

Copyright Notice

The copyright of this thesis vests in the University of the Witwatersrand, Johannesburg, South Africa, in accordance with the University's Intellectual Property Policy.

No portion of the text may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including analogue and digital media, without prior written permission from the University. Extracts of or quotations from this thesis may, however, be made in terms of Sections 12 and 13 of the South African Copyright Act No. 98 of 1978 (as amended), for non-commercial or educational purposes. Full acknowledgement must be made to the author and the University.

An electronic version of this thesis is available on the Library webpage (www.wits.ac.za/library) under 'Research Resources'.

For permission requests, please contact the University Legal Officer or the University Research Office (www.wits.ac.za).

**New Literacies for Teachers: Researching the curriculum design,
materials development, implementation and redesign of a
compulsory, core course in literacy for first year B Ed students**

Jean Mary Reid

**A thesis submitted to the Faculty of Humanities, University of the
Witwatersrand, in fulfilment of the requirements of the degree of
Doctor of Philosophy**

Johannesburg, 2016

Abstract and key words

This research explores the processes involved in designing and developing a compulsory course, *New Literacies for Teachers*, for first year Bachelor of Education (B.Ed.) students at the Wits School of Education (WSoE). The need for academic literacy development has long been recognised in various ways in programme development at most universities around the world. This course takes a broader perspective on literacy and aims to develop students as fully literate subjects. The conceptualisation of the course is based on a sociocultural approach which sees literacy as a set of socially situated practices. The course development team began by identifying five literacy domains that are important for student teachers: academic literacies, research literacies, personal literacies, school literacies and multimodal and digital literacies. Initial curriculum design developed a course structure that would enable the course designers to pull these literacy domains through the curriculum as threads for the year, thus implementing socio-cultural theory in practice.

The main research question is “What processes enabled and/or constrained the design, implementation and redesign of a *New Literacies for Teachers* course for first year B.Ed. students?” The sub questions specifically identify the processes of curriculum design, interdisciplinary design and group collaboration. The data consists of tape recordings and transcriptions of all the course meetings during the processes of curriculum design, materials development (2009), implementation and redesign (2010). This data was analysed in two ways. The processes of curriculum design, interdisciplinary design, implementation and redesign were analysed using thematic content analysis. The process of group collaboration was analysed using a sociolinguistic approach that focussed on the dynamics of the groups and a discourse analysis of patterns of interaction. The findings provide insight into the course design and redesign processes, selection of content, framing, sequencing, pacing, the conditions of implementation and the dynamics that affected group participation and interaction.

During implementation several problems emerged: logistical constraints, curriculum overload, lack of systematic development of academic literacy, problems with

interdisciplinary design and lack of systematic assessment and constructive alignment (Biggs, 2003). These problems were addressed in the redesign.

Whilst a key purpose of the course was to design an “integrated curriculum” (Bernstein, 1996, 2000) in which students could apply what they had learned in *New Literacies for Teachers* to their own studies and in their own teaching, the initial attempt at interdisciplinary design in the first semester proved to be quite difficult to achieve. One of the main findings in the analysis is that knowledge about socio-cultural theories are the privileged funds of knowledge in this course, and the lack of these funds of knowledge on the part of course designers from other disciplines and tutors on the course proved to be critical. Although the initial attempts at interdisciplinary design were a failure, the course designers found an alternative way of working with literacy across the curriculum in the second semester that introduced students to the way literacy works in the subjects they were preparing to teach.

The conclusion summarises the findings about literacies for teachers; curriculum design and development; and group collaboration.

Key words: socio-cultural theory of literacy, literacy domains, literacy practices, literacy across the curriculum, curriculum design, materials development, implementation, redesign, group dynamics, group interactions, teacher education

Declaration

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

Jean Mary Reid

_____ day of _____ in the year _____.

Publications and presentations emanating from this research

Dixon, K., Dison, L., & Reid, J. (2013). Supporting teacher educator professional learning about assessment: Insights from the design and use of a task analysis tool in a first-year BEd programme. *South African Journal of Higher Education* (27)5, 1099–1117

Reid, J.M. (2011). We don't Twitter, we Facebook": An alternative pedagogical space that enables critical practices in relation to writing. *English Teaching: Practice and Critique*, 10(1): 58-80.

Acknowledgements

To my supervisors, Hilary Janks and Kerryn Dixon, for their untiring support and guidance

To my colleagues who were part of this research and willingly allowed me to use their data

To my friends and family for their interest, encouragement and support

To Tulip who stayed close by my side throughout this long journey

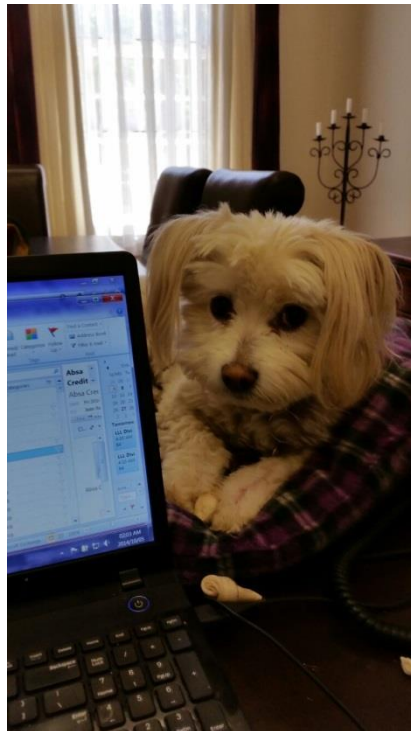


Table of Contents

List of Figures.....	xi
List of tables.....	xi
List of Abbreviations.....	xii
Chapter 1: Introduction	1
1.1 Background: situating myself within my research.....	1
1.2 Problem statement and research aim	2
1.3 Context and background.....	3
1.3.1 The South African Educational Context	3
1.3.2 The institutional context (WSoE).....	11
1.3.3 Significance of the research.....	15
1.4 Research questions	16
1.4.1 Main research question.....	16
1.4.2 Sub questions	16
1.5 Conclusion	16
1.6 Outline of chapters	16
Chapter 2: Literature review	18
2.1 Literacy theories that underpin the course	18
2.1.1 New Literacy Studies (NLS): A socio-cultural approach	18
2.1.2 Critiques of the socio-cultural approach	20
2.2 Literacy domains in <i>NLFT</i>	21
2.2.1 The personal domain	21
2.2.2 The academic domain.....	22
2.2.3 The digital domain	24
2.2.4 The school domain	27
2.2.5 The research domain	30
2.3. Theories of curriculum design and materials development.....	31
2.3.1 Curriculum design.....	32
2.3.2 Materials Development	40
2.4. The process of group development and collaboration	43
2.4.1 Composition and context	44
2.4.2 Funds of knowledge.....	44
2.4.3 Motivation and Investment	46
2.4.4 Power and status	47
2.4.5 Leadership styles	50
2.4.6 Patterns of interaction.....	52
2.5 Conclusion	55

Chapter 3: Research methodology	56
3.1 Approach	56
3.2 Research design	56
3.2.1 The research questions.....	56
3.2.2 The processes of course development	57
3.3 Data collection	59
3.3.1 Feedback from the tutors	60
3.3.2 Assessment tasks	60
3.3.3 Feedback from students	61
3.3.4 Course materials	61
3.4 Research participants	61
3.4.1 The course development team (2009)	62
3.4.2 The team of tutors for 2010	62
3.4.3 Staff members at the Wits School of Education	62
3.4.4 First year students in the B.Ed. programme	62
3.4.5 Other students in the B.Ed. programme	62
3.5 Methods of data analysis	63
3.5.1 Themes from the research questions.....	64
3.5.2 Themes from the literature	65
3.5.3 Themes from the data	65
3.6 Organisation of chapters of analysis	66
3.6.1 Chapter 4: Curriculum design and materials development (2009)	66
3.6.2 Chapter 5: Implementation and redesign	68
3.6.3 Chapter 6: Group development and collaboration	69
3.7 Ethical considerations	70
3.7.1 The complexity of my own role	70
3.7.2 Confidentiality	71
3.7 Conclusion	71
Chapter 4: Curriculum design and materials development	72
4.1 The process of Curriculum design and materials development	72
4.1.1 Curriculum design.....	73
4.1.2 Curriculum planning	80
4.1.3 Materials Development	84
4.2 Reflections on constructive alignment	87
4.2.1 Course outcomes	88
4.2.2 Themes, topics and assessments for the year	88
4.3 Interdisciplinary design and development	93
4.3.1. Literacy across the curriculum.....	94
4.3.2 Interdisciplinary design.....	97
4.3.3 Ideological differences about digital literacies	104

4.4 Key findings for Curriculum design and materials development	107
Chapter 5: Implementation and redesign	110
5.1 Implementation	110
5.1.1 Analysis of conditions of implementation	111
5.1.2 Analysis of transcriptions of course meetings	114
5.2 Key findings for Implementation	126
5.3 Redesign	128
5.3.1 Reflecting on feedback	129
5.3.2 Establishing a principle for redesign	135
5.3.3 Mapping content onto structure	137
5.3.4 Developing materials for 2011	148
5.3.5 Course content for 2011	150
5.4 Key findings for redesign.....	152
Chapter 6: The process of group development, implementation and redesign	157
6.1 A comparison of group attributes	157
6.1.1 Composition of the groups	158
6.1.2. Funds of knowledge.....	162
6.1.3 Motivation and investment	169
6.1.4. Power, status and leadership styles	176
6.2. A comparison of patterns of interaction	181
6.2.1. Patterns of interaction in the group for curriculum design and development (2009)	183
6.2.2 Patterns of interaction for the group for implementation	191
6.2.3 Patterns of interaction for the group for Redesign	197
6.2.4. Comparison of patterns of interaction across the three groups	203
6.7 Key findings on the process of group collaboration	204
Chapter 7: Conclusion	207
7.1 Summary of major findings and recommendations	207
7.1.1 Findings about literacies for teachers	207
7.1.2 Findings about course development	211
7.1.3 Findings about the process of group collaboration	212
7.2 Significance of findings	215
7.3 Ideas for future research.....	216
References.....	219

List of Figures

Figure 3.1 Processes of course development.....	58
Figure 4.2 Domains, practices and skills.....	77

List of Tables

Table 1.1: Janks, 2010, Making sense of the PIRLS 2006 results.....	7
Table 3.1 Framework for Curriculum design and materials development.....	67
Table 3.2 Collection and integrated curricula.....	68
Table 4.1: Outcomes for the course.....	74
Table 4.2 Final planning format.....	81
Table 4.3 Course materials: Year plan.....	88
Table 5.1: Overview of course materials for Semester 1, 2010.....	117
Table 5.2: Overview of course materials for Semester 1, 2011.....	150
Table 5.3: A comparison of page counts for the materials in 2010 and 2011.....	151
Table 6.1 Turn and word counts.....	179
Table 6.2 Patterns of interaction for curriculum design and materials development group.....	185
Table 6.3 Patterns of interaction for the implementation group.....	193
Table 6.4 Patterns of interaction for the redesign group.....	198

Abbreviations

B.Ed. Bachelor of Education

WSoE Wits School of Education

LiEP *Language in Education Policy*

NLFT *New Literacies for Teachers*

FAL First Additional Language

LOLT Language of Learning and Teaching

PIRLS Progress in Literacy Study

BICS Basic Interpersonal Communicative Skills

CALP Cognitive Academic Language Proficiency

USA United States of America

NBT National Benchmark Tests

UCT University of Cape Town

HESA Higher Education South Africa

AARP Advanced Admissions Research Project

Wits University of the Witwatersrand

NLS New Literacy Studies

Chapter 1: Introduction

This research is about the development, implementation and redesign of a compulsory, core course for first year Bachelor of Education (B.Ed.) students at the Wits School of Education (WSoE), *New Literacies for Teachers (NLFT)*. The main purpose of the course is to develop competence in literacy. The literacy context in South Africa is complex in terms of linguistic diversity, language policy and literacy pedagogies. Demographic, socio-economic, political and cultural factors affect schooling and literacy development. Students at WSoE come from a richly diverse population. Many of them are multilingual, being fluent in several languages. But schools in South Africa do not always cater for this diversity or prepare students adequately for university. In this introduction these issues are explored in order to provide a background and a rationale for the research.

1.1 Background: situating myself within my research

I grew up in South Africa in a middle class, white, suburban home, in the days when being white meant being part of the privileged elite. My childhood was filled with all the special gifts that predisposed a child towards school learning and literacy. Our home was filled with books, puzzles, board games, and drawing equipment. My mum and dad would read to me while I snuggled up on their laps or curled next to them in bed and they shared the books, the texts and the illustrations. I knew exactly which words went on which pages. I knew when they left something out or read something incorrectly. I knew that the text carried the words and the meaning and I delighted in the pictures that went with them. I was privileged to learn reading behaviours that prepared me for school.

I have vivid memories of those story times: Noddy's camping tent sailing away into a starry night sky with large tent pegs still attached; Winnie the Pooh's head stuck in the honey jar with Piglet and Rabbit trying to get him out; and the wonder of the words that dripped from AA Milne's pen: Help help a horrible heffalump ... hoff, hoff a horrible horralump..." and "It was a blustery day in three-acre wood ...". We read stories that drew us in with delightful repetition like *The Little Red Hen*, *Chicken Licken*, *Goldilocks and the Three Bears* and *Little Red Riding Hood*. And I was so proud when I could fill in the gaps my Dad's warm, gentle

voice invited me to, my toes curling in pleasure at his praise. Although reading was a well-established literacy practice for us, it remained a special treat and as my brother and I learnt to read, we would read aloud on old fashioned reel-to-reel tapes to send off for our proud grandmother to hear.

Everywhere, I was immersed in beautiful words, memorable words, fun words, words from nursery rhymes, and words from children's games with chants like "the farmer's in the dell", "I wrote a letter to my love" and "I spy with my little eye". I revelled in these times, totally oblivious to all the incidental learning that was preparing me for school. I don't remember learning to read, I just know that it was easy. I know that I learnt to read by the good old-fashioned phonics-based approach and that my basal readers were about a dog called Rover who had to run rather a lot – the names of the people escape me completely.

Soon, my brother was calling me "the horizontal champion of Northcliff" because I would rush home from school to lie down with a good book – lost in the wonder of the new worlds they opened up for me. Reading became a passion, a good book something to be devoured as quickly as possible, with everything else fading into insignificance. Little did I know that this experience was not shared by all South Africans, or all children around the world. My social world was devoid of politics and strife. I lived in a safe, happy cocoon where reading was simply about pleasure.

Later on, when I started this research and read the work of Shirley Brice-Heath (1983) and the summary report of PIRLS (2006) I became aware of how literacy practices in the home influence success at school and university and how schooling favours middle-class reading practices (Heath, 1983). I became aware that my childhood literacy practices played an important role in preparing me for school.

1.2 Problem statement and research aim

Academic literacy has long been identified as a domain in which most university students need help. Literacy at university creates a new challenge for all students as "academic language is no one's mother tongue" (Bourdieu and Passeron, 1994, p. 8). It takes time for

all students to learn the practices associated with this academic domain, which is so different to school. Drop-out rates amongst first year students and low graduation rates at Wits and other universities has been a concern for more than a decade. MacGregor (2007) reported that the national trend was for 40% -50% of first year students to drop out of university or fail first year. Difficulties with academic literacy, in English, have long been seen as one of the reasons for this problem. There is, however, a much broader crisis in literacy that permeates all levels of schooling, contributing to the fact that many first year students are ill-prepared for their studies.

As the time approached to review the B.Ed. curriculum in 2008, many staff members at WSoE were beginning to question whether literacy needs were limited to academic literacy alone. A number of questions were being raised: what did it mean to be fully literate? How did literacy competence affect competence in teaching literacy? What other kinds of literacy did our students need? How did the changing communication landscape and the proliferation of technology affect literacy? How could a course be designed that would cater for all the literacy needs of student teachers?

The aim of this research is to investigate a proposed curriculum innovation, a compulsory, core course in literacy for all first-year B.Ed. students called *New Literacies for Teachers*. Research for this course began with the idea that students need a range of literacies to be successful in their own studies and to become effective teachers. The early conceptualisation of the course began by determining the range of literacy practices student teachers need and what it meant for students to become fully literate subjects.

1.3 Context and background

1.3.1 The South African Educational Context

Language policy in South Africa

In 1994, after the first democratic elections, South Africa introduced a policy of eleven official languages. In 1997 the national *Language in Education Policy* (LiEP) was introduced. Two key features of this policy are: a) learners have the right to learn in their home

languages throughout their school careers; and b) an underlying principle of additive multilingualism: “to maintain home language(s) while providing access to and the effective acquisition of additional language(s)” (Department of Education, 1997). Two important caveats to these principles are: a) parents exercise the language rights of their children by choosing the school that their child will attend; and b) schools formulate their own language policies to suit their specific context.

LiEP promotes mother-tongue education in the first phase of schooling (Grades R-3) so that children acquire literacy and basic conceptual development in their home language. In Grade 1 the First Additional Language (FAL) is introduced orally. For most African language speakers, this is English. Many schools where an African language has been used as the Language of Learning and Teaching (LOLT) in Grades R-3, switch to English as the LOLT in Grade 4. The LiEP specifies that learners should continue learning their home languages as a subject, thus promoting additive bilingualism.

South African academics have engaged in rigorous debate about the practicalities of this policy, the gap between policy and practice and the place of English in Education (Banda, 2000; Barkhuizen & Gough, 1996; Dixon & Peake, 2008; Granville, et al, 1998; Heugh, 2000; Hornberger, 2001; Janks, 2004; Luckett, 1995; Taylor & Vinjevoold, 1999; Web, 1999; Young, 1999, Wits School of Education, 2009).

Dixon and Peake (2008) research the status of the language policies in a Johannesburg school and “The analysis shows that the status quo of previous policies remains. The hegemony of English is entrenched at the expense of other languages and a multilingual constituency” (Dixon & Peake, 2008, p. 73).

Other research conducted by the WSoE (2009) for the Gauteng Department of Education in the Foundation Phase (Grades R-3) in 76 primary schools in Gauteng indicates that the policy of additive multilingualism is very difficult to put into practice.

Given the linguistic diversity of learners, maintaining home languages presented difficulties in many of the classrooms we observed. Overall, roughly half of the learners in the schools we visited were not able to use their home language in school, as LOLT or as FAL (Wits School of Education, 2009, p.109).

Similar findings come from the research done for the Progress in Reading Literacy Study (PIRLS) 2006: “The LOLT in Grade 4 results in more than 80% of learners being taught in a second language, mostly English, a language spoken by less than 10% of the population” (Howie et al, 2008, p. 8). The main reasons cited for this gap between language policy and what happens in the classroom are: the hegemony of English; parental preference for English; and the extreme linguistic diversity of many schools, particularly in Gauteng. The consequences of this situation are that many learners have no opportunity to begin learning to read in their mother tongue in Grade 1, which has serious implications for their early literacy development. In addition, for many of these students, the transition to English as LOLT is highly problematic. Most of their teachers are not mother tongue speakers of English and a lot of code switching happens in most classrooms. This means that there is limited exposure to English and progress is slow.

Conclusive, but often unheeded research, completed by MacDonald (1991), known as *The Threshold Project*, outlines the disastrous effects of switching to a second language as LOLT too early in the educational process. MacDonald’s findings reveal that learners, who switch from mother tongue to English in Grade 5, do not have the English skills or vocabulary to learn through English or to read their textbooks. With the introduction of the LiEP most learners switch to English as LOLT in Grade 4, a whole year earlier than the learners in MacDonald’s research. Cummins’ international research (1981) indicates that it takes about two years to acquire Basic Interpersonal Communicative Skills (BICS) in a second language and at least an additional five years to gain Cognitive Academic Language Proficiency (CALP). His research also indicates that CALP should be fully established in the mother tongue before switching to another language as LOLT. The research of MacDonald (1991) and Cummins (1981) highlights that African language learners in South Africa switch to English as LOLT far too early and this has serious implications for their learning and their literacy.

Progress in Reading Literacy Study (PIRLS) in South Africa

The problems with implementing additive multilingualism contribute to the growing literacy crisis in South African schools. In 2006, South Africa took part in the *Progress in International Reading Literacy Study* (PIRLS), a study of proficiency in mother tongue literacy of Grade 4 learners in 40 countries around the world. The results of this study were

published in an international report (Mullis, Martin, Kennedy & Foy, 2007). This study highlights the crises in initial literacy in the early grades of school. According to the PIRLS International report (2006), South Africa's Grade 4s and Grade 5s performed at the lowest level of all participating countries. Although there is a later PIRLS (2011), this introduction and research was informed by PIRLS (2006) and the results for the later PIRLS are very much the same anyway.

Prof Sarah Howie and her colleagues from the Centre for Evaluation Assessment at the University of Pretoria co-ordinated the PIRLS research in South Africa and presented a summary report on the study (Howie, Venter, van Staden, Zimmerman, Long, du Toit, Scherman and Archer, 2008). Howie, et al (2008), in their summary report, correlated the information from the PIRLS tests with the data from questionnaires given to principals, teachers, learners and parents. They provided a good demographic profile of the schools that took part in these tests and described the variables that contributed to these results:

- The pupil-teacher ratio in South Africa is much higher than any of the other countries in the study
- The linguistic situation is complex in many schools. South African learners are multilingual but the LoLT is often not the home language. Although the idea was that learners do the test items in their home languages, and tests were translated into all of the 11 official languages, many learners wrote the test items in their second language.
- Many learners come from homes with low economic status; often both parents work; there are few literacy practices in the home; parents are less educated and the life expectancy is much lower.
- There are more rural learners in the test group in South Africa than anywhere else.

According to Howie et al (2008) several factors at home increase reading performance. Parents who engaged their children in early literacy activities before starting school (e.g., reading books, telling stories, singing songs, playing with alphabet toys, and playing word games) establish early reading behaviours that advantaged their children in the first few years of school. In nearly one third of countries that scored well, children came from homes

where there were plenty of books and they could already read when they went to school. In South Africa only 48-49% of learners engage in these kinds of activities at home before starting school.

These findings from PIRLS resonate with the findings of the ethnographic study of Brice-Heath (1983). In many South African homes, particularly rural homes, there is a strong oral culture, there are few books in the home and most parents do not engage in literacy activities with their children, putting many South African children at a disadvantage for reading success. According to Brice-Heath (1983) culture plays an important role as children grow up and different cultures may favour oral traditions or literacy practices such as bedtime reading. Early literacy practices are tied to middle class norms (Brice-Heath, 1983).

Howie et al (2008) identify 12 reading skills that are incorporated in PIRLS. They note that “teaching of more complex reading skills is introduced at a much later stage for South African learners than internationally where these are initiated much earlier” (Howie et al, 2008, p.57).

Roles of the reader (Luke and Freebody, 1997)	Strategies for reading (Long and Zimmerman, 2006)
TEXT DECODER Cracks the code of the text with knowledge of phonics, phonemics and sight words.	1 Knowing letters 2 Knowing letter-sound relationships 3 Reading words 4 Reading isolated sentences 5 Reading connected text
TEXT PARTICIPANT Makes meaning by taking meaning from and bringing meaning to texts. Relates meanings in the text own ideas, values and experiences.	6 Identifying main idea 7 Explaining or supporting understanding 8 Comparing with personal experience 10 Making predictions 11 Making generalisations and inferences
TEXT USER Range of texts used for different purposes	9 Comparing different texts (for different purposes: literary and information texts) 12 Describing style and structure.
TEXT ANALYST The social effects of text – who benefits?	Evaluation questions (not included in the twelve strategies). - Explaining the possible social effects of texts. (Explaining who is included and excluded. Explaining who benefits and who is disadvantaged. Evaluating whether the text is fair or not.) - Explaining the effects of word, image and style choices in creating these social effects. (12) - Explaining what the text wants the reader to believe and why. - What if questions that invite students to consider alternative possibilities.

Table 1.1: Janks, 2010, Making sense of the PIRLS 2006 results

Janks (2010b) provides an overview of these skills and relates these results to the well-known paradigm of the four roles of the reader (Freebody & Luke, 1991), which is detailed in the literature review (2.1.2). Janks summarises this comparison in *Table 1.1: Janks, 2010, Making sense of the PIRLS 2006 results*.

What is of importance for this study is that very few South African schools teach the last two of the twelve skills listed in PIRLS in the early grades, although they do teach text-participant practices such as making generalisations and inferencing. The role of the reader as critical analyst is not included in the PIRLS study. In general, learners are not taught to become critical and analytical readers in most South African schools in the early grades.

Literacy in upper primary and secondary schools

What happens in literacy after Grade 4 and 5 in South Africa? What is noticeable is that South African teachers have very little education about literacy across the curriculum or literacy in content areas in their teacher training. Whilst foundation phase teachers (Grades R-3) have instruction and practice in teaching learners to read and write, this focus is lost in senior primary and secondary programmes. At WSoE senior primary teachers are grouped with high school students who will teach in the Further Education and Training band (FET) students and in language courses and methodologies their focus is on teaching language and literature. In content areas there is no focus on teaching literacy.

Many countries around the world provide “content literacy” or “content area literacy” as part of their basic teaching training programmes and part of their school curriculum. In the United Kingdom, Key Stage 3 (Department of Education (UK), 2004), the curriculum for senior primary teachers and secondary teachers, was accompanied by guidelines for teachers in “Literacy in Science”; “Literacy in History”; “Literacy in Geography”, etc. All “content area” teachers are expected to be familiar with the literacy practices and genres in their content area and develop these literacy practices during the teaching of their content. Literacy is seen as a means to teach content.

In the United States of America (USA) various researchers have focussed on literacy across the school curriculum and “content literacy” (Bintz, 1999; Draper, 2009; Fisher & Ivy, 2005;

Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo and Collazo, 2004; O' Brian, Stewart & Moje, 1999; Morkel, 1999). In the USA "content literacy" was built into teacher training programmes in the late 20th century, although it met with some resistance from teachers:

Secondary content literacy, an integration of content reading and writing across the curriculum, has revolved from an initial focus on teaching developmental reading and writing skills for remediation and study purposes toward a holistic philosophy of integrating the teaching and use of literacy processes in all secondary content classes (Bean & Readence, 1989; Brozo & Simpson, 1995; Conley, 1992; Dishner & Olson, 1989; Herber, 1970, 1978; Herber & Herber, 1993; Moore, Readence, & Rickelman, 1983; Readence, Bean, & Baldwin, 1995). For over two decades, the primary vehicle for infusing content literacy into all levels and content areas of U.S. secondary schools has been the teaching of tenets, goals, and strategies through pre and in-service courses (Anders & Levine, 1990; Samuels & Pearson, 1988; Siedow, Memory, & Bristow, 1985; Singer & Bean, 1988 as cited in O' Brian, Stewart & Moje, 1999, p. 442)

In Australia literacy across the school curriculum has mostly been taken up with a focus on genre theory. Genres across the Australian curriculum are provided in the curriculum documents, teaching guidelines and professional learning modules which consider literacy from birth to 18 (Curriculum documents; Deriwianka, 2003; Wignell, 1994).

May & Wright (2007) research the challenges of teaching literacy across the secondary school curriculum in New Zealand. Their paper forms a conceptual background to other papers published in a special issue of *Language and Education* "which focus upon the Secondary Schools' Literacy Initiative (SSLI) – a New Zealand funded programme that aims to establish cross-curricular language and literacy policies in secondary schools." (May & Wright, 2007, p. 370).

The literature review provides details of this research (2.2.4). Although there has been research in South Africa in language across the curriculum, literacy across the curriculum, "content area literacy" and genres across the curriculum at senior primary and high school level have received little attention. At WSoE and in many other schools of Education around the country, literacy across the school curriculum is a noticeable gap in the B.Ed. programme.

PIRLS (2006) targeted Grade 4 and 5 learners and there haven't been any comparable international systemic evaluations to indicate what happens at secondary school. That this literacy crisis extends to secondary schooling cannot be doubted. Some studies on the

success of first year students point to the important role secondary schools play in preparing learners for Higher Education (Herzog, 2008). Yeld (1997) points out the discrepancies in high school experiences in South Africa, some due to the apartheid legacy and some due to different syllabi, differently qualified teachers and different Education Departments with different examinations at that time. She began researching ways of measuring how educational disadvantage and experiences in high school affected academic success during the late 1990s. These tests developed into the National Benchmark Tests (NBT) described below. University World News reported that “HESA's findings from the benchmark project make it clear that South Africa's school system is continuing to fail its pupils and the country, and that universities will need to do a lot more to tackle what appears to be growing proficiency gaps” (MacGregor, 2009).

The National Benchmark Tests (NBT)

When learners in South Africa reach university level, there is genuine concern about their competence in literacy. For many years “gate-keeping” tests have been run in different universities to ascertain whether candidates are suitable for university or not.

In 2009 Higher Education South Africa (HESA), in conjunction with the University of Cape Town (UCT), introduced the National Benchmark Tests (NBTs) at seven South African Universities: UCT, University of KwaZulu-Natal, Mangosuthu University of Technology, Stellenbosch University, Rhodes University, the University of the Western Cape and the University of the Witwatersrand (Wits).

The Alternative Admissions Research Project’s (AARP) website stated that the purpose of the tests was:

- to assess entry-level academic and quantitative literacy and mathematics proficiency of student;
 - to assess the relationship between entry level proficiencies and school-level exit outcomes;
 - to provide a service to HE institutions requiring additional information in the admission and placement of students; and
 - to inform the nature of foundation courses [additional courses in academic literacy] and curriculum responsiveness
- (AARP, 2010: Retrieved July 6, 2010 from http://www.ched.uct.ac.za/departments/adp/interfac_proj/aarp).

After piloting the project at UCT, the first NBTs were administered in February 2009 and January 2010. The academic literacy test focussed on the abilities of students to make

meaning from academic texts; understand vocabulary and terminology; identify claims and evaluate evidence; make inferences and draw conclusions; identify main ideas; understand different text types and genres; identify author's purposes; interpret visual information; and understand basic numerical concepts and information used in texts.

The NBTs classified students into three groups:

- proficient: students who were likely to succeed at university
- intermediate: students who would require substantial academic support at university
- basic: students who would struggle at university and require structured programmes or extended curricula to support them in academic learning (Morris, 2009).

What is important for this research is that more than 50% of all students fall into the “intermediate category” in academic literacy, indicating that they were going to need substantial support in their first year of university.

HESA called for educational change to address this situation. HESA highlights the importance of “curriculum responsiveness”, but there has been much debate about what kind of support is needed. Many universities have run academic support programmes for many years. The AARP at the University of Cape Town runs an extended curriculum with stand-alone language support classes for students who are second language English speakers. They also have a representative from the Language Development Group (who focus on developing academic literacy) in each discipline.

(AARP: http://www.ched.uct.ac.za/departments/adp/interfac_proj/aarp/, 22 May 2010).

1.3.2 The institutional context (WSoE)

B.Ed. students

The focus of this research is the development of a compulsory, core literacy course for first-year students in the B.Ed. programme at the WSoE. It is important to locate the students and the course within the context of the institution.

The University of the Witwatersrand (Wits) is a multiracial university that draws students from a variety of cultural, socio-economic, geographic and linguistic contexts within South Africa and beyond its borders. The medium of instruction at the university is English. One of the admission requirements is proficiency in English. First year students arrive with extremely diverse experiences of languages and literacies from their school and home contexts. Information from the interviews that I conducted with second year students in 2009 focused on the diversity of their language and literacy practices and informed my understanding of this diversity.

Some students come from middle class, suburban homes where they are exposed to “school-like” literacy practices from birth and English is their mother tongue. They have attended private schools or “ex-model C” schools where English is the medium of instruction from the first day of school. Most of them have grown up with computers and cell phones and are digital natives (Prensky, 2001). According to the summary report on PIRLS (Howie et al, 2007) this group of schools had the highest performance in PIRLS (2006). However, academic literacy is new to them and many of them battle to adjust to the university environment where they are supposed to engage in academic discourse and debate and take responsibility for themselves.

Some students come from other urban schools. In South Africa, many urban schools are “ex model C or D”, schools, which were formally white and now are predominantly black with mostly white teachers. This profile has gradually changed over the years. English is the LOLT. According to the summary report on PIRLS (Howie et al, 2008), these learners performed better than the rural schools but not as well as suburban schools.

Some students come from the townships surrounding Johannesburg and other big cities, where learners attend a variety of different schools. Some of these students have attended really good schools where they have developed fairly competent school literacies. Some of them have been to boarding schools, private schools and “ex-model C schools” where the standard of English is high. Some of them have been to schools where there is a common mother tongue and they have learnt initial literacy through the medium of their mother tongue. Some attended schools where there is no common language. Most of these schools

switch to English as LOLT in Grade 4 or 5, although very few of the teachers are first language speakers of English. In the townships literacy practices are different, oral practices are an important part of the culture and everyone uses a rich tapestry of languages, as found in Brice-Heath's research (1983). There is exposure to English in these areas and it is also the medium of instruction in many schools, but it is only one of the many languages used for daily communication. Many students who come to Wits from these township schools have mastered a variety of languages and linguistic codes but come to Wits with widely differing competencies in literacy and in English.

Some students come from rural areas in Mpumalanga, Limpopo, Kwa-Zulu Natal, Eastern Cape and other provinces. Many of these areas are linguistically homogeneous and the mother tongue is part of a proud traditional heritage and an integral part of their identity. Exposure to English is often very limited in these areas. Some schools officially change to English medium of instruction in the intermediate grades but there is much code-switching with the mother tongue in the classroom. Teachers are not usually mother-tongue speakers of English and this impacts on the English that learners learn at school. Schools from these areas had the lowest reading competence according to the summary report of PIRLS (Howie et al, 2008). Many of these students have made their way to university despite these odds and progress well, demonstrating a certain resilience and adaptability.

These groups typify the students who come to study at WSoE, with all sorts of variations in between. During their first year students are faced with the challenge of acquiring the academic language and literacy skills in English needed for their own learning at university and the language and literacy skills needed for teaching different subjects across the school curriculum. In addition, students have to do research and write assignments on computers, use web based computer technologies (ICTs) and email. For many of them these are new experiences.

The B.Ed. programme at WSoE

After a B.Ed. review, the WSoE began plans to revise its B.Ed. programme in 2007 for implementation in 2010. The school began by drawing up a vision of the kind of graduates they wanted to produce. Part of this vision was to produce graduates who were highly

literate subjects and the issue of providing adequate literacy support for first year students was fore-grounded. The WSoE decided to introduce a compulsory first year course to address these literacy issues directly. Here is the initial rationale for such a course:

- 1 Teachers who are not themselves literate subjects with the high level symbolic skills needed for working in the new knowledge economy are unlikely to be able to produce learners with these skills. We need to produce highly literate teachers.
- 2 The new digital technologies have enabled the easy creation of multi-modal texts (verbal, visual, auditory) that are changing the communication landscape. Teachers now need multiple literacies to read and write/design such texts themselves and to help their learners to do so.
- 3 Currently these literacies are taught in different pockets of the curriculum to different students, when in fact **all** teachers need to be able to employ all these literacies. There are sound **content**, **pedagogical** and WSoE-**community** reasons for drawing these pockets together into one coherent compulsory course on literacy.
- 4 Student-teachers at a University also need the academic literacies that will enable them to succeed in the academy.
- 5 Student-teachers also need to understand what is involved in learning to read and write across the curriculum (Rationale 28/05/08).

This rationale highlights the fact that WSoE saw the need to develop “highly literate subjects”, believing that this would enable them to promote literacy in their classrooms. *NFLT* was never intended to be a methodology course. It focussed rather on developing the students’ own competence in a range of different kinds of literacies, including the “high level symbolic skills” needed in the “new knowledge economy”; multiple literacies; multimodal texts and digital technologies; academic literacy; and literacy across the curriculum. It should be noted as well that academic literacy is only listed as the fourth point in the rationale. Digital technologies and multimodal texts are foregrounded over academic literacy in this rationale. So whilst the rest of South Africa was focussing on the need to develop academic literacy at university level, WSoE had a different vision.

Staff members were invited to initial meetings to discuss the conceptualisation of this course. In these initial meetings it was decided that the focus of the course should be on literacy; that literacy across the school curriculum should be an important aspect and that the course should be developed in an interdisciplinary way.

The development team decided on the title *New Literacies for Teachers* for the course, a title which highlights the key underpinning theories which are detailed in the literature review. There are particular associations with the word “new” that include the changes in

literacy practices that have come about because of the advances in technology. The word “new” also refers to the current theories in literacy, socio-cultural theory. And the phrase “for teachers” indicates that this course intended to focus on the kinds of literacy practices that student teachers need.

I was asked to co-ordinate the development and implementation of the literacies course, which was to be a collaborative effort and subsequently decided to make it the focus of my PhD research.

1.3.3 Significance of the research

The importance of this research is that it attempts to address the literacy needs of South Africa by producing teachers who are fully literate. It is also a response to HESA’s call for educational change and “curriculum responsiveness”. Previously, at the WSoE, English was a compulsory course for all first year B.Ed students. WSoE made a radical shift in the new B.Ed. curriculum by making a literacy course compulsory for all first year students. This research investigates a curriculum innovation in the B.Ed. curriculum at the WSoE that aimed to:

- develop a mainstream course that focuses on literacy
- identify the different literacies that student teachers need and include these in the design and development of the course
- address the revolution in thinking about literacy and literacy practices caused by the prevalence of new technologies in a digital age
- develop the course in an interdisciplinary way
- focus on literacy across the curriculum rather than language across the curriculum.

It is hoped that this research will contribute to: improving our own practices as literacy teachers; improving the literacies of our students; and improving knowledge of literacy teaching, course development and implementation in the broader field of education.

1.4 Research questions

1.4.1 Main research question

What processes enabled and/or constrained the curriculum design, materials development, implementation and redesign of a *New Literacies for Teachers* course for first year B.Ed students?

1.4.2 Sub questions

1. What enabled and/or constrained the **interdisciplinary design**, implementation and redesign of this course?
2. How did the process of **group development** and **collaboration** enable and/or constrain the processes of curriculum design, materials development, implementation and redesign?

1.5 Conclusion

This research is about educational change and curriculum innovation. It is about the design, development, implementation and redesign of a new course called *New Literacies for Teachers*. The aim of the course is to address the literacy needs of first year B.Ed students. The purpose of the research is to engage in a structured, reflective process of course development in collaboration with a team of colleagues who have various kinds of expertise in literacy and in other disciplines, to keep a record of these processes, to analyse them and to report on them.

1.6 Outline of chapters

Chapter Two reviews three main areas of literature that are relevant for this research: literature on the literacy theories that underpin the course; literature on curriculum design and materials development; and literature on group collaboration. The literature reviews these theories, discusses key concepts that are relevant to the research and provides a theoretical framework for the data collection and analysis in this project.

Chapter Three presents the research design and process. It discusses the research sites and participants; the methods of data collection and the data collection sets; the methods for data analysis; and the research ethics related to the project.

Chapter Four, the first chapter of the data analysis, focuses on the process of curriculum design and materials development. The data set is comprised of recordings and transcriptions of all course development meetings and field notes.

Chapter Five focusses on the processes of implementation and redesign. The data sets are comprised of recorded and transcribed course development meetings and redesigned meetings; field notes; feedback from tutors and course evaluations.

Chapter Six focuses on group interaction and collaboration. It uses the same data sets and Chapter 4 and 5 but provides a sociolinguistic analysis of the group dynamics and the patterns of interaction in the three phases: curriculum design and materials development; implementation; and redesign.

Chapter Seven is the conclusion in which I highlight the most significant findings of this research, examine their significance, make recommendations and suggest areas for further research.

Chapter 2: Literature review

There are three main bodies of literature that will be reviewed in this research: literature on the literacy theories that underpin the course; literature on curriculum design and materials development; and literature on sociolinguistics and the process of working in groups.

2.1 Literacy theories that underpin the course

Literacy theories form an important part of the curriculum design for *NLFT*. Literacy theories that underpin the course are organised under the following headings: New Literacy Studies (NLS): A socio-cultural approach; Critiques of the socio-cultural approach; and the five literacy domains that were identified as being important for B.Ed. students: personal domain, academic domain, multimodal and digital domain; school domain (literacy across the curriculum) and research domain. In the original design there was a sixth domain: sociolinguistics literacies but this later became a theme in the course.

2.1.1 New Literacy Studies (NLS): A socio-cultural approach

New Literacy Studies emphasizes a socio-cultural approach to literacy, which sees literacy as a set of socially situated practices (Barton & Hamilton, 1998; Brice-Heath, 1983; Gee, 1996; Pahl & Rowsell, 2005; Street, 2003). This theory underpins the theoretical thinking and conceptualisation of the course, as well as the selection and organisation of materials.

NLS questions the traditional view of literacy as a set of skills that are obtained at school through explicit instruction and carefully controlled practice. The traditional view sees literacy as the systematic mastery of a number of sub-skills in a specific order: the ability to identify individual sounds and letter-sound relationships; blending sounds to form words; word attack skills, recognising the word and attaching a meaning to it, putting these all together and reading fast enough to combine words into meaningful sentences to understand what the words together mean.

Street (1984, 2003) called this traditional view the “autonomous model” of literacy, where literacy is vested in the individual and seen as independent of any other practices.

NLS theorists propose a socio-cultural approach to literacy, where they see literacy as a set of socially-situated practices within specific domains. They argue

that the traditional view of literacy as the ability to read and write rips literacy out of its sociocultural contexts and treats it as a cognitive skill with little or nothing to do with human relationships. It cloaks literacy's connections to power, to social identity and to ideologies, often in the service of privileging certain types of literacies and certain types of people (Gee, 1996, p. 46).

In contrast to the “autonomous model”, Street (1984, 2003) proposes an “ideological model” of literacy and claims that literacy is always practised within a particular social domain that carries with it its own ideology: world view, attitudes, beliefs, values, and conventions. It is the ideology of the domain that determines the kinds of literacy practices, the genres, the discourse and the way that language is used within that domain. Within this paradigm, literacy is only clearly understood by understanding how the literacy domain governs the literacy practices and use of language.

Applying the underlying principles of the sociocultural theory, the designers began by identifying which literacy domains are important for B.Ed. students. The course title clearly situates the course within sociocultural theory. The plural term “literacies” recognises that literacy is a set of socially situated practices. The term “new” indicates that this course is based on new theories of literacies that take account of the new literacy practices that have been created by advances in technology. The concepts of “domains” and “literacy practices” formed an important part of the conceptualization of this course. The “for Teachers” part of the title indicates that the team identified the main domains in which B.Ed. students practice literacy and the literacy practices they engage in within these domains: personal, academic, digital, school, and research.

Closely related to sociocultural approaches is the genre approach (Derewiancka, 2003; Ralfe, 2009; Reid & Van Lill, 2005; Wignell, 1994). In this approach text types are classified according to the social purpose they fulfil. For example, recipes, activities in text books, instruction manuals, directions for how to play a game all serve the purpose of giving instructions about procedures and are classified under the “procedural” genre. This social purpose determines the structure of the text, the language features of the text and the cohesive devices in the text. An important part of students' literacy practices is to

understand the genres that they read and write and teach. The genre approach is one of the approaches in South African Curricula in the post-Apartheid era.

Many authors of NLS identify the importance of the role of identity in literacy practices (Brice-Heath, 1983; Gee, 1996; Pahl and Rowsell, 2005). Pahl and Rowsell (2005) consider the importance of “taking account of the local” (pp. 1-6). They argue for taking into consideration learners out-of-school practices and how these construct identity.

We argue that by acknowledging our students’ identities in their literacy practices, we can come to support and sustain their engagement with schooling. When we write, text, email or tell stories, we inscribe into these practices our identities ... by giving our students’ literacy practices recognition within classrooms, we let identity in (Pahl & Rowsell, 2005p. 6).

This relationship between literacy and identity is an important part of seeing literacy as socially situated practices and the course designers built this into the content, teaching and learning activities and assessments in *NLFT*.

2.1.2 Critiques of the socio-cultural approach

Critiques of socio-cultural theory emerge in the important theoretical debate about definitions of literacy. Is literacy a set of socially-situated practices (ideological)? Or do we regard literacy as a set of skills that need to be acquired and practiced (autonomous)? Considering the literature for both sides of this debate, particularly the literature of Janks (2010) and Luke and Freebody (1997) the team decided to embrace both definitions. Janks (2010) in the preface to her book “Literacy and Power”, articulates this debate and draws attention to other important binaries in literacy theory, suggesting the need to embrace both definitions:

Competing definitions of literacy and competing approaches to teaching it have divided the field of literacy, so much so, that they have been widely referred to as the ‘literacy wars’. The theoretical disagreements centre on whether literacy is a cognitive skill or a social practice, either-or thinking that generates further binaries: phonics or whole language, bottom up or top down, back to basics or meaning making, popular culture or literary canon, genre approaches to writing or progressive approaches and so on, ad infinitum.

In my view literacy is both a set of cognitive skills and a set of cognitive practices (Janks, 2010, p. xiii).

Luke and Freebody (Freebody, 1992; Luke & Freebody, 1997) hold a similar view to Janks and bring both sides of the skills/practices debate together in their model of the four roles of the reader. They situate their model within a socio-cultural approach, suggesting that each of the four roles activates various reading and writing practices, with clearly

identifiable skills for each. Harris et al, (2001) provide a good summary in which they situate Luke and Freebody's four roles within their social practices and identify the knowledge and skills required for each role. Here is a precis of their argument:

1. **Code breaker** (coding practices): a reader engages in the **social practice** of decoding and encoding texts by focusing on the sounds in words. Within this practice they activate certain **knowledge**: grammar conventions, concepts of print, concepts of IT texts, phonological knowledge, alphabetical knowledge, knowledge of letter sound relationships, sight vocabulary. They develop **skills** in word recognition and word attack, phonological discrimination, reading strategies such as sampling, predicting, checking and confirming, decoding skills, deciphering pictorial and visual symbols (Harris et al, 2002, p. 52).
2. **Text participant** (text meaning practices): Readers engage in the interactive **social practice** of making meaning from text. Within this practice, they activate **knowledge** about the text topic, intertextual knowledge and knowledge of how texts are organized. They develop the following **skills**: retrieving literal information, drawing inferences, interpreting the text, discussing content, following events, understanding information, comparing own experiences with those in the text, relating the text to themselves and others, understanding and composing written, visual and spoken texts from particular cultures or domains (Harris et al, 2002, p. 93).
3. **Text user** (pragmatic practices): Readers engage in the **social practice** of using texts by taking some kind of action. They ask themselves "What do I do with this text here and now?" Within this practice, they activate **knowledge** about the text genre, knowledge about text structure and social purposes. They develop the following **skills**: using texts to achieve specific purposes, interacting with others about text, participating in reading events, selecting texts to suit their purposes, structuring texts according to genre, purpose and audience (Harris et al, 2002, p. 130).
4. **Text analyst** (critical practices): Readers engage in the **social practice** of understanding or analysing "the underlying and understated assumptions in the text and the way the text attempts to position them as readers... Readers activate text analyst practices when they talk about opinion, bias, point of view in a text, present an alternative position to the one taken in the text or decide to endorse the position taken by the text..." (Harris et al, 2002, p. 34). Readers ask themselves "What is this text trying to do to me? Which positions, voices and interests are at play?" Within this practice, they activate the following **knowledge**: that texts are culturally crafted objects, construct ideological meanings, and persuade readers to take certain actions or hold certain points of view, present opinions and bias, treat topics and themes in various ways, present views that readers agree or disagree with. They develop the following **skills**: critical analysis, interrogating texts, identifying or interpreting position in texts, responding to texts, recognizing and talking about bias and point of view, analysing how use of language and choice of words construct positions and points of view, understanding roles, positions, power structures, stereotypes, influences and cultural aspects in texts (Harris et al, 2002, p. 163).

The four roles of the reader provided one perspective on what it means to be a "fully literate subject" and consolidated the development group's view that both practices and skills should be part of the course design. Once the literacy domains that are key for B.Ed. students had been identified, a number of skills for each domain were also identified.

2.2 Literacy domains in *NLFT*

2.2.1 The personal domain

Wolf (2007) draws on her knowledge of neuroscience, psychology, literature and linguistics to write about "the reading brain". She reports on brain imaging research done in the

developing field of neuro-science and explains that different parts of the reading process happen in different parts of the brain (Wolf, 2007). “New brain imaging research shows conclusively that learning to read creates new pathways in the brain” (Janks, 2010, p. xiii). To establish good reading pathways you have to read frequently. When these pathways are well established, decoding becomes so automatic that you can make meaning while you read. For *NLFT* Wolf’s (2007) research highlighted the importance of reading for pleasure, in the personal domain, even for university students. When people read a lot, the pathways in the brain become well- established and making meaning becomes easier. People read a lot when they enjoy what they are reading. Reading for pleasure is a literacy practice that usually takes place in the personal domain of the home or social groups that meet to discuss books, like book clubs. In order to read for pleasure, well established decoding skills and sufficient vocabulary for the level of reading are needed, again demonstrating the links between practices and skills.

The importance of personal reading can be located in much older literature as well. Daniel Fader (1976) explored the importance of getting learners to read for enjoyment by providing them with a large number of enticing books for them to choose from. His aim was to let the books hook them. Frank Smith (1978) promoted the idea of personal reading for pleasure, believing that children learn to read by reading. *NLFT* designed the Personal domain with free choice of a wide variety of appropriate reading material for the purpose of getting students “hooked on books” and developing their reading pathways.

2.2.2 The academic domain

The National Benchmark Tests (NBTs) identified the need for first year university students to have support in developing academic literacy (HESA, NBT 2009, 2010; MacGregor, 2009). Academic literacies consist of several different literacy practices, such as reading academic and research articles, writing academic assignments in different disciplines, referencing, taking lecture notes and doing research. The NBT identified a number of skills that are needed for Academic literacies, which the course designers hoped to build into *NLFT*:

- Make meaning from academic text
- Understand vocabulary related to academic study
- Evaluate evidence used to support claims made by writers
- Extrapolate and draw inferences and conclusions from text
- Differentiate main ideas from supporting ideas in the overall and specific organisation of a passage

- Identify text differences as related to the writers' purposes, audiences, and forms of communication;
- Understand how syntax and punctuation are used to express meaning and
- Understand basic numerical concepts used in text (NBT, 2015)
<http://www.nbt.ac.za/content/more-about-nbts>

Paxton (2007), who presents a linguistic and intertextual analysis of a case study of the writing of 8 first year students from diverse backgrounds at the University of Cape Town, argues that students need to transition from school and everyday literacies to academic literacies. This transition often includes "interim literacies" and "hybrid literacies", where students avoid using the terminology from the new discourse in their own way, but "borrow" from and "mimic" the new discourse, often "plagiarising from the discourse of the textbook or the lecturer" (Paxton, 2007, p. 51). Paxton's research made it evident that *NLFT* would need to facilitate the transitioning from school and everyday literacies, through interim literacies, to academic literacies, developing an understanding of referencing and plagiarism.

Warren (2002) reviews curriculum initiatives in South Africa and Australia that attempt to provide support for academic literacy development in different disciplines in a variety of ways: tutorial support programmes in subjects; supplementary support programmes which are optional; language based modules, including academic literacy modules; introductory modules and foundation courses. Warren discusses the relative merits of separate, semi-integrated and integrated academic support programmes, recognising that academic literacy demands, discourses and genres depend very much on the domain (or discipline) and "reflect the paradigms, epistemology and development of each domain" (Warren, 2002, p. 88). Warren argues that academic literacy should be taught within the specific domain, where particular ideologies govern the literacy practices in that domain. He argues that:

It is necessary to go beyond subject content (theories, concepts, principles and facts) and to make explicit the processes (methods and practices and their epistemological foundations) by which disciplines define, explore and solve problems, and communicate and evaluate knowledge (Warren, 2002, p. 88).

Warren argues for integrated or semi-integrated curriculum models and refers to the Wits Foundation courses as successful models, citing in particular the work of Alfred, Dison & Haggemeier (2000); Dison & Pinto (1995) and Dison & Rule (1996). These "foundation courses" were designed and implemented in different disciplines at Wits to provide

assistance in the acquisition of academic literacies. However, these courses were put in abeyance in 2007 due to financial constraints, and in many ways *NLFT* is an attempt to mainstream academic literacy support for B.Ed. students.

The research of Granville & Dison (2007) provided valuable insights for this course design. They describe their work done with first year students at WSoE in a course called *English for Academic Purposes*. They describe the relationship between reflection, meta-cognition and learning; language and research practices; situated learning experiences; and research processes.

2.2.3 The digital domain

Technology has revolutionised the way that we communicate with each other, the way we use language, the way we read and write, the way we think and the way we teach (Crystal, 2004, 2008a, 2008b, 2011; Gee, 1996, 2000a, 2000b, 2008; Johnson, 2009; Cope & Kalantzis, 2000; Kress, 2003; Lankshear & Knobel, 2003; O'Brien & Sharber, 2008; Prensky, 2001). These researchers have all investigated digital literacies in various forms. Technology has brought into being many new literacy practices, text types and ways of communicating and the designers of *NLFT* believed it was important to focus on these new literacies. This is another reason for the term “new” in the course title *NLFT*.

Computer Mediated Communication (CMCs) and Information Communication Technologies (ICTs) are becoming an integral part of literacy practices and teaching practices. In the digital era, “communicative competence” (Hymes, 1966) gains new meaning. Students and teachers need to engage with “a burgeoning variety of text forms” (New London Group, 1996, p. 61) and the varieties of registers, dialects and codes that are used in different domains “across media, genres and cultural frames of reference” (Luke, 2000, p. 72).

Multiliteracies is a pedagogical approach to literacy that is particularly relevant for multilingual, multicultural and multimodal contexts. The *New London Group* were concerned with answering the question “What constitutes appropriate literacy teaching in the context of the ever more critical factors of local diversity and global connectedness?” (Kalantzis & Cope, 2000, p. 5).

Multiliteracies takes note of the multilingual, multicultural nature of the local. This is particularly relevant to the context of this research. Gauteng, and WSoE are linguistically and culturally extremely diverse, but at the same time becoming increasingly globalised. Attitudes towards language purity have changed and “clearly the main element of this change was that there was no singular, canonical English that either could or should be taught anymore” (Kalantzis & Cope, 2000, p. 5). This is a radical shift from the language puritanism of the past, especially in South Africa where language boards established standard languages practices for each language. But South Africa has become a country where multilingualism, multiculturalism and multiple discourses gain special importance so that:

Cultural and linguistic diversity is now a central and critical issue, and, as a result the meaning of literacy pedagogy has changed as well. Local diversity and global connectedness mean not only that there can be no standard: they also mean that the most important skills students can learn is to negotiate regional, ethnic or class-based dialects; variations in register that occur according to social context; the code-switching often to be found within a text among different languages, dialects, or registers; different visual and iconic meanings; and variations in the gestural relationships among people, language and material objects (Kalantzis & Cope, 2000, p. 14).

In out-of-school literacy practices informal, colloquial registers, codes and in-group varieties are used to mark identity and to negotiate relationships and topics. Understanding these literacy practices and the language varieties used in them is an important part of literacy education (Cope & Kalantzis, 2000; Du Plessis, 1995; Hull & Schultz, 2002; Jones, 2006; Rowsell, Kosnik, & Beck, 2008). Literacy pedagogy should include looking at what learners/students are doing with reading and writing in different domains and bringing these into the classroom, where they can analyse what is happening with literacy, language and identity in these more informal spaces (Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo & Collazo, 2004). This would include literacy practices such as texting, posting updates on Facebook, blogging and twitter. An important aspect of *NLFT* is the development of a critical awareness of the conventions, relationships, constructions of identity, types of communication, modes of learning and power dynamics that govern literacy practices in digital spaces.

The large majority of students at Wits are bilingual or multilingual. Jones’s work (2006) on bilingualism and biculturalism provided valuable insights for *NLFT* for students and

curriculum designers alike. There are many synergies between the ways WSoE students and the Welsh and British Asian girls in her studies construct their identities through texts. Jones' analysis of the Welsh girls' use of electronic texts is particularly useful in thinking about how students use language and literacy to construct their own identity in digital spaces. Jones characterises the Welsh girls' use of language on their websites as a "language mosaic". "Young bilinguals combine features of both languages in order to communicate in a coherent (new) form': here, a bilingual version of the abbreviated 'txt' language of electronic communication" (Jones, 2006, p. 18). During the module on *Literacy and Identity* and through the use of closed tutorial facebook pages, it became apparent that many of the students at WSoE use the same kind of "language mosaic", code-switching between two or more languages and using SMS language or "txtng" in digital spaces. My research (Reid, 2011) into the literacy practices of my second year students and their interviews in 2009 confirmed this.

Social networking is a popular out-of-school literacy practice where people construct their identities by doing interesting things with language. It is an area where "talk" becomes "text" and the negotiation of identity and relationships takes on fascinating dimensions. Crystal's (2008, 2010, 2011) latest books, blogs and articles are about what he calls "internet linguistics". Internet linguistics studies new language styles and forms that have arisen under the influence of the Internet and other new communication media, such as SMS text messaging. There is a whole new set of "rules" or "conventions" that are used in these texts. His research on the relationship between "txtng" and literacy shows that the popular view that the use of abbreviations and slang, such as those in SMS language, will lead to low literacy and bad spelling among children is incorrect (Crystal, 2004, 2008c).

