the instructor questioning.*

L3: *Like I said , what is it that you want to achieve by having this particular course, it is so that at level seven you are able to write a research project on your own, you don't need anybody, because you would have covered the course, so you can go ahead on your own. And that is what is going to happen.*

Analysis: Weak Framing (-F) *an element of weak framing is detected in the fact that students are learning content at this particular level in order to be able to work independently at level 7.*

L4: No Weak Framing (-F) was detected during the contact sessions.

Weak Framing (- F) FT Groups

L2: … *Did we discuss how you are to form the groups? …..You can choose your own team members, or would you like me to choose for you.*

Analysis: Weak Framing (-F) *of regulative discourse. Both students and lecturer how the groups will be formed. There is no imposition on students on how to formulate the groups.*

L3: No Weak Framing (-F) was detected during the F2F contact sessions, except one reference That students go to the library to use journal articles for assignment (noted under +F under assessment).

L4: No Weak Framing (-F) was detected during the F2F contact sessions.

INCLUSIVE, RELATING CONTENT TO EVERYDAY EXPERIENCE AS PER CONSTRUCTIVIST APPROACH - (DE GROUP) IN L2, L3 AND L4 CLASSES

L2: …*How do you go about purchasing your raw material is important. It takes away your profit if you don't do it properly. If you are going to pay more, if you are collecting and something along the way happens, the truck gets stolen. …. I have heard so many stories from business people pertaining procurement. It is important to be on board when it comes to that.*

L3: *Sources of research problems could be from your daily experiences or observations ….. Similarly, our visitor (meaning researcher) was actually talking about books or modules…you was raised that some off*

the module are actually outdated. That is very true, some of the modules are like very old; …..whereas a lot of things have actually changed…for now test those topics and find out what is actually happening on the ground. If you had done a research on these particular modules, I'm sure IDE would have done something, but today we are just talking amongst ourselves, but let's say you are going to write an exam on a particular subject, this module which ….you look at the questions that do not tally. So conduct a research on that, You must conduct the research and present it to them, then they will act very fast, …..

L4: ***Analysis:*** *As per Constructivist approach instructor does give examples which studentsshould be able to relate to their everyday experiences. L3 actually mentions an ongoing problem which the IDE students know personally and which links to the modules they are taught with. This is real life experience which makes the students think more practically about content being taught.*

INCLUSIVE, RELATING CONTENT TO EVERYDAY EXPERIENCE AS PER CONSTRUCTIVIST APPROACH - (FT GROUPS) IN L2, L3 AND L4 F2F CLASSES

L2: …*So I do want to see a list of potential negative eventualities or events, and more importantly come up with mitigation strategies, for example if you are in the passenger transport business and you buy 4 kombi's because you have borrowed 4 permits from your uncle, or you are renting a permit for the route to Siphofaneni, and you have applied for a loan from a financial institution to purchase these kombi's; what can go wrong in the passenger transport business? Nothing in life is just smooth?*
L3: ………*So I was just giving you that example so that it's food for thought. I am giving you a problem you can relate to or should I say that the first years are experiencing as well ….*

L4: *I want us to think of examples of organisations….say something ….Company X and Company Z. Their operations are actually technology driven. And for those two which are mentioned you are likely to say that their strategy …. In information technology has a very high impact on their …. So you will note from that example we see that …..*

Analysis: *As per Constructivist approach instructor does give examples which students should be able to relate to their everyday experiences.*

INTEGRATION OF PRINT (IN THE F2F CONTACT SESSIONS) IN DE GROUP (L2, L3 AND L4)

L2: Even though there is a module for the course it is not authored by the current instructor observed and is said to be outdated. Therefore, even though it is seen on some students desks, it's never referred to nor used during the F2F contact session by both the instructor and students.

L3: There is no module used for this course and it is currently under development. Instructor relies on his/her power point notes and prescribed text. The prescribed text is never seen nor referred to during class.

L4: … if you look at you module, your module is in the process of being revised…

Analysis: Like L2**,** L4 has a module for the course but it is not authored by the current instructor as it is said to be outdated. Therefore, even though it is seen on some students desks, it's never referred to nor used during the F2F contact session by both the instructor and students.

INTEGRATION OF PRINT (IN THE F2F CONTACT SESSIONS) IN FT GROUP (L2, L3 AND L4)

L3: …*Or you can go the library and look at other people's thesis and at the end you will see that people make recommendations which can be topics for future research….*



Analysis: *Instructor refers students to the library to review print journal articles (No reference to print module which is currently being developed. Thus prescribed text andPPP notes are relied on). So there is an element of* ***Weak Framing (- F)*** *by referring students' to the library to do independent research.*

L4: There was no reference made to the print module nor prescribed text.

L2: There was no reference made to the print module nor prescribed text.