There has been a surge in research on Facebook from many different perspectives. There is research that focuses on: the negative aspects of Facebook such as privacy issues, risk-taking, stalking and online identity theft (Ellison, Steinfield & Lampe, 2007); the social aspects of Facebook such as building "social capital" and how connections are made (Ellison et al., 2007; Lampe et al., 2007); identity formation and literacy development (Lam, 2000; Livingston, 2008); the way Facebook impacts on learning (Mazer, Murphy & Simonds, 2007); and using Facebook for academic purposes (De Villiers, 2010). Badenhorst's research on the

use of blogging for academic writing shows how blogging allows students to write with “voice” and engage more personally with academic tasks (Badenhorst, 2010). Facebook became an important part of *NLFT* and I (Reid, 2011) investigated how closed-group facebook pages were used by tutors and students in *NLFT* from a critical literacy perspective.

Teachers should aspire to be fully literate in the literacies that their students engage in. This means that they should be able to use digital and multimodal literacies fluently. They should be able to use new technologies in their teaching. And they should be able to teach learners to use them (Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo and Collazo, 2004; Prensky, 2010; Reid, 2011). The reading pathways and the integration of different modes to make meaning in digital media are substantially different to print media. In print media the reading pathways are prescribed and linear, from left to right and top to bottom. In electronic texts the reader often chooses his/her own reading pathway, skimming and scanning and zigzagging between different screens, using hyperlinks (Walsh, 2006; Bearne, 2003). These researchers argue that teachers should be consciously aware of these differences and make them part of their teaching agenda:

The Multiliteracies of digital electronic ‘texts’ are based on notions of hybridity and intertextuality. ... the cyberspace navigator must draw on a range of knowledges about traditional and newly blended genres or representational conventions, cultural and symbolic codes, as well as linguistically coded and software-driven meanings. Moreover the lateral connectedness of hypertext information, which users access by clicking on buttons or hotlinks, immerses navigators in an intertextual and multimodal universe of visual, audio, symbolic, and linguistic meaning systems. In hypertext navigation, reading, writing, and communicating are not linear or unimodal (that is, exclusively language- and print-based), but demand a multimodal reading of laterally connected, multi-embedded and further hotlinked information resources variously coded in animation, symbols, print text, photos, movie clips, or three-dimensional and maneuverable graphics (Luke, 2000, p. 72).

This current upsurge of research on multimodality, multilingualism and the new literacy practices associated with digital technologies illustrated the importance of providing contexts for B.Ed. students to understand and become fluent in these practices. The designers of *NLFT* took up this challenge.

2.2.4 The school domain

The development team identified school as another important domain where students would be required to develop literacy practices for teaching. Literacy practices such as analysing curriculum documents, devising year plans and term plans, designing lessons and

worksheets, evaluating students work, using textbooks and writing reports would be covered in methodology courses. For *NLFT* it was important that students develop an understanding of the literacy practices, genres and skills that are particular to the phases and/or subjects they were majoring in, i.e. to develop an understanding of literacy within the various subject domains across the curriculum.

It is only in the last two decades that researchers have turned their attention to literacy across the curriculum. Many countries around the world have been providing “content literacy” or “content area literacy” as part of their basic teaching training programmes and part of their school curriculum.

In the United Kingdom (UK) Key Stage 3 (2004), the curriculum for senior primary and high schools was accompanied by guidelines promoting national strategies for literacy across the curriculum. The UK Key Stage 3 series looked at the literacy practices and genres in each of the content areas, including handbooks for teachers in “Literacy in Science”; “Literacy in History”; “Literacy in Geography”, etc. All “content area” teachers were expected to be familiar with the literacy practices and genres in their content area and develop these literacy practices during the teaching of their content.

In the United States of America (USA) various researchers have focussed on “content literacy” (Draper, 2009; Fisher & Ivy, 2005; Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo & Collazo, 2004; O’ Brian, Stewart & Moje, 1999; Morkel, 1999). In the USA content literacy is built into teacher training programmes (Fisher & Ivy, 2005; Draper, 2009; Morkel, 1999). These researchers introduce the debate about whether every teacher is a teacher of reading. This debate was built into the redesign of *NLFT* in 2011.

Fisher and Ivy (2005) argue that in the USA building content area literacy into teacher training has been unsuccessful as the training has not focused on how to use literacy to develop knowledge in content areas. They provide case studies of a physical science teacher and a physical education teacher who consciously employ a variety of literacy practices to develop content knowledge in their subjects. These teachers engage learners in reading to learn, rather than learning to read:

Through examples from two classrooms, we suggest a focus for our content colleagues in which they learn that capitalizing on reading and writing versus teaching reading and writing is the goal of content literacy (Fisher & Ivy, 2005, p. 3).

Draper (2009) studies the nature of the literacy messages in textbooks designed for student teachers in content areas in the USA. He also investigates the reasons why the movement to make every teacher a teacher of literacy has been unsuccessful:

Researchers have consistently reported that content-area teachers believe that (a) it is someone else's responsibility to teach reading and writing, (b) they lack the ability and/or training to teach reading and writing, and/or (c) they do not have the time to provide literacy instruction along with their full content curriculum (Muth, 1993; O'Brien, Stewart, & Moje, 1995; Ratekin et al., 1985; Stewart & O'Brien 1989 as cited in Draper, 2009, p. 357-358).

May & Wright (2007) research the challenges of teaching literacy across the secondary school curriculum in New Zealand, framing a Secondary Schools' Literacy Initiative (SSLI), which "aims to establish cross-curricular language and literacy policies in secondary schools" (May & Wright, 2007, p. 370).

In Australia the focus has been on genre across the curriculum (De Olivera & Iddings, 2014; Derewianca, 2003; Gibbons, 2002; Halliday & Martins, 1993; Kress, 1988; Pasquarelli, 2006; Russell, 1997; Wignell, 1994). Wignell (1994) argues that "different subject areas tend to make different selections of genre, different choices in register, particularly in relation to mode and field, and they make different lexico-grammatical choices" (Wignell, 1994, p. 359). In the Australian curriculum literacy is seen as a strand that goes across all learning areas with genres forming an important part of literacy in the various subject domains:

There are significant differences in the way different learning areas structure texts and in the language features and vocabulary that students are required to know and use. Therefore, a student's repertoire of literacy knowledge and skills needs to be diverse, flexible, dynamic and versatile, developing throughout their schooling to deal with the increasing challenges and demands of the curriculum (Australian Curriculum: Literacy Capability, January 2013, ACARA).

One of the most in depth researches on literacy across the curriculum is provided by Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo & Collazo (2004). Over a period of five years they conducted research into the relationships between funds of knowledge, discourses and literacy practices in content areas, particularly in Science. They argue that teaching "content area literacy", with generic strategies, in a separate course in teacher education programmes defeats the purpose of developing a true understanding of how literacy works

in specific subjects or disciplines. Their arguments are relevant to *NLFT* because this is precisely what the course attempted to do. They argue that understanding literacy needs to be located within each discipline or subject domain:

The primary aspects of a content literacy model, then, include content knowledge, literacy skills, and discursive skills ... being literate in a content area requires an understanding of how knowledges are constructed and organized in the content area, an understanding of what counts as warrant or evidence for a claim, and an understanding of the conventions of communicating that knowledge (Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo and Collazo, 2004p. 45).

Research in the field of literacy across the curriculum reveals that there is a gap in pre-service and in-service teacher education programmes in South Africa. There is no focus on literacy across the curriculum, content area literacy or genres across the curriculum. Curriculum designers for *NLFT* were aware of this gap and tried to bridge the gap in various ways in the course. One of the ways to bridge this gap was to work with subject specialists and *NLFT* attempted to do this. However, the intention was always to provide an introduction, acknowledging that literacy practices should be taken up in the disciplines as well.

2.2.5 The research domain

Understanding research and doing research are fundamental to learning at university, particularly at Wits, which has a strong research focus. B.Ed. students would need to engage in the following literacy practices within this domain: read research reports, analyse arguments and findings in research reports, select appropriate research articles for tasks, formulate research questions, write research proposals and reports including literature reviews, methods of data collection, analysis of data, findings and conclusions. They would need to be familiar with different types of research such as quantitative and qualitative research and how to create tables, graphs and diagrammes to present their findings.

So much has been published on the research process. Some authors have focussed on research in education, focusing on key ideas and methods (Cohen, Manion & Morrison, 2000; Scott & Morrison, 2007). Miles & Huberman (1984) write about qualitative data analysis and provide an overview of new methods of research. Denzin & Lincoln (eds). (2000) write about strategies for qualitative research. Henn, Wenstein & Foard (2006) have written a good introduction to social research. Cresswell (2003) writes a good overview of research design including qualitative, quantitative and mixed methods approaches.

In teaching first years about the research process, they were provided with many research articles to read and work with over the year (Draper, 2009; Fisher & Ivy, 2005; Jones, 2006; McCormick, 1986; Walsh, 2006). These research articles were specifically chosen because they provided good models on research in literacy that were easily accessible.

Granville & Dison (2005, 2007) had run mini-research projects with first year students in various ways at Wits. These courses provided a good model for *NLFT* and the structure was re-used in the module on the research domain. They provided a good motivation for doing mini research projects with first year students:

It is conceived around the notion that one route to gaining entry into the academic community is to do what academics do – that is, engage in research and contribute in some small way to the production of knowledge. It introduces students to the processes that lie behind the academic texts that they are required to read at the university (Wits Faculty of Humanities Handbook, 2000).

But most importantly, the topic of the research project in *NLFT* was “literacy across the curriculum”. This topic enabled students to understand research design and practices in a way that contextualised the key concepts they were introduced to in the first semester. Through this research project students learnt about how the literacy practices, genres and modes worked in the academic majors they were going to teach. It also provided a simple introduction to empirical research as they gathered data on their teaching experiences and analysed and presented their findings when they returned, writing an individual research report as an examination equivalent.

Having discussed the literature in relation to different literacy domains I now turn to literature on curriculum design.

2.3. Theories of curriculum design and materials development

Research for this PhD draws insights from some key researchers in the field of curriculum design and materials development. The research is also located in the local understandings of curriculum at the time of this course development. Many members of the development team had been part of the development of new curricula for schools (Curriculum 2005, Revised National Curriculum and Curriculum Assessment Policy Statements, 2011) and were influenced by the history of Outcomes Based Education (OBE) and the ways in which these curricula had been revised over the years. Many team members had also been part of

curriculum development in Higher education. This makes it essential to understand history of curriculum in South Africa and how this influenced the thinking in the design and development of *NLFT*.

2.3.1 Curriculum design

Curriculum design is traditionally concerned with the “big picture” or “plan” for learning in different contexts and includes the consideration of objectives or outcomes, pedagogy and assessment. Early curriculum theorists, such as Tyler (1949), Stenhouse (1975) and Freire (1976), considered the relationship between content, skills, pacing and sequencing. But different approaches to curriculum design represent different ideas about whom should design the curriculum, how prescriptive it should be, how the knowledge and content should be selected, sequenced and organised, what teaching methodology should be used and how learners should be assessed. This review looks at early models, different types of curriculum and how they influenced thinking on curriculum design in South Africa to provide a background for the curriculum in design in this research.

History of curriculum design

Tyler (1949) proposed four major principles for curriculum design: “defining goals, establishing corresponding learning experiences, organizing learning experiences to have a cumulative effect, and evaluating outcomes” (Howard, 2007, p. 2). His approach was known as a “product approach” and was concerned with the technical procedures involved in planning a curriculum. According to Tyler, curriculum planners need to answer four questions:

1. What educational purposes should the school seek to attain?
2. How can learning experiences be selected which are likely to be useful in attaining these objectives?
3. How can learning experiences be organized for effective instruction?
4. How can the effectiveness of learning experiences be evaluated? (Tyler, 1949, p. 63).

Tyler believed that learning purposes or objectives should be established by educational authorities and subject experts with specialized knowledge, making them neutral and free from ideological or political influences. Objectives should take into consideration the learners, the society they live in and the subject matter. “Instructional objectives” inform the design of learning experiences and the organization and sequencing of these learning experiences. This became known as the “Tyler rationale” and influenced curriculum designers for the next 50 years, providing a step-by-step guideline for the processes of developing a curriculum. Tyler’s approach was very prescriptive for teachers, as the

curriculum was fixed in terms of objectives, pedagogy and evaluation.

Stenhouse, (1975) criticised Tyler's rationale claiming that certain areas of knowledge or content are intrinsically valuable and that when we try to translate knowledge into behavioural objectives, we distort that knowledge:

The translation of the deep structures of knowledge into behavioural objectives is one of the principle causes of the distortion of knowledge in schools noted by Young, Bernstein and Esland (in Young, 1971). The filtering of knowledge through an analysis of objectives gives the school an authority and power over its students by setting arbitrary limits to speculation and by defining arbitrary solutions to unresolved problems of knowledge (Stenhouse, 1975, p. 86).

Stenhouse (1975) argued that curriculum design should be a process where curriculum designers should formulate principles for the selection of content in particular subjects or disciplines and teachers should be at liberty to change the plan during implementation in response to their learners needs. For Stenhouse, a curriculum should not prescribe but provide guidelines for areas of knowledge and teaching, advocating "principles for selecting content, developing teaching strategies, sequencing learning experiences, and assessing student strengths and weaknesses with an emphasis on empiricism" (Howard, 2007, p. 2).

Paulo Freire (1976) also criticized the Tyler rationale for being too prescriptive and took issue with putting all the power of curriculum design in the hands of the "experts". He claimed that curriculum design is never neutral and made a plea for a more democratic model of curriculum design where curriculum is negotiated between teacher and learner through dialogue and critical reflection. He argued that the selection of content should come from the life experiences of the learners and be based on their needs and interests. He argued for the emancipation of the learners by providing a curriculum that empowers them politically and socially.

The end product is not a learning outcome but critical reflection and action upon reality. Of course, learning outcomes such as the ability to reflect critically, are desirable. But political action by the oppressed aimed at their own liberation is the ultimate purpose. To reduce this approach to a set of intended learning outcomes would be to miss the point of political activism (Posner, 2008, p. 57).

Types of curriculum

Basil Bernstein (1971, 1996, 2000) provided a much broader perspective on curriculum design locating it within society, politics, linguistics and influence. Bernstein was a British sociologist and sociolinguist and his early interest in curriculum design stemmed from a

concern about the effects of identity and language codes on the high failure rates of working class school children. In 1996 Bernstein formulated some basic principles that inform curriculum design and he refined these over the years. His research proved to be very influential in curriculum design:

The work of Basil Bernstein arguably tells us more about curriculum than any other writer. He provides a well-developed set of concepts and criteria for understanding curriculum (and for doing research), and his work has been particularly influential in developing countries (Harley, 2010, p. iii).

Bernstein (1996) distinguished between two types of curricula: a “collection curriculum” and an “integrated curriculum”. Later, in 2000, he refined these concepts and related them to “cumulative” and “segmented” learning and “competence” and “performance” curricula. Bernstein developed two concepts to understand the differences between collection and integrated curricula: “classification” and “framing”. Classification has to do with the strength of the boundaries between subjects and the ways that they relate to each other. Framing has to do with the way knowledge is organised and taught (pedagogy) and refers to: selection, sequencing, pacing and evaluation or assessment (Bernstein, 1996).

In a “collection” type curriculum, classification is strong and subjects or disciplines have strong borders, being taught independently of each other with no integration. Framing is strong with rigid selection of content, topics and skills. This kind of curriculum is prescriptive in terms of design and pedagogy, bearing a strong resemblance to Tyler’s model. The focus is on formal school knowledge, rather than everyday knowledge and learners focus on specific texts and content for every subject. Knowledge is organised hierarchically and taught systematically using carefully sequenced steps. Assessment is based on performance and usually involves formal tasks and examinations. In this type of curriculum, “segmented learning” is valued as it leads to specialisation and deep disciplinary knowledge. Bernstein argued that this type of curriculum provides the depth of knowledge needed for a university education.

In an “integrated” type of curriculum the borders between subjects or disciplines are “blurry”, the classification weak and integration is considered a good idea. There was “a shift in emphasis from education in depth to education in breadth” (Bernstein, 2003, p. 4). Integrated curricula are usually theme based, and the themes are chosen with the idea of

facilitating integration between subjects. The curriculum is not so prescriptive and the framing is weak. Teachers have the power to choose their own topics by consulting the needs and interests of the learners, sequencing them in an order that suits them and working at their own pace. Integrated curricula are based on a competence model with horizontal discourses that try to integrate school learning and everyday knowledge and to integrate knowledge, skills and understanding across subjects or disciplines. Assessment is often based on students' competence in applying key concepts and skills across subjects and to everyday situations, promoting "cumulative learning" (Lifelong learning). This integrated curriculum requires teachers to work in teams and have a broad range of knowledge and skills. It is often difficult to implement.

Bernstein argued that a collection curriculum gives all the power to the educators and encourages the preservation of the status quo, encouraging disciplinary knowledge and valuing specialisation. But an integrated curriculum promotes "ways of knowing rather than states of knowledge" (Bernstein 1996, p. 46), encouraging learners to become thinkers and promoting social mobility. The type of curriculum chosen is closely related to the type of society: "the selective organisation, transmission and evaluation of knowledge is intimately bound up with patterns of authority and control" (Bernstein, 2003, p.73).

During the early period of Bernstein's research, many countries were in the process of moving towards an integrated curriculum, as it was seen as more liberal and progressive. Both types of curriculum are relevant to this research as South Africa deliberately moved towards an integrated curriculum at the end of the apartheid era (1996) with the development of Curriculum 2005 and the introduction of Outcomes-based Education (OBE). Universities were slower to integrate and more circumspect about both an integrated curriculum and OBE, but the Higher Education Department insisted on using OBE to structure curricula at university level.

Maton (2009) builds on Bernstein's model and is interested in enabling "cumulative learning, where new knowledge builds on and integrates past knowledge" (Maton, 2009, p. 43) and leads to lifelong learning, rather than "segmented learning", which is dependent on the context and makes the transfer of knowledge to new contexts difficult. He says:

I aim to explore how curriculum structures play a role in creating conditions for students to experience *cumulative learning*, where their understandings integrate and subsume previous knowledge, or *segmented learning*, where new ideas or skills are accumulated alongside rather than build on past knowledge. Specifically, the principle aim is to explore the features of educational knowledge that may constrain cumulative learning (Maton, 2009, p. 44).

Maton (2009) argues that Bernstein uses dichotomies and his types of curriculum and concepts of the structure of knowledge should rather be seen as points along a continuum. A curriculum may contain elements of cumulative learning as well as elements of segmented learning, or contain elements of horizontal and vertical discourses. This argument proved to be important for *NLFT*. He introduces the term “semantic gravity”, the degree to which meaning is dependent on context: “Cumulative learning depends on weaker semantic gravity and segmented learning is characterised by stronger semantic gravity constraining the transfer of meaning between contexts” (Maton, 2009, p. 46).

What is particularly unique about *NLFT* is that the intention to take literacy across the curriculum was central to the curriculum design. This implies an integrated curriculum with weak framing and semantic gravity and the specific development of cumulative learning that can be used in other disciplines. This decision was based on current theories of literacy as a social practice which is realised in different domains (disciplines) through specific literacy practices. The course designers believed that it was important for student teachers to develop an understanding of how literacy worked in the subjects they would be required to teach. One of the main challenges in the design of this curriculum was to make this happen. These challenges are taken up in the chapters of analysis.

Constructive alignment

Biggs (1996, 2003) provided a framework for “constructive alignment” that has become the basis of curriculum design in schools and universities worldwide. He brings together theories from constructivism and instructional design to create this framework. “Constructivism” is derived from cognitive psychology and one of the central ideas is that learners learn by taking an active role in the learning experience: “learners arrive at meaning by actively selecting, and cumulatively constructing their own knowledge, through both individual and social activity” (Biggs, 1996, p. 348). Learners construct their own knowledge and understanding by engaging in tasks designed for that purpose.

According to Biggs (2003), curriculum designers and teachers should make three key decisions:

1. What are “desired” learning outcomes?
2. What teaching methods require students to behave in such ways that they are likely to achieve these outcomes (teaching and learning activities)?
3. What assessment tasks will tell us if the actual outcomes match those that are intended or desired?

Alignment needs to be planned by the teacher or curriculum designer. Biggs compares the principle of alignment to an ecosystem where various components support each other to provide a balanced system (Biggs, 2003).

Biggs’s model of constructive alignment formed the basic underlying principles of outcomes-based education (OBE).

In setting up an aligned system, we specify the desired outcomes of our teaching, in terms not only of topic content, but in the level of understanding we want students to achieve. We then set up an environment that maximises the likelihood that student will engage in the activities designed to achieve the intended outcomes. Finally, we choose assessment tasks that will tell us how well individual students have attained these outcomes (Biggs, 2003, p. 13).

In 2003, Biggs applied the idea of constructive alignment to higher education. He argued that in this kind of “aligned” system even the less academic students are supported to achieve higher order learning and to “perform” their understanding.

The first step in designing curriculum objectives, then, is to make clear what levels of understanding we want from our students in what topics, and what performances of understanding would give us this knowledge (Biggs, 2003, p. 14).

Biggs argued for the use of “generic high level verbs” in the formation of learning outcomes and for the design of teaching and learning activities that included “group work, peer teaching and independent learning” rather than simply using lectures to expound knowledge. He argues that assessment should evaluate the demonstrations of competence (Biggs, 2003).

Locating Biggs within the history of curriculum design, the influences of Tyler and Bernstein are seen quite clearly. The idea of alignment between learning objectives, pedagogy and evaluation originates with Tyler and is refined by Bernstein. The idea of a competence curriculum comes directly from Bernstein.

Curriculum design in South Africa

Curriculum design for this course should be located within these historical models, as well as within the current model of curriculum design in South Africa. After emancipation from Apartheid in 1994, South Africa underwent a radical curriculum reform. The curriculum, or “syllabus” during the apartheid era was top down (dictated by government and education authorities) and segmented into 27 education departments (for each specified race and province). This syllabus was a collection curriculum in which content was highly prescriptive, hierarchical knowledge was targeted and subjects were clearly demarcated with no integration. The Bantu Education Act of 1957 made an explicit attempt to preserve the status quo and educate South Africans into the roles that the apartheid government had allocated to them.

After the first democratic election in 1994, a curriculum revision began that attempted to involve all education stakeholders: education officials, subject experts, academics, unions, NGOs, business and teachers. The revision welcomed participation and dialogue and all documents were circulated for public approval. Curriculum 2005 demonstrated strong influences from Tyler (1949) in the form of outcomes; from Stenhouse (1975) in the form of dialogue, participation and process; from Freire (1976) in the form of “political action by the oppressed aimed at their own liberation” (Howard, 2007, p. 2), from Bernstein (1999, 2000) in the form of an integrated competence curriculum and from Biggs (2003) in the form of constructive alignment.

Curriculum 2005 was an attempt to address many of the problems caused by the apartheid era. It was an attempt to turn separation and inequality between groups of people into nation- building, redress and equality (Department of Education, Curriculum 2005; Taylor, 1999). It was an attempt to integrate everyday knowledge with school knowledge and to promote radical integration between subjects, producing an integrated curriculum or

competence curriculum (Bernstein, 2000). Certain subjects were grouped together in “learning areas” and the curriculum acted as a “guideline” (Stenhouse, 1975) by providing critical outcomes, specific outcomes, range statements and performance indicators (Taylor, 1999). There was no specification of content, sequencing, pacing or systematic development and “phase and programme organisers” acted as generalised themes to organise learning. There was a move away from using textbooks. Curriculum 2005 attempted to emphasize “ways of knowing” rather than states of knowledge (Bernstein, 1996). Outcomes-based Education (OBE) formed the foundation for the curriculum design, putting an emphasis on active learning, learner-centredness and activity based teaching. Assessment became criterion-based, continuous and competence based, with a strong emphasis on formative assessment (Bernstein, 1996, Biggs, 1996; Taylor, 1999).

In 1999 the new minister of education commissioned a detailed review of Curriculum 2005. The reviewers (Taylor & Vinjevold, 1999) found that Curriculum 2005 had focused on radical integration at the expense of conceptual coherence, mainly because the designers were trying to avoid specifying content. The lack of focus on conceptual development proved to be problematic in learning areas where knowledge was hierarchically structured and required careful attention to sequencing, progression and pacing such as languages, natural sciences, mathematics and human and social sciences. Phase and programme organisers did not help teachers to focus on progression and this hampered cumulative learning.

Higher Education adopted some of the central concepts in the new curriculum designed for schools, particularly the principles of OBE, including learner-centred teaching and criterion-based assessment. Generally universities did not follow the policy of an integrated curriculum as tertiary education aimed at specialisation and strongly bounded disciplinary knowledge (Bernstein, 2000). Bernstein (2000) noted that an integrated curriculum was not necessarily suitable for university. However, the case at WSoE is slightly different as students learning to be teachers had to be familiar with the national curriculum, the principles of OBE, the idea of grouping subjects together under learning areas and integration across school and everyday knowledge and across subjects.

Many universities in South Africa also followed the principles of constructive alignment proposed by Biggs (2003). There is evidence that Biggs' constructive alignment was adopted in the design of many course curricula at Wits (Brodie, 1997; Dison & Rule, 1996; Granville & Dison, 2005; Hagemeier, 2001). Ferreira and Mendelowitz (2009) argue that

Biggs' notion of constructive alignment (1996, 2003) has been described as 'one of the most influential ideas in higher education' (Houghton, 2004: 27) and seems to form the basis of a considerable amount of current practice, even to the point of being built into the requirements for programme specification at certain institutions of higher learning (Ferreira & Mendelowitz 2009, p. 82).

At the WSoE, the design of this particular curriculum, *NLFT*, was part of the restructuring of the B.Ed. programme, to be implemented in 2010. Major Academic Developments (MADS) required curriculum designers to identify and document: a motivation or rationale for the course; a description of the course, providing the main teaching purpose and a brief overview of the content; the content category; learning outcomes, assessment criteria and assessment methods; how the course contributes to the outcomes of the qualification; critical cross-field outcomes; study hours and duration; resources, including number of students, who will teach the course, IT requirements and physical space; and how the course will be delivered (taught) and evaluated.

The MADs documents reveal the central principles of curriculum design at Wits and how they have been influenced by the curriculum development in South Africa. Curriculum design at Wits is clearly outcomes-based, assessment is criterion referenced, outcomes and assessment need to be aligned and provision is made to record intentions to integrate across disciplines and schools in the form of critical cross field outcomes. The curriculum at WSoE is a collection curriculum and students are required to achieve a particular number of credits.

2.3.2 Materials Development

It is not always easy to draw a distinction between where curriculum design ends and materials development begins as the two processes often overlap. Both processes are concerned with choices about content and topics, sequencing and pacing and types of assessment. It is at the level of materials development that readings are chosen and teaching and learning activities are designed. My argument in this section is that the team

consciously based our materials development on Bigg's model of constructive alignment and on a developmental model known as the 6Ts approach. Course designers and lecturers at WSoE and team members who had been involved in writing or publishing school textbooks or working groups on curriculum development were also familiar with curriculum developments in the country and with OBE in particular.

Textbooks, teaching and learning activities and prescription

Michael Apple (1990, 1999, 2001), raises a number of debates around issues of national curricula and textbook and materials design. He argues that in America, "it has been mandated that teachers must teach only that material which is in the approved textbook" (Apple & Jungck, 1990, p. 228) and investigates how textbooks are influenced and confined by different political views, class and power. Apple (1990, 1999) argues that textbooks are controlled by the state and the market and any provocative, political or cultural material is avoided for fear of having the materials rejected. This makes the textbooks bland and uninteresting and does not provide opportunities for teachers and learners to think critically about issues such as race, class, gender, equity and culture (Apple 1990). Apple (2001) argues that textbook design is heavily influenced by: concerns for financial profit and political approval; gender stereotyping in the division of labour with most of the editors being male, without any educational background; the choices of texts that decide what is "legitimate content" and state adoption policies. This is also true in South Africa.

One of Apple's main concerns in most of his research is that curriculum design and textbooks can be so prescriptive that there is no room for creativity, diagnostic expertise, negotiation about learning or responding to learner's needs. There is no need for teachers to use their professional training in deciding what and how to teach and designing their own learning experiences for their own contexts. The teachers are simply required to follow the textbook. Apple (1990) argues that the more we try to control and standardise teaching by employing a prescriptive curriculum that specifies outcomes, competencies, content, topics, texts, teaching methods and assessments and the use of approved, prescriptive textbooks that dictate how to teach; the more we "deskill" teachers. Apple & Jungck argue that

When individuals cease to plan and control a large portion of their own work, the skills essential to doing these tasks self-reflectively and well atrophy and are forgotten. The skills that teachers have built up over decades of hard work—setting relevant curricular goals, establishing content, designing

lessons and instructional strategies, "community-building" in the classroom, individualizing instruction based on an intimate knowledge of students' desires and needs, and so on, are lost. (Apple & Jungck, 1990, p. 232)

Apple's research on the nature of curricula and textbooks poses an important question for this research: were the course materials so prescriptive that they deskilled the tutors, removing the possibility for them to be creative and respond to the needs of their students? Or is a certain amount of prescription desirable? These questions are taken up in the analysis.

6Ts approach

Many university disciplines use content based instruction where content is carefully selected, structured and sequenced to deepen disciplinary knowledge, as noted by Bernstein (2000). Stoller and Grabe (1997) argue that all content-based instruction is theme based and themes allow for the integration of knowledge, skills, values and attitudes, the integration of school knowledge and everyday knowledge and integration across different learning areas, subjects or disciplines. In other words, using themes would enable planners to design a curriculum that allowed for the careful selection and sequencing of disciplinary content, as well as for the possibilities of integrated and cumulative learning, a merging of Bernstein's (1996, 2000) two types of curriculum, as suggested by Maton (2009). This approach has been used in many educational contexts such as the planning and design of school textbooks, the planning of learning materials for the classroom by teachers and the planning and design of materials for university courses.

The idea of using themes to integrate learning was promoted in Curriculum 2005, the NCS (2002) and CAPS (2011). Note how the themes suggest the content for learning materials:

Integrating language learning: themes

Language learning can also be integrated through themes. Using a theme allows the learner to build vocabulary related to the topic. Careful choice of themes and topics stimulates the interest of the learner. To achieve this, teachers should try to:

- find a balance of topics and themes which interest boys and girls, and rural and city learners, as well as themes which unite learners across these divisions;
- choose topics that are relevant to the learners' lives, and yet also move them beyond what they already know - for example, they can learn about other countries and cultures; and
- select themes and topics that link with the Critical and Developmental Outcomes - for example, learners need to engage with important human rights and environmental issues such as poverty, HIV/AIDS, the right to land, and consumerism (NCS, 2002, Home languages, p. 8).

The 6Ts approach (Stoller & Grabe, 1997) provides a useful model for how to develop these major themes into teaching materials. According to this model, materials will be developed by following the steps in the precis below:

1. Selecting broad **themes** for the year based on broad educational purposes and content
2. Finding **texts** that can be used to teach the content of the themes. This may include texts for enjoyment, providing information and deepening content knowledge, academic texts, research articles, texts of various other genres, lecturer generated texts such as lectures and tutorials, student generated texts such as tasks and assignments
3. Dividing each theme into **topics** that are related to the theme, based on the texts available. These topics can be related to the particular content that you want to teach under the theme, the content of the texts you have selected or specific goals related to the themes
4. Using **threads** (abstract concepts) to link all the topics together and provide coherence. Various types of threads may be selected that are followed through in each theme. These threads can also provide ways of structuring the learning activities in each theme
5. Devising **tasks**, or teaching and learning activities, to engage the learners with the topics and texts. In university courses it is important to use texts to explore theories, concepts and practices. Once the themes, texts and topics have been chosen, tasks answer the important questions “What must the students do with these texts? What should they understand from these texts? How will they develop content knowledge from these texts?” Tasks should lead towards a culminating activity or an assessment task.
6. Creating **transitions** between tasks and topics that foster coherence in the materials, making sure that there is a natural flow from one topic to another and from one theme to another (Stoller & Grabe, 1997, pp. 10-11).

Whilst the 6Ts approach focuses primarily on providing content-based language instruction, this is easily adaptable to literacy education. The 6Ts approach was presented to the development group in the early stages of design by two of the core team members who had used this approach in designing courses for academic literacy in various disciplines across the university. The elements of this approach can be clearly traced in the conceptualisation of the curriculum for *NLFT*.

2.4. The process of group development and collaboration

NLFT was developed by a group of lecturers at WSoE and taught by a group of tutors. One of the research questions focusses on the process of group development and collaboration in curriculum design, materials development, implementation and redesign. This part of the literature review identifies themes that should be applied to an analysis of group work and collaboration. Research on the various dynamics for working in small groups is important for the analysis of this group work.

2.4.1 Composition and context

Mebane & Galassi (2003), Levine & Moreland (1990) and Moreland & Levine (1992) review much of the research on working in small groups and investigate the variables that affect the nature of team work in professional development: "Group variables included leadership style (task oriented and human relations oriented), leadership composition, cohesion, collaboration and group size. Task variables included task importance and task type" (Mebane & Galassi, 2003, p. 259).

Mebane & Galassi (2003) argue that group size is important. The advantage with larger groups is that there are a wide range of "abilities, opinions, knowledge and skills" (Mebane & Galassi, 2003, p. 260). But Mebane & Galassi argue that the optimal size for small groups faced with a complex task is five to seven members and that as group size increases so do the constraining factors, such as dividing into sub groups, polarizing interaction and experiencing less personal satisfaction and sense of importance. This leads to lower levels of productivity (Levine & Moreland, 1990; Mebane & Galassi, 2003; Moreland & Levine, 1992). Mebane and Galassi argue that

For task oriented groups, the number of problems increases proportionately as group size increases (Seaman, 1981). As group size increases, demand on individuals becomes less stringent and produces lower levels of productivity (Steiner, 1972) and members are less likely to experience personal satisfaction, which includes pride in accomplishing a complex task or feelings of making an important individual contribution (Seaman, 1981, as cited in Mebane & Galassi, 2003, p. 260).

Levine and Moreland (1990) and Moreland & Levine (1992) consider the composition of groups in terms of their context, common interests, age, sex, abilities, opinions, personalities and the way they are bounded together and share common social networks. They argue that intergroup relationships are complex and not necessarily competitive with many members cooperating because they share common goals. McGrath (1997, p. 10) argued that "Group task performance is particular to group composition and structure, type and difficulty of task, various features of the group's technology, and features of the group's embedding contexts".

2.4.2 Funds of knowledge

Moll, Amanti, Neff and Gonzalez (1992, p. 123) use the term "funds of knowledge" to refer to "the knowledge and skills found in local households". They use this concept to understand what funds of knowledge children bring from home to the classroom and how

an understanding of the learners' funds of knowledge can enrich classroom practice. For the purposes of this research, this understanding of funds of knowledge can be applied to the life experiences of the tutors and designers.

Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo and Collazo (2004) research the relationships between literacy practices, discourses and funds of knowledge. Their research focusses on literacy learning in content learning areas in high school and how different funds of knowledge, in particular, out-of-school funds of knowledge, affect this learning and shape learners' interactions with texts.

It is important to acknowledge the many different funds of knowledge(Moll, Velez-Ibanez, & Greenberg, 1989) such as homes, peer groups, and other systems and networks of relationships that shape the oral and written texts young people make meaning of and produce as they move from classroom to classroom and from home to peer group, to school, or to community. It is equally important to examine the ways that these funds, or networks and relationships, shape ways of knowing, reading, writing, and talking—what Gee (1996) called Discourses - that youth use or try to learn in secondary schools (Moje et al, 2004, p. 38).

Moje et al (2004) examine the relationships between many key concepts: funds of knowledge, everyday knowledge, disciplinary knowledges, discourses, literacy practices, texts, third space and hybridity. They extend the concept of funds of knowledge beyond socio-cultural and household knowledge to different instructional and disciplinary funds of knowledge that teachers and learners bring to texts. In their analysis they identify everyday funds of knowledge such as the jobs of parents, family, community, peer, popular culture, music, print magazines, news media, internet and movies and TV shows; as well as funds of knowledge from school such as teachers, textbooks, disciplines and classroom practices.

Researchers such as Cochran (1997), Shulman (1986, 1987) and Gudmundsdottir and Shulman (1987) focus on the funds of knowledge needed for teaching. Shulman (1986) initially argued that there are three core funds of knowledge needed for good teaching: "content knowledge" (disciplinary knowledge); and two types of instructional knowledge: "pedagogical knowledge" (knowledge of general teaching practices) and "pedagogical content knowledge" (knowledge of how to teach particular content). Gudmundsdottir & Shulman (1987, p.60) extend the concept of pedagogical content knowledge (PCK) needed by teachers to include "curricular knowledge, knowledge of aims and purposes, knowledge

of learners, and knowledge of educational contexts, settings and governance". They argue that

Pedagogical content knowledge that is influenced by content knowledge includes knowledge of the central topics, concepts and areas of the subject matter that can be or are taught to students ... Content knowledge is required for knowledge and understanding of the order which concepts, topics or areas within a subject can be, and are being taught, and the advantages and disadvantages of each approach. Also, knowledge of analogies, similes, examples and metaphors by which to explain the subject matter to students requires content knowledge (Gudmundsdottir & Shulman, 1987, p. 60).

It is my argument that each member of the development group came with different "funds of knowledge" based on their personal histories, life experiences and experiences with literacy, academia, teaching and course development. It is also my argument that the privileged funds of knowledge for teaching on *NLFT* were funds of knowledge in current theories of literacy (see 2.1). This is the disciplinary/content knowledge required for the course. In discussing the dynamics of the groups and the enabling and/or constraining factors, it is important to identify these funds of knowledge and note which funds of knowledge are lacking in each group.

2.4.3 Motivation and Investment

When considering the nature of the collaboration in all three groups in this research: the design and development group, the implementation group and the redesign group, one has to consider how motivated members were towards the task and to be part of the team. "Motivation" as a psychological construct means how much someone is "energized or activated toward an end" (Ryan & Deci, 2000, p. 55). Motivation can be seen as points along a continuum: A person may be totally unmotivated or unwilling to do a task and approach it with "passive compliance" or "active personal commitment". Ryan and Deci (2000, p. 55) make a distinction between intrinsic and extrinsic motivation:

The most basic distinction is between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome.

Intrinsic motivation occurs when doing a task because you consider it worthwhile, interesting and it provides some sense of satisfaction, achievement or autonomy (choosing to be involved because you agree with the purpose). On the other hand, tangible rewards based on the task tend to undermine intrinsic motivation, as do pressure, threats of deadlines, directives and competition. These are seen as efforts to control and this

eliminates the free choice and autonomy that accompany intrinsic motivation. Extrinsic motivation comes in various forms such as external rewards or punishment; the need for approval from self or others; conscious valuing of the activity; and congruence of goals (Ryan & Deci, 2000).

Norton (2000, 2011), whose research is located in second language acquisition (SLA), developed “the construct of INVESTMENT to complement constructs of motivation in the field of SLA” (Norton & Toohey, 2011, p. 420). She argued that second language learners may well be motivated to learn the target language, but this did not necessarily mean that they were invested in “the language practices of the classroom or community” (Norton & Toohey, 2011, p. 213). Norton uses Bourdieu & Passeron’s (1977) metaphor of “cultural capital” to explain how second language learners often have mixed feelings about learning the target language in different contexts and how they perceive the benefits of using the language in these contexts:

Drawing on these metaphors, Norton observed that learners ‘invest’ in the target language at particular times and in particular settings, because they believe they will acquire a wider range of symbolic and material resources, which will, in turn, increase the value of their cultural capital (Norton & Toohey, 2011, p. 420).

Norton’s concept of investment can be applied to this research to evaluate the individual team member’s investment in the course and in being part of the development team. Why did some members commit themselves fully to long hours of development meetings and to developing materials? Why were other members ambivalent about their commitment? What “cultural capital” did members perceive they would get from this task? What effects did unequal power relations have on the desire to be part of the team?

2.4.4 Power and status

Within a particular group the behaviour and interactions of the group are often influenced by power relationships, status, influence and dominance. These dynamics played an important and complicated role in the process of group development and collaboration in this research. Power is the ability of a person to control or influence members of the group, drive the conversation and influence the meeting or the outcomes of the task (Levine & Moreland, 1990; Moreland & Levine, 1992; Gatica-Perez, 2006). “Those with high power

exert more control over group activities, are better liked, receive more deferential behaviour, and are more attracted to the group” (Levine & Moreland, 1990, p. 607).

French and Raven’s (1959) research on the bases of power has become classic and forms the basis for much other research in this field. They identify five different bases for power: **Legitimate or positional power** is the power that someone holds by being appointed as the leader of a group, by being given the authority for the role. **Referent power** is the power that a person gains through their interactions with a group because of their “charisma” or interpersonal skills. **Expert power** is the power awarded to a person because of the skills or expertise within a particular area and usually this is an area that is regarded as important by the organisation or group. **Reward power** is the power to grant individuals certain rewards or benefits, such as recognition and approval, responsibilities, promotion or qualifications, time off or increases in pay. **Coercive power** is the ability to “punish” or coerce by withholding rewards, threatening, putting down or demoting. In 2004 Raven added a sixth base for power, **informational power**. This would include the ability to provide rational arguments and use information to persuade others. In analysing the power relations in all three groups, curriculum design and materials development, implementation and redesign, these criteria are important. This classification was reviewed by Raven (2004) to add a sixth category, **Informational power**, where leaders use information to persuade.

In more recent research, Sell, Lovaglia, Mannix, Sameulson & Wilson (2004) use the concepts of power, status and conflict from political, psychological and sociological perspectives to explore “general principles” about group behaviour and the effects of these concepts on interaction. In this research, patterns of interaction are analysed and where conflict arises it is referred to as “ruptures” in the patterns of interaction. Sell et al’s (2004) definition of conflict is particularly appropriate for the ruptures that occurred in the patterns of interaction in this research. They say:

Conflict can be defined as an awareness, by the parties involved, of differences, discrepancies, incompatible wishes, or irreconcilable desires (Boulding, 1962). This is a broad definition and can subsume other definitions such as those offered for intragroup conflict, where the conflict is between the motive to compete and the motive to cooperate (Sell, Lovaglia, Mannix, Sameulson & Wilson, 2004, p. 46).

According to Sell et al (2004) conflict in small groups may involve bargaining, negotiation and coalition formation. Conflict may be based on relationships where there is “an awareness of interpersonal incompatibilities” and this can often hinder performance and progress in small groups. Conflict may also arise around the task requirements, differences of opinion and how the task should be done. This kind of conflict, in moderation, can often be productive. It is important to identify this kind of conflict in the data for this research. What were the ruptures or conflicts in the *NLFT* groups, how were they resolved and were they productive or not?

Sell et al (2004) also look at different definitions of power, but the one most applicable to this research is that power is relational, based on the dependence of one person on another, the power that one person has over another. “The more dependent an individual is on a social relationship, the less power that individual has” (Sell et al, 2004, p. 47). Power is related to status and “Status is defined as a position in a social network...status, however, is conferred to an individual based on group members’ expectations of that individual’s contributions to valued group goals” (Sell et al, 2004, p. 47). Status has to do with the perceived “social worth” of a person and the position that a person holds within an institution or community, which can be related to French and Raven’s (1959) concepts of legitimate power.

People with higher status speak more often than others, are more likely to criticise, command, or interrupt others, and are spoken to more often than others (Levine & Moreland, 1990, p. 598).

Early research into status and influence in small group interactions focus on status characteristics such as age, sex, race, social type, position in the hierarchy, occupation and education and how these affect influence, participation and prestige in group interaction (Berger, Cohen & Zelditch, 1972; Berger, Rozenholtz & Zelditch, 1980; Strotbeck, James & Hawkins, 1958). Levine & Moreland (1990); Moreland & Levine (1992) argue that groups form their own structure that depends on status systems, norms, roles and cohesion. “A group can be rewarding because people enjoy its activities, approve of its goals, or believe that membership will be useful to them in other contexts” (Levine & Moreland, 1990, p. 604).

In the academic community status is often related to the position a person holds such as dean, head of school, head of division or professor. In academia power and status is also awarded to people who have achieved academically, become experts in their discipline, published widely and have achieved international recognition. This can be related to French and Raven's (1959) concept of expert power. Power and status in small group interaction also depend on the composition of the group and relative status of all the group members.

In analysing the processes of group development and collaboration, status and power create important dynamics and that will be examined in Chapter 6.

2.4.5 Leadership styles

Mebane and Galassi (2003) distinguish two main differences in leadership styles: relationship oriented leadership and task-oriented leadership, where the leader defines the leader-follower roles in relation to group goals, (Shaw, 1981), and the problem (i.e. task or project) facing the group rather than on the personal satisfaction of the group members. Raven & Rietsema (1957) link task oriented leadership with high productivity.

Rowley (1989) provides a very useful summary of much of the research in academic leadership in higher institutions, which is particularly relevant for this research. Rowley's article summarises different theories of leadership, different leadership roles in higher institutions, different traits of good leaders and different leadership styles.

Rowley argues that it is important for good leaders to have particular personal characteristics such as intelligence, initiative, self-assurance and self-confidence and "*the helicopter trait*, which is a descriptive term for the ability to understand a situation at different levels of detail" (Rowley, 1989, p. 80). She argues that

A leader needs a clear and challenging vision, a magic with words, the ability to motivate others, the courage to stay on course and the persistence not to lose hope (Rowley, 1997, p. 78).

Rowley investigates various leadership styles and argues that in academic institutions leadership styles need to respond to the nature of the group being led, the task and the environment or context. She argues that status that goes with promotion "is a powerful message to staff as to where they should direct their efforts, if they seek recognition and

reward” (Rowley, 1997, p. 78). In defining leadership, Rowley identifies different kinds of leaders that play different roles in academic institutions. She calls these roles: module leadership, course leadership, research project leadership, head of department leadership, senior management, including vice chancellor, deans, directorate and pro-vice chancellors leadership. All of these leadership roles exist at WSoE and Wits in general. Whilst the course had to be approved by senior management structures and the head of school, team membership was encouraged by HODs. But the roles of module and course leadership were the most important for this research and the task of course development:

Module leadership: Concerned with designing the learning outcomes of a module and ensuring that those learning outcomes are achieved by students. Involves planning, co-ordinating small teams, designing teaching and learning and assessment strategies.

Course leadership: Operational management, concerned with ensuring that courses are delivered successfully on a day-to-day basis, and team and leadership and motivation and resource management necessary to facilitate this process (Rowley, 1997, p. 80).

Rowley goes on to discuss how leaders respond to their context by adapting their leadership style. Their style may be influenced by their own sense of responsibility, their confidence in their colleagues’ abilities to do the task, their ability to tolerate uncertainty, their own capabilities in tackling the particular task, and their response to stress (Rowley, 1997, p. 81). Leaders tend to be more autocratic when they are convinced that their views are correct and more democratic when they are able to recognise the skills and abilities of their team mates. A team working on a project that they believe is very important and which all of them have some kind of expertise in, would best be served by a relatively democratic style of leadership (Rowley, 1997, p. 81). According to Rowley, in academic environments the following characteristics can be empowering: “management style, delegation and involvement, giving recognition and feedback, interpersonal empathy, communication style and ability to communicate a vision” (Rowley, 1997, p. 81).

Rowley’s research is particularly important because it provides important insights into the different leadership characteristics in the academic context of this course development. Many of her explanations about academic leadership roles are relevant for the kind of group process engaged in for the development of *NLFT*.

2.4.6 Patterns of interaction

Politeness strategies and solidarity

This research includes group meetings for curriculum design, materials development, course implementation and redesign. Strictly speaking these were business interactions and consequently most of the interaction was for referential purposes and followed the cooperative principles of interaction proposed by Grice (1975): quality, quantity, information and relevance. This cooperative principle was refined by Leech (1983) to include politeness principles: tact, generosity approbation, modesty, agreement and sympathy. Politeness principles formed an important part of group interaction in this research.

Brown and Levinson (1987) researched notions of “face” and positive and negative politeness strategies, drawing heavily on the work of Goffman, (1967). Their framework of politeness has been very influential, forming the basis for later work on politeness and notions of face and for critiques on their notions (Bargiela-Chiappini, 2003; Du Plessis, 1995; Holmes, 1992, 1993, 2013; Laver, 1981; Ting-Toomey, 2005; Villki, 2006; Wolfson, 1989; Watts, 2003; Kedvez, 2013). “Politeness then is the manifestation, through speech, of respect for another’s face “(Wolfson, 1989, p. 67). In analysing interaction, notions of face and politeness strategies assume great importance:

Over the last three decades, ‘face’, ‘facework’ and ‘politeness’ have been among the most heavily debated notions in pragmatic and sociolinguistic research. Different kinds of theoretical models concerning these notions have been proposed (Vilki, 2006, p. 322).

Brown and Levinson’s model (1987) is still being used in research today. Of greatest interest for this research are the three main groups of positive politeness strategies outlined by Brown and Levinson (1987):

- **Establishing common ground** by: conveying interest, approval, sympathy, appreciation and admiration; claiming in-group membership; by using in-group identity markers such as terms of address, diminutives, endearments, slang and in-group language varieties; claiming common points of view, attitudes, opinions, knowledge; seeking agreement and avoiding disagreement and joking
- **Conveying cooperation** by indicating that you know and consider the wants of others, identifying with these rights and asserting reciprocity

- **Fulfilling the wants of others** by offering “gifts” in the form of goods, sympathy, understanding, cooperation and compliments (Brown & Levinson, 1987).

Holmes (1992) argues that positive politeness strategies build solidarity by emphasizing shared attitudes and values and negative politeness strategies include demonstrating respect for people and trying not to intrude. Many examples of politeness strategies are found in the data for this research and are analysed according to their function.

Variables of social distance and sex¹

Wolfson (1988) researched the effects of social distance, status and sex on the nature of interaction and language choices. She argues that where social distance is fixed, for example with intimates, strangers and those in authority, there is little need to establish or negotiate relationships and solidarity. But where social distance is not fixed, between status equals, peers, friends, co-workers and acquaintances, there is a greater need to establish solidarity and build relationships. Wolfson (1988) calls this the bulge theory. It is in this group of status equals, where there is the greatest risk to face, that politeness strategies and phatic communication play an important part in interaction and people take care to signal solidarity and avoid confrontation (Wolfson, 1988, Du Plessis, 1995; Holmes, 1992). Most participants in the group meetings were status equals, peers, co-workers and friends.

Male and female patterns of speech

There has been much research into male and female patterns of speech. Initial research in this field (Lakoff, 1975; Throne and Henley, 1975; Smith, 1980; Zimmerman & West, 1975; Fishman, 1980; Priesler, 1985) was quite sexist and argued that speech patterns were based on inequality between the sexes that lead to differences in status, power, dominance and control and asymmetry in interaction. Lakoff (1975) argued that the speech of women was immature, unassertive and hyperpolite, whilst that of men was assertive, adult and correct. This sparked off a spate of research in the area. Holmes (2013) countered Lakoff’s assertions by arguing that women are more naturally “polite” than men and that they use many politeness strategies to encourage participation in interaction. Most of Holmes’s considerable research (1984a,b; 1985; 1986; 1987; 1988; 2006; 2013) focuses on gender

¹ Please note that in sociolinguistic research the term “sex” is used rather than “gender”

differences in conversation and the strategies and speech acts that women use to build solidarity. This research forms an important background for the sociolinguistic analysis of the process of group development and collaboration as most of the members of all groups were women.

Maltz and Borker (1982) argued that men and women are socialised into different roles, have different friendship ideologies and different perceptions of the nature of interaction and signalling solidarity. For women the purpose of friendly interaction is to maintain and build solidarity and relationships. They do this by being supportive, listening carefully, making suggestions rather than commands, exchanging gossip and confidences, expressing thoughts and emotions and relating personal experiences. Women are concerned with consolidation, politeness, and affiliation and their speech is supportive. This is true even in work situations. For men, on the other hand, interaction is largely competitive and is about asserting dominance and keeping an audience. The interaction of men is often hierarchical and is characterised by directness, assertiveness, orders, verbal threats, boasts, verbal arguments, mockery, insults, challenges, interruptions and side comments. Thus men and women have different ways of bonding and signalling solidarity. The notable exception to these patterns is academic men (Du Plessis, 1995; Maltz & Borker 1982; Lakoff, 1975; Thorne and Henley, Trudegill, 1975; Smith, 1980; Wolfson, 1983, 1987; Herbert, 1990; Holmes, 1984, 1985, 2006; Zimmerman & West, 1975; Fishman, 1983). In much sociolinguistic research women have been characterised as being supportive, cooperative and facilitative in interaction:

There is a considerable body of research suggesting that in a range of situations American women are supportive and cooperative conversationalists; they act as an ideal and responsive audience - usually to men. Women have been described as good listeners (Fishman 1983, Hirschman 1974) as interactively facilitative and positive politeness-oriented participants (Edelsky 1981, Holmes 1984b, 1986a, 1988, Thorne et al. 1983), and as 'affiliative' and cooperative conversational partners (Aries, 1976, 1982; Cameron, 1985; Coates, 1987, 1988; Kalcik, 1975; Preisler, 1986; Smith, 1985; cited in Holmes, 1993, p. 92)

Hedging devices

Holmes (1992, 1993, 2013) researches the use of linguistic devices, particularly the use of hedging and boosting devices such as variety of forms of tag questions, "you know", "sort of" and speech acts such as apologies and compliments. Holmes (1992, 1993, 2013) challenges Lakoff's (1975) claims that these linguistic devices expressed lack of confidence,

uncertainty and tentativeness. She claims that the use of hedging devices serve the purpose of making the statement more tentative and may be used to achieve politeness, indirectness, mitigation, vagueness and understatement (Holmes, 1987, 1993, 2013; Clemen, 1997). Hedges function as positive politeness strategies that facilitate interaction, encourage participation and express solidarity. Hedges may take a variety of linguistic forms: hedged performatives, epistemic qualifiers, modal verbs, modal participles, downtoners, adjectives, adverbs, certain personal pronouns, passives, impersonal and indirect constructions, parenthetical constructions, subjunctives and conditionals and negations (Holmes, 1987, 2013; Clemen, 1997).

For this research the patterns of speech for women is particularly useful as the core development group was made up of women only and most of the interaction in the larger teams only involved women. Academic men were occasional visitors to the group in the form of consultants from other divisions and tutors from outside. The use of hedging devices, expressions of agreement, compliments and politeness strategies will be examined in the data analysis as well as a consideration of the purposes these served and who used them.

2.5 Conclusion

Three main bodies of literature have been reviewed in this literature review; literature on literacy theories which underpin the conceptualisation of the course, the content and the pedagogy; literature on curriculum design and materials development which informs the processes that the course development team undertook; and literature on group collaboration. Theories and concepts reviewed in the literature will be applied in the analysis of the data in Chapters 4-6.

Chapter 3: Research methodology

This chapter discusses the research design, highlighting key elements that inform the research process, the course development process, the collection of data and the analysis of data. This chapter describes the way the data was sorted and coded and presents the theoretical frameworks and methods used to analyse the data. It also identifies the research participants, the research site and reflects on ethical issues involved.

3.1 Approach

The main purpose of this research is to investigate the processes engaged in with the design, development, implementation and redesign of a core course in literacy for first year B.Ed. students. The main data consisted of course meetings for each process in the development cycle that were recorded and transcribed. The nature of this research is qualitative. It is pragmatic in the sense that it includes a practical component of material design (course materials) and the implementation or teaching of the first semester of the course. The analysis is conceptual in the sense that it investigates theoretical frameworks and models for the development of the course and the analysis of the data. Empirical data was gathered through student course evaluations, field notes and course development notes, feedback from tutors and transcribed recordings of course meetings. In analysing the data, two main approaches are used: thematic content analysis and a sociolinguistic analysis of the group processes in Chapter 6 that includes some discourse analysis.

3.2 Research design

3.2.1 The research questions

Main research question

What processes enabled and/or constrained the curriculum design, materials development , implementation and redesign of a *New Literacies for Teachers* course for first year B.Ed. students?

Sub questions:

1. What enabled and/or constrained the **interdisciplinary design** of this course?

2. How did the process of **group development** and **collaboration** enable and/or constrain the processes of curriculum design, materials development, implementation and redesign?

The word “processes” can have several different meanings: procedures, courses, developments, progressions, methods, practises, practices, manners, means, activities, course of action. In this research there are three basic ways in which the term “processes” is used.

Firstly, course development is seen as a process. It is on-going and recursive and follows cycles similar to those of action research (plan-act-observe-reflect). This process continues on a yearly basis, with a team reflecting on the materials and redesigning them for the following year. This type of iterative course development is common at WSoE.

Secondly, the term “processes” is used in this research to discuss the “methods” that were used to develop the course. The analysis of the data identifies and interprets each step in the process of curriculum design, materials development, implementation and redesign.

Thirdly, the term “processes” is used in this research to refer to the actual procedures or activities that the team went through to produce the final course materials.

3.2.2 The processes of course development

The sub questions identify four processes that framed the course development and the analysis:

- Curriculum design and materials development
- Implementation
- Redesign
- Group development and collaboration

The first three processes emulate the plan-act-observe-reflect cycles of action research, and form part of these three main processes. The fourth process, group development and collaboration, formed a part of each of the other three processes as every process was carried out by groups.

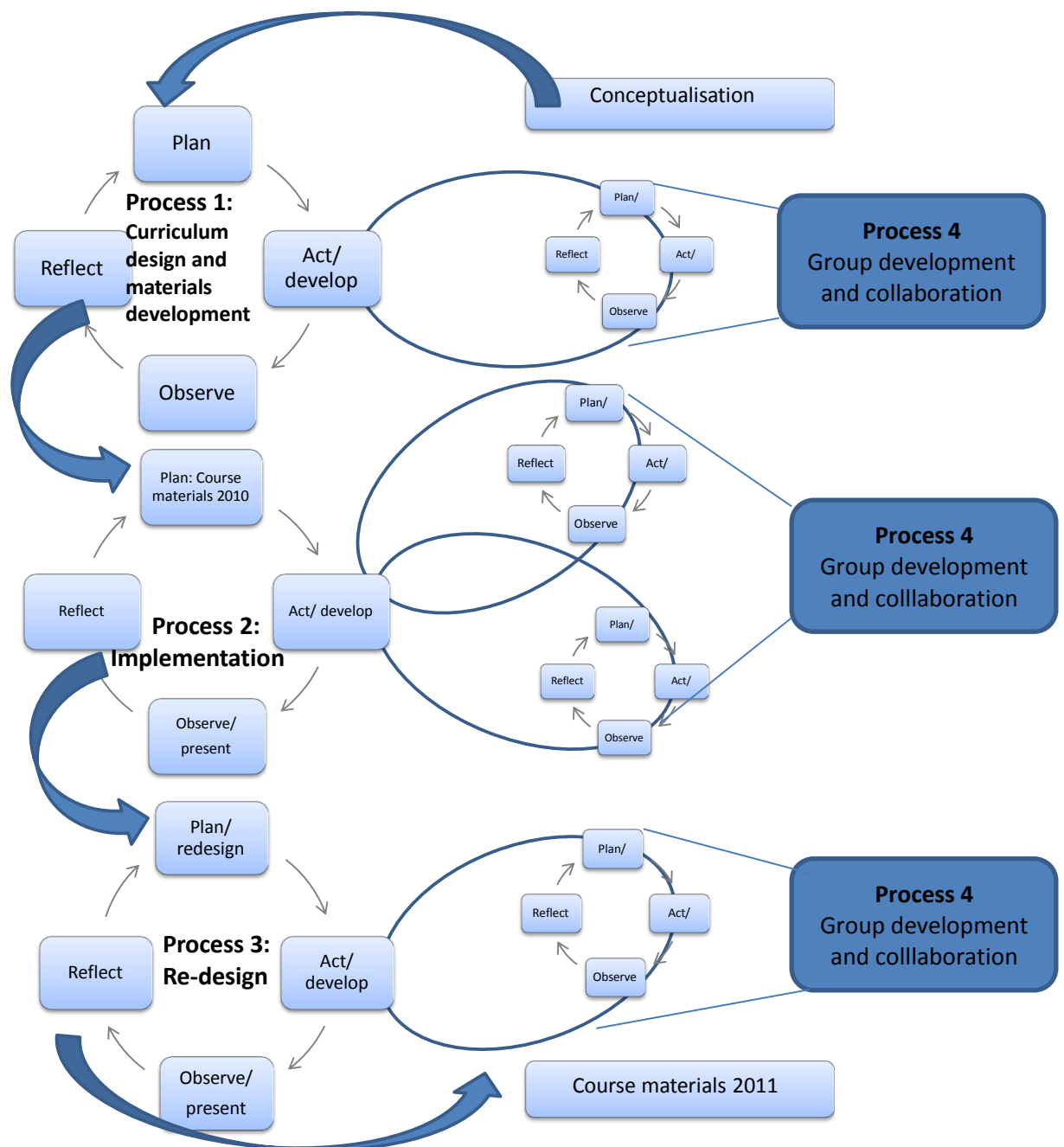


Fig 3.1 Processes of course development

Figure 3.1 Processes of course development demonstrates quite clearly that the curriculum design and materials development process is similar to the planning cycle in action research.

The implementation is similar to the acting cycle. During implementation the course meetings are similar to the observing cycle. The feedback and reflection during implementation are similar to the reflection cycle and this informed the redesign process. Within in each process there were smaller, overlapping cycles of planning, acting/observing, and reflecting, which indicates the reflective nature of course development, implementation and redesign.

The process of course development frames the analysis for Chapters 4 and 5 and the process of group development and collaboration covers all three processes of course development, implementation and redesign and frames the analysis of Chapter 6.

- Chapter 4: Curriculum design and materials development (Process 1: 2009) focusses on the process of curriculum design, materials development and interdisciplinary design. It highlights key moments in this process.
- Chapter 5: Implementation and redesign (Process 2 & 3: 2010) focusses on the processes of implementation, the actual teaching of the first iteration of the course, and the redesign. It identifies the themes that emerged in these processes.
- Chapter 6: Group development and collaboration (Process 4: 2009-2010) focusses on the process of group development and collaboration across all three groups: the group for curriculum design and development; the group for implementation and the group for redesign. It analyses the dynamics of the groups and their interaction patterns.

3.3 Data collection

Empirical data has been collected in a variety of forms to provide evidence for answering the main research question and the sub questions. This data consists of transcriptions of all course meetings, field notes and course development notes, feedback from the tutors, sometimes in email form, assessment tasks, feedback from students and course materials.

The bulk of the data consists of audio recordings of the weekly course meetings: meetings of the course development team during curriculum design and materials development (2009); meetings of the tutors during implementation of the first semester of the course (February

– June 2010); and meetings of the developers involved in redesigning the first semester (May – June 2010). These meetings were all recorded and have been transcribed. During these meetings field notes were taken and after some of these meetings, notes for the next meeting were drawn up by summarizing or documenting key elements from the recorded meetings.

3.3.1 Feedback from the tutors

In addition to oral feedback given at course meetings, the tutors were invited at various stages to email feedback to me, as course coordinator. This was to give tutors a chance to think more deeply about the course and to put in writing anything they hadn't managed to articulate during meetings. At the end of the first semester tutors responded to an email questionnaire with fairly open-ended questions that were applied to each module:

1. What do you think worked particularly well in this module and why?
2. What do you think didn't work so well and why?
3. How did your students respond to this module?
4. Have you got any suggestions for improving this module?
5. What did you think of the layout and design of the course pack?
6. Do you want to make any other comments?

But generally tutors preferred to give their feedback during course meetings. Much of this feedback became important for the redesign of the first semester and the first meeting for redesign reflected on this feedback.

3.3.2 Assessment tasks

Student assessment tasks in the first semester, including assignments and examinations, were used to reflect on the success of the course and feed into the redesign. WSoE constituted an assessment committee at the end of 2010 to look at course demands and assessment tasks across all courses in the new B.Ed. for first year students. This research proved useful in analysing and rethinking the assessment practices, the nature and demands of the assessment tasks and the amount of content students were expected to process every week. The assessment research team designed a tool for analysing assessments tasks and this analysis provided useful information for the redesign of the course. Although the articles were only published in 2013, the research began in 2010 and all the assessment task for 2010 had been analysed before the second iteration of the course in 2011 (Dixon, Reed

& Reid, 2013; Shalem, Dison, Gennrich, Nkambule, 2013; Shalem, Dison & Reed, 2013; Shalem & Rusznyak, 2013).

3.3.3 Feedback from students

Students were given questionnaires about their literacy practices in the second week of the first semester of 2010. After the July exam all students wrote reflections on their examination and these were discussed with their tutors. All students also did formal Wits evaluations of the course after the first semester. These were anonymous and provided useful insights into the students' perceptions of the course. Students often gave informal feedback on the course during their tutorials and on the tutorial facebook page. All these forms of student feedback were taken into account in the redesign of the course.

3.3.4 Course materials

The course materials for the first semester in 2010 were the product of the processes of curriculum design and materials development in 2009. These are analysed in Chapter 4. The course materials for 2011 were the product of the process of redesign after reflecting on the process of implementation. These are analysed in Chapter 5.

For the first semester two sets of course packs were designed for 2010 and developed in accordance with the themes planned for Block 1 and Block 2:

- Module 1: Literacy and Identity
- Module 2: Reading the Wor(l)d

The course materials for the first semester in 2011 were divided into three modules:

- Introduction to Literacy
- Literacy and Identity
- Literacy across the curriculum

3.4 Research participants

All research was carried out at the WSoE and most research participants, except for some sessional staff members, were part of the WSoE. The participants fell into four main categories.

3.4.1 The course development team (2009)

The course development team included, at various times, twenty members of staff from eleven disciplines across the school: Applied English Language studies (AELS); English, Curriculum, Arts and culture, History, Geography, Science, Biology, Foundation Phase, Teaching and Learning, and Educational Information Technologies (EdIT). All members of the course development team signed ethical protocols agreeing to be tape recorded for this research. This team met in large group meetings and in smaller task teams to develop materials. I, as course coordinator, attended all meetings and recorded them.

3.4.2 The team of tutors for 2010

The implementation team included some of the original development team (7), tutors from other divisions (2), some post graduate merit bursars and some part-time tutors or sessional staff from outside of the university. There were 16 tutors in the team. All members of the tutor team signed ethical protocols agreeing to be tape recorded for this research.

3.4.3 Staff members at the Wits School of Education

Other staff members at the WSoE were invited to provide input in the form of anonymous staff questionnaires and at staff meetings where presentations of the course were made.

3.4.4 First year students in the B.Ed. programme

The product of the processes of curriculum design and materials development in 2009 was the first iteration of a compulsory, core course for all first year B.Ed students. The product of the processes of implementation and redesign in 2010 was the second iteration of the course for 2011. Consequently first year students formed an important part of the research participants. In the second week of the first semester of 2010 and 2011 students received letters informing them of the research and providing questionnaires on their literacy practices. Ethical protocols were put in place and their feedback became a valuable part of the process of reflection.

3.4.5 Other students in the B.Ed. programme

During the early stages of this research students' literacy needs were established by the team's previous experience with B.Ed. students. However, a group of second year students that I taught in 2009 provided many insights for me into students' literacy practices. This group wrote an assignment about their literacy practices and several students agreed to

participate in individual interviews about their literacy practices. They were also the first group of students who joined a closed group facebook page with me. Ethics clearance was obtained to use the information provided by these assignments, interviews and facebook data. This second year group provided a substantial understanding for me of students' literacy practices and literacy needs. This research is built on that foundation.

3.5 Methods of data analysis

There were two main approaches to data analysis. Thematic content analysis was used to analyse the processes of curriculum design, materials development, implementation and redesign. For the process of group development and collaboration, a sociolinguistic approach was used to identify and analyse the dynamics of the three main groups and some discourse analysis was used to analyse the group interaction. These were grounded in sociolinguistic theories that are outlined in the literature review (2.4).

Thematic content analysis thus proved to be appropriate for analyzing the data in each process and identifying the main themes arising from the data. Main themes in the literature were also used to provide theoretical frameworks for the analysis of all three processes. Themes identified were connected back to the literature, providing a form of grounded theory.

In a few cases a certain amount of counting took place to enable certain findings to be made. Counting of pages of readings, notes and tutorial activities was done to compare curriculum overload between the first set of course materials in 2010 and the second set in 2011. During analysis I often found myself wanting to make a particular claim, but not always sure how to provide evidence for that claim. The samples of discourse analysis presented for each group allowed me, as researcher, to make certain claims about the interactions that were based on extracts from the data and the counting of words and turns, hedges, modals, agreement markers, apologies and laughter presented in the tables. This made the comparison of the patterns of interaction across the three groups easier to do and allowed conclusions to be reached.

Thematic content analysis is widely used for analysing data. Taylor-Powell & Renner (2003) provide an overview of the simple steps for organising, analysing, categorising and interpreting data in thematic content analysis which proved useful for this analysis. Here is a summary of these steps applied to this analysis:

1. **Getting to know your data:** for this step I needed to listen to all the course meetings that had been recorded and transcribed, review all the field notes and course development notes and organise them in some way.
2. **Focus the analysis:** The analysis was focussed by the research questions as each chapter looked at the different processes identified. Important themes were also identified from the literature.
3. **Categorise the information:** This was done by filling in tables for each transcription with themes or categories in each table for each meeting. This was preparation for analysis. Important themes were then identified and described in the data analysis.
4. **Identify patterns, connections within and between categories.** These themes were then compared across different phases of curriculum design, implementation, reflection and redesign, noting similarities and differences and how they were connected to each other
5. **Interpret the data and draw it all together.** The themes identified across categories were synthesized and used to provide findings, explanations, and to establish the meaning and significance of the findings.

Van Zyl (2010) suggests that there are several ways in which “themes” for thematic content analysis may be identified. “Themes are more than common subject matter; they are subject matter *plus something else*. The challenge lies in establishing what this ‘something else’ is” (Van Zyl, 2010, CLTD course notes). She suggests going back to the title, the research questions and the literature review to help identify the “additional ingredient (s)”. This is precisely what I did during the analysis. Here are the themes that I used:

3.5.1 Themes from the research questions

In this research the main research question and the sub questions provide broad preliminary themes for analysing the data from recorded course development meetings and tutor meetings. The focus of each of these themes is on how they enabled and/or

constrained course design and development. The themes identified from the research questions are:

- the processes undertaken in designing, developing, implementing and redesigning the curriculum and the course materials
- interdisciplinary curriculum design
- implementation and redesign
- group development and collaboration

3.5.2 Themes from the literature

Some important themes emerged from the literature review, particularly themes for curriculum design and materials development, interdisciplinary design (literacy across the curriculum); and group development and collaboration. For the purposes of analysis, certain frameworks from the literature review were drawn up and used in the analysis. These frameworks provided an overview and comparison of different aspects of theory that made analysis easier and are detailed in 3.6. Data analysis then includes how the development team used literacy theories to inform the conceptualisation, content selection, structure and pedagogy of the course; theories of curriculum design and theories of group interaction and collaboration.

3.5.3 Themes from the data

In processing the data for each section, each course meeting was initially coded with the meeting number, the date, the number of the audio recording, the length of the meeting and the participants. Each meeting was listened to, the transcription read and recurring themes noted. A table was constructed for each course meeting and after listening to several course meetings, these recurring themes became categories in the tables, which were updated as new themes emerged. All field notes, agendas, planning grids, emails and summaries were attached to the relevant table for each meeting. Quotations from the team that provided evidence for claims and or themes were copied into the tables for each meeting and referenced to the transcriptions, so that they could be used later when writing up the analysis.

This coding of the data formed a framework for the thematic content analysis of three of the processes: curriculum design and materials development, implementation and redesign.

As each theme that had been identified was analysed, connections and comparisons were made, the data was interpreted and the significance of each theme was explained. This closely follows the steps outlined for thematic content analysis in 3.2.5 (Taylor-Powell & Renald, 2003). At the end of each process a summary of key findings was presented.

A slightly different approach was used for the sociolinguistic analysis of the fourth process: group development and collaboration. Here the literature provided dynamics of group work that affected development and collaboration and these dynamics were analysed and compared across all three groups: the group for curriculum design and materials development, the group for implementation and the group for redesign. Samples of the interaction in each group were also analysed using a discourse analysis approach.

3.6 Organisation of chapters of analysis

3.6.1 Chapter 4: Curriculum design and materials development (2009)

In the analysis of the curriculum design and materials development, two frameworks, developed from the literature, proved useful. The first one was useful for providing an overview and summary of important theories of curriculum design and materials development from Tyler (1949), Biggs (2003), Wits documents for Major Academic Developments (MADS) and the 6Ts approach (Grabe & Stoller, 1997). Each model from the literature formed part of the analysis of curriculum design and materials development.

The table that follows is drawn from the literature review (2.2.2). It provides a comparison that reveals that the models used by Tyler (1949), Biggs (2003) and Wits MADS (2009) are concerned with three main areas and a possible fourth: learning outcomes (or objectives), content, pedagogy (teaching and learning activities) and assessment. The 6 Ts approach (Stoller & Grabe, 1997) is mainly concerned with content and how to organise this content in a coherent way.

The concept of “themes”, as used by Stoller & Grabe (1997), became an important organising principle for curriculum design, providing a method for integration with other disciplines. The concept of “threads” became important for drawing all the literacy domains

identified by the team as being important for B.Ed. students through the course materials, an important part of the original curriculum design.

These models are summarised in the table below:

Principles	Outcomes	Content	Pedagogy	Assessment
Tyler Educational purposes: outcomes Aligning TLA to outcomes Sequencing and pacing Assessment	What educational purposes should the school seek to attain?	How can learning experiences be selected which are likely to be useful in attaining these objectives ?	How can learning experiences be organized for effective instruction?	How can the effectiveness of learning experiences be evaluated ?
Biggs (2003) Constructive alignment	Outcomes	Content included with outcomes	Pedagogy Teaching and learning activities	Assessment
MADs Wits course documentation	Main teaching purpose and learning outcomes	Content category and overview How course contributes to qualification	How the course will be delivered	Assessment criteria and assessment methods
6 Ts Grabe & Stoller, 1997		Themes Topics Texts Tasks Threads Transitions		

Table 3.1 Framework for curriculum design and materials development

This summary or framework drew attention to important aspects for the analysis of the curriculum design and materials development. Curriculum design is more about the big picture, the essential principles and the general structure or plan. In materials development it is about the detail: the actual content, readings and tutorial activities.

The second framework on Curriculum design proved useful for analysing the interdisciplinary design of the course. Bernstein (1996, 2000) draws a comparison between two types of curricula: a collection curriculum and an integrated curriculum (see 2.3.1).

This framework summarises and compares these two types of curriculum and is useful for analysing the curriculum that was planned for *NLFT*.

Bernstein	Collection	Integrated
Design and structure	Classification strong – separation of disciplines	Classification weak – application across disciplines and integration valued
Content and outcomes	Framing strong: Rigid selection of content, topic, skills	Framing is weak: teachers can select content, topics and skills
Collaboration	No collaboration between subjects	Teachers work in an interdisciplinary team
Types of knowledge	Formal school knowledge	Try to integrate everyday knowledge, school knowledge and knowledge across disciplines
Discourses	Vertical discourses	Horizontal discourses
Organisation	Hierarchical knowledge structures	Knowledge organised thematically
Teaching and learning activities	Taught systematically with carefully sequenced steps	Not always systematic and sequencing is at discretion of teacher
Assessment	Performance model	Competence model
Outcomes	Segmented knowledge	Cumulative learning
Aim	Specialisation and deep disciplinary knowledge	Applying key concepts and skills across subjects and to everyday situations
Context	Suitable for university	Suitable for life

Table 3.2 Collection and Integrated curricula

In the section on interdisciplinary design the analysis focussed on how the curriculum design and materials development addressed literacy across the curriculum. One of the strongest claims for this course was that it would develop knowledge about how literacy worked across the school and the B.Ed. curriculum. It attempted to provide knowledge that students would be able to apply in all the disciplines. In other words, the team was aiming at an “integrated curriculum” with “cumulative learning.”

The analysis of this section needed to consider: why literacy across the curriculum was an important part of this curriculum design; what kind of interdisciplinary design was planned and why; which other disciplines came on board and why; how literacy across the curriculum was implemented in the course in 2010; how successful this was; how this changed in the redesign for 2011; and the factors that enabled and constrained this aspect of the course design.

3.6.2 Chapter 5: Implementation and redesign

Chapter 5 provides an analysis of the course implementation and redesign. The implementation (Process 2 in *Figure 3.1: The Processes of course development*) starts with the plan (the course materials for the first semester), and includes acting on the plan/implementing the course; observing own practice; weekly reflection and feedback with the tutoring team, reflection at the end of the semester.

The redesign (Process 3 in *Figure 3.1: The Processes of course development*) involves using the reflection and feedback to draw up new plans; redesigning the materials in line with the new plans (acting); developing new materials for each week and group observation and reflection on these materials, production of new course materials for 2011, first semester.

The data for analysis consisted of transcribed course meetings, course development notes, feedback from tutors and students, emails and course evaluations. The data was coded and analysed in the same way as the data in Chapter 4. Particular themes emerged from the data for implementation that became important in the reflection and the feedback. These themes were addressed in different ways in the redesign.

Table 3.1 Curriculum design and materials development and *Table 3.2 Collection and Integrated curricula* proved useful in this analysis too, where constructive alignment was re-evaluated and applied in a different way and the initial approach to interdisciplinary design was changed significantly. This chapter also analysed whether the redesigned course was an integrated curriculum or a collection curriculum (Bernstein, 1996, 2000).

3.6.3 Chapter 6: Group development and collaboration

In order to analyse the nature of the group development and interaction a number of factors needed to be taken into consideration (see 2.4). The literature review provided a good framework for this analysis, providing many insights on the dynamics that affect group collaboration, and the sociolinguistic features relevant for analysing the patterns of interaction. This chapter of analysis is done in the form of a comparison across the three groups: the group for curriculum design and materials development, the group for implementation and the group for redesign. The comparison is divided into two sections: a comparison of group dynamics and a comparison of the patterns of interaction.

In section one the following categories for comparison were selected from the literature:

- Composition of the group
- Funds of knowledge
- Motivation and investment
- Power and status
- Leadership styles

In Section 2 the following categories for comparison were selected from the literature and from the data:

- General patterns
- Hedges, modals and agreement markers
- Apologies, compliments and laughter
- Ruptures to the general patterns

3.7 Ethical considerations

Ethics clearance for this research was obtained in 2009. Permission was obtained from all staff members and tutors for the recording and the transcription of all course development meetings 2009 and for the course meetings during 2010. Confidentiality was maintained by the use of pseudonyms throughout the data. Only I had the key for these pseudonyms and participants who read the data analysis were unable to identify themselves. At times I had to remove pertinent information to ensure confidentiality. Wits student course evaluations were anonymous and all other contributions by students were anonymous.

There are however two ethical considerations that need to be flagged:

3.7.1 The complexity of my own role

The complexity of my role in the research should be noted. I was a participant but I was also the researcher. However, this is a common practice in action research. In addition, I was the coordinator of all three groups: the group for curriculum design and materials development; the group for implementation; and the group for redesign. I had legitimate power (French & Raven, 1959; Raven 2004) in that I was appointed to this position by the head of school at the time and some senior staff members. But I had relatively low status within the group as I was a relatively new to Wits, had not held any positions of power and had not yet published anything. This meant that I had to negotiate power relationships with other more senior members in the team, who had more institutional status than I did. Sometimes I did not agree with them but had to cede power for the sake of the group and the task. Because I was a participant and the researcher, it became quite difficult to analyse my own role and leadership style. Fortunately a group of independent researchers in a research methodology class analysed this role for me, without knowing who I was in the data, in an extract of the data with pseudonyms.

3.7.2 Confidentiality

There was some difficulty in guaranteeing confidentiality to the course development team and the implementation team, as members of the both teams were known to the school at the time. Every effort was taken to protect the identity and interests of these participants. Pseudonyms were used throughout the research report and only I, as researcher, had the key to these pseudonyms. However, the PhD was submitted seven years after the initial stages of the research and the identity of most participants is unlikely to be remembered by anyone except the researcher. Before completion, the chapters of analysis were sent to all participants for approval, as agreed on in the ethics protocol.

The Ethics committee were satisfied by the measures put in place deal with these issues.

3.7 Conclusion

The analysis chapters for this research are framed by the processes identified in the research questions. All of the processes contained smaller cycles of plan-act-observe-reflect similar to the cycles of action research. The three chapters of analysis are put together in such a way that they answer the research questions. But in analysing the data itself two research methods have been used: a thematic content analysis has been applied to the processes of curriculum design and materials development, implementation and redesign. Themes have been drawn from the literature, from the research questions and from the data itself. A sociolinguistic approach has been used to analyse the process of group development and collaboration.

Chapter 4: Curriculum design and materials development

This chapter presents an analysis of the processes curriculum design, materials development and interdisciplinary design in 2009 and attempts to address these parts of the main research question and sub question 1:

1. What processes enabled and/or constrained the curriculum design and development of a *New Literacies for Teachers* course for first year B.Ed students? (Main research question)
2. What enabled and/or constrained the interdisciplinary design, implementation and redesign of this course? (Sub question 1.)

The data set that has been analysed consists of tape recordings, with transcriptions, of all course development meetings in 2009, field and course development notes, emails, planning sheets and course materials. The analysis will discuss whether these processes were enabling and/or constraining. Enabling and constraining factors should not be seen as a dichotomy, since many factors may enable course development in some ways and constrain it in others. Sometimes factors that appeared to be enabling turned out to be constraining, and sometimes factors which were thought to be constraining turned out to be enabling. It is almost as if they are perceptions that are confined to particular moments that may well change in other moments.

4.1 The process of Curriculum design and materials development

Curriculum design involved making decisions about outcomes, content, pedagogy and assessment. This meant making decisions about what kind of curriculum the team was designing, how it would be structured, how it would be delivered, and how it would be assessed it. Materials development, on the other hand, involved the preparation of teaching and learning activities for the topics and content planned for each week. This included selecting appropriate readings; deciding what would be done in the lecture; providing activities for each tutorial that would allow students to engage with the theories, concepts and examples in the readings, often relating these to their own lives; and the development of assessment tasks and assessment criteria.

All claims made in the analysis arise from the data and extracts from the data are used to illustrate or support these claims. This section will end with an analysis of how well the course achieved constructive alignment between outcomes, content, teaching and learning activities and assessment (Biggs, 2003).

4.1.1 Curriculum design

Establishing a rationale

A rationale for the course was developed and presented to the general staff in 2008. The key argument in this rationale was that student teachers need multiple literacies, not just academic literacy:

1. Every teacher is a language teacher. No matter what subject a student is planning to teach they will need to understand the links between language, literacy and learning. They will need to be able to promote the language and literacy skills needed for their teaching subjects.
2. Teachers who are not themselves literate subjects with the high level of symbolic skills needed for working in the new knowledge economy are unlikely to be able to produce learners with these skills. We need to produce highly literate teachers.
3. The new digital technologies have enabled the easy creation of multi-modal texts (verbal, visual, auditory) that are changing the communication landscape. Teachers now need multiple literacies to read and write/design such texts themselves and to help their learners to do so.
4. Currently these literacies are taught in different pockets of the curriculum to different students, when in fact **all** teachers need to be able to employ all these literacies. There are sound **content**, **pedagogical** and **WSoE-community** reasons for drawing these pockets together into one coherent compulsory course on literacy that will lay a foundation for the further development of these literacies within the disciplines.
5. Student-teachers at a university also need the academic literacies that will enable them to succeed in the academy. "Academic language is no one's mother-tongue" (Bourdieu and Passeron, 1994: 8). It is important that this development begins in first year.
6. Student-teachers also need to understand what is involved in learning to read and write across the curriculum and the role that language plays in all learning.
7. The literacies course would have an important role to play in supporting students' on-going development of literacies beyond academic literacy and beyond school-based literacies.
8. The seven roles defined for teachers in the Norms and Standards document all require high levels of language and literacy from teachers (Rationale for course, 06/06/2008).

It is significant to note that this rationale does not foreground academic literacy, but specifies multi-literacies that students need. The rationale makes a strong argument for centralizing the students' needs for different literacy practices in one course that would lay the foundation for establishing the literacy practices in different disciplines. It is significant to note that disciplines were expected to build on these foundations and develop literacy practices from the perspective of their discipline. The rationale also makes a strong argument for an integrated curriculum (Bernstein, 1996, 2000), where students will be able to apply what they have learned across the disciplines in the B.Ed curriculum and across the

subjects in the school curriculum. This aspect will be analysed as part of the interdisciplinary design. This rationale formed the basis for refining the main teaching purpose, establishing outcomes and structuring the course.

Writing documents for Major Academic Developments (MADs)

The first task for the development team was to draw up the Major Academic Development (MADs) document, which included a motivation for the course, a description of the course and outcomes for the course:

Provide a brief motivation for the introduction of the course

Student teachers need to develop the new literacies needed in the 21st century to enable them to equip learners for the new knowledge economy and the changing communication landscape. They need multiple literacies, including digital and multimodal literacies in various media, literacies in all subjects across the school curriculum and academic literacies that will enable them to succeed in the academy. It is important that this development begins in first year to lay a foundation for students' ongoing literacy development across the disciplines of the B.Ed. curriculum. This course will provide students with an opportunity to engage in many reading and writing tasks that will develop these multiple literacies.

Describe the course

This course is about different forms of literacy. Developing personal literacies and a culture of reading and writing for pleasure and for learning; developing the academic literacies that students need for their own studies; working critically with and evaluating a wide range of texts in order to develop the literacies needed for the different learning areas and subjects in the school curriculum; reading, analysing and producing a wide range of multimodal texts using different media.

Specify the course outcomes, assessment criteria and methods of assessment		
Learning outcomes for the course	Assessment criteria for the learning outcomes	Assessment methods to be used
1. Read and write a variety of authentic texts for pleasure and information 2. Read and write for academic purposes across the relevant disciplines in the B.Ed. curriculum 3. Engage critically with the multiple literacies needed to teach learning areas and subjects across the school curriculum 4. Read, engage critically with and produce/design a wide range of multimodal texts for different purposes, using various media 5. Analyse and evaluate the links between language, literacy, learning and identity in the South African context	Read, discuss, and write/produce a variety of multimodal texts using various media Analyse and evaluate school text books from different learning areas and subjects across the school curriculum Read and analyse academic texts for different purposes Identify, compare and evaluate arguments in academic texts Write/produce a variety of academic texts for different purposes Examine and compare the links between languages, literacies, learning and identity Analyse, evaluate and compare how students represent their own identities through language and literacy Engage in research	Regular reading and writing portfolio tasks for formal and informal feedback Assignments requiring academic reading and writing for different purposes An assignment about language and literacy practices A research assignment that requires the integration of the skills acquired in the different learning outcomes as well as the development of basic research skills

Table 4.1: Outcomes for the course

The MADs process was supposed to enable the team to establish the key learning outcomes up front, in line with the outcome-based curriculum practices of the time. To achieve constructive alignment (Biggs, 2003), these outcomes should form the basis for the content of the course, the structure of the course, the teaching and learning activities and the

assessment (see 2.3.1). The outcomes also reveal the clear intention of establishing an integrated curriculum (Bernstein, 1996, 2000) where literacy across the curriculum was a major focus.

Identifying theories of literacy to underpin the course

Five main theories or models of literacy were identified as critical in the curriculum design:

New Literacy Studies (Barton & Hamilton, 1998; Brice-Heath, 1983; Gee, 1996; Pahl & Rowsell, 2005; Street, 2003); *Multiliteracies* (Kalantzis & Cope, 2000); *Genre theory approach* (De Olivera & Iddings, 2014; Derewiancka, 2003; Reid & Van Lill, 2005; Ralfe, 2009, Wignell, 1994); *Neuro-linguistics* and the science of the reading brain (Wolf, 2007); and the *Four Roles of the Reader* (Luke & Freebody, 1997). These are detailed in the literature review and linked to the curriculum design (see 2: 1, 2.2, 2.3).

From *NLS* the team identified five literacy domains needed by student teachers: personal, academic, school, multimodal and digital, and research. This decision formed the foundation on which the content and structure of the curriculum was built. Luke and Freebody's (1997) model, known as *The four roles of the reader* brings together both sides of the skills/practice debate and made the group decide to include skills in the curriculum design (see 2.1.2). For example, the team identified the following practices and skills needed for the academic domain:

1. **Note taking from lectures** – decided this was an important place to start
 - Reading an academic article:
 - Previewing: reading strategies such as previewing, skimming and scanning
 - Reading the abstract and subheadings
 - Photo-reading the article
 - Reading the conclusion
 - Identifying the main point of the article
2. **Reading academic articles** – move from a good article to an academic text
 - Previewing – skimming, scanning, abstract, subheadings, conclusion etc.
 - Close reading pg 18:
 - Annotating an article – interactive reading strategies – see English A Academic lit.
 - Note making from readings
 - Making a summary of a reading – paraphrasing – study notes - study skills – different techniques for different types of learners – reformulating your lecture notes
 - Presenting the overview in a diagrammatic form using a graphic organiser such as a mindmap, tree diagram or flow chart – help students to reorganise information – use templates for exercises such as order, categorise, main topics of paragraphs – annotations, main idea, structure
 - Working with multiple readings
 - Categorisation
 - Comparison
 - Comparing two articles

3. **Writing an academic essay:** this should be carefully scaffolded
 - We have to incorporate a process approach where we mark a draft and give feedback on it – at least once a block.
 - Deconstructing the question – analysing the question and identifying what you must do (actions) and what content you must use
 - Gathering data – or input – lectures, course readings, articles, own reflections, documents etc. See English A – p 16
4. **Language work** is important – genre approach can help to do language in context – but we must make sure we analyse good models of writing for learners and see how it works
5. **Study skills**
6. **Exam writing skills:** time planning, analysing questions, drawing brief plans for answers (Course development notes: Academic literacy, 2009).

The team agreed that *Genre theory* and the *genre approach* (De Olivera & Iddings, 2014; Derewianka, 2003; Gibbons, 2002; Halliday & Martins, 1993; Kress, 1988; Russell, 1997; Wignell, 1994) goes hand in hand with the sociocultural theory proposed by *NLS* as genres are types of texts identified and categorized according to the social purpose they serve. It was important for students to understand the concept of genres and the different genres they would need for their academic studies and for teaching their school subjects. Working with genres also enabled a way to take literacy across the curriculum.

Multiliteracies (Kalantzis & Cope, 2000; New London Group, 1996) informed the curriculum design by enabling the team to focus on multilingual and multicultural students and the important role that technology and digital literacies play in the lives of our students. The team planned a module that focussed on the effects of technology on literacy. The thread of digital literacy was taken through the whole course by designing a coherent series of digital literacy activities for each week, using closed group tutorial Facebook pages and using WebCT in the delivery of the course.

Wolf's (2007) work on "the reading brain" and Fader's research (1976) *Hooked on books*, enabled the team to establish why reading for pleasure was so important. Much time was spent sharing suitable titles, personal reading experiences, deciding how to incorporate reading for pleasure in the course structure and discussing how to provide students with a variety of books to choose from to read for pleasure.

Establishing a design principle for the course

Identifying the underlying theories of literacy that would be important for the course enabled decisions about the ideology, the content, and the structure of course. The decision

to follow the lead in Luke and Freebody (1997) and view literacy as both social practices (NLS) and skills enabled the team to establish the literacy domains, the literacy practices and the literacy skills in each practice. This enabled the creation of a good theoretical framework for the course outlining the key domains, practices and skills (*Fig 4.1 Domains, practices and skills* adapted from course materials):

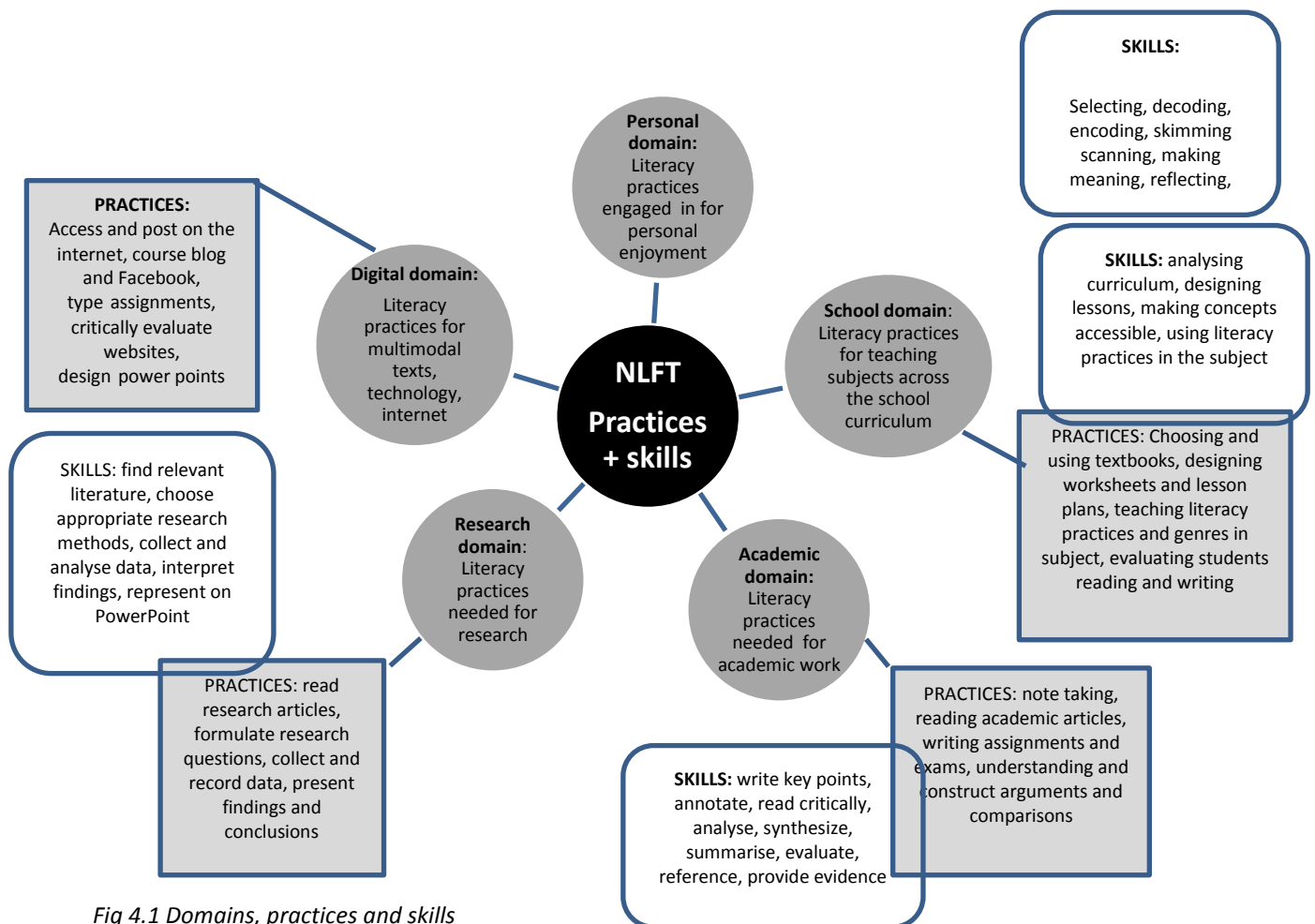


Fig 4.1 Domains, practices and skills

Moving from theory to practice was a challenging task and many questions arose about how to put theory into practice. Here is part of that discussion:

Extract 4.1

Jean: We've got some good ideas here, but I think if, if we can get a kind of a frame for module one, uh, and have an idea of how actually we are going to work with these different threads and then present it to the interested parties from other disciplines, who want to work with us (2009: 4: 2).

Estelle: Will it still be theme driven or topic driven (Jean: Yes. I think so.) And then you, you embed it or you integrate all of those. Yes (2009: 4: 5).

Jean: That was my idea (2009: 4: 6).

Estelle: But then how we going to weave in the threads? (2009: 4: 209).

Jean: That's the big question (2009: 4: 210).

Estelle: Cause that should be part of every aspect (2009: 4: 211).

In finding a sensible way of selecting, planning, organising and sequencing content, the team followed the steps in the 6 Ts approach to structure the content of a course (see 2.3.2). This approach provided a structure that enabled an integrated use of themes, topics, texts, tasks, threads and transitions. Extract 4.2 demonstrates how the team saw this model as a way of enabling a curriculum design that focused on the key literacy domains that had been identified:

Extract 4.2

Jean: I kind of see these aims as threads that must go through each module, and so we have to figure out how we gonna make those threads uh, filter through and how they are going to link to each other (2009: 4: 4).

Gayle: Jean can, can I (Jean: Yes.) go back to what you were saying before, (Jean: Ja.) because I like the idea of threads but, at the same time, if I'm not not mistaken, each one of the themes that we've chosen, also places more emphasis on a different thread. So, the first one looks at personal literacies, the second one, (*Paging through handout*) I'm just trying to remember, umm, 'Reading The Word and The World', is starting to move into ummm, (*slight pause*) meaning making systems, multimodality, but if you have a look at what we've got there, we're starting to move across the curriculum, types of texts are uh, school literacies, they may be sitting there as well, the new communication landscape is also moving across the curriculum but is focusing more on multimodality. So, it's like they get an emphasis and they get carried through It's (Jean: Yes.) it's kind of both (Jean: Ja.) which I think's, I think's very strong. (Leanne: ja.) And I think they should do personal reading all the way through the year and I think that, even if we're talking about personal literacy, there's a lot that has been written academically about those literacies, so I think your thinking on that's good. So we get like a double whammy. (Jean: Mmm.) We get kind of breadth and we get it across the year, and we get depth, in relation to each of them (2009: 4: 30).

The team began by selecting four themes, one for each module (block). Themes were chosen with the intention of providing integration in the form of literacy across the curriculum, one of the strategies Bernstein (1996, 2000) proposes for designing integrated curricula (see 4.2). Certain domains were foregrounded in each theme and these literacy domains became the “strands” or “threads” that would be pulled through the course across the whole year.

This discussion proved critical for curriculum design. *NLS* and the concepts of literacy domains and literacy practices formed an important framework for structuring the course, deciding on content, teaching and learning activities and designing assessment tasks. The idea of themes, topics and threads enabled a meaningful way to structure the content of the course. These decisions were recorded in course development notes:

Some principles we have established:

New Literacies Studies and the **Genre Approach** have much to offer in terms of a framework for the structure of the course: genre theory is a way to take our topics across the school curriculum, look at texts in different subjects and a way to focus on language in context

Themes across the curriculum: we have chosen themes as our way of integrating all subjects across the school curriculum – the four themes focus on different learning areas. They are:

- Block 1: Language, literacy and identity (Language, Social Sciences, Life Orientation, Arts and Culture)
- Block 2: Reading the world and reading the word (Language, Natural Sciences, EMS, Maths, Social Sciences)
- Block 3: The new communication landscape (Language, Technology, Arts and culture, Maths ...)
- Block 4: Research project (Students choice)

Personal literacy is very important: We need to get students reading for enjoyment. We will make a selection of books, stories, articles around the broad theme for each module that will grab their attention and get them “hooked on books”. We will use these reading as the starting point for topics and tutorials.

Literacy strands: we will use our five aims and related outcomes as **threads** to go across the year – with some modules having more emphasis on certain threads – and to embed these threads within each theme (I have called the threads literacies):

- Personal literacies
- Academic literacies
- School literacies
- Multimodal and digital literacies
- Research literacies

Topic choices: it is essential to choose topics that students can really engage in e.g. the contrasting pictures about African languages worked well – “there was a riot in the classroom”. The level of engagement with topics is critical to the success of the course.

Learn academic literacy by doing it: students must be engaged in real academic literacy tasks – not just learning about academic literacy – this principle echoes the principle that “learners learn to read by reading” and really applies to all five of our strands.

Integration: any academic literacy texts and activities should come naturally out of the themes and topics we are working with – but notes and tasks from previous courses can be adapted for these purposes.

Lectures: we need to have lectures in order to give students the opportunity to develop and practice their note taking skills!

Process writing: we must mark one draft of an essay per module to give meaningful feedback on students’ writing.

Reading and writing: the course should be rich in reading and writing activities in small tut groups to enable meaningful discussion, guidance and feedback.

Work from reading to writing: use a genre approach – students must have read and worked with the kinds of texts we expect them to produce – so our assessments must be in line with the kinds of reading and writing they have done during the block

Working around the assessments: Academic literacy activities and other tutorial tasks should prepare learners to do the assessment tasks in the module. We need to define our outcomes and assessment tasks at the beginning of the development process for each module.

Assessment tasks: we should use a variety of types of assessment, including more informal portfolio type tasks. We could do 2 formal assessments a block, one topic or theme based, and one more academic. Feedback should be formative and encourage students in their reading and writing (*Course development notes: Key Principles, 2009*).

4.1.2 Curriculum planning

Designing a framework for planning

The task ahead was to find a way to realize these ideas in some kind of planning framework or structure that incorporated the themes, topics, texts, tasks and threads; provided some logical transitions between them; and addressed all the literacy domains that had been identified, their practices and skills.

A large amount of time (six months) had been spent talking about the books for personal reading, sharing personal reading experiences and enthusiasm for particular books and listing books suitable to get first year students “hooked on books”. Whilst the wide reading experiences of the group were an enabling factor, allowing group members to find common ground, the over enthusiasm for this particular aspect of the course became a constraint. In the team’s enthusiasm for reading for pleasure, they decided to use these books as a design principle, grouping book titles under the themes, starting with the texts for personal readings and brainstorming ideas for activities around them.

In practice this did not work and in the end the “aha” moment was provided when two members finally sat down to plan the first three weeks. Actually engaging in the planning enabled a change of mindset and a new framework to work with. Extract 4.3 highlights this key moment:

Extract 4.3

Jean: We have spent 6 months talking about the books and about how we will start with the books and develop topics from there. And when we sat down to plan, we didn’t do it that way. We planned in terms of what do we think we really need to do with them [the students] in the first week and what do they need to know, still within the broad theme. For instance in the first week we decided that they have to have a broader understanding of what literacy is. So the first week’s topic is “What is literacy?” And then we thought well where do we go from there – so it was a case of you start from that first building block, thinking all the time in the back of our minds that we’ve got the types of literacies we want to develop, and that we’ve got the personal texts we want to work with ... but we found that when it came down to putting things on paper things worked a bit differently (2009: 10: 56).

Gayle: It didn’t take us very long to do ... the talking hadn’t been wasted. We’re not precious about it. It was an hour’s work. It seems to me that what we need to invite you to do is trash it if necessary or fix it. We designed it as a kind of straw man but if you think it works we think we have a way of working because designing a 3 week unit is not a very hard thing to do and we could in fact divide the whole year, each of those themes – up into two units of three weeks each then what we need is like that key question for each unit, you know like the first one is really “What is literacy?” and we’ve moved towards literacies and identities because that’s where we think the next theme can pick up ... this is a way of showing you how we might work (2009: 10: 57).

The process of actually planning the first three weeks enabled critical reflection on the previous templates and presented a more logical way of working with themes, topics, texts,

tasks, threads and transitions. The two team members began with the themes for each module. Then they focused on what they thought students needed to know (content, concepts) and what they thought they needed to do (outcomes) and this led to the selection of a topic for a week. They set aside a “book club” period each week where they would read extracts from books related to the themes to entice students to read these books. The two team members explained the structure and how it allowed for integration of all the literacy “threads”:

Extract 4.4

Gayle: But if you look at it what’s happened, almost unconsciously is that the first one is the lecture, tut 1 is about the lecture, picking up on something from the lecture- the middle one, by and large, is about a workshop activity that invites you to engage with the stuff you’ve been introduced to, the third one is into academic literacy and the fourth one is about personal literacy – and that should continue probably for the whole year (2009:10: 124)

Jean: There’s basic principles like there would, there should be a, a book club type activity every week and there should be an academic reading that we do every week (2009: 10: 125)

A final planning format was drawn up which enabled the team to plan content in the form of themes, topics and texts; organise detailed ideas for creating teaching and learning activities (tasks) that followed a particular pattern; plan for all the literacy threads to be pulled through the course material; and link the titles for personal reading to the theme and topics in the book club period:

Build in literacy strands: personal, academic, school, multimodal, sociolinguistic, research – identify focus					
Module 1: Theme Literacy and identity: list of books for personal readings:					
Week-topic lecture	Tut 1: about the lecture	Tut 2 workshop	Tut 3 Academic literacy	Tut 5: Book club	Tut 4: Digital literacies
Introduce topic/reading	Set up reading/ talk about lecture/ notes Clarify key concepts	Apply to you – find your own meaning: could be used for school, multimodal, or other literacies	Discussing reading/ doing some writing Developing academic literacy skills	Reading and writing activities – extracts, discussion and presentations of personal reading	Linked to the topic for the week

Table 4.2 Final planning format

Presenting a comprehensive year plan

At this point the larger group decided that the year should be divided into weeks where smaller groups, including a literacy person, would do detailed planning for the week, using the final planning grid in *4.8 Course development notes: Final planning format*. Team members volunteered to develop plans for each week in the year programme. This enabled

the team to make use of the interests and funds of knowledge (Moje et al, 2004) of different members in the group. It meant that the volunteers were invested in that topic. It was decided that whoever developed the weekly plans would also develop the materials for that week.

All weekly plans were presented to the bigger group in an all day workshop in early October. The presentations enabled contextualised discussions on assessment, what types of tasks were needed, how many assessments were in each block, and methods of assessment. At this stage talk about assessments was exploratory and reference to constructive alignment (Biggs, 2003) was made. Extract 4.5 demonstrates this:

Extract 4.5

Annie: Just one more quick question., I'm not very clear on the assessments in each thing (Jean: Ok.) and how they going to be weighted and how many assessments are there (Heather: Oh.) throughout the year, I think we need to think that one through carefully, I mean, not now but ... (2009: 22: 430).
Jean: We do need to think about it now because it should, your, your teaching should lead up to the assessment, shouldn't it? So we need to think of the assessment task first and you need to think of that in terms of your outcomes, (Annie: How many assessments do you want in each block?) you know, that sort of triangulation (2009: 22: 431).

It was hoped that planning for each week and presenting for each week would enable the team to bring together the planning of separate groups and get a bird's eye view of the whole year. This enabled lots of discussion around pedagogy, teaching and learning activities, inductive and deductive approaches, planning for book club periods and personal reading, planning for digital activities that related to the themes and topics and ways of putting the course materials together. Deadlines were set for developing the actual course materials from these plans.

Dividing the work up into smaller teams spread the workload and allowed the teams to get things done. As Mebane & Galassi's (2003) and Levine & Moreland's (1990) research showed (see 2.3.1), it is difficult to do any work of a practical nature in groups larger than eight. The real work of design and development was done in very small groups of two or three. Ensuring that there was a literacy person on each team enabled the planners to keep the literacy focus. Teaming up with subject specialists from other disciplines helped to take literacy across the curriculum in a particular way, as proposed by Bernstein (1996, 2000).

At this stage the course development team believed that this kind of simultaneous collaborative development was right for this course. However, this proved to be one of those procedures that appeared to be enabling at that moment. During implementation it emerged that this process of course development led to a number of problems.

Establishing a weekly format for materials development

At the presentation of the year plans in early October, I presented my materials with a cover page containing the theme, the topic for the week, the outcomes for the week, key questions for the week, readings for the week, tutorial preparation, tutorial activities and texts for the week. Given my experience with OBE, it was clear that in my mind the outcomes should be the starting point and I explained this in Extract 4.6:

Extract 4.6

Jean: I would like for each week, I still think we need to do this, if we do it for the week we don't necessarily have to do it for every tut, to pull up some outcomes for the week. What, what are you planning to achieve in the week? And there's no formal way of wording them that we have to stick to, you can see that I'm still into the verb definition because I'm so used to writing in that way but if you want to write it another way it's not such a problem and also maybe key questions that we are going to ask during the week because it just gives you a nice overview of the week (2009: 22: 333).

Estelle: Ja, this looks very nice (2009: 22: 334).

Emily: You, you have made it very clear how one part fits into the next part (2009: 22: 340).

A decision was made to follow the weekly format that I proposed to put the whole course pack together for each theme.

For each week write up:

1. Sub topic for the week
2. Outcomes for the week
3. Key questions
4. Lecture notes in full
5. A list of readings for the week – you must collect resources and readings for the week and work around those.
6. For each tutorial write up:
 - Preparation: what students must do or bring for the tutorial
 - Tutorial activity: What you will actually do in the tutorial (See example below)

Make sure that each week you include

- Some tasks for academic reading and writing
- Some book club activities
- Tasks for journal writing on the books for personal pleasure
- NB we don't have to specify digital literacies tasks every week as IT will be building up technical skills in different software in some of our periods

There should be 2 formal assessments each block and two informal portfolio tasks.

Please read the attached document about underlying principles for this course and the overall course outline as well: 4.6 *Course development notes: key principles* (Course development notes: *Format for materials development*, 2009).

It was believed that the development teams were now fully equipped with: a complete year plan for the course; a format for each week; and the basic principles the team had drawn up for materials design. This appeared at that time to be an enabling feature of the course development process. With the completion of the detailed year plan, the curriculum design process was completed and the team entered fully into the process of materials development.

4.1.3 Materials Development

Considering prescription in the materials

In deciding to use a particular format to design all course materials there was some discussion about whether this approach was too prescriptive or not. Group members discussed their experiences in other courses and agreed that although there was a format to follow, it did not constrain the developers because it allowed free choice of topics, texts and tasks, and at the same time facilitated the integration of the threads of the five literacy domains. The format made provision for the development of digital literacy activities and reading for pleasure that were integrated into the themes and topics in a meaningful way. The general consensus of the group was that this format was suitable for a large group of tutors and that tutors could still select from the activities and teach them in their own way.

During the presentation of materials, the issue of prescriptivism was raised again, as is demonstrated in Extract 4.7:

Extract 4.7

Estelle: Ja, but you know what, I, I think it's so nice though (Jean: To have a mixture.) if you start with a structure cause it's very structured, you know, there's, there's a lot of (Leanne: Ja.) it's all laid out and, and, and, and, and kind of slowly let go, instead of, I'm not saying let go completely, you know, (Jean: You know, one of the ...) it's always nice to have some framework but I, I, I don't think that it's a problem, (Leanne: Don't you?) I mean, (Jean: I ...) the entire thing can be over scaffolded. (2009: 27: 268).

Jean: Look, part of the reason why I did it in so much structure is because we've got 10 tutors and it's like kind of, I found when I was a first year tutor anyway that sometimes you just given a reading and you think, well, what must I do with this (Estelle: Ja.) in the tut and everybody does something different with it. So that's why I quite like to have ideas of what to do in each tut but I think it's equally important that people have different voices and different styles coming in. (2009: 77: 269).

Team members were clearly considering whether the structured approach would be enabling or constraining for the tutors. Would it allow them the freedom to teach creatively? Or would it “deskill” them and make them slaves to the course materials? (Apple, 1990, 1995, 2001). Estelle draws attention to the difference between structure,

frameworks and prescription. She argues that structure is enabling but that “overscaffolding” would be constraining. I argue that I have found this kind of structure enabling. Apple (1990) argues that prescriptive materials “deskill” teachers, removing the possibility for them to be creative and respond to the needs of their students. He is referring to state approved textbooks that the teachers have to follow step by step (see 2.3.2). But Apple’s point about “deskilling teachers” can be applied to course materials as well. It is clear from the discussion above that the team thought about prescription in the materials but in the end they agreed that providing a structure and format was not the same thing as being too prescriptive. The course design would not provide scripted lessons. The format of the materials would act as a guideline and tutors would be free to do the activities the way they felt comfortable with. In other words they could apply their own teaching styles and use their own creativity. The format and the course packs would serve to maintain some kind of consistency amongst a large group of tutors.

Presentation of teaching materials for each week

A month later, the beginning of November, the group met to present their materials for each week. A whole day had been set aside for this. Before the actual presentations, I asked certain people to keep certain things in mind as they listened to the presentations. This was an attempt to make sure that someone was taking note of particular key aspects of the curriculum design. This is illustrated in Extract 4.8:

Extract 4.8

Jean: Then there were, there were two other things that I wanted to mention, the book club period, some of you might have a very clear idea of what you want to do in your book club period and that’s great and, and I’ve done two different things in my book club period but I would like, I would like to ask Annie and Leanne just to keep that thread in mind as we presenting today and I’m asking both of you cause I know you go to book clubs, ok, but maybe if, in, you know, on the plans you can jot down some ideas that you have when people are talking or afterwards you can say I think we can add this kind of thing and that kind of thing, ok. And then Estelle and Michelle, I’d like you to keep the academic literacy in mind as we present so, and also look, keep the assessment in mind, (Estelle: Mmm.) so that we can look at the types of assessment that we’ve done because we each planning a week and so the assessment might not be completely coherent yet but what we had said at the beginning is that we think that in every block we want one formal sort of academic assessment and one one that is more informal and based on things like readings or multimodal presentations or something like that (2009: 27:14).

Presenting teaching materials for each week enabled a certain amount of coherency, consistency, reflection and feedback, ensuring that the outcomes were being met, that the threads were being pulled through and that the teaching and learning activities aligned with

outcomes and assessment (Biggs, 2003). But some important issues around the curriculum design came to the fore.

Curriculum overload

I began by presenting my first two weeks, intending to provide a model for discussion and adaptation. After my presentation concerns around curriculum overload were introduced as evidenced in Extract 4.9:

Extract 4.9

Michelle: Well I think that maybe you might consider just cutting out a few little things of your ... (2009: 27: 190).

Jean: Ja, I think I've maybe got a bit much in (2009: 27: 191).

Michelle: I think, ja, (Jean: Ja.) I think, cause that, that, you know, it's always frustrating to have gone through all of it that, (Jean: That you haven't got through all of it.) (Leanne: Or extend it.) and leave time for discussion (2009: 27: 192).

Leanne: You've got enough material for another week, I would think (Heather: Ja.) almost (2009: 27: 193).

Annie: Can I suggest that you leave it all in because different tutors work differently (Jean: Might do different things.) (Estelle: Work selectively.) and some people, they can, they don't have to do everything, they can select certain things or some people work a bit faster than others, (Jean: Ja.) so if it's all there, it gives the tutors some sort of scope, oh I don't really feel like doing this but this looks like a good exercise (Jean: Ja.) that will work with my class. (Jean: Ja. Select from it.) (2009 27: 194).

There was a very rich discussion during and after this presentation where the group reflected on issues of structure, the levels expected from first years, scaffolding and whether there was too much material. At this stage the decision was to leave these materials as they were. However, as each small team developed materials for a week on their topic, they tried to fit in as much as they possibly could for that topic. Questions of curriculum overload became important during implementation (Chapter 5).

Deficits in funds of knowledge

Some members of the development team raised another important issue, voicing concern about the level of difficulty of some of the materials and some of the readings and their own competency to teach these materials, particularly when they came from another discipline. This demonstrates the importance of content knowledge and pedagogical content knowledge (Gudmundsdottir & Shulman 1987). Extract 4.10 presents one example of these concerns:

Extract 4.10

Estelle: No no, I was just saying to Michelle my visual literacies is so poor (2009: 27: 439).

Annie: It's also a bit beyond me too ... (2009: 27: 430).

Annie: I think it's a good idea but it's too complex (2009: 27: 432).

Annie: Ja, I, I don't know, we just need to, it was too much for my brain. (2009: 27: 449).

Leanne: Maybe it's cause you haven't read the (Jean: The article.) article (2009: 27: 450).

The example above is about visual literacy materials presented by a staff member from Arts and Culture. When materials were presented from a field of expertise that was not familiar to the core group, the team members found it difficult to understand the concepts and consequently felt that it would be difficult for them to teach these concepts and difficult for first year students to grasp them. Members in the group had funds of knowledge from critical literacy and media literacy, where images are often analysed. But the Arts and Culture staff member came with a different perspective that was difficult for people outside the discipline to grasp. In other words, the funds of knowledge needed to understand literacy specific to this subject domain were lacking in the development team (Gudmundsdottir & Shulman, 1987; Moje et al, 2004; Warren, 2002).

The same reservations had been expressed when the group discussed the planning for digital literacy activities and *Module 4: The new communication landscape*. In extract 4.11 two members of the team are concerned about their own digital competence and funds of knowledge in this field:

Extract 4.11

Michelle: I, I want to tell you, I'm not digitally literate, all of this blogging and flipping and what not (2009: 22: 318).

Emily: No you see, I'm afraid Gayle I must say the same thing. (Jean: Ok, look what's ...) So I think maybe I better duck out of this and attend as a student (2009: 22: 319).

This proved to be a fund of knowledge that many of the tutors and designers were concerned about, some of them being “digital refugees” (Toledo, 2007) who literally ran away from anything to do with the new communication landscape and technology.

4.2 Reflections on constructive alignment

Whilst the real success of the materials and how well the course achieved constructive alignment would really only become apparent during the implementation of the course and the redesign, it is possible to draw some conclusions about constructive alignment at this stage. Biggs (2003) calls for alignment between outcomes (which include content), teaching and learning activities and assessment, an approach typically used in OBE materials (See 2.3.1.). Constructive alignment can be analyzed by evaluating the relationships between the course outcomes, the content, the teaching and learning activities and the assessment

practices. The following section evaluates constructive alignment by examining how each outcome is aligned with teaching and learning activities and assessment tasks. This analysis makes use of extracts from the actual course materials for 2010.

4.2.1 Course outcomes

These are the course outcomes that were used in the course outline. They differ slightly from the outcomes in the MADs documents:

- By the end of the course it is anticipated that you will be able to:
1. read and write a variety of authentic texts for pleasure and information
 2. read and write for academic purposes across the relevant disciplines in the B.Ed. curriculum
 3. engage critically with the multiple literacies needed to teach learning areas and subjects across the school curriculum
 4. read, engage critically with and produce/design a wide range of multimodal texts for different purposes, using various media including digital technologies
 5. analyse and evaluate the links between language, literacy, culture and identity in the South African context
 6. engage with the literacies needed to do academic research (Course outcomes).

4.2.2 Themes, topics and assessments for the year

This table presents a summary of themes, topics and assessments:

Semester 1: Module 1: Literacy and Identity:	
Topics 1. What is literacy? 2. New Literacies 3. Literacies and identities 4. Showing seeing: Visual literacy 5. Views of Identity 6. Genres and Autobiography	Assessments Assignment 1: Academic essay: Reflection on academic reading and own literacy practices Poster of character in book Visual literacy Write two paragraphs in MS word contrasting two readings Assignment 2: Poster and assessment: Display, assess and discuss posters Hand in reading journal
Module 2: Reading the Wor(l)d	
Topics 7. Intro to environmental awareness 8. History and the environment 9. Natural Sciences & the environment 10. Eco schools and school project 11. Presentations and report backs	Assessments Assignment 3: Presenting an argument – this one can be a process approach Assignment 4: Audit on your school
Semester 2: Module 3: Researching Literacies	
Topics 13. What is research? 14. Comparing literacy practices 15. Writing a proposal 16. Research methodology 17. Data analysis 18. Group Presentations 19. Writing the research report	Assignment 5: A group proposal Assignment 6: An oral presentation Exam equivalent Part A: A written research report
Module 4: The New Communication Landscape	
Topics: 20. What is digital literacy? 21. The World Wide Web 22. The effect of digital technology on media 23. E- entertainment: Video games, fandom sites, YouTube, music 24. Social networking: email, Facebook, twitter, Mixit, Myspace, sms	Assignment 7: "What does New Literacies mean for teachers?" Exam equivalent Part B: A digital portfolio

Table 4.3 Course materials: Year plan

During the period of materials development assessment tasks were designed for each theme. The course year plan in the course outline gives a full picture of how the themes were divided into topics and how the assessment tasks were integrated with the teaching and learning activities.

The chosen assessments reveal a variety of assessment tasks, following the principle of a mixture of academic and more practical assessments that had been decided on during the course development: an academic essay on literacy practices, an argument essay, a poster, an environmental audit, reading journals, proposals, oral presentations, research reports and digital portfolios. There were assignments that targeted each thread (literacies) and they are integrated or aligned with the teaching and learning activities. There were also two types of formal, summative assessment, a sit down examination in June and an examination equivalent in November. It should be noted that some of these assignments changed during implementation.

4.2.3 Reflections on Constructive Alignment

There were four themes in the course which formed four modules. This section analyses the constructive alignment by examining how each outcome was realized in each of these modules and how they aligned with the teaching and learning activities and assessment tasks.

Learning outcome 1: Read and write a variety of authentic texts for pleasure and information

In the course materials various tasks were designed to encourage students to read four books a year for pleasure and to journal about them. In Module 1 (*Theme 1: Literacy and Identity*), materials developers designed meaningful book club activities that related to the topics, hoping to encourage students to read for pleasure. There were two separate assessment tasks on students' personal reading: one where they had to create a poster about their favourite character in the book (outcome 1 & 4); and one where they had to journal about their readings. Thus in the first theme there was an alignment between this outcome, the content, the tasks and the assessment.

In Module 2 (*Theme 2: Reading the wor(l)d: environmental awareness*) the nature of the book club activities changed and focused on information texts. Various tasks provided students with the opportunity to read some authentic texts for information and many different types of information texts were included in the teaching and learning activities, including extracts from environmental magazines, newspaper articles and websites. But in this module there was no devoted book club period and the focus on personal reading for pleasure or information was lost. There were also no real academic readings although students were taught how to structure a debate or an argument.

Module 3 (*Theme 3: Research*) was on research and there were no book club periods.

Module 4 (*Theme 4: The new communication landscape*) picked up on the book club period with interesting texts around the technology and communication.

But, in general, the course materials and tasks did not present students with a variety of authentic texts to read for pleasure and information. Most of their reading and writing centred around academic texts. They were not encouraged to write for pleasure or information in any way, except perhaps on their tutorial Facebook pages. Thus the constructive alignment for this outcome was inconsistent throughout the course.

Outcome 2: Read and write for academic purposes across the relevant disciplines in the B.Ed. curriculum

In all four modules careful attention was paid to the development of academic literacy skills. In the first two modules, tasks provided students with opportunities to do academic readings, select key words, annotate, summarise, and take lecture notes. There were tasks where students were required to compare, contrast, categorise and argue and they were provided with support and practice to achieve this in the teaching and learning activities. Interwoven through the course packs were tasks to learn referencing skills in context. Different assignments in Module 1 and 2 provided opportunities to assess different kinds of academic writing skills: their own literacy history, which included comparing and contrasting; and presenting an argument. This continued through the next two themes as well, where students wrote about academic readings, and wrote a proposal and a research report. All of these academic tasks are common in most disciplines (Granville & Dison, 2005,2007; Hagemeyer, L., 2001, 2002; NBT & HESA, 2009, 2010). The alignment between

this outcome, content, teaching and learning activities and assessment was good. Teaching and learning activities were designed to prepare the students for the academic assignments.

Outcome 3: Engage critically with the multiple literacies needed to teach learning areas and subjects across the school curriculum

This outcome proved to be the most challenging to work with and the design team grappled with how to take literacy across the curriculum. These issues are analysed in this chapter where interdisciplinary design is discussed in section 4.3. In Module 1 the teaching and learning activities introduced different genres in different subjects across the curriculum, allowing students to make comparisons of textbook extracts. In Module 2 students were introduced to different literacy practices and genres found in the natural and social sciences and an assessment task required them to make an argument about an environmental issue. In the research module all of the teaching and learning activities were about research practices and literacy practices across the school curriculum. The assessments were well integrated with the teaching and learning activities. The research presentation and the individual report would enable tutors to assess how much students had learnt about literacy in their academic majors and there was quite good constructive alignment with this outcome.

Outcome 4: read, engage critically with and produce/design a wide range of multimodal texts for different purposes, using various media including digital technologies

Considerable thought went into conceptualizing exactly what “digital literacies” were important for this curriculum. This outcome is clarified in course development notes:

Develop their ability to work with digital technologies such as computers, the internet and cell phones, using a range of software applications (Digital technologies including: using computers for reading and writing: using the internet to look for information (be a consumer) and produce information or text (production, e.g. my space, blogs, face book and wikis) and communication (email, MixIT; Whatsapp; SMS); and use the following software applications: word (including spelling and grammar check), PowerPoint, Photoshop, and internet for academic and teaching research. (*Course development notes: Digital literacies, 2009*).

The way this outcome is worded puts the focus on multimodal texts, but in reality the focus in 2010 was on digital literacies and tasks about multimodal texts were very limited. The

poster in the first module is the only assessment directly related to multimodality. There were a few tasks in Module 1 about visual literacy and critical literacy.

In module 4, the exam equivalent, the digital portfolio focused on many aspects of digital literacies. There were three main digital tasks: the students were required to create a power point, which is a multimodal presentation using technology, representing their personal digital history; they were required to use WebCT, the course blog, to read and blog about additional texts on digital literacy; and they were required to evaluate an internet article for validity, reliability, accuracy, bias and purpose. Teaching and learning activities covered other aspects of digital literacies, including using closed group Facebook pages, and prepared students for the final examination. However, students were only introduced to the course blog (WebCT) and Facebook in the final module, which gave them little practice before the examination equivalent.

In some ways the course achieved good alignment with this outcome, but there was room for improvement and for more multimodal activities.

Outcome 5: analyse and evaluate the links between language, literacy, culture and identity in the South African context

This outcome had a strong focus in the first and last module. In the first module students investigated their own literacy practices, compared their out-of-school literacy practices with teenagers in the UK; investigated what it means to be bilingual and bicultural and explored their multiple identities. Assignment 1, particularly, focused on identity, providing opportunities for students to consider how their out-of-school literacy practices constructed their cultural identities. The final module on the new communication landscape gave students a chance to reflect on how identity is constructed through language in digital spaces. There was alignment between this outcome, the content, the teaching and learning activities and the assessment, but only in the first and last module.

Outcome 6: engage with the literacies needed to do academic research

From the beginning of the year students were introduced to research articles, analysed the genre and began to learn about research. This outcome was well covered by the research

project that students engaged with in the third module. It was a simple research project which they conducted in groups. All teaching and learning tasks were designed to take them through the research process and two assignments, the group proposal and the group presentation, and the examination equivalent (a research report) assessed their abilities to do research. Constructive alignment for this outcome was very good.

Although the team only referred to constructive alignment explicitly a few times during the design and development, many of the team members were familiar with Biggs' model (2003) and did have the basic principles of constructive alignment in mind. My finding for constructive alignment in the course materials for 2010 is that some aspects of the teaching and learning activities and assessment tasks were well aligned with the outcomes, but some were not and could be improved on. It could also be argued that the themes placed certain constraints on the achievement of constructive alignment so that all the outcomes were not met within each theme. The themes were chosen to facilitate or enable literacy across the curriculum and the five literacy domains that had been selected as threads running through the course: academic literacy, personal literacy, school literacy, digital literacy and research literacy. These literacy domains are all reflected in the course outcomes and each theme was supposed to foreground one of these literacy domains.

However, constructive alignment should be viewed over the whole course. The only real gap that can be identified is that the course did not promote writing for pleasure in any way. Once again, a structure that appeared to be enabling in one moment, proved to be constraining in others. It was only during the implementation phase that the effectiveness of the constructive alignment, curriculum design and materials development could really be evaluated: evaluating how suitable the content was; how good the sequencing and pacing were; whether the course outcomes were achieved; whether the materials were too prescriptive for tutors or not; and how colleagues and students experienced the course. This analysis will be taken up in Chapter 5.

4.3 Interdisciplinary design and development

Bernstein (1996, 2000), one of the most influential researchers in curriculum design, categorised curricula in two ways: "Collection" curricula and "Integrated" curricula. He

divides the categories by comparing particular features of each curriculum: Classification, framing, types of knowledge, pedagogy and assessment. Bernstein's categories for curriculum design can be summarised in a table that provides a useful framework for the analysis of the interdisciplinary design in *NLFT* (see 2. 3.1) in the literature review.

Bernstein	Collection	Integrated
Design and structure	Classification strong – separation of disciplines	Classification weak – application across disciplines and integration valued
Content and outcomes	Framing strong: Rigid selection of content, topic, skills	Framing is weak: teachers can select content, topics and skills
Collaboration	No collaboration between subjects	Teachers work in an interdisciplinary team
Types of knowledge	Formal school knowledge	Try to integrate everyday knowledge, school knowledge and knowledge across disciplines
Discourses	Vertical discourses	Horizontal discourses
Organisation	Hierarchical knowledge structures	Knowledge organised thematically
Teaching and learning activities	Taught systematically with carefully sequenced steps	Not always systematic and sequencing is at discretion of teacher
Assessment	Performance model	Competence model
Outcomes	Segmented knowledge	Cumulative learning
Aim	Specialisation and deep disciplinary knowledge	Applying key concepts and skills across subjects and to everyday situations
Context	Suitable for university	Suitable for life

3.2 Table: Collection and Integrated curricula

4.3.1. Literacy across the curriculum

One of the most important aims in the curriculum design of *NLFT* was the intention to take literacy across the curriculum. Although *NLFT* is situated firmly within the “discipline of literacy”, the goal of the curriculum design was to provide learning in literacy for all B.Ed. students that they could apply across the B.Ed. curriculum in all the subjects/disciplines that they were studying for their teaching degree and for all the subjects that they would be teaching at school when they qualified. In other words, the intention was to provide an “integrated curriculum” with “cumulative learning” (Bernstein, 1996, 2000) where knowledge and skills can be applied in real life and in different subjects across the curriculum. The discussion in the literature review (See 2.3.1) links these decisions with the sociocultural approach where the curriculum design identifies five different literacy domains that are important for B.Ed. students. Following the concept that domains govern literacy practices, this course is based on the premise that disciplines or subjects function like literacy domains and it is important for student teachers to understand how these domains work, their ideologies and how they govern the literacy practices in their teaching subjects.

Therefore *NLFT* is not strongly bounded and has weak classification, as application across disciplines and integration is valued.

Integrated curricula are usually theme based, and the themes are chosen with the idea of facilitating integration between subjects. This was true of *NLFT*. However, in an integrated curriculum the framing is weak and the curriculum is not so prescriptive. Teachers have the power to choose their own topics by consulting the needs and interests of the learners, sequencing them in an order that suits them and working at their own pace. Teachers also collaborated across subjects. This was not true of *NLFT*.

A collection curricula aims at specialisation and deep disciplinary knowledge, suitable for university. In this sense *NLFT* is a collection curriculum which aims at deep disciplinary knowledge of literacy.

In the curriculum design for *NLFT* there was a deliberate attempt to integrate school knowledge and everyday knowledge about literacy by looking at in-and out-of-school literacy practices and how these should inform learning and teaching. The main teaching purpose stated in the rationale was to create literate subjects who could apply the key concepts in literacy and the skills they had learned across subjects and into everyday situations, whilst at the same time developing a deep knowledge and understanding of literacy. The curriculum design and materials development aimed to do this in the most logical and systematic way possible within the theme-based approach chosen to facilitate integration.

Maton (2009) argues that collection and integrated curricula are not really a dichotomy and should be seen as points along a continuum (see 2.3.1). The analysis of the curriculum features in *NLFT* outlined in the previous paragraphs demonstrates that this curriculum is on a continuum somewhere between the two extremes of “collection” and “integrated” curricula. *NLFT* includes some of the typical features of an “integrated curriculum”: weak classification, where application across disciplines and integration is valued; an attempt to integrate everyday knowledge, school knowledge and knowledge across disciplines; knowledge organised thematically; and cumulative learning: applying key concepts and skills

across subjects and to everyday situations. But it also includes some of the features of a “collection” curriculum: strong framing: rigid selection of content, topic, skills; taught systematically with carefully sequenced steps; specialisation with deep disciplinary knowledge; and suitable for university.

Moje et al (2004) argue in their research that literacy practices are shaped by the discipline; that every discipline has its own ways of constructing knowledge, discourses and literacy practices, and that these should be developed within the discipline (See 2.2.4). This means that in each discipline there is a literacy domain that contains the ideology and the ways of constructing knowledge and the discourse of that discipline and that this literacy domain governs the literacy practices in that discipline. They also argue that teaching “content area literacy”, with generic strategies, in a separate course in teacher education programmes defeats the purpose of developing a true understanding of how literacy works in specific subjects or disciplines. For ease of reference this quotation is repeated. They argue that

being literate in a content area requires an understanding of how knowledges are constructed and organized in the content area, an understanding of what counts as warrant or evidence for a claim, and an understanding of the conventions of communicating that knowledge (Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo and Collazo, 2004, p. 45).

Warren (2002) argues that the best model for promoting academic literacy is to situate academic literacy within the discipline itself, as it had been done in the foundation courses at Wits (See 2.3.1). WSoE was constrained in this matter as Wits University had put courses of this nature into abeyance in 2005. But *NLFT* was firmly situated within the context of education by considering generic literacy practices for university and school, as well as the literacy practices in the academic majors that are available to students (in the research module). The course was intended to lay a generic foundation, enabling lecturers from other disciplines to pick up on and develop within the context of their own literacy practices. It was always clear to the designers that they were constrained by their lack of funds of knowledge in other disciplines and that lecturers in other disciplines should teach the literacy practices in their disciplines as they were the ones who could build a clear understanding of the domain and how literacy practices worked within their disciplines. However this did not happen. The enabling factors proved to be an illusion as the experts in each discipline did not take up this challenge to build on the foundation laid in *NLFT*.

4.3.2 Interdisciplinary design

The curriculum design team planned three main strategies to achieve literacy across the curriculum. One strategy for facilitating integration was to consult widely with staff members from different disciplines by sending out a questionnaire about the literacy practices in their disciplines. A second strategy was to invite staff members from different disciplines to be part of the development team for the new curriculum and the course materials. A third strategy was to plan content by considering themes that would allow the integration of literacy practices, genres and textbook extracts from different subjects across the curriculum.

Involving staff members from other disciplines

The first strategy, the questionnaire, proved to be a total failure. There was a general unwillingness or lack of time on the part of the staff of WSoE to collaborate in the design of the *NLFT* curriculum. Although questionnaires were sent to all staff members via email on two occasions, only two staff members responded to these questionnaires. The second strategy, trying to work with staff members from other disciplines, also had limited success. Although staff members were invited to join the development team, they only responded when personal invitations were sent.

I suggest that there are three possible reasons why staff members from other disciplines did not invest themselves in this course:

- staff members were generally overworked and many of them were engaged in their own research and they simply did not have the time
- they failed to buy into the importance of a literacy course as they did not have the same understanding of literacy or the importance of literacy practices in their own disciplines
- they felt they just did not know enough about literacy to play a meaningful role in the curriculum design and materials development.

These reasons resonate with the reasons provided by Draper (2009; see 2.2.4) for the lack of buy in from content area teachers for teaching literacy:

Researchers have consistently reported that content-area teachers believe that (a) it is someone else's responsibility to teach reading and writing, (b) they lack the ability and/or training to teach reading and writing, and/or (c) they do not have the time to provide literacy instruction along with their full content curriculum (Muth, 1993; O'Brien, Stewart, & Moje, 1995; Ratekin et al., 1985; Stewart & O'Brien 1989, as cited in Draper, 2009, p. 357).

Using themes

In order to facilitate the integration of content and literacy practices from other disciplines/subjects one of the strategies the team had chosen to use was to organise the course by means of themes, a typical practice in an integrated curriculum (Bernstein, 2000). Using theme-based approaches for organising content and learning was a commonly accepted practice in curriculum design in South Africa at the time of the development of this course. Before consulting with members from other disciplines, the team had established some basic course principles, including the principle of integration. The themes chosen for the year specified the subjects with natural links for integration:

Themes across the curriculum: we have chosen themes as our way of integrating all subjects across the school curriculum – the four themes focus on different learning areas. They are:

- Block 1: Language, literacy and identity (Language, Social Sciences, Life Orientation, Arts and Culture)
- Block 2: Reading the world and reading the word (Language, Natural Sciences, EMS, Maths, Social Sciences)
- Block 3: Research project (Students choice of an area for literacy across the curriculum)
- Block 4: The new communication landscape (Language, Technology, Arts and culture, Maths, Life Orientation) (Course notes: Themes across the curriculum, 2009).

Staff members from other disciplines who joined the development team

Once the broad set of principles and the broad themes were in place, the team started to consult with staff members from other disciplines to extend the thinking about how to take literacy across the curriculum and to help with the materials development. Extract 4.12 illustrates this:

Extract 4.12

Jean: So, we've reached the point where we've done quite a lot of discussion on personal literacies, we've done quite a lot of discussion on academic literacies and what we need to build in, and we need to move to the school literacies. So in view of that, I invited Walter from Geography, Heather from Arts and Culture and, Dianne from History, who's not here, to have a listen to what we're saying and asking you put your subject hats on and see if you can think of how we can take this across the curriculum because at this stage we've got some very nice activities and we'll build the academic literacy in but the question is how do we build in the school literacies and part of our thinking is that we maybe need to look at the kind of texts that they read in the different subjects (2009: 6: 1).

As illustrated in Extract 4.12, the team consulted with staff members from Arts & Culture, History, Geography, Science, Biology, Life Orientation and Educational IT (EdIT), the

disciplines that four broad themes were chosen to represent. These staff members came up with many interesting ideas and additions, which were documented in course development notes:

School literacies

The textbook as genre

Life Orientation – texts on self-awareness, identity, personality, and study skills, multiple intelligences – see extracts.

Arts and culture: Visual literacy on identity, graphic novels on world war 11, Maus, the Jews are mice, the Germans cats also fits in with the blurring of personal recount and historical fact, school texts, ways of representing self, e.g. constructing obituaries, photographs of 10 objects in a house?

History – using different sources (and genres) for history, newspaper articles, recent genocides, interviews with the Rwandan students, school texts, Facing history project– an approach from the states that starts from the holocaust and moves to kids thinking about their own histories

Geography – *Configuring time and space* and *Maps in Casing the Joint*. Haas Dyson & Geneshi. 2005. *On the Case: Approaches to language and literacy Research* – mapping their personal spaces is a nice way to think about identity – and link with maps in schools texts or maps of where different writers come from (*Course development notes: School literacies*, 2009).

Having colleagues from other disciplines as part of the development team, was both enabling and constraining for curriculum planning and materials development. Three staff members from other disciplines fitted in very easily with the key funds of knowledge for literacy: the member from Arts & Culture had an good understanding of visual literacy, making valuable contributions to the course development; a colleague from history had clear understandings of using different sources and different genres or text types, as well as developing coherent arguments; a colleague from natural sciences was familiar with the different text types used in her discipline. These staff members from other disciplines brought new insights on literacy in their field. For example, the week on visual literacy provided learning for the core group as the perspective from Arts and Culture on analysing visuals was very different to the perspective form critical literacy.

But there were also many constraining factors. Many colleagues from different disciplines who consulted with the team did not share the same understanding of literacy and were not familiar with the literacy theories which underpinned the course (funds of knowledge). They did not understand that the focus was on literacy, and not on content. For example, the colleague from natural sciences was excited about doing a unit on environmental awareness, but did not realise that the focus was on literacy:

Extract 4.13

Gayle: We should do one week where we show how to embed literacy in an environmental project...Clean up the river ...kids wrote poems about it, did stories about it, did drawings (2009: 15: 41).

Jennifer: I don't understand what you are saying. I am pushing for the environment, are you pushing for language? (2009: 15: 42).

(Some laughter from the group)

Anne: I think we saying we looking at how the two can be married. I mean looking at environment is your theme ... (2009: 15.43).

The core team of literacy specialists found themselves explaining the theories they were working with and the underlying principles of the course over and over again every time new members joined the team. This cost the development team valuable time and proved to be a constraining factor, rather than an enabling one.

Application of themes in course materials

Once the themes were established designers developed materials to go with each theme. The following section considers how literacy across the curriculum was incorporated into each theme.

Module 1: Language, literacy and identity (Language, Social Sciences, Life Orientation, Arts and Culture)

In this theme the member from Arts and Culture, provided teaching and learning activities that enabled students to establish their own framework for interpreting what they saw and for the design and assessment of posters about their personal reading. There were teaching and learning activities that looked at different genres, in the academic domain and in school text books. Textbook extracts from subjects across the curriculum were provided for students to analyse in terms of design, features, genres and literacy practices. There were other teaching and learning activities about identity, bilingualism and biculturalism, and out-of-school literacy practices which incorporated concepts around identity and culture from Life Orientation. Module 1 appeared to enable literacy across the curriculum in this way.

Module 2: Reading the world and reading the word (Language, Natural Sciences, EMS, Maths, Social Sciences)

The theme of environmental awareness in Module 2 was deliberately chosen to integrate science, biology, history and geography using different literacy practices. Staff members from these disciplines provided teaching and learning activities based on the conceptual

knowledge, ways of communicating, different genres, different kinds of arguments about the environment and different literacy practices in their own disciplines. This is in line with Moje et al's (2004) argument that literacy practices need to be located with the domain of the discipline (see 2. 1.6).

The main literacy focus in this unit was on the evaluation and construction of arguments. Students were required to compare a variety of genres in terms of purpose, structure, connectives and language usage; but also in terms of the main claims, the reasons and evidence given for these and the kind of appeal made. For example, many texts about environmental awareness are about advocacy and appeal to emotions and opinions rather than facts.

Teaching and learning activities included:

- a focus on environmental awareness about elephants. A variety of texts types were used: extract from *National Geographic Kids*; a fact file from the internet; an advocacy article to stop hunting elephants for Ivory; and a newspaper article entitled "The Elephants seem far away" (also about ivory trade and poaching).
- a focus on history and the impact of war on the environment with a variety of historical sources on the impact of Agent Orange, photographs, newspaper and magazine articles, diary extracts, eye witness accounts and maps of the Vietnam War. Students were introduced to an argument format and prepared a class debate on "The crime of ecocide such as the USA's use of the herbicide Agent Orange should be considered a war crime against humanity".
- An investigation of a variety of environmental issues from various websites such as Greenpeace
- A focus on Eco-schools. WSoE is an echo school and activities included a variety of texts on echo schools such as maps, diagrammes, logos, extracts from *EnviroKids* about echo schools; Wits environmental policy; environmental audits; descriptions of the area and community; and photographic records. These activities were designed to enable students to do an environmental audit at the schools they went to on teaching practice.

For the formal assessment in this module students had to choose an environmental issue and construct their own argument around it, using the same argument format they had used for their debate. The assignment required them make their own argument by examining claims and evidence from both sides of a debate. A second assignment was planned where students would do an environmental audit of the schools they went to on teaching practice, but this assignment was cut because of curriculum overload.

Module 3: Research project (Students choice)

In Module 3, the third theme, teaching and learning activities focused on the research process. The general research topic was “Literacy across the curriculum”. This was a fourth strategy to take literacy across the curriculum that was decided on during the process of implementation in 2010. There were two main aims for this research project:

- To give first year students a chance to engage with research themselves in a supported context so that they could learn the research process (research domain)
- To provide students with the chance to explore the literacy practices within the domains of the subjects they were going to teach (school domain)

In selecting texts for this module, a deliberate attempt was made to provide examples from subjects across the school curriculum. Students revisited the extracts from textbooks provided in Module 1 and, with the help of a reading on how textbooks work, they began comparing textbooks from different subjects including Social Sciences, Science and Technology, Mathematics, Geography and English. Internet texts from the British curriculum provided examples of *Literacy in History*, *Literacy in Geography*, *Literacy in Science*, *Literacy in Biology*, *Literacy in Mathematics*, *Literacy in Music*, and *Literacy in Economic and Business studies*. These teachers’ guidelines provided an overview of the use of different literacy practices and genres in these subjects.

During this module students would group themselves according to the phase or subjects they were going to research. They would be encouraged to form groups where they could pool their data and make comparisons, across schools, grades or subjects. They would be required to formulate their own research questions about literacy across the curriculum. In 2010 their methodology was prescribed for them and included: an analysis and comparison

of textbooks, teacher interviews, observations and questionnaires. Tutors would give them guidance in formulating their research questions, writing their proposals and working with interview questions or questionnaires.

This module attempted to facilitate students in researching the literacy practices and genres in any of their academic majors. Listening to the presentations of their peers would give them a much wider view of how literacy worked in all subjects across the curriculum. It would also provide an opportunity for them to experience the entire research process

Module 4: The new communication landscape (Language, Technology, Arts and culture, Maths)

In this module the focus was on digital literacies and teaching and learning activities explored: the effects of technology on communication; definitions of digital literacy; the world wide web; web 1,2,3; digital histories and digital competence; the domain of social networking and the literacy practices, text types and language usage in this domain; communicative competence (using appropriate language codes for different domains); the effects of sms language on literacy; marking identity in digital spaces; evaluating internet articles and websites for accuracy, bias, and suitability for purpose; the effects of technology on media; comparing print and digital media; creating power points; using the class blog for academic purposes; using technology for academic purposes; and what new technologies mean for teaching.

In considering interdisciplinary design it is important to realise that communicative competence in these digital literacy practices is also needed within the domains of specific disciplines. For example, in most disciplines and methodologies students would be required to use computers and word processing to write academic essays; do research and lesson preparation; use Web CT or course blogs; and evaluate internet articles they want to use for assignments. The examples provided for this task in the teaching and learning activities were from various disciplines. Thus the knowledge and skills focused on in this module should be transferable to the other courses students do and provide “cumulative learning” Bernstein (1996, 2000).

4.3.3 Ideological differences about digital literacies

EdIT (Educational IT) is the discipline that should have been able to facilitate integration with the theme of digital literacy. Digital literacy activities had been planned throughout the year, in context with the themes and topics of the course. Students were supposed to do them in the computer laboratories under the supervision of the tutors from EdIT. Tutors from EdIT were also supposed to assist students in using the course blog.

However, ideological differences became most obvious in the debate around “digital literacies”. The team from EdIT talked about “computer literacy” and saw this in a very different way to the sociocultural view of literacy as part of the digital domain. There were three main areas of contention: the development of computer competence vs digital literacies; the use of technology in course delivery at WSoE; and the provision of training in using technology for teaching purposes. The following extract demonstrates one of the different perspectives:

Extract 4.14

Ryan: Well, they were talking about this ICDAL ‘International Computer Driver’s License’. We had a look at it, it sounds very fancy, it’s expensive, it will cost every student probably more than 1000 rand to do four modules for, from, but it’s not teacher contextualised, so they teach them lots of things they’ll never use in teaching which, to me, is a waste of time. (Jean: Ja.) So we would rather design our own course which everything they do will be designed for teachers, (Jean: Ja.) only teachers (Jean: Ja.) not for outside people. So, that’s our thinking, we would prefer that, and that will be for free, so. For them it spares a thousand rand (2009:13: 89).

Extract 4.14 is significant because it reveals that EdIT were interested in providing technical training in computer skills or what might be called “computer competence”. The purpose was to provide students with the technical skills to use technology for teaching purposes. This would be recognized as an endorsement in the B.Ed. degree:

A student’s competence in Information Technology for Education Purposes shall be reflected as an endorsement on the degree certificate (Education, 2010, Rules and Syllabuses, Rule 7.3, p.67).

EdIT was suggesting that they design their own course to achieve this as can be seen in the following extract:

Extract 4.15

Ryan: What we want to do is design a course, for the students, on how to use the various software that we’ve got, specifically contextualised to teaching. So how they can use it to have better worksheets, how they can insert tables, make tables, how they can use it for their mark books, electro, electronic mark books, how they can do their assessment using the computer, all that sort of thing, how they can help the school design web, websites and so on. So, we want to and of, of, of course how to use the Internet and I see you’ve got quite a bit on that here as well which, once they have learnt the basics of

that, they can use it to carry on with what you had. But fairly contextualised to teaching so that's, that's what we want.” (2009: 13:73)

Jean: What might even happen cause some of the stuff you talking about would fit very nicely in methodology courses. This course is not focusing on how to teach literacy or language at all, (Ryan: No.) it's on developing their own literacies.” (2009: 13:74)

In extract 4.15 the ideological differences become apparent. *NLFT* was never intended to be a methodology course and the course designers were more interested in developing the students' own “digital literacies”.

Within the sociocultural paradigm of literacy, the interpretation of “digital literacies” goes far beyond technical skills and information retrieval.

In most young people's leisure time experiences, computers are much more than devices for information retrieval: they convey images and fantasies, provide opportunities for imaginative self-expression and play, and serve as a medium through which intimate personal relationships are conducted (Buckman, 2010, p. 59).

Within the sociocultural paradigm digital literacies are about being able to engage in the literacy practices and text types available on computers, cell phones, ipads and the internet appropriately for the domain in which they are operating. Digital literacies are about understanding how technology has changed the way we communicate, the way we read and write and the way we access and use information. It is not just about mastering skills, but about understanding various social practices. These two quotations reveal what *New Literacy Studies* and the socio-cultural approach understand by “digital literacies”:

We define *digital literacies* as socially situated practices supported by skills, strategies, and stances that enable the representation and understanding of ideas using a range of modalities enabled by digital tools (O'Brian & Sharber, 2008, p. 66).

Rather, it means we should think of digital literacy as shorthand for the myriad social practices and conceptions of engaging in meaning making mediated by texts that are produced, received, distributed, exchanged etc., via digital codification (Lankshear & Knobel, 2006, p. 17).

The EdIT department was fairly new at this stage and were not fully aware of all the electronic media available at WSoE for use on courses. When the development team began talking about using Web CT and course blogs, the members from EdIT told us that this was not possible as it was far too expensive. Extract 4.16 illustrates this:

Extract 4.16

Estelle: Jean, I was just wondering, and I know this is not a web based course, but we spoke, quite a while ago, about some of the, maybe providing supplementary materials, do you, or are just going to instructional designers as well that some extension activities or materials could be on the compu, could be, you know, used by students to extend them, to support them, additional language exercises or whatever, is that, is that a possibility? (2009: 13: 93)

Ryan: Not really. Not really, we, we can do it, (Estelle: Ja, I'm thinking of Web CT and that sort of thing.) I mean, I've done, done that myself (Estelle: Ja.) but you need very, very expensive software (Estelle: Ok, ok, cause I know quite a few course on main campus are going that route (2009:13:94).

However, after consulting with the E-Learning support unit on main campus, the team found that Wits were running course blogs on Ignite and there were no costs involved. In fact the university was actively encouraging lecturers to make use of WebCTs and ran a number of workshops and seminars about this.

The debate about computer competence, digital literacies and using technology for teaching purposes proved to be the most longstanding debate about this course. Colleagues from other divisions in the school and management were more concerned with "computer competence" and kept confusing this with the sociocultural notion of digital literacy. They became convinced that *NLFT* should be preparing students to use technology in the classrooms for lesson preparation and lesson delivery and offering students the endorsement on their certificate. The use of technology for teaching purposes is something that should have been taken up systematically in all methodology courses. *NLFT* was never intended to be a methodology course but was intended to build students' own literacies.

Reflections on interdisciplinary design

There were several positive factors about the interdisciplinary design of *NLFT*. I think the course design managed to take literacy across the curriculum in a number of complementary ways. In the teaching and learning activities in all modules other subjects were constantly used as examples in textbooks, research articles, lesson transcripts and genres. In module 2 the theme was used to integrate content, texts, genres and literacy practices from English, History, Geography, Science and Biology. In the theme on research, tasks provided students with the opportunity to explore literacy practices and genres in the subjects they were going to teach, and to learn about literacy in other subjects from their classmates. In the module on digital literacies tasks provided students with opportunities to evaluate websites from different subjects and learn a set of practices and skills that could be applied across the curriculum.

Some of the constraining factors in the interdisciplinary design included the difficulties in reaching a common understanding of literacy as a set of socially situated practices with many colleagues. This often seemed to cause insecurity, the lack of participation from other disciplines, the parochial attitude that some colleagues had about their own courses, the attitudes of staff members towards the course and the number of colleagues who didn't seem to want to share their time and expertise with us. Taking literacy across the curriculum proved to be a complicated and complex task.

4.4 Key findings for Curriculum design and materials development

Perhaps the most significant finding during this process of curriculum design and materials development was the finding that student teachers need competence not only in academic literacy but in other literacy domains as well. In the first six months, when the development team were engaged in conceptualisation and curriculum design, they identified and worked with five main literacy domains: academic, research, school, digital and personal.

The curriculum design enabled the course designers to put sociocultural theories of literacy into practice in an organised way. The carefully thought-out format or structure enabled the integration of the five domains (academic, personal, school, research and multimodal and digital), pulling them through the course materials for the year (See 4.1.1. 4.1.2). Different domains were also foregrounded at different stages in the course. The focus on these five domains is significant because many universities only acknowledge the importance of developing academic literacies in first year students. Anecdotal feedback from other lecturers at WSoE has noted the gains in digital literacies specifically.

Another significant finding was that interdisciplinary design is not necessarily successfully achieved when wide consultation with staff members from other disciplines is sought. It was believed at the time that this strategy would enable the focus on literacy across the curriculum. However, working with colleagues from other disciplines proved to be constraining in many ways: many of them were unwilling to participate or simply did not have the time; they did not have the key funds of knowledge about literacy and the team had to explain the thinking behind the course over and over again; and some of them had

conflicting ideological perspectives. Colleagues from other disciplines lacked funds of knowledge in literacy and the core development team lacked funds of knowledge in other disciplines. The attempted partnerships proved to be largely unsuccessful.

Although Warren (2002) and Moje et al (2004) argue that literacy practices are best taught within specific disciplines, I suggest that the research project in *NLFT* enabled students to begin to understand how literacy works in their own subject majors. This provided a foundation that other disciplines could build on. However, the decision to provide an “integrated curriculum” (Bernstein, 1996, 2000) that students would be able to apply in all their disciplines and across the curriculum was not necessarily successful. The original intention of providing a foundation in literacy for other disciplines to build on was not taken up across all disciplines, so that what students learnt about subject domains and literacy practices was largely confined to what they learnt in *NLFT*.

The cycles of action research (planning, acting, observing and reflecting) proved to be an integral part of the process of careful curriculum design and materials development. This process enabled careful and reflective conceptualisation at important points along the journey of curriculum design and materials development. These cycles should be and often are, an inherent part of any university course development process because they make the reflective process quite explicit and enable an iterative process of course development.

Bigg’s (2003) constructive alignment provided a way of structuring the course and thinking about the relationships between outcomes, content, teaching and learning activities and assessment. This approach is inherent in the MADs documents and made the course developers identify the main purpose of the course and what it was trying to achieve at the beginning of the process. Using this model to evaluate the course design highlighted things that would need to be considered in the redesign, although the success of the structure, the organisation, sequencing and pacing could only really be evaluated after implementation.

Another finding was that it was definitely more efficient and productive to work in smaller groups, as much research suggests (Mebane & Galassi, 2003). Trying to work with such a large group provided many challenges:

- It took an enormous amount of time to produce plans and materials. This was probably the greatest constraint of the process of wide consultation
- Separate weeks were developed by individuals or pairs simultaneously and they did not have the knowledge of what happened in the week before or the week after, causing some of these weeks to be isolated units which posed problems for sequencing and pacing and a certain lack of continuity in the materials.
- Many good ideas fell by the wayside because there were just too many ideas and too many books titles to work with, for example:
 - Suggestions for including grammar and language work, especially within genre and use the grammar and spelling on MS Word to teach grammar (2009: 4: 11)
 - Suggestions for various kinds of visual literacy such as: comic books, graphic novels, analysing and changing advertisements (2009: 4, 6 & 7)
 - Writing a personal journal for communication with the tutor (2009: 7)
 - Ways of doing process writing (2009: 7)
 - Suggestions for using critical literacy for environmental issues (2009: 15)

Finally an important finding at this early stage was that the privileged funds of knowledge (content knowledge, literacy and pedagogical content knowledge, how to teach literacy) were crucial in designing and developing *NLFT*. When designers didn't have these funds of knowledge it constrained the curriculum design and materials development. The importance of the funds of knowledge in sociocultural theories was underestimated at this stage by the development team and by the school. There was no recognition that literacy is a field of study or a discipline in its own right with very important theories and debates and this became a constraining factor that affected working with designers from other disciplines or staff members who lacked these funds of knowledge. The failure to recognise the privileged funds of knowledge for this course became even more important for the group of tutors who were chosen to teach this course.

In the following chapter the processes of implementation and redesign will be analysed.

Chapter 5: Implementation and redesign

This chapter presents an analysis of the processes of implementation and redesign and attempts to address these parts of the main research question and sub question 1:

3. What processes enabled and/or constrained the implementation and redesign of a *New Literacies for Teachers* course for first year B.Ed students? (Main research question)
4. What enabled and/or constrained the interdisciplinary design, implementation and redesign of this course? (Sub question 1.)

The process of implementation began with the course materials for 2010 and included cycles similar to action research: the action cycle of implementation and teaching; the observation cycle of tutors sharing their experiences at course meetings; the reflective cycle of considering feedback and reflecting on the course; and the new plan, the redesign for 2011. Within each of these processes there were smaller cycles similar to action research that involved planning, acting/developing, observing and reflecting. Going through these processes enabled a reflective process for implementation and redesign. This chapter analyses these processes, using important themes from the literature and identifying new themes that emerged from the data.

5.1 Implementation

In January 2010 the first implementation of the course began. There were 16 tutors for *NLFT*: seven of these were members of the original development team (core group) in 2009; two of them were staff members from other divisions; and seven of them were sessional staff members from outside the school employed to tutor on *NLFT*. Three of the sessional staff members were post graduate students at WSoE. The dynamics of this group, differences in funds of knowledge and investment form part of the analysis in Chapter 6.

The analysis of the process of implementation in this chapter uses the transcriptions of the weekly course meetings to identify and discuss the factors that affected implementation and the themes that emerged from the data. This analysis evaluates the success of the curriculum design, the materials development process and the interdisciplinary design.

5.1.1 Analysis of conditions of implementation

In the early course meetings in 2010, a number of issues around the conditions for the implementation of *NLFT* proved to be very constraining. These included logistical constraints such as the number of students, the number of tutors, problems around timetabling, funds of knowledge and preparation of new tutors for teaching. These logistical constraints continued to raise problems every year.

Number of students

Whilst planning for the course the school had been told that there would be 350 first year students and no more:

Extract 5.1

Jean: I've been trying to get a final count from all sorts of people but I haven't yet and I've asked for full access on WAMs (2010: 2:318).

Michelle: We've got about 350 or something (2010: 2:319).

Annie: Is it 350 first years (2010: 2:320).

Jean: Well they said the cut-off point was 350 so I'm working on that (2010: 2:321).

However, the number of students grew exponentially in the first three weeks of teaching as management decided to increase the number of students at WSoE. The increase in numbers necessitated moving students around from one tutorial group to the next, reprinting materials and finding new tutors at the last moment. This is documented in my research journal:

I had all our materials for the first semester printed and ready 3 weeks before we started. I was 3 tutors short on the course. It took me 2 weeks of going around in circles from the head of school to the chief administrator to the programme co-ordinator and back again to get permission to contract outsiders. And then the student numbers started going up. On the Thursday before we started we were given our first access to [Wits Academic Marking System] WAMS. Not 350 students but 420. By Friday there were 476. Now I was 7 tutors short. Between Friday and Monday I found 7 tutors and we started with a full complement. And they all had venues to tutor in.

But by the next week our numbers were 520 and the following week 542 and the week after that 561! Each time numbers increased I had to order more materials. I have sent materials in for reprinting 5 times now! I had to find more tutors and reshuffle tutorial groups. And I had to find a lecture venue big enough to hold 280 students at a time (Researcher's journal, 18 February, 2010).

Number of tutors

The increasing number of students made the first few weeks very difficult to manage. New tutors had to be found as the numbers increased and often joined the team on the day they would start teaching. Tutorial groups had to be reallocated when there were more tutors.

Extract 5.2

Jean: Okay, I want to just say two words and then, I just first of all on my left here we have another gentleman who might be joining us as a tutor; he just arrived at my office this morning. (Annie: Okay!) So luck was on my side. He says they call him Jonathan. Would you like to introduce yourself, Jonathan? (2010:5: 5).

The plan during development had been to produce a reading-and-writing-rich course and to facilitate this it had been agreed with the head of school at that time that the size of the tutorials groups should be kept down to 35. This meant that 16 tutors were needed. It was hard to find these tutors at such short notice and there was no time to interview them and find out what their background knowledge was. Tutors were found by following up on suggestions from the staff and sometimes they arrived because they heard that tutors were needed. Jonathan was from Nigeria and was doing a master's degree in English Literature at the University of Johannesburg. He had heard from a friend that tutors were needed for this course.

In the first semester only seven of the 16 tutors had been part of the development team. This meant that more than half of the tutor team had not been part of the conceptualisation of the course. Many of the tutors had very little disciplinary knowledge of literacy and lacked the theoretical background in socio-cultural theories of literacy that underpinned the thinking and design of the course. The development team had not planned for this eventuality as they had expected the implementation team to be staffed from the development team or at least from the language division. There was no training for new tutors or extra readings for them. The only support framework provided for these tutors was the actual course materials and the weekly course meetings, which were about half an hour before they actually taught. The only extra reading provided was the literature review from my unfinished PhD, which summarised key theories used in the course conceptualisation. Tutors had to learn key concept along with the students.

Timetable constraints and tutorial groups

Conditions of implementation were also hindered by complications with the timetable:

Extract 5.3

Jean: No, we have to, we, they only registered yesterday, so, and I need to speak to Sarah now and say how soon can I have a, a list (Michelle: I think ...) and then, you know, I can maybe work on that together, (Brenda: Sure.) separate the groups. (Gayle: Cause if we haven't got tut groups by the beginning of the first week, we in trouble.) But, you see, part, part of the problem is this, I have to coordinate my tut groups with Maths Routes because it, we share the digital literacies component with them. So I have to see how they are dividing their tut groups so we can make sure that everybody can

get to digital, to get to the digital literacies but we've got (Gayle: Well, that's an arrangement ...) a meeting scheduled for Monday next week, ja (2010: 1:404).

The timetabling was very complex. These complications contributed to the difficulties in finalising tutorial groups for *NLFT*, which were dependent on *Maths Routes* tutorial groups. *Maths Routes'* diagonals were organised according to the academic majors and these diagonals were uneven. As more and more students arrived or students changed diagonals, students were moved around in tutorial groups in *NLFT* to try to keep tutorial groups down to 35 students. This is still being practiced in 2016:

Extract 5.4

Jean: Before you start, can I do one or two admin ones? (Annie: Mmm.) The fi, I want to make apologies to the Wednesday tutors, we need two more tutors, we've got Jonathan who's joining us from this week. We need one for Friday, we need one for Wednesday. Jonathan wanted to have class on Friday and we've got 8 tut groups on a Friday and they were all up to nearly 40. So what I've done, the list that I've handed you is your own people who've been taken out of your tut group to, to make up Jonathan's group which will start tomorrow. So I'm asking that when they, if you haven't already told them, it will be on the notice board, but if they come to your class tomorrow, will you please send them to L 210, that's where Jonathan's going to be (2010: 7:4).

Michelle: No, just that like the class, the, the kids who were selected from my class nearly have a nervous breakdown if they need to change (2010: 7:8).

Annie: Ja they, they will resist the change but they'll, they'll be fine (2010: 7:9).

Robert: We will send them to trauma counseling tomorrow (Annie: Ja.) and they'll start and then ... (2010: 7:10)

Annie: You know, once they with Jonathan and see what a nice person he is they'll be as happy as can be. (Gayle: Ja.) (2010: 7:11).

Extract 5.4 demonstrates the complexities of creating equal sized tutorial groups on two different diagonals. Even though the team joked about it, this moving around of tutorial groups was upsetting for the students and the tutors. The exchange in extract 5.4 was on 1st of March, 2010. It took a full month to finalize tutorial groups. These logistical difficulties, the number of students, the number of tutors and the organisation of tutorial groups, had an effect on implementation and made it difficult to: coordinate such a large group and ensure consistency in teaching across tutorials; provide sufficient support for tutors who came with different disciplinary knowledge; ensure consistency in marking; and manage administrative processes such as registers and entering of marks.

In addition, these conditions for implementation had pedagogical implications. In the first few weeks, key concepts such as "literacy as a set of social practices" (socio-cultural theory), "literacy domains" and "literacy practices", were carefully explained and scaffolded in

lectures and tutorials. Tutors or students who missed these explanations were at a disadvantage, as the whole course hinged on understanding the sociocultural theory of literacy. This demonstrates how logistical and theoretical constraints can impact on pedagogy and the coherence of the course.

The conditions of implementation were not favourable for the smooth introduction of a brand new course that was core to the new curriculum. The complexities of the tutor group, the timetabling, the switching of diagonals and the sheer number of students made the first semester a nightmare to teach and to coordinate.

5.1.2 Analysis of transcriptions of course meetings

The course meetings were probably the most enabling process during the implementation. In these weekly course meetings: feedback from the teaching of the previous week was taken; preparation for the current week took tutors through the actual materials; assessment tasks were discussed; and marking moderation took place. Recurrent themes emerged in the analysis of the transcriptions of these meetings and were taken up immediately or in the redesign. Themes identified in the analysis included: feedback, preparation, curriculum overload, assessment, prescription versus flexibility, academic literacy support, interdisciplinary issues and points for redesign.

Feedback

Weekly feedback from tutors at course meetings proved to be valuable for the tutors and for the course designers, allowing the course designers to identify both the positive and negative elements in the course design, as evidenced in Extract 5.5:

Extract 5.5

Annie: Okay. All right everybody, so I th, I think first of all I'd like to ask you about the feed, feedback. I chatted to Jean and we decided it might be a good idea if, if we can, obviously we all under pressure, but every week if you can just e-mail her your feedback on that week. Suggestions for improvement, what worked, what didn't work, something you did in the class that really worked very well with the material or whatever. And then, I don't know if you feel that we, on top of that, need to discuss it in this forum or do you think that that is just like, you know, extending the whole thing and it just might turn into a winge session or whatever, what are, what is your opinion on that? (2010: 3:19)

Michelle: No I think we should, discuss it in this forum because there's interaction (Annie: Okay.) and the interaction is enriching (2010: 3:20).

Annie: All right. Anyone else? (2010: 3:21)

Brenda: I think we need just to catch up and consolidate (Annie: Okay.) and to do that we definitely need to just discuss. (Annie: Okay.) I think in future we can give our feedback electronically but for now I think we need just to go and all be on the same page (2010: 3:22).

The discussion in Extract 5.5 highlights the importance that the tutors attached to feedback. They felt “the interaction was enriching” and that there was a need “to catch up and consolidate”. After discussion with the group it was decided that course meetings should be for an hour and a half to ensure that there was time for feedback, preparation and administrative issues.

In these feedback sessions many of the actual activities were discussed and how different tutors approached them. This provided valuable material for reflection and it was hoped that different pedagogical inputs would be built into the redesign. The electronic feedback received periodically from tutors was along the same lines as the feedback provided in meetings, but most tutors preferred to give their feedback during the course meetings. This feedback was important because it helped to identify the major themes around course implementation and the major constraints of the course.

Preparation

In each course meeting, after the discussion of feedback from the previous week, time was spent in preparation for the coming week. The coordinator or one of the materials developers chaired the meeting. But the person who had designed the materials for that week lead the discussion of preparation for teaching the materials, looking through the key concepts, the readings and tutorial activities for the current week. This meant that the preparation in each meeting was different, guided by the material’s developer and the content. This was significant because each week was treated as a separate entity, there was often a lack of consistency throughout the weeks and each developer tried to put as much as possible into the materials for their own week.

Extract 5.6

Gayle: So it would be helpful if people would have read the first week (Jean: Yes, the first week.) before they come (2010: 1: 122).

The idea was that the tutors would read and prepare ahead for each week and that at the meeting certain ideas were highlighted and explanations given. It became apparent that many tutors did not read ahead and came to rely on this course meeting to prepare them for their first tutorial which happened just after the meeting. This meant that preparation time for the tutors was often limited to these meetings.

Curriculum overload

The most common constraint that was identified throughout all of the course meetings was “curriculum overload”. The tutors, particularly members of the development team, continually commented on their difficulties in getting through all the content. There was an obvious gap between planning (curriculum design and materials development) and practice (implementation). Implementation often exposes the shortcomings of the materials that have been developed as seen in Extract 5.7.

Extract 5.7

Michelle: Oh yes. So, so there been a whole lot of problems, okay. (Annie: Mmm.) (Margaret: Mmm.) (Annie: Mmm.) The first problem is that the materials are too long. There is far too much. One of the things I was going to suggest is that next year we take two weeks for each of these things because they are twice as long (Annie: Mmm.) as, as they should be, (Margaret: Mmm.) so that means cutting it but that's too late, okay. Um so we've been thrown into this situation, Dimakatso, of um having to choose, (Annie: Mmm.) I mean, I, I found that, that I've done quite a lot less because you spend time on concept building, getting kids to talk and work in groups and that sort of thing. So, so I think that, that's, uh that's one of the, the, the important issues. The other thing is I still think the texts are too long (Margaret: Ja.) so I think we need to think about either shortening them, it is a dilemma because in a sense you want the whole text but at the same time it's terribly challenging especially since each of the weeks has been long (2010: 5:293).

Gayle: Jean, can I just, I think that um, I mean, I'm not entirely happy with the way I've been teaching this quarter (Jean: Ja.) (Annie: No, no I don't think any of us are.) cause I feel, I feel disrupted and chaotic myself (Annie: Mmm.) um and so I think what we need to learn from it is that we have to cut the material and ideally before we give it to the students. So I think if next, for next quarter, you know, when you putting that final thing together, we just have less (Jean: Mmm.) (2010: 5:347).

Jean: Every week there things that we need to change, there's things that are too long, things that are too difficult (2010: 8:7).

These comments came from core members of the development team, experienced tutors, who were familiar with the course content and design. They emphasized the effects of curriculum overload on pedagogy. Curriculum overload made the core members feel “disrupted and chaotic” and some were not “entirely happy” with the way they had been teaching in this quarter. I suggest that the fact that different designers developed each week probably lead to a lack of consistency and coherence which contributed to the curriculum overload and to the feelings of being disrupted and chaotic. In Extract 5.7 three members of the development team stress the importance of noting this constraint for redesign.

One way to evaluate the curriculum overload is to try to quantify it. *Table 5.1: Overview of course materials for Semester 1, 2010*, which counts the number of activities for preparation and in tutorials, as well as the number of pages of reading the students were required to do for each week, confirmed the problem of curriculum overload.

Overview of course materials for Semester 1: 2010					
Block 1 Module 1: Literacy and Identity					
Week	Topic	Lecture	Tut activities	Readings	pages
1	What is literacy?	Definitions 4 roles of the reader	Preparation 1 act 10 tut activities	10 pp academic reading	21
2	New Literacies	Course intro Literacy domains Themes and modules	Preparation 7 act 11 tut act.	13 pp academic 50 pp textbook extracts 8 pp academic lit notes	48
3	Literacies and identities	Multilingualism Literacy and identity	Preparation 4 act 10 tut acts Assignment 1	13 pp academic 1 p workbook 4 pp academic 7 pp academic lit	32
4	Showing seeing: Visual literacy	Intro to visual literacy and visual analysis	Preparation 5 act 16 tut activities Assignment 2	31 pp academic readings and notes	39
5	Views of Identity	View White Wedding	Preparation 5 activities for movie 12 tut activities	6 pp reviews 3 pp academic lit 49 pp for book club	66
6	Genres: Autobiographies	What is an autobiography? Compare 2 texts	Preparation: 4 act 13 tut activities	8 pp extracts from autobiographies 54 pp academic articles	70
Total 6	6 topics	6 lectures	24 tutorials Preparation: 26 act 72 tut activities	257 pages of reading 125 academic readings 18 academic lit notes	276
Block 2 Module 2: Reading the wor(l)d (Environmental Awareness)					
Week	Topic	Lecture	Tut activities	Readings	pages
7	Environmental literacy practices	No lecture Public holiday	3 tuts 2 preparation act 7 tut activities	17 pp extracts 4 pp notes on writing an argument	26
8	History and the environment	Impact of war on the environment Sources from history and geog.	4 tuts preparation act 4 Tut activities 9 Assignment 3	Sources 9 pp 4 pp on writing an argument	27
9	International environmental issues	No lecture Public holiday	3 tuts Tut act 9 No preparation	7 pp extracts for websites	11
10	Eco schools	Different eco schools in SA	3 tuts Preparation 1 act Tut activities 10 Assignment 4	8 pp Eco schools 7pp Wits eco school policies and reports	25
11	Exam prep	Exam prep	No Tutorials		
Total 5	4 topics	3 lectures	13 tuts Preparation 7 act Tut activities 35	56 pp No academic readings 48 pp extracts 8 pp academic writing	89
Total1 1	Semester 1 Block 1 & 2 2010	9 lectures	37 tutorials 33 preparation act 107 tut act	313 pp of reading Academic 125 26 Academic literacy notes	365

Table 5.1: Overview of course materials for Semester 1, 2010

Module 1 was 276 pages long. 22 pages of this course pack contained information about the lectures, preparation activities and tutorial activities. 257 pages were readings that the students were required to do. Some of these readings were academic readings (125 pages); some of them were extracts from books to read for pleasure (57 pages); some of them were

extracts from tertiary textbooks providing advice for academic writing (18 pages) and 50 pages were extracts from school textbooks.

In Module 2 it is evident that the developers drastically reduced the materials in light of the curriculum overload experienced in the first module. There were far fewer readings to be done over the 4 weeks (56 pages) and none of these readings were academic articles, they were all extracts from various sources on environmental issues. As the last week was set aside for exam preparation, there were only 4 weeks of teaching and due to public holidays, only one of these weeks was a full week with a lecture and 4 tutorials. The number of preparation activities was drastically reduced to 7 and the tutorial activities to 35. There were two assignments built into this short block. But as a result of the curriculum overload in Module 1, some important activities had to be carried over to Module 2 and tutors wanted time in tutorials to provide feedback on the first assignment. This meant that the materials for Module 2 had to be cut some more and the second assignment was dropped.

This counting, which quantifies the curriculum overload, was only done during this analysis. I suggest that such counting should be built into the materials development.

Assessment

Assessment was another theme that featured strongly in many of the course meetings. Gayle led the way on a discussion of assessment – she had prepared a document summarising the assessments and presented this to the group because she had found that her students were confused about the assessments:

Extract 5.8

Gayle: I prepared a document which I would really like people to look at, (Annie: Okay.) I will tell you why I prepared it. I prepared it because my students are confused, completely confused, (Annie: Ja.) so, and now that you've got students from 100 different tut groups, (Annie: Ja.) everyone's been telling them different things, (Annie: Yes.) (Michelle: Yes.) So this is a fairly simple document made, this is a draft, (Annie: Okay.) I just need people to tell me if they agree with it if it, if they do, I'll fix it, you know, I'll make changes, I'll fix it up, I'll e-mail it to Jean (2010: 5: 53).

Annie: Okay, do you want to go through it for us? (2010: 5: 54)

Gayle: Well, I'm just trying to define the difference b, between the kinds of assessments, a formal assessment, the reading reflection journal and the portfolio tasks... (2010: 5: 55).

Assessment is one of the key aspects in curriculum design and it became a recurrent theme in course meetings. At this stage the principle guiding assessment was for students to engage in a variety of assessment tasks that attempted to match the course outcomes.

There was a formal statement of assessments in the course outline but this did not include the reading journals and the portfolio tasks and how they would be assessed. The fact that assessment plans were being changed along the way caused a great deal of anxiety for tutors and students alike.

Prescription vs flexibility

The issue of prescription was raised in the literature review with specific reference to Apple's research on how prescription in materials may diminish creativity and "deskill" teachers, making them slaves to the course materials (Apple, 1990; see 2.3.2). It was raised again in Chapter 4 where the development team discussed issues around prescription and flexibility (see 4.1.3). Flexibility became a recurrent theme during the course meetings in the first semester, demonstrating that it was an important factor to consider in design and implementation. It was the most contentious issue in the implementation.

There were some tutors who liked the fact that the course pack spelled out what to do in tutorials and there were other tutors who wanted the freedom to do things in a way that suited their teaching style. There were some tutors who were very unhappy about the fact that we were not all teaching exactly the same thing and worried about how students would experience this and whether they would be adequately prepared for the examination in June. Even the course developers were split in their opinions about flexibility. Some of the course developers promoted flexibility strongly and others were not so sure.

What worries me is that while more experienced tutors will fly with the freedom, the newer ones, or ones without the same expertise may well flounder and not know what to do. This seems to be a real dilemma. On the one hand there is the feeling that we should give the tutors more freedom – on the other hand there are thoughts that we haven't built the academic literacies in properly and we haven't been specific enough with the reading journals. So should we be even more specific and prescriptive – or less? Even I am confused at this stage (Researcher's Journal, 28th February, 2010).

This extract reveals that I felt conflicted over the issue of prescription from early in the implementation. In this reflection, I identified both sides of the argument – the need for more experienced tutors to be free to interpret the materials to suit their audience and their teaching style; and the need to provide adequate support for tutors who were new to the course. It is also important not to conflate flexibility and pedagogy and materials and to tease out the nuances within this continuum and what this meant for different kinds of

tutors. This course had a definite structure, as was seen in Chapter 4, that provided an opportunity to do different kinds of activities every week that focussed on the different strands of literacy. Structure is different to prescription. The course cannot be compared to a scripted textbook which actually put words into the tutors' mouths. It suggested activities, but tutors were able to do these activities in a way that suited their teaching style. This debate was raised in nearly every course meeting when feedback was taken and preparation for the week ahead was discussed:

Extract 5.9

Gayle: You see Jean, my sense of this is that here are some ideas, (Jean: Ok.) and if one tutor just wants to spend the whole period reading that story to them and letting them enjoy it and then asking one of those questions, that's fine. (Jean: Ok.) If somebody wants to read a section and ask some questions and then read another section and ask some questions, that's up to them. So it's a kind of guideline, (Jean: Ja.) (2010: 175).

Annie: Ja, I mean, I think the whole course is designed like that, I mean, I don't think everything, it has to be flexible because ja (2010: 2:177).

Annie: But I think the point I tried, I'm trying to emphasize here is that you don't have to use the material, (Lesley: Ja.) it's there, if, if it works for you use it, if it doesn't, don't use it, if, feel, be flexible (2010: 5: 28).

Gayle and Annie were part of the original development team and time and time again they promoted flexibility in the materials. They were experienced tutors and obviously felt confident enough to adapt the materials to their own teaching style and to what they felt was really important in the materials. They were able to select and decide to leave some things out or ask students to cover them on their own. But it soon became apparent that not all tutors were happy with this idea of flexibility. They wanted more clarity and more confidence that they were doing the same kind of teaching as the other tutors and covering the same material as is seen in Extract 5.10:

Extract 5.10

Annie: So there are all, I hope you've realized that there are just varying ways that you can deal with this material. What is in the book is a suggestion, all right, it's not, you don't have to do it this way, okay, (2010: 7:276).

Robert: Can I ask a question related to that? (Annie: Mmm.) When they talk to their other friends in other groups obviously there's going to be difference, how does that relate to the final assessment and what the whole course means? (2010: 7:277).

Annie: I'm not sure I understand your question (2010: 7: 278).

Robert: So, for example, I, my group has, well, I've asked my group to write this visual analysis that was part of it so now when they talk to the other groups and your group didn't, now there's a sense of, well his group did, what does it mean for me, did I, should I have done it, did my tutor not do that work, (Annie: Oh, I see.) well how will I pass, (Annie: Ja.) (2010: 7: 279).

Robert was an experienced tutor and he expressed anxiety about this approach. He was worried that when students compared notes across tutorial groups they would find

discrepancies and might question what their tutor had decided to do – and they did. It started becoming apparent that letting tutors “do their own thing” posed some problems. In response to one of Annie’s references to being flexible, an experienced tutor got very angry and expressed her opinions of flexibility in quite an emotional outburst. It is worth quoting the whole outburst for the views that it presents:

Extract 5.11

Dimakatso: Can I say something? I, I get bothered and I'm, I'm listening and I just, s, sometimes I want to get out of this room. (*Slight pause*) There's this sense as in, there are things that if you don't agree with me do what you like, I'll do what I like. For me, we are a team, and if you are a team, we are working towards helping first year students... but I'm sitting here, very confused, considering the current students that we are working with to say, if you are not going to try and get to, to a compromise of, of doing certain things that we will be sure that when we are going to examine the students, they will be at par because immediately you allow... You allow a person to do as they do, they will do as they do, and for me, it worries me. Now where we seek and and go and do what, and the tone sometimes it's we sitting here and say, do I really want to be here? Honestly sometime I'm, I, I, I'm just listening and saying, is this the group I want to work with really? I want to work with students certainly, and let's be careful of how certain comments are made, and, and there is this moment where I think, (*slight pause*) you know, when some people are saying something it's like, it's, it's, it's a given, a saying and when other people are saying something it's like, (*slight pause*) and I, I'm, I'm, I'm sharing with you my feelings and I want you to take them seriously because I, I'm, I'm just thinking as to what, what is happening, are, are we all having the same interest with what we are teaching and this since when, what I think I, we agreed upon is to say the work in this handout it's too much. (Lesley: Mmm, mmm.) And rather let's agree, from here, to say, this is the area that we can cut out for the reason of whatever, which we agree upon but if someone is going to do something, the other one is going to do something, and yet, June comes, we want to assess these students in a way that we think they are ready to be assessed, tough luck. I don't go along (Michelle: Mmm.) with that. (2010: 8:277).

Dimakatso highlighted a number of problems with this idea of flexibility. She pleaded for the group to work as a team, to prepare students equally for their June exam. She questioned whether “flexibility” really had the interests of the students at heart. Indirectly, she also referred to the power structures in the group, saying that because certain people say we should be flexible, that everyone accepts it. She was part of the development team and she acknowledged that there was just too much material. But she was arguing that it is not a good idea to say do whatever you want. She argued that the team should be agreeing on what should be cut. She feels so strongly about this she is considering leaving the group. Not all tutors felt this way about flexibility:

Extract 5.12

Margaret: Where I appreciate the flexibility and the give and take is you, you go in with a, well I've been going in with the best preparation and suddenly hit something that I thought woow, I had, my, my discussion around the film was a damp squib. We sat there and it, and we, we didn't go much further and and that's when you need the flexibility to say, okay, let's head this direction or we discover a problem, as I feel I have in terms of the writing, we need, this group needs to stop and camp here a bit. So I think to me, that, that, that knowledge that there's some flexibility is tremendously helpful otherwise there's that, sorry guys, too bad about what you battling with, we've got this to go and, and so

I think within broad parameters some flexibility I've, I feel is very valuable within the, the parameters (2010: 8:279).

Margaret, who was also an experienced tutor, argued that flexibility gives you the leeway to respond to the needs of your target audience, your own tutorial group. She argued that it is good to have the opportunity to spend more time on a particular activity or concept, or to go in a different direction if your class don't respond well in certain activities. I suggest that Margaret felt confident enough to make these decisions for herself, but that other tutors did not. Confidence comes from a deep understanding of the purpose of the course, content knowledge about literacy and pedagogical content knowledge or experience in tutoring.

One of the course developers, Estelle, had lots of experience in different courses across the university. She had started tutoring later in the course as she took over from someone who left. She came with her own perspective on flexibility:

Extract 5.13

Estelle: Ja, I, I, and I think flexibility is, is, is good as far as method is concerned. I, I, I feel similarly, you know, maybe it's because I'm also new in the course but I, I, I, I would have liked to have more of a sense of, of agreement as to what we're doing in the group. Not in a rigid way. I mean, obviously, I mean, I did something totally different last week in getting to know my students and working out, what their issues were and so on, and that's something I'd like to finish but maybe not today. But I agree with Dimakatso in the sense that I, I would like more of a sense of consensus, the over, you know, I, I do, I start becoming as overwhelmed as some of the students are actually, I don't know what to do (2010: 8: 284).

I provided information on the electronic feedback that I had received from the new tutors on the course about prescription and flexibility:

Extract 5.14

Jean: Can I also make a comment because people have been sending me feedback. Um some of them have copied everyone in but quite a few people have sent me personally their feedback, and quite a lot of the feedback I've had from the new tutors, who weren't part of the development team, and we have to remember that the ones of us who are on development team conceptualised this whole thing together and we've got a year's background in what we're trying to do in the course. But ..., but what the, the new tutors have actually said to me is that they have found it very easy to go according to the notes because they've got something to, to start with, and yes, they've used flexibility when they've come across problems and that. So, I mean, the idea of having the notes being quite prescriptive is an attempt to make sure that we all on the same page and maybe they are too prescriptive, we know that they are too long in this semester. (Gayle: Ja.) (2010: 8:285).

This debate around how prescriptive the course materials should be and whether they should be used flexibly or consistently was by no means resolved during the implementation phase. The frequency with which the issue was raised demonstrated its importance.

However, there are degrees of flexibility and prescription and many nuances in between such as structure, selection of content, pacing and teaching styles that should be considered. The course materials prescribed the content and also provided tutorial activities to guide pedagogy. When tutors have experience in tutoring and expertise in the content knowledge, it is easier for them to use the materials flexibly. It was the more experienced tutors with expertise in literacy who experimented with pedagogy, responded to their target audience and used their own teaching styles. You need to be grounded in the content knowledge of the discipline to be able to select what is important. It was easy for these tutors to say “be flexible”. But it became evident that for tutors who were new to the course and to socio-cultural theories of literacy, the specification of both content and tutorial activities was helpful. They felt comfortable with the materials because there was a structure and they knew exactly what to do in tutorials. They were confused with the idea that they should select what they wanted to focus on and unsure of how to do that.

However, when there is too much content, things become a lot more complicated. Curriculum overload complicated the whole idea of flexibility and affected pedagogy. If there had been less material this debate would have been different.

Academic literacy support

During the curriculum design and the materials development of the course, a small group of developers who had experience with academic literacy had drawn up a list of academic literacy skills (see 4.1.1) that needed to be built up across the course – it was one of the literacy strands or domains that were to be pulled through the whole course. But it should be noted that the underlying principle of the curriculum design was the development of all the literacies that had been identified that student teachers need: academic, personal, school, research, digital and multimodal. The systematic development of academic literacy had not been the main focus of the design in 2009. But some of the course developers began to conceive of this as a design flaw:

Extract 5.15

Annie: Uh, when we planned the course I think the idea was that every week there would be a section on academic skills and I think that that wasn't entirely, it didn't, it's not entirely working so we need to revisit that when we do material and when we look at it next, for the material for next semester as well. (2010: 8:35).

Some members of the development team began to promote the need to pay careful attention to a more systematic development of academic literacy. This need became more apparent during the first academic assignment. Although the course materials had provided careful scaffolding in the reading and understanding of the research article for this assignment; and although many of the preparation and tutorial activities were designed to prepare students for the assignment; there was very little support for the actual writing of their first academic assignment:

Extract 5.16

Jean: But the questions in, in the, that are set for homework are designed to do (Margaret: They do.) that. (Margaret: Mmm. They do.) They, they show them quite clearly that there's two sections in the academic reading, and that the first section is about their oral language and the second section is about their um how they use text to mark identity and so the idea is that they, they have discussed the academic reading in a lot of detail before they actually get around to responding to it. And in fact, one of the questions is, "How do the Welsh girls construct their identity on websites", so you've already discussed it in class before they are expected to write it, so that part of it is scaffolded. Um I, what isn't scaffolded is the writing of the academic essay itself. (Margaret: Yes, that's what I mean.) So how do you write an academic essay, you need an introduction, this is a reflection, what kind of things do you write in your personal reflection, what do you write when you are saying what the reading says. So, yes, that needs to be built in and um I have asked Estelle to have a, a relook at this whole module, when it's finished, (Michelle: This one? This one?) well the whole mod, the whole term's work, (Michelle: Okay.) um with the view to building in academic literacy strongly (2010: 8:40).
Estelle: Michelle and I can do it together (2010: 8: 41).
Michelle: Ja, we can (2010: 8:42).

In many of the course meetings the issues around academic literacy were raised. Many of the course developers began to believe that in focussing on the content and the different domains, the academic domain, and more particularly the building of academic literacy skills, had not been planned systematically enough. This became a point noted for the redesign.

Extract 5.17

Gayle: I've been thinking quite hard, in relation to the, the academic development and the kinds of tasks we've been given, giving them, and, and I think that because our concern has been with, been to work with literacies, we've rushed into that in a big hurry and given them too many different kinds of tasks, when actually, what we should probably have been doing was focusing on academic tasks, doing them piece meal, building them up, revisiting them, we've plenty of time to play with lots of literacies later on. I would always like the first quarter to focus on, on academic literacy and to kind of revisit tasks and to build them up and to do some work on referencing. I just think it's, I think it's a bit fast, (Annie: I agree totally. Totally) it's too fast and I don't think, (Lesley: Ja, I think they feel a bit overwhelmed with that.) completely, so I mean, (Michelle: Mmm.) I think, we've, we've all got to take responsibility (Michelle: Mmm.) for that. (Michelle: Mmm, mmm.) But if I think about the academic literacy course that we used to teach, they virtually did like one essay (Michelle: Mmm.) the whole, was it the first quarter, Michelle? (Michelle: Mmm, mm. Um ...) You know, where they, the, but you do bits of it and you scaffold bits of it and you build up to it, (Michelle: Mmm, mmm.) and I think that's their most urgent need (Michelle: Mmm.) is, is the transfer into kind of academic literacies (Michelle: Mmm.) and then we can do the other literacies later because they having to master visual literacy and academic literacy and autobiography and a, a, a, a kind of a million things at the same time... (2010: 9: 150).

Gayle, Michelle, Annie, Brenda and Estelle had developed and taught courses on academic literacies for many years. Although their input had been used all the way through the course, Gayle argued quite strongly here that the academic literacy strand had not been developed systematically enough in the first semester. She admitted that it was not part of the curriculum design in 2009 and that “we’ve all got to take responsibility for that.” But she was arguing for a major change in the curriculum design. She was arguing that the focus of the first semester should have been on developing academic literacy skills in a systematic way so that students could transfer these skills to other courses, using the design of a previous academic literacy course as an example. This argument was significant because it suggested the need for a total reconceptualization of the course.

What was becoming more and more apparent was that there were clear connections between assessment issues, teaching and learning activities, content and curriculum overload. I suggest that teaching and learning activities were not successfully aligned with assessment tasks and in most cases the notes on academic literacy were an “add on” and not integrated into the tutorial activities in a meaningful way.

Course evaluations

In June the students filled in course evaluations, which were analysed and the results are summarised below. The course evaluations were anonymous. Items were deliberately chosen to provide feedback on curriculum overload, the structure of the course, the ability to transfer skills across the curriculum and the assessments. Here are some examples of items in the evaluation:

83	Time allocated to different sections of the course was reasonable.
783	I am able to transfer some of the skills learnt in this course to other subjects.
1942	The criteria for the marking of written work was clearly defined
682	The course notes are well set out.
1217	The course notes were appropriate and useful
993	The June examination was a fair assessment of my progress.
1069	The exams and/or essays reflect the course objectives.
168	I developed insights needed by professionals in my field.
655	The course has been appropriate to student needs.
1132	The course helped me to understand the nature of arguments.
1859	The amount of work was fair and manageable in the time provided
1052	Working in small groups in this course was a valuable learning experience.
674	I am developing the skills I need to succeed in my academic work.

In total, the course scored 6.66 where the university average is 7.03. The course scored higher than average on the following items:

- Time for each section reasonable
- Lectures and Tuts well linked
- Able to transfer skills
- Criteria for marking clearly defined
- Course stimulates activity in class
- Course appropriate to student needs

The findings in this course evaluation seem to contradict some of the feedback from the tutors, in particular in regard to curriculum overload. Most students felt that the time for each section was reasonable. They also indicated that they were able to transfer skills and that the course was appropriate to the student needs. Perhaps this means that the students had different perceptions of the course to the tutors and some of their perceptions counter the problems identified by the tutors. It suggests that the interdisciplinary design was more successful than was thought. It suggests that asking students opinions is important for any course and should feed into the yearly redesign.

5.2 Key findings for Implementation

At the end of the first semester of implementation of *NLFT* certain key findings were highlighted through themes foregrounded in the analysis of course meetings.

The first key finding was that of **curriculum overload** in the course materials for 2010. Tutors complained weekly about the amount of material, the amount of readings and the amount of work to be done. Even tutors with sound content knowledge and experience in tutoring found curriculum overload overwhelming. During the first semester the developers found themselves reshuffling materials and cutting out as much as they could. The counting of activities, pages of academic readings, extracts and academic literacies notes in *Table 5.1 Overview of course materials for Semester 1, 2010* in 5.2.3 and the final tally of pages for each course pack formed a valuable part of the analysis of curriculum overload. The comparison between the counts for the first block and the second block demonstrated the

extent of the curriculum overload in Module 1 and the attempt to reduce this overload Module 2.

The second key finding was that the idea of **flexibility** proved to be problematic. Important debates emerged about flexibility and all the nuances involved such as selection of important content, sequencing and pacing. Some of the core group argued that it was unnecessary to stick to the course materials, do all the readings or do all of the tutorial activities. Whilst this did allow experienced tutors the freedom to be selective and work in a way that suited their own teaching styles, there were a number of tutors who were unhappy about this approach and felt that there should be consistency across tutorial groups so that students were aware that they were all doing the same thing and to prepare them for the June examinations. I suggest that the argument for flexibility was a way to deal with the curriculum overload that was being experienced. I suggest also that the overload of materials and the resulting plea for flexibility imposed certain constraints and ways of working that polarised the team, allowing those with content knowledge and experience to flourish and those without to flounder.

A third key finding during implementation was a lack of coherence in the **assessment design**. The development team had aimed at providing variety in the assessments and so had included two academic essays, a poster, the use of a reading journal and a portfolio for specified tasks. Whilst this variety of assessments related to the course outcomes, the teaching and learning activities did not always align with the assessments.

The fourth key finding was the need for a more **systematic development of academic literacy**. Some of the course developers felt, upon reflection, that the development team had been side-tracked by the focus on the five strands of literacies and the content. They believed that the key design principle for the first semester should have been the systematic development of academic literacy, even though this had never been the intention of the original curriculum design.

The fifth key finding in this analysis was that if the **guiding principle** of design is not clear and consistently applied, it affects the course content, the assessment design, sequencing,

pacing and the teaching and learning activities. These are all connected and should be carefully planned to achieve constructive alignment (Biggs, 2003). The guiding principle of design in 2009 had been to develop five literacy domains, a principle securely grounded in sociocultural theories of literacy. The conceptualisation of the course, the structure and the choice of assessments adhered to this principle. I suggest that in the redesign all that was needed was to revisit the assessments and make sure they were coherent.

However, during implementation team members challenged this design principle claiming that it led to a focus on integration and content at the expense of the systematic cognitive development of academic literacy. Core members of the development team began to believe that the original design principle in 2009 was flawed and difficult to achieve. They believed that this resulted in curriculum overload, the lack of coherence in assessment activities, the lack of systematic development of literacy skills, and the misalignment of teaching and learning activities. However I suggest that the original design principle was innovative and grounded in current theories of literacy to which all team members aspired. I suggest that the logistical difficulties and the curriculum overload countered this innovation and made team members retreat to a well-known and successful key principle that they were most familiar with: the systematic development of academic literacy.

5.3 Redesign

The redesign of the first semester of the course was a much more contained process than the original curriculum design and materials development. There were three meetings for the redesign, each of about two and half hours, beginning on 18th May and ending on 24th May 2011. The redesign process worked in three phases: reflection, where the redesign team identified and discussed key themes from the implementation and feedback; establishing a principle for redesign, where the redesign team debated about how to redesign the course; and mapping content onto structure, where the redesign principle was implemented. The actual materials development for 2011 was not part of this research, but it makes sense to end with a similar overview of pages of tutorial activities and readings so that the curriculum load can be compared.

5.3.1 Reflecting on feedback

All tutors were invited to be part of the redesign team. Ten members attended the session on reflection and 8 followed up in the other two meetings. In the reflective phase of the redesign; particular themes from the course meetings in semester one (see 5.3.1 in this chapter) were identified and discussed. These themes included curriculum overload, assessment and academic literacy development, indicating that these were all important issues. During the redesign phase no attention was given to prescription or flexibility. My interpretation of this omission is that the team thought it would be addressed when we dealt with curriculum overload or that it was a function of pedagogy. During redesign another theme emerged as being important in the discussions: literacy across the curriculum. It will be useful to review this using Bernstein's concepts of integrated and collection curricula again to compare the course materials for 2010 and 2011.

Curriculum overload and decisions about content

The issue of curriculum overload had been raised consistently at every course meeting during the implementation phase, indicating that it was a pressing issue. There was general agreement that there was too much content. The redesign team attempted to address this issue by trying to decide what to keep and what to drop. Part of the problem was that there was such a lot of good material, but no time to do it justice, as evidenced in extract 5.18 and 5.19:

Extract 5.18

Annie: But there's such a lot of valuable stuff and I don't like this thing of let's just ditch this or ditch that there's such a lot that is of value in here ... like where does that lovely visual literacy stuff fit in that we were all so happy with that went very very well and I think it's an important aspect (Redesign 1: 305).

Gayle: I think what would be valuable is if we got a few minutes is to let people say what were the highlights (Redesign: 1: 312).

The strategy employed here was for tutors to say what they really liked in the content and what they wouldn't like to lose. This provided an opportunity to reflect on the positive elements of the course, rather than the problems.

Extract 5.19

Jean: Listen just before we go can we go back to Gayle's suggestions and share what we think are highlights in the course that we wouldn't like to get lost (Redesign 1:320).

Gayle: that model that Heather gave (Redesign 1:323) [This refers to the unit on visual literacy]

Estelle: the school materials – text books stuff (Redesign 1: 324).

Gayle: the debate (Redesign 1: 326).

Brenda: the film (Redesign 1: 327).

Estelle: the Freebody – I think they learnt a lot from the four roles (Redesign 1: 328).

Lisa: I loved all the visual literacy stuff but there was just too much (Redesign 1: 329).
Dimakatso: it's not only with visual literacy in many of the chapters that we did or the weekly activities there was some exciting work to do but there was no time for it. Let's be realistic if we want every student to engage (Redesign 1: 330).

At this stage the intention was to deal with curriculum overload by identifying which parts of the content should be kept. However, this approach was abandoned when a new design principle was adopted. Stating preferences proved to be an expression of wishful thinking and did not factor into the redesign in any way. Most of the sections that tutors identified as wanting to keep were actually dropped. Only the debate and the four roles of the reader were retained and the topic of the debate was changed. This had an impact on the integrated curriculum that had been a long term goal of the course.

Literacy across the curriculum

Literacy across the curriculum had been a core part of the original design of the course and a major factor in the rationale for *NLFT*:

Extract 5.20

Jean: so I have one serious question about the content. What do we do about the environmental stuff? (Redesign 1: 191).

Annie: Ditch it (Redesign 1:192).

Jean: I also thought but but it has serious implications because one of the things we undertook with this course was to make it literacy across the school curriculum and I don't know how to get that into this and I don't know if we want to say in principle it doesn't work we are not doing it (Redesign 1: 193).

For me, the attempts at an interdisciplinary design that would take literacy across the curriculum were significant for the course and for my research. In Chapter 1 (1.3.3), literacy across the curriculum was identified as what makes this course and this research unique. This particular strand, also called "school literacies", is addressed in many parts of this research report: in the research questions; in the literature review (2.2.4 and 2.3.1.); in the methodology chapter and in the analysis of the curriculum design and materials development.

In 2009 the interdisciplinary design in semester 1 included working with colleagues from other disciplines and using the theme of environmental awareness (Module 2) to explore literacy practices in history, geography, science and biology. The exchanges that follow demonstrate that different tutors experienced this module in different ways.

Extract 5.21

Margaret: I really felt that the time I had to work with this argument essay ... and as we worked on it, the debate I thought was excellent then you could see what we were doing and to me the environmental theme brought to the forefront something that is absolutely crucial ... I got everybody to stand up and I was desperately looking for links and I said you about to go into a classroom and you gotta stand up and tell us what your argument is it was it was electric the way they stood up and talked about whale hunting and deforestation ... (Redesign 1: 201).

Annie: It's a topic they could relate to is what I think you saying Margaret, there's stuff that they felt strongly about and stuff that they got to feel strongly maybe at the beginning they were ... I had some kids that were really fired up about the environmental issues and it worked for me as well (Redesign 1: 202).

These two tutors believed that this module achieved one particular purpose very well: writing an argument essay, although Margaret notes that she "was desperately looking for links". They believed this was because the content engaged the students, who had strong feelings about the environmental issues.

Extract 5.22

Brenda: I tried to always link it back to school I must admit that I have been hammering school and school practice a lot (Redesign 1: 203).

Jean: And were you able to link that back to school? (Redesign 1:204).

Brenda: Yes I said look in this school they did this and in this school ... (1:205).

Jean: But you could also link it back to school subjects? (Redesign 1: 206).

Brenda: Umm ja but a lot of schools like something like Eco schools are whole school involvement (Redesign 1: 207).

Jean: I mean that's why we chose the theme but it seems those links weren't explicit enough (Redesign 1:208).

Brenda: It's not umm I said to the students why are we looking at these topics and they said it's because we need to make staff and students aware of environmental issues and they accepted that and they worked with that (Redesign 1: 209).

Brenda was one of the original course development team members and she completely misunderstood the purpose of the interdisciplinary design. Brenda thought that this unit was about general school practices and not literacy practices. She saw the main purpose of the module as raising awareness of environmental issues and so did her students.

Extract 5.23

Jean: What we attempted to do was to shift into a mode that would allow us to go across disciplines and across the school curriculum and the environmental theme seem to be a good way to try and organise that ummm we'll come back to that because I am not sure we were successful there ok Of course that one was supposed to focus on school literacies (Redesign 1: 20).

It seems that the purpose of the unit was not explicit enough and that it failed to establish the necessary focus on literacy across the curriculum. I suggest that there is also an epistemological issue here: the blurring of boundaries across disciplines, natural sciences and literacy. This course was designed to focus on literacy in different contexts and different subjects. Tutors and students lost the focus on literacy, the actual theme took prominence

and the tutors failed to compare literacy practices and genres such as advocacy articles and factual arguments. Many different forms of information texts were used in the module, hoping to introduce the variety of genres that are used in natural sciences, history and geography. The module became about environmental issues and not about literacy practices in different subjects across the curriculum.

Extract 5.24

Gayle: the research project could also look at literacy across the curriculum you know go and look at the literacies that are necessary for biology uh the literacies that are necessary for geography you know you could build that into the research project. You know if they going to look at literacy practices why don't they look at literacy practices in the subjects they going to teach and at different angles and at different subjects (Redesign 1: 197).

Gayle's suggestion to make the research project about literacy across the curriculum proved to be a well-founded solution. It provided a much more sensible way of doing literacy across the curriculum. Each student would get the opportunity to investigate the literacy practices, genres and modes in their academic majors and how literacy was used to teach content. However, this became a much more narrow focus on literacy across the curriculum than was the original intention.

Designing materials with staff members from other disciplines had not worked because these units came to be seen as isolated units dealing with specific content matter rather than exploring literacy practices and genres. This was clearly seen in the confusion about the main purpose of the unit on the theme of environmental literacy. All units developed by staff members from other disciplines, even the unit on visual literacy that so many tutors liked, were dropped in the redesign. This was mainly due to the new design principle that was adopted.

Assessment

Assessment emerged as a recurrent theme during the implementation phase (see 5.1.2). In this reflective stage issues around assessment were highlighted again and the exchanges included debates about different assignments and what the guiding principle for assessment should be. For example, there was a difference in opinion about the poster assessment.

Extract 5.25

Margaret: I think that even that poster thing was wonderful – it delighted me that in the reading reflections students would say I read this book because so and so's poster made me interested and that came up 2 or 3 times and if we could do more of that instead of the reading reflections because they are between me and the student – but there were a couple of reflections which said I wouldn't have read if

I didn't have to do this but now (the poster) that the requirement to do something or to give some account to do something with their reading makes it purposeful, particularly for a reader who is not just reading purely for pleasure I think that when you do something whether its assessment or telling others or somehow you using it it does make it ja it gives a reason (Redesign 1: 96).

Margaret and some other tutors saw the posters as a positive form of assessment because it encouraged others in the class to read the books that students presented, promoting the goal of developing personal reading. But another issue was raised here: if a task was not for marks, students didn't want to do it. This raised the question of what exactly should be driving assessment, the need for students to take tasks seriously or some deeper principle.

Extract 5.26

Jean: you see the nice thing about the poster is that it was a different form of assessment you don't want them to do academic stuff all the time and the visual representation was about the book ... (Redesign 1: 454).

Gayle: That's where I think we getting distracted that's in a way where I think we need to focus on the academic literacies for the first 6 months (Redesign 1: 456).

I identified the main principle behind the assessment planning in 2009 as attempting to provide a variety of assessments to meet the course outcomes. Gayle argued that this was a weakness in the assessment planning – she thought the assessments should be focussing on academic literacy. This would mean that the other strands, school literacies (literacy across the curriculum); personal literacies; research literacies and digital and multimodal literacies would not be assessed and would not form an important part of the first semester.

Extract 5.27

Michelle: Let's always think about what we do for tasks and assessments so that we don't get into overload (Redesign 1: 78).

Gayle: I think all the little activities have to scaffold those bigger things they have to be chosen to scaffold the task, the assignment (Redesign 1: 448).

Michelle identified the lack of clarity in planning assessment as a contributing factor to curriculum overload. Gayle argued that all the little activities and bits and pieces should build up to the assessment tasks and she had already indicated that the focus of assessment tasks should be academic literacy. Interpreting the data at this point, two major issues about assessment arose:

- The key design principle of developing five domains of literacy inspired the assessment planning and the planning of different forms of assessment and was in line with the course outcomes. However some team members had begun to believe that this was counter intuitive to the idea of building academic literacies systematically, which now seemed to gain importance for first year students

- The team did not plan for teaching and learning activities to scaffold or build up to the main assessments. Teaching and learning activities were based on theme-driven content.

Both of these arguments lead to the conclusion that the course materials in 2010 did not achieve constructive alignment very well (Biggs, 2003). Constructive alignment requires designers to begin with the purpose of the course (outcomes) and align these with the assessment tasks and the teaching and learning activities.

Academic literacy development

The issue of the systematic development of academic literacies became the new design principle for the redesign.

Extract 5.28

Jean: ok can I say something just before Michelle does – one of my concerns has been that we didn't develop that academic literacy strand systematically enough ummm I did have meetings with Estelle and Michelle where we listed what we needed to do but it somehow became an add on to the content we were focussing on and I personally think that where we've gone wrong is that we've been focussing too much on the content and that's where all this break neck stuff has come because you've got articles that are rich in content and you get side-tracked cos we looking at what we can do about the content rather than developing the skills (Redesign 2:48).

Gayle: Jean, we made a big error last year uh which was when, in the um first year course, we, the, there wasn't enough time to the, the, in, do the academic, do justice to the academic literacies. (Redesign 2:49).

Gayle and I both identified weaknesses in the planning for academic literacy, which had also been part of the feedback in course meetings. The course development team of 2009 had consulted with the developers of other courses in academic literacy and developed a list of academic skills that should be included in the course (see 4.1.1). The central argument being made by Gayle was that the curriculum design should have identified the main purpose of this part of the course as the systematic development of academic literacy. She now believed that this should be the main purpose that guided the assessment planning and the materials development so that all tasks scaffolded students in academic literacy and built towards the assessments. Other members in the redesign team had experience in teaching academic literacy and agreed with her. I suggest that in the face of the difficulties during implementation, they wanted to retreat to the safety of a course that they knew had been trialled over many years and proved to be successful.

5.3.2 Establishing a principle for redesign

At this stage in the reflection, Gayle made suggested the materials should be redersigned in a way that would focus on the systematic development of academic literacies. This suggestion sparked a debate about redesign, mainly between Gayle and I.

Extract 5.29

Gayle: Jean I have been thinking very hard about this course and I want to make a very very radical suggestion ok. [I am thinking of] that foundation course ... it was a year-long course ok which focussed on academic literacy ... But the first half of the year focussed very meticulously on academic literacy – it's been tried and tested over years and years and years. But what I think we may be able to do is I think we may be able to take the structure of that course that builds academic literacy and feed into it where the topic of the course is *NLFT* but the structure of the course is that and it goes much more slowly and it umm it does build the students' academic literacy ... and then we build into the readings what literacy is what literacy practices are ... and it doesn't go at this kind of breakneck speed... I just think that if we switched the focusses around and we started with academic literacy ... use the academic literacy as the starting point in a way and build it up slowly over 6 months ... it's like putting different content into that course because that course develops academic literacy skills in a very solid way and I think that's a better starting point for the students (Redesign 1: 146).

I experienced this as a radical departure from the original curriculum design where the main design principle had been to build in strands from five literacy domains. The course outcomes were built on these multiple literacies. Themes, content and the weekly format had been designed to facilitate this principle. Although academic literacy was one of these strands, there had been no focus on making sure that it was systematically developed. Gayle argued to reuse the structure of a course on academic literacy that was well-known across the country, because it had been carefully designed and “tried and tested over years and years and years” (see extract 5.29). However for other members of the redesign team this was not a radical departure because they were retreating to something that they knew worked well. I was not so sure about making the focus of the first semester academic literacy:

Extract 5.30

Jean: we need to reconceptualise and restructure the first semester. And the one suggestion that we have was that we use the academic literacy from the original Foundation course, (Michelle: Mmm.) and that we use that as a framework and map our materials onto it, okay? And, um, initially, when that was said, within about five minutes, Michelle showed us how it all worked and everybody said, oo, yes, that's lovely, okay. Then, uh, (Jean sighs) on going away from that meeting, I thought, and I think um, that Annie thought as well and maybe some other people thought, that, that we actually spent six months conceptualising how this course should work, and, and I'm not 100 percent sure that we should just turf all the conceptualisation away. I do agree that the academic literacy needs to be more carefully structured and I think that that's a very good way to structure the academic literacy, but, um we, we need to rethink, are we still going to do all five literacy strands and how are we going to integrate them within the course because the, um, that was the basis of our original conceptualisation, that we had five literacies we wanted to develop and that they would be, form the strands that went through the year and that um, we would have four themes and we'd integrate these strands around the themes. (Redesign 2: 29).

I argued in Extract 5.30 that the original curriculum design was a very careful, time consuming conceptualisation of something innovative and dynamic by a group of developers. By the end of six months of conceptualisation the group was sure that the design would facilitate the development of all the literacy domains that they had identified as being crucial for student teachers. This had been seen as the main purpose of the course. Now with the decision to adopt the structure of an older academic literacy course, I was questioning what would happen to the five literacies, the focus on literacy across the curriculum and the original curriculum design.

Extract 5.31

Jean: Okay, so, one of the key questions do we still want to keep this and that, and another key question, for me, is um, this, this course was supposed to be something new and something unique in that it offered literacy as a focus and particularly literacy across the curriculum. Um, now what makes me wary is that if we just take um this course and we restructure our materials around this course, then the question comes to my mind, why don't we just use that course as it is? (Redesign 2:41).

Gayle: Jean, Jean, Jean for me, you setting it up as an either or. (Michelle: Ja.) (Jean: No, I'm asking you, okay.) And in my view it's not an either or, (Estelle: Mmhmm.) okay, in other words, remember what I was suggesting, that we use the, the academic literacy structure, (Jean: Mmhmm.) which really moves around three assignments basically, (Jean: Okay?) and we build the, we build the content of our literacy course into that academic structure (Redesign 2: 63).

Gayle, Estelle, Michelle, Brenda and Annie who had been involved in designing and teaching academic literacy courses, and had been involved in the course Gayle mentions, made a strong argument for this idea of redesign. The structure would come from the academic literacy course and the content from *NLFT*. The team agreed that this would be a good way to redesign the first semester of the course; that the focus of the first semester should be on academic literacy, whilst the five literacy domains, identified as being important for student teachers would become the content: the personal domain, the academic domain, the school domain, the research domain and the digital domain; that this would provide a way for the systematic development of academic literacy, designing principled assessments and teaching and learning activities that build towards them.

In spite of this agreement, as researcher and course coordinator, I was left with some doubts and some questions. I was concerned about abandoning what I perceived as novel in this particular course and had doubts about how effectively the course would incorporate the other literacies. Socio-cultural theory had convinced me that our students needed to develop multiple literacies within the socio-cultural domains that were part of student lives

and that taking literacy across the curriculum was an important focus of *NLFT*. And I had viewed the careful conceptualisation in 2009 as providing a structure that would allow course designers to put sociocultural theories into practice and take literacy across the curriculum in a variety of ways. I am not convinced this new principle for redesign was a good idea.

5.3.3 Mapping content onto structure

Once the key principle for redesigning had been agreed on, the redesign team needed to decide how to implement the changes. Six of the eight people involved in the redesign became part of the team that met together to map content onto structure during a morning and afternoon meeting scheduled for a week later.

Extract 5.32

Gayle: But what I'm saying is that, let's look at the way the assignments are structured in the academic literacy course. You know, they go from the personal to the comparative to the argumentative, and we could build our stuff around that structure, we can use our content rather than this content if we, where we want to so that the focus, the content of the course is literacies, all those literacies but, but the skills is the structural thread (Redesign 3: 86).

Gayle argued for the three assignments in the academic literacy course to be the three assignments in *NLFT* and that the team work with this structure, using the content of *NLFT*. What was essential in this structure was that the three assignments build up in a logical way from autobiography (the personal), where the students narrate from their own lives; to comparison where they have to compare two or three different ideas, concepts or practices; to argument where they have to consider two sides in a debate and take their own stance. In this way these particular academic literacy skills were carefully scaffolded. This formulation of the three key assessments became the guiding principle for the redesign process.

Extract 5.33

Annie: I, then, so, what I'm trying to suggest, guys, (Brenda: Here.) to move us forward now is that we, (Michelle: Ja.) we, that's our ultimate goal is the assignment, okay? And then we are going to flag the ideas, the key concepts and we can take it out from wherever that we are wanting to get them to that point. So, so can we, can we start, can I suggest that we start by, by clarifying the assignment? (Redesign 3:117).

Gayle: And you know what you could do, Estelle, you could do, Why don't you do each one on a different sheet (Estelle: Yes.) and (Annie: Ja.) then we will scribble and so the first one is their literacy history, (Annie: Mmhmm.) (Slight pause.) (Annie: And then ...) okay? (Redesign 3: 21).

From that point on Estelle wrote up ideas on three separate flip chart sheets, one for each assignment. The group contributed ideas about how to use the content from *NLFT* for each of these academic assignments. It was a very interactive session with everyone contributing their ideas. On each flip chart sheet the topic of the assignment was formulated and core concepts and skills were listed.

Assignment 1: Autobiography

The formulation of the first assignment was quite difficult and there was quite a lot of debate about how to map the content onto the assignment.

Extract 5.34

Gayle: Okay, so with the literacy history, (Pause.) I mean, I, I basically want them to talk about (Slight pause.) their own personal literacy history (Slight pause.) like when did they learn to read, who taught them to read, um who was, who inspired them to read, what language did they learn to read in, where did they start and where did they end up, basically (Redesign 3: 125).

Gayle: Ja, I mean, and then part of that is going to be tied to, you just put another arm there, (Estelle: Mmm.) um, their personal, so, so the personal history but then there's also their um, the personal history includes school literacies, literacies for learning which are your academic literacies, um, just call them academic, um, (Jean: The ones that we've put up, multimodal.) school learning, um (Annie: Digital.) digital literacies, um ... (Redesign 3: 129).

Gayle: Okay, so it's, it's, (Estelle: Mmm.) that's the end point, by the end (Estelle: Mmm.) of their story of their history, they must end up with a, with where they are in relation to all these literacies and how they got there, (Jean: Mmm.) basically (Redesign 3:141).

Estelle: So what they actually doing is they tracing (Gayle: Ja?) and they are (Michelle: Categorising.) categorising (Redesign 3: 142).

The first assignment in the academic literacy course was an autobiography. Gayle rethought this as a literacy autobiography. The discussion which followed shows how the team tried to work out how this could be integrated with the key concepts of literacy domains and practices and what kind of academic skills would be needed. Margaret identified a key problem. The first assignment was supposed to be a sequential narrative, which is easy for new, first-year students to do. But by targeting the five literacy domains, the assignment now involved categorising as well.

Extract 5.35

Margaret: There two ways of looking at, I'm, I'm bothering, I'm bothered about the, the categories and the narrative because if you thinking of, of scaffolding this essay, is it, is it a chronological thing that you are going to be dealing with all the different, um, kinds of the literacies as you go or you going to be dealing with a particular kind of literacy um ... (Redesign 3: 187)

Estelle: Are there, are there not two parts to the essay? (Margaret: There are, there are two parts.) So we can, maybe we can say that they, they first tracing, (Margaret: I'm, I'm saying is ...) they, they doing a kind of (Gayle: Their history, okay?) a historic, (Margaret: It's, it's a ...) and then they are, (Gayle: And then organising it.) they actually taking all the (Margaret: Bec ...) information they have from their reflection putting it into, (Margaret: You, you categorising but I'm just ...) and using the course concepts to categorise (Redesign 3: 189).

Margaret: I'm just worried that if you trying to run a chronological narrative with all the concepts, or with all the categories, (Estelle: Mmm.) many of which in themselves will be working chronologically, we could actually end up with quite a messy ... (Redesign 3:190).

It proved to be quite difficult to map the contents of *NLFT* onto the first assignment in the academic literacy course. Extract 5.35 highlights the difficulties of trying to combine a simple chronological narrative structure with the categories of literacy domains identified for *NLFT*. Before implementation in 2011, another model of literacy and the concepts involved was added to this assignment: the “Four roles of the reader”. This meant that students were dealing with narrative and categorization of a number of concepts from two different theoretical models of literacy. The final assignment read:

Assignment 1: Literacy Autobiography Write an essay on the history of your literacy development in three parts. To do this: • Trace your development as a reader/writer in each of the five literacy domains: personal, school, academic, research and digital. Focus on key literacy events or practices from your earliest memories until now. (50 marks) • Discuss your development in relation to each of the four roles of the reader. (20 marks) • Review your history and reflect critically on the literacy domains, skills and roles that you still need to develop in order to become a successful student and teacher. (30 marks) Total 100 marks
--

It is often only when one looks more deeply at assessments that one can see how complicated they are. This particular assignment was later analysed using a tool designed for analysing assessments in a research project reviewing all first year assessments in 2010. The tool enabled these researchers (including myself and two other members of the original development team) to analyse: the nature of the task; the number of key concepts; the requirements of the question; the task delimitation; the time demands; and the kinds of application involved. The tool differentiated between three kinds of application:

- Application 1: Within the boundaries of the content/text* presented in a lecture/tutorial: Students are asked to engage systematically (e.g. describe, explain, critique) with key concepts/content of a theoretical and/or practical nature.
- Application 2: Outside the boundaries of the content/text presented in a lecture/tutorial: Students need to recognize/identify key concepts addressed in lectures/tutorials and explain/apply them in a new context which is produced for them by the lecturer.
- Application 3: Outside the boundaries of the content/text presented in a lecture/tutorial: students have to produce a text* and/or context to demonstrate their understanding of concepts/content (Dixon, Reed & Reid, 2013, p. 1104).

In this research the findings for the first assignment for *NLFT*, 2011, were:

The cognitive demands of this version are very high for first-year students, particularly at the beginning of the year. Students need to understand the socio-cultural theory that informs New Literacy Studies in general (Cope and Kalantzis, 2000); Freebody and Luke’s

(1990) model of the four roles of the reader; and to understand and use a total of 16 key concepts (Application 1). Students then have to apply these concepts to their own lives and provide examples (Application 2). In addition, students need to create a new text, a literacy autobiography, where they provide a history of their own literacy development within the five domains addressed in the course and to relate this history to the four roles of the reader. The requirement to create their own context for demonstrating their understanding of key concepts by writing a personal narrative (a new and hybrid genre) shifts this task to Application 3. The well-intentioned attempt at task delimitation offered in the ten 'steps' arguably adds to the cognitive demand (Dixon, Reed, & Reid, 2013, p. 1108).

The analysis of Assignment 1 in this article demonstrated that this assignment was far too complex for first year students in several ways: there were too many theories to deal with and too many concepts; the level of applications was too complex because students needed to understand two theories, be able to apply them to their own literacy histories by categorising a narrative structure and write a new kind of text, a literacy autobiography. The early debate about combining narrative and categorisation in one assignment proved well-founded and this assignment task was not a success, proving the need for the kind of analysis tool offered in this article. This assignment was reformulated after it had been given to students to remove the second theoretical model, the four roles of the reader, but still remained a very complex assignment for first year students. I suggest that this assignment was an example of cognitive overload which contributed to the curriculum overload,

Assignment 2: Comparison

In the analysis of the data for Assignment 2, the process of redesign followed an easy progression. The team began with the type of academic literacy assignment, a comparative essay and then discussed the course content from *NLFT* that could be mapped onto a comparative essay. The reading chosen was discussed in detail. The key concepts were identified. The actual structuring of the assignment was negotiated with many members expressing different opinions. Team members also drew attention to what should be done in tutorial activities to scaffold both the content and the ability to write comparisons. The section concluded with the final decision about the essay and the mark allocation. Extracts 5.36 and 5.37 demonstrate this process quite clearly.

Extract 5.36

Gayle: Okay, so then, the next assignment (Slight pause.) is a comparison (Redesign 3:463).

Estelle: I think that that Wales one lends itself (Margaret: Mmm.) to comparison. - comparative thinking (Redesign 3: 466).

Gayle: it's quite nice that it's juxtaposition (Margaret: Mmm.) (Estelle: Ja.) (Jean: Ja.) and not a comparison, (Brenda: Because we force them to learn more.) (Estelle: Ja.) because we force them to turn a juxtaposition (Annie a comparison.) into a comparison (Redesign 3: 490).

Gayle: I don't think we should cut the reading. I think we should scaffold the reading (Redesign 3: 504).

Margaret: It's actually quite an accessible reading. (Redesign 3: 508).

Gayle: The, the, it's beautifully written because the main (Michelle: It's very nicely written.) idea is in the first sentence (Annie: Ja.) of every paragraph. (Michelle: Ja.) Very nice for them (Redesign 3: 523).

The team began by identifying the content they wanted to use for the comparison essay. The reading that was selected was a juxta-position rather than a comparison, but Gayle suggested that this was good because students would have to turn the juxta-position into a comparison, thus learning the difference. Some team members wanted to cut the reading because they felt it was too long, but the team decision was that this reading provided a good model for students because it was well-written. Gayle pointed out that the author clearly marks her paragraphs with topic sentences and this makes it easy for the students to understand and provides a good model of writing for them. In the materials development for this module in 2011 the team spread the reading over three weeks, dealing with different sections of the reading each week. In 2010 the same reading had been done in a single week. This demonstrates a consideration of curriculum overload and more careful scaffolding of one of their first academic articles.

Extract 5.37

Gayle: Okay, so now what are the, (Estelle: So what is the task?) the, what are their key concepts? No, (Estelle: No, that's not.) I'm still looking for the key concepts. (Estelle: Concepts, ja.) (Jean: Of the reading.) In this one the key concepts are bilingualism, (Jean: Bilingualism.) Slight pause.) (Jean: Biculturalism.) biculturalism, (Slight pause.) (Annie: Iden, group identity.) identity, (Jean: Identity.) ... (Redesign 3: 569).

Estelle: Ja (Redesign 3: 570).

Annie: Group identity, ethnic identity, ... (Redesign 3:571).

Jean: And constructing identity through text? (Redesign 3:572).

Gayle: Uh, ja. (Redesign 3: 574).

Estelle: So all the issues around identity. (Redesign 3: 575).

Gayle: Also what I want to do here that I did, I don't even remember how I did it but it was an electric class, was about getting the kids to talk about whether they were bicultural or not. (Annie: Mmm.)

(Jean: Yes.) You know, they are bilingual but are they are also bicultural (Annie: It is one of the tasks here.) and what does it mean to be bicultural. (Jean: Ja.) That was just fantastic. (Redesign 3: 582).

The team identified the key concepts as bilingualism, biculturalism, identity and the way these bilingual and bicultural girls demonstrate and consolidate their identity through text, through what they read and write. In Extract 5.37 Gayle claimed that this topic was relevant for students doing *NLFT* as many of them are bilingual and bicultural.

Extract 5.38

Gayle: I would like the first part of it to be a table (Redesign 3: 647).

Estelle: We will actually structure the table for them in terms of what (Gayle: Categories.) categories (Gayle: Okay.) of what they comparing. (Jean: Yes, that's quite nice.) (Margaret: That's nice.) And then the, they have, (Jean: what is ...) and then they write up it, they write up ... (Redesign 3: 658).
 Jean: What does the statement say for the table? Compare the way the Welsh girls construct their Welsh, (Gayle: No.) and British Asian girls ... (Redesign 3: 659).
 Margaret: Compare the literacies (Redesign 3:660).
 Gayle: No. I mean, if you've got the com, if you've got a comparative table, (Jean: Mmm?) you will say student languages, so under the Welsh girls it's going to be English and Welsh, (Margaret: Ja, so it's just ...) for the Asian girls it's going to be, um, (Margaret: Punjabi and Urdu.) (Brenda: Urdu.) English and Hindi or English and Punjabi or, okay, in other words, we give them the categories (Estelle: Mmm.) (Jean: Yes.) (Estelle: We must say ...) and they've got to go and find the information in the text (Redesign 3:661).
 Estelle: Compare the literacy and language practices of Asian and Welsh girls (Brenda: Okay.) um, in, in the following table, (Gayle: By filling in this table... by filling in this table.) by completing, filling in the following table... (Redesign 3: 670).

Extract 5.38 demonstrates how the team worked collaboratively on the structure of the actual assignment. The decision was taken to provide the students with a table with the categories they would use for the comparison. Providing the categories scaffolded students in understanding the article and doing the comparison. As the discussion went on additional categories were identified for the table: languages, cultural identities, attitudes towards languages, conversational practices, and out-of-school literacy practices such as reading for pleasure and social media.

Careful consideration was given to two different ways to construct a comparison: one where all the similarities and differences are identified for one group and then for another (A A A A and B B B B) and one where the similarities and differences are discussed for each group per category (A B, A B, A B etc.). Plans were made to include explicit instruction in these forms of comparison, examples of each and opportunities for students to do their own examples of each pattern. The first examples used to demonstrate these patterns of comparison and give students an opportunity to work with them were not related to the text. Subsequently these examples were related to different aspects of the text. This would scaffold students in writing the comparative essay and provide the much desired systematic development of academic literacy:

Extract 5.39

Annie: We have to explicitly show them how you can construct your comparison or (Estelle: Mmm.) your contrasting in different ways, (Estelle: We'll use another example maybe.) whereas you can either go 1.1, you know, that whole thing, or one person all (Redesign 3:671).
 Estelle: Ja, oh ja, so the comparison structure, ja (Redesign 3:673).
 Annie: We've got to teach them that (Redesign 3:674).
 Estelle: Ja, on the language of comparison and then there different alternative, A A A, or A B A B A B, or, you know, that sort of thing, ja (Redesign 3: 677).

Annie: Ja, I think we must go, ja, we must actually let them work through some paragraphs to do that.
(Estelle: Mmm.)(Redesign 3:678).

This was the final version of Assignment 2. In this assessment the students were also required to compare and contrast their own literacy practices to those of the British Asian and Welsh girls:

Assignment 2: Constructing identity through text			
Due date: 15th April 2011			
Jones (2006) conducts research amongst two cohorts of bilingual and bicultural girls in the United Kingdom. She is particularly interested in how they construct their identities through their out-of-school oral and literacy practices.			
1. Compare the out-of-school language and literacy practices of the Welsh and British Asian girls with your own by filling in the following table. The table is available on the blog. You can download it onto a memory stick and type into it or you can construct it yourself:			
Categories	Welsh	Asian	Your own
Languages			
Attitudes towards languages			
Cultural identities			
Medium of instruction			
Conversational practices			
Literacy practices: Reading for pleasure			
Literacy practices: constructing an identity in digital spaces			
			(30 marks)
2. Now use this table to help you construct an essay of 3-4 pages (900-1200 words) in which you do the following:			
a) Describe and compare the way the Welsh and British-Asian girls construct their bilingual and bicultural identity in their literacy practices (magazines and websites) and compare this with the way you construct your own identity through your literacy practices. (50 marks)			
b) Explain what relevance an awareness of how we construct bilingual and bicultural identities through our literacy practices has for South African classrooms? (This can form the conclusion of your essay) (20 marks) Include the table in your essay.			

The value of this assessment design was that working from the needs of the assessment enabled the team to ensure that academic literacy skills were an explicit part of the teaching and learning activities and well integrated with the content. Identifying the skills that needed to be built into the teaching and learning activities allowed for academic literacy skills to be contextualised within the course content leading up to the assessment task. This was easy to do because the content of the reading learnt itself to comparison. This focus enabled much better constructive alignment between assessment and teaching and learning activities in 2011.

Assignment 3: Argument

The last assignment in the redesign was an argument essay. In the 2010 course materials careful scaffolding of argument essays had been built into the teaching and learning activities. The argument had been about environmental issues but the redesign team had decided to drop this module. The main discussion and debate around this assignment was the topic of the debate. Consequently the focus for constructing this assignment was a bit different to the focus in the data for Assignment 1 and Assignment 2. The team discussed different options for this topic related to literacy:

Extract 5.40

Gayle: Okay, so I think it needs to be s, some way, (Estelle: Installed in the eco side.) no, I think it should be on some of the main arguments around literacy. So it could be around the skills versus the um, sociocultural approach. But I tell you what I think would make a really nice argument, when I said I had a nice argument topic, (Pause.) um, and we could have a debate around it also, okay, which would be something like, (Pause.) something like um, (Slight pause.) I don't know how you phrase the argument topic, but something around the Pearl's literacy text, (Slight pause.) okay? So we can give them a lot of information on the PIRLS tests (Redesign 3:829).

Gayle suggested that the argument should be around literacy and her initial suggestion is something around the PIRLS (Progress in Reading Literacy Survey, 2006) which had rated South Africa as one of the worst countries in terms of literacy (see 1.3.1). Other team members came up with other ideas and were clearly looking for something that would be controversial and relevant for the students, but related to literacy.

Extract 5.41

Estelle: You really want something that's going to completely engage them (Margaret: Ja, I think.) (Redesign 3:854).

Estelle: Ja, but, but this is only, I mean, the other thing I was just thinking suddenly is the, is the benchmark test is also quite controversial. (Jean: Yes.) I mean, (Jean: Yes.) should students have to write a test to get into university (Gayle: Yes.) (Brenda: Ah!) (Redesign 3:857).

Gayle: But we could, we could make the course (Slight pause.) the, the kind of argument. In other words, um, literacy across the curriculum (Redesign 3:858).

Gayle: All teachers need to know about literacy (Estelle: Mmm.) because literacy operates across the curriculum. (Jean: Ja.) Because we haven't done a lot of that yet, (Jean: Ja.) so far .. (Redesign 3: 864).
 Brenda: You mean about all teachers are reading teachers and ... (Redesign 3: 865).
 Gayle: Ja, all teachers are teachers of literacy (Estelle: You see, that, that could be the actual assignment.) All teachers need to be teachers of literacy (Redesign 3:866).
 Jean: I like that, ja (Redesign 3:867).
 Annie: I also do. I like that idea (Redesign 3:868).

Estelle suggested the NBT, which all students wrote at WSoE in 2010, as a topic for debate. Then Gayle argued for a topic related to literacy across the curriculum such as “All teachers are teachers of literacy”. Five members of the team liked that idea and after more discussion everyone agreed that it was a good decision. But because this would be new material in the course, the team had to consider how debatable the topic was and where the academic content would come from:

Extract 5. 42

Estelle: So what, ja, so, so what would be your counterarguments? (Redesign 3:873).
 Gayle: Maths and science teachers don't need to be teachers of literacy (Redesign 3: 876).
 Estelle: Not relevant... (Redesign 3: 877).
 Brenda: It's, no, it's not (Redesign 3: 878).
 Gayle: Music teachers don't need to be teachers of literacy (Redesign 3:880).
 Jean: Phys Ed teachers don't need ...(Redesign 3: 883).
 Gayle: There's no time for it, you have, you don't have the resources for it, (Annie: Ja!) (Redesign 3:884).
 Gayle: I want to be a sport's educator. What do I need literacies for? (Redesign 3: 885).
 Gayle: Ja, I mean, quite apart from anything else, there's a whole argument which is in order to teach literacy you have to be a specialist literacy teacher, (Estelle: Mmm, mmm.) and I'm not a specialist literacy teacher, I'm a maths teacher and we can do some, in building up to this, we could do some of the work on language across the curriculum, you know, you know, all teachers are language teachers, (Michelle: Mmm.) that whole language across the curriculum ... (Redesign 3:935).

The team tested the idea of this topic by trying to identify the counter arguments and everyone contributed ideas. This discussion was similar to the discussions in Assignment 1 and 2 where team members consider what the answers could be to determine the sense of the task. In the end the team members all agreed with Gayle and “Every teacher is a literacy teacher” becomes the topic for the argument essay. It was perceived as an important topic because it would provide one sensible way of taking literacy across the curriculum, something which had not been successful in the course design for 2010. Extracts 5.42 and 5.43 demonstrate the collaborative nature of these discussions in reaching a good conclusion.

Extract 5.43

Gayle: It's a nice argumentative essay. I mean, can we find supporting material? (Redesign 3:872).

Estelle: And you see, what's nice is that you could get articles like on the skills shortage. (Estelle laughs.) (Brenda: Yes, that's my favourite stuff.) you know, like the *Financial Mail* or something, you know, that, that, that, that (Brenda: Mmm.) half of the youth are unemployed. I mean, 50 percent of unemployed people are the youth between 18 and 30, or whatever and all of those sorts of issues. I think that could be quite interesting (Redesign 3:887).

Gayle: Well, I mean, it gives the students a chance, who are pissed off with the course, (Margaret: Mmm.) (Estelle: Yes.) they'll have a whole lot of reasons that they can find support for, (Annie: Oh yes, they will.) (Jean: Ja.) and then the ones who are pro (Margaret: Yes.) the course (Margaret: Yes.) will be able to talk about it, I mean, it's actually puts, (Jean: Ja.) it actually asks them to reflect critically (Annie: On the course, so the ...) on the course, in fact (Redesign 3:889).

Gayle: Okay, so then what we can put in there, you know, all teachers are teachers of literacy, we can give them some simple stuff from Brahm's book which is very simple (Brenda: Mmm.) about how we failing in teaching literacy, okay? (Slight pause.) Um (Jean: What about ...) how we not managing to teach literacy. We can, it lead, it would lead very nicely into a research project where you go and then do the literacies (Redesign 3:907).

Michelle: Ja, but we have to give them readings (Redesign 3: 919).

Margaret: I think we will, ja (Redesign 3:920).

Gayle: No, we will have to give them readings (Redesign 3:921).

However, the exchanges around this assignment were different from the other two assignments because here the team were not mapping content from *NLFT* onto the assignment. In this assignment the team were dropping the existing content used for the argument essay around the environmental theme and in fact dropping all the course materials that were designed for this module that provided a particular way of taking literacy across the curriculum. This meant that new content and suitable readings had to be found and new tutorial activities had to be designed. There was a discussion about where to find this new content.

Extract 5.44

Estelle: I would say argument structure's key. (Margaret: Ja.) (Annie: Ja.) and, and referencing skills (Redesign 3: 926).

Annie: And take, and, and, and making position statement, (Margaret: Mmhmm.) (Redesign 3:927).

Gayle: Ja, and I have to be able to look at the other side of the argument (Margaret: Yes.) also, (Jean: Yes.) which I think is very nice (Redesign 3:928).

Jean: Ja (Redesign 3: 929).

Estelle: That's part of the structure (Gayle: Ja.) Ja? (Redesign 3: 930).

Gayle: Because you see, if we finished with this activity, (Annie: Mmm.) (Estelle: Mmm.) then a research project on school literacies (Jean: Follows like) flows really nicely from here, (Jean: Ja.) I think (Redesign 3:991).

The team members picked up on the importance of structure in an argument essay, referencing, taking a position and considering counter arguments. Gayle pointed out that this would be a good way to end the first semester because this assignment would provide a good lead into the research module about literacy across the curriculum in the second semester. The final version of the assignment read:

Assignment 3: Argument essay

Topic: Every teacher is a literacy teacher

Write an essay of 3-4 pages (900-1200 words) in which you argue either for or against this topic. In your argument you should:

- Introduce your argument by stating your own point of view and indicating why this is an important matter for teachers to debate
- Consider both sides of the argument
- Provide reasons and evidence for your stance
- Outline the counter arguments, with reasons and evidence and refute them (say why you don't think they are convincing)
- Refer to the debates and the readings we have done in class
- Refer to at least one of the readings about this topic on the blog
- Conclude by summing up the argument and re-enforcing your own opinion

I suggest that what is important about the design of this assignment is that the connections between academic literacy development, content and teaching and learning activities were easily achieved. I think this is because the topic for debate is inherently important for education and literacy across the curriculum and lends itself to differing points of view. It is a debate that has been engaged in all around the world, with many initial teacher education programmes designing courses in content literacy. Finding reading materials for this assignment proved to be easy and the readings actually included all the counter arguments the team had suggested.

Redesign: Collection or integrated curriculum (Bernstein, 2000)

Bernstein	Collection	Integrated
Design and structure	Classification strong – separation of disciplines	Classification weak – application across disciplines and integration valued
Content and outcomes	Framing strong: Rigid selection of content, topic, skills	Framing is weak: teachers can select content, topics and skills
Collaboration	No collaboration between subjects	Teachers work in an interdisciplinary team
Types of knowledge	Formal school knowledge	Try to integrate everyday knowledge, school knowledge and knowledge across disciplines
Discourses	Vertical discourses	Horizontal discourses
Organisation	Hierarchical knowledge structures	Knowledge organised thematically
Teaching and learning activities	Taught systematically with carefully sequenced steps	Not always systematic and sequencing is at discretion of teacher
Assessment	Performance model	Competence model
Outcomes	Segmented knowledge	Cumulative learning
Aim	Specialisation and deep disciplinary knowledge	Applying key concepts and skills across subjects and to everyday situations
Context	Suitable for university	Suitable for life

Table 3.2 Collection and integrated curricula

Table 3.2 Collection and integrated curricula, is repeated here for ease of reference. Using the features of Bernstein's integrated and collection curriculum, the redesign for 2011 does retain some features of an integrated curriculum, but is now positioned more closely towards the "collection curricula" end of the continuum.

NLFT (2011) includes some of the typical features of an "integrated curriculum" but in dropping all the interdisciplinary work, the involvement of staff members from other disciplines and the units they produced, the textbook extracts and readings from other disciplines and the theme on environmental awareness, the classification in 2011 became much stronger with a clearer focus on disciplinary knowledge. According to Bernstein (2000), horizontal structures that encourage teachers of different disciplines to work together are an essential part of an integrated curriculum. Although application across disciplines and integration was still valued, it was not explicitly built into the lectures, the readings and the tutorial activities, with no special focus on integrating knowledge across disciplines. Everyday knowledge and school knowledge were integrated in the first and second assignments by focussing on students' own literacy practices. The third assignment is an argument about whether all teachers are teachers of literacy, but the focus of the argument is very discipline specific i.e. it is about literacy.

Although knowledge was still organised thematically, all of the themes were now about literacy. In the redesign the features of a "collection" curriculum became stronger. There is strong classification and rigid framing: selection of content, topic, skills. The new design principle focussed on teaching academic literacy systematically with carefully sequenced steps. The design principle focused on specialisation with the deep disciplinary knowledge (literacy) suitable for university. The redesign of *NLFT* made it more of a collection curriculum rather than an integrated curriculum, a return to the status quo at university.

5.3.4 Developing materials for 2011

The redesign team divided themselves into three pairs to go away with the assignment sheets from this meeting and develop three new modules for the first semester.

Extract 5.45

Gayle: Well, I think it's very important to do it in time to give it to the members of the core team to have a look at (Redesign 3:1384).

Michelle: Yes. It must be before it goes to printing, we all need to look at it (Redesign 3:1350).

Jean: Now okay, there's, there's another, there's a s, another slight problem here which is a trap we fell into last time, but when we go off separately and we plan, (Estelle: Mmm.) okay, it's three weeks this time not a week, so our three weeks will be consistent but if we don't know what comes in the three weeks before, what's coming in (Annie: Mmm, that's where we went wrong last time.) the three weeks afterwards. So maybe what we need to do is to do a planning stage in-between (Redesign 3:1354).
 Annie: So, so what are you saying, Jean? That, that Gayle and I must plan and, (Jean: As soon as ...) we could just actually send it out on e-mail to everybody (Gayle: Ja.) (Redesign 3:1365).
 Gayle: And then you guys build on it (Margaret: Okay.) (Jean: Okay.) (Annie: And then you plan. And then you send it ...) and then you send the whole lot out and then they build (Redesign 3:1366).
 Annie: Like pass the parcel (Redesign 3: 1369).
 Gayle: Okay, so this is what I suggest, Estelle, I suggest you give us each the pieces of paper (Margaret: A page, ja.) relevant to our section from off there (Redesign 3: 1379).

This development process was much more successful than the 2010 materials development for a variety of reasons. In the first version of *NLFT* Semester 1, there had been eight people designing various weeks on the course.

Extract 5.46

Annie: one of the problems I think in the development though is that we were working in isolation of one another we didn't know what the other person was doing. Had I known in detail what Heather was doing I would have applied that visual model to the film I mean that would have worked so well (Redesign 1: 452).

Even though the team had presented their materials to each other in 2009, the actual development had worked very much in isolation and coherence had been a problem. I suggest that this process had also contributed to the curriculum overload of the first version of the course. This was discussed in the reflective part of the redesign process. Now the team agreed that they should have the actual materials for the previous module before they started developing their own. The team would share their materials with each other in a "pass the parcel" like manner. Although six people originally volunteered to do the materials, in the end it was only four team members who worked on Semester 1, half of the amount of developers in 2010. Tasks and activities and readings followed logically on from each other building up to the assessment for the module. This may also be attributed to the fact that the redesign team were more familiar with the course and were working from three assessments that they had all agreed on. The smaller team achieved far greater consistency and coherence than the bigger team in 2009, partly because of the guiding principle of redesign and partly because of the sequential sharing of materials during development.

5.3.5 Course content for 2011

This analysis ends by providing a summary of the redesign similar to that of the course materials for 2010 in *Table 5.1: Overview of course materials for Semester 1, 2010*

Semester 1 2011					
Week	Topic	Lecture	Tut activities	Readings	pages
Module 1: Introduction to literacy : 4 weeks					
1	Getting to know you		2 preparation act 6 tut activities	1 p from workbook	6 pp
2	Getting to know the course	Autobiographies	2 preparation act 6 Tut activities	8 pp reading for pleasure 1 p on taking notes	15 pp
3	Introduction to <i>NLFT</i>	Focus on New literacies – concepts and definitions	2 preparation activities 7 tut activities	7 pp on how to write the first assignment	14 pp
4	The four roles of the reader and writer	Four roles of the reader	preparation act 2 Tut activities: 4 Assignment 1: Literacy Autobiography	7 pp extracts 8 pp academic reading	23 pp
Module 2: Literacy and Identity: 3 weeks					
5	Bilingualism	Understanding academic readings: content, genre & strategies	2 preparation act 4 tut activities	13 pp academic literacy notes 7 pp academic	21 pp
6	Biculturalism	Magazines and academic journals	1 Preparation act 6 tut activities	6 pp academic	14 pp
7	Constructing identity in digital spaces	Constructing identity in digital spaces	2 preparation act 9 Tut activities Assignment 2: Comparison	5 pp academic 5 pp academic literacy notes	14 pp
Module 3: Literacy across the Curriculum: 4 weeks					
8	Introducing arguments	Modelling an argument	3 preparation act 4 tut activities	8 pp academic 8 pp academic literacy notes	26 pp
9	Arguments in readings: Every Teacher a teacher of literacy	No lecture	Preparation act 1 tut activities 3	Start article – TE 27 pp academic	31 pp
10 (weds)	Writing your own argument Feedback on assignment 2	No Lecture	Preparation 1 Tutorial activities 3	Same pages academic	2 pp
11	Understanding assignment 3	Another take on doing arguments:	Preparation 1 Tutorial act 5 Assignment 3: Argument	same pages	7 pp
12	Exam preparation Revising main concepts	Domains, practices and genres Exam preparation	Tut activities 5		2 pp
Totals Weeks 12	12 topics	10 lectures	17 preparation activities 57 tut activities	107 pp 61 pp academic readings 34 pp academic literacy notes	175 pp

Table 5.2: Overview of course materials for Semester 1, 2011

In *Table 5.2 Overview of course materials for Semester 1, 2011*: an overview of the materials for 2011 is provided by counting the number of pages in the course pack, per module and

weekly topic, the number of tutorial activities, preparation activities, assessment details, pages of academic reading, pages of academic literacy notes, etc.

The new version of Semester 1 for 2011 was divided into 3 modules: *Introduction to Literacy*, *Literacy and Identity* and *Literacy across the curriculum*. Each of these modules was designed to build up to the three assessments at the end of the module. The weekly topics demonstrate this. The tutorial activities provided a scaffolded way for students to explore the topics and to practice the academic skills needed for the assignments. For example, in Module 2: *Literacy and Identity*, there are 13 activities that help the students to engage with the academic reading on which the assignment is based; there are 11 activities that engage students with the main concepts in these readings and provide an opportunity to relate these to their own literacy practices; there are five activities where students engage in comparing and contrasting; there are five activities that go through the assignment topic with the students and there are 18 pages of academic literacy notes where students are provided with guidelines for comparing and contrasting. In each module the weekly topics were designed to build up to a final assessment task for that module and the teaching and learning tasks all worked towards this.

Weeks	Year	Lectures	Activities	Readings	pages
Totals	2010	9 lectures	33 preparation act 107 tut act	313 pp Academic 125 26 Academic literacy notes	365
Totals Weeks 12	2011	10 lectures	17 preparation activities 57 tut activities	107 99 61 pp academic readings 34 pp academic literacy notes	175

Table 5.3: A comparison of page counts for the materials in 2010 and 2011

Table 5.3: A comparison of page counts for the materials in 2010 and 2011, compares the totals of activities, readings and pages in the course pack for 2010 with those for 2011. This table demonstrates that the redesign had substantially less material and hopefully this would solve the problem of curriculum overload. In 2010 the total page count was 365, whereas in 2011 the total page count was 175 i.e. the 2011 course pack was 190 pages shorter than the 2010 course pack. In 2010 the total number of pages for the students to read was 313, whereas in 2011 the total number of reading pages was 107, so these pages had been cut by 206 pages. In 2010 there were 125 pages of academic reading whereas in 2011 there were 61 pages of academic reading. In accordance with the decision to make

academic literacy more explicit and build it into the teaching and learning activities in each module, the number of pages of academic literacy notes increased to 34 pages in comparison to the 26 pages in 2010 and these pages were carefully integrated with the tutorial activities.

5.4 Key findings for redesign

In the redesign of *NLFT* in 2011 a new design principle was adopted: the systematic development of academic literacy. A decision was made to use the course structure and assignments from an earlier academic literacy course to structure and revise the course materials. The new design principle enabled the designers to foreground academic literacy in the first semester and to develop it systematically and explicitly around three carefully sequenced assignments. However, this design principle had consequences for sociocultural theory and literacy across the curriculum.

The first key finding in the redesign phase was that this design principle provided the framework to redesign the materials in a more coherent way, attending to issues of sequencing and pacing; selection of topics and readings; and the alignment of teaching and learning activities, content and assessment (Biggs, 2003). In addition, this design principle enabled the designers to deal with a number of problems identified in the thematic analysis of the data during implementation, including: curriculum overload, badly planned assessment, non-systematic attention to academic literacy and unsuccessful attempts to take literacy across the curriculum.

The second key finding was that the materials development process was streamlined by working in a much smaller group and developing the three modules sequentially rather than simultaneously. In this way the redesign was faster and more collaborative than the original materials development in 2009. The group for redesign was much smaller with only eight members participating in discussions and four members, three from the core group and one new member from the tutoring team, redesigning the materials. All members of this group had the shared funds of knowledge of the first semester of the course and sociocultural theories of literacy. The success of the task completion in the redesign group supports

research that indicates that when people work in smaller groups they are more productive and task oriented (Levine & Moreland, 1990; Mebane & Galassi, 2003; Rowley, 1989).

However, there are factors in the redesign which deserve careful consideration. It is debatable whether this redesign produced a better course than the course for 2010. It was certainly not as innovative. It is also debatable whether 61 pages of academic reading in one semester are enough to produce competence in academic reading. Considering that *NLFT* strove to provide students with strategies to access academic articles, it might seem that there are not enough academic readings to develop this competence in the redesigned course. However, one does need to take into account that the aim of this course was to develop academic literacy skills that would be transferable to other disciplines within the B.Ed. curriculum. In other words, students would be able to practice these skills in their readings and assignments in other courses. The content of the first semester shifted so that academic literacies were foregrounded.

However, it is significant to note that there were many important aspects of the 2010 course that were lost in the redesign:

- The careful design of a course that would draw the threads of all five literacy domains throughout the year was lost
- All the units designed by staff members from other disciplines were dropped
- There was no specific focus on literacy across the curriculum
- Book club activities were minimalized in 2011 and the initial concern for developing the personal domain began to disappear from the course.

Another criticism of the redesign is the way in which constructive alignment was implemented. At the time of redesign it seemed a good idea to start with the three assignments and work backwards towards the teaching and learning materials. This is, in fact, counter-intuitive to Biggs' (2003) version of constructive alignment which begins with the outcomes and assesses to see whether the outcomes have been achieved:

In setting up an aligned system, we specify the desired outcomes of our teaching, in terms not only of topic content, but in the level of understanding we want students to achieve. We then set up an environment that maximises the likelihood that student will engage in the activities designed to

achieve the intended outcomes. Finally, we choose assessment tasks that will tell us how well individual students have attained these outcomes (Biggs, 2003, p. 13).

As a result of beginning with the assessments, I suggest that in the redesign of the first semester, the outcomes originally designed for the course and contained in the MADs documents, the Student Handbook and the course outline were not being fully met:

Learning outcomes for the course

1. Read and write a variety of authentic texts for pleasure and information
2. Read and write for academic purposes across the relevant disciplines in the B.Ed. curriculum
3. Engage critically with the multiple literacies needed to teach learning areas and subjects across the school curriculum
4. Read, engage critically with and produce/design a wide range of multimodal texts for different purposes, using various media
5. Analyse and evaluate the links between language, literacy, learning and identity in the South African context

By adopting the structure and the assignments of a previous course in academic literacy, little attention was paid to the general learning outcomes for *NLFT*. In fact, the first semester of *NLFT* became an academic literacy course that had already been tried and tested. The 2011 version of the course failed to take the other literacy domains into account and this stripped the course of its novelty and careful attention to implementing a socio-cultural approach to literacy. This had been the key design principle for the course in 2009 and a working model for putting theory into practice had been carefully conceptualised. This curriculum design was abandoned in the redesign.

A third key finding was that the initial attempt at interdisciplinary design in Semester 1 had failed. The course developers had attempted to design an “integrated curriculum” (Bernstein, 1990, 2000) by including units designed by members of staff from other disciplines and by looking at textbook extracts from subjects across the curriculum. This is also how Bernstein (2000) suggests an integrated curriculum is achieved. The idea was that developers from other disciplines would design units from the perspectives of their own disciplines and this would achieve the purpose of taking literacy across the curriculum. I suggest that this particular attempt to take literacy across the curriculum contributed to curriculum overload by trying to take every aspect of the course across other disciplines and using themes that would allow for this kind of integration of content (Module 2, around the theme of environmental awareness, 2010, is a case in point).

I suggest that there are several reasons for the failure of this attempt at interdisciplinary design:

- There was virtually no buy-in from staff members from other disciplines
- Contributions from other staff members were limited in terms of time and for the most part they were designing a week in isolation. Student and tutors often saw these as isolated units
- Tutors on the team misunderstood the purpose of the interdisciplinary design – for example, many of them thought the module on environmental awareness was aimed at developing environmental awareness in the students and had nothing to do with literacy
- Core members and tutors did not have the funds of knowledge for teaching literacy in these different disciplines

The redesign principle of focusing on the systematic development of academic literacy had the serious consequence of making *NLFT* more of a collection curriculum than an integrated curriculum. But in the redesign of the first semester, Module 3: Literacy across the curriculum, did introduce the argument that every teacher is a literacy teacher and provided students with the opportunity to explore issues of content literacy and how literacy is used in all subjects.

NLFT did manage to take literacy across the curriculum in a completely different way in the second semester of 2010 through the module on research. Students were required to investigate how literacy worked in the subjects they were going to teach, the literacy practices used in the classroom in that domain, textbooks and genres in that domain, and the modes that predominated in textbooks and classroom practices. The research module included the collection of empirical data on Teaching Experience, where students had to interview teachers and observe lessons to find answers for their research questions. It is my contention that this was an important way of taking literacy across the curriculum that was meaningful for the students and helped them develop an understanding of the literacy practices in the subjects in which they would be teaching. The group presentations of their findings and their individual research reports revealed that most students had gained a

depth of understanding of literacy across the school curriculum. These presentations also enlightened students about how literacy worked in subjects other than their own academic majors. The presentations provided a comprehensive insight into literacy across the school curriculum.

However, the research project merely laid the foundations for understanding how literacy works in different subjects across the curriculum. This foundation should have been built on within the subject disciplines. *NLFT* designers always understood this – but it never happened.

Chapter 6: The process of group development, implementation and redesign

In much of the research about working in small groups certain attributes that affect the ways that groups work together have been identified. Sell et al (2004) argue that:

Although the definition of a group may be tightly circumscribed for some purposes, the general approach taken across the disciplines is to define the attributes of the group and then investigate how certain attributes may affect the fundamental operations of that group (Sell, Lovaglia, Mannix, Sameulson & Wilson, 2004, p. 45).

This chapter provides an analysis of the process of group work and collaboration by drawing a comparison of the attributes and patterns of interaction across the three different groups: the group for curriculum design and development (2009), the group for implementation (2010) and the group for redesign (2010). This chapter focusses on the second sub question: How did the process of group development and collaboration enable and/or constrain the processes of curriculum design, materials development, implementation and redesign?

6.1 A comparison of group attributes

The process of group collaboration has been analysed by considering attributes selected from the literature review that are regarded as having an impact on group work and collaboration in this particular context (See 2.3.1). These attributes include:

- The composition of the group
- Funds of knowledge
- Motivation and investment
- Power, status and leadership styles

Similarities and differences across groups will be highlighted and their effects on team work identified. Each section will draw references from the literature review. Underlying this discussion will be the consideration of the ways in which these attributes enabled and/or constrained the processes of group work, the curriculum design, materials development, course implementation and redesign.

6.1.1 Composition of the groups

Here I consider how the composition of the group, the size of the group, the context and the nature of the task, affected participation and collaboration. Mebane and Galassi (2003)

draw attention to the advantages and disadvantages of working in large groups:

On the one hand, as the number of people in the group increases, so does the range of abilities, opinions, knowledge and skills that are available. On the other hand, as the number of persons in the group increases, organisational problems become difficult and negatively influence group performance and productivity... demands on individuals becomes less stringent and produces lower levels of productivity (Steiner, 1972), and members are less likely to experience personal satisfaction, which includes pride in accomplishing a complex task or feelings of making an important personal contribution (Seaman, 1981, as cited in Mebane & Galassi, 2003, p. 260).

Research suggests that the optimal number for a task oriented group of this nature is five to seven members (Levine & Moreland, 1992; Mebane & Galassi, 2003; 1990; Moreland & Levine Seaman, 1981). However, this course was a core course for first year students and needed a large teaching team. In the development year wide consultation was sought to facilitate the interdisciplinary design and in the hopes that the designers would become the tutors.

The composition of the group for curriculum design and development

Curriculum design and materials development was carried out through a process of group collaboration and team work in 2009. There were three different kinds of groupings that took place during this process:

- There was a core group of eight members who met for curriculum design in the first six months and with the larger team for consultation
- There was a larger group (22) which included the core group and 14 colleagues from other disciplines, who consulted with the team at different times.
- There were smaller groups of two or three who met to discuss specific literacies or to plan and develop materials for different units of the course.

I, as the researcher/ coordinator/ participant, was a member of all of these groups and coordinated the knowledge, thinking and planning of all the groups. The actual planning and materials development work was carried out by six members of the core group together with four members from other disciplines. Thus only ten members of the larger consulting group of 22 became materials developers. The core group, where members joined

voluntarily because they were interested in the task and dedicated to the goals, was very task-oriented and cohesive. But later when the group expanded to include members from other disciplines, this cohesion was affected.

Working with the larger group (22) was enabling in some ways and constraining in others. Working with members from other disciplines as part of the planning team enabled the team to take literacy across the curriculum in a particular way. This was the way Bernstein (2000) imagined an integrated curriculum would be designed. It enabled the discussion of an abundance of ideas, resources, opinions and experience in different areas. But at the same time this was constraining because the team had to select from this abundance and making these selections was difficult. Many good ideas fell by the wayside because there were too many ideas. This is illustrated by the many book titles that had been selected to work with. Extract 6.1 demonstrates my concern, as coordinator, with the number of ideas and texts:

Extract 6.1

Jean: I think that one of the problems that we have, and I'm sure the other courses don't have similar problems, is that we've got so many really good texts and so many good ideas, how we are going to harness them and select and decide what to use and not to use is going to be quite difficult" (2009: 8: 58).

The larger group experienced many of the organisational difficulties and constraints identified by Mebane and Galassi (2003) in working with a large group. These constraints included: difficulties in finding times to meet; keeping everyone's attention focused on the task; making sure that all voices were heard and trying to understand different perspectives. The actual work of materials development only happened in smaller groups, and sometimes by individuals. Participation in these groups was voluntary and team members offered to be part of a particular group because it was a particular interest of theirs. In the smaller groups who did the materials development there was definitely a sense of satisfaction "which includes pride in accomplishing a complex task or feelings of making an important personal contribution" (Seaman, 1981, as cited in Mebane & Galassi, 2003, p. 260). This provided a sense of ownership amongst the smaller development groups that was not really shared by the larger group. Some members of the larger group referred to *NLFT* as "your course" (See 6.1.3), indicating that they did not really see themselves as an integral part of the team.

Composition of the group for implementation

During the period of implementation in the first semester of 2010, *NLFT* was taught by a total of 16 tutors. Seven members of the tutor team were members of the core group; two of them were staff members from other divisions; and seven of them were sessional staff employed to tutor on *NLFT*. Thus the expectation that the course designers would teach the course was not realised. Four of the tutors who were sessional staff were busy with post graduate studies, three of them at WSoE. Only five people lectured during this semester. Two of these lecturers were staff members from other divisions who were not part of the tutoring team. Working with such a large group of tutors created logistical difficulties as well as pedagogical difficulties – these are detailed in 5.1.1.

The nature of the task for this group was substantially different to the nature of the task for the other two groups as they were tutoring with the materials developed in 2009. At some point everyone tutored from materials developed by other people and a few people taught from materials they had developed themselves.

Composition of the group for redesign

Redesign of the first semester began in May 2010 as soon as classes were over. Everybody on the tutoring team was invited to attend the first redesign meeting to reflect on the teaching in the first semester and provide feedback. Ten out of 16 tutors attended this meeting and gave their input. Eight people participated in further meetings for redesign, six members of the core group for development (2009) and two sessional staff members who had tutored on the course. Only four of these members participated in the materials development for 2011. Thus the group for redesign became progressively smaller and smaller, and substantially smaller than the group for materials development in 2009.

The nature of the task for redesign was very different to the nature of the original materials development. A simple principle of following the structure and assignments of the academic literacy course from previous years and mapping the contents of the *NLFT* onto this structure had been adopted (see 5.3.2). The group of eight met to design three assessments. Then three modules were designed around these assessments by four

members of the group. Three were members of the core group and one was a sessional staff member employed to tutor on *NLFT*.

Comparison of the composition of the three different groups

In comparing and contrasting the composition of the groups across curriculum design and materials development, implementation and redesign, the following similarities emerge:

- The context remains the same, an academic context, a compulsory first year course, *NLFT*
- There is a core group of six who were involved with the original design, the implementation and the redesign
- The actual work of materials development is done by pairs or individuals reporting back to a larger group, which was the same for the original design and the redesign

There were also several differences across the three groups:

- The size of the groups fluctuated from 22 for curriculum design; ten for materials development; 16 for course implementation; eight for redesign; and four for materials development for 2011.
- Membership of each group was different:
 - the curriculum design and development team (2009) had a core group of eight staff members and a larger group of 22 (including the eight in the core group) staff members from various disciplines for feedback and consultation
 - The tutoring team was comprised of seven members of the development team, two staff members from other disciplines and seven sessional staff members employed to tutor on *NLFT*
 - The redesign group was comprised of six members of the core group for development and two sessional staff members
- The task for each team was different:
 - For the original development team, it was the curriculum design and materials development of a completely new core course for first year B.Ed. students
 - For the implementation team, the task was to lecture and to tutor using the course materials developed in 2009

- For the redesign team, the task was to reflect on the course, discuss the problem areas, decide on a principle for redesign, produce a new curriculum and new teaching and learning materials for 2011

The question that remains is how the composition of these groups constrained and/or enabled the processes of curriculum design, materials development, implementation and redesign. Looking across the composition of these three groups I argue that the smaller the groups became, and the more committed they were to the course, the easier it was to streamline processes and produce new materials. The size of the group was definitely a constraining factor in the original curriculum design and only ten members of this team became materials developers. The large number of tutors in the implementation phase raised a number of challenges which are addressed in 5.1.1. The smaller group in the redesign process enabled a much quicker and more coherent curriculum design. There were only three redesign meetings and the materials were reworked very quickly by the development pairs to produce new materials for 2011. This comparison seems to support Mebane & Galassi's (2003) argument that the optimal size for small groups faced with a complex task is five-seven members.

However it can also be argued that there were not enough voices in the redesign group to challenge the principle and the purpose of the redesign. Whether the decisions made by the redesign group were better than those made by the original core group is debatable (see 5.4 for this discussion).

6.1.2. Funds of knowledge

Moll, Amanti, Neff and Gonzalez (1992) use the term "funds of knowledge" to refer to "the accumulated bodies of knowledge of the households" (Moll et al, 1992, p. 133). Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo and Collazo (2004) broaden the concept of funds of knowledge to include instructional and disciplinary funds of knowledge, a variety of every day funds of knowledge, school funds of knowledge and the literacy practices and discourses associated with different subjects or disciplines. In the field of education the instructional and disciplinary funds of knowledge identified by Moje et al (2004) are well known as "content knowledge" (disciplinary knowledge); and two types of instructional

knowledge: “pedagogical knowledge” (knowledge of general teaching practices) and “pedagogical content knowledge” (knowledge of how to teach particular content) (Cochran, 1997; Gudmundsdottir & Shulman 1987). Moje et al (2004) make the argument that discourses and literacy practices can only be fully understood if one has the funds of knowledge for the discipline or subject. In other words, when working within a particular discipline, or subject, there is a need to understand how knowledge is constructed, how the discourse works and how literacy is practiced in this discipline (see 2.2.4).

Each member of each of the three different groups in this research came with different “funds of knowledge” based on their personal histories, life experiences and experiences with literacy, academia, various disciplines, teaching and course development.

The content knowledge needed to design or teach on *NLFT* is the knowledge of literacy theories, particularly *New Literacy Studies*, where literacy is seen as a socially situated practice. This was the privileged fund of knowledge across all three groups in this research. The concepts of literacy domains and literacy practices are fundamental to the structure and content of the course and for laying a foundation for understanding literacy across the curriculum (see 4.4.1 and 4.4.2). Whilst these funds of knowledge were common, in varying degrees, to most members of the core group, they were not common to many staff members from other disciplines or the tutors on the implementation team. Most of these colleagues were not familiar with the sociocultural theory of literacy and thus lacked the privileged funds of knowledge in this context. It is quite ironic that the development team underestimated the importance of this content knowledge for the course and did not clearly recognise that literacy is a discipline in its own right.

Funds of knowledge about academic literacy became an increasingly important fund of knowledge as the implementation progressed and the redesign was undertaken. Only five members of the core development team of eight had extensive funds of knowledge about the teaching of academic literacy to first year university students and many members of the implementation team lacked this fund of knowledge as well.

Funds of knowledge of the group for curriculum design and development

The core group consisted of colleagues from five different divisions. All of these team members had an interest in language and literacy and came with differing, but complementary, funds of knowledge. Cumulatively, their work experience included teaching courses in language methodology, curriculum, academic literacy in various disciplines, English, Media Studies and literacy in the Foundation Phase B.Ed. programme. All members of the core group came with experience in curriculum design and materials development. Four members in the core group were busy with post graduate studies in literacy. Two members of this group already had PhDs in literacy.

Team members also came with varying funds of knowledge from their own life experiences. Two members of the development team came with funds of knowledge from being second language English students at English speaking universities and then lecturers at these universities. Two members of the development team came with funds of knowledge gained from working in one of the largest literacy NGOs in South Africa, designing and developing literacy materials and training teachers in literacy development. Some members of the team had been part of the national workshops on developing the new curricula for schools (Curriculum 2005, NCS and CAPS) and universities. Some members of the team had been writers or developers of school textbooks. Five members of the core team had substantial experience in teaching academic literacies.

In the larger group, colleagues came from other disciplines, including English, Arts and Culture, History, Geography, Science and Biology, EdIT and the library. They came with varying funds of instructional and disciplinary knowledge, including experiences in developing and teaching courses in these disciplines. The member from Arts and Culture had significant funds of knowledge in literacy, visual literacy and digital literacies and through her instructional and disciplinary knowledge, she provided a new perspective in these areas. The colleague from history had considerable funds of knowledge about different historical genres and the importance of consulting different kinds of sources, including visual sources. The colleagues from EdIT came with considerable funds of knowledge in computer technologies, software applications and teaching computer competence. The colleague from science and biology came with considerable funds of

knowledge in science, biology and environmental awareness and different genres, text types and media for science and biology.

The fact that the funds of knowledge in the sociocultural theory of literacy were not shared by many members of the larger group proved to be a serious constraining factor. The original development team underestimated the importance of this fund of knowledge.

Funds of knowledge of the group for implementation

Seven members of the tutoring team had been part of the team for curriculum design and development. These team members had privileged funds of knowledge about literacy as a socially situated practice as well as about how the course had been conceptualised and developed. They were fully in tune with the purpose of the course, the content and the materials development of the two course packs for the first semester.

The two staff members from other divisions did have some funds of knowledge about literacy, but from the perspective of their own disciplines. This did not include sociocultural theories of literacy. They did not have the funds of knowledge about the course gained by the development team. But they did have significant funds of knowledge about the broader context, WSoE, the students and the institutional culture. They also had considerable funds of knowledge about course development, lecturing and tutoring.

However, the funds of knowledge about literacy, particularly literacy as a set of socially situated practices, were not always consistent and tutors and designers defined literacy from the perspectives of their own experiences and disciplines. For example, there was a lot of debate about whether watching a film qualified as a literacy event. Although lengthy, the following extract is worth including as it indicates the differences in perceptions of literacy from different perspectives or disciplines:

Extract 6.2

Gayle: So, sorry Annie, can I just come in there? (Annie: Yes.) Are we redefining literacy event for them (Annie: Yes.) from the, from Shirley, Shirley Heath, okay, (Annie: As been written.) as being involving a written text, (Annie: Ja.) and a film is not a written text. (Annie: Ja.) So I think we want to do it kind of more metaphorically, (Annie: Okay, ja.) you know, this is not a literacy event, (Annie: Ja.) it involves literacy, people read scripts and, (Annie: Ja.) I mean, I don't know how you want to do it (2010: 5: 106).

Annie: You see, this is what I find challenging, I mean, I view, I view watching a film, you needing certain literacy prac, lit, literacies to be able to do it, I mean, we call it visual literacy (2010: 5: 107).

Gayle: But we, you know, we going to confuse them, I'm telling you now we going to confuse them (2010: 5: 108).

Annie: Ja, I mean I, okay, so how can we not do that? (2010: 5: 109).

Gayle: Well that's what I think we need to think of (2010: 5: 110).

Jonathan.: No, I don't know this, as a student, as a student of literary studies, things are basic texts, we treat things as texts, movies as texts, and even in the practice of criticizing texts we use also the same models, the same processes and even always the same terms and more and more universities include movies as bigger texts for, in literary studies. So I think it qualifies but I know there's a dilemma if the students have been told previously that these do not qualify as literary texts. But then they going to go out there into the world and find in some other institutes and in some other (Jean: Disciplines.) books and disciplines that things are treated, so we might as well resolve it now (2010: 5:111).

Gayle: J.J. we not talking about, are you saying a literacy text? (J.J.: Ja.) You not talking about a literacy text because we define a literacy text (J.J: Okay.) as a text that involves (Jean: Reading and writing.) (J.J.: Print and ...) writing (2010: 5:112).

Gayle: I don't have a problem with oral being a text, (Faye: Ja.) I don't have a problem with a film being a text, whether they are literacy events is for me an issue because we have defined a literacy (Faye: What if you have to read the subtitles.) event differently. You know, otherwise we have to start saying that, you know, texts are multimodal. We going to confuse them, that's, I don't know the way out but the events and practices stuff I think becomes tricky (2010: 5: 113).

Gayle: You see, we, we really need to think this through (Annie: Mmm.) because I think that the, what the Heath definition does, (Annie: Mmm.) that I think is important, is it distinguishes between oracy and literacy. Now, some people put oracy, the 'New Literacies' puts oracy in with, as, as a literate, you know, cause there you also decoding and encoding symbols but I think it's useful to keep a distinction between oral and literate and I don't think that it's useful to collapse those two and we have a term for oracy, okay, there's oracy and there's literacy, there is a distinction. We don't have a distinction between literacy and, (J.J.: The visual.) and, you know, like reading in, well, it's visual literacy but actually it's multimodal literacy but we don't have it's own word like in oracy. So, you know, I think we could, I think we could make a move and, and talk about that modern texts (J.J.: Ja.) are multimodal and extend that definition. It's the only way we going to be able to do it (2010: 5: 114).

This extract demonstrates explicitly the complexities of defining literacy in a particular way and of understanding the key concepts in the sociocultural theory: literacy domains, practices and events. Some tutors were quite clear that in this course literacy involves reading and writing, but even these tutors were wondering about their definitions because they were not sure where visual literacy and film fits in. Tutors from media studies and literary studies saw "texts" as including visual texts and multimodal texts, so that film is regarded as a kind of text. Gayle argued controversially that whilst we can classify film as a kind of text, a "literary text", watching a movie is not a "literacy event" because it doesn't involve reading and writing. She makes the fine distinction between "literary" and "literacy". There was a decision taken that "literacy" in this course would refer to reading and writing, with the idea of not confusing the students. It could be argued that this is a narrow definition and many academics from other disciplines such as media studies and literary studies would argue strongly that watching a movie is a literacy event. But the exchange reveals clearly that the tutors were not in agreement about what literacy is.

Funds of knowledge of the group for redesign

There were eight people who participated in the redesign, six members of the core group and two sessional staff members who had tutored on the course. The six members of the core group had considerable funds of knowledge in socio-cultural theories of literacy. Five members of this core group had significant funds of knowledge in teaching academic literacies, particularly to first year students at WSoE. One of these five had taught academic literacy at another institution and at WSoE. All eight members of the redesign team had tutored on the first semester of *NLFT* in 2010 and had important funds of knowledge about the course, the assessments, the content, the experiences of the students they had tutored and their own experiences of tutoring on the course.

Comparison of funds of knowledge across the three groups

In comparing and contrasting the funds of knowledge across the groups for curriculum design and materials development, implementation and redesign, the following similarities emerge:

- All team members had completed or were engaged in post graduate studies
- In each group there were six members of the core group who had all the funds of knowledge necessary to design, implement and redesign the course
- In each group, the core group had funds of knowledge of socio-cultural theories of literacy

There were also several differences across the three groups:

- Many members of each group did not have necessary funds of knowledge in the sociocultural theory of literacy (content knowledge)
- Members from each group came from different disciplines with different funds of knowledge and different understandings of literacy
- Whilst members of the development group and the redesign group had funds of instructional and disciplinary knowledge, including experiences in developing and teaching courses at university; several members of the implementation group did not have these funds of knowledge – many of them had not designed and developed

courses and some of them had never taught at university before or assessed students

- Whilst several members from each group had funds of knowledge in the context of WSoE and the kinds of students who would be doing the course, some members of the implementation and the redesign team were new to WSoE and even to the South African context
- Whilst some members of each group had funds of knowledge in teaching academic literacy, some members from each group did not.

What does this comparison reveal? The funds of knowledge across each of the three groups were extremely diverse. Of particular importance for implementation, many members of the tutoring team lacked the privileged funds of knowledge in the sociocultural theory of literacy which underpinned the course (content knowledge). Many members of the tutoring team also lacked experience in teaching and assessing at university (pedagogical content knowledge) and many of them were unfamiliar with the context of WSoE.

I argue that this had serious implications for the success of the first iteration of *NLFT*. When tutors do not have the required funds of knowledge (content knowledge, pedagogical knowledge and pedagogical content knowledge), it can impact on

- how they teach the core concepts in the course
- how they mark assignments and exams
- how the core goals of the course are met.

This lack of funds of knowledge on the part of tutors raises serious questions for university teaching which is supposed to develop deep disciplinary knowledge. How did the school and the development team possibly think that a university course could be taught by people who do not have the requisite content knowledge? I think it is important to note that at this point the school did not perceive literacy as a discipline in its own right. If a person could read and write then they could teach literacy. In much the same way as the belief that if you can speak Zulu you can teach Zulu. This is a misconception which has serious consequences.

It is significant to note that the design and development team were not expecting the large numbers of students in 2010 and the resulting necessity to contract outside tutors who did

not have the privileged funds of knowledge. These numbers of students were forced on the school at the last possible moment, in the first three weeks of teaching (see 5.1.1). The language division was unable to staff the course from inside the division and WSoE only managed to provide two tutors from other divisions. Contracting outsiders was an emergency measure and there was no time to look for the most appropriate tutors. This is what happens when management takes decisions without consultation. Even sending tutors from other divisions to teach on the course was most unsatisfactory. Divisions often sent the people they could spare and some of the tutors did not even want to teach on the course. There was no attempt to provide a background for them, apart from the course meetings. The time pressure of creating a tutor team at the last moment meant that there was no time to brief them or provide them with any kind of functional understanding of the purpose of the course. The implications of using staff from other divisions or staff from outside the school has been of concern from the first iteration of the course, but has remained unchanged to date. It became the regular pattern for this course.

6.1.3 Motivation and investment

The success of the collaboration for all three groups depended to a large degree on how motivated the team members were towards the task, how much they wanted to be part of the team and why they were part of team.

Intrinsic motivation is when one tackles a task because it is interesting, enjoyable or it is considered a worthwhile task. Extrinsic motivation is when one is motivated by external rewards or punishment; the need for approval from self or others; conscious valuing of the activity; and congruence of goals (Ryan & Deci, 2000). Investment, on the other hand, is when one buys into something because there is the belief that there will be some kind of return, usually in the form of cultural capital (Norton, 2000, 2011). So, for example, a person may be invested in the course because it is somehow going to benefit their academic career, increase their standing in the community or provide them with some form of cultural capital. I argue that there is a mixture of intrinsic and extrinsic motivation for members in the groups, as well as a sense of investment for some. There was also a lack of investment from tutors who had been forced to teach on this course against their will and it was clear in

course meetings that some tutors showed their lack of investment by not being fully prepared for each week. Their questions and comments often revealed this.

Investment and motivation of the group for curriculum design and development

Membership of the initial development group was voluntary and anyone interested in the course was invited to join. The core group were particularly invested in the process of course development as is seen from their regular attendance of the development meetings, especially on a Friday afternoon when most people would prefer to go home early. I draw attention to this in Extract 6.3:

Extract 6.3

Jean: Ok, what's really delighted me about this course is the amazing amount of interest and the dedication of the people who've come for two hours on a Friday for I don't know how long and everybody's got all these wonderful ideas (2009:13: 136).

I suggest that members of the core group were intrinsically motivated because they believed in the importance of the goals, particularly the idea of improving the literacies of students, the need for such a course and the value of the task. Members from different divisions were invested for different reasons: some were invested because they had been promoting the need for this course for a long time; some were invested because their own background was in teaching language and literacy; some were invested because they were studying post graduate degrees that had something to do with literacy. I, as researcher and coordinator, was probably the most invested of everyone, because the development, implementation and redesign of this course is the focus of my PhD studies.

I suggest that in many cases there was some form of external motivation for a variety of reasons and many of these reasons lead to a form of investment. This course was a high profile development in WSoE and membership of the group and contribution to the development would be seen favourably by school management (at that time). Working in this group promised certain recognition or rewards for members. Five members of the development team, including myself, were still on probation. For at least five other members of the team, the renewal of their contract depended on participation in this team and teaching on this course as is seen in Extract 6.4:

Extract 6.4

Annie: Ja, my contract hinges on this as does Brenda's (Meeting 2009: 3:18).

Only two members of the core team, Busi and Dimakatso, did not participate in the actual development of plans and materials, and their attendance at course meetings was sporadic. This suggests that their motivation in being part of the development team was slightly different. I suggest that they were partially motivated by the recognition that came from being part of this group, but also had a deeper intrinsic motivation. Both of them came from African language backgrounds and came with important funds of knowledge about the needs of the majority of WSoE students. They repeatedly reminded the team of these student needs, often relating their own experiences.

Extract 6.5

Dimakatso: Can I say something (Yes.) before you move on? I mean, if I was a s, student coming into *your course* and being presented with this kind of reading, I think it would be very, very, how do I say it, considering that students in many instances, I'm talking about my experiences here, that there would be many students who wouldn't have had a chance to read books and this is an exposure that I think they will appreciate more than anything. The, some of the books might, might actually help them to heal. As I was listening there is, there is messages, I can't remember which one, which could, oh, the one where (Dog eat dog.) Dog eat dog, where the, the, the, they were undermined and, and including the, the coloured, they would identify with how they worked through schooling. I mean, I, I, if one can just remember how teachers sometimes treat us learners in a school, how they are, they, you know, they are never treated to be intelligent in any way and it is only when they've made it in life and they go back to the teachers ... I, I, I, I, I for one, I was dismissed, I was completely dismissed as a person who didn't make it in life by some teachers. And where I am, I meet them I say 'do you know where I am?' (Laughter) And they ask I say 'I am a lecturer at WITS' and they say 'wow, well done' and I, I feel like saying 'do you know how much you made me not to want to even think that I'm worthwhile?' So for me, let's not drop the ideas of, of just enabling the students to relate to their identity because this for, for them is going to, to make them feel, you know what, I'm not alone. If somebody has written their story in this way, and maybe some students might actually start writing their journals. (2009: 6:132)

Dimakatso had already shared how her early literacy experiences were in the form of the wrappers from Chappies chewing gum and the newspapers that fish or other food was wrapped in. Her family was too poor to afford books and they read anything they could get hold of. She argued that the books we were providing to read for pleasure would be very special for some students and some of the topics would help them to deal with their difficulties, "start to heal" and "to make them feel, you know what, I'm not alone". It is important to note that she thinks the students in this context and she, herself, are in need of healing. Dimakatso continually raised issues about disadvantaged students and second language students.

Dimakatso alluded to reasons why she feels she needs to heal: she came from a disadvantaged background with no books at home, "I was completely dismissed as a person who didn't make it in life by some teachers". She was discouraged to such an extent that

she notes poignantly “do you know how much you made me not to want to even think that I’m worthwhile?” She noted how surprised these teachers are to learn that “I am a lecturer at Wits.” This extract shows that she is very invested in her status as a lecturer at Wits and that she uses her position to challenge those teachers who dismissed her.

She argued that the subject matter from some of the books that the team had chosen for students to read for pleasure would resonate with students’ experiences. The book she refers to, Mholongo, N. (2004). *Dog eat Dog*. Cape Town: Kwela Books, is written by a Wits student who struggled to find funds, accommodation and who was dismissed by the administrative staff to such an extent that he had to become quite aggressive and abusive to get their attention. It was clear that Dimakatso thought that some of the first years would resonate with these experiences. This extract highlights the importance of personal reading as a way to make meaning of personal experiences and “to heal”.

What is interesting is that Dimakatso refers to *NLFT* as “your course”, which suggests she sees herself more as a consultant than a course developer. Busi provided similar insights about academic learning through a language which is not your mother tongue:

Extract 6.6

Busi: being a second language student coming from a learner-centred classroom ... I mean my challenge at UCT first was the language ... note taking wow I mean I have to listen and write at the same time .. a thing that I wasn’t used to .. I was used to taking notes from the board. So now I have to balance these two skills that were not developed in the school context itself ... anyway I saw it with my first years, the very same thing, both black and white and Indian and all colours are battling with the very same thing – note taking we can’t cope, because you know you are too fast, and we are competing with time whilst we are battling with notes, what to write, what not to write, how to write ... while we are taking notes (2009: 5:219)

Busi came with funds of knowledge about being a first year student at an English university when English was not her own language and she continually made the team aware of the difficulties a large number of first year students would face. She clearly identified with these students because she talked about “we” and “you”. She often reminded the design group of the difficulties of study through a language that was not your mother tongue. But what is more important about this extract is that she recognises that **all** students “both black and white and Indian and all colours” battle with academic literacy in first year. This reiterates the quote “academic language is no one’s mother tongue” (Bourdieu and Passeron, 1994, p.

8). This perceived need for academic literacy support for all first year students is why academic literacies are one of the literacies focussed on in *NLFT*.

Investment and motivation in the group for implementation

The group of tutors who taught in the first semester of the course in 2010 had very different motivations and degrees of investment to the development group of 2009. All tutors were being paid to tutor or lecture on the course, some in the form of salaries and some in the form of sessional contracts. Seven members of the tutoring team were sessional staff members who had been contracted from outside of WSoE to tutor for financial reward.

Tutors were asked to email feedback weekly and after each module, answering questions about each theme. Some of the tutors did not experience the course very positively. But most of the negative feedback was about curriculum overload, particular activities, readings and the layout of the course pack. These are two extracts from the questionnaires that were sent to tutors by email:

What did you think of the layout and design of the course pack? I think it's OK, but exposes the fact that the course tends to be a bit overloaded in terms of content.
There tended to be insufficient time - there was a particular stage where it would have helped to give students feedback before letting them go ahead (Jonathan, June, 2010).

I did not think the introduction from Barrett necessary (p116-117) The order of the readings needs to be arranged in the order in which the students need to do them, Charman then Barrett. The Peter Freebody reading is long and difficult – should be edited and cut.
For me, the text book exercise was not that successful – I didn't think the link to the lecture was clear enough and there also seems to be an overlap with other courses – they say they do this in another class. I think that the tutorial might be better spent working through the activities and reflections that are in the Pahl and Rowsell reading (Annie, June, 2010).

However, many of the tutors became intrinsically invested in the course, as seen in other electronic feedback on the questionnaires from the tutors:

I grew in confidence as a tutor, was exposed to all sorts of interesting material and ideas. Thank you for the privilege of teaching on the course. It is innovative, relevant and stimulating and should go from strength to strength (Margaret, October, 2010).

In many ways, I thought it was the best module (Module 3: Researching Literacies). Part of the reason was that students saw a direct link between what they were doing and both the relevance for future teaching and their own reading and writing practices (Lisa, October 2010).
This module (Module 4: the New Communication landscape) has enormous relevance and impacts on all their academic work right from the start. It needs to be seen as integral to everything they do. Facebook (from the first semester) would give them wonderful opportunities to get to know each other. The blog should be up and running from the second semester, I think.

I was enormously impressed to see how much first year students were capable of, when stretched. I loved working on the course. Discovering the blog as a teaching tool was also great (Margaret, October, 2010).

It has helped me get to grips with Facebook and online social networking for instance. The exchange among tutors is also of a high academic and intellectual quality. Having first studied outside SA, it's given me insight into different approaches to undergrad research methods (Jonathan, October, 2010).

This feedback demonstrates that some of the tutors gained a lot from teaching on this course, as tutors, as academics and as researchers. Margaret and Lisa were two members of the sessional staff who went on to become part of the redesign team. The investment of the tutors appears to be motivated by their interest in the content of the course, the novelty of the course and their perception that it is a relevant course for students. Many of these tutors returned to teach on the course over a period of five years. Although there was extrinsic motivation in the form of a salary and being associated with WSoE, I suggest that some of these tutors were intrinsically motivated.

Investment and motivation in the group for redesign

All members of the tutoring team were invited to become part of the redesign team. Six members of the core group remained invested in the course and became involved in the redesign process. Two of the sessional staff members became members of the redesign team. Five members of the redesign group needed to renew their contracts or get their probation approved. This suggests that it is not easy to distinguish between extrinsic and intrinsic motivation in this context.

As the redesign process gained momentum, a strong argument was made to restructure *NLFT* using the structure of a previous academic literacy course at WSoE. Five members of the redesign team had taught on this course and argued strongly to re-use the structure and the assignments in this course. These course materials had been specifically designed to develop academic literacies systematically and the course had been run successfully in many disciplines across universities in South Africa. I suggest that once the team decided that the design principle for the first semester should be the systematic development of academic literacy, they immediately thought of this course. They wanted to retreat to something that they knew well, that worked. These materials had been trialled successfully and these team members were already invested in them and wanted them to be reused.

Comparison of investment and motivation across groups

In comparing and contrasting investment and motivation across the groups for curriculum design and materials development, implementation and redesign, the following similarities emerge:

- Many team members across all three groups were invested or became invested in the course because they believed in its inherent value to students
- In each group there were members who were invested because of external motivation such as confirmation of probation, salaries and contract renewal

There were also several differences in motivation and investment across the three groups:

- The initial curriculum design team and the redesign team had voluntary membership, suggesting that they were invested in the course due to intrinsic motivation, although one or two of these members needed to be part of the course for the approval of their contracts.
- The group for tutoring on the team all received financial rewards for their participation providing extrinsic motivation
- Most of the sessional staff members who tutored on the team were from outside of WSoE and may have been motivated to join this team as a way into Wits or WSoE. They may also have considered it as something good to have on their CV.
- Two of the sessional staff members were more invested in the course than the others as they volunteered to become part of the redesign team
- The core group of six members who participated in all three groups had a far larger investment in the course simply due to the time and effort they had put into all three groups

It is debatable whether intrinsic or extrinsic motivation creates more productivity. Team members were invested for a range of different reasons. The highest levels of investment came from the members of the original course development team in 2009. The giving of their time to attend many long meetings when membership of this group was entirely voluntary indicated a certain level of investment. The level of investment in the tutoring team was varied with high levels of investment from the core group and some members of the tutoring team. By the time the redesign team was established, a common belief in the

value of the course provided cohesion and a greater level of investment. This provides evidence for Ryan & Deci's (2000) claim that when there is intrinsic motivation rather than extrinsic motivation, the level of investment is higher.

6.1.4. Power, status and leadership styles

Within a particular group, the behaviour, participation and interactions of the group are often influenced by power relationships, status, and dominance. This analysis uses the classical taxonomy of power by French and Raven (1959), which identifies five different bases for power: legitimate or positional power, referent power, expert power, reward power and coercive power; and Rowley (1997) who defines academic leadership. Status is defined as social worth or position within the institution. Power is often increased by the status of a person within a particular community. Power and status in small group interaction also depend on the composition of the group and relative status of all the group members. This part of the analysis looks at the power and status relationships across the three groups and relates these to the leadership styles and roles (see 2.4.4 & 2.4.5). The context for all three groups is an academic context and Rowley (1997, p. 80) outlines the qualifications for academic leadership:

Academic leadership is often central to the criterion for appointment to senior academic management positions, such as those of head of department or dean, or the award of a professorship. But, what is academic leadership? The traditional model of academic leadership is often characterized by personal academic achievement, as exemplified by, for example, publication in refereed journals, the presentation of papers at national and international conferences, authorship of significant scholarly works and, in some sense, responsibility for the academic development of others, such as research student supervision.

Officially, as the coordinator, I was the leader of the development group, the implementation group and the redesign group. I fulfilled the role of course and module leadership (Rowley, 1989, p. 80, see 2.3.5), where I was required to coordinate the design of the curriculum, the planning for the year, small group work, the development of teaching and learning materials and make sure the course materials were ready for implementation. I called all meetings, chaired most meetings, set the agenda, led a lot of the interaction and coordinated the thinking, planning and materials development of all team members. I had legitimate or positional power in that I was the formal authority delegated to lead this group (French & Raven, 1959; Raven, 2004).

However, I have a relatively low status position in the institution. I was fairly new to WSoE and only began lecturing in 2007. In 2009, 2010 I held the position of a lecturer and had not published any academic articles. I was on probation until the end of 2010. I had no important connections within the school and I was studying for my PhD. I had never been a head of division. Most of the members in the core group and the development team had a much longer history at Wits, and in many cases, much more status than I did.

The leadership of all three groups was unofficially shared with a senior staff member who fulfilled all the criteria and had experience in all of the academic leadership roles that Rowley (1997) identifies: module leadership, course leadership, research project leadership and head of department leadership (Rowley, 1997).

This senior staff member had a high degree of status within the context of the WSoE, within the academic community at Wits in general and internationally. Because she was a senior member of staff, she had power within the university and was part of many important committees and consulted in many matters. She had held the position of head of her division and she had supervised, or was supervising many of the group members' post graduate degrees. She had been widely published. She had **expert power**. She also had **informational power** and could use information to provide rational arguments to persuade others to accept certain goals or strategies (French & Raven, 1959; Raven, 2004).

Sell et al (2004) see power as relational and directly related to status. This senior staff member had power over individuals in the group. She had substantial research funds and had **reward power** in the sense that she could grant individuals certain rewards or benefits, such as recognition and approval, responsibilities and time off (French and Raven, 1959). In a sense, she also had **coercive power** (French & Raven, 1959; Raven 2004) as she could withhold any of these rewards. She had a certain amount of charisma and strength of character that gendered respect (**referent power**, French & Raven, 1959). It was the natural tendency in all three groups for team members to defer to this senior staff member, ask her advice and direct much of the interaction towards her.

More importantly, she had been instrumental in the establishment of this course. From the beginning, the course was her vision for a core course that would provide a mainstream intervention for literacy in the new B.Ed. programme. She was highly invested in this course.

Power, status and leadership in the group for design and development

In this group members assumed leadership roles that were often determined by their funds of knowledge. There were members of the group who had expert power in their various fields and at times they became the leader of the group. For example, the group member from Arts and Culture presented and used a framework for analysing visual images from the perspective of her own discipline. The other team members were unfamiliar with this framework, with the literature and with this particular perspective. They became the learners in this situation. This scenario occurred when the specialists from history, natural sciences and academic literacies were leading the discussion. It became evident that funds of knowledge play an important role in **expert power**. Whilst I, as coordinator had legitimate power in this group, the senior staff member had expert power, referent power and coercive power.

Power, status and leadership in the group for implementation

During the course meetings leadership was shared between me and another member of the core group, who sometimes chaired the meetings and coordinated the academic input. The senior staff member also shared leadership in these meetings, retaining her expert power, referent power and coercive power. The designers of materials for each week became leaders during the week that their materials would be used and had the expert power for that week. The core group retained a certain amount of power during implementation as they were the ones with the expert power – the funds of knowledge privileged for teaching this course. Four members of the core team did the lecturing.

Power, status and leadership in the redesign team

In the group which volunteered to help redesign the course, initially there was a sharing of power as members provided reflections on the course and stated their own opinions about parts of it. However, as the argument was made to restructure the course according to the structure of an academic literacy course that had been taught at WSoE, there was a change

in leadership patterns. At this point the senior staff member provided the strongest arguments for the restructuring (informational power) and became the leader of this group. Four other members had expert power in academic literacy and shared this position of expert power with her.

The decision was taken to go with the structure of the academic literacy course and the senior staff member had a clear idea of what she had in mind and led this process and dominated most of the discourse. Rowley (1997) argues that leaders tend to be more autocratic when they are convinced that their views are correct. In order to provide evidence for this claim I have counted the number of turns and words over two meetings of the redesign group. This can be seen in the table which follows:

Member	Turns			Words			Turns%	Words%
	Meet 1	Meet 2	Total	Meet 1	Meet 2	Total		
Senior	178	313	491	6614	5959	12573	15%	30%
Jean	298	373	666	3254	3072	6326	20%	15%
Member 1	94	333	427	827	2450	3277	13%	7.8%
Member 2	152	505	657	3316	4806	8422	20%	20.2%
Member 3	242	284	526	3330	2677	6007	16%	14.4%
Member 4	1	0	1	8	0	8	.03%	.01%
Member 5	82	142	224	863	952	1815	6%	4%
Member 6	187	75	262	2218	1008	3226	8%	7.7%
Totals			3254			41654		

Table 6.1 Turn and word counts

Although the meaning of the words is important, *Table 6.1 Turns and word counts* analyses the number of turns and the word counts of the eight members in two meetings of the redesign team. This table indicates that the word count for the senior staff member is about double the word counts for anyone else in the group. Although she has a smaller percentage of turns (15%), her turns were longer. Her word count is 30% of the total word count. The next highest word count is Member 2 with 20.2%. My word count is 15%, indicating that I did not contribute as much as the senior staff member and Member 2. My word count in Meeting 1 is less than three other members of the team and in Meeting 2 the count is less than two other members of the team. I “took a back seat” in the redesign, partly because academic literacy was not my field of expertise and partly because I had doubts about abandoning the original design principle and the carefully thought-out course structure developed by the design team (see 5.3.2).

Comparison of power, status and leadership across the three groups

In comparing and contrasting power, status and leadership across the groups for curriculum design and materials development, implementation and redesign, the following similarities emerge:

- All team members in each group deferred to the status and expert power of the senior staff member
- In a practical sense I, as coordinator, coordinated the work across all three groups and held legitimate power

There were also several differences in power, status and leadership across the three groups:

- In the original development group I, as coordinator, called and chaired all meetings, kept records of progress and was the common link between the different groups
- In the group for implementation the leadership was shared between myself as coordinator, the senior staff member and another member of the core group who chaired some of the meetings
- In the redesign group the senior staff member became the leader

The main question for this analysis is how do power, status and leadership enable and/or constrain the group processes of curriculum design and development, implementation and redesign? Strong leadership, as provided by the expert power of the senior staff member, definitely enabled clear thinking, informed discussion and stimulated productivity, especially due to the consultative nature of this leadership which encouraged participation. It is equally important that the person with the legitimate power of course leadership was able to co-ordinate all practical aspects of the curriculum design and development; implementation and redesign. This kind of power and leadership is much needed to make sure things happen.

It should be noted that I ceded some of my power in the redesign phase, mostly because the rest of the group were in agreement with the senior staff member. I had challenged the group decision to go with the new design principle but the team responded by assuring me that all five literacy domains would still be attended to. I had my doubts about this as the

focus shifted to academic literacy. But ceding my power enabled the sharing of both expert power and legitimate power to be non-confrontational and this enhanced participation and productivity. I suggest that sometimes it is necessary to cede power, even though you are convinced that you are right. This enabled these two leaders to complement each other in the leadership roles that they took on. What is also to be valued across all three groups is the recognition of the expert power of others.

6.2. A comparison of patterns of interaction

This section compares how the following features affect the patterns of interaction in each group: the cooperative principles, leadership patterns, the effects of social distance and sex, the need to establish solidarity, politeness strategies and turn-taking conventions.

The purpose of the group meetings for each of the groups was work related and focussed on the task at hand. Consequently, the majority of the interaction was transactional or referential – an exchange of information and ideas that followed the Gricean maxims (Grice, 1975) of quality, quantity, information and relevance. Although there was some phatic communication at the beginning and end of each meeting, the recorder was only switched on when the meeting began and switched off at the end so this phatic communication does not form part of the data (see 2.4.6).

Across all three groups most of the members were women. There were four men who consulted with the group for curriculum design and development, and three men who formed part of the tutoring team. Maltz and Borker (1982) argue that women tend to build solidarity in interaction by being supportive, listening carefully, making suggestions rather than commands, expressing thoughts and emotions and relating personal experiences. Leech (1983) argues that interaction amongst women tends to comply with the cooperative principles of tact, generosity, approbation, modesty, agreement and sympathy. Holmes (1992, 1993) argues that hedges are linguistic devices used to express uncertainty, tentativeness, possibility and politeness and are often used to foster solidarity and cooperative interaction, encouraging members to participate (see 2.4.6). Compliments function as positively affective speech acts which serve to increase or consolidate solidarity

between the speaker and addressee (Brown and Levinson 1978, 1987). They are “social lubricants” serving to “create or maintain rapport” (Wolfson, 1983, p. 86; Holmes 1993, p. 107). These features are all particularly noticeable in the data.

Discourse analysis is not the main method of analysis in this research. However, discourse analysis tools have been used on extracts typical of the data as a whole to show how politeness, collaboration and solidarity were enacted in all three groups.

Linguistic devices selected for analysis include:

- **hedging devices** such as “sort of”, “kind of”, “I think”, “you know”; “I mean”, “maybe”
- **modal auxiliaries** “can/could”; “may/might”; “shall/should” . In this research modal verbs acted mainly as hedges expressing uncertainty, tentativeness and possibility
- **agreement markers** “ja”, “yes”, “ok” and “mm/m”. Whilst agreement markers are not hedges, they serve the function of encouraging interaction, voicing approval and agreement, building solidarity, demonstrating politeness and indicating that the group members are listening carefully.

The analysis of the patterns of interaction in each of the three groups begins with a selection of extracts from the data and a discussion of how they are typical. The analysis for each group follows this pattern:

- a) General patterns of interaction for the group, including turn taking conventions
- b) Analysis of the use of hedges, modals and agreement markers
- c) Analysis of the use of apologies, compliments and laughter
- d) Analysis of ruptures to the patterns (interruptions and disagreement)

In the analysis that follows extracts from the data are used to substantiate the arguments being made. Sometimes the extract forms the introduction to the analysis and sometimes there is a short introduction to the extract. All examples of linguistic devices used as hedges, agreement makers, compliments and apologies have been bolded to draw attention to their frequency and their use. Examples of b) are counted and collated in a table, which is followed by a discussion including the use of apologies, compliments, laughter and ruptures to these patterns of interactions.

These patterns are then compared across all three groups and conclusions drawn.

6.2.1. Patterns of interaction in the group for curriculum design and development (2009)

General patterns

Extract 6.9

Jean: At the moment, the team is growing because we want to get the other disciplines onboard now. We've spent about six months conceptualising what it is we're hoping to achieve and how we **should** design the course and what kind of literacies we think first year students need and we've got themes and I, what I'm going to do, for the first little bit is just for those of you who new, to run through those so that you know where our thinking is and what we're doing and then **maybe**, Ryan, we'll give you a chance to tell us what your thinking is in terms of com, you **would** probably call it computer literacy, (Ryan: **Mmm.**) we **would** rather go, **I think**, with multimodal or digital literacy but they overlap a lot, so, and then, when Heather arrives, we'll get her thinking on environmental literacy as well and then see how we **can** work together and when we **can** work together (2009: 13:13).

In the larger group meetings, as in Extract 6.9, the general pattern that developed was for me, as coordinator, to introduce the meeting, recapping at the beginning of each meeting on what had been decided so far; setting an agenda for the meeting; summarising how far the process was and the thinking so far, often taking time to explain the theoretical underpinnings and concepts of literacy to new members from other disciplines; using course notes from previous meetings; leading the discussion; summarising decisions; explaining tasks; and keeping the members on task. This meant that I dominated large parts of the interaction in big group meetings.

Turn taking conventions at these meetings included long stretches of discourse by a particular team member, but often interspersed with comments, agreement markers, questions and opinions from other team members, as can be seen in Extract 6.10.

Extract 6.10

Michelle: Leanne, there's some autobiographical material in the original foundation course (Leanne: **Great.**) books, s, right. (Jean: **Yes**, there is, I remember seeing it, like comparison.) There is, there just some extracts some written by students themselves (Jean: **Ja.**) and you **can maybe** have a look at how we've dealt with autobiography (Leanne: **Great.**) **ja** (2009: 13: 269).

Estelle: And I've, I've got the tape of Obama reading his autobiography, it is just wonderful. (Jean: You said so.) (Leanne: Oh, is it?) **I mean**, (Jean: Also **might** be a nice thing to ...) it's, it's so inspiring and, **you know**, picking up on one or two aspects, **you know**, like his schooling or we **can** use this, **ja**, (Leanne: We **would** have to pick one aspect and compare it to ...) **ja**, life in Indonesia, how he went wild (Leanne: **Ja.**) and, **you know**, they, they quite fun (2009: 13: 270).

All of Leech's cooperative principles (tact, generosity, approbation, modesty, agreement and sympathy) were evident in the discourse as the team showed appreciation of each member's contribution. Approbation and agreement are clearly noticeable in Extract 6.10.

Team interaction was very friendly and cooperative. Most group members contributed all the way through, although a few members were quieter and only contributed occasionally.

Extract 6.11

Jean: But identity is also, it's also a matter of respecting other people's identities. (Leanne: **Yes**, and, and other people's religions and different, but) **Ja, ja**. So, we **might** want to build an element into this. (Leanne: **Maybe** later but at the moment, **ja**, but any way, let's see.) But what I **wouldn't** like to lose, Leanne, is the, you had quite a nice focus on genre stuff because I don't, (Leanne: I, I'm quite keen on that.) I, **you know** why, **I mean**, Heather brought up the question of grammar and (Leanne: **Ja**.) I don't see our course being a place where you teach traditional grammar. (Annie: **Ja**, I don't think that's what Heather meant. I, ja.) But if, if you look at it within a genre (Leanne: Genre you have to.) (Annie: You have to.) (Leanne: That was the whole point about it.) (Annie: **Ja**.) **it's such a nice** (Leanne: **Ja**.) contextualised way to look (Leanne: **Ja**.) at grammar (2009: 10:16).

In the smaller group meetings the patterns changed slightly. There was no strict turn taking as group members all added in when someone was talking, creating an overlapping pattern, as can be seen in Extract 6.11. In this extract, a smaller group of three met to do detailed planning. The group often talks together, all at the same time, but it is more to show support and agreement and to add on to ideas than to interrupt each other. Generally the small group meetings were friendly, supportive, interactive and productive with everyone contributing equally.

Hedges, modals and agreement markers

Hedges, modals and agreement markers were counted in a sample of 6 group meetings for curriculum design and materials development, including meetings for the core group, small group, big group and presentations. The meetings included spread over 2009: Meetings 4, 10, 12, 13, 22 and 27. They are presented in *Table 6.2 Patterns of interaction for curriculum design and materials development group*

The figures in *Table 6.2 Patterns of interaction for curriculum design and materials development group* indicate that **agreement markers** were the most prolific linguistic devices used in the data for this with 2825 occurrences. The count indicates that the agreement marker used most often was the very South African "ja". The frequent use of agreement markers contributes greatly to the interpretation that there was cooperative and collaborative interaction in the group meetings.

The group for Curriculum design and development (2009)							
Meeting no	4	10	12	13	22	27	
Group	Core group	Small group	Small group	Big group	Big group	Presentations	Totals
hedge							
Pragmatic Particles							
Sort of	19	11	20	39	20	19	128
Kind of	25	15	16	39	31	63	189
I think	82	87	33	61	69	158	490
You know	64	68	42	85	11	161	431
I mean	38	43	13	36	69	53	252
maybe	27	65	29	66	37	91	315
Totals	255	289	153	326	237	492	1805
Modals							
Can/could	92+60=152	123+95=218	45+20=65	98+69=167	104+55=159	175+208=383	1044
Shall/should	0+32=32	0+51=51	0+16=16	0+24=24	0+37=37	3+65=68	228
May/might	4+30=34	0+29=29	2+9=11	0+41=41	4+40=44	11+61=77	236
Will/would	44+62=106	32+65=97	19+36=55	61+103=164	85+68=153	126+130=256	831
Totals	324	300	147	396	393	784	2339
Agreement markers							
Ya	105	328	162	261	254	370	1480
Yes	34	60	27	43	77	78	319
Ok	79	117	63	204	127	255	845
Mm/m	43	24	11	41	33	29	181
Totals	261	529	263	549	491	732	2825
Laughter	4	0	1	0	1	0	6

Table 6.2 Patterns of interaction for curriculum design and materials development group

Agreement markers often occurred in combination with other agreement markers and hedges and they were often interjected into the longer turns of other speakers. Extract 6.12 demonstrates how “ok” and “ja” were often used together and how they were combined with hedges:

Extract 6.12

Heather: **Ja** exactly, (Annie: **Ja**) but even if they chose a, a magazine image, they, what they choose, what they have available, (Annie: **Ok.**) what magazine, (Annie: **Ok, ok, ok.**) **you know**, then (Leanne: **Ja.**) we’ve got all sorts of images (Annie: **Ja.**) **You know** (2009: 12:44).

Leanne: **Definitely**, mine must come after yours, Annie (Annie: **Ja. Ok. Ja.**) because yours moves, it moves from the visual to the visual, yours is visual, and I’ll pick up the identity, (Annie **Ok.**) and unpack, if you take, think of mine as like writing your identity (Annie: **Ok.**) because then I’ll say, how do the biographies reflect, (Annie: **Ok.**) why’ve they chosen those particular incidents, how does it reflect their identity, (Annie: **Ok.**) so I bring in the identity stuff (Annie: **Ok.**) (2009: 12:46).

Pragmatic particles used as hedges are the second most prolific linguistic feature with “I think” and “you know” being the most common. The modal verb forms “can” and “could” are the most prolific modals in the data for this group, perhaps because group members are sounding out ideas, indicating possibilities and looking for agreement and acceptance.

The use of hedging devices was particularly noticeable in the interactions, as can be seen in *Table 6.2* and in the extracts 6.12-6.13. It is apparent that many exchanges combine a number of hedging devices within one short exchange:

Extract 6.13

Leanne: **I mean**, depending on who's giving the lecture, **you could probably** add some really nice stuff, **you know**, other things about visual literacy to, **you know**, like a crash course in visual literacy, **you know**, what is it, where is it used, how's it significant, **you know**, like in popular, popular culture in story books (2009: 10:94).

Leanne: Now, then **you know** what **would** be nice to do then, **I think**, we must keep this course quite light **you know what I mean**" (2009: 10: 207).

Both co-leaders, the coordinator and the senior staff member, used a substantial amount of hedging devices in their exchanges. This is particularly true towards the beginning of the year when they were consciously trying to encourage the group to contribute. Both leaders are trying not to "come on too strong" and force their own views on the group. They achieve this by using the tentativeness of the hedging devices to mitigate their own statements and encourage group members to participate and share their ideas (Holmes, 1993, 2013; Clemen, 1997).

My own discourse showed frequent use of hedging devices, agreement markers and compliments. I used all the hedging devices listed above and every agreement marker. With my background in sociolinguistics and particularly solidarity building linguistic devices, these devices were often used consciously as politeness strategies to encourage interaction and participation and to build solidarity.

Extract 6.14

Jean: So, I, **I think** that we **should** actually build that in but I'm going to speak to the IT people, **I mean**, if, if they **can** run it and **maybe** one of us (Both **could** run it.) **can** go along or, look, they, they are prepared to, they've been, the head of school wanted them to do a course in IT, so, **I think** that **might** be a good idea, it **would** be, but we **will** plan what happens (**Ok.**) in those digital literacy courses (**All right.**) from our perspective (2009: 10:8).

During 2009, I presented an anonymous extract, using pseudonyms, from the data for curriculum design and development to a group of fellow researchers for analysis. They were asked to analyse the discourse considering these questions: What patterns do you see emerging? What decisions were taken? How were they taken? Members of this group wrote their own initial comments on the data and these were discussed and handed to me. This provides unbiased and illuminating insights into the nature of the collaboration.

Most members of the research group noted, particularly, the hedging devices used by me, the coordinator, some suggesting at first that I was very hesitant, tentative and unsure of myself. Other researchers in the group challenged this. One said “but this person is actually setting a collaborative tone here.” Another said she thought the coordinator knew exactly what she was saying and what she was doing. Somebody else commented that the coordinator’s exchanges set an interactive and cooperative style: “Coordinator sets tone for the meeting and creates a safe space.” These independent researchers argued that the use of hedging devices acted as positive politeness strategies that encouraged group participation, interaction and collaboration.

This independent group of researchers also argued that the patterns of interaction were: interactive rather than competitive, using suggestions, not orders; tentative, polite, seeking validation and inviting. Some noted the use of modals: “could”, “would”, “may”, suggesting their use led to polite negotiation. Some noted that the process was generative, people were volunteering input, the team was working together contributing ideas that build on each other; the group in the data had similar ideas about what needed to be done; there were no disagreements; there was negotiation of space, no stepping on toes, members felt they could express themselves.

The co-leader also made frequent use of politeness strategies and hedging. Here is a typical example of the co-leader’s discourse style:

Extract 6.15

So, **it’s like** they get an emphasis and they get carried through. It’s (**Yes.**) it’s **kind of** both (**Ja.**) which **I think’s, I think’s** very strong. (**Ja.**) And **I think** they **should** do personal reading all the way through the year and **I think** that, even if we’re talking about personal literacy, there’s a lot that has been written academically about those literacies, so **I think your thinking on that’s good**. So we get **like a** double whammy. (**Mmm.**) We get **kind of** breadth and we get it across the year, and we get depth, in relation to each of them (2009: 4:30).

The deference and considerable status of the co-leader were largely mitigated by her use of politeness strategies and hedging devices at this stage of the process.

This independent group of researchers made the same arguments about the supportive patterns of interaction in this group as those identified in the introduction to this section and in the literature review (Brown and Levinson 1978, 1987; Leech, 1983; Holmes, 1992, 1993; Maltz & Borker, 1982). The arguments of this independent group of researchers

provided practical examples from the data that correlate with existing research and validate some of the claims that the patterns of these interactions followed the principles of cooperation, politeness and solidarity building. Hedges proved to be a considerable enabling factor in these group meetings as they facilitated group participation and collaboration.

Perhaps one of the key findings of this section is that the use of hedges succeeded in creating a safe environment for all team members to participate, to offer suggestions, to “think aloud” and present possibilities for the curriculum design and the materials development without fear of judgement, rejection or loss of face.

Apologies, compliments and laughter

Apologies may be used to alleviate face-threatening acts, to admit errors and make corrections, go back to a point, change directions, interject or introduce another topic. This analysis only counted apologies that used the word “sorry” and these total 227 in this sample. Examples from the text include “I’m puzzling over, **sorry**, I keep going back to this number 3”; “**sorry**, can I just jump ahead to tut 3 in week 3” “**Sorry**, what time is the meeting next week?”; “Oh, **I’m sorry** I didn’t bring it.”; “I can’t remember the name of it, **sorry**”; “**Sorry**, is this, the fourth block is the end of the year?”; “so the writers are John Burget and W.J. **sorry**, J.T. Mitchell”; “But, **sorry**, carry on”; “Well, I mean, this is also, **sorry**.” But it is also clear that these apologies are minimal and do not indicate any kind of friction or need for negotiation. They do not feature prominently in the data and act mainly as a way of gaining a turn.

Solidarity is also built in the group interaction by the frequent use of **compliments** as can be seen in Extract 6.16 and 6.17:

Extract 6.16

Leanne: But Jean, **you are producing a lot of very exciting stuff** (Heather: **Ja.**) and **I think** it will really extend them and make them think... **I think** it’s quite rich and I think it also establishes a kind of, what can I say, it **sort of gives the course weight, you know**, this, it, it’s not, they going to know from the beginning that this is not a course which is just like (Estelle: Mickey Mouse.) (Jean: **Ja.**)

Mickey Mouse course and just do a bit of reading and talk about it, it’s a very solid course (2009: 27: 278).

Jean: But **I think you’ve got some really nice ideas** to work on. (Leanne: It’s wonderful. So rich.) Ja (2009: 27: 370).

Leanne: **It’s lovely, ja, so exciting** (2009: 27:371).

Although this analysis does not quantify compliments, they are numerous in the data, indicating the desire to cooperate and build solidarity. They are mostly compliments about ideas and work done such as the following examples: “Maybe, what a good idea”; “great that’s fine”; “perfect”; “I’m quite keen on that”; “it’s very nice”; “I think that’s very nice”; “sounds good”; “so I think you’re thinking on that’s good”; “sounds ideal”; “sounds nice”; “sounds fun”; “Yes, ok, that’s a great idea”; “I think it’s terrific”. Here are some compliments in the context of an extract:

Extract 6.17

Heather: Ja, I’m basing it in the course that I’ve (Leaane: **Mmm.**) been teaching (Annie: **Which is wonderful.**) mostly (Jean: You just need to pull it out and rearrange it and put it together again.) ja, (Annie: **Fantastic.**) **ja** basically, and also that focuses very much on history of art whereas I think this could focus more on popular culture, cul, (Jean: **Yes.**) visual culture studies. (Jean: **Ja, that’s nice.**) So I may throw in a painting or something but have a range of visual material rather than just art works which mine was currently focusing on. (Jean: **Ok.**) So here, **maybe**, oh and then, so, so in the next tut academic reading so **I think, I mean**, it should probably be switched around but it was to, so they gathering as the week progresses different kinds of writing but ways to work towards being able to, to do a visual (Leaane: Analysis.) analysis of an image (Annie: **Lovely.**) (Jean: **Oh, that sounds very nice.**) (Leaane: **That’s good.**) so they have their mind maps that they made in the first session (2009: 21: 109).

It is very noticeable in Extract 6.17 and in the rest of the data for curriculum design and materials development that there is very little **laughter**. This may be attributed to various factors: the serious nature of the task of designing a meaningful curriculum and the task-oriented nature of the group; the fact that many members of the larger groups did not know each other very well and were finding their feet in this group process; the recordings did not include phatic communication.

Ruptures in the general patterns of interaction

Although most of the group interaction was supportive and cooperative, there were some ruptures to the patterns described in 6.2.1.1-6.2.1.3. All of the ruptures in 2009 had to do with ‘turf wars’ and differences of perspectives and opinions, where colleagues from other disciplines felt that their funds of knowledge, their plans, their work, their research or their own course materials were being threatened or undermined in some way. Most of the differences in opinion had to do with academic and research identities and course overlaps: who has expertise in a particular field, who owns this expertise and who is allowed to use it?

The **first rupture** occurred when two colleagues from another division approached me and another team member because they felt that some of the content in *NLFT* was encroaching on their turf. They felt that they had done research in a particular field and this research was embedded in the design and content of one of their courses. They didn't want *NLFT* to overlap with their course content. The members of the development group argued that nobody owned particular concepts or fields of research.

It should be noted that I had considerable expertise in this field of research as it had been the focus of my master's research. And, ironically, the course materials being contested were borrowed from work published by the other team member. In meetings with these two colleagues the patterns of interaction were substantially different. The underlying tone of the dialogue ranged from quite hostile and aggressive to quite defensive and challenging. After a lot of negotiation, consensus was reached.

The **second rupture** occurred between the curriculum design and development team and colleagues from EdIT and involved a difference in perspectives on concepts and pedagogy. Some members of EdIT felt that students should be taken through the different software packages and learn about them and how to use them for future reference – this is known as “just in case” learning (Cook, 2010; Stavredes, 2005). Others thought that digital literacy skills should be taught in relation to course task requirements. This is known as: “just in time” learning (Cook, 2010; Stavredes, 2005). “Knowledge and skills are acquired when, how, and where they are needed by the learner using various technologies to deliver the learning event” (Stavredes, 2005, p. 1162). The *NLFT* development team favoured “just in time” learning, where digital literacies were integrated into the programme at various points where students were required to do digital tasks. *NLFT* had a different concept of “digital literacy” where it was situated within social contexts (see 4.5.3)

The patterns of interaction were different in these meetings with each group trying to argue for their particular perspective. There were also a few angry emails exchanged. Much of the content of this rupture is explored in 4.5. *NLFT* wanted to develop the students' own digital literacies and not their ability to use new technologies for teaching purposes, which should have been taken up in methodology courses. This debate about computer competence, the

ability to use technology for teaching purposes and digital literacy remains unresolved and continued to resurface with every new iteration of the course.

The **third rupture** occurred when colleagues from other disciplines joined the team to design materials. After the second meeting with this group, one of these colleagues told me that she wanted to drop out of this curriculum design because she felt totally intimidated by the senior staff member in the group.

This was also a kind of turf war because she had considerable knowledge, expertise and recognition in this field, but felt threatened by the status, the deference shown by group members, the personality, experience in the field and enthusiastic contributions of the senior staff member. Effectively the group were far more interested in the contributions of the senior staff member. I think she felt that her experience and expertise had been completely undermined – she was no longer “master of her turf”. The senior staff member offered to withdraw from the planning for this theme when I explained the situation to her. I continued working with this staff member in a much smaller group.

6.2.2 Patterns of interaction for the group for implementation

General patterns

Another member and I took turns to chair the weekly course meetings. Whoever was chairing dominated a lot of the conversation and often used agreement markers to show that they were listening to others. Weekly course meetings began with feedback from the teaching in the previous week.

Extract 6.18

Gayle: I did two things with the Barret that **kind of** helped, that helped a lot. This Barret article is extremely well structured and actually the topic sentence is in the first sentence of each paragraph, so I, and **you know** that model for reading where you **kind of** look at the first sentence? (Annie: **Ja.**) It really, really works with this (Annie: **That’s a good point.**) particular article, so I showed them that and then what we did is we layered the Barret onto the model, (Faye: **Oh, okay.**) you know, what’s it doing here now, (Annie: **Ja**, I also did that.) and that also worked really well. So **I think** the two together work very nicely. And **I think**, although it **might** have been a mistake on Heather’s part to give them her summary of the model, **I think** they found it enormously useful and (Annie: **I agree.**) **I think** that should stay. (Robert: **Yes.**) (Annie: **Yes, ja.**) It should maybe come after the article, you know, let them read the article first rather than have that early in the, in the pack but **I thought** for them to have it all together was extremely useful (2010: 7:31).

Robert: My group didn’t notice it first. (Margaret: **Ja**, mine, sounds like mine.) (Michelle: **Ja.**) But when I pointed it out to them, there was like a big shock, oh! (2010: 7:32).

Extract 6.18 provides an example of the typical patterns of interaction when providing feedback on the previous week. Whilst Gayle provides an opinion on the materials and explains how she taught them, Annie, Faye and Robert express agreement. When Robert talks, Margaret and Michelle express agreement. This extract demonstrates how turn taking conventions worked in the course meetings, showing how many team members contributed whilst others are talking.

Extract 6.19

Lisa: **Ja.** No, I, **I mean**, the, the semiotics thing also came up in my class. It was absolutely wonderful (Annie: **Ja.**) and you, my students really loved, loved, loved last week. (Annie: **Ja.**) The, the one thing I need to say is that I spent almost the entire double period on the article, (Annie: **Ja.**) they were so interested they didn't (Annie: **Ja.**) want to stop, (Annie: **Ja.**) so their own poster they're just doing for homework, we hardly got to it. (2010: 7:51).

In Extract 6.19 another tutor, one of the sessional staff members, expresses her appreciation of the materials and how much her class enjoyed them. This tutor spoke very rarely, but when she did, her speech was quite emphatic as in “my students really **loved, loved, loved** last week.” Annie provides five agreement markers. This is a common pattern of Annie's.

Extract 6.20

Heather: And, and then, so in the tutorials it's designed, the tutorials are designed in such a way that through the week students should build their own model for analysis with the input from the lecture but also from reading these different readings. (Michelle: Just, **okay**, keep going.) Oh **sorry**. That the main point of the lecture is (Michelle: **Ja.**) how, how we see is as constructed as what we see, so it's not, this is how you look at it. **Okay**. Then in the, through the tutorials students will be following on from that point, (Michelle: **Yes.**) students will be developing their own model of analysis in the tutorials through the different activities. **Okay**, so it's very important that in the s, in the second tutorial, tomorrow **I think**, I don't know the times, (Annie: **Yes**, it's tomorrow.) students must all have brought their own pictures and a photocopy of the picture from home, **okay**, and I'll tell them in the lecture today and some people will see you in the tuts today and it says here, 'Please bring, bring a photo of a celebration.' It's very important because they going to use our images and then they will also use their own from home. (Jean: **Okay.**) (2010: 7: 148).

Extract 6.20 above provides a typical example of the part of the course meeting where the materials developer is explaining how her materials work and what she was trying to achieve. Three people from the core group make contributions in overlapping turns, but Heather is clearly leading the discussion.

Hedges, modals and agreement markers

Hedges, modals and agreement markers were counted in a sample of 6 meetings of the implementation group in 2010: Meetings 6, 8,10,11,12. They are presented in the figures in *Table 6.3 Patterns of interaction for the implementation group.*

The group for implementation (2010 tutors)							
Meeting no	6	7	8	10	11	12	Totals
Pragmatic Particles							
Sort of	1	7	8	16	17	14	63
Kind of	1	16	19	28	19	19	102
I think	34	59	75	67	54	46	335
You know	4	57	46	80	45	71	303
I mean	3	43	55	38	35	46	220
maybe	5	18	27	14	28	13	105
Totals	48	200	230	243	198	163	1128
Modals							
Can/could	35 +2=37	115+18=133	84+14=98	91+27=118	85 +14 =99	94+19=113	598
Shall/should	0 + 20 =20	1 + 15=16	2+25=27	1 + 12=13	2 + 25 = 27	0 + 22= 22	125
May/might	2 + 7=9	4 + 10 =14	2+12=14	4 + 23=27	2 + 11= 13	8 + 12=20	97
Will/would	14 + 10 =24	29 + 22= 51	55+38=93	26+33=59	50 + 35 = 85	15+50=65	377
Totals	90	214	232	217	224	201	1198
Agreement markers							
Ja	46	215	161	249	154	161	986
Yes	13	26	41	62	22	41	205
Ok	7	68	79	104	105	87	450
Mm/m	91	30	87	132	121	122	583
Totals	157	339	368	547	402	411	2224
Laughs	0	0	5	7	5	1	18
Sorry	4	15	7	9	19	29	

Table 6.3 Patterns of interaction for the implementation group

In the count of hedges, modals and agreement markers, agreement markers are still the most prolific linguistic feature, with “ja” still being favoured above all others and the minimal response “mm/m” being the second most common. The use of modals, which also function as hedges, is still common with the most prolific being “can/could”. Pragmatic particles used as hedges also still feature strongly with “I think” and “you know” being the most common.

The use of hedges, modals and agreement markers again demonstrate the cooperative nature of the interaction. However, it is interesting to note that the large majority of hedges and agreement markers were used by members of the core group for curriculum design and development. This core group also dominated most of the interaction. I suggest possible reasons for this. The frequent use of hedges and agreement particles could have become a habit retained from the interaction of the previous year – it has become the common way of

communicating in these meetings. But, because hedges were mostly used by the core group, it also suggests to me that the use of these linguistic devices carries some kind of inherent power. It is almost as if everything that is said needs to be listened to by this group and approved by them. On the rare occasions when other tutors offer feedback and opinions, they do use some hedging devices but these seem to indicate that their offerings are tentative and need approval, that is, the tutors are using hedges in a different way to the core group.

Extract 6.21

Lisa: **Sorry, Sorry, can I, I can like divert a little**, (Diane: **Ja, of course.**) **um** if the issue is really about **um** (Diane: The use of ...) eco-science, (Diane: Sure.) **could** one not legitimately say to the students that this is a very, very pertinent example, (Diane: **Ja.**) but let's come, let's look **at it in a m, in, in a ma, in, in a c, in** the current contexts, refer to the Afghanistan war and also refer back to the nuclear issues, (Diane: **Excellent.**) and then rather debate, **perhaps**, the issues of nuclear power versus the, the fear of nuclear warfare and all those kinds of things, which **I think** will be very much more immediate to them and they **would** be able to really not only relate to it but get information.(2010: 12:90)

In this example we see that Lisa, a sessional tutor, apologises for wanting to say something and divert the conversation. Her offering is made very hesitantly with the use of hedges such as “perhaps”, “I think” and “would”. She is seeking approval of her answer from Diane, a member of the original development team.

Apologies, compliments and laughter

Again, for **apologies**, only the linguistic marker “sorry” has been counted and it is used in a variety of ways. In the examples in Extract 6.23 sorry is used to mainly to take a turn and apologise for interrupting.

Extract 6.22

Sue-Anne: **Ja**. Um, but then, **sorry**, so then just to finish off quickly then (2010: 12: 161).

Robert: **Can** I start with a quick question, **sorry**. Just in terms of marking this one, the maximum mark they can get is 50 percent (2010: 12: 243).

Jean: **Sorry, can** we just sort out something here? (2010: 12: 391).

Lisa: **Sorry**, I just need to ask, **I mean**, everything, of course, is completely relevant to the bulk of the students but there are a group of students, certainly in my class, who are, who are desperately in need of proper academic support (2010: 11: 143).

Annie: **Sorry, can** I just clarify, so it's this list with our names on. (2010: 7:9).

The exchanges in Extract 6.22 illustrate the most typical way that “sorry” was used in the data. It's almost like a request for a turn, a signal that one wants to talk and an apology for

interrupting the conversation. It is often followed by “can” almost asking permission to take a turn. This use of “sorry” is very similar to a hedge or a politeness strategy.

Extract 6.23

Diane: I **will**. I'll go chat to him. (Jean: I hope you can find him.) Guys, I'm like **sorry** to give you such a challenge and ... (2010: 12:209).

Jean: If we can start everyone. (Slight pause.) **Sorry** about the run around today, it's a good way to start the term. (2010: 11:2).

Estelle: **Okay**. Um, ja, and then I'm **sorry** I came late but I was completely, (2010: 8: 48).

In the three examples in Extract 6.23 “sorry” functions as an apology for something, for providing a challenge, for making the tutors “run around” and for being late.

Extract 6.24

Michelle: **Sorry**, I'm **sorry**, I'm not really doing very well. All right. **Ja**, so it's that **sort of, ja** for the high, higher level but most of them don't get there (2010: 11:129).

In this instance the tutor is apologising for her own performance, for the lack of clarity in her explanation.

Extract 6.25

Gayle: So I would really like to ... (Jean: Can you not use what you did with them?) **Sorry?** (2010: 7:56).

In the final example “sorry?” is used as a request for clarification. This particle is used in different ways in the data, all fulfilling some kind of politeness function.

There were many **compliments** in the dialogue:

“I like that one”; “that’s nice”; it’s great”; “that’s a good point too, yes, ja”; “that’s a nice way of putting it, I like that”; “That’s a nice way of doing it”; “that’s a very nice example”; “that’s a great example”; “Ja. No, it’s great. It’s lovely material, I think it will work nicely”; I like the idea’; “I think that's a good idea. It is quite a good”; “that's a good point, thanks Lesley”; “I think they nice extracts”; “Yes, I think that's a perfect plan”.

What is most noticeable about the compliments in this group is that about 90% of them were made by the co-leaders and the core group. Only one or two compliments were made by other tutors. This seems to suggest that in some way the issuing of compliments has inherent power in it as well. It is almost as if the core group are the ones with the power to grant approval to each other and to the contributions of the other tutors.

There is substantially more **laughter** in these course meetings than there was in the curriculum design and development meetings, suggesting that perhaps the serious work had been done and there was more time now to be a bit more social. It is also noticeable that

the amount of laughter increases as time goes by, perhaps indicating that the group are getting to know one another better and are more relaxed with each other.

Ruptures in the general patterns of interaction

There were very few interruptions or disagreements in these interactions but the ones that are there are quite marked.

Extract 6.26

Lesley, *coming into the meeting room and throwing her course pack on the table*: I hate this course pack! It is put together in such an illogical way. I can't follow it! I can't find where things are. It should really be reorganised (2010: 6: 12).

Lesley was really angry about the way the materials had been designed. The coordinator had explained to everyone how they worked in the first meetings: Each week was separated from the others by a coloured page. The first page of each week listed the outcomes for the week, the key readings for the week and key questions about the content in the week. The tutorial activities followed with the readings for the week at the end of that section. No other tutors complained about the layout and design of the course pack and it should be noted that this tutor was going through an emotional time in her life. It seemed that the logic that was clear to the course developers was not so clear to all members of the tutoring team who were implementing the course.

There were some tutors who were brave enough to disagree with the core team, but they tended to get shut down:

Extract 6.27

Robert: **Can** I come in here. **I just think** that **perhaps** next year the Barret is actually superfluous. It ... (2010: 7:23).

Annie: I don't think it's superfluous, I ... (2010: 7:24).

Robert: It didn't add as much as, **I mean** after working, for me, **I mean** in my group just working with Chapman and Charmers model and their model worked really well and it just didn't, this didn't generate as much (2010: 7:25).

Annie: Oh it did for my group. We chatted a lot about how he'd analysed the postcard step by step and then we used those steps to look at another picture. So **I think** we keep it there, **I mean**, the material is there, it's optional, you don't have to use it, you know, and, and you can adapt it to suit you. I, I **would** agree for me the Barret, that Barret introduction, I didn't see the point of that but his analysis of the postcard I used quite extensively and it worked very nicely for me (2010: 7:26).

Robert begins his contribution in a definite manner, but asks permission to say something. After Annie interrupts him, disagreeing bluntly, he modifies what he says adding the hedge "I mean... I mean" twice. He also repeats phrases and his speech is a bit disjointed. It is unusual for men to use hedges and when they do, it is usually an expression of insecurity.

Annie is quite forceful in her disagreement and overrules his idea that the reading should be dropped. Robert is quite an experienced tutor but he defers to Annie – suggesting that she has a lot of power in the group and a lot of power as the chair.

6.2.3 Patterns of interaction for the group for Redesign

There were only eight members in the group for redesign, six from the original curriculum design and development team, who already knew each other very well, and two sessional staff members.

General patterns

The general patterns of interaction in the group for redesign were similar to the patterns in the group for curriculum design and development. However, in the redesign group the senior staff member took the lead and dominated most of the interaction as was seen in Table 6.1 with the counting of turns and words for two meetings. This leadership pattern can also be seen in the discourse patterns for this group, in Extract 6.28 and 6.29:

Extract 6.28

Senior staff member: Okay, but you see, what I tell you what **I want** to do, (Annie: **Mmm?**) is **I want** to separate book club from any form of (Annie: Assessment.) assessment. (Annie: **I agree with you.**) I don't care whether they write up about their books. (Annie: **I agree.**) If, if they've chosen their books (Annie: **I agree.**) then the books don't fit any of this, (Annie: **Ja.**) they are books they are enjoying, like a book club, (Annie: **I agree.**) (Michelle: **Mmm.**) It just, it just kills it for me.) (Jean: No, **I'm happy** to have ...) (Estelle: **Mmm.**) and they've got to, we've got to have some times, two or three times, where they do, they book swop days. (Michelle: **Ja.**) And the book swop days are about some, you know, people standing up and saying, you sh, you must read my book because it's this, this and this and this (Estelle: **Mmm.**) and somebody says, I want it. (Michelle: **Ja.**) And somebody else says, and you should read this book because of this, this and this, and somebody else says, I hated my book (Estelle: **Mmm.**) but this is what it's about and, in fact, I literally want to swop my book with somebody else, (Senior staff member Laughs.) (Annie: **Ja**, it's ...) I've got to keep it, you know, but somebody else might like it (2010R: 2:1114).

In this exchange the senior staff member does not use a lot of hedging. In fact she is quite firm in what she wants: “you know what **I want** to do is **I want** ...”. It is noticeable that this extract is filled with agreement markers from four other members of the team. I attempt to make a contribution but am cut off. In the exchanges that follow the senior staff member uses very few hedges and uses the phrase “I want” nine times. This is quite different to her patterns of interaction in the other two groups, as seen in Extract 6.29:

Extract 6.29

Senior staff member: **I want**, "How did you become a reader and a writer", **okay**, because that includes learning and it includes the things you read and it includes (Michelle: Mmm.) the kinds of things you write, **I think** (201R: 2: 285).

Senior staff member: **I mean**, what **I want** them to do there is to, **okay**, so now that's your history, now (Slight pause.) where has that left, (Margaret: Ja.) in a way, in relation to each of these six (2010R: 2: 366).

Senior staff member: Also what **I want** to do here that I did, I don't even remember how I did it but it was an electric class, was about getting the kids to talk about whether they were bicultural or not. (Annie: Mmm.) (Jean: Yes.) (2010R: 2: 5820).

The senior staff member, Estelle, Michelle, Annie and Brenda guided the discussions in these meetings. This is the group who were familiar with the academic literacy course that had been used at WSoE and were quite invested in these materials. They had **informational power** (Raven, 2004). Extract 6.28 and 6.39 are quite typical of the exchanges in this group with the senior staff member often leading the discussion, making comments and suggestions and Michelle, Estelle, Annie, Jean, Margaret and Brenda all using agreement markers during the exchanges in a pattern of overlapping turns. Some of these overlapping turns are slightly longer, demonstrating an understanding of what the senior staff member says. It is evident that team members value what the senior staff members says about this course and agree with and support her ideas. Some of them were invested in these course materials.

Hedges, modals and agreement markers

The group for Redesign (2010)			
Meeting no	1	2	Totals
Pragmatic Particles			
Sort of	22	23	45
Kind of	24	38	62
I think	116	140	256
You know	142	141	283
I mean	64	89	153
maybe	14	41	55
Totals	382	472	854
Modals			
Can/could	106+53=159	168+75=243	402
Shall/should	6+34=40	2+51=53	93
May/might	21+11=32	0+19=19	51
Will/would	26+53=79	45+74=119	198
Totals	310	434	744
Agreement markers			
Ja	292	522	814
Yes	54	114	168
Ok	92	91	183
Mm/m	276	351	627
Totals			
laughter	28	24	47
sorry	9	19	28

Table 6.4 Patterns of interaction for the redesign group

The cooperative nature of this group work and the frequency of hedging devices, agreement markers, apologies and compliments were a considerable enabling factor in the process of redesigning the materials. “You know” and “I think” are the most commonly used hedges, with “can” and “could” being the most commonly used modals. Once again the most frequently used agreement markers are “ja” and “mm/m”.

Extract 6.30

Estelle: Compare the literacy and language practices of Asian and Welsh girls (Brenda: **Okay.**) um, in, in the following table, (Gayle: By filling in this table. By filling in this table.) by completing, filling in the following table. And then the second part of that one, so that's 1, **would** be 2, either as Margaret said, **you know**, they actually hand this in and it's a class exercise and we give them feedback. Now, once they've got this um, they then have to unpack it in writing (Annie: We have to be s ...) in, in some kind of form, **ja**.(2010R: 3: 670)
Annie: We have to explicitly show them how you can construct your comparison or (Estelle: **Mmm.**) your contrasting in different ways, (Estelle: We'll use another example **maybe.**) whereas you **can** either go 1.1, **you know**, that whole thing, or one person all the way through and then the other (2010R: 3: 671).

Extract 6.30 reveals that the pattern of overlapping turns showing agreement or making comments was common when all team members speak. It also demonstrated the collaborative nature of the interaction. Estelle was writing the assignments on a flip chart sheet and as she wrote she read out what she was doing and other team members contributed to the discussion. In Extract 6.31 four out of the eight team members have provided input of some sort. It is also noticeable that when Annie isn't given a full turn in 3:670, she simply waits and takes her turn as soon as she can.

Apologies, compliments and laughter

In the meetings for redesign there were many **complimentary responses** to the ideas and the work of others such as the example in Extract 6.31.

Extract 6.31

Michelle: We **will** actually structure the table for them in terms of what (Senior staff member: Categories.) categories (Gayle: **Okay.**) of what they comparing. (Jean: **Yes, that's quite nice.**) (Margaret: **That's nice.**) And then the, they have, and then they write up it (2010R: 3: 658).

Compliments included phrases such as:

“It's a very good idea.” ; “How wonderful!” ; “That's a wonderful idea”; “No, I think it's great.”; “It's great”; “No, I think that's a great idea”; “perfect”; “Ja, that's nice.”; “ja, I mean I think it's nice”; “I think that's extremely nice”; “very nice, ja”; “that's very nice”; “I really like this diagram”

These linguistic markers show that the team worked collaboratively, for the most part, appreciating the contributions and ideas of others. There was also a lot more **laughter** in these sessions, perhaps indicating that this core group are by now very familiar with each other and happy to be part of the working group.

Again only the word “sorry” was counted for **apologies** and we see that in the last meeting of redesign there was a significant increase in the use of “sorry”.

Extract 6.32

Estelle: And **sorry**, just one point on that is we may even think of spaces, if there are resources, for, uh, supplementary support (2010R: 2:149)

Estelle: Um **sorry**, uh, are, are, are these note making lecture note things, are they called "skills sessions" (2010R: 2:368)

Estelle: **Sorry**, just one quick thought (2010R: 3: 1043)

Extract 6.33

Margaret: Or maybe ... (2010R: 3:369)

Annie: And what, and what in each, **sorry**? (2010R: 3:370)

Margaret: Oo **sorry, sorry** I'm interrupt ... (2010R: 3:371)

Annie: You go. (2010R: 3:372)

Margaret: Definitely think, (Senior staff member: Well ...) **sorry**, go.(2010R: 3: 373)

In the examples in Extract 6.32 and 6.33 it is very clear that the word “sorry” is used as an apology for interrupting or as the signal that the speaker needs another turn. This is especially obvious in the line where Margaret says “oo **sorry, sorry** I’m interrupt...” almost as if this is a cardinal sin. And yet all the way through these discussions people talk over each other and interject into other’s turns. Margaret seems to be particularly conscious of interrupting and perhaps this is because she is one of the sessional staff members and new in development meetings.

Extract 6.34

Estelle: You have to give me a deadline otherwise I won't do it, **sorry**. (Estelle laughs.) (2:24)

Annie: **Sorry**, these pages aren't numbered, I should have numbered them (2: 476)

Estelle: **Sorry**, this is such a mess, I hope you writing it? (2010R: 3:625)

In the exchanges in Extract 6.34 “sorry” was used as an apology for work-related matters, things not done and things in a mess. This kind of apology showed respect for the work at hand and the group members.

Changes to these patterns

There were two main places where the team were not all in agreement with the plans for redesign (Extract 6.35 and 6.36). In both instances it is I, the coordinator who seems to be at odds with the rest of the team. I had already drawn attention to some of the concerns I had about the new plans (see 5.3.2). The patterns of interaction are different in these sections.

Extract 6.35

Jean: **Can, can** I take two or three minutes before you do that (Annie: **Mmm.**) just to clarify some things? **Um** does that mean that within this structure we still going to build in the personal literacies? (2010R: 2: 88).

Annie: **Yes!** (2010R: 2: 89).

Michelle: **Yes.** (2010R: 2:90)

(A few people talk at the same time so it is difficult to work out what is being said.)

Jean: And we still have the book club? (2010R: 2: 92).

Annie: **Yes!** (2010R:2:93).

Michelle: As many of the literacies. (2010R: 2:94).

Annie: **Yes!** (2010R: 2: 95).

Jean: **Okay**, so we still planning to build in, are there any of those literacies, **I mean**, I'm actually concerned about the school literacies as well because I don't think it worked. (2010R: 2:96).

Estelle: **Mmm.** (2010R: 2: 97).

Annie: No, **I think** it must stay (Michelle: It must stay.) and we must work on it (2010R: 2: 98).

Michelle: **Mmm.** (2010R: 2:99).

Senior staff member: This is what I think we **could** do, okay, and I think we **could** do it next semester that part of what we do with the research, is build the research topics around school literacies (2010R: 2:100).

Jean: **That's a wonderful idea.**(2010R: 2: 101).

I was concerned about abandoning the original conceptualisation of the course because teaching the five literacy domains is what makes this course unique. Taking literacy across the curriculum is also part of the gap this course tries to fill. I was very aware of this because it forms the rationale for my research and for the course. In the discussions about the redesign I raised questions about the decision to focus on academic literacy and use the structure from the academic literacy course. It was apparent in Extract 6.37 that my concerns are not really shared by the rest of the team, perhaps because they were already invested in the academic literacy course. Although most of my questions were answered positively, they seem to be answered very emphatically, almost as if some members of the team were impatient with me. It is only really the senior staff member who understands my concern and answers in a more helpful way. Noticeable also was the lack of hedges in this extract.

When the group discussed how the materials would be written out there was again a sense that not everyone was in agreement. Annie had written out a whole section as a trial for the redesign and the disagreement is about the amount of prescription needed:

Extract 6.36

Brenda: **I think, uh, um, uh**, on the matter of wri, doing it as explicitly, as Annie has done, (Estelle: **Mmm.**) I don't think one can avoid it actually. (Estelle: **Mmm.**) **I think** that the, one of the reasons why they've all been so at sea, and why some tutors are not coping, is it's not, (Annie: Systematic.) it's not explicit enough (2010R: 3: 62).

Jean: **Okay**. The interesting thing is that the feedback that I've got from the new young inexperienced tutors was that they found the format very helpful to them, that they worked according to the format (2010R: 3:63).

Brenda: Oh, **okay!** (2010R: 3: 64).

Gayle: I don't know how they did, Jean, because there was too much, so how did they work according to the book? (2010R: 3: 65).

Jean: No, they didn't say they did everything that was in there. They said they found the tutorial notes, on what to do in the tutorials and what to prepare, very helpful (2010R: 3:66).

Brenda: The tutorial notes, **yes**, but I don't think that the students as well, I, I, I don't think they found it useful, they, they didn't know what to revise (2010R: 3: 68).

Jean: **Okay** look, I'm, I'm just raising this (Michelle: **Ja**, no.) as an issue of it takes so long to write this, (Annie: **Mmm.**) doesn't it, Annie? (2010R: 3:69).

Michelle: **Yes** it does. It's absolutely (The rest is not clear.) ... (2010R: 3:70).

Annie: It does but it's not, it's not an impossibility (2010R: 3:71).

This discussion was slightly at odds with the previous discussions on prescription in the materials. Annie's new version had a lot of informational text between activities and it seemed that the tutor would actually have to read this out to the class, making her materials a lot more prescriptive and scripted than the previous materials. From my own background in writing school textbooks, I knew that this was not a good policy and made for much longer more laborious course notes. It also "deskilled the teacher" (Apple & Jungck, 1990) by putting the actual words into the tutor's mouth for teaching concepts. But both the senior staff member and Brenda argued that the 2010 materials were not explicit enough and students and tutors were lost. This was at odds with the feedback during the course meetings, which seem to have been forgotten by the group. What was noteworthy in this dialogue was that everyone was very definite in their opinions and although there were a few agreement markers, there was only one hedge. I suggest that this exchange was confrontational in a fairly polite way.

One thing that is also particularly noticeable in these meetings is that one of the participants, Lisa, only made one contribution. She was a sessional staff member who had volunteered to attend the redesign meetings. I am suggesting that she chose to listen rather

than contribute because she felt fairly new to this group and perhaps not comfortable enough to make her voice heard. She later went on to become a key player in this course.

6.2.4. Comparison of patterns of interaction across the three groups

In comparing and contrasting the patterns of interaction across the group for curriculum design and development, the group for implementation and the group for redesign, the following similarities emerge:

- Politeness strategies such as hedges, modals and agreement particles were prolific in all three group meetings, suggesting that Leech's cooperative principles dominated the interaction
- The core group dominated the conversation in all three groups
- In all three groups the most common hedges were "I know" and "I mean"; the most common modal verb was "can" and the most common agreement markers were "ja" and "Mmmm"
- There were no serious apologies in any of the groups and "sorry" was really used for interruptions and to take a turn
- There were compliments in every group, mostly expressing appreciation of the work or the ideas of others
- There were also ruptures to the general pattern of interaction for each group mostly comprised of disagreements about turf, perspectives or design

In comparing and contrasting the patterns of interaction across the group for curriculum design and development, the group for implementation and the group for redesign, the following differences emerge:

- Leadership patterns changed across the groups. In the group for curriculum design and development, leadership was shared between the coordinator and a senior staff member. In the group for implementation, leadership was shared between the coordinator and another member of the core group. In the group for redesign the senior staff member became the leader
- Composition, group size and group membership was different in each group and this affected the patterns of interaction

- The degree of laughter was different in each group. There was virtually no laughter in the group for curriculum design and development. There was a bit more laughter in the group for implementation. The most laughter was evident in the group for redesign, suggesting that this smaller group were familiar with each other and comfortable in the group
- Whilst in the group for curriculum design and development, most participants were treated as equals and all contributions were valued, in the group for implementation, tutors who were sessional staff were limited in their contributions and fairly timid. In the group for redesign only one member of the sessional staff was brave enough to contribute, the other made only one small comment.

6.7 Key findings on the process of group collaboration

A key finding in this chapter is that it is more productive to work in smaller groups. The smaller the group, the more invested the members and the more productive the team. It was in the smaller groups that members became more productive and gained a sense of pride in their personal contribution. The perceived need for wider consultation was time consuming and distracting, although Bernstein says it is a requirement for an integrated curriculum. Larger groups were constrained by logistical difficulties, diversity of funds of knowledge, and diversity of motivation and investment. The group for implementation had the widest diversity in these attributes. It was the core group with the necessary content knowledge (or funds of knowledge) that executed the design plans, developed the material, played a major role in the implementation and redesigned the materials. This finding is in line with much of the research about the importance of group size when working in groups (Levine & Moreland, 1990; Mebane & Galassi, 2003; Rowley, 1989).

Funds of knowledge proved to be a major factor in the design and teaching of this course, a factor that was underestimated by the design team and the school. I would argue that it is far more efficient to work in a smaller group who have the right funds of knowledge, in this case content knowledge of sociocultural theories of literacy and pedagogic content knowledge of how to teach literacy. The continuous need to explain this underpinning

theory to members from other divisions and tutors proved to be a serious constraint. I believe the core team would have developed a very good course, with much less effort and in a much shorter time if we had not consulted with members from other disciplines. Consulting with these members had not produced the desired results anyway. The core group could have done their own research into the way literacy works in different subject domains. This research would have been valuable because the core group would have begun with an understanding of how literacy domains govern literacy practices. I believe, as well, that this course should have been staffed by tutors who shared these funds of knowledge and the lack of content knowledge and pedagogical content knowledge of sessional staff and staff members from other divisions is an issue that continues to resurface year after year. Within WSoE and even within the design team itself, literacy is not acknowledged as a discipline in its own right.

Another key finding is that small groups establish their own patterns of interaction based on the nature of the group, the size of the group, the nature of the task and the power and status dynamics in the group. In all three groups, members naturally deferred to the senior staff member who had the greatest academic status and power, including expert power. I argue that expert power is really the most important kind of power in this particular academic context. It didn't really matter who was coordinating or chairing the meetings, members of each group paid careful attention when the senior staff member spoke, used many agreement markers to punctuate her turns and agreed with her on all major decisions. The shared leadership of the senior staff member and the coordinator was an added benefit that enabled group participation, academic leadership and practical or administrative leadership. For productivity it was important that expert power is combined with legitimate power for coordination and administrative purposes.

It is clearly noticeable that there are subtle differences in the patterns of interaction for each of the three groups. In the group for curriculum design and development, the core group controlled most of the interaction, but used many hedges and politeness strategies to encourage everyone to participate. In the group for implementation, it was mainly the core group who used hedges, politeness strategies and compliments. For me, the most interesting finding was that hedges, modals and agreement markers can be used in quite

different ways. As these politeness strategies were only really used by the core group in the course meetings, I suggest that in this group they were used as a way of re-enforcing the power and the status of the core group, in that tutors from “outside” needed to get approval from this group. This is perhaps evidenced by the way any disagreement with the core group was treated. I think this was a subtle form of power play.

The process of group work and collaboration can only be really understood by analysing the dynamics of the groups and their patterns of interaction.

Chapter 7: Conclusion

At the end of a research report such as this it is important to draw the findings from the chapters of analysis together and consider the claims that have been made and their significance. It is also important to summarise the contribution towards knowledge that this research report makes and make recommendations for future course development and for further research.

7.1 Summary of major findings and recommendations

The most important findings in this research report connect with the three aspects that were investigated in the literature review and the research questions: findings about literacies for teachers; curriculum design and development; and group collaboration.

7.1.1 Findings about literacies for teachers

There are two very important findings about literacies for teachers that arise as a result of this research:

Literacy domains for student teachers

The central argument during the conceptualisation of this curriculum and this research was that academic literacy is not the only kind of literacy that students need to be successful students and teachers. To develop “highly literate subjects” it is essential that we recognise and develop multiple literacies in our students, including the high level symbolic skills needed for working in the new knowledge economy. Sociocultural theories of literacy present a new understanding of what literacy is and enabled course developers to start by identifying the literacy needs of the students. The course developers identified five literacy domains which B.Ed. students need to be competent in as students and teachers: the academic domain, the personal domain, the research domain, the school domain and the digital and multimodal domain. The entire curriculum design and materials development process is built on this premise.

Each of these five domains is connected to and overlaps with the others. Together they form an interconnected network of different literacies. Academic literacy is an important

part of development for first year students, but it overlaps with other domains and needs competence in these domains for development. The research domain overlaps with the academic domain, as many academic endeavours are grounded in research and many academic articles are research articles. It is crucial for university students to gain an early understanding of research literacy practices. The academic domain overlaps with the digital domain as in the digital era all assignments and research is done on computers, making frequent use of the internet. If students do not develop these literacy practices and the required skills early in their studies, it will affect their academic progress. The school domain highlights the importance of understanding literacy across the school curriculum and research, lesson design and preparation are done in the digital domain. The personal domain is important for academic progress as when students read for pleasure, they develop the reading pathways in their brains so that they can easily fulfil the four roles of the reader: text decoder, text participant, text user and text analyst at a university level (Luke & Freebody, 1997). Some of our students have had little access to print materials and need to develop these pathways. The digital domain connects with all other domains as students surf the net and do social networking for pleasure in the personal domain; do research on the internet and online library for academic purposes and write assignments; research, plan and prepare lessons for teaching in the school domain; communicate with other students and staff members via email, the course blog or closed group facebook pages.

Towards the end of 2010 an additional change was introduced to the redesign. Comments in course evaluations and tutor feedback suggested that the digital component in the second semester was very helpful and suggested that digital elements should be introduced from the beginning of the year. Closed group tutorial Facebook pages and the course blog, Ignite, were introduced in the first two weeks of 2011 and using Web CT became common practice. By the end of first year these students were competent in various digital literacy practices such as: reading and writing on the course blog, interacting on their tutorial Facebook pages in a number of ways, evaluating scholarly internet articles for reliability, validity, bias, author's viewpoint and arguments and suitability for assignments. Students also became proficient in using tables and different kinds of graphs to analyse their research findings,

presenting them on PowerPoint, using various kinds of images and designs in their PowerPoints and designing a multimodal poster for teaching using PowerPoint.

I think the most important claim or finding for this research is that academic literacy cannot be done in isolation from other literacy practices and domains. If you do so, you are not fully equipping students for the literacy needs of their degree or their teaching. I argue that the new course structure in the redesign failed to address all five of these literacy domains effectively in the interconnected way that had been originally envisioned. As the years progressed the focus on the personal domain and reading and writing for pleasure diminished and eventually disappeared. The focus on digital literacy became harder to achieve as well. For me, this began with the redesign where we no longer used a format that deliberately included all five literacy domains – this original format was essential for pulling through all five literacy strands. The students also did not attach the same importance to reading for pleasure that we did. In 2010 we managed to promote this domain by providing a wide range of books for them to read, inviting writers to address them, including tutorial activities on reading for pleasure and by having assignments that counted for marks as part of this domain.

Literacy across the curriculum

Another premise that guided curriculum design from the beginning was the need for student teachers to learn about the literacy domains and practices across the curriculum in their B.Ed. degrees and across the school curriculum. This research has revealed a serious gap in the training of in-service teachers at WSoE, which is probably widespread across South Africa. There is no focus in their degree on “content literacy” or “content area literacy” as there is in most other countries around the world. This course attempted to fill that gap, albeit not completely successfully.

A central part of the curriculum design rested on the premise that each subject or discipline has its own literacy domain that governs specific practices, the use of specific genres and the use of specific discourses (Moje et al, 2004; Warren, 2002; Maton, 2009).

In the initial curriculum design the plan was to take literacy across the curriculum in a number of different ways:

- Using a theme based approach where some of the themes clearly related to other subjects in the curriculum
- Working with colleagues from other disciplines so that they could design units within themes from the perspective of their disciplines
- Using materials from other disciplines for students to analyse.

These strategies were in line with Bernstein's (1996, 2000) definition of integrated curricula where teachers from various subjects work together to provide integration and cumulative learning. However, the concept of an integrated curriculum proved to be very difficult to achieve and was not a focus in the redesign. Part of the problem was a lack of funds of knowledge in socio-cultural theories of literacy in colleagues from other disciplines. But the core development team also lacked the funds of knowledge about the literacy domains and practices in other disciplines. It was not a happy partnership. Perhaps we were trying to do too much. This contributed to curriculum overload.

The course did succeed in taking literacy across the curriculum in the research project in the second semester. In this project students worked in groups to research how literacy practices worked in the subjects they would be teaching in. They investigated how reading and writing were used in the classroom, what genres and what modes were used. Data was collected during teaching experience and students compared findings across members of their groups. The intention was that disciplines would pick up on these initial findings and develop a deeper understanding of literacy in their discipline. However, in most disciplines this did not happen.

Disciplines develop their own literacy domains with their own ways of knowing and communicating, their own values, their own discourses, their own literacy practices, their own ways of using language and their own genres. Moje et al (2004) claim that these are best taught by people from within the discipline who have the funds of knowledge to do so:

being literate in a content area requires an understanding of how knowledges are constructed and organized in the content area, an understanding of what counts as warrant or evidence for a claim, and an understanding of the conventions of communicating that knowledge" (Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo and Collazo, 2004, p. 45).

Warren (2002) also claims that academic literacy should be taught within the specific domain, where particular ideologies govern the literacy practices in that domain. He argues that:

It is necessary to go beyond subject content (theories, concepts, principles and facts) and to make explicit the processes (methods and practices and their epistemological foundations) by which disciplines define, explore and solve problems, and communicate and evaluate knowledge (Warren, 2002, p. 88).

The main recommendation that I can make in this regard is that content literacy has to be taken seriously and built into the B.Ed. programme. Many discipline specialists are lacking in knowledge about literacy and literacy specialists lack the disciplinary knowledge about the way knowledge is structured, what is valued, the discourse and the kinds of literacy practices within different genres. To achieve an integrated curriculum with cumulative learning, the school (WSOE) must find some way of forging strong partnerships between literacy specialists and discipline specialists so that the literacy domains and literacy practices in each discipline can be fully understood and developed in students.

7.1.2 Findings about course development

In *NLFT* the process of curriculum design, materials development, implementation and redesign closely emulated action research cycles (planning/designing, doing, observing and reflecting). These processes enabled the team to be reflective practitioners, thinking about their teaching, the materials, and the assessments. It is crucial to take note of what is happening during implementation to feed into the redesign of the course. Weekly course meetings provided the opportunity for regular and extensive feedback on each week of the course materials. This reflective process enabled the thoughtful redesign of the curriculum and the materials for the next iteration of the course in 2011. I have experienced this process in some of the courses I teach at WSOE, but not all. *NLFT* made this process of curriculum design and materials develop, implementation and redesign more explicit.

Data from the course meetings during the process of implementation enabled the team to identify several problems with the curriculum design and the materials development in 2009. These were discussed at weekly course meetings where feedback and reflection played an important part. It is only when a course is taught that successes and failures become apparent. During implementation specific problems were identified: curriculum

overload, lack of systematic development of academic literacy, lack of staff expertise in the form of content knowledge, lack of assessment planning, and the misalignment of outcomes, assessments and teaching and learning activities (Biggs, 2003).

The redesign team adopted a new design principle to deal with these problems. Design principles are an important part of curriculum design. They can change the entire nature of a course. The redesign team decided that the main focus of the first semester should be the systematic development of academic literacy and redesigned the course on this principle. The contents of *NLFT* were mapped onto the structure and assessments of a previous course in academic literacy. The new course became much shorter and issues of curriculum overload, systematic development of academic literacy, planned assessment and constructive alignment were much improved.

However, with this redesign came with losses. For me it appeared that the focus on other domains slowly diminished, although theoretically it became part of the content for the course. In 2010 the structure of the course facilitated the development of all five domains. It was the design principle that guided the content and the type of activities being done in every tutorial. By 2012 the focus on the personal domain was completely lost. This meant that *NLFT* was no longer developing fully literate subjects or meeting all the course outcomes. The result of adopting the new design principle, the focus on the systematic development of academic literacy, meant that *NLFT* had become an academic literacy course, rather than a course on *New Literacies for Teachers*.

7.1.3 Findings about the process of group collaboration

A number of interesting findings were made during the sociolinguistic analysis of the three groups who collaborated in the curriculum design, materials development, implementation and redesign.

Group size

The most important finding was that the size of the group impacted on the success of the collaboration. This agrees with other research in small group collaboration (Levine & Moreland, 1990; Mebane & Galassi, 2003; Moreland & Levine, 1992; Rowley, 1989). The

smaller the group, the easier it was to stay on task and get the work done. In larger groups there are many constraints and I argue strongly that consulting with such a large group in the curriculum design and development phase was partly responsible for the curriculum overload in the course for 2010. This process was excessively time consuming as well.

Funds of knowledge

Another important finding of this research is that the designers and management underestimated the importance of content knowledge in designing and teaching this course. The essential funds of knowledge for working on this course, whether as a designer or a tutor, are the sociocultural theories of literacy, where literacy is defined as a socially situated set of practices. Key concepts in this theory, literacy domains and literacy practices, formed an integral part of the design and of the course content. There seems to be a misconception that if you can read and write, you can teach literacy. The designers and the school failed to recognise that literacy is a field of knowledge in its own right with many important theories and models. There was no recognition of the specialised nature of the expertise needed. It is remarkable that a tertiary institute is prepared to appoint tutors without the requisite content knowledge. There was, however, some reasoning that tutors from other divisions needed to teach on this course to learn about literacy and to offer content literacy in their subjects.

The main contribution towards knowledge here is that the correct funds of knowledge, especially content knowledge and pedagogical content knowledge, are critical for university curriculum design and teaching. My recommendation is that course development should happen in much smaller groups who have the correct funds of knowledge and tutors should also have the correct funds of knowledge. This is more practical and productive.

Content literacy

However, the lack of funds of knowledge operated at two levels in this course. Lack of funds of knowledge in sociocultural theories of literacy meant that tutors and staff members from other disciplines did not have the necessary content knowledge to teach on the course. But likewise, the core group did not have the necessary funds of knowledge to understand how

literacy worked in other disciplines. There are very few people who are both literacy specialists and content literacy specialists.

My recommendation is that content literacy should form part of the course requirements in all disciplines at WSoE. Disciplinary specialists will have to pay attention to how literacy works in their domain. This should be a formal requirement for B.Ed. courses. Content literacy will require research to clarify the issues in each domain and understand how they govern the literacy practices. It will also require partnerships between literacy specialists and disciplinary specialists. There must be some way to make these partnerships work because it is documented in much of the research from other countries in content literacy, literacy across the curriculum and genres across the curriculum (Derewianka, 2003; Deveraux & Wilson, 2008; Draper, 2009; Fisher & Ivy, 2005; May & Wright, 2007; Moje, McIntosh Ciechanowski, Kramer, Ellis, Carrillo & Collazo, 2004; Morkel, 1999; O' Brian, Stewart & Moje, 1999; Wignell, 1994).

Group dynamics

Status, power and leadership roles also contributed to the nature of the collaboration in each group. Throughout all three groups the leaders made a conscious attempt to encourage group participation through the use of politeness strategies. In examining the interactions across all three groups my finding is that the person who really held the power in all three groups was the person with the highest status and expert power. This may be true in many academic contexts where expert power and academic status are valued. Deferring to her, asking her opinion and following her lead were the natural instincts of all team members across all three groups. There was also a considerable amount of power held by the core group who were part of all three phases of development.

It is noteworthy that most interactions in these groups were positive, supportive, productive and collaborative. This finding concurs with a multitude of research done by Holmes (1984-2013) and others and demonstrates that the typical collaborative and supportive patterns of interaction found amongst groups of women have remained unchanged for 30 years (see 2.4.6).

Hedges and politeness strategies

However, I made an unexpected finding for the implementation group. I suggest that in this group politeness strategies such as hedging, agreement markers and modal verbs served a slightly different function. As these politeness strategies were only really used by the core group in the course meetings, I suggest that in this group they were used as a way of re-enforcing the power and the status of the core group, in that tutors from “outside” needed to get approval from this group. Comments and suggestions from other team members were always addressed to the core group. Sometimes valid suggestions were rudely brushed aside without adequate exploration and male members of the team were hesitant to participate. The group of core women were strongly in control of this larger group and were often quite forceful, resulting in other members of the team needing to seek their approval.

The important contribution to knowledge in this research is that hedging and politeness strategies can also serve the purpose of reinforcing power structures. It is noteworthy that it was the women who were in power in this academic context and many of them were strong women who expressed themselves quite forcefully at times. But it should also be noted that part of this power came from a deep commitment to *NLFT* and a belief in the purpose of the course.

7.2 Significance of findings

The findings of this research report are significant for literacy education, curriculum design and group collaboration.

For literacy education the significance of these findings is that there should be a greater focus on literacy in undergraduate courses for student teachers. Literacy needs to be built into a B.Ed. programme in comprehensive ways and the premise that there should be a focus on developing students own literacy competence in all the domains suggested in this research: academic, research, school, personal and digital, should be further explored. There should be a focus on developing content literacy in academic majors or literacy across the curriculum and they should experience the research process early in their B.Ed. degree.

For curriculum design the significance of these findings is that makes explicit the multi-layered and complex nature of the process of curriculum design, materials development, implementation and redesign which takes into account the findings of the implementation process. These processes which emulated the plan-act-observe-reflect cycles of action research helped to make sure that course designers become reflective practitioners. Course designers and tutors should be competent in the funds of knowledge needed for the course, therefore it is important to identify the funds of knowledge or content knowledge that is pivotal for each course.

For group collaboration the significance of these findings is that this kind of task group should not exceed seven to nine people. Consulting with larger groups creates too many complications and decreases productivity. It is important to have a core group who have the appropriate funds of knowledge. The core group of eight were optimal for this development and much valuable time was lost in the efforts to engage staff members from other disciplines. Issues of power and dominance definitely play a role in groups. It is important to have someone with expert power to lead the process and it is also important to have someone with legitimate power to coordinate the development. But most importantly, you cannot underestimate the interpersonal and power relations when working across disciplines because the success or failure of the collaboration hinges on these relations.

7.3 Ideas for future research

More research in curriculum design, especially for B.Ed. students is needed. Maton (2007) provides an interesting starting point by investigating the conditions that prevent “cumulative learning” (Bernstein, 1996, 2000). *NLFT* attempted to provide “cumulative learning”, where students would be able to apply what they have learnt to other subjects in their B.Ed. curriculum and in the subjects they would be teaching at school. There must be other ways of teaching literacy across the curriculum and these should be explored. Such research should include interdisciplinary research projects where funds of knowledge about sociocultural theories of literacy are brought together with funds of knowledge about the subject or discipline.

Research needs to be done in how school and university subjects have their own specific literacy domains. The definition of a literacy domain as an abstract space in which a particular ideology operates i.e. with its own world view, is quite abstract and nebulous. Research should investigate the sets of cultural beliefs and values, the ways of knowing and communicating, the discourses, the literacy practices, the ways of using language and the genres in various disciplines. Understanding how literacy domains work in various subjects across the school curriculum will provide a better understanding of how the literacy practices in those domains function. I suggest that this is one way of researching literacy across the curriculum and providing the funds of knowledge to teach it.

Each of the literacy domains identified and built into this course could be researched individually as well, perhaps taking in a student perspective and investigating how they perceived the course and what they learnt. All of the areas identified by the sub questions would be worthy of further research in other contexts: curriculum design and development, implementation, redesign, and group development and collaboration. In the area of politeness strategies, this research has identified that they could also be used to assert power – more research is needed to validate this claim.

It would be interesting to track the progress of these students throughout their student years and see whether their academic literacy had improved in significant ways. In 2010, 2014 and 2015 all first year students underwent a National Benchmark Test at the beginning and at the end of their first year. Improvements could be measured against the key academic literacy skills targeted in NLFT.

Knowledge of how to use technology in teaching and digital literacies is an important emerging field and much research is needed in this area. This course could provide data to research various aspects of digital literacy: using Web CTs in teaching; reading and designing multimodal texts, using social media, etc. Further research about the digital immigrant digital native metaphor could be done with the students and the tutors on this course. Many of the tutors were digital refugees and dreaded their first time teaching on this course because they had to use technology in various ways. I have a particular interest in this area

and published a paper (Reid, 2011) analysing the use of the closed group tutorial Facebook pages in this course from a critical literacy perspective. There is data available on these facebook pages for research into language, identity, code-switching and how students construct their bilingual and bi-cultural identities through text.

In general the findings of this research contribute to understanding the enormous complexity of designing and teaching large undergraduate courses for first year students, particularly students who arrive at university with a diversity of language and literacy experiences. But more research on teaching large classes or groups is needed. In *NLFT* tutorial groups gradually increased because of lack of funds to employ sessional staff. In 2010 there were 35 students in each tutorial group. By 2016 the number had grown to 52 in a tutorial group. The coordinators had to adapt the course requirements in terms of assessments to meet these large classes. In 2015 the coordinators experimented with having four lectures and one tutorial a week. This necessitated adapting the course materials and was not entirely successful. It also had an effect on pedagogy because it was difficult to make lectures interactive. The course could no longer be reading and writing rich with such large numbers of students per tutorial group.

The research foregrounds the importance of content knowledge in teaching university courses and the difficulty of providing competent tutors to such large numbers of students. It also foregrounds the important and complex role that literacy plays in all learning and education.

Finally, I suggest that *NLFT* was a highly innovative course, well grounded in literacy theory. But in the face of logistical restraints, lack of buy in from new management structures and curriculum overload, this innovation was compromised.

References

- Apple, M. W. (1988). *Teachers and Texts: A Political Economy of Class and Gender Relations in Education*. New York: Routledge.
- Apple, M. W. (1995). *Education and power* (2nd Ed.). New York and London: Routledge.
- Apple, M., & Jungck, S. (1990). You don't have to be a teacher to teach this unit: Teaching, technology and gender in the classroom. *American Educational Research Journal*, 27(2), 227-251.
- Apple, M. (1999). The personal and the political in critical educational studies. In M. Apple (Ed.), *Power, Meaning and Identity: Essays in Critical Educational Studies* (pp. 3-27). New York: Peter Lang.
- Apple, M. (2001). Educational and Curricular Restructuring and the Neo-liberal and Neo-conservative Agendas: Interview with Michael Apple. *Currículo sem Fronteiras*, 1(1), 1-26.
- Apple, M. (2001). Ideology and Curriculum. *Books of the Century Catalogue*, 116-117. South Carolina: University of South Carolina, Museum of Education.
- Alfred, L., Dison, L., & Hagemeyer, L. (2000). Developing a sociology foundation course: An analysis of principles, methods and materials. *The South African Journal of Higher Education*, 14(3), 112-119.
- Alternative Admissions Research Project (AARP). Centre for Higher Education Development: Retrieved July 6, 2010 from http://www.ched.uct.ac.za/departments/adp/interfac_proj/aarp
- Badenhorst, C. (2007). *Research writing: Breaking the barriers*. Pretoria: Van Schaik Publishers.
- Badenhorst, C. (2008). *Dissertation writing*. Pretoria: Van Schaik Publishers.
- Badenhorst, C. (2010). Writing with voice: Is blogging the answer? Edge conference on E-learning, Newfoundland, Canada. Unpublished paper retrieved from: <http://www.mun.ca/edge2010>
- Bargiela Chiappini, F. (2003). Face and Politeness: New (Insights) for Old (Concepts). *Journal of Pragmatics*, 35(10-11), 1453-1471.
- Barton, D., & Hamilton, M. (1998). *Local literacies: Reading and writing in one community*. London: Routledge.

- Bearne, E. (2003). Multimodal texts: What they are and how children use them. In J Evans (Ed.), *Literacy Moves on: Using popular culture, new technologies and critical literacy in the primary school* (pp. 16-30). Portsmouth: Heinemann.
- Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. Mahwah, N.J: L. Erlbaum Associates.
- Berger, J., Cohen, B.P., & Zelditch, M. (1972). Status characteristics and social interaction. *American Sociological Review*, 37, 241-255.
- Berger, J., Rosenholtz, S. J., & Zelditch, M. (1980). Status organizing processes. *Annual Review of Sociology*, 6, 479-508.
- Bernstein, B. (1996). *Pedagogy, Symbolic Control and Identity*. London: Routledge and Kegan Paul.
- Bernstein, B. (1971). On the classification and framing of educational knowledge. In MFD Young (Ed.), *Knowledge and Control: New Directions for the Sociology of Education* (pp. 47-69). London: Collier MacMillan.
- Bernstein, B., Elvin, H., & Peters, R.S. (1971). Ritual in Education. In B.R. Cosin *et al* (Eds.), *School and society: A sociological Reader*, 160-165. Cambridge, Massachusetts: MIT Press.
- Bernstein, B. (2003). Sources of consensus and disaffection in education. In *Class, Codes and Control: Towards a theory of educational transmission, Volume 3*. London: Routledge and Kegan Paul.
- Biggs J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32, 347–364.
- Biggs, J. (2003). Aligning teaching and assessing to course objectives. *Teaching and Learning in Higher Education: New trends and innovations*. University of Aviero, 1-9.
- Biseth, H. (2006, June). South Africa's education language policy and practice: The perspective of the "other". Paper presented at the Language and Education in Africa conference in Oslo.
- Bourdieu, P. (1994). Rethinking the state: Genesis and structure of the bureaucratic field. *Sociological Theory*, 12(1), 1-18.
- Brenner, J., & Andrew, D. (2003). *Spinning our own webs: Transforming a writing based project into an electronic web-based project*. Paper presented at The Learning Conference, University of London.
- Brice-Heath, S. (1983). *Ways with Words: Language, life and work in communities and classrooms*. Cambridge: Cambridge University Press.

- Brown, P., & Levinson, S.C. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Buckland, P. (1982). Curriculum and reality in South African Schools. *South African Journal of Education*, 2, 167-172.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1–47.
- Carr, N. (2008). *Is Google making us stupid?* Retrieved May 22, 2010, from www.popularmechanics.co/za.
- Clarence-Fincham, J. (2000). Cummins' contribution to the understanding of language learning and achievement at school. In M. Inglis, C. Thomson, & A. Macdonald (Eds.), *Language in Learning and Teaching* (pp. 141-145). Pietermaritzburg: University of Natal Press.
- M. C. Muñoz-Catalán, M.C., Carrillo, J., & Climent, N. (2010) Analysis of interactions in a collaborative context of professional development. Proceedings of CERME 6, January 28th-February 1st 2009, Lyon France © INRP 2010.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in Education*. London: Routledge Falmer.
- Clemen, G. (1997). The Concept of Hedging: Origins, approaches and definitions. In R. Markkanen & H. Schröder, (Eds.), *Hedging and discourse: Approaches to the analysis of a pragmatic phenomenon in academic texts* (pp. 235 – 248). Berlin: de Gruyter,
- N. Cloete, J. Muller, M.W. Makgoba, & D. Ekong. (Eds.). (1997). *Knowledge, Identity and Curriculum transformation in Africa* (pp. 139-148). Cape Town, South Africa: Maskew Miller Longman.
- Cook, J. (2010). Learning “Just in Case” versus “Just in Time”. Retrieved March 1, 2016, from <http://lifehacker.com/5486247/learning-just-in-case-versus-just-in-time>
- Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.
- Cope, B., & Kalantzis, M. (2000). Introduction: Multiliteracies: The beginnings of an idea. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and design of social future* (pp. 3-8). Australia: MacMillan.
- Cochran, K. F., DeRuiter, J. A., & King, R. A. (1993). Pedagogical content knowledge: An integrative model for teacher preparation. *Journal of Teacher Education*, 44(4), 263-271.

- Cresswell, J. (2005). *Research Design: Qualitative, Quantitative and Mixed methods approaches*. London: Sage publications.
- Crystal, D. (2004). *A glossary of Textspeak and Netspeak*. Edinburgh: Edinburgh University Press.
- Crystal, D. (2008a). Text Messages: Texting. *English Language Teaching Journal*, 62(1), 77-83. Oxford: Oxford University Press.
- Crystal, D. (2008b). *Txting: The G8 D8*. Oxford: Oxford University Press.
- Crystal, D. (2008c, July 5). *2B or not 2B*. Retrieved May 22, 2010, from <http://www.guardian.co.uk/books/2008/jul/05/saturdayreviewsfeatures.guardianreview>
- Crystal, D. (2011). *Internet Linguistics*. London: Routledge.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- Cummins J. (2003). Challenging the construction of difference as deficit: Where are identity, intellect, imagination, and power in the new regime of truth? In P. Trifonas (Ed.), *Pedagogies of difference: Rethinking education for social change* (pp. 41–60). New York: Routledge Falmer.
- Department of Education (SA). (1997, July 14). *Language in Education Policy*. (Government Notice No. 383, Vol. 17997).
- Department of Education (SA). (2002). *National Curriculum Statement*. Retrieved July 5, from <http://www.info.gov.za/view/DownloadFileAction?id=70257>
- Department of Education (SA). (2011). *Curriculum Assessment Policy Statements*. Retrieved July 5, from <http://www.info.gov.za/view/DownloadFileAction?id=70257>
- Department of Education (UK). (2004). *Literacy across the curriculum: For school-based use or self-study*. Retrieved July 5, 2010, from <http://nationalstrategies.standards.dcsf.gov.uk/node/97968>
- Department of Education (UK). (2001). *Literacy progress unit: Reading between the lines*. Retrieved July 5, 2010 from http://nationalstrategies.standards.dcsf.gov.uk/node/156821?uc=force_uj
- Deveraux, L., & Wilson, K. (2008). Scaffolding literacies across the Bachelor of Education programme: An argument for a course-wide approach. *Asia-Pacific Journal of Teacher Education*, 36(2), 121 – 134.

- Dison, L., & Pinto, D. (1995). Changing conceptions of materials development at Wits University. *South African Journal of Higher Education*, 9(2), 60–73.
- Dison, L., & Rule, P. (1996). Bridging the subject–student divide: An integrated approach to developing foundational curricula. *Academic Development*, 2(2), 83–97.
- Dison, L. (2010). Higher order thinking in transition: A case study of first year university students. Unpublished doctoral thesis, University of the Witwatersrand, Johannesburg, South Africa.
- Dixon, K., & Peake, K. (2008); Straight for English: Using school language policy to resist multilingualism. *English Teaching: Practice and Critique* (7)1. February 12, 2016, retrieved from <http://education.waikato.ac.nz/research/files/etpc/2008v7n1art5.pdf> pp.73-90
- Dixon, K., Reed, Y., & Reid, J. (2013). Supporting teacher educator professional learning about assessment: Insights from the design and use of a task analysis tool in a first-year B.Ed. programme. *South African Journal of Higher Education* (27)5, 1099–1117
- De Oliveira, L., & Iddings, J. (2014). Genre Pedagogy across the Curriculum: Theory and Application in U.S. Classrooms and Contexts. Retrieved February 15, 2016 from <https://www.equinoxpub.com/home/view-chapter/?id=29242>
- Derewianka, B. (1990). *Exploring how texts work*. Rozelle, NSW: Primary English Teaching Association.
- Derewianka, B. (2003). Trends and issues in genre-based approaches. *RELC Journal* 34(2), 133-152, Sage.
- Draper, R.J. (2002). Every teacher a teacher of literacy? An analysis of the literacy related messages in secondary methods textbooks. *Journal of Literacy Research*, 34(3), 357-384.
- Du Plessis, J. M. (1995). *Greeting and parting routines in Nguni: The effects of social distance and sex*. Unpublished master's thesis, University of the Witwatersrand, Johannesburg, South Africa.
- Edelsky, C. (1981). Who's got the floor? *Language in Society*, 10, 383-421.
- Eisner, E. (1985). Five basic orientations to the curriculum. *The educational imagination: On the design and evaluation of school programmes* (pp. 61-86). London: Collier MacMillan
- Ellison, N., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social network sites. *Journal of Computer-Mediated Communication*, 12, 1143-1168
- Fader, D. (1976). *Hooked on books*. New York: Berkley Publishing Corporation.

- Ferreira, A., & Mendelowitz, B. (2009). Diversity, double talk and (mis)alignment: Pedagogic moves for epistemological access. *Southern African Linguistics and Applied Language Studies*, 27(1), 77–92.
- Fisher, D., & Ivey, G. (2005). Literacy and Language as learning in content-area classes: A departure from “Every teacher a teacher of reading”. *Action in Teacher Education*, 27(2), 3-11.
- Fishman, P. (1983). Interaction: The work women do. *Social Problems* 25(4), 397-406
- Freebody, P. (1992). A socio-cultural approach: resourcing four roles as a literacy learner. In A. Watson & A. Badenhop, (Eds.), *Prevention of reading failure*. Lindfield, NSW: Scholastic Australia Pty Limited.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
- French, J., & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in Social Power* (pp. 150-167). Ann Arbor, MI: Institute for Social Research
- Gatica-Perez, D. (2006). Analyzing Group Interactions in Conversations: A Review IEEE International Conference on Multisensor Fusion and Integration for Intelligent Systems, September 3-6, 2006, Heidelberg, Germany.
- Gee, J. (1996). *Social Linguistics and literacies: Ideology in discourses*. London: Routledge.
- Gee, J. P. (2000). New people in new worlds: Networks, the new capitalism, and schools. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 43–68). London: Routledge.
- Gee, J.P. (2003). What video games have to teach us about learning and literacy. *ACM Computers in Entertainment*, 1(1), Book 01
- Gee, J.P. (2000). Teenagers in new times: A New Literacy Studies perspective. *Journal of Adolescent and Adult Literacy*, 43(5), 412-420.
- Gee, J., Allen, A., & Clinton, K. (2001). Language, class, and identity: Teenagers fashioning themselves through language. *Linguistics and Education*, 12(2), 175-194.
- Gee, J. P. (2008). *Lucidly functional language*. *New Literacies: A professional development wiki for educators*. Retrieved April 22, 2010, from <http://newlits.wikispaces.com/Lucidly+Functional+Language>
- Goffman, E. (1967). *Interaction Ritual: Essays on Face-to-Face Behaviour*. Allen Lane: The Penguin Press.

- Grabe, W., & Stoller, F. L. (1997). Content-based instruction: Research foundations. In M.A. Snow & D.M. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 5-21). White Plains, NY: Longman.
- Grabe, W., & Stoller, F.L. (2002). *Teaching and Researching Reading: Applied linguistics in action*. Sydney: Longman.
- Granville, S., & Dison, L. (2005). Thinking about thinking: Integrating self-reflection into an academic literacy course. *Journal of English for Academic Purposes*, 4, 99-118.
- Granville, S., & Dison, L. (2007, September). Research and the first year student: opportunities for learning. Paper presented at the *First Southern African Conference on the First-Year Experience*, Stellenbosch University: Stellenbosch, South Africa.
- Granville, S., Janks, H., Mphahlele, J., Reed, Y., & Watson, P. (1998). *English without g(u)ilt: A position paper on language in education policy in South Africa*. *Language and Education*, 12(4), 254-272.
- Grice, Paul (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax and Semantics*, 3: *Speech acts* (pp. 41–58). New York: Academic Press.
- Gudmundsdottir, S. & Shulman, L. (1987). Pedagogical Content Knowledge in Social Studies. *Scandinavian Journal of Educational Research*, 31(2), 59-70.
- Hagemeier, L. (2001). *Using assessment principles and practices to promote student learning: a case study of the first year Sociology Foundation course, University of the Witwatersrand*, paper presented at the South African Sociological Association Annual Congress: University of South Africa, Pretoria.
- Hagemeier, L. (2002, July). *Teaching research competence at the Sociology Foundation level: some thoughts and practices*, paper presented at the 6th Pacific Rim First Year in Higher Education Conference, Christchurch, New Zealand.
- Haas Dyson, A. (2005). *On the case: Approaches to language and literacy research*. Columbia University: Teachers College Press.
- Hague, C., & Payton, S. (2010). *Digital literacy across the curriculum: A Futurelab handbook*. Retrieved July 6, 2010, from http://www.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf
- Harris, P., Turnbull, J., Fitzsimmons, P., & McKenzie, B. (2001). *Reading in the primary school*. Australia: Social Science Press.
- Higher Education South Africa (HESA). *National bench mark tests: As a national service to higher education*. Retrieved May 22, 2010, from <http://www.nbt.ac.za/index>.

- Herbert, R. (1990). Sex-based differences in compliment behavior. *Language in Society*, 19(2), 201-224.
- Herzog, S. (2008, September). Addressing gaps in research on first-year success: Gauging the influence of secondary school conditions, part-time instructors, and diversity on preparation and persistence of first-year university students. Paper presented at *The First Southern African Conference on the First-Year Experience*, Stellenbosch University: Stellenbosch, South Africa.
- Heugh, K. (2000). *The case against bilingual and multilingual education in South Africa*. Retrieved September 28, 2009, from <http://web.uct.ac.za/depts/praes/OccPap6.PDF>
- Holmes, J. (1984)a Hedging your bets and sitting on the fence: Some evidence for hedges as support structures. *Te Reo* 27, 47-62.
- Holmes, J. (1984)b Modifying illocutionary force. *Journal of Pragmatics*, 8, 345-365.
- Holmes, J. (1985). Sex differences and miscommunication: Some data from New Zealand. In: J. B. Pride (Ed.), *Cross-cultural encounters: Communication and miscommunication*, 2443. Melbourne: River Seine.
- Holmes, J. (1986)a. Functions of "you know" in women's and men's speech. *Language in Society*, 15(1), 1-22.
- Holmes, J. (1986)b. Compliments and compliment responses in New Zealand English. *Anthropological Linguistics*, 28(4), 485-508.
- Holmes, J. (1987). Hedging, fencing and other conversational gambits: An analysis of gender differences in New Zealand speech. In A. Pauwels (Ed.), *Language, Gender and Society in Australia and New Zealand* (pp.59-79). Melbourne: River Seine.
- Holmes, J. (1988). Paying compliments: A sex-preferential positive politeness strategy. *Journal of Pragmatics*, 12(3), 445-465.
- Holmes, J. (2006). *Gendered Talk at Work: Constructing gender identity through workplace discourse*. New Zealand: Wiley.
- Holmes, J. (2013). *Women, Men and Politeness*. New York: Routledge.
- Howard, J. (2007). *Curriculum Development*, Department of Education Elon University. Retrieved July 6, 2010, from <http://org.elon.edu/catl/documents/curriculum%20development.pdf>
- Howie, S. E., Venter, S., Van Staden, L., Zimmerman, C., Long, C., Du Toit, V., Scherman, V., & Archer, E. (2006). *PIRLS 2006 Summary Report*. Pretoria: University of Pretoria.

- Hull, G., & Schultz, K. (2002). *School's out! Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press.
- Hull, G., & Schultz, K., (2002). Literacy and learning out of school: A review of theory and research. *Review of Educational Research*, 71(4), 575–611
- Hymes, D.H. (1966). Two types of linguistic relativity. In Bright, W. (Ed.), *Sociolinguistics* (pp. 114–158). The Hague: Mouton.
- Hymes, D.H. (1972) On Communicative Competence. In J.B. Pride and J. Holmes (Eds.), *Sociolinguistics* (pp.269-293), Harmondsworth: Penguin.
- Humphrys, J. (2007). *I h8 txt msgs: How texting is wrecking our language*. Retrieved September 25, 2009, from <http://www.dailymail.co.uk/news/article-483511/I-h8-txt-msgs-How-texting-wrecking-language.html>
- Janks, H. (2004). The access paradox. *English in Australia*, 139, 33–42.
- Janks, H. (2010). *Literacy and Power*. London: Routledge.
- Jewitt, C., & Kress, G. (2003). *Multimodal Literacy*. New York: Peter Lang.
- Jones, S. (2006). One body and two heads: girls exploring their bicultural identities through text. *English in Education*, 40(2), 5-21.
- Jones-Kavalier, B., & Flannigan, S. (2006). Connecting the digital dots: Literacy of the 21st century. *Educause Quarterly*, 2, 8-10.
- Kalantzis, M., & Cope, B. (2000a). Changing the role of schools. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 121–148). London: Routledge.
- Kalantzis, M., & Cope, B. (2000b). A Multiliteracies pedagogy: a pedagogical supplement. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 239–248). London: Routledge.
- Kedveš, A. (2013). Face threatening acts and politeness strategies in summer school application calls. *Jezikovlolvje*, 14(2-3), 431-444.
- Kemp, J.E. (1971). *Instructional design: A plan for unit and course development*. Belmont, California: Fearon Publishers.
- Kist, W. (2005). *New literacies in action: Teaching and learning in multiple media*. New York: Teachers College Press.
- Knobel, M., & Lankshear, C. (2009). Wikis, Digital Literacies, and Professional Growth. *Journal of Adolescent & Adult Literacy*, 52(7), 631-634.

- Kress, G. (2000). Design and transformation: New theories of meaning. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 153-161). London: Routledge
- Kress, G. (2003). *Literacy in the New Media Age*. London: Routledge.
- Lakoff, R. 1973. The logic of politeness or minding your p's and q's. *Papers from the 9th Regional Meeting, Chicago Linguistics Society*. Chicago: Chicago Linguistics Society.
- Lakoff, R. (1975). *Language and Women's Place*. New York: Harper & Row Publishers.
- Lam, W. S. E. (2000). L2 literacy and the design of the self: A case study of a teenager writing on the internet. *TESOL Quarterly*, 34(3), 457-482.
- Lampe, C., Ellison, N., & Steinfield, C. (2007). A familiar face(book): Profile elements as signals in an online social network. *Proceedings of CHI, 2007*: 435-444, San Jose, California, USA.
- Lankshear, C., & Knobel, M. (2003). *New literacies: Changing knowledge and classroom learning*. United Kingdom: Open University Press.
- Leech, G. (1983). *Principles of Pragmatics*. London, New York: Longman Group Ltd.
- Levine, J. M., & Moreland, R.L. (1990). Progress in small group research. *Annual Reviews Psychology*, 41, 585-634.
- Levine, J. M., & Moreland, R.L. (1990). Progress in small group research. *Annual Reviews Psychology*, 41, 585-634.
- Livingston, S. (2008). Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression. *New media & Society*, 10(3), 393-411.
- Lo Bianco, J. (2000). Multiliteracies and multilingualism. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-105). London: Routledge.
- Luke, C. (2000). Cyber-schooling and technological change: Multiliteracies for new times. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 69-91). London: Routledge.
- Luke, A., & Freebody, P. (1997). Shaping the social practices of reading: Constructing critical literacies. *Teaching and Learning Textual Practice*, 6, 460-475.

- MacGregor, K. (2009, August). South Africa: Shocking results from university tests. *University World News: Africa Edition*. 0003 Retrieved May 22, 2010, from: <http://www.universityworldnews.com/article.php?story=20090816082047397>.
- MacGregor, K. (2007, October). South Africa: Student drop-out rates alarming. *University World News: Africa Edition*. 0003 Retrieved May 22, 2010, from: <http://www.universityworldnews.com/article.php?story=20090816082047397>.
- Maltz, D., & Borker, R. (1982). A cultural approach to male- female miscommunication. In J Gumperz (Ed.), *Language and Social Identity* (pp. 196-216). Cambridge: Cambridge University Press.
- R. Markkanen & H. Schröder, (Eds.), *Hedging and discourse: Approaches to the analysis of a pragmatic phenomenon in academic texts*. Berlin: De Gruyter.
- Maton, K. (2009). Cumulative and segmented learning: Exploring the role of curriculum structures in knowledge-building. *British Journal of Sociology of Education*, 30(1), 43-57.
- May, S., & Wright, N. (2007). Secondary literacy across the curriculum: challenges and possibilities. *Language and Education*, 21(5), 370-376.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1-7.
- McGrath.J. (1997) Small Group Research, That Once and Future Field: An Interpretation of the past with an eye to the future. *Group Dynamics: Theory, Research, and Practice*, 1(1), 7-27.
- Mebane, D., & Galassi, J. (2003). Variables affecting collaborative research and learning in a professional development school partnership. *The Journal of Educational Research*, 96(5), 259-268.
- Mendelowitz, B., & Ferreira, A. (2007). Engaging narratives: using language biographies to facilitate student learning. *Southern African Linguistics and Applied Language Studies*, 25(4), 487-504.
- Mholongo, N. (2004). *Dog eat Dog*. Cape Town: Kwela Books.
- Miller, K. (2005). *Communication Theories: Perspectives, Processes, and Contexts* (2nd ed.). McGraw-Hill.

- Moje, E. B., McIntosh Ciechanowski, K., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-71.
- Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141.
- Moreland, R. L., & Levine, J. M. (1992). The composition of groups. In E. J. Lawler, B. Markovsky, C. Ridgeway, & H. A. Walker (Eds.), *Advances in group processes*, 9 (pp. 237-280). Greenwich, CT: JAI.
- Morris, M. (2009). *National Benchmark Tests create a stir – and a small storm*. UCT. Retrieved May 22, 2010, from www.news.uct.ac.za/dailynews
- Muller, C. (2009). *Barriers as experienced by WITS first year B Ed students when accessing computers and ICTs (Information and Communication Technologies)*. Unpublished master's research report, University of the Witwatersrand, Johannesburg.
- NBT (National Benchmark Tests) & HESA (Higher Education South Africa). 2010. National Benchmark Tests – a national service to higher education. [Brochure]. University of Cape Town.
- Newfield, D., & Stein, P. (2000). The multiliteracies project: South African Teachers respond. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 153-161). London: Routledge
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44, 412-446.
doi:10.1017/S0261444811000309 www.jstor.org/stable/4151759
- Levine, J.M., & Moreland, L. (1990). Progress in small group research. *Annual Review Psychology*, 41, 585-634.
- O'Brien, D., & Scharber, C. (2008). Digital literacies go to school: Potholes and possibilities. *Journal of Adolescent & Adult Literacy*, 52(1), 66-68.
- Pasquarelli, S.L. (2006). *Teaching Writing Genres across the Curriculum: Strategies for middle school teachers*. Connecticut: Information Age Publishing.
- Pahl, K., & Rowsell, J. (2005). *Literacy and education: Understanding the New Literacy Studies in the classroom*. London: Paul Chapman.

- Paxton, M. (2007). Students' interim literacies as a dynamic resource for teaching and transformation. *Southern African Linguistics and Applied Language Studies*, 25(1), 45-55.
- Posner, G. (1998). Models of curriculum planning. In L. Beyer and M. Apple (Eds.), *The Curriculum: Problems, politics and possibilities* (pp. 79-100). Albany: State University New York Press.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6, MCB: University Press.
- Raven, B H. (2004). Six Bases of Power: Encyclopedia of Leadership. In H. C. Triandis, M.D. Dunette, & J. M. Hough (Eds.), *Handbook of industrial and organizational Leadership* (pp.1242-49). Thousand Oaks, CA: SAGE
- Reason, P. (1998). Three approaches to participative inquiry. In N.K. Denzin & Y.S. Lincoln (Eds.), *Strategies of Qualitative Enquiry*, (pp.261-91). Thousand Oaks, CA: Sage Publications.
- Reid, J., & Van Lill, J. (2005). *Impact, English Home Language, Grade 7, Teacher's Guide*. Cape Town: Nasou Via Afrika.
- Reid, J.M. (2011). We don't Twitter, we Facebook": An alternative pedagogical space that enables critical practices in relation to writing. *English Teaching: Practice and Critique*, 10(1), 58-80.
- Ryan. R.M. & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25, 54–67.
- Rowley, J. (1997). Academic leaders: Made or born? *Industrial and Commercial Training* 29(3), 78–84.
- Rowsell, J., Kosnik, C., & Beck, C. (2008). Fostering multiliteracies pedagogy through preservice teacher education. *Teaching Education*, 9(2), 109-122.
- Scott, D., & Morrison, M. (2007). *Key Ideas in Educational Research*. London, New York: Continuum International.
- Seligman, J. (2012). *Academic Literacy for Education Students*. Cape Town: Oxford University Press South Africa.
- Sell, J., Lovaglia, M.J., Mannix, E.A., Sameulson, C.C., & Wilson, R.K. (2004). Investigating conflict, power, and status within and among groups. *Small Group Research*, 35(1), 44-72.
- Shalem, Y., Dison, L., Gennrich, T., & Nkambule, T. (2013). *'I don't understand everything here ... I'm scared'*: Discontinuities as experienced by first-year education students in

- their encounters with assessment. *South African Journal of Higher Education*, 27(5), 1081–1098.
- Shalem, Y., Dison, L., & Reed, Y. (2013). Part 1: Introductory article: Towards successful participation in academic writing: What can we learn from assessment? *South African Journal of Higher Education*, 27(5), 1071–1080.
- Shalem & Rusznyak, (2013). 'Theory' for teacher practice: A typology of application tasks in teacher education. *South African Journal of Higher Education*, 27(5), 1118–1134.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Research*, 15, 4-14.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.
- Silverman, D. (2000). *Doing qualitative research*. Thousand Oaks, CA: Sage Publications.
- Smith, F. 1978. *Understanding reading: A psycholinguistic analysis of reading and learning to read*. (2nd ed). Ontario: Holt, Rinehart and Winston.
- Snyder, L. (Ed.) (1998). *Page to screen: taking literacy into the electronic era*. London: Routledge.
- Snyder, L. (Ed.) (2002). *Silicon Literacies: Communication, Innovation and Education in the Electronic Age*. London: Routledge.
- Stavredes, T. (2005). Just-in-Time Learning. In C. Howard, J. Boettcher, L. Justice, K. Schenk, P. Rogers, & G. Berg (Eds.), *Encyclopedia of Distance Learning* (pp. 1162-1166). Hershey, PA: Information Science Reference. doi:10.4018/978-1-59140-555-9.ch173
- Stein, P. (2008). *Multimodal pedagogies in diverse classrooms: Representation, rights and resources*. London: Routledge.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heineman.
- Stoller, F., & Grabe, W. A (1997) 6 Ts approach to Content Based Instruction. Longman. Retrieved September 30 from http://www.carla.umn.edu/cobaltt/modules/curriculum/stoller_grabe1997/6Ts.pdf
- Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2), 77-90.
- Swan, J. (1994). Observing and recording talk in educational settings. In D. Graddol, J. Maybin & B. Stierer (Eds.), *Researching Language and Literacy in Social Context* (pp. 26-47). Clevedon: Multilingual Matters.

- Taylor, N. (1999). Curriculum 2005: Finding a balance between school and everyday knowledges. In N. Taylor and P. Vinjevold (Eds.), *Getting learning right: Report of the President's Education Initiative Research project* (pp. 105-121). Johannesburg: Joint Education Trust.
- Taylor, N., & Vinjevold, P. (Eds.). (1999). *Getting Learning right: Report of the President's Education Initiative Research Project*. Johannesburg: Joint Education Trust.
- Taylor-Powell, E & Renner, M. (2003). Analysing qualitative data. *Programme Development and Evaluation*. University of Wisconsin Extension. USA.
- Thorne, B., & Henley, N. (1975). Difference and dominance: an overview of language of language, gender and society. In B Thorne and N Henley (eds.). *Language and Sex: Difference and Dominance* (5-42). Rowely, MA: Newbury House.
- Ting-Toomey, S. (2005). The Matrix of Face: An Updated Face-Negotiation Theory. In W.B. Gudykunst (Ed.), *Theorizing About Intercultural Communication* (pp. 71–92). Thousand Oaks, CA: Sage.
- Toledo, C.A. (2007). Digital culture: Immigrants and tourists responding to the natives' drumbeat. *International Journal of Teaching and Learning in Higher Education*, (19)1, 84-92.
- Trudgill, P. (1975). Sex, covert prestige and linguistic change in urban British English of Norwich. In B. Thorne and N. Henley (Eds.), *Language and Sex: Difference and Dominance*, (pp. 88-104). Rowely, MA: Newbury House.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- University of Cape Town: Centre for Higher Educational Development. Academic development programme. Retrieved 22 May 2010 from http://www.ched.uct.ac.za/departments/adp/interfac_proj/aarp/
- Van Zyl, S. (2010). Course material: Research Methods. Centre for Training and Development, University of the Witwatersrand.
- Vilkki, Lisa (2006). Politeness, face and facework: Current issues. Special supplement to *SKY Journal of Linguistics*, 19, 322–332.
- Walsh, M. (2006) The 'Textual Shift': Examining the reading process with print, visual and multimodal texts. *The Australian Journal of Language and Literacy*, 29(1), 24-36.
- Warren, D. (2002). Curriculum design in a context of widening participation in higher education. *Arts and Humanities in Higher Education*, Sage, 1: 85-99.
- Watts, R.J. (2003). *Politeness*. Cambridge: Cambridge University Press.
- Webb, V. (1999). Multilingualism in democratic South Africa: The over-estimation of

- language policy. *International Journal of Educational Development*, 19, 351-366.
- Wignell, P. (1994). Genre across the Curriculum. *Linguistics and Education*, 6, 355-372.
- Willis, J.W. (Eds.). (2009). *Constructivist instructional design (C-ID): Foundations, models and examples*. United States of America: IAP – Information Age Publishing.
- Wits School of Education. (2009). *Implementation of the National Curriculum Statement in the Foundation Phase*. Research report to Directorate: Curriculum Development – GET, Gauteng Department of Education.
- Wolf, M. (2007). *Proust and the Squid: The story and science of the reading brain*. New York: Harper Collins Publishers.
- Wolfson, N. (1988). The bulge: A theory of speech behavior and social distance. In J. Fine (Ed.), *Second Language Discourse: A text book of current research* (pp. 21-38). Norwood, NJ: Ablex.
- Wolfson, N. (1989). *Perspectives: Sociolinguistics and Tesol*. Michigan: Newbury House.
- Yeld, N., & Haeck, W. (1997). Educational histories and academic potential: Can tests deliver? *Assessment in Higher Education*, 12(1), 1-12.
- Zimmerman, D. & West, C. (1975). Sex roles, interruptions and silences in conversations. In B. Thorne and N. Henley (eds.), *Language and Sex: Difference and Dominance*, (pp. 105-129). Rowley, MA: Newbury House: