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TEACHING & LEARNING IN A SOUTH AFRICAN SCHOOL OF SOCIAL WORK

Jeni Moir

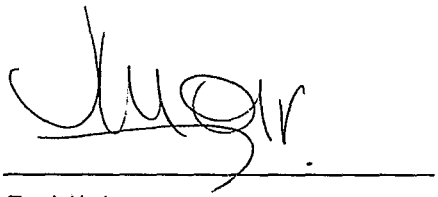
A Research Report submitted to the Faculty of Education, University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements for the degree of Master in Education.

Gauteng 1999

Degree awarded with distinction on 27 June 2000

DECLARATION

I declare that this research report is my own unaided work. It is submitted in partial fulfilment of the requirements of the degree Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination in any other university



30th September 1999

Jeni Moir

ABSTRACT

This research explored social work education within a social development welfare paradigm in post-apartheid South Africa. The overall objective was to establish the suitability of an adult education orientation to the professional preparation of developmental social workers for practice in the South African context. The research was conducted among staff and senior students of the School of Social Work at the University of the Witwatersrand during 1998.

The enquiry is located within a post-positivist paradigm. The qualitative research was a reflexive process involving a critical review of literature and exploration of the experiences of participants through written and verbal means as well as observation.

The research established that an adult education approach was indeed appropriate for the professional education of developmental social workers. The implementation of adult education methodology was advocated in conjunction with a holistic realignment of the curriculum and sensitive engagement of role-players in an alternative style of teaching and learning.

KEY TERMS

adult education
developmental social work
empowerment
problem-based learning
professional development
reflective practice
social work education
South Africa

DEDICATION

This research report is dedicated to my late parents Patricia and Peter Moir, and to Mark, Gemma and Robyn for their tenacity and humour during this research process.

ACKNOWLEDGEMENTS

I wish to express my appreciation to my supervisors, Dr Jane Castle and Mr Peter Rule, for their guidance and wisdom at various stages of the research process.

Thank you also to friends and colleagues who shared their time and engaged with the ideas reflected in this research report.
Prof Albert Bandura
Ms Irene Broekman
Ms Alison Button
Dr Jo Ewart-Smith
Mrs Leila Falletisch
Mrs Janine Harrison
Ms Heidi Loening
Prof Brian McKendrick
Ms Therese Sacco
Mrs Shirley Thompson
Mr Colin van Rooyen
Mr Ronald Woods
And, the 1998 social work four students for their input and interest.

In the course of conducting this research material contained in Chapters One and Three was published as follows:
Moir, J. (1999) **Revitalising Social Work Teaching and Learning: An Adult Education Perspective.** In Kotze, F. and McKendrick, B. (eds.) Transforming Social Work Education. Published Proceedings of the Joint Universities' Committee's Annual conference on Transforming Social Work Education, University of the Western Cape, 9th and 10th September 1998. Belville: University of the Western Cape.

ABBREVIATIONS

AD	Academic Development
ANC	African National Congress
IBSC	Issue-Based Student-Centred
IMF	International Monetary Fund
PE	Professional Education course
PBL	Problem-Based Learning
RDP	Reconstruction and Development Programme
SC&D	Social Change and Development course
SI	Supplemental Instruction

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Chapter One
Introduction

SOCIAL WORK EDUCATION AND DEVELOPMENTAL WELFARE

Higher education is one of the most important activities organised in modern societies. ... it equips people with the necessary knowledge, skills and values to play a wide range of social roles and to become effective citizens.

Green Paper on Higher Education 1997

Wits should be deeply involved in the social, political and economic restructuring of our uniting communities divided by history; of rebuilding an economic and social order deformed by inequality; and above all of building a nation based upon our common humanity.

Professor Colin Bundy on his installation as Vice-Chancellor and Principal of the University of the Witwatersrand 1998

1.1 ORIENTATION

This research report addresses social work education within a social development welfare paradigm in post-apartheid South Africa. The focus is teaching-learning methodology during the professional development of social work students at an urban university. It reflects a personal journey to revitalise social work education and highlight the common ground between developmental social work practice and adult education methodology. The overall objective is to establish the suitability of an adult education orientation to the professional development of social work students within a social development welfare paradigm.

1.2 CONTEXTUAL BACKGROUND

The objective of social work education is to develop students for effective professional practice (Lombard, 1997). This necessitates that social work curricula[1] be responsive to the contexts within which social workers practice (Osie-Hwedi, 1996; Ramphal, 1994). Social work education and practice are, therefore, naturally bound by common contexts. Furthermore, ensuring relevant practice requires relentless reflection on the effectiveness of that practice, ongoing assessment of societal dynamics and adaptation to meet opportunities and challenges. To formulate, for teaching and learning purposes, what constitutes effective practice it is essential to map out the South African contexts within which, and for which, social work students are developed professionally. The overarching practice contexts are societal, and social welfare policy. The specific educational contexts of this research straddle social work education policy, student demographics and my particular teaching style in the School of Social Work at the University of the Witwatersrand.

■ societal

The broad context of relevance for social work students' professional preparation is societal. Much recent South African social work literature (Ramphal, 1994; van Huysteen, 1995; van Rooyen, 1996; van Rooyen & Bernstein, 1992) highlights the host of social and economic problems brought to the fore by rapid socio-political

---

[1] *Curricula*, in this report, refers to planning, content, teaching, learning and assessment methods as integral parts of a reflexive cycle.

transition. Widespread poverty and violence, urbanisation and the AIDS pandemic are placing an acute strain on diminishing human, financial and environmental resources. This is occurring in the face of a national refocus on reconciliation, reconstruction and social development (Ramphal, 1994; Mazibuko, 1996). In South Africa, therefore, social workers are increasingly required to deal with these effects within a highly diverse society.

- **welfare**

Social work practice is directed by welfare policy as well as the situations of those seeking services. For some time the profession has been urged to move away from individual-centred service delivery and adopt a macro-oriented developmental model (Hutton, 1994; Lombard, 1997; Ramphal, 1994; van Huyssteen, 1995; van Rooyen, 1996). A democratic welfare system of integrated and comprehensive services with pro-active indigenous overtones has long been advocated (van Rooyen & Bernstein, 1992). Recent legislation[2] formalises the move of South African welfare policy away from a residual[3]-remedial philosophy to a developmental approach.

The primary feature of a social development orientation is promotion of the processes of growth, change and progress within a holistic framework of interconnected factors (Midgley, 1996). Social development seeks to improve the social and material well-being of all people through multidisciplinary and cross-sectorial practice (Estes, 1994). This socio-economic approach to social welfare holds that an expanding economy cannot itself promote social progress. Therefore, integration of social and economic policy is advocated. Overarching values of equity, social justice and human rights facilitate the translation of welfare into "investment in human capital rather than a drain on limited resources" (Gray,

---

[2] White Paper for Social Welfare (Government Gazette No. 18166, 8th August 1997).

[3] A residual model holds that the family and market economy are the appropriate sources to meet people's needs. Only if these sources fail are welfare services activated. The service is temporary - until the family or economy is again functional (Morales & Sheafer cited in Terblanche & Tshiwula, 1996). Therefore, limited public resources are targeted at the most needy.

1996:10). The means of social development are the processes to facilitate within people a realisation of the social, political and economic potential already existing within them (Estes, 1994). This process, driven by a respect for people's rights to enhanced life conditions, is also a comprehensive attack on poverty through interventions encompassing social, political, economic and cultural aspects. In practice developmental social work utilises community organisation as a method of mobilising people for programmes dealing with issues of common concern. Facilitating these resourceful interactions[4] between people and their social environments requires effective practice arising out of contextually responsive education.

■ social work education

Social work is professional practice and South African accreditation policy prescribes that social workers are university baccalaureate graduates[5]. The area of adult education, therefore, is tertiary undergraduate professional development. A number of continually evolving systems are embraced within this educational context: the educator, the learner as potential change agent, the place of education and training, the psycho-social context of the consumer of social services and that of the service provider, higher education and welfare policy and broader socio-political contexts locally, nationally and globally. Provision of appropriate teaching and learning necessitates ongoing realignment of all these contexts. This research is part of one such ongoing endeavour at a time of rapid and significant changes.

■ university of the witwatersrand

The socio-political changes already sketched have also contributed to notable

---

[4] The extent to which the new social welfare paradigm is readily translated in practice is a different, but necessary, area for research.

[5] Regulations for the registration of Social Workers were recently amended. Previous requirements, and those applicable to the students in this Research Report, were a four year Bachelors degree. Revised legislation now states "at least four-year courses in the subject Social Work, one year of which may be completed on post-graduate level" (Government Gazette No 19757 February 1999).

shifts in university contexts. For example, historically white universities now have greater numbers of black students who were previously excluded. This is well illustrated within the University of the Witwatersrand's School of Social Work itself. In 1993 the black:white ratio of the first year student intake was approximately 01:12. Revised admission policy generated a reversal of this student profile to 11:01 in 1998 and 13:01 in 1999. The resultant predominance of African cultures and languages appears to be accompanied by increasing commonality in an under-prepared[6] educational foundation and the medium of instruction, English, as other-than first language. These realities heighten the call for revised teaching-learning processes.

This changed education context is complicated by national economic restructuring which has necessitated considerable subsidy cuts in education, including to tertiary institutions. This has a marked effect on the long-term and day-to-day functioning of universities. An implication, which compounds changed admission demography, is that there are fewer bursaries available and an increasing number of students requiring substantial financial assistance. Highly effective, accountable and transparent teaching and learning policy and practice[7] are, in my opinion, a necessary part of the response to this situation.

These, among other factors, contribute to a significantly changed teaching and learning context and highlight the need to equip participants in social work education with revised skills. The intrinsic features of post-apartheid social reconstruction for which students are professionally prepared is mirrored in the teaching and learning relationship. Therefore, the call for gender and culturally sensitive practice (van Huyssteen, 1995) on account of societal plurality extends to educational methodology. I believe that an adult education orientation can contribute to the effectiveness of this process in terms of accountability and validating peoples' experience. This need for realigned teaching and learning

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[6] See, for example, Kallaway (1986, 1997), Nkomo (1990) and Hartshorne (1992) for their accounts of under-education of black South Africans during the Apartheid era.

[7] A tension arises between rationalisation in staff numbers and time required on task.

competencies, plus the change in welfare paradigm and evolving socio-political context, places the social work profession at an educational crossroads.

■ my teaching and learning

My combined roles of educator and learner situate me particularly well to explore teaching-learning alternatives. My primary role in the School of Social Work at the University of the Witwatersrand is the academic development of students. This teaching-learning input takes different forms at various levels of study. For example, a scaffolded series of non-credit bearing voluntary tutorials of academic strategies contextualised in classroom content runs across the entire first year programme. Briefly, scaffolding[8] is a metaphor for the amount of explicit instructional structure and support given to learners (Angelo, 1993; Dison, 1995). An inverse relationship exists between the level of academic preparedness of students and the amount of instructional support provided. In other words, the smaller the learners' foundation in a subject and academic genre the stronger and larger the assistance provided to students. Encompassed in the challenge are progressive increases in the sophistication of content and academic strategies. As the year and degree proceeds support, but not challenge, is gradually reduced to facilitate the development of independent learning patterns.

Academic development (AD) at the University of the Witwatersrand had its foundations in the 1980s in efforts to *fit* under-prepared students into established ways of teaching. The field of Academic Support, as it was then called, was born out of a deficiency model. On the other hand, the collaborative active learning orientation of AD, which is consistent with adult education philosophy, builds on perspectives of difference and strength. Although this focus on *how* as opposed to *what* students learn highlighted the under-preparedness of university traditions

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[8] The principles of a scaffolded approach, derived from Bruner's cognitive developmental work with children, have been adopted in education. The details are beyond the scope of this paper but can be followed in, for example, the writings of Angelo (1993) and de Groot & Dison (1996).

for post-apartheid South Africa, the AD field[9] is providing a solid teaching-learning foundation on which tertiary institutions can simultaneously address educational redress, strive for excellence and ensure the marketability of its graduates, thereby taking South African universities into the twenty-first century.

In addition to the AD programme, my input in other years of study includes team teaching and staff and student consultation, particularly around reading, writing, thinking and teaching issues. Furthermore, during 1998 I played an active role in the Social Work IV Social Change and Development and Professional Education sequences, which partly informed this research.

This inquiry has it origins in my own reflective practice where the idea that social workers are essentially educators evolved. Whether working with individuals, groups or communities, whether in restorative or preventative practice, or in formulating policy, fundamentally their role is an educational one. Furthermore, even when the primary client is a child, social workers are engaged with adults in an educational function although it may not consciously be perceived this way.

In spite of this conceptualisation, adult education principles and methodology have not been an explicit part of the curriculum. However, in 1998 a professional education method - problem-based learning - was introduced into the Social Change and Development course. In the same year I was invited to teach adult education during the fourth year Professional Education[10] sequence. Consequently the opportunity arose to link my conceptualisation of social workers as educators with the principle that *what* we teach is enhanced when related to *how* we teach. Out of this developed the idea that teaching adult education in a manner consistent with its principles would model the practice while teaching the theory.

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[9] Evidence of AD's teaching and learning contribution can be found in University of the Witwatersrand's strategic planning debates, vision and recommendations for the new millennium and expressed in the 1999 document *Shaping the Future.*

[10] In 1999 this course has tripled its duration and is titled *Social Workers as Educators: Processes for Empowerment in a Social Development Paradigm.*

1.3 RESEARCH CONTEXT AND SCOPE

This research occurred both within, and as a response to, the South African metamorphosis. The inquiry drew from two different, yet complementary, major sources - an extensive exploration of literature and lived realities of teachers and learners.

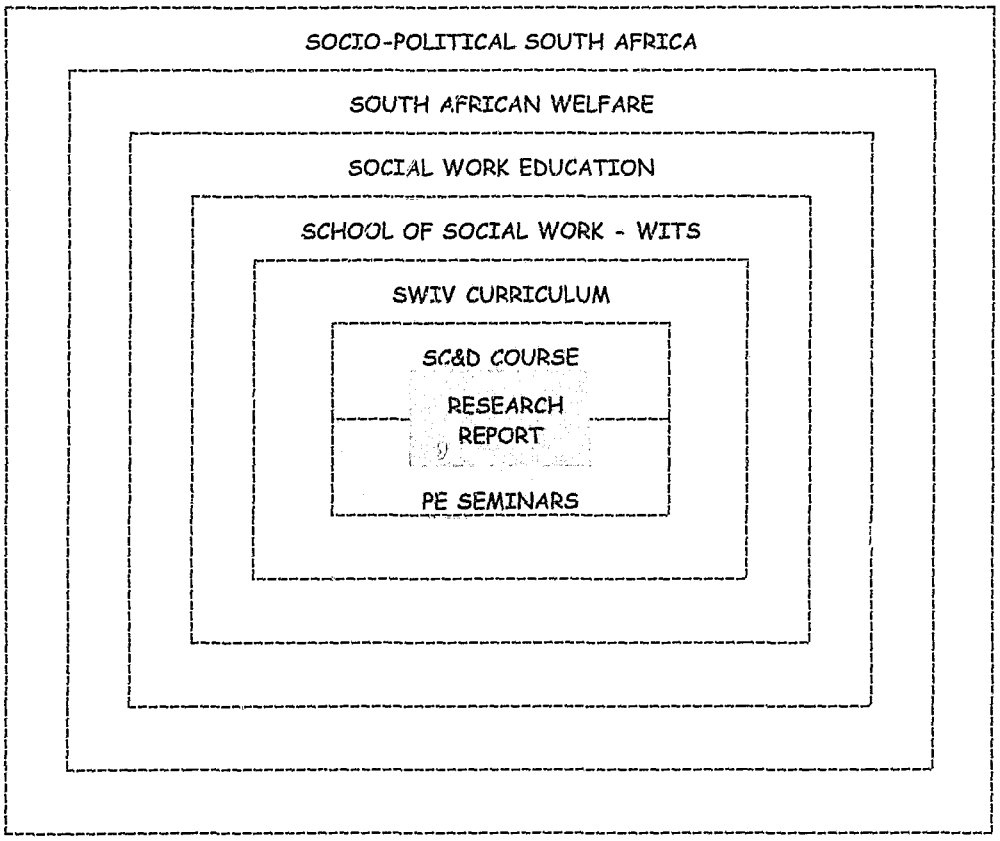


Figure 1.1 Visual Representation of Interrelated Research Contexts

The interpretations in this study span a number of interrelated contexts of decreasing magnitude, and increasing specificity. The broadest context is the socio-political South African societal context. This in turn embraces South African welfare within which social work education is embedded. Next is the curriculum of the School of Social Work at the University of the Witwatersrand. Located in that is the Social Work IV curriculum. Finally, a point of data gathering and reflection -

the Social Change and Development, and Professional Education courses.

The research explored teaching-learning methodology[11] related to social work professional development within a social development context. This study focussed on the perceived effectiveness of teaching-learning methodology in two Social Work IV courses during 1998; The Social Change and Social Development (SC&D) course and the Professional Education (PE) course. It was conducted in the School of Social Work[12] at the University of the Witwatersrand[13].

The selection of the SC&D and PE courses was directed by their responsiveness to the realignment of national welfare policy to a developmental social work approach[14]. Furthermore, a significant shift to include problem-based learning methodology was introduced as part of the SC&D course. The PE course, which taught adult education as an indirect method of practice within social development, modelled adult education teaching and learning processes. The choice of fourth year learners is partially pragmatic in that they, more than students in other years of study, are assumed to be adults[15], while they are also the learners in these courses.

This research report, therefore, focussed on a potential realignment of teaching and learning methods in the professional preparation of students for developmental social work. It is located in an exploration of the contribution the School can make to achieving the dynamic relevance of Wits as a whole to the rapidly evolving South Africa. It is based on the assumption that Wits acknowledges and is striving

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[11] Methodology in this research report means more than the *how* of educational practice (Kelly, 1989). It includes the justification of such practice and aims to bring together theory and practice in a reflexive process.

[12] Hereafter referred to as *the School.*

[13] Hereafter referred to as *Wits.*

[14] Developmental social welfare is elaborated in Chapters Three and Four.

[15] What characterises a person as an adult is a complex and ongoing debate beyond the scope of this report.

towards significant restructuring for a better fit between ideology and reality in response to both local and global issues. While conceding that change is frequently painful, I suggest a new perspective - reflexivity for relevance - as the momentum towards the new millennium.

1.4 RESEARCH RATIONALE

Fundamental to this research is the tenet that the essence of all things is change. Life is dynamic - a ceaseless process of becoming. Everything is in continual flux to a greater or lesser extent. Therefore, being relevant and effective requires reflective, reflexive thinking and action.

The magnitude and speed of South Africa's socio-political transformation has significant implications from policy to quality of daily life, all of which form the context of social work practice. As already stated, the aim of social work education is preparation for effective professional practice. Therefore, shifts in teaching-learning experiences are essential to remain on par with societal dynamics. An overall objective of this study was to contribute to the effectiveness of social work education through a spirit of revitalisation and accountability.

Working within the context of developmental welfare and education this study sought to illuminate an intuitive sense that an area of commonality, exemplified by empowerment theory, exists among the knowledge, skills and values of adult education, social work and social development. The rationale for seeking such clarification is that if consistency indeed exists then articulation of it could enhance the quality of developmental social work practice. For example, I believe the utilisation of teaching-learning methodology which is both consistent with, and exemplifies, the practice for which students are being professionally prepared maximises the classroom experience by going beyond the benefits of experiential learning to include those of social modelling. I estimate that role modelling contributes not only to the personal and professional growth of students but also to a more rapid translation between theory and practice.

This research, therefore, was guided by a conviction that the effectiveness of

course methodology, content and assessment is enhanced when they are congruous - *what we teach* is related to *how we teach*, the *sequencing* of content, and *how* we establish *what has been learned*. I believe that thorough consideration of this relationship can enhance the effectiveness of teaching and learning when a conscious decision is made to ensure philosophical compatibility of methodology and content. Thus, in an effort to empower learners *and* model educational processes relevant to social development, adult education techniques were selected as the vehicle to convey the theory specific to each course. In addition, I suggest that the collaborative and democratic nature[16] of adult education may serve as an exemplar for the multi-disciplinary team approach which is fundamental to social developmental practice.

As discussed in Chapter Three extensive literature exists regarding appropriate curricular content for a developmental orientation in social work education and practice. However, very little attention has been given to possible ways in which this content is best dealt with in formal teaching and learning. This research, through focussing on revitalising social work education, contributes to closing that gap.

1.5 RESEARCH AIM AND QUESTIONS

The overall aim of this research was to explore the appropriateness of adult education methodology for the professional development of senior undergraduate social work students within a developmental social work paradigm.

The primary research question was:

- In what ways is adult teaching-learning methodology appropriate for the professional development of senior undergraduate social work students within a developmental social work paradigm?

Exploration of this question, which is reflected in the literature reviewed in Chapter Three, revealed the following sub-questions. The first contributes to the

[16] In my opinion this is also in harmony with the emerging ecosystemic worldview which is discussed in Chapter Two.

argument for adult teaching-learning methods in social work education and is addressed through the literature reviewed in Chapter Four.

- What is the nature of the relationship between social work education within a social development welfare paradigm on the one hand and adult education on the other?

The following three questions were investigated through data gathered from the SC&D and PE courses.

- In what ways might learners experience the empowering potential of adult education processes?

- In what ways can adult education processes professionally prepare students for developmental social work practice?

- In what ways can adult education processes capture and develop the social and academic competencies students bring to the learning context?

1.6 RESEARCH DESIGN AND METHOD

Choice of research paradigm is strongly influenced by one's philosophical point of view (Lather, 1986). As a proponent of an ecosystemic perspective and multiple realities, a qualitative framework was my preference for this study. Furthermore, much of the research content - teaching-learning experiences - requires interpretation of subjective meaning which is qualitative in nature. This does not diminish in any way the value of quantitative studies; rather it reflects a personal belief in the nature or quality of experience.

The approach in this study is largely reflective and interpretative. It is also formative, as critical reflection became the foundation for adjusted future input and part of the bigger cycle of teaching and learning. It is, therefore, praxis oriented.

Data were gathered in two ways. Firstly, in a review of relevant literature and secondly through the interpretation by educators and the learners of their lived

teaching and learning experiences during the SC&D and PE courses. In addition, thoughts from educators not directly involved with these two courses were sought.

The data gathering techniques used were critical reading, interviewing, participant observation, conversation, debate and anonymous questionnaires. These are elaborated in Chapter Two.

1.7 LIMITATIONS AND OPPORTUNITIES

Each of the following issues have both a limiting and enhancing aspect to them which are discussed in detail in Chapter Two.

- **a frozen moment**

Reflecting in static form what occurred in a dynamic situation is limiting because the teaching-learning process on which the Research Report is based is continuing. However, freezing the moment facilitates reflection and widens the catalytic function of the experience.

- **depth of data**

The linear nature of the written format can never fully capture the complexities of interactional processes. However, reducing and simplifying the process gives access to personal frames of reference.

- **one possible interpretation out of many**

The interpretations made in this research report are specific to the role players of this educational experience and their life experiences at that time. Nonetheless, it is possible to find patterns in the data which provide broad guidelines for similar educational interventions.

- **influenced by the researcher's own perceptions**

Similarly, the interpretations given are influenced by my own perceptions. However, these interpretations do not occur in a vacuum but in the context of practice wisdom.

- **contributes to social work education**

This research makes no claim to be exhaustive. Nonetheless, it makes a contribution to the theory and practice of social work education, particularly in an area where a gap in the literature exists. Simultaneously it highlights other areas for research.

1.8 REPORT STRUCTURE

Chapter One is an orientation to the context of the study, the rationale behind the choice of focus and the specific aims guiding the research. This chapter has also briefly articulated the research methodology framework utilised in this study.

Chapter Two discusses the research philosophy which informed the inquiry process. The methodology is described in detail and limitations and virtues of the design are discussed.

Chapters Three and Four review some of the literature relevant to the specific area of research. In reviewing social work education and social development a predominantly local view was sought. In matters of adult education and teaching-learning methodology wider international perspectives dominate.

Chapter Five presents, with discussion, an analysis of the data gathered during the SC&D and PE courses.

Chapter Six discusses the main findings and draws conclusions before making recommendations.

Chapter Two
Research Design & Method

A DIALOGUE WITHIN AN ECOSYSTEMIC PERSPECTIVE

Through research and the production of knowledge, higher education provides a society with the capacity to innovate, adapt and advance. ... the ability of any higher education system ... to meet people's learning needs, to develop and transmit appropriate skills, and to create relevant and useful knowledge is a key index of a society's cultural, social and economic vitality and well-being.

Green Paper on Higher Education, 1997

2.1 ORIENTATION

The previous chapter contextualised this research project in terms of its rationale, aim and questions. The overarching purpose of the present chapter is to describe a research design germane to the study of professional education for developmental social work practice.

This chapter begins with the contribution quantum physics has made to the shift in world view from Cartesian thinking to an ecosystemic perspective. These markedly different approaches are described and contrasted. Then, the impact of a dominant world view is explored in the context of education and research practices. A comparison of positivist and post-positivist research orientations facilitates the unfolding of a research design which is philosophically congruent with adult education, social development and ecosystemically oriented social work practice. What emerges is a reflective qualitative design organic in nature. The approach is holistic and sensitively responsive to the research issues which are pursued in the literature reviewed in Chapters Three and Four and in the lived experiences of SC&D and PE course participants in Chapter Five. Research issues, such as crystallisation and trustworthiness, are discussed and strategies for enhancing outcomes elaborated.

2.2 OLD AND EMERGING PARADIGMS

The following discussion of world views, or paradigms, establishes the philosophical context of this research thereby highlighting both the motive for and direction of the proposed educational change. Our personal point of view comprises a set of assumptions and beliefs that give meaning to the way in which reality is perceived. In turn this determines how we behave, what we think and how we interact. In formal terminology this idea is encapsulated in the construct *paradigm*. The latitude of meaning given to this concept does, however, vary and therefore it is necessary to clarify its intended boundaries in this research report.

In this text paradigm extends beyond the scientific meaning delineated by Kuhn (1962) of a conceptual framework of assumptions and practices common to a community of scientists which provides them with a model of problems and

solutions. Rather, in this narrative, it is closer to Capra's social notion of

> the totality of thoughts, perceptions, and values that form a particular vision of reality, a vision that is the basis of the way a society organises itself. (1983:20)

paradigm shift

Nonetheless, it is useful to embrace the notion of a paradigm shift described by Kuhn (1962). Discoveries anomalous to the fundamental assumptions of the prevailing paradigm stir dis-ease among those invested in the paradigm. Persistent failure of existing rules to accommodate these anomalies is the prelude for the search for new explanations and ultimately a shift in paradigm. Kuhn (1962:90) suggests that it is usually the young, or new to the field, who "being little committed to the traditional rules [which] ... no longer define a playable game ... conceive another set that can replace them."

In some instances the awareness of the anomaly lasts so long and penetrates so deep that a growing crisis develops in the field concerned (Kuhn, 1962). However, this perception of inconsistency of phenomena is essential in preparing the way for the appreciation of novelty. Moreover, scientific discoveries contribute to paradigm changes in both a destructive and constructive manner. For example, once a discovery is assimilated scientists are able to account for a wider range of natural phenomena. Yet, this gain is achieved only by discarding a previous belief and replacing it with an alternative. Undoubtedly the impact of *this* particular research depends on the audience of the moment. For some it will contribute to a growing crisis, while for others it will be part of the solution.

emerging paradigm

Roots of the current world view transformation lie in discoveries made in quantum physics at the beginning of the twentieth century. The findings establish their significance relative to scientific thought originating in the early nineteenth century. Of note, among the earlier thinkers, is French scientist Laplace's argument that the universe is completely deterministic (Hawking, 1996). He, therefore, sought a set of scientific laws that would predict everything to happen in the universe, including human behaviour. In spite of strong resistance to this

doctrine of scientific determinism these assumptions remained standard in science until the early twentieth century.

An anomaly of pivotal importance to the emerging world view was Heisenberg's Uncertainty Principle which, in the 1920s, introduced an element of unavoidable randomness into science (Hawking, 1996). This theoretical foundation of quantum mechanics states that the perspective of the observer influences the perceived reality. This implies that what we see depends on our method of observation and measurement. In Heisenberg's (cited in Capra, 1997:40) words: "What we observe is not nature itself but nature exposed to our method of questioning." Light, for example, can equally be proven to be wave-like as it can to be particle-like. The choice of experiment determines the outcome. Therefore, the world is neither wave nor particle. Only the observations of the world may be described in those terms (Hawking, 1996).

These dramatic findings of quantum physics challenged Cartesian thinking. This not only signalled the end of Laplace's deterministic model but also brought profound implications for the way in which the world is viewed. The notion of objective truth is inadequate to describe this new reality characterised by wholeness and interconnections (Capra, 1989). This dilemma in thinking is articulately expressed in these words:

> If the world exists and is not objectively solid and pre-existing before I come on the scene, then what is it? The best answer seems to be that the world is only a potential and not present without you or me to observe it. It is, in essence, a ghost world that pops into solid existence each time one of us observes it. All of the world's many events are potentially present, able to be but not actually seen or felt until one of us sees it or feels.
>
> (Wolf, cited in Wheatley, 1992:58)

Cartesian philosophy with Newtonian physics and social Darwinism shaped and dominated modern Western thought for several hundred years. This paradigm's view of the universe, and all in it, as machines composed of elementary building blocks and forming mechanical systems influenced the way society was, and largely

still is, organised. Life was represented as a competitive struggle of unlimited material progress through economic and technological growth (Capra, 1997). Bureaucracies and scientific management flowed from the assumption that regulation and complex sets of rules and procedures are appropriate for the workplace (Schutte, 1997).

- **world views and conceptualisation of knowledge**

This thinking also has implications for the way knowledge and learning are regarded. If man is a machine then it follows that he is not a conscious being but an empty vessel into which deposits of knowledge from the outside world can be made. This process of bestowing the gift of knowledge on those considered knowing nothing is what Freire (1990) terms banking education.

South African education traditions have been, and mostly still are, essentially of the old paradigm with a predominance of 'chalk and talk' models (Schutte, 1997). This style is represented by the teacher, as subject expert, delivering a highly structured narration of facts while the student, as object and empty vessel, passively sits and unquestioningly accepts this gift. Implicit is the expectation of learners later exhibiting a proficiency in the topic and, thus, accumulating knowledge on which they can rely during their life time. This educational approach is intrinsically undemocratic. It does not facilitate the use of inner wisdom, validate subjective authority nor afford the opportunity to experience partnerships. It is, therefore, incompatible with the emerging world view's acknowledgement of multiple realities and the democratic notion implicit in that.

Thus, if the lecture, as a classroom technique, is rooted in the old paradigm and the world is moving to an ecological perspective then teaching and learning styles require revitalisation at least, or radical shifts at best, to maintain relevance. From this flows a specific query about appropriate teaching-learning methodology during the professional education of developmental social workers within this emerging ecosystemic view. This question is explored through the literature reviewed in Chapters Three and Four and participants' perceptions in Chapter Five. Prior to that, further clarification of the nature of this emerging intellectual environment

will facilitate consideration of appropriate research design and method for this investigation.

2.3 A NEW INTELLECTUAL ENVIRONMENT

■ perceptual crisis

Environmental and global issues, from deforestation and a reduced ozone layer to ethnic and tribal violence, are harming the biosphere and human life (van Rooyen, 1999), sometimes irreversibly. A significant realisation about these issues is that they do not stand in isolation but are different facets of a single crisis. This is what Capra (1997) terms a 'crisis of perception'. The foundation of this mis-perception is a continued subscription, by many and especially large social institutions, to an outdated view of reality which is inadequate for dealing with a globally interconnected world. My sense, which is shared with Capra, is that an existential crisis, similar to that generated by the emergence of quantum physics, prevails around the societal paradigm shift required to address these problems. He writes that the physicists' crisis of the 1920s is mirrored today by a similar, but much broader, cultural crisis. Furthermore, he severely criticises global leaders for their failure to recognise the interrelatedness of problems and the negative effects their solutions have for future generations[1].

Solutions can be accessed provided that there is a radical shift in perception, thinking and values (Capra, 1997; Ife, 1997; van Rooyen, 1999). Theorists argue that the only viable solutions are sustainable ones - ones which, in satisfying needs, do not diminish the prospects of future generations (Brown, 1981).

This concept of sustainability is foundational to the developmental welfare perspective now legislated in South Africa. However, I suggest that sustainability needs to be part of an ethos which permeates all of life's endeavours, including education, so that what is learned in the classroom has value and momentum beyond the classroom. In other words, the challenge is to create social and cultural environments in which current needs and aspirations are fulfilled without a threat

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[1] Examples of note are the recent armed conflict in Yugoslavia and genocide in Rwanda.

to the satisfaction and longevity of future generations.

This new paradigm partly reflects a humanistic philosophy which, among other things, advocates a 'good life for all' and expresses a deep concern for diminished freedom and individual integrity through increasing bureaucratization of society (Elias & Merriam, 1980). However, the ecological perspective goes further than the humanists' concern for self-actualisation and self-responsibility. It raises issues of accountability in the relationship between persons and environments. Notwithstanding the potential contradiction between this ideal and practice how could accountability be guaranteed at a practical level?

- ***ecoliteracy***

An answer lies in Capra's call

> to revitalise our communities - including our educational, business and political communities - [so that] the principles of ecology become manifest in them as principles of education, management, and politics. (1997:289)

He advocates that the organising principles of ecology provide a conceptual framework with which to build sustainable human communities. This wisdom of nature, which Capra terms ecoliteracy and which is a means of facilitating accountability, is reflected by the following principles[2]:

- ✳ Interdependence
- ✳ Cyclical flow of Resources
- ✳ Co-operation
- ✳ Flexibility
- ✳ Diversity

Central to Capra's (1997) argument is that building and nurturing sustainable communities reconnects us with the web of life. Ubuntu, Africa's contribution to universal humanistic philosophy, provides momentum towards this spiritual

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[2] Each of these principles is explained and applied in section 4.5 to the teaching and learning context of this research study.

collective consciousness through morality, humanness, compassion and empathy (Boon, 1997; Mbigi, 1997). People are social beings and only achieve personhood and development in interaction with others. It is each member's relationship to others that determines their essential properties. Furthermore, the behaviour of each member depends on the behaviour of many others in the system. The spirit of Ubuntu reflects, within human ecosystems, the essence of ecology where all parts are interconnected. However, the call is to extend this to absolute inclusivity of all life in an "intricate network of relationships, the web of life" (Capra, 1997:290). Thus:

> As far as thinking is concerned, we are talking about a shift from the rational to the intuitive, from analysis to synthesis, from reductionism to holism, from linear to non-linear thinking. As far as values are concerned, we are observing a corresponding shift from competition to co-operation, from expansion to conservation, from quantity to quality, from domination to partnership.
>
> (Capra, cited in Ray & Rinzler, 1993:236)

This new intellectual environment has implications for the way in which knowledge is viewed and therefore naturally forms part of current educational debates. It, therefore, raises the challenge of what is relevant and effective social work education, as well as what is appropriate curriculum content and methodology. Also, and more immediately, arises the issue of how to research these questions in a manner congruent with this new intellectual environment.

2.4 RESEARCH TRENDS

■ positivist and post-positivist

Research paradigms reflect beliefs about the world (Lather, 1986). Cartesian philosophy regards truth as existing outside of the individual, and therefore depends on observable knowledge and objective evidence as the only reliable test of reality. These words of Descartes reflect the positivist paradigm:

> All science is certain evident knowledge. We reject all knowledge which is merely probable and judge that only those things should be believed which are perfectly known and about which there can be no doubts. (cited in Capra, 1983:42)

In contrast to this mechanistic world view the emerging perspective is

> characterised by words like organic, holistic, and ecological. ... The universe is no longer seen as a machine made up of a multitude of objects, but ... as one indivisible, dynamic whole whose parts are essentially interrelated and can be understood only as patterns of a cosmic process." (Capra, 1983:66)

Clearly the positivist research traditions are inadequate for human inquiry in the new paradigm which emphasises the subjective, dynamic and contextual nature of knowledge. In fact, post-positivists argue that "the process of one human being studying another is not as straightforward as the process of one human being studying a potato" (Deshler & Hagan, 1989:150). A fundamental question of what constitutes social science research in the new paradigm thus arises.

At one stage adult education researchers appropriated the positivist methods of enquiry from the natural sciences for the study of human behaviour and social life (Deshler & Hagan, 1989). However, with the increasing realisation that value-neutral social science is unrealisable and self-deceptive, alternatives to positivist research began to appear during the 1970s. Some post-positivists called themselves 'constructivists' while others termed their research 'naturalistic'. A range of research orientations including grounded theory, ethnographic studies, hermeneutics and phenomenology arose out of this difference in scientific philosophy. The favoured social science research approach consequently shifted from positivist, which is characteristically neutral, rational and objective to a post-positivist, or *alternative paradigm*, of subjective meaning created by individuals and society. The positivist:post-positivist debate, which is now regarded as a false dichotomy, polarised around the relative merits of quantitative versus qualitative research methods.

One of the key distinctions between qualitative and quantitative research is in the way data are collected and reflected in words versus numbers. Bogden and Taylor explain it thus:

> ... using the subjects' words better reflects the postulates of the qualitative paradigm ... to understand a situation as it is constructed

> by the participants. ... The task of the qualitative researcher is to find patterns within those words [and actions] and to present those patterns for other to inspect while at the same time staying as close to the construction of the world as the participants originally experienced it. (cited in Maykut & Morehouse, 1996:18)

■ **postulates of qualitative research**

Qualitative research, therefore, is a means of reflecting multiple realities and unattainable truth. Furthermore, it is characterised by interactive, contextualised and participatory research designs which are sensitive to the social construction of knowledge and reflect the complexity of human experience. Qualitative methods are described as having the following characteristics:

✳ The primary focus is the present, however, findings are contextualised within a social, cultural and historical framework (Burgess, 1985).

✳ The primary research instrument is the researcher. Lincoln and Guba (1985) refer to the qualitative researcher as human-as-instrument. This highlights the assumption that a person is the only instrument flexible enough to capture the complexity of human experience.

✳ The primary objective is, through entering another person's perspective, to understand individuals and events in their natural states (Maykut & Morehouse, 1996). This methodology illuminates the qualitatively different ways in which people experience or think about various phenomena. The purpose is to provide deeper understandings of experiences from participants' perspectives.

✳ A primary concern is minimal disturbance of the process of social life. However, the act of observation itself alters the dynamics of the system. In entering a relationship with members the researcher becomes a 'part in' a new interacting unit. In other words, there is no separate observed

system[3].

2.5 RESEARCH DESIGN

■ *a reflective design*

Building on the established suitability of reflective teaching-learning experiences in professional education[4] the PE course was conceived to facilitate and consolidate ongoing reflection. Furthermore, my teaching style is highly reflexive. Thus, extension of a reflective approach to the research design retains congruity. In addition, because qualitative research activities such as refocusing research questions, data collection and analysis, and eliminating validity threats occur more or less simultaneously their mutual influence requires a reflexive design, not one which starts at a fixed point and then proceeds through a predetermined sequence of steps. Moreover, traditional and sequential research design models do not

> adequately represent the logic and process of qualitative research in which each component of the design may need to be reconsidered or modified in response to new developments or to changes in some other component. (Maxwell 1996:2)

This research was characterised by a lively reflexivity as the focus was realigned in response to the experiences of the time. For example, initially the project concentrated on a particular teaching-learning method in the SC&D course. However, clusters of interpersonal dynamics involving the main role-players deflected significantly from the intended exploration of teaching and learning. It became necessary to either refocus the research questions into cultural and gender issues, or reclaim the teaching-learning orientation by extending the research base.

The decision to retain an adult education focus brought the PE course into the inquiry and significantly broadened the research questions. The shift was from the impact of one particular adult education method - problem-based learning - to a broad exploration of the appropriateness of an adult education orientation in social

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[3] This is Bateson's concept of *second order cybernetics* which places the observer within what is being observed (Keeney, 1983)

[4] A reflective approach in this educational context is argued for in Chapter Three.

work education within the current socio-political and philosophical climate. The change had a natural extension to include possible outcomes of adult methodology, such as empowerment, which is of particular significance in the emerging ecosystemic paradigm.

The widened research base highlights not only the reflexivity of this qualitative research but also the necessity to draw artificial boundaries and delineate a research period within the ongoing teaching praxis. A discussion of the opportunities and limitations surrounding this personally difficult task was initiated in Chapter One and is resumed later in this chapter. The distress of limiting the scope of this report was paralleled by the difficulty of articulating a highly organic research process which had begun simply as a qualitative case study. In short, I lived Maxwell's (1996:12) words that "in qualitative research, design is something that goes on during the entire study, not just at the beginning."

Maxwell's (1996) interactive model of research design with its def...ite, yet flexible and interconnected, structure provided my starting point. He conceptualises research design as the underlying structure and representing the interrelatedness of research process components. His perspective views design as an arrangement of elements governing the functioning of the study rather than a pre-established plan, or sequence of steps, for carrying out the study. The flexibility implicit in his research design has a natural congruence with this particular research experience.

Maxwell's (1996) model comprises five components characterised by the issues they embody. The dominant shape, an hour glass, represents the most important relationships which are neither linear nor cyclical. The top section includes the external design aspects such as goals, experiences, knowledge and assumptions brought to the research process. The bottom part contains the internal aspects, for example, the activities and processes the researcher goes through to develop and test conclusions.

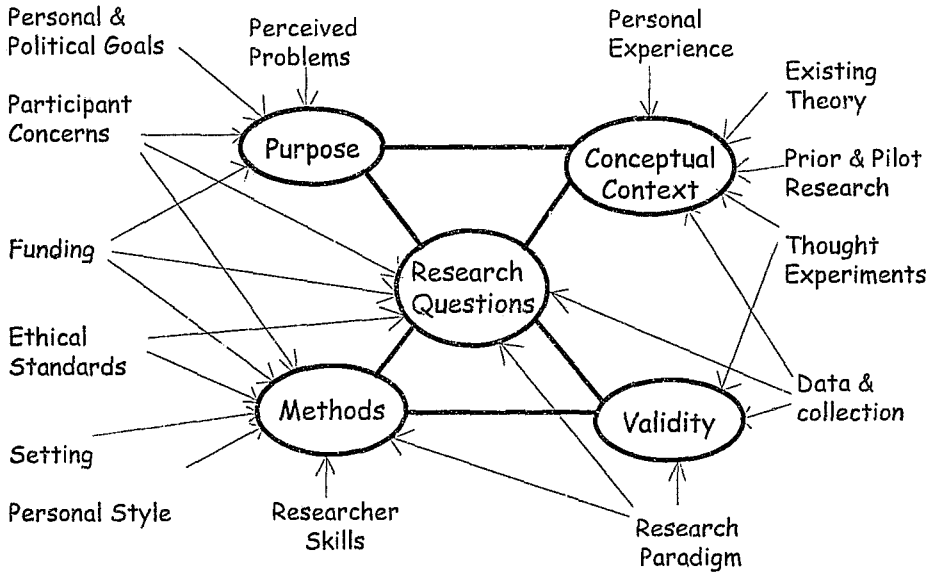


Figure 2.1 Maxwell's Interactive Model of Research Design

The five components of Maxwell's (1996) model and their defining questions are:

✳ Purpose

What are the ultimate goals of the study? What issues does it intend to illuminate? What practices will it influence? Why is it being conducted? Why are the results important?

✳ Conceptual Context

What do you think is happening with the phenomena under study? What theories, literature, previous findings and conceptual frameworks will guide the study?

✳ Research Questions

What, specifically, do you want to know about the phenomena? What questions will you ask and how are they related to one another?

✳ Methods

What techniques will be used to collect and analyse data?

✳ Validity

What are the plausible alternative explanations for findings? How will threats to the validity be dealt with? How does the collected data support your original ideas?

I found this model extremely comprehensive. However, although it accounted for numerous contextual variables and is inherently flexible, it fell short of fully capturing the dynamic responsiveness my research design had to the realities under investigation. The experience resembled an inflated permeable object subjected to uneven external atmospheric pressure and simultaneous internal changes in temperature. The continually evolving shape mirrored where the internal-external pressure found balance.

My research design, therefore, extends Maxwell's (1996) into a three dimensional framework with organic qualities - a living model similar in effect to viewing a hologram from different angles. The interconnections among the five components represent a flexible, multidimensional shape. The research questions are the thread running through the other four interconnected primary elements. This structure exhibits fluidity as the connections between components lengthen and shorten in response to the broader context within which it exists and to which it responds. The dynamic contextual nature of the research is reflected in the changing tones of the hologram. The shifting high and low lights indicating the responsiveness of the research process to new information.

It is particularly challenging for a two-dimensional graphic to capture the model's three-dimensional nature of simultaneously moving on two axes while changing shape. Thus, as explained towards the end of this chapter, a function of the preceding narrative is the creation of an imagery to convey the conceptualisation.

The research process has one linear characteristic in that it unfolds with the passage of time. This progression, however, was notably uneven and determined mostly by external influences, such as other commitments. Most intriguing was the effect of subconscious reflectivity - a sort of incubation which would reveal another layer of meaning under that already articulated. These were, on occasions,

PURPOSE

What is appropriate teaching-learning methodology in social work education in the new south Africa and ecosystemic paradigm?

- Accountability
- Relevance
- Effectiveness

Perceived Problems:

Resistance to change in teaching-learning style

(from staff students and the institution)

Personal Experience:

7 years of teaching praxis

CONCEPTUAL CONTEXT

New realities

- Ecosystemic Paradigm
- Post Apartheid South Africa

Participant Concerns:

New teaching-learning style

Degree work load

Setting:

University classroom

RESEARCH QUESTIONS

✳ In what ways is adult teaching-learning methodology appropriate for the professional development of senior undergraduate social work students within a developmental social work paradigm?

✳ What is the nature of the relationship between social work education within a social development welfare paradigm on the one hand and adult education on the other?

✳ In what ways might learners experience the empowering potential of adult education processes?

✳ In what ways can adult education processes professionally prepare students for developmental social work practice?

✳ In what ways can adult education processes capture and develop the social and academic competencies students bring to the learning context?

Theories:

Adult Education

Professional Ed

Social Modelling

Social Development

Empowerment

Quantum Theory

Ecosystems

METHODS

Sampling

Data Collection

- Critical Literature Review
- Questionnaire
- Interview/ Debate
- Observation

Data Analysis

Research Paradigm:

Ecosystemic

VALIDITY

- Alternative explanations
- Crystallisation
- Trustworthiness

Figure 2.2 This Research in an adaptation of Maxwell (1996)

aha experiences while at other times they were far more subtle. Sometimes in the same direction while at other times almost at a tangent - a type of critical refinement, or increasing sophistication of thought, which, while frozen in the moment of this research report, continues to unfold in my teaching praxis.

This qualitative research was ultimately a reflexive process. What began as a case study of PBL teaching method on the SC&D course evolved, through the PE seminars, into a general adult education experience. In addition, the previously articulated belief that course content, teaching method and assessment style are most effective when philosophically congruent coupled with a personally responsive nature added impetus to an extended exploration of the effect of curriculum cohesion.

research methods and sources

Consistent with praxis-oriented research and a reflective framework the following research methods were used with various sources:

- Critical exploration of selected relevant literature.
- Critically reflective, thought-provoking facilitator questionnaires.
- Critically reflective anonymous learner questionnaires designed to be thought-provoking and access critical incidents.
- Critically reflective learner end-of-year examination questions.
- Focus group evaluation interview conducted by an independent third party.
- Exploratory interviews with educators.
- Exploratory learner essays.

critical review of literature

The primary method of data gathering was through critical review of literature. The apparent paucity of texts focussed on *how* to effectively educate developmental social workers led to literature being accessed from a range of sources reflected in the following graphic.

The range of texts with which I engaged was extremely diverse because no one text addressed all the issues which I draw together in this research report. My personal point of departure was the emerging national and global consciousness as

described at the beginning of Chapters One and Two. From there I concurrently explored thinking about professional education, adult education and social work education. The synthesised thread of this journey is woven through Chapters Three and Four. The former argues for adult education methodology in the professional preparation of social workers for developmental welfare practice. The latter expresses the commonality among adult education, social work and developmental welfare practice in terms of empowerment and ends by linking adult education with the idea of sustainable education.

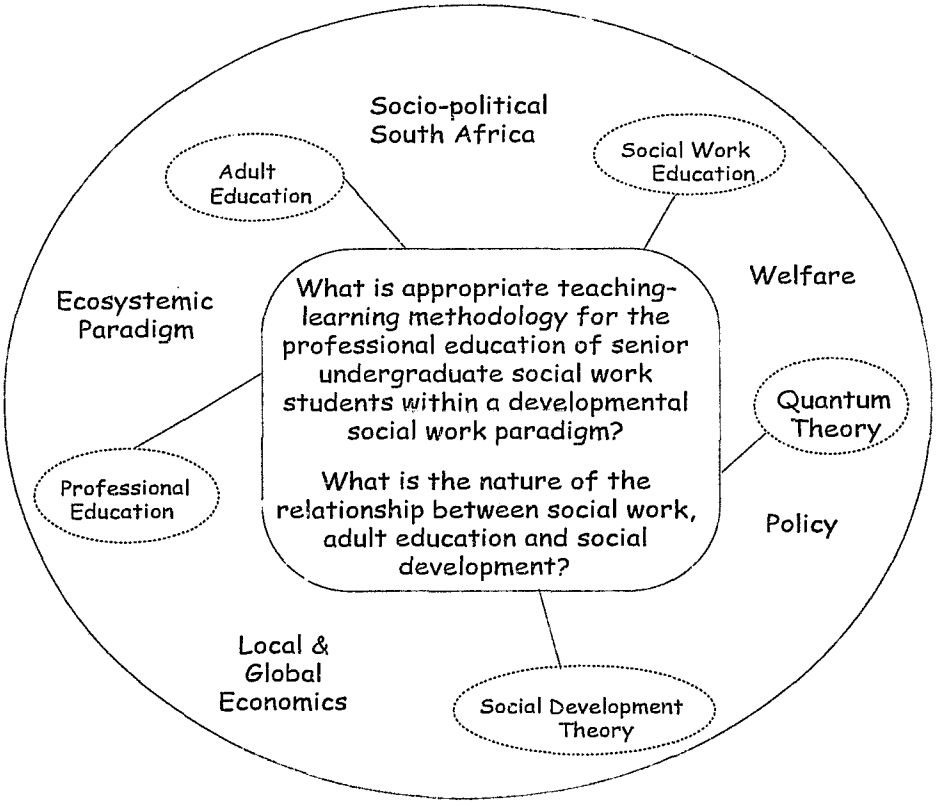


Figure 2.3 Areas of Theory Critically Reviewed

The analysis and configuration of these separate bodies of theory into an integrated approach to social work education produce a framework against which to evaluate my sense that adult teaching-learning methodology during

developmental social work education has a sustainablity beyond the classroom.

- ***questionnaires***

As a data gathering method questionnaires are easy to administer particularly in the classroom situation. Moreover, questionnaires are frequently preferred in action research (McKernan, 1994) which is consistent with the reflexive nature of this research.

Questionnaires were designed around research issues. However, they were multi-functional providing empirical research data and course feedback. The first question of the SC&D facilitators' questionnaire[5] explored ways in which problem-based learning may capture and develop social and academic competencies students bring to the learning situation. The second question, about the impact of sequencing theory and practice, has a parallel in the SC&D student questionnaire[6] for comparison. The next two questions relate to the conceptualisation of social workers as educators. The former explores the commonality between adult education and social development. The latter accesses opinion around social modelling assumptions asking about the ways in which facilitators could model teaching skills and processes useful in developmental social work practice.

A questionnaire format was also selected for learner responses for various reasons not the least being the possible number of respondents - forty-eight. The SC&D student questionnaire was produced in two subtly different formats to serve a comparative 'research within research' function. Briefly, the intention was to establish the usefulness of responses to questions - termed the regular questionnaire - versus statements - termed the alternate questionnaire in Chapter Five. In this research analysis of the former was more straightforward. Questions were conceived around;

- specific claims of problem-based learning,
- the sequencing of course theory and practice,

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[5] See Appendix 2 for the SC&D facilitators' questionnaire and responses.

[6] See Appendix 1 for the SC&D students' questionnaire and responses.

- learner empowerment,
- the conceptualisation of social workers as educators and,
- the effect of the critical incident technique.

Responses were anonymous to overcome a potential disadvantage of bias and to elicit honestly revealing information. The response rate of twenty-seven percent may be attributed to either, but more likely both, the lengthy questionnaire or timing within the academic year. The SC&D course ended with the third academic quarter - a time when fourth year students traditionally feel overwhelmed by deadlines. In addition, one may speculate that ambivalent feelings[7] around the course contributed to a reluctance to invest time in responding to the questionnaire.

The PE questionnaire[8] was brief - a one page evaluation and forward projection. The first question captured the learner's sentiment about their PE learning experience. The second sought conscious transfer of adult education principles to their field practice. The third accessed perceptions of dialogical versus monological teaching and learning. The last two questions drew on learners' opinions in terms of what should be excluded from the course in 1999 and what should be added. These anonymous evaluations were completed in the classroom. The sixty-nine percent response rate - identical to the class attendance rate - may be directly attributed to the immediate nature of data gathering and the fact that class time was set aside for completion of the questionnaire.

critical incident technique in questionnaires

The SC&D questionnaire provided select cues to facilitate the recall and description of particular instances to illustrate the learners' responses. Reasoning for this format becomes evident through elaboration of the critical incident technique which follows.

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[7] See Appendix 1B to capture learner sentiment about the experience.

[8] See Appendix 3 for the PE questionnaire and responses.

The original use of the term critical incident refers to "some event or situation that marked a significant turning point or change in the life of the subject" (Miles & Huberman, cited in Tripp 1994:69). However, such momentous occasions occur rarely and therefore provide an inadequate basis to inform daily professional practice. Tripp, thus, extends critical incident to include everyday events which are rendered critical by seeing them as indicative of underlying trends, motives and structures. This extension gives the technique value beyond that already described. For example, the method has research value by providing information about types of situations which contribute to learning (Fook, 1996). Furthermore, it has worker, or in this case learner, value because the process of reflecting on the incident is a learning experience itself. The critical incident technique was used in this study with both these intentions in mind. Scrutiny of the learner questionnaire clearly shows questions designed to generate reflective and critical narrative. Furthermore, responses by learners to the final question indicate the benefit of the experience of critical reflection.

The value of highlighting particularly formative experiences through the use of reported critical incidents comes from Tripp's (1994) writings about research intended to generate improvements in teachers' professional lives. He argues that it is best conducted as a critical incident method because a primary objective of professional development is to address aspects of past processes which impact on current practice. To this end a discontinuous account of the past is more valuable than a continuous chronological account of current trends.

However, the use of critical incidents in this research differs subtly from Tripp's (1994) therapeutic intention to retrospectively reveal aspects of personal biographies that would otherwise be difficult to recall. In that instance the incidents provide a way of breaking with the past by identifying practice habits which, once changed, could generate different outcomes. In this study critical incidents become a way of understanding and gaining control over current and future professional practice through reflective processes.

It is generally acknowledged that reflective practice and self-knowledge are

integral to effective social work processes. Therefore, the critical incident technique was selected to initiate reflective practice during teaching and learning thereby contributing to the professional development of social workers. While it is not possible to gauge the long term effects of this approach on the 1998 fourth year students reflective journals are a core process of the PE course in 1999.

This technique clearly has numerous advantages. However, as suggested by Tripp (1994) the *voice* adopted in this approach is not usual to academic papers. Using it in academic text may, therefore, generate a dilemma because the critical incident voice conveys a more authentic account of ideas and experiences than an academic vocabulary. In addition, academic genre frequently gives the text an appearance of authority beyond that which it has. Furthermore, "it is impossible to render the same ideas in a different voice ... changing the voice changes the ideas" (Tripp, 1994:65).

For various reasons voice was not a stumbling block in this research[9]. The overall context of this study is qualitative and represented by the perspectives of participants. These subjective realities are used to explore existing theory and where appropriate offer alternative views. Furthermore, the heavily weighted theoretical composition of the report is brought to life by these accounts which were subjected to rigorous analysis to reveal patterns and trends.

- **ethics - access, informed consent and anonymity**

This commentary would be incomplete without attention to ethical concerns. The nature of the project and the collected data - the perceived effectiveness of adult education methods - were themselves not extremely sensitive. However, access and sanction were gained from all stakeholders whether immediately or remotely involved with the research topic. In fact, a graphic representation of the project was displayed in a prominent place through which all role-players routinely passed.

Participants were fully aware of all the research processes which were respectfully

[9] This issue is discussed in 2.6 - member checks.

conducted and for which their informed consent was given through their choice to participate or not. Furthermore, some respondents read and comment on the interpretation of gathered data. A potential dilemma arose around confidentiality because as a degree project this report is open to general scrutiny. This issue was resolved by ensuring the anonymity of respondents through the data in no way revealing their identity.

2.6 FROM VALIDITY TO TRUSTWORTHINESS

A major dilemma for researchers, especially in qualitative research, is validity (Cohen & Manion, 1994). Post-positivists prefer the terms 'integrity' and 'trustworthiness' for the credibility of research findings (Maykut & Morehouse, 1996) which is a function of the design, data gathering techniques and the manner in which the results are interpreted. Moreover, trustworthiness is the degree to which explanations of phenomena match [illegible]alities (McMillan & Schumacher, 1993) or alternately, the level to which interpretations have mutual meaning between observer and participant.

Self-corrective techniques used to check the credibility of data and minimise the effect of personal bias enhance trustworthiness (Lather, 1986). Although qualitative research acknowledges the researcher's own perspective as integral in the research process, it raises a concern that association with the group affects interpretations. Therefore, the researcher should constantly remember that it is the view of participants and not the researcher's own perspective which is imperative. Guba and Lincoln (cited in Lather, 1986) argue that the minimum requirements for new paradigm research credibility are reflexivity, member checks and crystallisation.

■ reflexivity

Two serious threats to the integrity of qualitative research arise from "our own place in the situation which we are trying to understand" (Everitt, et al., 1992). These are the possibility of selecting data to fit the researcher's preconceptions and the selection of data which 'stand out' (Miles & Huberman cited in Maxwell, 1996). Reflexivity during data gathering and analysis acknowledge researchers as

part of the world they are trying to understand. This means that researchers work with the information which they have while at the same time understanding it may be erroneous and therefore subjecting it to systematic scrutiny (Hammersley & Atkinson cited in Everitt et al., 1992). Furthermore, during data analysis as much data as possible should be considered, especially those which make the researcher less certain. Reason and Rowan (1991) use the concept of 'catalytic validity' to embraces the notion that with a dialectic view of truth as 'becoming' there are always emerging possibilities not yet included. A reflexive approach, therefore, is engaging in a process of continually testing out interpretations against further data as well as reflecting on the data generated through participation in a situation.

This was especially relevant to me as participant. For example, the various data gathering methods provided a continual inflow into a reflexive process during sessions, between sessions and across courses - from the SC&D to the PE sequence. The research is unusual in that teaching processes of the PE seminars were an integrated response to the students' perceptions and experiences, as reflected in their questionnaires, and classroom and tutorial observations during the SC&D course. Member checks, which are discussed next, are part of this reflexivity.

- **member checks**

Member checks enhance trustworthiness through systematic collaboration with research participants on how accurately the narratives describe their experiences (Maykut & Morehouse, 1996). Effective researchers go back to participants with tentative results which are refined in the light of the respondents' reactions (Reason & Rowan, 1981). Lather (1986) regards this recycling description, emerging analysis and conclusions as a means of ensuring a 'yes, of course' rather than 'yes, but' experience.

In addition, when the researcher has insider expertise through familiarity with the subject at hand, self-exploration and self-awareness are crucial (Ely et al., 1991). The researcher should continually ask is 'his them or is this me? Ensuring whose

point of view is being represented may, as Ely et al., (1991:127) state, be quite revealing because "...the familiar when observed from a different stance, or a new perspective, very frequently turns out to be quite unfamiliar."

Participants' feedback is especially useful in highlighting the omission of relevant information. The researcher may respond to the feedback in the following ways;

- listening to participants but not changing results,
- agreeing to not publish anything regarded as *untruthful*, or
- fully integrating participants' perceptions.

Logistically, as learners graduated before the compilation of this report, it was not possible to have all forty-eight read the interpretation of the data. Furthermore, the responses were anonymous. However, several facilitators and colleagues have read and commented on the findings. Their responses are integrated into the interpretation. This process was without distress - perhaps facilitated by a personal congruence with quantum reality and appreciation of the enriched overall perspective which emerges from multiple points of view.

■ audit trail

A further measure to enhance trustworthiness is an audit trail which provides an outsider perspective (Maykut & Morehouse, 1996). I, however, contend that the moment that the route is walked the outsider becomes an insider! The collected data, such as original interview transcripts and field notes provide a permanent record of the research process which can be examined to gauge the credibility of outcomes (Maykut & Morehouse, 1996). An outside person can be called on to periodically walk through the audit trail. In this particular research auditing occurred both formally, thro h supervision, and informally through collegial reading and debate.

■ from triangulation to crystallisation

The preceding text establishes that research methods are neither atheoretical nor neutral. They are filters through which the environment is selectively experienced (Cohen & Manion, 1994). In the natural sciences a single angle of

observation is likely to yield sufficient authentic information on phenomena under investigation. However, in the human sciences, a single angle of observation would provide a very limited view of the complexity of behaviour and interaction. Triangulation, or crystallisation as I will refer to it, is a multi-method, multi-source approach to data collection. It serves a strategic function to enhance trustworthiness.

Richardson (cited in Ely et al., 1997:35) highlights the need "in post-modernist mixed genre texts [to] move away from the language which conceptualised the practice of triangulation." She argues that we do not triangulate. We *crystallise*. Her reasoning, echoing with ecosystemic rationale, is that there is often "no fixed reality to triangulate [and there are] more than three sides from which to approach the world."

Richardson's (Ely et al., 1997) metaphor of the angles of crystals aptly captures the complexity of qualitative research writing. The manner in which a crystal reflects externalities and refracts within itself illustrates the multiple positions from which writers present a variety of points of view in the writing. This is eloquently captured in these words of a character in Stegner's (cited in Ely, 1997:35) Pulitzer Prize-winning novel 'Angles of Repose'; "it is not so much what he sees as how he sees it that gives the external and internal worlds their truths." Thus, what we see depends on our 'angle of response'. Moreover, it takes many angles to reveal the truth.

Crystallisation serves to cross check the existence of certain phenomena and veracity of individual accounts. This is achieved by gathering data from a range of sources through a variety of means. Subsequently each account is compared and contrasted with others to produce as complete and balanced a picture as possible. It is, therefore, an attempt to represent more fully the complexity of human behaviour by studying it from multiple positions. In this research sources of information included; teachers, learners, literature and previous research. In addition, multiple methods of data gathering comprising observation, interviews, debate, questionnaires, assignments and reflective practice were used.

There are numerous advantages to a crystallised approach in qualitative research. Cohen and Manion (1994), in their elaboration of triangulation address two of them. Firstly, when different methods of data collection yield substantially the same information one may be confident that the data is not merely the product of a specific method. In fact, the greater the contrast between methods used, for example a questionnaire and observation, which yield corresponding information, the more confidence can be invested in the data. By contrast, a single method may result in a biassed or distorted interpretation of the sliver of reality.

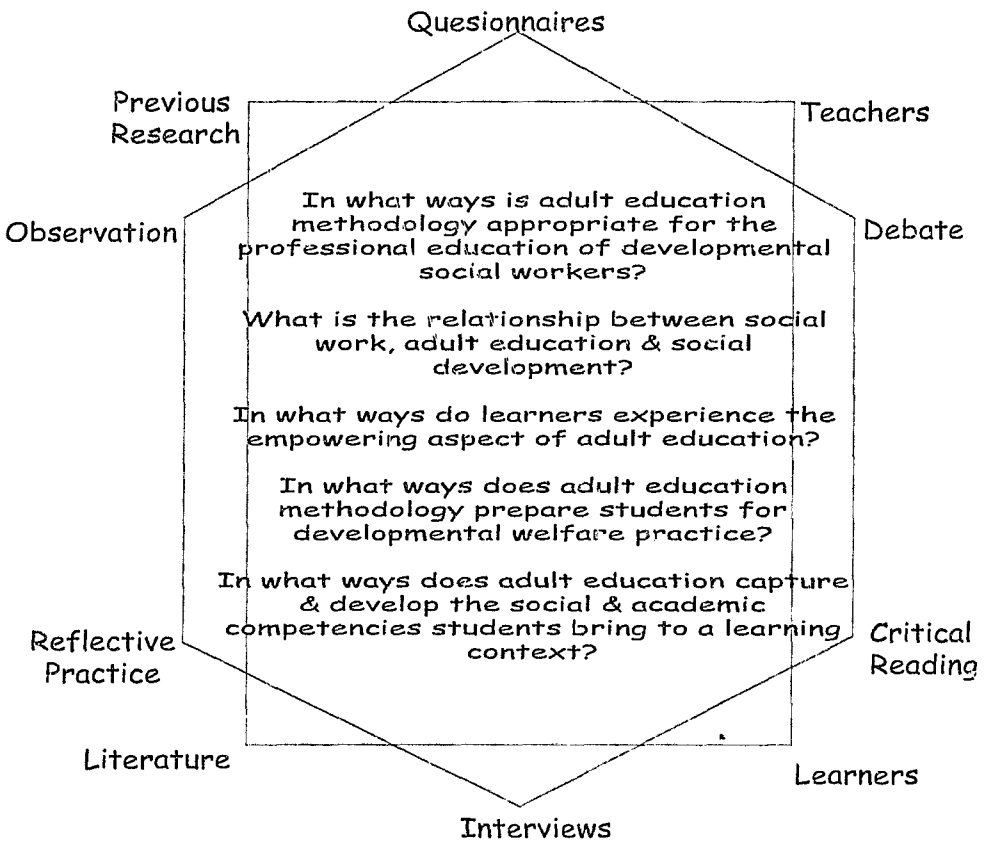


Figure 2.4 Crystallisation of this Research

The second advantage relates to what Boring (cited in Cohen & Minion, 1994) terms *method-boundedness*. This implies limited use of existing techniques of enquiry.

Such a situation arises when researchers have pet methods or truly believe one technique to be superior to all others. A multi-method approach counters this limitation contributing to a fuller and more detailed study thereby enhancing the authenticity of discoveries.

That said, it is essential to acknowledge that crystallisation is not an automatic panacea for research validity. For example, the selected methods may have the same biases (Maxwell, 1996). Consider questionnaires, interviews and documents - they are all vulnerable to self-report bias. Furthermore, the researcher may, consciously or unconsciously, select the sources and methods of data collection which support the preferred conclusion. Member checks and an audit trail may assist in overcoming such pitfalls.

2.7 APPROACH TO DATA ANALYSIS

The process of qualitative data analysis requires systematic exploration of the meaning contained in people's words and actions (Maykut & Morehouse, 1996). An explanation of the phenomenon of interest is arrived at through selection, categorisation, comparison, synthesis and interpretation of data (McMillan & Schumacher, 1993). Through this process of inductive analysis categories and patterns emerge from the data to produce a descriptive synthesis of the information rather than being imposed on data prior to collection.

The initial step in data analysis is a process called 'epoche'. Katz describes it in the following way:

> epoche is a process that the researcher engages in to remove, or at least become aware of prejudices, viewpoints, or assumptions regarding the phenomenon under investigation. Epoche helps enable the researcher to investigate the phenomenon from a fresh and open view without prejudgment or imposing meaning too soon. This suspension in [pre]judgement is critical in phenomenological investigation and requires the setting aside of the researcher's personal viewpoint in order to see the experience for itself.
>
> (cited in Maykut & Morehouse, 1996:123)

This seemingly paradoxical perspective requires researchers be acutely in touch

with the experiences and meaning systems of others, and at the same time, be aware of how their biases and preconceptions influence understanding (Maykut & Morehouse, 1996). In other words, be aware of their assumptions and how these influence interpretation of phenomena - a truly challenging expectation.

Qualitative approaches to analysis can be regarded as lying along a continuum from low interpretation and abstraction to high interpretation and abstraction for theory building. This study lies towards the latter. The primary concern was to accurately describe experiences, reflect on their meaning and then engage in responsive interactions of theory checking and building. This was done through constructing the data into a narrative reflecting a reality that the participants recognise. However, it is appropriate to record a practical difficulty in performing member checks. A combination of a workload, complicated by the time of year, and the final year status of learners resulted in minimal opportunity to engage learners in member checks.

2.8 LIMITATIONS AND OPPORTUNITIES

Taking a critical view of research methods means identification of some limitations is inevitable. However, each research design is likely to have opportunities which, hopefully, outweigh the limitations.

- **frozen moment and linear format**

The practical constraint of reflecting in a static format what occurred over time requires the drawing of artificial boundaries and belies the fact that the thoughts and effects of the experiences are still evolving and meaning continuing to unfold. In addition, what is reflected in this report covers far more than the two courses and the texts on which the presented data and argument is based. Each piece of information reflects a momentary culmination and interpretation of a much larger process. The reported understandings draw from practice wisdoms and divergent frames of reference of the various role-players. Thus, the very act of committing this thinking to paper is, in part, a limitation as by the time it is read the process has developed further. This text is part of a process and, thus, already surpassed by my own thinking. Therefore, the richness and complexity of many insights fall

outside of this report. However, these static representations also serve as springboards to further thinking for both readers and researchers.

Furthermore, the linear nature of the written format does not do full justice to the intricate complexity of processes and so what is captured here is a fairly simplistic interpretation of an arrested moment of a kaleidoscope. Nonetheless, this narrative serves to generate ideas and raise issues relevant to the current social work education context.

- **generalisability and rich data**

A significant limitation of qualitative research is its *lack* of generalisability, or the extent to which findings of one study may be predictive knowledge about other situations (McMillan & Schumacher 1993). On the other hand, as much of the teaching and learning process is nonverbal, a qualitative approach is required to capture the situational richness through description. Each narrative is a contextually specific reality providing an in-depth understanding of a particular circumstance.

Maykut and Morehouse (1996) stress that to truly understand any human phenomenon it must be investigated within its context. The advantage in this study is that it took place in natural teaching-learning settings. Furthermore, as an established member of staff my classroom presence is usual. However, my act of conducting research does have significance because, as previously stated, the mere act of observation alters what is observed. Thus, although the collected data provides a deeper understanding of that context, it must be seen as a function of the interaction of the specific context, the research method and myself (McMillan & Schumacher, 1993).

To begin to understand the reported data requires interpretation within the circumstances of the students' and educators' lives at the time of the data gathering. In the case of the SC&D course complicated interpersonal dynamics, the introduction of alternative methodology and their consequences provide meaning to the data. The time of year was also of particular relevance. Although sequential,

the completion of both courses had concurrent submission dates for research projects and Field Instruction files. I, therefore, would strongly oppose any suggestion that these experiences may contaminate the data but rather suggest that they add meaning to the interpretation.

dominant and rising culture

Considering that a reflective research approach may be regarded as a practice ethos rather than simply research design, and mindful that some readers may prefer research to be linked to a more readily recognisable design I believe viewing this project as a case study to be appropriate. The distinguishing feature of a case study[10] is the in-depth investigation of a particular instance in action (Bell, 1993; MacDonald, 1977). Although an instance, by definition, has no time limit, the main concern is to probe and analyse the interaction among factors characteristic of a particular natural setting (Cohen & Manion, 1994). The detail emanating from a real, rather than hypothetical, situation is vivid, concrete and undeniable (Smith, 1977). The resultant data when represented in a detailed narrative conveys the richness of human interaction. This detail characteristic of qualitative case studies is especially suited to teaching-learning processes which are both interactive and high in nonverbal content (Cohen & Manion, 1994).

narrative and accessibility

Langer's (cited in Eisner & Peshkin, 1990) discussion of case studies notes that narrative creates a reality within our imaginations, a virtual reality that "takes us to places where most of us would not have an opportunity to go" (Donmoyer, 1990:193). Thus, readers can vicariously experience unique situations and individuals within their own and other cultures. They can see things that might not otherwise have been seen. In this way the cognitive structures of the reader are expanded. This symbolic form of narrative allows greater thinking and communicating about certain aspects of the experience than propositional language does. The structural similarities between narrative and the real-world further enhance the use of story. For example, both unfold in time, can have multiple

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[10] Case study as research method is well documented in the literature (Bell, 1993; Blaxter et al., 1996; Charles, 1988; Cohen & Manion, 1994; Donmoyer, 1990; Jaeger, 1988; McMillan & Schumacher, 1993; Maykut & Morehouse, 1996).

simultaneously occurring events and integrate thought and feeling (Eisner & Peshkin, 1990).

- **from bias to insight**

Positivists insist that whoever plans the study has a strong commitment to outcomes and therefore, must not be the data gatherer. On the other hand, when a committed teacher is the researcher insights are richer, more useful and more likely to be used to improve practice. Hammond (1989) argues that as teachers, our familiarity with a particular situation means we receive the unspoken messages and sense subtle changes among respondents. Also, familiarity allows us to be consistent with our educational philosophies while acting as researchers. However, researcher bias is an issue.

In this research project some balance exists between familiarity and distance. As mentioned I am known to the students, having previously taught them. In addition, I have SC&D course involvement beyond the research, as a facilitator, but no course design investments. By contrast, on the PE course I am course designer and primary teacher. Therefore, as a participant observer, I entered the situation with both established relationships and a degree of vested interest in the processes of teaching and research. While my privileged insight advantaged the study, my stakeholder bias needed to be countered. Lather (1986:268) argues that the dialogic encounter of participatory research will "invoke reflexivity needed to protect research from the researcher's own enthusiasms". In addition to this truism the favourable PE responses generate a sharper personal critique within myself.

Participation opportunity in the research was mixed between voluntary, in the case of questionnaires, and compulsory as in summative evaluation. Both instances carry complexities for interpretation of data. For example, responses to questionnaires may be biassed through self selection. In addition, examination scripts are loaded with critique of this type of assessment.

- **duration**

This research studied two courses at the senior undergraduate year. This

facilitated depth of investigation which can, in turn, generate richer understanding. Furthermore, the duration of the courses over a number of months provided the opportunity to observe developmental aspects of the teaching-learning process. However, to investigate how the courses prepare students for continued professional development requires a longitudinal study.

2.9 SUMMARY

This chapter, by describing the old and rising world views, contextualised the philosophical foundations of the research design and processes. What emerged was a qualitative design imbued with praxis and reflection which continue to permeate my teaching-learning practice and enquiry.

The next chapter presents an argument that an adult education approach is appropriate for the professional preparation of developmental social work students.

Chapter Three
Literature Review & Reflections

REVITALISING SOCIAL WORK TEACHING & LEARNING: AN ADULT EDUCATION PERSPECTIVE

In South Africa, the critical challenge is to ensure that higher education ... can succeed in stimulating, directing and utilising the creative and intellectual energies of the entire population.

Green Paper on Higher Education, 1997

Whether the next generation lives up to the challenge will depend crucially on South Africa's schools and universities; and perhaps especially on you here, the faculty and students of Wits.

Kofi Annan, Secretary-General, UN upon conferment of an Honorary Degree by the University of the Witwatersrand, 1998

3.1 ORIENTATION

The previous chapter considered the impact of new paradigm thinking on teaching and learning practices and particularly on research design. Out of the discussion emerged a reflective research approach to the educational issues of this project.

This chapter reviews selected literature to reflect on a sliver of the intersecting processes of transition in South Africa - teaching and learning during the professional development of social work students. It maps the interrelatedness of social development, adult education, professional education and social work education and finds articulation of their junction within a radical perspective. It recommends a framework of indigenised adult education as a means of facilitating relevant social work teaching and learning into the next century. This suggestion is not intended to serve as a panacea or blueprint but rather to revitalise teaching and learning practice.

The thinking expressed here in response to the research question:

> **In what ways is adult teaching-learning methodology appropriate for the professional development of senior undergraduate social work students within a developmental social work paradigm?**

It was also fuelled by a conviction that course methodology, content and assessment are most effective when reciprocally bound together in the curriculum - so that *what we teach* is related to *how we teach* and *how* we establish *what has been learned.*

The analysis is built on the following assertions:

- The congruence between adult education methodology and community development practice is highlighted by various theorists (Burkey, 1993; de Beer & Swanepoel, 1996; Hamilton & Cummingham, 1991; Jeffs & Smith, 1990; Kirkwood & Kirkwood, 1990).

- The links between community development and social development are established and require no elaboration here (Swanepoel & de Beer, 1996).

- More recently writers of social development practice are, even when not explicitly stated, using a framework of adult education principles for client-centred practice in social development (Craig & Mayo, 1995; de Beer & Swanepoel, 1996; Kaplan, 1996).

Therefore, let us accept that harmony exists between the principles of adult education and social development practice even if this congruence is not yet extensively argued for.

This chapter builds on these assumptions and expresses social work education as professional education. The contribution of adult education principles to effective professional education illustrates that their utilization in social work education is appropriate. Rather than debate the criteria of adulthood and therefore the status of tertiary level learners[1], I suggest that the congruence between adult education and social development, and adult education and professional education, are greater reasons for an adult education approach to social work education than the definition of an adult. The chapter ends by describing a synergistic relationship between adult education and social work education with radical[2] overtones.

The following issues have a direct bearing on this topic and provide the framework for discussion:

- The link between curriculum and practice
- The link between adult education and professional education
- The link between adult education and social work education as professional education
- The link between social development and social work education and practice

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[1] Theorists are divided as whether or not university students are adults and therefore if adult education methods are appropriate for tertiary teaching. Some theorists (Rogers, 1993) argue against this while others like Knowles (1990) and Brookfield (1986) believe that learners' critical thinking capacity makes adult education effective at university.

[2] Radical, in the context of this paper, refers to fundamental, but not necessarily revolutionary, challenges for the social order to be in a dynamic state of transformation towards greater relevance.

3.2 THE LINK BETWEEN CURRICULUM AND PRACTICE

■ the objective - relevant education

Chapter One established that the objective of social work education is the professional development of students for effective practice. I believe, and it is well argued, that social work education and practice are inextricably bound in a reciprocal relationship (Bernstein, 1991; McKendrick, 1998; Osei-Hwedi, 1996; Ramphal, 1994). In other words, effective practice is contingent upon relevant education and training, and relevant education necessitates that social work curricula be responsive to *all* related contexts - those of teacher, learner, client, service provider and policy.

■ education relevant to social development

The new socio-political dispensation extends challenges to education and practice for culturally sensitive teaching and social work interventions that are appropriate to a greater diversity of client needs and experiences (Ramphal, 1994). Social work education in South Africa faces unique challenges of professional development for practice in an already significantly transformed, and still rapidly transforming, society (van Huyssteen, 1995). On this issues I share the view of Bernstein (1991) who, borrowing the Freirean concept of praxis, says that practice needs to go beyond raising self-awareness and consciousness to a dialectical process of continuous action and reflection. This translates to a call for "a new generation of social workers with a new kind of knowledge and practice base" (Ramphal, 1994:342) "... an indigenous pro-active model ... focussing on development issues" (van Huyssteen, 1995:7). Prior to the now legislated developmental approach to social welfare, debate around appropriate practice for the emerging South African context was prominent. These debates were encapsulated in a call to move from a remedial to a developmental orientation with indigenisation of practice. An approach which reflects the "social, cultural, political and economic characteristics of the country" (Walton & El Nasr cited in McKendrick, 1990). Relevance, therefore, is encapsulated by a reflexive indigenous and developmental orientation to education and practice.

■ the indigenisation debate

It is outside the scope of this research report to persuade the reader that indigenisation of social work education and practice[3] is appropriate. However, as developmental welfare engages an indigenised approach a short outline of the debate follows.

It has been argued (Osei-Hwedie, 1996) that social work's dependence on Western ideas makes it ineffective in an African context because curricula are culturally irrelevant for the majority scenario. The theoretical training does not equip practitioners with the skills necessary to effectively respond to dominant social issues such as poverty. The search, therefore, is for social work education and practice models that "promote the type of development people can understand, afford, relate to and control" (Osei-Hwedie, 1996:215). This implies practice that is based on people's needs, their culture, their socio-economic conditions and which follows appropriate societal procedures, norms and ideas. The goal is to develop knowledge and methods consistent with local conditions.

Indigenisation, therefore, refers to the "appropriateness of theories and practice as well as values, norms and philosophies underlying the practice" (Osei-Hwedie, 1996:215). By understanding and utilising indigenous resources, relationships and problem-solving networks practice becomes appropriate to the socio-cultural context in which it occurs. It is, however, important to note that indigenisation does not call for completely abandoning what already exists but advocates adapting it for relevance.

■ developmental social work education

A review of some literature regarding social work curricula for post-apartheid South Africa revealed numerous proposals for content suited to a developmental paradigm within a diverse society (Hutton, 1994; Lombard, 1997; Mazibuko, 1996; Osei-Hwedie, 1995; Ramphal, 1994; van Rooyen, 1996). The literature I reviewed,

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[3] A range of literature around this debate exists. See, for example, Osei-Hwedie, 1996, 1993; Taback, 1991.

while occasionally hinting at teaching-learning methodology (Lombard, 1997), did not discuss methods of instruction for these revised curricula. An exception (van Huyssteen, 1995), describes sociotheatre[4] as a means of equipping students and professionals to address current socioeconomic problems in our transforming society. This approach suggests that sociotheatre, as a teaching-learning method, is appropriate for both undergraduate education and professional practice. While van Huyssteen deals with one method rather than an overall methodology, it is an exciting opener to debate about what social work education methodology will achieve local educational objectives. Van Huyssteen hints at the relevance of adult education methodology when he cites McKendrick's (1990) regret at the lack of adult education components in the curricula of social work students.

I do not hold that no further literature is available on methodological curricula issues in post-apartheid South African developmental social work education. However, my perception is that a definite gap exists. This view is substantiated by a social work literature review by Solas (cited in van Huyssteen, 1995). He states that even though students perceive effective learning to be contingent on a balance between content and process, teaching tends to place more emphasis on the former and traditionally pedagogically oriented social work education has not changed much since an attempted introduction of andragogy in the nineteen-seventies.

Interestingly, there exists a range of texts utilizing adult education principles in community development practice (Hope & Timmel, 1984; Patel, 1987; Vella, 1989). For example, Patel investigates the educational function of the community social worker. She notes that, while the adult education component of community work is generally acknowledged, theorists fail to relate community work objectives to the learning process. Patel concludes that a theory of learning is absent in community work and she offers a framework for designing and implementing community education programmes which draw from adult education. Making a

[4] Sociotheatre, among other creative components, forms part of the curricula in some schools of social work in Belgium and the Netherlands.

reasonable extrapolation from community to social development indirectly provides support for adult education methods in social development practice. Additional evidence of the appropriateness is found in the explicit use of adult education principles in more recent texts about training for development (de Beer & Swanepoel, 1996; Rogers, 1993). Although these texts deal with social workers as adult educators in a general sense in Chapter Four I argue that using an adult education framework during social work education would model this educational role of social work practice.

3.3 THE LINK BETWEEN ADULT EDUCATION AND PROFESSIONAL EDUCATION

Seeking support for an adult education approach to social work education led me to explore the nature of professional education and how teaching and learning can best serve effective practice.

■ the role of professional education

The role of professional education is the preparation of competent graduates for entry into contemporary professional practice. However, professional education is frequently criticised for a poor relationship between grades and occupational success (Cavanaugh, 1993). A professional education review indicated that models of good practice in professional courses are based in part on the differentiation by Knowles (1980) of *pedagogy* from *andragogy*[5] (Bines & Watson, 1993). Although this dichotomous view is problematic, the distinction contributed to identification of the following professional education principles which have parallels in adult education:

- Recognition of adult learners' increasing self-reliance and autonomy.

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[5] The dichotomy Knowles drew between pedagogy and andragogy, and his use of the term andragogy for self-directed learning in adulthood, stimulated widespread opposition and controversy during the 1970s (Carlson, 1989). This was partly because his notion of a democratic process of students learning from one another challenged the traditional hierarchical view of intellectual discipline. Knowles adjusted his point of view to suggest pedagogy and andragogy were models of teaching and learning and so would fit different situations. Knudson (cit suggested that these terms should be replaced by a single concept of *hum* ory of learning taking the differences and similarities among people of various count.

- Teacher-learner collaboration in determining learning needs and curriculum.
- Task or problem-centred rather than subject-based learning.
- Use of experiential and enquiry-based methods of learning.
- Use of the adult's experience as a resource during the learning.

It is argued that effective professional education creates opportunities for developing reflective practice (Harris, 1993). In other words, a prerequisite of successful professional education is the provision of teaching-learning processes which engender *reflection-in-action* and *reflection-about-action* practice. This is best facilitated by the organisation of each level of learning around the actual issues of that profession.

Although the idea of a reflective praticum is general, within a discipline it assumes a specific form thereby revealing the structure of the discipline's professional enquiry (Schon, 1987). There are two main features of a reflective practicum:

- People learn by doing - by dealing with complex problems of practice in a virtual world. This allows for multiple efforts at resolving the practice issues and flexibility in the pace of learning.
- Novices learn from 'experts' through a process of reciprocal reflection-in-action and reflection-about-action relative to examples.

This suggests that professional education should develop and use increasingly complex case studies for analysis of practice situations especially early in the educational process (Harris, 1993). My observation is that social work field instruction courses attend to a reflective practice aspect of professional education through report writing. However, I suggest that adult education is appropriate across the entire curriculum - classroom and field - to enhance the effectiveness of the professional development of social work students.

This suggestion can be countered by debating the learner status of university students. As mentioned earlier, theorists differ on whether or not tertiary learners are adults and therefore whether or not adult educational methods are appropriate at a university. I, however, reiterate my belief that the established congruence between adult education and social development, and adult education

and professional education are more convincing reasons for selecting an adult education approach to developmental social work education than the criteria of being an adult.

It would be naive to ignore the tension between conventional university assessment practices and measures of professional development. Within traditional university curricula academic achievement is a central concern and assessment strategies are used to make decisions about advancement and predict performance. However, as already noted, good grades do not guarantee occupational success. A contributing factor is that professional development emanates from both formal academic training and collaborative processes, such as discussion, which are foundational to adult education. I, therefore, believe that engaging adult education processes not only during field instruction but also during classroom teaching is appropriate. A key to acceptance of the adult education alternative perhaps lies in facilitating both students' and governing bodies' realisation that knowledge is a means rather than the end in learning (Wales et al., 1993).

3.4 THE LINK BETWEEN ADULT EDUCATION AND SOCIAL WORK EDUCATION AS PROFESSIONAL EDUCATION

■ aspects of social work education in South Africa

The extent of South Africa's societal diversity requires social work practice to be gender and culture sensitive. Taking the School as a microcosm of the national community extends this transcultural requirement to the teaching-learning context. In addressing how to attain this sensitivity, Chau, (cited in van Huyssteen, 1995), notes that non-cognitive learning methods, such as affective responses, are more successful than cognitive strategies in developing the essential skills for working with diversity and bias. Additionally, a holistic approach combining the personal, affective and cognitive, *plus* an enhanced participatory learning climate is advocated (Tice, cited in van Huyssteen, 1995). This is precisely the thrust of adult education: Effective learning requires the inclusion of cognitive, affective and psychomotor aspects to learning (Vella, 1994) as well as collaborative and active engagement with the task. "The only effective way to learn is by doing" (Rogers 1989:40). This increasing prominence of adult education raises questions

about the nature of adults as learners, and what distinguishes teaching adult from other methods of education.

the characteristics of adult learners

There is general agreement that adults and children differ in terms of their life experience. This fundamental difference impacts less on the way people learn than on the fact that particular teaching-learning methods are more appropriate when teaching adults (Brookfield, 1986; Knowles, 1980; Rogers, 1989). Probably the best known theory of adult learning is *andragogy* defined by Knowles (1980:43) as "the art and science of helping adults learn". Knowles, who devoted considerable energy distinguishing andragogy from pedagogy, asserts that adult and child learners differ in the motivations, goals, expectations and experiences they bring to the learning situation. Teaching-learning practice should reflect these differences most of which fall into three areas (Rogers, 1993):

- The **existing experience** of the learner: Adults invariably have more life experience than children. It is established that effective learning depends on linking these experiences and the materials and processes used in learning. Although comprehension of new information is facilitated when it is related to the knowledge adults already have, this reservoir for learning could impede growth if the individual has become rigid and closed to new experiences, values and attitudes (Darkenwald & Merriam, 1982). In such an instance educators have the challenge of creatively facilitating the learner to move beyond the prior experience. I believe this to be especially relevant in South African social work education and practice contexts.

- Their **orientation to learning**: Younger people tend to have the education they are receiving as their primary life concern. For adults, on the other hand, education tends to be secondary to the process of living itself. Furthermore, adults can act immediately in relation to the learning by applying it in their lives. A reality of social work education is that learners are simultaneously engaged in applying their learning in field practice. In addition, many students are wage earners as well as being responsible for

people other than themselves.

- Their **ways of learning**: Adults engaging in education have already established learning strategies which, it is suggested, should be used when planning purposeful learning activities. This point, on which Rogers (1993) does not elaborate, assumes that the strategies are effective. However, life and educational experiences may generate strategies which become barriers to learning. Therefore, I believe, teaching-learning practices should encourage a reflective process through which the strategy's effectiveness can be assessed and refined.

■ **the principles of adult learning**

My search for principles underlying adult education practice was a fragmented journey (Brookfield, 1986; Knowles, 1980; Rogers, 1989; Merriam & Caffarella, 1991) until I discovered Vella's (1994) *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults.* Interestingly, she describes social workers, along with doctors, lawyers and judges, as adult educators. Furthermore, her links with Knowles, Feire and Carl Rogers as the educators on whom her transcultural practice is built are obvious beyond her citing them. For these and the following reasons I draw primarily on Vella for the principles of adult learning.

Vella's (1994) fundamental assumption, derived from Freire, is that adult learning is best facilitated through a process of dialogue. She maintains that the traditional power differential[6] between teacher and student is a significant obstacle to dialogue. In fact, she describes the perceived distance between teacher and student as *the* key obstacle to effective adult education. She asserts that closing the distance enables dialogue and therefore effective teaching and learning to begin. As a means of closing the gap and developing dialogue Vella offers the following twelve interrelated principles, which she claims transcend cultural differences. I preface these descriptions with a note that these are statements

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[6] This debate about power is beyond the scope of this research report but can be followed in, for example, Delpit (1988). I do, however, raise it as a point of issue for research.

of ideals without elaboration of possible consequences if not perfectly facilitated.

- **Needs Assessment.** This implies participation of the learners in shaping a programme with immediate usefulness. People come to the learning situation with differing experience and expectations. Listening to their wants and needs honours these differences while discovering what the group already knows and what they really need to learn.

- **Immediacy, or relevance of new learning.** Adult learners need the knowledge, skills or attitudes they are learning to be immediately useful in their lives.

- **Respect for learners as subjects of their own learning.** Acknowledging adults as decision makers is shown by not doing what the learner can do and not deciding what the learner can decide.

- **Engagement of learners in what they are learning.** Effective learning requires the learner to become immersed in the learning process through full participation. Active learning occurs when learners invest physical and mental energy in activities that make what they are learning meaningful (Angelo, 1993). Responding to a needs analysis with appropriate materials, resources and small group work helps achieve this (Vella, 1994).

- **Safety in the environment and the process.** Learners' feelings of safety come from confidence that the tasks and materials, the physical and psychological environments and the small group process, will work for them. Safety does not obviate challenge. In fact it requires the learning situation to be both challenging and safe.

- **Teamwork and the use of small groups.** Small groups provide safety and shared responsibility. Members of the team need to be comfortable with each other for learning to take place. Composition of the team should facilitate inclusivity and cannot be taken for granted. At times gender, age

or race are serious considerations for group composition. However, dealing with the diversity factor can also contribute to the learning process.

✳ **Roles and role development to make space for dialogue.** A belief in the human equity of learner and teacher is essential for communication. If the learner sees the teacher as one with whom there can be no disagreement, no questioning, no challenge - then dialogue is not possible and learning inhibited. Therefore, the removal of anything hindering dialogue[7] and nurturing of that which enables communication will facilitate effective teaching and learning.

✳ **A sound relationship between teacher and learner.** Such a relationship transcends personal likes and dislikes. It involves respect, safety, open communication, listening and humility. This is achieved by showing respect, affirming and careful listening.

✳ **Cognitive, affective and psychomotor aspects of learning.** This principle acknowledges that there are at least three aspects to learning; ideas, feelings and actions. Thus, a holistic approach is essential for effective learning. In other words, learning is more than knowing the concepts. It also involves feeling something about the concept and doing something with the concept.

✳ **Sequencing and reinforcement of content to ensure learning.** Sequencing refers to the ordering of learning tasks from easy to difficult, simple to complex and from group supported to individual efforts. Furthermore, to be remembered, new information needs to be meaningfully connected to prior knowledge (Angelo, 1993). Safety and enthusiasm are indicators of appropriate sequencing. By contrast, fear, confusion and learner reluctance are prevalent when sequencing and reinforcement have been overlooked

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[7] The cultural diversity of South Africa necessitates deve oping differing ways of dealing with access to dialogue.

(Vella, 1994).

Reinforcement is repetition of knowledge, skills and attitudes in a diversity of engaging ways until they are learned. To ensure learning, the course design must provide adequate opportunity for reinforcement.

✳ **Praxis.** Praxis is a process of action with reflection. Learners do something with their new knowledge, skill or attitude and then reflect on what they have just done. The reflection informs how the activity, or even a related activity, is next performed.

✳ **Accountability, or how do they know they know?** In other words, how do we know that what was intended to be learned was actually learned? How do we ensure that the knowledge conveyed is visible, the attitudes taught are manifest and the intended skills have been gained? Engage learners in demonstrating that they can do it!

These principles, which appear to be ideologically rooted in progressive, humanistic and radical adult education, provide a comprehensive framework for adult teaching and learning. The influence of humanism is evident in the paradigm shift of the teacher-learner relationship away from a banking[8] approach to the belief in the centrality of the learner's experience. This is further exemplified by the curriculum developed from a needs assessment and organised around problems relating to the learner's experience. In spite of the apparent usefulness of this framework I suggest a critical approach to the claim of universality. This is especially important because, for example, in societies such as Japan, China *and* traditional Africa, the teacher is expected to exercise authority and maintain a distance from learners. Would a shift in the teacher-learner relationship, therefore, be culturally insensitive, or could it facilitate effective learning?

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[8] This notion derives from Freire's "Pedagogy of the Oppressed" (1990) and means students receive and store the gift of the knowledge bestowed on them by the teacher (Elias & Merriam, 1980). It is discussed in section 3.5 under 'a Freirean approach".

- **self-directed active learning**

Another adult education issue for critical consideration is the assumption that successful learning requires self-directedness and active engagement with the process. Self-directedness in learning is not an automatic achievement of chronological adulthood. Rather, self-direction, which I associate with an internal locus of control[9], is concomitant with a mature level of self-responsibility such that a self-directed learner approaches both life and learning in an accountable manner. This view is upheld by Darkenwald and Merriam's (1982:76-77) contention that "more central to the concept of adulthood is the notion of independence (and) acceptance of the social roles and functions that define adulthood."

A further key to meaningful learning is active involvement of the learner in the teaching-learning process. Research by Dimrock (cited in Walden & Brown, 1985) into thirty different educational experiences around the degree of learner participation indicated a clear link between amount learned and level of learner engagement. While adult education also places great emphasis on the facilitatory skills of the teacher "learning can only be accomplished by the learner" (Rogers, 1989:40). I have, at Wits, certainly seen a positive relationship between active learning and a more rapid assimilation of knowledge, skills or values.

Walden and Brown (1985) emphasise that encouraging learners to take more responsibility in the learning situation also contributes to increased self-esteem and maturity of response. Therefore, theoretically, increased student participation impacts positively on both quality of learning and self concept. I suspect that this could have a knock-on effect enhancing practice effectiveness. However, do these two factors adequately consider the range of individual learning styles and cultural differences which I believe require dedicated theoretical and practical investigation? For example, a teaching-learning reality is the apparently non-active and the non-self-directed student. I passionately believe that within South African educational contexts a complex interaction of diverse factors may combine making

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[9] *Locus of control refers to a belief about whether the outcomes of our actions are contingent on what we do (internal) or on events outside our personal control (external).*

learners appear passive. The diversity of these factors from patriarchal cultural dynamics to the lack of a culture of learning attributed to the socio-political history of South Africa, which may also generate an attitude of entitlement, challenges the notion of what constitutes active learning. For example, a learner who is cognitively on task yet verbally quiet needs to be distinguished from learners who are neither engaged nor hold an internal locus of control in the learning process. In her discussion on the principles of adult education Veila (1994) does not address stimulating unmotivated learners. Based on this I deduce that she upholds the progressive and humanist assumption that adult learners are self-directed. I, as already indicated, believe the South African tertiary context to be complex and non-generalisable.

- **specifics of the social work education context**

More specifically, the social work education context at historically white universities is one of many where South Africa's cultural diversity is foregrounded. My observation of the Wits teaching-learning situation reveals frequent collisions between a progressive Western tertiary educational culture and a paternalistic secondary school one which advocates that knowledge and control reside in the teacher. My perception is that teaching styles in government secondary schools tend to be divided on racial lines with historically white schools having a less authoritarian and more collaborative approach than historically black schools. Private schools are generally more progressive with an emphasis on collaborative, self-directed and active teaching-learning. In the late 1990s student demographics bring this full range of teaching-learning experience into the Wits social work classroom. The situation is interesting and complex. For example, black and white private school graduates, who are accustomed to a learning style congruent with adult education, are generally from economically advantaged homes and have few 'adult' roles such as economic activity. On the other hand, many black students come from conservative schooling systems congruent with patriarchal traditions of authoritarianism and are from socio-economically less advantaged homes where they have multiple roles such as learner and wage earner. These students, in spite of their 'adult' roles, seem to prefer a more didactic approach to teaching-learning.

My observation is that the 1999 first year class, where 94% of students are black, more readily engage in discussion and collaborative learning than students in past first years. While it is not possible to attribute these changes without researching them I speculate a combination of factors contributes to this new trend. For example, South Africa is now five years into a democratic dispensation with some progress towards social integration, a call for more accountable teaching-learning, fewer school boycotts and changed student demographics. While it is easy to be romanced by the active learning mood of the first year class, it is vital to remain aware of the changing dynamics of the student body. I believe the key lies in Kolevzon's (cited in van Huyssteen, 1995) emphasis on the need to utilise methods which consider both the teacher's and learners' individual styles. He reminds us that teaching-learning processes may lose their vitality if participants are pressurised to conform. He adds that although adopting alternative teaching-learning methods does not automatically guarantee more effective social work education, failure to do so certainly precludes the possibility of an optimal situation. What I seek as educator is what Small (1991:344) describes as teacher and student in situations of "growing in human meaningfulness (as opposed to) frenetic participatory activity." Such education is characterised by 'firm' but 'flexible' leadership which is 'confident' yet 'concessionary'. Furthermore, its maturity resonates with the Taoistic wisdom of seeking balance and integrity in life's relationships whether within or between persons and with the world.

The literature argues for an adult education approach to professional education, and social work education is professional education. I interpret the challenge to lie in the skilful utilization of an adult education framework for teaching-learning which fits its context. Therefore, I reiterate the need for a critical approach when applying these principles of adult education to a South African post-apartheid context. I believe an adult education approach will contribute to establishing the credibility of diverse sources of knowledge, including that of the learner's experience. Moreover, this could augment a change in traditional teaching-learning. I suggest an indigenisation of adult education principles to manage the interfacing of diverse South African world views. To this end, and in the spirit of social development, I highlight the overarching values of

connectedness and *community* to bring a little more Ubuntu[10] and sustainability to teaching and learning situations.

- **connectedness and community**

Traditional African world views carry notions of inclusivity representing the connectedness of all elements of the universe (Boon, 1997; Mbigi, 1997). From this notion arises the value of community which views life as a single whole of interdependent elements. Thus, community members share the responsibility for strengthening each other. This carries overtones of the philosophies of social development and adult education. Idealistically, values of connectedness and community would promote facilitatory and collaborative aspects of adult education and model social development practice in the classroom. Realistically, however, whether these values would emerge in practice in our modern world is debatable.

- **summary**

Adult education's emphasis on the learner's experience, issues of relevance to the learner and working at the learner's pace, provide strategies to address self-concept issues and create the opportunity for meaningful learning to occur. This is best summed up by Brookfield:

> [adult education is a] transactional dialogue between participants who bring to the encounter experiences, attitudinal sets, differing ways of looking at their personal, professional, political and recreational worlds, and a multitude of varying purposes, orientations and expectations. Central to this transaction is the continuous negotiation of goals, methods, curricula and evaluative criteria. (1985:49)

In other words, adult education is a political and dynamic process of power-sharing in the learning situation.

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[10] Ubuntu, part of traditional African philosophies, is the ethic of morality, humaneness and empathy which guides interaction between members of a community. It is manifest through the good things people intuitively do for each other and, thus, the community. Ubuntu, therefore, can only exist when there is interaction. Furthermore, one's humanity can only be defined through interaction with others. In summary Ubuntu is about the mutual responsibility through interconnectedness of individuals within a group (Boon, 1997; Mbigi, 1997).

3.5 THE LINK BETWEEN SOCIAL DEVELOPMENT AND SOCIAL WORK EDUCATION AND PRACTICE

With the new welfare legislation social work education is moving towards professional education for practice within a social development paradigm. The links between adult education and professional education, and adult education and social development set the stage for an adult education framework for teaching-learning in the social work classroom. Having highlighted the need for a critical approach when applying adult education principles to the social work education context, I now broadly articulate my perception of this educational union in terms of radicalism.

■ adult education's role in social change

Adult education's role in social change is perceived differently from varying philosophical stances. It ranges from conservation to revolution with views of reform and maintenance in between. For example, progressive adult education is regarded as a means of creating a more desirable society while maintaining democratic values. By contrast, a radical orientation uses education to bring about a new social order through criticising existing practices and simultaneously advancing visions of a better society (Darkenwald & Merriam, 1982). Radical social change is usually equated with revolution. I, however, believe a radical approach to have a wider function. For example, it can facilitate a framework, not only for highly effective practice but also, for a practice consciousness which assesses the nature and validity of societal changes - particularly top-down initiatives such as policy.

■ a Freirean approach

I, therefore, look to Freire's work in adult literacy for the tools of this exploration. His approach has been described as learner-centred, psycho-social, participatory and liberatory (Spener, 1992) - a contextual orientation drawing from real-life for the content of learning. It is a process of mutually supported learning for empowerment - an awakening in adult learners of the expectation for change (Heaney, 1995). Achieving social change is not an individual endeavour, it is accomplished in unity, so power is shared by those with a common vision. I see both social development and social work's ecological person-in-environment orientation

in this.

A primary thrust of a radical adult education approach is the process of conscientization. Consciousness arises when individuals critically examine the world with the intention of acting on it to transform it (Jarvis, 1987). Freire insists that oppressive, dehumanising societies must be changed. Humanisation takes place when individuals become conscious of the societal forces working on them, reflect on these forces and develop the ability to transform their world (Elias, & Merriam, 1980). Critical awareness is not purely an intellectual pursuit but the outcome of an active process of praxis involving dialogue between learner and teacher. It is characterised by intentionality versus reaction, creativity versus homogeneity and rationality versus chance. Critical education, therefore, plays a significant role in the emergence of critical awareness. The similarities between this awareness and the reflectiveness of professional education are apparent. Furthermore, the similarities between a radical philosophy and that of social development and social work practice are emerging. For example, an overarching social work value is the belief in the human dignity of all. Social development and social work practice are at their core involved in the re-humanisation of society through people empowerment. I believe teaching-learning processes require review in terms of the empowering, re-humanising effects of dialogical method.

- **dialogical teaching-learning**

For Freire (1990) a banking education, where students receive and store mental deposits, is a form of violence because the process of imposing facts, ideas and values submerges the learner's consciousness. In place of banking education Freire advocates a dialogical process of problem-posing education - education as acts of cognition rather than transfers of information. Problem-posing is the antithesis of problem-solving. During problematization the group engages in the codification of reality into symbols which can generate critical consciousness. This experience in turn allows people to alter their relations with oppressing forces of nature. From this process of praxis in liberatory learning emerges empowerment.

This liberating approach requires hierarchal teacher-learner relationships to

change to dialogical encounters characterised by mutuality of teacher and learner roles, and trust and respect. Teaching and learning becomes reciprocal through critical co-investigation. The process is interactive and carries shared responsibility for the outcome. An adult education approach is not only dialogical but facilitates learners tapping into their knowledge and experience to source possible action. Learners themselves make the connections between theory and practice. Freire says it is through problem-posing education that people come to perceive life critically and realise the world is not a static reality but reality in process.

Radical thinkers place great importance on the role of education in societal change. Education itself must change from *that which maintains* to *that which challenges* the social order. South Africa is experiencing significant societal change and grappling with a move to a social development approach in welfare. To remain relevant, education must also change. This change lies not only in the content, but also the methodology and assessment of the curriculum. Relevance is not only about practice which empowers the majority for self liberation from their poverty but also the preparation of social workers for their critical *watchdog* roles in society - that role of ensuring a humane and just society from policy to practice. Therefore, education needs to develop creative critical thinkers with practice skills which facilitate the liberation of clients from their oppression through the development of their own consciousness arising from dialogical processes and praxis.

3.6 CONCLUSION

Just as socio-political changes have generated opportunities for social work practice innovations, these changes create a necessity for reflection on educational practice effectiveness and evolution of practice to fit the social reality. As Bernstein (1991:226) notes "unless the goal of change is built into our definition of social work we will continue to preserve the social order, regardless of method or theoretical perspective adopted." This applies equally to social work education.

A central role of social workers, especially in social development, is to contribute to the transformation of society. Many adult educators have utilized the radical

thrust of Freire's theory of conscientisation in their efforts to bring about social, political and economic societal changes through education (Elias & Merriam, 1980).

Working from the premise of a synergistic relationship between social development and adult education I advocate adult education principles as appropriate to facilitate the professional development of students for effective social work practice. I do, however, suggest a critical application of adult education principles for South African social work education. I suggest that the indigenisation of adult education could enhance the potency of teaching-learning in the preparation of undergraduate social workers and facilitate practice which is gender and culturally sensitive. In addition, I believe this would be in line with the collectively empowering spirit of developmental social welfare. Furthermore, considering that a key to success in social development is a participatory structure, a dialogical relationship of power sharing between teachers and learners could model a practice relationship.

The next chapter describes the philosophical congruence of adult education and developmental social work as empowerment. It also advocates teaching through modelling as a valuable outcome from an adult education orientation during the professional preparation of developmental social workers. Finally, the concept of sustainable education is explored in relation to the principles of adult education.

Chapter Four
Literature Review & Reflections

THE INTERCONNECTIONS: SOCIAL DEVELOPMENT, ADULT EDUCATION & SOCIAL WORK

Only a comprehensive approach to harnessing the resources of our country can reverse the crisis created by apartheid. Only an all round effort to harness the life experiences, skills, energies and aspirations of the people can lay the basis for effective reconstruction and development, and the restoration of peace.

ANC, 1994:3

The mission of education is to ensure that all students benefit from learning in ways that allow them to participate fully in public, community and economic life.

Cazden et al., 1994

4.1 ORIENTATION

The previous chapter, based on the discussed congruence between adult education and social development, argued for an adult education approach to the professional preparation of developmental social workers.

This chapter sets out to respond to the question:

> **What is the nature of the relationship between social work within a social development welfare paradigm on the one hand and adult education on the other?**

The scope of this research report delimits the latitude of such an exploration. Nonetheless, the following issues are addressed.

- What is social welfare and how is it achieved?
- What are the values, skills and knowledge of social work and social development and in what ways are they interrelated?
- Can the overlap of social work and social development be interpreted in terms of empowerment?
- What role can teaching through modelling play in the professional preparation of developmental social workers?
- What relationship exists between the principles of adult education, teaching through modelling and the ecological principles espoused by Capra (1997)?

4.2 SOCIAL WELFARE

Describing social welfare serves to clarify both the context for and purpose of social work and social development and therefore the educational circumstances of this research report. Social welfare, in this report, reflects a condition of economic, social, spiritual, physical, mental and political well-being of a nation and comprises the following three elements (Midgley, 1995):

- the degree to which social problems are managed,
- the extent to which social needs are met, and
- the degree to which opportunities for advancement are provided.

These elements operate at the levels of individuals, families, groups, communities and whole societies and therefore need to be effectively addressed at each level for society as a whole to enjoy social well-being.

Midgley (1995) identifies three widely adopted approaches to promoting social welfare:

- Social philanthropy, which relies on private donations, voluntary effort and non-profit organisations.
- Social work, which rests on professional personnel working with individuals, groups or communities.
- Social administration, which revolves around government intervention through statutory services.

A fourth approach, and one not widely utilised, is social development. The fundamental difference between social development and the other approaches is the former's attempt to integrate social and economic development in a comprehensive approach to social welfare.

■ social development

The term *development* is commonly used to describe the process of industrialisation. However, frequently in the midst of industrial economic affluence there is persistent poverty, low health status, inadequate housing and the exclusion of some sectors of the population from full participation in the development (Midgley, 1995). This situation, termed *distorted development,* is part of the South African reality.

Midgley (1995) suggests that because economic development is not foundational to the social philanthropy, social work and social administration welfare models they do not offer the best solutions to distorted development. He advocates, rather, a social development approach to counter distorted development. It is important to emphasise however, that Midgley does not advance social development as the *only* appropriate approach to social welfare. In fact, the heterogeneous nature of South African society with its different needs requires flexibility and a range of options with which to address social welfare (Rankin, 1997).

A developmental approach to social welfare in South Africa was legislated during 1997. This new orientation in welfare brings with it an underlying philosophy and principles which differ considerab'y from the previous remedial model's tendency

to proliferate dependency. By contrast, as a *means* of social work, social development refers to"the processes through which people are helped to realise the fullness of the social, political and economic potentials that already exist within them" (Estes, 1998:1). This refocus of social work and reorientation to a strengths perspective presents challenges to the various systems leading to service delivery - including the education of social workers. Therefore, ensuring effective service delivery requires critical review of established curricula so as to retain that which is relevant and adjust that which is not.

Chapter Three's discussion of the appropriateness of adult education methods during social work education is both extended and narrowed in this chapter through highlighting the interconnections between social development, adult education and social work. The process begins with a brief description of the commonality among the values, skills and knowledge of social work and social development. This is followed by an exploration of the extent to which adult education principles facilitate processes appropriate to the achievement of social development goals.

4.3 PHILOSOPHICAL CONGRUENCE: SOCIAL DEVELOPMENT AND SOCIAL WORK

The philosophical foundations of social work and social development provide the framework within which developmental social workers relate to and provide services for clients. A comparison of the values, knowledge and skills of these two domains reveals enormous philosophical congruence.

■ values

The values underpinning social work are rooted in a belief in the dignity and worth of each human being and recognition of the need for a democratic and caring society (Konopka, 1972; O'Neil, 1984). Implicit in this is the respect for individual potential and support to attain it as well as the right to be different and to be respected in those differences (Potgieter, 1998). A democratic society highlights issues of participatory governance, either directly or through elected representatives, and enforcement of a policy of equal rights. These overarching

values of social work emphasise the person, the environment *and* their interrelatedness - an ecosystemic point of view.

The ecosystemic perspective elaborates on social work's belief that each individual possesses the potential for greatness by saying people are, however, at the same time fallible and may require support and protection from the environment (O'Neil, 1984). The environment, although caring, requires direction. Thus, the professional practice of the social worker focusses on activities which promote the harmonious actualisation of the potential of both persons and environments. Ideally an ecosystemic approach develops the capacities of individuals and resources together to maximise quality of life.

The orienting values of social development are strikingly similar - social justice, equity and human dignity (Estes, 1994). In addition, a developmental approach is democratic in that it advocates that communities identify their own needs, thereby facilitating fuller participation in governance. Furthermore, the practice assumptions of social development express the interconnectedness of issues - an ecosystemic view. For example, social, economic and political events occurring in one part of the world affect the quality of life elsewhere - frequently with direct and lasting consequences. Moreover, the underlying dynamics of local social injustice often emanate from international social, political and economic forces. An illustration is the 1999 debt relief plan for poorer nations through the sale of IMF[1] gold reserves. The impact on the viability of some South African mines[2] is reflected in this headline: "12 000 miners could lose their jobs" (Mail & Guardian, 1999). Thus, social problems may have their origin in national and international dynamics which transcend local boundaries. Human survival through the next century and reduction of human misery requires fundamental restructuring of the relationships between people, communities and nations and the establishment of a more peaceful and socially just world order.

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[1] International Monetary Fund.

[2] The rise in the gold price in September 1999 when fifteen European central banks pledged to limit their gold sales for five years came too late for some South African mines.

These common values and assumptions create a framework for integrating a range of social change endeavours from various disciplines which could contribute to the social development of nations.

- **knowledge**

To translate their professional goals into action social workers require an understanding of persons and environments and their interrelationship (O'Neil, 1984). The foundational knowledge of social work practice, therefore, is selected to facilitate understanding the behaviours, needs and aspirations of persons within the context of diverse cultures and environments. Social work and social development share a broad knowledge base relating to the dynamics of individuals, groups, families, communities, organisations and societies. The theory is drawn from biology, psychology, philosophy, sociology, political science and economics as well as policy formulation and welfare (Estes, 1994; 1998). Interventions are guided by careful thought and disciplined application of theory to practice. The ecosystemic perspective provides a conceptual framework within which the theories contributing to developmental social work knowledge may be organised in relation to; persons, environments, and the interaction of both person and environment.

- **skills**

Guided by professional values and relevant knowledge, social workers engage with clients in method related activities (Potgieter, 1998). All social workers are trained in a broad range of basic skills in three direct methods of practice - group work, case work, and community work - as well as indirect methods such as education and supervision. Specialist workers build on this base to develop advanced skills for interventions with particular populations, issues or environments.

The use of interpersonal relationships and sensitivity to feeling are foundational in this helping profession (du Bois & Miley, 1996). Moreover, central to practice are task definition, goal setting and problem resolution. Social workers also require administrative skills such as report writing and time management, as well as disciplinary competences of supervision, consultation, research and leadership.

Additionally, a range of socio-political skills such as providing evidence, building coalitions, advocacy and publicity are often necessary for interventions between people and the environment.

Social development practitioners draw their skill base from group work, social planning and community organisation (Estes, 1998) which, as previously mentioned, are foundational to social work practice. In spite of Estes making no explicit mention of case work as a source of practice technique, individual and group empowerment are the first level of social development intervention in his model. Whether working at a group, community, national or global level, one-on-one interactions are certain. Therefore, I suggest that case work skills provide interpersonal tools essential for social development work - especially as conscientisation of individuals and groups is an articulated social development process. In fact, Estes (1998:3) implicitly shares this view because later in his article he says: "Within social work, development specialists function as *caseworkers* and group workers, community organisers, administrators, social planners, researchers, consultants, educators and members of boards of directors."

The commonality of social work and social development practice skills, knowledge and values is quite apparent. Their difference lies perhaps in the breadth of focus with social development tending to be broader and more inclusive of other disciplines than traditional social work. Nonetheless, they both contribute to the South African ideological and policy practice context. To reflect fully the current social work educational circumstances specific socio-political details should be added to the description of post-apartheid South Africa of Chapters One and Three. For example, the ruling African National Congress's (ANC) socio-economic policy framework, the Reconstruction and Development Programme (RDP), emphasises that:

> Only a comprehensive approach to harnessing the resources of our country can reverse the crisis created by apartheid. Only an all round effort to harness the life experiences, skills, energies and aspirations of the people can lay the basis for effective reconstruction and development, and the restoration of peace.
>
> (1994:3)

This call for a holistic approach to life in South Africa clearly implies an alternative to the past social order including teaching and learning. In spite of new governance, policy and a legislated move to developmental welfare, in too many instances practice lags behind. This can be attributed to numerous factors from the rapid pace of change to personal reluctance. Nonetheless, this report advocates that alternative curricula may serve to enhance accountability in social work education, thereby contributing to a holistic striving for 'a better life for all'.

It is useful, therefore, to trace the intended outcomes of the social development welfare paradigm so as to provide a map of developmental social work education and practice. Social work education is the preparation of change agents - "aiming to bring people together and help them to unlock their potential" (Ife, 1997:139). In the new welfare paradigm the goals of social development are the destination of these catalytic efforts.

- **goals of social development**

The overall goal of social development is the realisation of new and sustainable systems of interpersonal and international relationships guided by peace, social justice and the satisfaction of basic human needs. Estes (1994) identifies the following specific goals of social development:

- ✳ The achievement of balanced approaches to social and economic development.
- ✳ The assignment of the highest priority to the fullest human development possible.
- ✳ The fullest participation possible of people in determining both the means and outcomes of development.
- ✳ The elimination of absolute poverty everywhere in the world.
- ✳ The elimination of barriers to development used to oppress historically disadvantaged groups, especially women, the aged, children, disabled persons, as well as those disadvantaged on the basis of race, religion, social class and sexual orientation.
- ✳ The realisation of new social arrangements that accelerate the pace of development and assure the satisfaction of basic human needs everywhere.

✳ The transformation of societies to more humanistic values based on social justice, the promotion of peace and attainment of human potential.

The synthesised thread of these goals may be articulated as *the fullest development of people's potential through their fullest participation in the processes and outcomes of development.* Phrased differently, the growth of innate individual and group potential is to be facilitated through active participation in the creation and processes of life's activities. Implicit in this is a conviction that active engagement of all sectors of society in decision making and development processes will contribute to enhanced quality of life, including the alleviation of poverty. Here it is important to note that it is not the role of this research report to critique the feasibility of this ideal but rather to articulate the commonality of social work and social development in terms of educational processes and to propose strategies for effective teaching and learning.

■ **empowerment**

Decoding the synthesis further reveals defining criteria of empowerment. For example, there is an emphasis on processes "whereby people may start to gain control over their lives and circumstances" (Withers, 1994) and "the capacity of individuals to take increasing responsibility for the satisfaction of their needs" (Whitaker, 1995:110). Or, as stated in the White Paper on Social Welfare:

> The process of increasing personal, interpersonal and political power to enable individuals or collectives to improve their life situation. It requires the full participation of people in the formulation, implementation and evaluation of decisions determining the functioning and well-being of the society. (1997)

This definition, resounding with adult education principles, raises for reflection an idea which is responded to in Chapter Five - is an adult education experience during professional education for developmental social work empowering?

Debates about the precise meaning and means of achieving empowerment are extensive and beyond the scope of this report. Suffice to say that in this text the ascribed meaning of empowerment is that articulated from a 'strengths

perspective' (Saleeby, 1992; 1996) within this helping profession. On that basis a brief description of empowerment through social work processes follows.

Social work practice aims to be a humanising experience with the objective of changing adverse circumstances through appropriate action (Potgieter, 1998). To achieve improved quality of life the intervention needs to be tailored to the uniqueness of each situation. The focus, as with social development, is on developing the innate capacities of people thereby facilitating personal independence versus dependance. The principle of this approach is to build on the client's strengths, resourcefulness and resources. Hepworth & Larson (1993:453) describe this shift from handout charity to viewing the client as a fellow citizen with equal rights as "enabling clients to gain the capacity to interact with the environment in ways that enhance their need gratification, well-being and satisfaction." Saleeby (1992) confirms that this empowerment agenda, which is about discovering and developing the power within people, requires a belief in the necessity of democratic processes and the capacity of people to participate in processes that define their lives.

Therefore, empowerment as a strategy requires a major shift by the practitioner to a collaborative mindset of sharing power and regarding clients as peers (Potgieter, 1998). Furthermore, as a process, empowerment requires a close partnership between client and helper plus a belief in the client's innate strengths. However, it is insufficient for the social worker to hold these beliefs. Clients too must believe in their own capacity to change and desire to change. This is accompanied by a belief that developing life competencies is contingent on active participation by the client in experiences that confirm personal dignity and self-worth (du Bois & Miley, 1996).

The above explanation of empowerment describes an ideal around which practice realities fluctuate. For example, this ideal assumes that all practitioners seek to empower and clients to be empowered. However, in truth there is a complex interplay of issues such as entitlement, responsibility, blame and accountability with a full range of personality profiles which can manifest in disempowering

attitudes. This is similar in many ways, I believe, to the issue of unmotivated learners raised in Chapter Three. Nonetheless, I speculate that an empowering classroom experience may serve as a concrete illustration of enabling processes thereby providing an explicit link between the theory being taught and the practice for which learners are being prepared.

4.4 TEACHING THROUGH MODELLING

In Chapter Three I suggested that when the way we teach models the practice we are preparing students for the experience may provide an extraordinary bridge between theory and practice. Theoretical support for this initially intuitive sense of enriching experience through content and method congruence comes from Bandura's (1977) work with observational, or social, learning. However, to highlight the unique strengths of social learning theory its description is preceded by a brief outline of behaviourist learning theory.

A fundamental assumption of behaviourist theories of learning is that the mind is "like a blank slate on which anything can be written and it can be trained to become whatever its 'teachers' choose it to become" (Gerdes, 1988:58). This belief, which reflects what Freire termed 'banking' education and is typified by 'chalk and talk' teaching practice, is inconsistent with new paradigm thinking. Bandura (1963), too, criticised behaviourist learning theories specifically for not taking account of the cognitive processes involved in learning and an uncompromising adherence to the principle of reinforcement. For Bandura and colleague Walters, behaviourist theories are inadequate for explaining certain types of learning, for example, the acquisition of novel and highly complex behaviours; behaviour emerging long after being observed; and learning without reward.

Bandura responded within his own critique by emphasising the importance of observation in learning. He says:

> Learning would be exceedingly labourious, not to mention hazardous, if people had to rely solely on the effect of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on

later occasions this coded information serves as a guide for action.
(1977:22)

Social learning theories reject the mechanistic model's idea that people are merely products of their environments in favour of reciprocal influence between people and their environments (Gerdes, 1988). In addition, they highlight the role of decisions and cognitive processes in learning and argue that people learn through reinforcement of their own behaviour as well as imitation of others. Social learning theory, therefore, highlights the role of models in guiding the behaviour of others. It is the principle of imitation and cognitive interpretation of the consequences which I borrow for this research. In spite of social learning theory being derived mainly from research with children, and Bandura and Walters' (1963) acknowledment that findings from studies with adults are less clear cut than with children, I believe that the congruence between theory and practice of this educational context lends itself to teaching through modelling.

Bandura and Walters (cited in Knowles, 1990:95) identified three possible effects of exposing the learner to a model:

- A **modelling effect**, whereby the learner acquires new kinds of response patterns. For example, prior to the PE seminars students had the opportunity to express their learning needs and goals relative to the course. This modelled respect for the learner and empowerment by inviting participation in shaping their meaningful learning experiences.
- An **inhibitory or disinhibitory effect**, whereby the learner decreases or increases the frequency, latency or intensity of previously acquired responses. For example, the facilitatory character of the PE seminars modelled the benefits to both teacher and learner of a dialogical classroom.
- An **eliciting effect**, whereby the learner merely receives from the model a cue for releasing a response that is neither new nor inhibited. This was illustrated during the PE seminars where the value of giving and receiving feedback was modelled through my personal reflexivity to the learners' critique.

In teaching through modelling the basic technique is role modelling (Knowles, 1990). This approach presupposes the availability of a suitable model (Gerdes, 1988). Therefore, teachers need to behave in ways they want the learners to imitate (Knowles, 1990). This is particularly logical with the PE course where adult education content readily translates into practice methods. In fact all social work content leads to practice and therefore could benefit from adopting a teaching through modelling approach.

Evidence of this technique's success is reported for Supplemental Instruction (SI) - a non-traditional academic support system where competent senior students mentor junior learners (Zerger, 1990). SI's rationale is located in research indicating that students commonly enter university without foundational reasoning and learning skills which underlie content mastery - skills which professors assume students arrive with. SI leaders serve as role models to learners through appropriate discipline-specific thinking, language, behaviour and use of materials. It is precisely this modelling process that I argue could provide new vitality to, and strengthen the effectiveness of, an adult education approach in the professional preparation of developmental social workers.

In the educational context of the PE course imitative behaviour served as a vehicle for learning. Students experienced the effects of adult education principles while learning about them. This was achieved through teaching and learning processes which modelled appropriate adult education practice. Reflecting on their personal experience, therefore, brought a palpable dimension to their understanding of adult education processes. Whether or not the researched experiences do actually enhance the transfer of learning to practice requires a different investigation. However, student and facilitator perceptions of this possibility are reflected in detail in Chapter Five's section 5.6. These are best summed up by a positive view of both the relationship between social development and adult education and the usefulness to field practice of social modelling in the classroom.

4.5 SUSTAINABILITY AND EDUCATION

The preceding discussion underscored the commonality between social work and

social development and showed that this overlap mirrors empowerment theory. It has also been established that achieving the intended outcomes of developmental social work requires full participation of community members. This raises the question: What teaching-learning practices effectively service the professional preparation of developmental social workers for people-centred development? The previous chapter provided an answer - a reflective adult education orientation. The response highlighted a further query: What are the potential benefits of congruity between what is taught and how it is taught? Although the issue of classroom practice modelling professional practice does not dominate either the social work or adult education literature there is adequate alternative evidence, I believe, to extrapolate greater benefit from engaging with this congruence than from not doing so.

Interestingly, it is possible to add to the preceding analysis a concept central to social development and also expressed in new paradigm thinking - sustainability. Sustainability is conceptualised by the World Commission on Environment and Development (cited in Estes, 1993:2) as "paths of human progress which meet the needs and aspirations of the present generations without compromising the ability of future generations to meet their needs." The next explanation extends this idea of the longevity of social and physical resources by describing sustainable development as neither static nor time bound but rather as reflecting:

> a continuous and on-going process of change and adaptation in which the exploitation of resources, the direction of investments, the orientation of technical development, and institutional changes are all in harmony and enhance both current and future potential to meet human needs and aspirations. Indeed, sustainable development is all about meeting human needs and aspirations - not just those of one country or region, but those of all people who inhabit the earth, both now and in the future. (Lindner cited in Estes, 1993:5)

Explanations and proposals for achieving sustainable development are well represented in the literature. Capra (1997), Estes (1998), and Potgieter (1998) are but a few proponents. However, in spite of Capra's call to extend ecological principles to education, an extensive literature search revealed only one reference

to sustainable education and this was contextualised to internet-based distance education (Rii et al., 1998). Considering this textual paucity I offer, based on the definitions already cited, a cursory exploration of *sustainability in education*. I preface this by saying what follows is personal formative thought and thus makes no claim to be exhaustive.

Both the phrases "paths of human progress" and "continuous and on-going process of change and adaptation" indicate progression, or change, which is foundational to educational processes. In addition, both definitions clearly articulate a primary criterion of enhancing current situations without compromise to future needs and aspirations. In teaching and learning this is readily interpreted in terms of physical resources such as books, finances and even personnel. However, there is an additional dimension characterised by internalisation of values which generate sustainable practices. Values which translate into flexible, dialogical and collaborative learning experiences as well as a reflectiveness contributing to ongoing cognitive processing. In concrete terms I suggest that sustainable educational processes may emerge from dialogical relationships which, where appropriate, draw on prior experience while engaging with relevant content in a reflexive and holistic manner.

This report now explores this interpretation of sustainable education in the context of the professional preparation of developmental social workers. The ideas are deliberated at a theoretical level by seeking congruence between the principles of adult education and those of ecological systems (Capra, 1997). In addition, the debate uses the following prior argument as foundational assumptions:

- The values, knowledge and skills of social work and social development are congruent.
- Developmental social work and adult education practices seek to empower.
- There are professional development advantages for teaching through modelling.

Finally, sewn through these deliberations is a view of educational sustainability beyond its immediate role and function to its long term viability, its impact on

other systems, and the balance between input costs and output benefits (Ife, 1997).

- **do adult education principles and teaching through modelling inject sustainability into developmental social work education?**

Capra (1997) advocates that the organising principles of ecology provide a conceptual framework for the attainment of sustainability in human communities. To recap, sustainability means fulfilment of current needs and aspirations without compromise to the future of humanity on planet earth. The five organising principles of ecological systems form the framework of this analysis.

✳ **Interdependence**

All members of an ecological community are interconnected in an intricate network of relationships (Capra, 1997). Their essential properties and very existence are derived from their relationship with each other. Each member's behaviour depends on the behaviour of each other member. Ultimately the success of the community depends on the success of the individual members which depends on the success of the whole[3].

Understanding ecological interdependence requires a shift in perception to that characteristic of systems thinking "from the parts to the whole, from objects to relationships, from contents to patterns" (Capra, 1997:290). This non-linear view of relationships means that each interaction is not limited to a single effect but will spread in widening patterns because each part is influenced through its interconnectedness. Educationally this is illustrated by the engagement of participants with immediately useful content. This new learning is readily applied to life thereby touching those connected with the original learner. Its impact may set in motion a ripple-effect of action and reflection in which the original learning is continually refined and reapplied in different contexts. In short, the impact on other systems, through interaction, has within it the potential of long term viability.

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[3] This principle has a parallel in the African ethos of Ubuntu within human communities.

This ecosystemic value of the whole being greater than the sum of the parts through reflexivity among elements is reflected in various adult education principles. Examples are, teamwork and shared responsibility, the dialogical and interactive nature of the learning process, as well as its overarching respectful and holistic orientation.

✳ **Cyclical flow of resources**

Within an ecosystem nutrients are continually recycled so that the same molecules of water, minerals and air are in constant reuse (Capra, 1997). Although all organisms in an ecosystem produce waste, the waste of one species is the food of another so ultimately the entire ecosystem remains waste-free.

This principle has both obvious and less obvious application within education. Readily accessible examples are the respectful use and reuse of items such as books in libraries and paper before recycling. Although the principle initially seem remote with less concrete issues, its significance rests on two propositions. Firstly, fundamental to the continuity of an ecosystem is a flexible or evolutionary attitude which embraces change. The second is a reconceptualisation of 'waste' from its traditional negative connotation of 'valueless and obsolete' to focus on the potential, or latent value, of something. In other words, focussing on the use of a cyclical flow to develop innate potential does facilitate application of this principle. For example, a reflective approach to teaching and learning sets in motion a recycling within the self thereby promoting an increasing sophistication of knowledge. In addition, dialogical teaching processes, including collaborative learning, allow for an interchange and exercising of ideas in a reflexive manner. Team teaching, with its inclusive nature, can also contribute to an interchange of information. However, team teaching does raise a complex economic equation of multiple teachers versus the benefit to learning. The balance of this equation will differ within a range of variables such as the topic, the students' academic backgrounds and abilities and the attitudes of the teachers. Nonetheless, the two primary academic activities of a university - teaching and research - both involve knowledge building and both benefit from a cyclical flow or praxis ethos for information development and refinement.

Linking this ecological principle with those of adult education highlights sound, dialogical and respectful relationships, holistic and active learning, sequencing and reinforcement of content to ensure consolidation and effectiveness of learning to avoid wasted energies. Differently stated the most explicitly linked principles are those of praxis, collaboration and accountability in a dialogical climate. The contribution of praxis, team work and dialogue is adequately established. Accountability, however, requires elaboration.

Accountability begins with an analysis to ensure that needed values, skills and knowledge do indeed constitute programme content. Thereafter, these are explicitly stated, holistically engaged with and their learning demonstrated through planned activities. Also contributing to accountability and foundational to both adult education and social development is the acknowledgement and use of participants' prior experience[4]. Valuing prior experience is fundamental to cyclical processes in knowledge building and therefore contributes to sustainable education through its role in balancing input and output energies for optimal effect.

The preceding discussion strengthens the earlier argument for a reflective adult education approach to the professional preparation of developmental social workers. Additionally, the explanation validates the reflective design of this research which could have widespread impact by revitalising social work education.

✳ **Co-operation and partnership**

Co-operation is essential to the sustainability of ecological systems (Capra, 1997). Cyclical exchanges of energy are sustained through collaborative effort which pervades the system. In addition, life is an evolving process of learning and change. Therefore, in truly committed partnerships members co-evolve.

Philosophically adult education and social development are characterised by collaborative, cooperative team work and the co-evolution of teacher and learner.

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[4] The value of prior experience is built into South Africa's emerging outcomes based education approach.

Furthermore, new paradigm teaching and learning also calls for cooperation and dialogical partnerships. This suggests that an adult education approach to the professional preparation of developmental social workers plus modelling adult education principles in the classroom should contribute to educational sustainability.

However, in reality the tension between the societal structure of the prevailing paradigm and ecology is reflected in the following dichotomies: competition versus co-operation; expansion versus conservation; domination versus partnership. In spite of convincing reasoning to make the shift, humans are frequently reluctant to embrace change. So, perhaps the route to sustainable educational practices will be a long and circuitous one.

The three ecological principles discussed thus far are different aspects of the pattern of organisation which ecosystems use to maximise sustainability (Capra, 1997). Out of these arise questions about the resilience of ecological communities such as how they react to outside disturbances. Consideration of this issue led Capra to two further principles - flexibility and diversity - which involve adaptation to changing conditions.

✳ Flexibility

The multiple feedback loops of an ecological system function to restore the system's balance when a disturbance occurs (Capra, 1997). The more variables which fluctuate the greater the flexibility and dynamic nature of the system resulting in enhanced ability to adapt to changing conditions. The ability of ecosystems' abilities to adapt to continually changing environmental conditions leads to a flexible, ever-fluctuating web of life.

However, fluctuations take place between tolerance limits. Going beyond these limits may cause the system to collapse through an inability to compensate. Capra (1997) extrapolates this to the management of social systems. When one variable is constantly pushed to its extreme, prolonged stress and ultimately a lack of flexibility result. Therefore, it is critical to discover the *optimal* value of the system's variables because *maximising* will lead to destruction of the system.

This principle readily applies in educational contexts through appropriate sequencing of content and varying activities to capture and develop the social and academic competencies learners bring to the situation. This sensitivity to individuals and the group as a whole to gauge where they are in their learning is facilitated by reflexive dialogical interaction typical of adult education.

Adult education principles encompass a needs assessment to ensure relevance of new information and processes, a varied active learning style with appropriate sequencing and reinforcement of content, and a collaborative reflective approach. The responsiveness of this process develops and refines capacities towards an optimal state. However, the skill required to facilitate the process as well as the capacity for learner self-reflexivity is cumulative. This evolutionary quality is further aggravated by the reality of limited time engagements around an academic calender and movement through a range of human ecosystems. Nonetheless, while these realities increase the challenge to achieving sustainability in education I believe that a conscious use of adult education principles serves the process well.

✳ **valuing diversity**

The complexity of an ecosystemic network is a result of its biodiversity (Capra, 1997). A diverse system is a resilient one because among the many species are overlapping ecological functions which can partially replace one another in crisis. For example, when a severe disturbance destroys a particular species, survival of a diverse system is facilitated through reorganisation of other species to fulfil the function of the lost species.

The extension of this principle to human communities is idealistic and therefore challenging. Out of cultural diversity arise many different attitudes and ideas about similar issues. This potential strategic advantage only becomes a reality in a vibrant community sustained by cooperative partnerships. Capra (1997) suggests that community awareness of interdependence allows a free flow of ideas and information which may enrich the relationships and the community as a whole. I add that not only awareness but also a conscious celebration of diversity is essential to facilitate community interdependence. By contrast, in a community of fragmented and isolated groups diversity is likely to be a source of prejudice and

friction.

Cultural, religious and linguistic diversity dominates the social work classrooms at Wits where in 1998 there were eleven different languages among thirty-five first year students (Drower, 1999). The essential question is in what ways could adult education facilitate both an awareness of the value of interdependence within this diversity and a desire to capitalise on it? I believe a complex integration of principles may serve the purpose. For example, safety in the environment and teaching processes through effective methods and appropriate content in a collaborative and dialogical manner provides the learning context within which learners may experience the benefits of interdependence. These benefits need to be a lived reality before people will consciously seek them out. However, facilitation of the experience appears possible through an adult education framework.

4.6 CONCLUSION

The preceding analysis of the role adult education may play in sustainable education in undeniably idealistic and simplistic. Capra (1997) himself acknowledges that many differences exist between ecosystems and human communities. For example, ecosystems have no self-awareness, no language, no culture, no consciousness and therefore no justice. Personally I suspect that this point of view will become contested and will be the subject of much debate in the future. However, it is not about these human values but about sustainability that we have sought here to learn from ecosystems and it seems that an adult education approach to the professional preparation of developmental social workers may imbue the educational experience with sustainability.

This chapter highlighted the commonality of social work and social development values, knowledge and skills in terms of empowerment theory. The potential of teaching through modelling during the professional education of developmental social worker was explored in terms of social learning theory. The chapter ended with an exploration of the contribution adult education principles can make to sustainable education processes. The next chapter presents, with analysis and discussion, the data gathered from participants during the SC&D and PE courses.

Chapter Five
Results, Analysis & Discussion

RESPONDENTS' VOICE

Learning is a fluid process of moving forward to the unknown
while connecting back to the established knowns.

Goodman et al., 1986:306

5.1 ORIENTATION

The previous chapter established the commonality among the values, skills and knowledge of social work and developmental welfare and highlighted that empowerment is a key goal of developmental social work practice. This chapter responds, with empirical data, to the research questions:

> **In what ways might learners experience the empowering potential of adult education processes?**
>
> **In what ways can adult education processes professionally prepare students for developmental social work practice?**
>
> **In what ways can adult education processes capture and develop the social and academic competencies students bring to the learning context?**

This chapter concentrates on the meaning located within information collected from staff and students on the SC&D and PE courses. It begins by tracing the rationale of the PE seminars and then briefly describes problem-based learning (PBL) before engaging with the gathered data. The questions and sequence of the SC&D student questionnaire provides the primary framework within which information is presented. Responses from the SC&D facilitators and PE participants are integrated into the relevant categories.

5.2 THE PROFESSIONAL EDUCATION[1] COURSE

The two PE seminars which formed part of this research were based on the conceptualisation of social workers as educators. They were designed to teach students to adopt an adult education approach as a methodological tool for developmental social work. The seminars were conducted in a dialogical manner congruent with adult education principles to model the practice of what was being taught. Furthermore, the intention of social modelling was to make learners aware of the social forces operating on them, reflect on these and become increasingly

[1] The PE questionnaire is Appendix 3A and the responses 3B.

capable of transforming them. This experience of conscientisation and praxis was intended to facilitate conscious transfer of the experience to practice in developmental social work thereby enabling clients to become guides of their own destiny.

5.3 THE SOCIAL CHANGE AND DEVELOPMENT[2] COURSE

The SC&D course was an initiative in bringing curriculum in line with the new welfare paradigm. The course was "designed to facilitate self-directed learning" through a problem-based approach to developmental social welfare content (course outline, 1997[3]).

The learning experience comprised lectures and seminars conducted according to a hybridised PBL process[4]. Seven different social work staff members were involved in the course: four as co-ordinators, five as facilitators and six as lecturers. Only three staff members carried out all three functions. It was a staff-intensive exercise in an alternative teaching and learning method.

Lecturers varied with the content as did classroom teaching style which ranged from traditional monological to dialogical. Weekly two to three hour lectures were conducted with the entire class in a single venue. Learners were divided into five groups of approximately ten members for seminar purposes. These groups met in conjunction with, or in lieu of, lectures weekly or fortnightly. The problem-based seminars corresponded, in theory, with the principles of adult education. For example, the student-centred emphasis placed responsibility for learning on the student and endeavoured to develop critical thinking. In addition, facilitators, who were constant within the small groups, created conditions for learning through group processes. The basis of the groupings was the locality of rural placements.

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[2] The student questionnaire is Appendix 1A and the responses 1B. The staff questionnaire is Appendix 2A and the responses 2B.

[3] See Appendix 4.

[4] Referred to on the SC&D course as Issue-Based Student-Centred (IBSC). For simplicity PBL is used in this report.

Students selected their own destination on a first-come first-serve basis up to a maximum of ten members. This self-allocation procedure was problematic, as many students were forced to attend placements other than their first choice. This generated anxiety and anger. In fact, in the focus group evaluation students reflected the allocation process as "authoritarian" and "unfair".

- **problem-based learning as teaching-learning method**

PBL, at its fundamental level, is an instructional method which utilises *real world* situations as the context for learning critical thinking and problem solving in relation to the core concepts and knowledge of a course (Duch, 1995). It is an active learning strategy in which learners ascertain what they need to know in order to resolve the presenting issue. A primary objective of PBL is to foster clinical reasoning and problem solving in students (Norman & Schmidt, 1992). The claim that PBL students acquire life long learning skills and clinical competence is countered by the finding that there are apparent gaps in their cognitive knowledge base which could impact on practice outcomes (Albanese & Mitchell, 1993). An evaluation of this assertion with respect to these social work students requires a longitudinal study beyond the scope of this research.

- **the PBL process**

A PBL session moves through the following stages (Duch, 1995):

i. Students are presented with a scenario around which they organise their ideas and knowledge and attempt to define the nature of the presenting issue. The scenario comprises carefully considered descriptions of observable phenomena or events requiring explanation.

ii. Students discuss the scenario illuminating what they do and do not know and understand. The latter become learning goals.

iii. These learning issues are researched, either as a group or as individuals, utilising available resources.

iv. Students then integrate new information with their established knowledge through peer teaching and discussion. There is ongoing definition of new learning issues illustrating that learning is a continual process of exploration.

v. Students are responsible to the group and alternate the primary roles of

chairperson, time-keeper and scribe.

- **the role of instructor**

The instructor's role as guide, facilitator, support and resource is primarily about process rather than content. Thus, any attempt to provide easy solutions, direct or lecture is counter-productive to the intentions of PBL. Ambivalence about this role delimitation is expressed in this student's words: "The facilitator role was very non-directive ... I also feel it would have been better for the facilitators to have more knowledge and information ...". I anticipate that students' history of 'chalk and talk' makes it difficult to accept the lecturer taking a non-expert role.

- **the benefits of group processes**

PBL draws on the advantages of small groups to foster learning (Woods, 1995). For example, learners get actively involved in their learning rather than passively listening to one teacher. In addition, because success depends on co-operation and team work, members are believed to become motivated and ultimately self-directed in their learning. Groups, through skilful facilitation, can provide opportunities for active, co-operative learning with informal feedback. In addition, group experiences can develop team work abilities, conflict resolution skills, accountability and social competence. Finally, these groups provide the situation in which awareness and confidence in problem solving and processing may be gained through experience. The links between PBL and adult education principles are apparent - particularly those of team work; and the use of small groups; immediacy of new knowledge; active learning; a sound teaching-learning relationship; and a safe environment.

The output of the team can surpass that achieved by individuals on a task. With such advantages available through collaborative learning, why is it used relatively seldom? Perhaps because developing effective teams demands skill and dedication, takes time and requires risk taking from participants. Furthermore, working with groups requires interpersonal communication and team building skills as well as an ability to cope positively with conflict (Woods, 1995). The reality of these demands and consequences of not adequately satisfying them are found in student and

facilitator expressions of a lack of course cohesion which is discussed later in this text.

An ultimate aim of PBL is to empower students to take a responsible role in their learning (Duch, 1995). To achieve this goal the School and lecturers must be as willing to yield some of their own classroom authority to the students as the students are to assume that responsibility. This is a reciprocal process and was clearly a source of tension. This is reflected in responses about illusions of devolving power and discomfort with the expectation of assuming responsibility when it is unfamiliar.

■ participant profiles

1998 SOCIAL WORK IV CLASS

NUMBER OF LEARNERS	FIRST LANGUAGE		SEX		AGE	
48	EFL	20/48 42%	Female	45/48 94%	Range	20-46 years
	EoFL[5]	28/48 58%	Male	3/48 6%	Median	22 years

Table 5.1 1998 Social Work IV Class Profile

SC&D FACILITATORS

Roles on SC&D Course	Sex	Language
Main Coordinator, Facilitator, Lecturer	Female	English
Coordinator, Facilitator, Lecturer	Male	Lozi
Coordinator, Facilitator, Lecturer	Male	Venda
Coordinator, Lecturer	Female	English
Facilitator, Lecturer,	Female	English

Table 5.2 SC&D Facilitators Profile

[5] EoFL denotes *English other than First Language*. Multi-lingualism is a reality among South Africans and black students frequently have another African language as their second language with English third, fourth or even fifth.

SC&D STUDENT RESPONDENTS

No of Respondents		Home Language		Sex		Age in Years	
Total	13	EFL	11/13	Female	13/13	Range	21-27
Response Rate	27%		85%		100%	(one abstention)	
		EoFL	2/13	Male	0/13	Median	21
			15%		0%		

Table 5.3 SC&D Student Respondents Profile

5.4 ADULT EDUCATION AND LEARNER COMPETENCIES

The first three SC&D student questions captured principles of the information processing approach to learning which play a significant role in acquiring new knowledge (Schmidt, 1983). These ar-

- activation of prior knowledg
- elaboration of knowledge
- encoding specificity

prior knowledge and learning new information

SC&D students' #1: Did recalling and sharing your prior knowledge make it easier *for you to understand and integrate new information from the lectures and reading* packs?

Learning is, in part, the process of restructuring earlier knowledge to facilitate understanding new information (Schmidt, 1983). The premise, therefore, is that recalling and sharing prior knowledge makes it easier for learners to understand and integrate new information.

Responses to this question reflected a positive experience in activating prior knowledge when learning new information. However, responses to the regular questionnaire were conditional *yes-sometimes*. The alternate style questionnaire responses were more unequivocal with only one conditional *true-but*.

Students attributed the learning experience to a wide range of activities from classroom and field experiences to small group discussions and community work. They noted their use of prior learning from social work practicals, other courses and even general knowledge. Thus, discussion processes linking new concepts to

what was already known from other courses, field practice and general knowledge enhanced prior knowledge and facilitated understanding new information.

	Yes-often	Yes-sometimes	Un-decided	No-never	
Questionnaire Reg[6]	0	7	0	0	"Your knowledge acts as a basis for understanding other knowledge to build on it. It gives more clarity to your prior knowledge ie. the differences. Helps draw on practical knowledge especially" (12)
	Agree			Disagree	
Questionnaire Alt		6	0	0	
TOTALS		13	0	0	

Table 5.4 SC&D Students' Question One - prior knowledge and learning new information

- **elaboration of information**

  SC&D students' #2: Did group discussions and activities which explored the details of new concepts and ideas make it easier for you to understand this new information?

Information is better understood, processed and retrieved if learners elaborate on the material (Schmidt, 1983). Elaboration may be facilitated through taking notes, answering questions, teaching peers, writing summaries or interacting critically with the information. The premise, therefore, is that group discussions and activities exploring new concepts and ideas make it easier for the learner to understand this new information. This approach takes into account adult education principles of team work and shared responsibility in a safe yet challenging environment through active engagement and sequencing of prior and new information.

Responses suggest that group activities exploring new knowledge enhanced understanding through sharing a range of opinion and perspectives. For example: "The discussions in small groups explored concepts in more detail and also allowed for other opinions to be shared" However, perceived effectiveness of discussion processes varied and sentiment spanned from discomfort with the expectation

[6] The distinction between the 'regular' and 'alternate' questionnaires was clarified in Chapter Two.

that "you ought to know or understand just by reading and listening" to reassurance "to notice a general lack of understanding".

In spite of agreement in principle and stated benefits about group discussions students sometimes made qualifying comments which make interpretaion of their responses incongruous. A respondent said "I don't feel clear on the course content" and "very occasionally did group activities help to clarify things". Another noted that "it's not like there are any specific activities that assist us in grasping what is said". When read in conjunction with informal debates about the SC&D course these comments highlight the tension between the potentiol of the teaching-learning experience and its actual execution, including the timing of critical activities such as the rural placement[7]. These comments highlighted the necessity for a range of learning activities to engage learners and timetabling sensitively.

	Yes-often	Yes-sometimes	Un-decided	No-never	
Questionnaire Reg	1	5	1	0	We "were able to pool knowledge and debate the relevance and applicability. However, it was difficult when the concepts were not contextually appropriate and when the reading material was too extensive...". (1)
	Agree			Disagree	
Questionnaire Alt	6		0	0	
TOTALS	12		1	0	

Table 5.5 SC&D Students' Question Two - elaboration of information

The "extensive" reading packs provided as a resource[8] emerged both formally and informally as a contentious issue. One student explained that a positive outcome is contingent on learners having "read the material and become familiar with the concepts". Thus, students' inability to complete the reading prior to seminars was perceived as limiting debate. The frustration is summed up in these words "in some instances this is very he[illegible] whereas at other times you might feel embarrassed or shy to respond". The focus group evaluation supported these points of view

[7] This can be followed in Appendix 1B.

[8] Wits libraries are inadequately stocked and social work students are frequently unable to purchase books.

indicating that reading packs were overloaded and some readings lacked course and South African relevance. Commentary by facilitators around social and academic competencies also reflect strong points of view about reading packs. These are discussed with the next question.

- **match between learning and practice contexts**

  SC&D students' #3: Did discussing social development in relation to a scenario make it easier to apply the information during your rural block?

A close match between the learning and practice contexts facilitates effective retrieval of information at a later stage (Schmidt, 1983). In other words, the greater the resemblance between the learning and application situations the more effective the performance will be. The premise, therefore, is that discussing social development in relation to a real-life scenario made it easier to apply the information during the rural placement. This idea is permeated by the principle that the knowledge, skills and attitudes adults are learning need to be immediately useful in their lives.

	Yes-often	Yes-sometimes	Un-decided	No-never	Theory "is better understood when contextualised". (7) A case study provides a "fra[illegible] work for understanding". (3) The theory is no longer "jargon language but becomes part of a deeper understanding and knowledge base". (9)
Questionnaire Reg	0	7	0	0	
	Agree			Disagree	
Questionnaire Alt		6	0	0	
.TOTALS		13	0	0	

Table 5.6 SC&D Students' Question Three - match between learning and practice contexts

Respondents agreed, in principle, that discussing content in the context of a case made subsequent application of theory to practice easier. Comments highlighted the potential learning benefits arising from a closer link between the theory, the scenario and field experiences. However, they said "there were no real linkages between the theory and the practical" and so "it may be helpful for the theory to be related specifically to the field experience". In other words, greater congruence between learning and practice contexts through programme design could enhance effectiveness of learning.

- **PBL and competencies**

  SC&D facilitators' #1: Does PBL methodology capture and develop social and academic competencies students bring to the learning context?

The above question asked of facilitators integrated the three information processing principles already discussed from the students' perspective.

Yes	Yes, but	No	NR[9]	"Students found this learning fascinating and new. But they were not prepared for their role". (C)
0	2	2	1	

Table 5.7 SC&D Facilitators' Question One - PBL and competencies

Responses were evenly divided between yes-with some exceptions, and no-not at all. They were also dichotomous around the contribution of the reading packs to the development of learners. For example one facilitator said; ".. students are required to do the set readings before participating in the group discussions and they have done this responsibly". This conflicts with another's comment that reading packs "in fact compounded students' dependent and less independent demeanours. The whole question of research and the engendering of an independent mind set is negated. Reading packs basically should be for first year students". Perhaps a key lies in this mediating comment of a third facilitator: "I like the fact that students need to find their own knowledge resources, but I think they would have done so to a much greater extent if they were given less bulky reading packages."

Further inconsistent perceptions arose around reading pack issues. A facilitator's experience was expressed as; "... many students did not study the given material. This was evident during tutorials." In comparison another one said; "they appear to think about the content, wrestle with the concepts of the paradigm and engage in lively discussions on the subject." The analytical thinking and active participation of this latter comment appears to co-inside with yet a third sentiment that; "the use of a scenario to draw out students' learning expectations seems to stimulate more analytic thinking and better integration, as opposed to didactic teaching."

[9] NR means *no response.*

These positive experiences also have a parallel in the perception that co-operative problem solving developed interactional skills and "forced each student to express her/his particular competencies" which facilitated personal growth and minimised passive learning.

Facilitators, like the students, also addressed course cohesion. The negative critique by one facilitator that; "in this particular course the lecture material has been disjointed and does not always require student participation" reflects student frustration on empowerment issues expressed as fragmentation of the course. Two students recorded that "different lecturers did not connect their work to each other's or to [the course] objectives clearly." They elaborated that the resultant "fragmentation of the course work" and learner "responsibility to try and pull things together" inhibited the potential for empowerment. The focus group discussion echoed this, highlighting "the need for linkage from one aspect of the course to another." Another facilitator's response to question two eloquently addresses this issue by saying; "lecturers shouldn't try to show that their sequence is the most important but rather try to help or show to the students the interlinkages from one sequence to another and also by highlighting the fact there is a general theme that permeates all sections, this being societal change for social development." These comments emphasise the need for a well co-ordinated endeavour in collaborative teaching - the previously mentioned challenge of team work.

Students and facilitators alike were unanimous about the way forward. Broadly, as suggested by a facilitator; "because of its strong emphasis on students' participation in their learning process, it is important to prepare students from first year ... [for active learning ... and] it might also be important" to introduce an adult education approach "in other courses as well".

The suggestion from a different facilitator that PBL; "should never be used as the only teaching and learning method but for the teaching and learning situations where it fits best" accurately sums up the situation. Interestingly the "suspicion" of this facilitator that PBL; "makes more sense for students who have experienced

Western child-rearing practices, whereas some African students may prefer a more didactic teaching and learning approach" reflects the critical awareness raised about the universality of adult education principles in Chapter Three. This facilitator, in response to a later question, wisely says; "the challenge in actually applying developmental principles in social work education is that the students come from such vastly different contexts, and thus have different skills and needs. I think we need to guard against becoming stuck in one particular teaching methodology, which, no matter how educationally sound it is, could not meet the needs of all students." I agree, particularly if education is to be sustainable. However, being effective may flow from a wider adult education orientation. For example, the favourable responses to the PE adult education experience of a dialogical and collaborative classroom coupled with Chapter Three's argument for effective professional development provide persuasive evidence for an active learning curriculum in the School.

- **sequencing theory and practice**

  SC&D students' #4: Based on your experience which course sequencing do you believe facilitates effective learning - theory to practice or practice to theory?

Individuals have preferred styles and ways of learning (Woods, 1995). Some choose to move from theory to working through problems. Others prefer the opposite sequencing. The premise of the SC&D course was that presenting social development theories before the practical rural placement facilitated effective learning. The practical work was an opportunity for students to engage in demonstrating their learning.

The regular questionnaire asked learners, based on their experience, to select the theory-practice sequence which they believed best facilitates effective learning. All, except one who remained undecided, elected theory before practice saying "learning theory first gives you guidelines and understanding when you go to do the practical work". The undecided student suggested that while it "is necessary to have some theory before going on rural block ... theory only makes sense after you've had the experience."

This response, highlighting the interconnectedness of theory and practice, is paralleled by those from the alternate questionnaire which sought comment about each approach. Categorising the replies according to preference distributed them evenly. However, engaging with the qualitative reflections weighted them towards the theory to practice option. Students were clear that "a theory base gives a good foundation", "a deeper awareness" which "has a very clear impact on one's attitude and approach." However, "learning after the experience would make the theory that much more real and easier to understand and conceptualise." The complexity of the issue was captured in the focus group discussion with the comment that the "link between theory and practice was inadequate" and it only "came through for some in [the] rural block". This, and similar rationale, hinted to an ideal - an integrated approach interspersing theory and practice where there is time and occasion to build and consolidate knowledge and skills.

Choice	Theory-Practice	Undecided	Practice-Theory
Questionnaire Reg	6	1	0
TOTALS	6	1	0

	Theory-Practice		Practice-Theory	
Viability	Definite	Maybe	Maybe	Unlikely
Questionnaire Alt	3	3	3	3
TOTALS	6		6	

Table 5.8 SC&D Students' Question Four - sequencing theory and practice

- **sequencing theory to practice**

  SC&D facilitators' #2: What impact did sequencing course content from theory to practice have on the effectiveness of teaching and learning during the SC&D course?

The staff reflected a similar range of viewpoints as the students. In response to this question two facilitators commented on the necessity of preceding the rural placement with theory because "it would have been very difficult for the students to collect information in a meaningful way and to interact with the community purposefully" if the sequence had been reversed. However, one facilitator qualified

this point of view with the idea, corroborated by yet another, that interspersing theory and practice would provide a richer learning experience. This perspective reflects that expressed earlier by some students. However, in real terms, as noted by a facilitator "students are practising in field training concurrently and I hope they are applying their theoretical knowledge all the time." In other words, failing the ideal, students need conscientisation around the ongoing application of social development theory in their field placements too.

Okay	Intersperse	Undecided	"I am not sure that the course should be seen singularly in terms of theory and practice". (A)
2	2	1	

Table 5.9 SC&D Facilitators' Question Two - sequencing theory to practice

5.5 ADULT EDUCATION AND EMPOWERMENT

- **learner empowerment and independence**

  SC&D students' # 5: Did seminar processes, such as identifying learning goals and using prior knowledge to understand new information, create a learning environment in which you gained confidence as a learner and were encouraged to take responsibility for your own learning?

Adult education is asserted to be an empowering process and an argued outcome of PBL is motivated and self-directed learners (Norman & Schmidt, 1992). Arising out of these two claims is the premise that seminar processes, such as identifying learning goals and using prior knowledge to understand new information, create a learning environment in which students gain confidence and take responsibility for their own learning.

	Yes-often	Yes-sometimes	Un-decided	No-never	"It helps to have students managing their learning. It also enables them to pace their learning according to their abilities". ..."You are encouraged to take initiative, think critically and give your contribution". (3)
Questionnaire Reg	2	3	0	2	
	Agree	Yes-but		Disagree	
Questionnaire Alt	3	3	0	0	
TOTALS		11	0	2	

Table 5.10 SC&D Students' Question Five - learner empowerment and independence

Responses to these experiences were diverse. Students who frequently felt empowered attributed this to the "full responsibility of deciding what ... to focus on in the group and how ... to achieve the goals." Another respondent explained that through the process she "felt eager to clarify and understand issues brought up in lectures" and that "the learning goals provided ... direction as to what was vital ... and helped save time". These expressions of motivation are in opposition to a learner who felt neither empowered nor independent and said: "I still felt like a passive learner ... as students we still are at the bottom of the bureaucratic hierarchy ... and were given the illusion that we had an important part to play."

Most of the alternate questionnaire respondents agreed that adult education processes can generate learning environments in which students may gain confidence and take responsibility for their learning. However, half agreed only conditionally highlighting the clash between "idealistic" intentions and practical realities such as "time pressure often making this very difficult." In spite of these realities she also said "I have probably done more 'extra' work for this course than any other." The ambivalence in these responses was also captured in the focus group evaluation by favourable feelings about the adult education orientation and "good intentions" of the course. I anticipate that this tension between ideals and realities would benefit from analysis in terms of traditional university teaching and assessment, and individual learning styes.

- **the adult education experience**

  PE students' #1: What one word reflects your PE experience?

  PE students' #3: Describe what was positive or negative for you about the way in which the teaching-learning in these seminars differed from lectures.

The PE questionnaire sought to superficially gauge whether this student dilemma between the potential of the adult education experience and practical constraints was located in the adult education orientation or in other variables such as teacher and learner profiles. The outcome was reassuring to proponents of adult teaching methods for social work education.

Students were first asked for one word reflecting their experience of these

seminars in which adult education was taught through its own methodology. Responses included "exciting", "mind-expanding", "experiential" and "praxis". The responses were categorised into three types: emotionally positive adjectives; emotionally flexible adjective (meaning their interpretation could be positive or negative); and non-emotional adjectives. The response was markedly positive at 72% with no explicitly negative words. There were 19% non-emotional and 9% flexible adjectives.

Emotionally positive adjective	Emotionally flexible adjective	Non-emotional adjective	Emotionally negative adjective
23	3	6	0

Table 5.11 PE Students' Question One - the adult education experience

Question three, asking students to describe their positive or negative experiences of adult teaching-learning versus lectures, provided further support to this outcome. Of the ninety-six descriptions 74% were positive and 26% negative. The majority of favourable comments were around the participatory nature of the seminars being "active" and "collaborative". However, more than half of the negative sentiments were about the energy required to participate as students were tired at the end of the year because of numerous deadlines. This led to a request to schedule the learning experience earlier in the year when students are less fatigued. Interestingly, responses to the timing of the SC&D course also reflected this tension in maximising learning opportunities. This was so even though the SC&D course took place in the middle of the year and PE at the end. These remarks, therefore, appear significant to the fourth year curriculum in general.

Another well represented group addressed the "unrepetitive" "hands-on" nature of seminars in "consolidating learning" and "grasping concepts" through application. This was opposed by only one comment about them being "boring".

Two other categories warrant mention. The first is thirteen students who said they felt "respected", in "control of their own learning" and that they had "choice" in the process. There was an interesting imbalance between this favourable feeling

and the two students who felt they had "no control" or decision making power.

A final group of seven students explained their insecurity as arising from not having volumes of notes at the end of the PE seminars. This experience probably finds meaning in the context of traditional 'chalk and talk' methods. Resolution may be best linked to the SC&D facilitator's comment about preparing learners from first year for a new way of teaching and learning which is interactive and where students have greater responsibility for their own learning.

Positive		Negative	
active, collaborative, comfortable environ	25	process requires energy	14
interesting, consolidated learning, hands on	18	boring	1
own control of process, choice, respected	13	no control	2
reflective, critical, analytical thinking	9	fear being wrong	1
teacher passion and preparation, congruence	4		
less structure	2	unfamiliar, want notes	7

Table 5.12 PE Students' Question Three - describe the positives and negatives of ... seminars

5.6 ADULT EDUCATION AND DEVELOPMENTAL SOCIAL WORK

Questionnaires then moved from teaching-learning experiences into philosophical and 'application to practice' orientations.

- **social workers as educators**

  SC&D facilitators' #3: What is the relationship between the conception of social workers as educators and the principles of social development?

This question was based on a conceptualisation of the role of social workers, particularly in developmental welfare, as being predominantly educational. Prior to the SC&D lectures the students, without elaboration on this thinking, wrote short essays[10] entitled "Social Workers as Educators". As with the facilitators many took a traditional view, interpreting the title to mean the education of social workers. However, again as was the case with the facilitators, some students engaged in

[10] Information from these essays is too extensive to be included in this research report.

thinking similar to that proposed in this research. For example: "Social work could be seen as a profession which focusses on empowerment of individuals, groups and communities with education as the medium." As a facilitator clearly stated; "social workers are always educators in communities." This facilitator elaborated; "as development practitioners social workers in social development and social change activities empower and capacitate individuals, families, groups and communities through education. It is, therefore, imperative for social workers as development practitioners to know and understand how to engage communities in this exercise. Learning is a process and information is power. Social workers need to understand the effective ways and approaches to effecting development and change in all areas, rural, semi-urban and urban areas ... development, democracy and change are intertwined and they are deliverable through education and participation." Another facilitator extended this, expressing the potential of modelling field practice through classroom practice by saying; "ideally social work educators should practice and apply developmental principles - students would learn experientially and would benefit from the modelling of the educators."

The response from a different facilitator, although not explicitly addressing social modelling and the educational role of developmental practice, passionately expresses the parallel between the learning and practice environments. The congruity of social work and developmental welfare values is not only highlighted but also articulated as vital in educational processes: "The methodology of social work teaching also needs to reflect the values, processes and content of social development ... The ways in which social work educators engage, relate with and challenge students needs to take into account issues of empowerment. It is very important that social work educators believe in the capacity for change and growth with students as social workers need to with client systems."

- **modelling educational processes**

  SC&D facilitator #4: In what ways can PBL facilitators model skills and processes that are useful to the developmental social worker's role as an educator?

This question sought to concretise the conceptualisation of social workers as educators by highlighting developmental welfare practice strategies arise in the

classroom through modelling. The relationship between responses from the same facilitator to this question and the previous one were sometimes curious. For example, a facilitator, who interpreted the previous question as educating social workers, clearly saw similarities between the facilitator's and development practitioner's roles expressing it thus: "These [facilitatory skills] ... are useful to the developmental social worker's role as an educator because social development praxis is not a top-down affair but a democratic process that is inclusive guaranteeing input from the client system." As another facilitator writes: "This is a perfect opportunity to model democracy, empowerment, valuing strengths and all the other social work values. It is also an opportunity to learn/model the ways in which community groups can function." This response details opportunities to experience and model conflict management, group dynamics and processes. Yet another facilitator extends the list of possibilities to participation, accessing existing resources and "distributing power amongst the community through the way in which the chairperson's skills are developed." A final opinion succinctly captures the potential with these words: "The way facilitators can reflect the development process is anything that is undergirded by empowerment, consciousness raising and action and sustainability". For example, "active learning" ... " encouraging thinking by asking contentious and open questions" ... "acknowledging everyone's contributions" and "being part of the team and able to function collaboratively."

Just how these sentiments translated during the SC&D course is captured by student responses in the section which follows.

- **modelling educational strategies**

  SC&D students' #6: Did your facilitator use teaching and learning skills that could be useful in your social work role as an educator?

This question arose from the premise that using an adult learning approach during the professional preparation of developmental social workers would model their educational practice role. Students indicated whether or not they regarded facilitation techniques as useful in their social development practice.

	Yes-often	Yes-sometimes	Un-decided	No-never	"Teaching and learning skills were used widely, mainly through interacting and conversing with community members and using theories of development which we had learned in lectures". (11)
Questionnaire Reg	5	1	0	1	
	Agree			Disagree	
Questionnaire Alt	5		0	1	
TOTALS	11		0	2	

Table 5.13 SC&D Students' Question Six - modelling educational strategies

Responses reflect predominantly positive experiences particularly around encouraging responsibility, devolving power to members, asking for feedback and acknowledging feelings. Effective listening and the facilitator not taking the role of "expert" were also described. This may be summed up as "modelling of professional behaviour". In addition, teaching techniques such as giving "relevant examples" and linking theories "with our role as social developers" were cited. However, one learner expressed frustration at the "non-directive" role of the facilitator because the group "had to take control of the process". The limitations of an anonymous questionnaire open queries about whether this was a facilitator or a learner difficulty. The latter links to the previous question of empowerment and locus of control and the former leads into this student comment "I don't feel any skills were modelled".

Perhaps this is best interpreted in the context of a non-traditional teaching-learning approach intermingled with anxieties about the rural placement and, as surfaced through the PE questionnaire, students' learner-security resting in bulky notes. The newness of the experience is captured in this statement; "these skills often did not seem to be the traditional ones but had a far more creative feel to them."

- **adult education and developmental practice**

  PE students' #2: In what ways do you believe adult education has relevance to your practice in present day South Africa?

The PE seminars deliberately set out to review the viability of adult education methods as tools in developmental social work practice. Student responses to the

above question fell into two categories - general and specific. The 'specific' comments associated adult education with literacy issues. For example, "... adult education will be an essential part of SA as there are high levels of illiteracy among this group". The 'general' ideas, on the other hand, perceived the principles of adult education as relevant to developmental social work interventions and interactions. One student explained: "It [adult education] is very closely linked to development which is the direction in which social work is going in SA. Further, it has the potential to be a highly empowering intervention strategy in social work." Another student said: "It provides a positive and exciting framework to inform all practice and all social work approaches". This broader thinking, characteristic of 82% of the responses, is reflected in these words of a student:

"It's empowering
It's developing
It's modelling to the adults
It shares power
It builds confidence."

- **critical incident and professional development**

  SC&D students' #7: Did the process of reflecting on your learning experiences make you more conscious of the way in which you learn best?

This question located the value of critical incident reflections for professional development within the context of the SC&D course and completing the questionnaire. In spite of efforts to simplify, and yet capture these connections, I believe this question to be less tangible than the rest. This probably accounts for only 54% of responders engaging with this question.

Among those who did respond appeared a new awareness of the contribution reflecting on critical incidents had made to the development of their critical thinking, and a parallel awareness of the uniqueness of people. They said, for example, "this also developed my critical thinking" and "I have become more self-aware ... ultimately making me more critical." In addition, commenting on the uniqueness of individuals, students said; "not everyone learns the same way", "I have to be more aware of how I differ ... so that my use of techniques is not

biased." These remarks reflect a stated intention of PBL and adult education's use of small groups - that students, through exposure to a range of learning styles, come to respect the diversity of talent and ways of learning (Woods, 1995). Nonetheless, the process was acknowledged as having "not been easy and perhaps requires further and ongoing reflection" but as helping "to constantly assess and evaluate ... so as to improve on or add to my knowledge."

	Yes	Non-response	No	"It made me aware of the process that I went through so that I would understand what my group members, community task group etc. goes through when we are learning something valuable and new. I think that as a facilitator of workshops this technique would be valuable ...". (13)
Questionnaire Reg	4	3	0	
	Agree		Disagree	
Questionnaire Alt	6	0	0	
TOTALS	10	3	0	

Table 5.14 SC&D Students' Question Seven - critical incident and professional development

5.7 SUMMARY

This chapter used gathered data to respond to research questions about the potential of adult education methods to; access and use learner social and academic competencies; empower learners and; model educational techniques for effective developmental welfare practice. The data, gathered from multiple sources, were integrated and presented in categories corresponding to the research issues. Discussion revealed a generally favourable association between adult education methods and the acquisition of social development knowledge and skills during the professional preparation of developmental social workers at Wits. Inconsistencies were reported in connection with apparently contentious items such as reading packs and learner self-direction and responsibility. These topics require interpretation in terms of a complex interplay of different teacher and learner profiles in the context of change theory which is beyond the scope of this report.

The next, and final, chapter summarises the main findings of this research to make a teaching and learning recommendation for effective professional education of developmental social workers.

Chapter Six
Discussion, Conclusions & Recommendations

OUTCOME & OUTLOOK

Training for social workers is provided by Departments of Social Work at 19 universities and one college. ... While current social work education in these institutions is generally successful in preparing practitioners for work in a therapeutic and restorative social welfare system, the courses do not equip graduates to respond appropriately to the most important social development needs in South African communities. ... Strategies should be developed to reorientate personnel towards developmental social welfare goals and priorities. ... Social development theory and practice must provide the framework for welfare education and training programmes.

White Paper for Social Welfare, 1997:Chapter 4 items 10, 14 and 24

6.1 ORIENTATION

This chapter draws together the main findings presented in Chapters Three, Four and Five to discuss the overarching research issue of what constitutes relevant educational practice for the effective professional development of developmental social workers. The discussion is built upon the following logically connected assertions and located in a developmental social welfare policy framework:

- The objective of social work education is the professional development of effective practitioners.
- Effective practice is contingent on relevant education and training.
- Relevant education necessitates responsiveness of social work curricula to all education and practice contexts.

Therefore, the question is: What is appropriate classroom methodology for relevant professional development of senior social work students for effective developmental welfare practice?

This enquiry was situated within a post-positivist paradigm to emphasise the subjective, dynamic and contextual nature of knowledge. This qualitative research approach was ultimately a reflexive process involving a critical review of literature and exploration of personal experiences of participants of two different styles of adult education. The first was the specific PBL method during the SC&D course and the second, the general adult education orientation of the PE seminars.

The findings of the research are summarised according to the articulated research questions of this project.

6.2 MAIN FINDINGS AND DISCUSSION

- **In what ways is adult teaching-learning methodology appropriate for the professional development of senior undergraduate social work students within a developmental social work paradigm?**

Answers to this question were sought in recently published literature in the areas of social work, social development and adult education.

The point of departure was the apparent congruence between adult education

methodology and community development practice. Adjunct to this use of adult education processes in community development are the consistencies between the latter and social development. In addition, there is an increasing, although not explicit, use of an adult education framework in client-centred social development practice. These connections all supported the espoused harmony between the principles of adult education and social development practice.

The argument then considered the prerequisites of effective professional development in view of social work education being preparation for professional practice. A review of literature established that professional education processes should provide opportunities for developing reflective practice. Two main features of a reflective practicum are that people learn through active engagement with real life issues and that novices learn from 'experts' through co-reflection during and after action. Discussion elaborated how adult education principles facilitate effective professional education in general and specifically through opportunities to learn in both active and reflective ways.

The placement of adult education processes within effective professional education substantiated the call for social work curricula to engage the principles of adult education. This approach, which translates into collaborative, interactive and holistic, dialogical teaching and learning should, it was argued, because of the diversity of South African society, be skilfully and sensitively applied in an indigenised way.

In summary, adult education provides an appropriate teaching and learning framework within which to prepare developmental social workers professionally for effective practice in South Africa. However, the introduction and utilisation of this framework is not merely a substitution of 'chalk and talk' with dialogical processes. Similar to the substantial shift in welfare policy, success of this suggested change in classroom practice requires a genuine attitudinal adjustment on the part of all stakeholders.

- **what is the nature of the relationship between social work education for a developmental social welfare paradigm on the one hand and adult education on the other?**

Having established the appropriateness of adult education methodology in the social work classroom this next question sought to identify any additional benefits which could be anticipated to flow from this recommended classroom practice. Discussion, therefore, intensified the link between social work and social development by indicating their philosophical congruence in terms of values, knowledge and skills.

An exploration of the synthesised goals of social development highlighted the approach's intention to empower people through their participation in processes which define their lives. The aim of promoting humanising and empowering experiences consolidated the commonality of social development, social work and adult education. I suggested that an adult education orientation to the preparation of developmental social workers has the potential to be an empowering experience for students. However, a note of realism needs to be attached to this proposal. For example, without reorientation of the curriculum and genuine investment of teachers and students, the potential for resistance and resultant ineffectiveness could be overwhelming. Therefore, engaging an adult education approach requires a fundamental shift in mindset to one of partnership between teacher and learner. This has a parallel in the changed client-worker relationship as social work moves from a dependency model to a strengths perspective and collaborative power sharing. It is beyond the scope of this report to engage in discussion around how to motivate for and consolidate these changes in thinking and practice. Suffice to say that the magnitude of the task should not be underestimated.

A possible motivation for investing in educational change in line with new welfare policy and the RDP's call for alternatives to the past social order emerges from the possible benefits of teaching through modelling. I suggest that teaching in a manner consistent with the practice for which we are preparing students may strengthen the transfer of theory and enhance practice. Theoretical support for this idea was found in Bandura's (1977) social learning theory which highlights the

capacity of role models to guide the behaviour of others through imitation. The congruence between developmental social work practice and adult education principles provided impetus to the suggestion of additional professional education benefits from modelling.

Extension of these benefits were sought by engaging with Capra's (1997) challenge to create sustainability in human ecosystems - including education - through honouring the organising principles of ecology. I extrapolated from explanations of sustainability to speculate that sustainable education may be facilitated by dialogical processes which, where appropriate, draw on prior experience while engaging with relevant new content in a flexible and holistic manner.

Ecological principles of interdependence, cooperation and a cyclical interchange of resources were readily translated into an interactive and dialogical interchange of active learning processes and collaborative engagement. The principles of flexibility and diversity, which involve adaptation to changing conditions, found their counterparts in reflexive, dialogical interaction and interdependence. This was undoubtedly an encouraging interpretation of the potential within adult education for sustainability in education. However, the debate was acknowledged to be idealistic, perhaps even simplistic, because when human nature and freewill are added to the equation reality generally unfolds in less than perfect ways. Nonetheless, this should not deter engagement with the thinking nor the pursuit of the ideal of an empowering and effective educational experience. These realities simply highlight a need for the conscious use of proactive creativity in education.

The next three questions engaged the experiences of staff and students during the social work IV SC&D and PE sequences.

- **in what ways can adult education processes capture and develop the social and academic competencies students bring to the learning context?**

This question was specific to the PBL method used on the SC&D course. The SC&D learner responses around activation of prior knowledge, elaboration of information and encoding specificity were generally positive. For example, discussion processes

linking new concepts to already established knowledge from social work and other courses were reported to facilitate understanding the new content. However, among the successes less favourable experiences were also reported where group activities failed to clarify course content. I believe that the students' search for clarity was exacerbated by the PBL principle that group facilitators need not be content experts. This was compounded by the students' need to gain clarity during seminars rather than establishing learning goals for independent research. In addition, students were, in many instances, emerging from the classroom without the regular volume of notes and were still required to pursue independent study either alone or collaboratively. In essence, the timetable and expectations of other courses were not compatible with aspects of self-directed and collaborative learning. It became apparent, therefore, that substantially adjusted teaching-learning endeavours require full departmental support and consensus to ensure a cohesive curriculum.

SC&D reading packs, provided as a resource because of financial and library constraints, arose as a contentious issue. Two dichotomies emerged. On the one hand, reading packs were perceived to perpetuate learner dependency and inhibit literature searches, while on the other hand they were perceived to generate independent self-directed study and research. Secondly, some respondents felt overwhelmed and immobilised by the volume of reading for the limited time available, while others found the reading pack facilitated rapid access to pre-selected discussion and knowledge building materials. This dilemma places the provision of educational materials in a challenging position. Its resolution, in the face of limited and diminishing literary and financial resources, requires a sensitive and individual interpretation specific to each instance. Thus, the issue might be teacher development in selecting sufficient materials to motivate learners to seek additional resources rather than so much as to inhibit a need to seek further or, immobilise processing of the literature provided. There is no simple and easily applied formula, and the teacher's dilemma needs to be understood in the context of redress education and a rapidly evolving socio-politico context. Perhaps, even within education we are grappling with issues similar to the broader welfare move from a residual to a developmental orientation. In addition, it is conceivable that

a PBL approach is better suited to well resourced tertiary environments which build on progressive secondary education.

The sequencing of theory and practice explored in the SC&D questionnaire was interesting. The adult education principle of reflexivity of theory and practice leaves out the practical issue of how they should be sequenced in a curriculum. The principle of immediacy - the provision of immediately useful knowledge and skills - expresses the interconnectedness of theory and practice, particularly in professional development. I suggested, therefore, that explicitly focusing on the immediate relevance of classroom knowledge and skills by consciously applying them to field practice issues will enhance professional development through reflexivity. In addition, classroom discussions linking field experiences back to theory serve to close the false gap between theory and practice components of the course as well as to initiate and nurture an action-reflection praxis approach. I, therefore, believe that the transfer of theory to practice can be enhanced by bringing practice reflections into the classroom, and that this should cultivate a praxis cycle thereby contributing to the refinement of both practice and theory in terms of experience.

- **in what ways might learners experience the empowering potential of adult education processes?**

This study revealed a delicate balance between the empowering potential of adult education processes and the substitution of adult teaching and learning into courses without a holistic revision of curricula. Most students experienced empowerment, or had a sense of its potential, from the self-direction and decision making possibilities implicit in adult education. However, the additional time required for this type of teaching and learning conflicted with the unadjusted delivery requirements of other theory courses and field instruction. Differently stated, an adult education orientation cannot simply replace a 'chalk and talk' approach. What is required is a reprioritisation of the entire curriculum in the context of changed student demographics and social work practice requirements. For example, breadth of content may be required to yield to depth of understanding and consolidation of practice skills during teaching and learning. The

following wisdom, therefore, becomes a driving and empowering force in adult education:

what I hear, I forget,
what I see, I remember,
but what I do, I understand.

In addition a change of classroom style requires a parallel shift in mindset from students and teachers. Students need to reframe their expectations from gathering copious lecture notes from which to study later to a confidence in consolidating knowledge through teaching-learning processes. Such a change in orientation requires motivation to invest in collaborative, active learning experiences. Naturally, teachers also need to be comfortable with dialogical teaching and convinced of its effectiveness. This prerequisite for congruence is complicated by a university tradition which distinguishes between teachers and lecturers in terms of their track titles[1].

In summary, for teaching and learning to be a truly empowering experience, there needs to be genuine respect and dialogue between learner and teacher. Even then, dialogical teaching and learning will require substantial attitudinal shifts from those schooled in top-down educational processes and from patriarchal and authoritarian cultures. In short, implementing learner-centred adult education will require immense sensitivity in spite of convincing evidence of its appropriateness and effectiveness.

- **in what ways can adult education processes professionally prepare students for developmental social work practice?**

Responses to questions concerning the conceptualisation of developmental social workers as educators and the benefits to social development practice of modelling

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[1] 'Tutor' versus 'lecturer' implies 'teacher' versus 'researcher', the latter being regarded as the more prestigious and honourable intellectual pursuit. This deeply entrenched attitude makes it difficult for many lecturers to consider engaging in dialogical classroom practice which is traditionally regarded as appropriate for non-substantive content or seminar and tutorial group processes. Such substantial shifts in attitude frequently need to be preceded by changes at a policy level.

adult education processes in the classroom were positive. Even though it seemed that the questions were frequently catalytic to viewing education as a primary rather than secondary outcome of developmental social work practice, the ideas and passion expressed were convincing. There appeared no doubt that the principles of adult education and social development are congruent and that classroom experiences could provide a solid foundation for relevant social work practice in South Africa. Rogers further substantiates the connection of adult education and social development:

> The congruence of adult education and development is clear. They speak the same language and have concerns for the same groups ... Development, in order to be effective, needs the experience which adult education can bring to the programmes of education and training of adults that lie at the heart of all development.
>
> (1993:185)

Respondents made other links in terms of capacity building and empowerment at all levels - individual, family, community and national. There was also a clearly articulated call from some staff for classroom practice to become more congruent with social development.

The consolidation in students' favourable attitudes from theoretical opinion, after the SC&D course, to concrete experience, after the PE seminars, was interesting. The most obvious factor contributing to this movement was the change from a mix of lecturing styles and PBL during the SC&D course to a general adult education orientation for the PE seminars. The positive experience of respondents fuels the recommendation that an adult education approach is an appropriate methodology for the professional preparation of developmental social workers. However, substantial shifts in classroom practice require, along with changes of content, a review of curriculum in totality - content, methodology and assessment. In other words, we are engaging in a new world view globally and a new welfare paradigm in South Africa. Change, therefore, is appropriate and inevitable. Conscious and collaborative consideration of all necessary adjustments may facilitate the most effective changes and contribute to accountability in social work education.

Opinion was unanimous about the appropriateness of a collaborative, active and dialogical adult education approach to both professional preparation and practice of developmental social workers. What did become apparent is that the move from 'chalk and talk' to interactive teaching is not necessarily smooth for all teachers and learners. There are those who adjust more readily. It is an approach which needs to be introduced throughout the curriculum rather than exclusively at fourth year where, combined with high workload and delivery pressures, learners appeared to find themselves in an educational dilemma - wanting the alternative learning experience but accustomed to a fill-me-up experience symbolised by a large volume of notes. Learners seemed insecure about the possibility that the adult education teaching-learning processes were in themselves preparation for final assessment rather than this being exclusively a lonely relationship with reams of notes while committing information to memory. Major mindset shifts are, therefore, required for both teachers and learners about what constitutes learning and most especially what constitutes effective learning for developmental social work practice. However, there is no doubt in my mind that greater teaching-learning effectiveness can be achieved through careful consideration and planning of activities to direct the teaching-learning experience.

6.3 RECOMMENDATION

Throughout this research report additional areas requiring research energy were identified. However, as the overall aim of this research was to establish the suitability of an adult education orientation to the professional preparation of developmental social workers for practice in South Africa one primary recommendation[2] concludes this document.

At various theoretical and practical points this research has established that an adult education approach is appropriate to the professional preparation of developmental social workers, and therefore advocates that:

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[2] This recommendation seems expedient against Minister of Education Kader Asmal's (The Star, 8 Sept 1999:5) opinion that South African universities appear "to be trapped in a culture suited more to the past than the 21st century, [that they are] out of date, dysfunctional and applying teaching methods of 50 years ago."

> **whether the teaching-learning experience is foundational, or for certification or degree purposes, that the principles of adult education form the overarching framework within which a meaningful professional education is facilitated.**

However, to ensure this framework is not merely a substitution of 'chalk and talk' with dialogical exchange, the implementation of adult education methods during social work education requires:

- Holistic reorientation of all curriculum components - content, method and assessment.
- Genuine attitudinal adjustment on the part of all role-players to learn and teach using adult education processes.
- Skilful engagement to ensure an indigenised interpretation in the face of limited and diminishing literary and financial resources, changed student demographics and social work practice requirements.

This proposal highlights two broad areas for further research.

i. The effect of an adult education oriented classroom in terms of: consolidation of learning; transfer of learning to practice; effective social development practice; development of a reflective practice ethos; facilitation of a life-long learning ethos; its match with higher education policy.

ii. Sustainable education: what is it; what is its value; how is it achieved?

6.4 CONCLUSION

Kuhn says:

> ... when paradigms change the world itself changes with them. Led by a new paradigm, scientists adopt new instruments and look in new places. Even more important, during revolutions scientists see new and different things when looking with familiar instruments in places they have looked before. It is rather as if the professional community has been suddenly transported to another planet where familiar objects are seen in a different light and are joined by unfamiliar ones as well. (1962:111)

This is certainly true of the profound changes in South Africa initiated by the abolition of apartheid. The emerging democracy has generated new legislation in education and welfare. This has enormous impact on teaching and learning in terms of curriculum design and process. An interesting consistency among the philosophies of adult education, social work and developmental social welfare with a radical-humanistic dominance has emerged. Moreover, it is evident that this new perspective and the African ethos of Ubuntu are in harmony with an ecosystemic world view.

While social science may, in Kuhn's terms, be pre-paradigmatic, research orientations, especially in education, are changing to match the fundamental paradigm shift of quantum physics. Overall this can contribute to a more humane and holistic approach in education and life in general. Perhaps we are moving to meet Capra's challenge with which he concludes by saying:

> as we go towards the beginning of a new millennium, the survival of humanity will depend on our ecological literacy, on our ability to understand these principles of ecology and live accordingly.
>
> (1997:295)

Appendix 1A

SC&D
STUDENT QUESTIONNAIRE

TEACHING AND LEARNING
IN THE SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND
- A Formative Evaluation -

STUDENT QUESTIONNAIRE

Dear Social Work IV Student

Your will recall from the first Social Change and Development (SC&D) class that this course is designed to address your professional development in the context of the new welfare paradigm. Furthermore, the teaching methodology was selected because of its apparent harmony with social development practice.

As part of assessing the effectiveness of this course please complete the attached questionnaire.

Your responses take two forms. Firstly, your reactions to questions about your experiences on the course are recorded on scales similar to the ones below. Some questions require only a *yes* or *no* response. However, those with two scales call for an additional response about the frequency of the event. Please *place an X over your answer of choice.*

yes	no

often	sometimes	never

Following the scales is space for you to describe an experience from the SC&D course which best illustrates your first response. This is designed to provide qualitative data with which to understand your sentiment about the course and secondly, to contribute to your professional development through a reflective process.

Your responses are anonymous so please be frank and describe negative as well as positive events. Your personal identifying details are not required, however, biographical information about gender, first language and age will be of assistance in assessing the appropriateness of the teaching methodology. Please insert them in the space below and leave this cover sheet attached to your questionnaire when returning it.

HOME LANGUAGE	GENDER		AGE
	F	M	

RETURN DATE
Please complete and return your questionnaire on or before **Wednesday 1 July 1998.**

If you have any queries contact me on 716-2298, or 716-4142, or in my office - 115A OEB.

Thank you for your participation.
Jeni Moir

1.0 RELATIONSHIP BETWEEN PRIOR KNOWLEDGE AND LEARNING NEW INFORMATION

1.1 Did recalling and sharing your prior knowledge make it easier for you to understand and integrate new information from the lectures and reading packs?

yes	no

often	sometimes	never

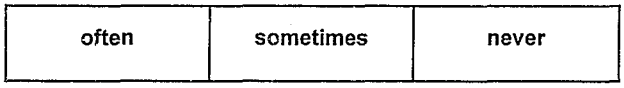
1.2 Describe your experience which best illustrates the above response. These cues may be useful.

- What activities activated your prior knowledge?
- What were the sources of your prior knowledge?
- How was your prior knowledge captured and used?

2.0 ELABORATION OF INFORMATION

2.1 Did group discussions and activities which explored the details of new concepts and ideas make it easier for you to understand this new information?





2.2 Describe your experience which best illustrates the above response. These cues may be useful.

- Which course content was involved in this experience?
- Which group activities made it easier to understand new information?
- In what way did these activities made it easier to understand new information?

3.0 EFFECTS OF A CLOSE MATCH BETWEEN LEARNING CONTEXT AND PRACTICE

3.1 Did discussing social development in relation to a scenario made it easier to apply the information during your rural block?

yes	no

often	sometimes	never

3.2 Describe your experience which best illustrates the above response. These cues may be useful.

- What lecture and reading information was relevant?
- In what ways did it apply to the case scenario?
- In what ways did it apply in your field experience?

4.0 SEQUENCING AND LEARNING: THEORY TO PRACTICE OR PRACTICE TO THEORY?

4.1 Based on your experience which sequencing of course content do you believe facilitates effective learning? Social development theory followed by a relevant field experience. Or, a social development field experience followed by the related theories?

theory to practice	practice to theory

4.2 Describe your experience which best illustrates the above response. These cues may be useful.

- What was the effect on you of receiving the theory first?/ Why?
- When in the course would you like the rural block to take place?/ Why?

5.0 LEARNER EMPOWERMENT AND INDEPENDENCE

5.1 Did seminar processes, such as identifying learning goals and using prior knowledge to understand new information, create a learning environment in which you gained confidence as a learner and were encouraged to take responsibility for your own learning?

yes	*no*

often	sometimes	never

5.2 Describe your experience which best illustrates the above response. These cues may be useful.

- How do you best describe your feelings as a learner on the SC&D course?
- What teaching and learning processes contributed to these feelings?
- In what ways did the teaching and learning process contributed to these feelings?

6.0 MODELLING EDUCATIONAL SKILLS

6.1 Did your facilitator use teaching and learning skills that could be useful in your social work role as an educator?

yes	no

often	sometimes	never

6.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What teaching and learning skills were modelled by the facilitator?
- What teaching and learning skills were useful during the rural block?
- How did this contribute to your own role as an educator?

7.0 CRITICAL INCIDENT TECHNIQUE AND FURTHER PROFESSIONAL DEVELOPMENT

7.1 Did the process of reflecting on your learning experiences make you more conscious of the way in which you learn best?

yes	no

7.2 Describe the effect on you of reflecting on your learning experiences to complete this questionnaire. These cues may be useful.

- What was the effect on you of being thoughtful about how you learn best?
- In what ways could this experience contribute to your social work role as an educator?
- *In what ways might you use this technique in the future?*

Alternate Questionnaire

TEACHING AND LEARNING
IN THE SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND
- A Formative Evaluation -

STUDENT QUESTIONNAIRE

Dear Social Work IV Student

You will recall from the first Social Change and Development (SC&D) class that this course is designed to address your professional development in the context of the new welfare paradigm. Furthermore, the teaching methodology was selected because of its apparent harmony with social development practice.

As part of assessing the effectiveness of this course please complete the attached questionnaire.

Your responses take two forms. The first captures your opinion on a statement about teaching and learning methodology.

Following this is space for you to describe an experience from the SC&D course which best illustrates your first response. This is designed to provide qualitative data with which to understand your sentiment about the course and secondly, to contribute to your professional development through a reflective process.

Your responses are anonymous so please be frank and describe negative as well as positive events. Your personal identifying details are not required, however, biographical information about gender, first language and age will be of assistance in assessing the appropriateness of the teaching methodology. Please insert them in the space below and leave this cover sheet attached to your questionnaire when returning it.

HOME LANGUAGE	GENDER		AGE
	F	M	

RETURN DATE
Please complete and return your questionnaire on or before **Wednesday 1 July 1998.**

If you have any queries contact me on 716-2298, or 716-4142, or in my office - 115A OEB.

Thank you for your participation.

Jeni Moir

1.0 RELATIONSHIP BETWEEN PRIOR KNOWLEDGE AND LEARNING NEW INFORMATION

1.1 Please give your view on the statement: ***Recalling and sharing prior knowledge makes it easier to understand and integrate new lecture and reading pack information.***

1.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What activities activated your prior knowledge?
- What were the sources of your prior knowledge?
- How was your prior knowledge captured and used?

2.0 ELABORATION OF INFORMATION

2.1 Please give your view on the statement: ***Group discussions and activities exploring the details of new concepts and ideas make it easier to understand this new information.***

2.2 Describe an experience which best illustrates the above response. These cues may be useful.

- Which course content was involved in this experience?
- Which group activities made it easier to understand new information?
- In what way did these activities made it easier to understand new information?

3.0 EFFECTS OF A CLOSE MATCH BETWEEN LEARNING CONTEXT AND PRACTICE

3.1 Please give your view on the statement: ***Discussing social development in relation to a scenario made it easier to apply the information during the rural block.***

3.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What lecture and reading information was relevant?
- In what ways did it apply to the case scenario?
- In what ways did it apply in your field experience?

4.0 SEQUENCING AND LEARNING: THEORY TO PRACTICE OR PRACTICE TO THEORY?

4.1.1 Please give your view on the statement: ***Presenting social development theories before the practical rural block facilitated effective learning.***

4.1.2 Please give your view on the statement: ***Experiencing social development in the field before learning social development theory would better facilitate effective learning.***

4.2 Describe an experience which best illustrates the above responses. These cues may be useful.

- What was the effect on you of receiving the theory first?/ Why?
- When in the course would you like the rural block to take place?/ Why?

5.0 LEARNER EMPOWERMENT AND INDEPENDENCE

5.1 Please give your view on the statement: ***Seminar processes, such as identifying learning goals and using prior knowledge to understand new information, create a learning environment in which students gain confidence and take responsibility for their own learning.***

5.2 Describe an experience which best illustrates the above response. These cues may be useful.

- How do you best describe your feelings as a learner on the SC&D course?
- What teaching and learning processes contributed to these feelings?
- In what ways did the teaching and learning process contributed to these feelings?

6.0 MODELLING EDUCATIONAL SKILLS

6.1 Please give your view on the statement: ***Facilitators use teaching and learning skills which are useful in a social worker's role as an educator.***

6.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What teaching and learning skills were modelled by the facilitator?
- What teaching and learning skills were useful during the rural block?
- How did this contribute to your own role as an educator?

7.0 CRITICAL INCIDENT TECHNIQUE AND FURTHER PROFESSIONAL DEVELOPMENT

7.1 Please give your view on the statement: ***The process of reflecting on learning experiences makes one more conscious of the way in which one learns best.***

7.2 Describe the effect on you of reflecting on your learning experiences to complete this questionnaire. These cues may be useful.

- What was the effect on you of being thoughtful about how you learn best?
- In what ways could reflecting on your learning style contribute to your social work role as an educator?
- In what ways might you use this technique in the future?

Appendix 1B

SC&D
STUDENT RESPONSES

RESPONDENTS' PROFILE

STUDENT NUMBER	HOME LANGUAGE	GENDER	AGE
1	English	Female	21
2	English	Female	21
3*	English	Female	21
4	English	Female	21
5	English	Female	21
6*	English	Female	22
7*	Tswana	Female	24
8	South Sotho	Female	27
9*	English	Female	-
10*	English	Female	23
11*	English	Female	21
12	English	Female	22
13	English	Female	22

* denotes the 'alternate' style questionnaire.

1 RELATIONSHIP BETWEEN PRIOR KNOWLEDGE & LEARNING NEW INFORMATION

1.1 Did recalling and sharing your prior knowledge make it easier for you to understand and integrate new information from the lectures and reading packs?

1.2 *Describe your experience which best illustrates the above response. These cues* may be useful.

- What activities activated your prior knowledge?
- What were the sources of your prior knowledge?
- How was your prior knowledge captured and used?

No	1.1	1.2
1	yes - sometimes	-

2	yes - sometimes	The small group discussion links were made to previous courses (like sociology) This link was particularly helpful when discussing the th y around modernisation and post modernism
4	yes - sometimes	Discussion in the small group relating the theory of what the concept of development entailed to our agencies and whether or not the concept of development was being practised, and in what way. It was helpful to listen to other peoples' examples as my understanding became clearer.
5	yes - sometimes	Basic orientation at a grass roots level was informed by theory from lectures. I felt that a lot more skills from social work could have been used rather than providing a source of physical labour for the community.
8	yes - sometimes	Discussions on poverty and the role of the non-governmental organisations activated my prior knowledge on these two issues. When discussions were made I could recall the NGOs that I know and its roles in poverty. My prior knowledge was then used in relation to the lecture content.
12	yes - sometimes	Community work activities ie. working in informal and rural settlements. Your knowledge acts as a basis for understanding other knowledge to build on it. It gives more clarity to your prior knowledge ie. the differences. Helps to draw on practical knowledge especially.
13	yes - sometimes	For example, the course on NGOs. My field instruction placement is an NGO that is still funded by international donors. Therefore, I could identify with the idea that the NGOs are supposed to be the watchdogs of the government. My agency is in constant conflict with the Welfare Department with regard to policy making and gender issues. Therefore, this prior practical knowledge helped me with understanding the theory around this issue. (This is only one example there are many instances where I have used knowledge from sociology and history.)

1 RELATIONSHIP BETWEEN PRIOR KNOWLEDGE & LEARNING NEW INFORMATION

1.1 Please give your view on the statement: Recalling and sharing prior knowledge makes it easier to understand and integrate new lecture and reading pack information.

1.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What activities activated your prior knowledge?
- Wh' t were the sources of your prior knowledge?
- How was your prior knowledge captured and used?

No	1.1	1.2
3	Most definitely. The process of reflection and sharing of prior knowledge is very useful. It often helps to concretize issues or concepts and promotes or facilitates internalisation and understanding.	Well, I think mostly reflecting on or integrating experiences from our everyday experiences or practical experience.
6	I agree with this view as it helped me to understand particular course topics better, and it also normalised my feelings of being a little lost in the course.	Definitely the group part of the course. I feel that if we never had this opportunity all the concepts and theory would remain 'up in the air'. My prior source of knowledge was in the area of community work. This was, therefore, quite confusing in separating the two knowledge bases in terms of social development. I had very little, if any knowledge in this field. By brainstorming, clarifying and discussing in the group and in lectures and also on our rural experience.
7	I think it is true because social work literature is relevant for all levels of study. What one learns in first year is important and is a foundation for further input as one progresses into the field.	One experience can be skills training in general. Integrating the knowledge which we get here with practice and lectures makes us very competent in our practice.
9	I believe this statement to be very valid especially in terms of having to define concepts which one believes one has always understood - in which case one realises that a) there was a prior 'good' understanding b) there was a poor understanding which needs clarification.	1) Group discussion/ debate. 2) General knowledge from current affairs and personal interests. Previous field work Previous community work theory. 3) Through verbal expression. Participation in discussion, Need to think through ideas and concepts.

10	This is true but at times when this is done in too much detail it becomes very boring. Feels as though our time is being wasted and we lose interest and pay less attention in lectures and read less.	In class especially a particular lecturer repeatedly teaches us the same thing we were taught last year. Her lectures were the source of our prior knowledge and they activate it. This is then captured and our own experiences in the field illustrate and capture this. It can become boring even if our understanding is deepening. I personally am not then motivated to continue reading on the subject as I have done so before.
11	I think that it is vital to look at one's existing knowledge in order to be open to building on it. Often recalling prior knowledge enables one to be more receptive to the integration of new knowledge. Prior knowledge should be shared between students through the process whereby each student is given a chance to share his/her own individual knowledge with other students who can then elaborate on or add to that knowledge through the process of information sharing. In this way new knowledge can then be integrated and understood.	Sitting with 12 other students and each having a turn to share with each other our own individual knowledge and experiences of social development, which was found to be largely lacking. Activities/ sources of my prior knowledge were books that I had read which touched on the concepts of community and social development. My prior knowledge was captured by consulting those same readings and integrating them with the new lecture material and reading packs that were given.

2 ELABORATION OF INFORMATION

2.1 Did group discussions and activities which explored the details of new concepts and ideas make it easier for you to understand this new information?

2.2 Describe your experience which best illustrates the above response. These cues may be useful.

- Which course content was involved in this experience?
- Which group activities made it easier to understand new information?
- In what way did these activities make it easier to understand new information?

No.	2.1	2.2
1	yes - often	In small group discussions, when members had in fact read the material and become familiar with the concepts and were able to pool knowledge and debate the relevance and applicability. However, it was difficult when the concepts were not contextually appropriate and when the reading material was too extensive and, therefore, not fully dealt with and, therefore, debates and discussions were limited.
2	yes - sometimes	The discussions in small groups explored concepts in more detail and also allowed for other opinions to be shared.
4	yes - sometimes	D's[1] course content on spiritually. The activity in which the larger group was divided into small groups who were each given an 'action verb' to talk about this section. This activity was helpful, as by asking questions I felt more confident about my understanding of the content and valued the contributions of others which offered various different perspectives.
5	yes - sometimes	Mostly the information that was used was information concerning decision making and a basic understanding of informal settlements. Being able to begin to use skills to develop changes within this community, although we did not initiate the program (at Orange Farm) we could see how it was linked to a development perspective. It seems that this project is sustainable.
8	yes - sometimes	The course content which was involved in this experience was the role of development practitioners in a changing and development process. In the group we explored the concepts more in relation to their relevance to the present situation. Students were encouraged to participate and give relevant examples.
12	-	I don't really know how to answer this as I don't feel clear on the course content. Very occasionally did group activities help to clarify things.

[1] Codes used to refer to lecturers in these responses are equivalent to the facilitators.

13	yes - sometimes	*Course content: Spirituality. The tut groups we have every alternate Monday was very useful for me as it gave me an opportunity to clarify and question colleagues about things I did not quite understand. It made me understand that the theory of spirituality is a generalisation which can be applied to any persons belief system (religious or not). Even if it is an Eastern philosophy it does not mean you have see it only from that perspective. It is the faith in any religion. Spirituality can be viewed at any level, individual, group and community. As social developers we have to get in touch with the communities spirituality as a driving force for their development.*

2 ELABORATION OF INFORMATION

2.1 Please give your view on the statement: Group discussions and activities exploring the details of new concepts and ideas make it easier to understand this new information.

2.2 Describe an experience which best illustrates the above response. These cues may be useful.

- Which course content was involved in this experience?
- Which group activities made it easier to understand new information?
- In what way did these activities make it easier to understand new informaton?

No	2.1	2.2
3	Sometimes. In some instances this is very helpful whereas at other times you might feel embarrassed or shy to respond. Besides the activities are not really the type that help you slowly. On the contrary, its more like getting into the group and already having to know what is meant.	Well we always just get in .he group and summarise and explore the readings. Its not like there are any specific activities that assist us in grasping what is said. Its like you ought to know or understand just by reading and listening in lectures. I think for me some of the concepts and ideas is quite new still.

6	As said previously, this added quality to the course, therefore, the above statement I feel is correct.	For C's course and B's the concepts and theory were very unclear and, therefore, by means of the group brainstorming around the courses this made it both easier to understand and consolidate this new information. It was also helpful to notice a general lack of understanding as together with all our minds pulled together were able to understand the courses on an easier more practical level. Writing down ideas and concepts was also useful in conceptualising the content and making it more clear and simpler.
7	I think most of the time we think we understand something until you hear how other people view the same concept. Sharing in a group gives one a chance to be heard and to begin to synthesise information.	Radical social work. This was a new concept for me initially but discussing it with my colleagues made it easier to understand. We also have the opportunity to draw on the knowledge that you already have as asocial work student to understand new concepts.
9	Very definitely. Because one had a fairly limited understanding initially of new concepts - and had to try and think this through or verbalise it - every time the concept arose (either in a lecture or in the reading material) one was aware and stored it as deeper information.	a) The enquiry seminars. Class discussion. Reading packs -> very helpful. b) Debate, discussion and feedback. c) The need to verbalise what was fairly vague - and then having to concretize this far more solidly for oneself.

10	This can work in certain circumstances but for first we need ground work information. In our social development class in our first tuts many concepts were explored that we did not fully understand and although we made our own objectives they were not always followed and the concepts are still not clear.	I have no experience in class but one that may apply is our field visit to Jane Fuhrs. In planning our presentation it was interesting to seen others' views of the theory, their insights from reading, then link this to the experiences and the theoretical knowledge. Thus social development in our case on income generation and adult education was involved. Our planning for the presentation and sharing our understanding of the literature made it easier to understand in the way that we could see more clearly how social development in practice links to theory.
11	In the group that we were divided into (eg. Orange Farm, Tinswala, KwaMhalanga etc) in social development tuts activities and discussions exploring the details of new concepts and ideas made it much easier to understand new information. Activities eg. defining, explaining, clarifying concepts was effective in that it allowed for a greater understanding of terms which were new and largely unknown. Group discussions around difficulty in understanding concepts from the lectures also sought to clarify issues and allow for a greater understanding at times.	The corse content was that of social development. As said, group activities of tutorials, at least every 2nd or 3rd week in which activities around exploring concepts and ideas from social development lectures enable students to understand the lectures and reading packs much better. It was most effective to have group discussions as input from many people could be given and knowledge could be learned and consolidated. Also the students summarised articles from the reading packs (each individual was designated an article) and this helped to provide structure for the readings as well as cutting down on the time as each person took responsibility for summarising an article so one person didn't have to summarise everything.

3 EFFECTS OF A CLOSE MATCH BETWEEN LEARNING AND PRACTICE CONTEXTS

3.1 Did discussing social development in relation to a scenario make it easier to apply the information during your rural block?

3.2 Describe your experience which best illustrates the above response. These cues

may be useful.

- What lecture and reading information was relevant?
- In what ways did it apply to the case scenario?
- In what ways did it apply in your field experience?

No.	3.1	3.2
1	yes - sometimes	This was only done in our first meeting, however, the learning objectives were drawn from this which helped to guide our learnings, but were not always referred to and made use of in discussions.
2	yes - sometimes	The formation of learning goals from the case scenario was helpful in terms of having a base to work from. The theory that was the most helpful on rural block was the matrix of needs (Max-Neef) and the role of the NGOs in development. However, for future learning it may be helpful for the theory to be related specifically to the field experience (ie. information about projects to be given so that the students can relate the theory to it).
4	yes - sometimes	C's lecture on NGOs and CBOs and A's lecture on the indicators of human development. These lectures helped defined the concepts identified in the case study in the first lecture as well as giving us a broader understanding of for example the role of NGOs in social development which was directly applicable to our field visit.
5	yes - sometimes	Although the case examples did differ from Orange Farm, a lot of the theory we learnt in class could be applied to any developing community. The most relevant theory was taken from lectures on social development. Not the history so much as understanding why social change and development is necessary and why it is important for it to be sustainable.
8	yes - sometimes	Basic concepts on social change and development was the relevant information. It applied to scenarios in the sense that after that one could know that development can be viewed differently by different people. And it applied to my field practice in the sense that development should always reflect the social-economic, cultural and politics of that context.

12	yes -	A lot of the theory people did not understand. There were no real linkages between the theory and the practical. A's lecture (the last lecture) seem to be the most applicable.
13	yes - sometimes	Lecture of NGOs and CBOs debate. We found in the field that people involved in CBOs and NGOs did not have a clear definition as to what they were. This applies to a case scenario a student brought up in C's class. In this case we went to our readings to clear up this misunderstanding, for ourselves and some of the community members.

3 EFFECTS OF A CLOSE MATCH BETWEEN LEARNING AND PRACTICE CONTEXTS

3.1 Please give your view on the statement: Discussing social development in relation to a scenario made it easier to apply the information during the rural block.

3.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What lecture and reading information was relevant?
- In what ways did it apply to the case scenario?
- In what ways did it apply in your field experience?

No	3.1	3.2
3	Yes. I think my knowledge and understanding increased after rural block. This does not mean that everything can apply but rather that it does provide a framework for understanding. Also, I think its better to go and integrate into communities and then find the appropriate theory as opposed to doing it the other way around. It just might cause biases in thought and practical.	I think Max-Neef was helpful to some extent. Also, you can have a mixing and phrasing of many theories as people and understanding of development cannot be confined to one particular theory or model.

6	I personally believe that theory in isolation is far more difficult to apply - hence, in relation to a scenario one can see how it works in practice. Therefore, when on rural block, it was easier to apply the information. However, still, it was not that was to apply all our learnings on rural block as some are still vague and seeing the match was hard.	-
7	I think this is very true because development is better understood when it is contextualised. This reflects our perspective of social work as using a person-in-environment perspective.	For instance looking at social development from the perspective of the capitalist and that of the proletariat. Your immediate environment is what drives you to define social development (eg) development in Zambia is different from development in Europe.
9	I believe this statement to be valid. 'Taken for granted' concepts required a far deeper understanding and definition. They were thus no longer simply jargon language but became part of a deeper understanding and knowledge base for me. Especially - 'development', 'NGOs', 'CBOs', 'sustainable development', 'policy formulation', 'population and demographic analysis'.	NGOs CBOs -> this relationship with government and the pros and cons thereof. What they may or may not be able to do in terms of defining policy. Governments duty to development and the restraints facing it. International agencies -> possibilities and restrictions of this aid (Lectures and readings throughout). Sustainable development - Far better conceptual understanding throughout lectures and especially the reading pack 'Reconstruction, Development and People'. Demographics - how they can be useful and different ways of interpreting (esp. A's lecture). From the discussion that emerged from the case scenario I became very aware of the terminology and the deeper meanings I had acquired. Thus, in both my urban and rural field work I am able to think about these concepts at a different level.

10	Yes this is true. (See question 2.2) Yes, often social development as it is occurring in the theory books is not occurring at all.	A's lecture on social development. Its indicators and the like was useful as was information on different values on deciding what social development is (Marxist, underdevelopment etc). The relevant readings pertaining to these were useful. We could then look for instance at how development is not occurring from traditional to socialism, we could look at the Northern Province and understand its impact when there is 90% illiteracy and 94% unemployment in the Northern Province we could put a hard face to the social ..... development. We could also see Max-Neef's view of needs, what unemployment does to people. It applied to our field experience by looking at the role of NGOs and social development workers and wether or not our agency and ourselves were fulfilling these.

11	I feel that it is always viable to integrate the actual learning context (lecture content) with practice examples. By using case study examples/ scenarios in discussing social development I felt that I was better able to understand where theory informs practice. Scenarios that we used in class in discussing social development I felt I was able to apply in rural block as the scenario was often similar to the practice experience at rural block and thus info relating to social development concept could be more easily applied.	The lecture and reading information which centred around social development was the reading by Coetzee and Graaff (1996) 'Reconstruction, Development and People'. The scenario was the scenario which dealt with 'working' for an international development agency in a squatter camp in Jhb. The aim of the exercise was to look at the issue of sustainable development, to look at population needs policy formulation and the issues or tapping peoples resources. The scenario applied to the reading material, mentioned above in that it dealt with modernisation and sustainable development. This article by Stephan Treurnicht, which looks to development in the 3rd world as well as theories of underdevelopment. It focusses on ecology as well as poverty alleviation, as well as economic and environmental sustainability. This information/ theory helped to make the scenario easier to conceptualise and certain characteristics of underdevelopment could be picked up from the readings. The scenario on sustainable development and the article by Treurnicht could be related to the field practice of rural block where the student was placed at a squatter camp or informal settlement where issues of sustainable development and resources provision came into play and which the population needs had to be constantly assessed. The scenario and readings helped me look for characteristics in the community and population which needed to be explored and thus prepared me for the field experience.

4 SEQUENCING AND LEARNING: THEORY TO PRACTICE OR PRACTICE TO THEORY?

4.1 Based on your experience which sequencing of course content do you believe facilitates effective learning? Social development theory followed by relevant field experience. Or, a social development field experience followed by the related theories?

4.2 Describe your experience which best illustrates the above response. These cues may be useful.

- What was the effect on you of receiving the theory first?/ Why?
- When in the course would you like the rural block to take place?/ Why?

No.	4.1	4.2
1	theory to practice	However, we should be made aware of our block at the beginning of the course and, therefore, be able to relate the theory to [illegible]fic contexts.
2	-	I am undecided on this question. I believe that it is necessary to have some theory before going on rural block, however, the theory only really makes sense after you've had the experience. You could have a wonderful experience without any theory but on the other hand the theory (to a certain extent) informed the projects that we were involved in. The rural block at present breaks the field instruction placement (even if it is planned for). The best time , therefore, would be either before varsity starts or after the placements are finished. Since such close friendships were formed I feel that it would be best to have rural block at the beginning of the year and then look at theory afterwards.
4	theory to practice	It was more beneficial to go into the community with some informed knowledge as this gave us cues on what to look out for, and the theory helped us understand cause-effect relationships between phenomena. It would probably have been beneficial to cover the theory in 3rd year and have the practical experience early in fourth year so that field instruction and the doing of the research dissertations is not interrupted.

5	theory to practice	Theory needs to be given first because it informs the practice. It is nice to have the theory to use as 'tools' during the rural block placement. I feel that rural block should be held in the beginning of the year before commitments are made at agencies and before the work load becomes too heavy. I also feel that it should only be held for one week.
8	theory to practice	The effects of receiving the theory first was positive in the sense that in practice one could integrate theory into practice and it also made sense better. During the June-July holiday programme so that students should have the knowledge base first and then get involved in the communities at a deeper level. The rural block should also take longer than 2 weeks so that there should be an effective work done at the communities not just introductions and then leave.
12	theory to practice	Learning theory first helps to give you guidelines and understanding when you go into the practical work. Although it (the theory) is not completely understood going into the practical stage with no framework or slight understanding of what one is doing would be a waste of time. I do feel that the rural block should not be during ones field placement time, just before assessments. It creates unnecessary tension and anxiety for both students and the organisations. It is disruptive.
13	theory to practice	Theory prepared me for what to expect in terms of projects and also gives you a background understanding of what is happening in the field and why? Although I find this course extremely valuable I feel that it should be started in 3rd year (theory) and maybe we could do the block placement sometime in the beginning of 4th year as 4th years course is too demanding and I feel we cannot give all that we want to give in terms of pre entations and research on certain issues and reading.

4 SEQUENCING AND LEARNING: THEORY TO PRACTICE OR PRACTICE TO THEORY?

4.1.1 Please give your view on the statement: Presenting social development theories before the practical rural block facilitated effective learning.

4.1.2 Please give your view on the statement: Experiencing social development in the field before learning social development theory would better facilitate effective learning.

4.2 Describe an experience which best illustrates the above responses. These cues may be useful:

- What was the effect on you of receiving the theory firs? Why?
- When in the course would you like the rural block to take place?/ Why?

No	4.1.1	4.1.2	4.2
3	Sometimes	To some extent. It's hard to say as you need some background information to guide your understanding and work	Earlier. I think we can have an introduction to SC&D. Then this can be followed by the rural block. It can improve understanding of concepts by having these real life scenarios at hand. I didn't really think of any theories til before the presentations. I just wanted to experience it as it was happening.
6	On the one hand this is so in that I had far more knowledge in terms of what the project was and relating it to theory, however, on the other hand we covered so much that each specific course was not clear enough.	I think this statement holds ground in that learning after the experience would make the theory that much more real and easier to understand and conceptualise. Yet a grounding prior to the rural experience on social development concepts would be necessary.	In actually understanding the project in terms of social development as I feel the line between SD and community work is a little fudged. I think rural block should take place either in third year and in line with lectures on SD or at the beginning or end of fourth year. I feel that having it like we did was extremely disruptive in terms of our field placements and supervision with second year students. Hence, it would be better to do the entire course in third year when the work load is less and in turn when the pressures are less.
7	This is also very important because s/dev is a new course for us and a theory base gives us a good foundation.	I don't think so at all. We would not have any idea about the processes involved and what our roles would be.	Theory gave us a clue about participatory research, assessing and evaluating projects. The rural block is good where it is but definitely needs to be extended.

9	Definitely! I also think this has a very clear impact on one's attitude and approach once at the rural placement. There is a deeper awareness (and new confidence) of 'I know that' or can see how it fits.	I'm not at all sure that this is valid. I think too much could pass 'over' our awareness which in retrospect would perhaps not have the same impact.	Eg. The interdependence and inter-sectorial nature of development work - became very apparent - as did observing the differences of bottom up vs top down approaches. Theories and implications of poverty were observable. So too needs theory. The complexities and politics of development work were observable. June seems like the only valid time - (It's just such a pity that 4th year is so very pressurised. For this reason only I wonder if it would not be better in 3rd year.) Earlier in the year would probably cause resentment for breaking into agency adjustment, and later in the year would be too pressurised.
10	It should have been clearer how it applied to what we were doing in our practical. There were no professional people there to help us see links and at times when language was a barrier and our work seemed ineffective it was difficult to see the link.	This may be true. Maybe it could be little less learning before going but a lecturer could go with and share information as it is occurring if applies. Still inviting our participation but giving relevant methods and the like...	It often was difficult to see how it applied to our work. By the time we went on placement we had forgotten many things which may have been useful but because we did not see their relevance we did not highlight summarise or remember. I am not sure when but I think it would be useful to have lecturers with throughout who can help to integrate the theory and practical.

11	Again, by learning about certain theories of development and underdevelopmen t, NGOs, CBOs etc were able to understand how various structures and processes worked, so that we were better able to understand the community and how it worked in the respective rural block placements.	Even though the use of case studies and scenarios helped to enrich our knowledge the actual theory on social development ie. Reading and lecture material was essential to provide a full understanding of concepts. I feel that theory needs to be learnt, before actually experiencing social development in the field.	Receiving theory first helped me to understand what might be encountered in the rural block placement. Theory helps to inform practice and forms/ is the basis from which one is able to adapt to certain practical situations as well as to add to certain theoretical constructs ie. Theory needs to be learnt, before going into the field as one cannot understand a community fully unless on understands the theory behind how it operates. By receiving theory first one is also enabled to look for certain areas which one might not necessarily look for without having the theory behind him/her. The rural block should possibly take place in the beginning of the year ie. March or April, after social development lectures have been given. It should thus be taught first. This would help in terms of allowing student more time to concentrate on their dissertations in the middle of the year and would also help them to really exp social development when they are less pressurised than in June where they have so much other work to carry out.

5 LEARNER EMPOWERMENT AND INDEPENDENCE

5.1 Did seminar processes, such as identifying learning goals and using prior knowledge to understand new information, create a learning environment in which you gained confidence as a learner and were encouraged to take responsibility for your own learning?

5.2 Describe your experience which best illustrates the above response. These cues may be useful.

- How do you best describe your feelings as a learner on the SC&D course?
- What teaching and learning processes contributed to these feelings?
- In what ways did the teaching and learning process contribute to these feelings?

No.	5.1	5.2
1	yes - sometimes	-
2	yes - often	Our small group had the full responsibility of deciding what we were going to focus on in the group and how we were going to achieve the goals for the week
4	no - never	I still felt like a passive learner. Although we identified the learning goals, as students we still are at the bottom of the bureaucratic hierarchy in the social work department and were thus given the illusion that we has an important part to play. The lecturers dictated the topics, readings etc and as usual said we were in control but did not practice this at all.
5	yes - sometimes	I feel that the tutorials were beneficial and facilitated group discussions nicely, but having class lectures was also important, so a blend of the two seemed like the best option. At times I felt that the reading packs were too long and that there were too many of them, it was unrealistic to expect us to get through reading packs of that size in such a short space of time.
8	no - never	-
12	yes - sometimes	I feel like we were encouraged to take some responsibility for our learning. The course work was pretty fragmented not a lot of continuity which caused some confusion and so it felt like we had to take responsibility to try and pull things together. In our groups we were encouraged to use ourselves, our knowledge.
13	yes - otten	I felt eager to clarify and understand issues brought up in lectures especially. The learning goals provided me with direction as to what was vital in certain topics. It also helped save time (which is so precious in 4th year).

5 LEARNER EMPOWERMENT AND INDEPENDENCE

5.1 Please give your view on the statement: Seminar processes, such as identifying learning goals and using prior knowledge to understand new information, create a learning environment in which students gain confidence and take responsibility for their own learning.

5.2 Describe an experience which best illustrates the above response. These cues may be useful.

- How do you best describe your feelings as a learner on the SC&D course?
- What teaching and learning processes contributed to these feelings?
- In what ways did the teaching and learning process contribute to these feelings?

No	5.1	5.2
3	I agree. It helps to have students managing their learning. It also enables them to pace their learning according to their abilities.	The fact that we all have an opportunity to engage in a comfortable, non-threatening way. You are encouraged to take initiative, think critically and give your contributions.
6	I do not feel that this was so clear cut in our/my situation i.e. that forming the group took up so much time that things like norms etc. were repeated when integrating the two groups - Orange Farm and KwaMahlange. Thus, the above occurred only a few times and I think a lot of time was wasted - but this unfortunately could not be helped.	-
7	Yes. Drawing on the knowledge that you already have gives you an indication of what you don't know, but what you would like to know in order to be effective during the rural block.	I felt good about being part of this process because my role as a social worker was extended from just the three methods of social work. It also reflects relevance in the present South African situation. The actual experience of the rural block was something that I will cherish forever. In the two weeks that we were a part of those people's lives we made a major difference.

9	While I believe the above to be true - I am also aware that time pressures often made this very difficult. Eg. 'skimming' an article rather than in depth reading. Having said that though, I have probably done more 'extra' work for this course than any other.	1) A very active participant in my own learning, who needed to take responsibility. However, this was also a shared experience. 2) Being in a group and having some commitment to the other members. Being a contributing member. A sense of the commitment of the group fascinator. A real sense of 'adult' learning. Defining and constantly reinforcing learning outcomes. 3) Goals and outcomes were very clear and consistently reinforced.
10	I think this is idealistic but not always true. Firstly as we knew little on the subject it was difficult for us to set learning goals (we did not know what we needed to know). Second once these were made it was not clear how they linked to ... in class which had often been prepared before our goals were set.	I feel unsure of what was going on as it was a new experience of teaching and learning At first this seemed exciting but then lectures seemed disjointed, different lecturers did not connect their work to each others or to our objectives clearly, there were too many readings to do with our work load, the field trip was too disorganised, which made me lose my enthusiasm for the corse our field tutor did not seem to know what was going on either which made the course even more frustrating.

11	This is essential as it helps students to think broad-mindedly and critically. It helps them to gain knowledge and to use it wisely, this utilizing the skill of independent, critical thinking. Identifying learning goals and using prior knowledge to understand new information helps students to identify and build on their own strengths and weaknesses and helps them to gain confidence to use their own initiative when faced with the practical rural block experience.	My feelings as a learner in the SC&D course are ones of constant learning and re-learning as new material constantly flows in. This can be overwhelming at times as it is new and unknown. I also felt inadequate at times as it was often very hard to understand certain theories of SD. The teaching and learning processes of lectures which were often very long and tiresome as well as the vast amount of reading materials, which were often very long and consisted of difficult concepts contributed to the above feelings of being overwhelmed or over-burdened. The readings could have been shorter and less complicate at times. The lectures could also have been made shorter and only relevant material should have been involved as most students agree that the lectures often consisted of information, which was not extremely relevant to or comparable with the reading pack.

6 MODELLING EDUCATIONAL SKILLS

6.1 Did your facilitator use teaching and learning skills that could be useful in your social work role as an educator?

6.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What teaching and learning skills were modelled by the facilitator?
- What teaching and learning skills were useful during the rural block?
- How did this contribute to your own role as an educator?

No.	6.1	6.2
1	yes - often	Empowering members to assume a more active role eg. chairperson.
2	yes - sometimes	The facilitator encouraged the group to take responsibility and focussed the group when we were going off track. She allowed us time to come to our own decisions.

4	no -	-
5	yes - often	Dividing up the roles for sessions ie. making someone scribe, time keeper, chairperson. Asking for feedback. Discussing anxieties which arose. Making goals and objectives clear and understandable.
8	yes - often	Knowledge of basic theoretical principles and content in relation to the course content. Modelling of professional behaviour as well. During the rural block creativity of students and integrating theory into the social context was very important in terms of the communities.
12	yes - often	She did step in when we were feeling confused and did identify with how we were feeling, let us speak about how we were feeling.
13	yes -	I think what was most evident was the emphasis on adult learning and wanting us to be responsible for our own learning. She also wanted us to realise our own potential and work at our own pace. She realised that we were all at different levels of understanding. That helped me tremendously as it provided me with a method of relating with adults and learning and informed my belief in peoples' strengths and will to be better themselves.

6 MODELLING EDUCATIONAL SKILLS

6.1 Please give your view on the statement: Facilitators use teaching and learning skills which are useful in a social worker's role as an educator.

6.2 Describe an experience which best illustrates the above response. These cues may be useful.

- What teaching and learning skills were modelled by the facilitator?
- What teaching and learning skills were useful during the rural block?
- How did this contribute to your own role as an educator?

No	1.1	1.2
3	Yes, sometimes. They encouraged us to take responsibility for our own learning but also shared their knowledge and insight where ours may be limited.	In our group we often have the knowledge, skill and support of our facilitator, who encourages initiative and responsibility. This was extremely helpful during rural block as we had to act on our own asserting our knowledge and expertise.

6	The facilitator role was very non-directive in that we had to take control of the process hence it was more our skills being used. I also feel it would have been better for the facilitators to have more knowledge and information on the course. Although being a new course this is understandable yet I feel it was a slight limitation.	-
7	I think so. Our facilitators have got the knowledge and the experience as social development agent. Thus, their contribution is very relevant.	He modelled knowledge and experience. He gave us very relevant examples about where he comes from and how the theories link with our own role as social developers.
9	These skills often did not seem to be the traditional ones but had a far more creative feel to them.	1) Group skills and dynamics were apparent. Listening. The facilitator did not take on the role of 'expert' but be very receptive and open to all ideas and thoughts. Open-ended questions (and not answers) deepened discussion. 2) As above but also the exchange of information and ideas between the group and between community members. A synergy - where one persons idea can release a wealth of information and ideas. 3) The above was all very important but perhaps being able to tap into people as having enormous knowledge which can be such a creative source.

10	Yes, such as inviting full participation and giving the responsibility to the group. But saying you are giving the responsibility then still holding control over content and process is not the same as a facilitators role and just becomes frustrating for the learners.	I don't feel any skills were modelled. As I said he seemed unsure of what was going on and more concerned with leaving early than finishing the work comprehensively. Work seemed uncoordinated as he did not even know the format for the presentation. In the rural block ... yourself and applying it to experience were the skills were learnt about doing things like .... there and could apply this to theory but no real skills other than respecting others as experts in own lives and learning from them. In my role as educator I want to be clear in when my student has responsibility and when there are things that need to be ... and she has not control. This is less frustrating

11	the use of overheads and allowing time for answering questions and listening to students' opinions and experience were very useful skills in a social worker's role as an educator as the skills are audio-visual allowing for information to be learnt at a greater pace. Students are also more open to learning when they are given the opportunity to express their views, which in turn helps student to learn from each other.	The facilitators used the teaching and learning skills of using overheads as a means to structure le :tures - which were elaborated on, verbally by the facilitators. Also the group discussions of students on scenarios and readings related to social development concept was useful during rural block as we had to work as a team and this was made easier as we had many group discussions in social development tutorials and lectures. Also we divided readings amongst ourselves for each person to summarise and then distributed the summaries amongst ourselves. This helped to cut down on the workload and helped us to function more effectively as a gro·p especially when working on our presentation. In our presentation at rural block we used a video of our experience at the rural block placement to convey to the community what we had learnt. We also spoke to the community and shared with them our observations and informed them about our work. We in turn learnt about their experiences and circumstances. Thus, teaching and learning skills were used widely, mainly through interacting and conversing with community members and using theories of development which we had learnt in lectures to get the necessary information from the community in rural block. This contributed to my own role as educator as I was able to educate the community about what we were doing at rural block and also about certain issues that were relevant to them (eg. decision making).

7 CRITICAL INCIDENT TECHNIQUE AND FURTHER PROFESSIONAL DEVELOPMENT

7.1 Did the process of reflecting on your learning experiences make you more conscious

of the way in which you learn best?

7.2 Describe the effect on you of reflecting on your learning experiences to complete this questionnaire. These cues may be useful.

- What was the effect on you of being thoughtful about how you learn best?
- In what ways could this experience contribute to your social work role as an educator?
- In what ways might you use this techniques in the future?

No.	7.1	7.2
1	-	-
2	-	-
4	yes	Self-awareness and reflecting on the effectiveness of the lectures and small group experience helped me to look at the best learning strategy. This also developed my critical thinking, This could help me as an educator as I have now had the experience of being 'the student'. I think though, that in future I have to be more aware of how I differ from the 'students' I am 'educating' so that my use of techniques is not biassed.
5	yes	I think that it is useful to acknowledge how one learns, but to keep in mind that not everyone learns the same way at the same pace. I think it has helped me gain awareness as to how I would 'educate' others but a lot more work would need to be done in developing techniques and skills.
8	yes	I realised that I learn best when in touch with real issues that are reflected by the theory. In educating others one needs to give space for own creativity, adaptability and give space for other people's learning ways.
12	-	-

13	yes	I have certainly become more self-aware in terms of my learning experiences. I now know that I learn and work best in a group situation as I can argue and clarify and take others points, ultimately making me more critical. It made me aware of the process that I went through so that I would understand what my group members, community task group etc. goes through when we are learning something valuable and new. I think that as a facilitator of workshops etc. this technique would be valuable in the future.

7 CRITICAL INCIDENT TECHNIQUE AND FURTHER PROFESSIONAL DEVELOPMENT

7.1 Please give your view on the statement: The process of reflecting on learning experiences makes one more conscious of the way in which one learns best.

7.2 Describe the effect on you of reflecting on your learning experiences to complete this questionnaire. These cues may be useful.

- What was the effect on you of being thoughtful about how you learn best?
- In what ways could reflecting on your learning style contribute to your social work role as an educator?
- In what ways might you use this technique in the future?

No	7.1	7.2
3	Sometimes I think that it is helpful and purposeful to use reflective learning although sometimes it may not help. The course and content is new and thus may require guidance rather than depending on reflection of our experiences.	I think that having completed the rural block, I can now appreciate and engage in reflective learning, I will always have the case scenario in my mind. I could make reflective learning much easier and certainly more meaningful.
6	I feel this statement is very general and yes I would agree.	-
7	I think it does although sometimes it is inhibited by the large workload that we have. We can find that when we reflect on the learning we have not had a chance to read the relevant material.	-

9	Reflecting on how one learns best makes it a very personal experience. There is also the implication of diversity in learning experience which is comforting and non-conforming.	1) This has not been easy and perhaps requires further and ongoing reflection. What it has done is to create an awareness within myself. 2) An awareness of peoples' prior knowledge and linking it to deeper knowledge. Social workers as accompanying people in search of knowledge and not 'teaching' them. The value of group - synergy. 3) As above.
10	Yes this can be true.	Helped me to see where I did learn and what was unfruitful for me. Helps me to evaluate with my student the learning styles that work best for he which we have been doing. I will use it to ensure my student is learning optimally and to ensure I am learning and using methods which are optimal for me.

11	By reflecting/ looking in retrospect at the whole learning experience of the social development course including the rural block experience I think that I learned best by first having lectures on course content and being provided with reading materials and case scenarios before actually going into the field. I think that if this process was reversed this would have been to our detriment as the reading and lectures definitely informed our practice. Thus, it is essential to reflect on ones whole learning experience once it is over to see the most effective way in which one learns.	It was difficult to think about how I learn best, as it is not a process that I would generally think about. However, I think it helps me to constantly assess and evaluate myself so as to improve on or add to my knowledge, It could thus also help me when educating others as a social worker as I would constantly be aware of how others learn best and to take into account their learning styles in the process of educating them so as to ensure that they are learning material in the best way for themselves. I may use this techniques in the future by evaluating my own learning style in relation to a particular area, in order to ... the style in which I learn best. This will enable me to educate others more effectively and to help them to learn in the way which is most effective for them.

Appendix 2A

SC&D
FACILIATOR'S QUESTIONNAIRE

TEACHING AND LEARNING
IN THE SCHOOL OF SOCIAL WORK
UNIVERSITY OF THE WITWATERSRAND
- A Formative Evaluation -

FACILITATOR'S QUESTIONNAIRE

Dear

The broad focus of my MEd(Adult) research is ***teaching and learning methodology related to social work professional development within a social development context.*** The project is located around the perceived effectiveness of an issue-based student-centred (IBSC) approach to teaching and learning within the Social Change and Development (SC&D) course. The research provides a formative evaluation of the SC&D course by accessing facilitators' and students' experiences thus far.

In light of your involvement with this course during the first semester please respond to this questionnaire and return it to me before departing for the winter recess.

Thank you for your time and contribution.

1.0 In your opinion, does IBSC teaching and learning methodology **capture and develop social and academic competencies** which students bring to the learning context? If so, what is your experience of the ways in which this happens? If not, what do you suggest could be done to bring this about?

2.0 In your opinion, what impact did **sequencing course content** from theory to practice have on the **effectiveness of teaching and learning** during the SC&D course?

3.0 In your opinion, what is the relationship between the conception of **social workers as educators and the principles of social development**?

4.0 Based on your experience, in what ways can IBSC facilitators **model teaching skills and processes that are useful to the developmental social worker's role as an educator**? Please cite an incident which illustrates you view.

Appendix 2B

SC&D
FACILITATOR'S RESPONSES

RESPONDENT'S PROFILE

SC&D Course Roles	Sex	Language
Primary Coordinator, Facilitator, Lecturer	Female	English
Coordinator, Facilitator, Lecturer	Male	Lozi
Coordinator, Facilitator, Lecturer	Male	Venda
Coordinator, Lecturer	Female	English
Facilitator, Lecturer	Female	English

1 In your opinion, does IBSC teaching and learning methodology capture and develop social and academic competencies which students bring to the learning context? If so, what is your experience of the ways in which this happens? If not, what do you suggest could be done to bring this about?

A

Yes and no (in this course particularly). Yes in that students are required to do the set readings before participating in the group discussions and they have done this responsibly. They appear to think about the content, wrestle with the concepts of the paradigm and engage in lively discussions on the subject. They have set goals for themselves, which they are working on. Students have also used the opportunity to share prior knowledge and experiences when appropriate. Confusions have been expressed, which indicates a struggle with the shift required in the students perspectives.

No because in this particular course the lecture material has been disjointed and does not always require student participation. It has not been integrated thoroughly enough with the IBSC approach.

B

I do not think that it has captured and developed social and academic competencies in most instances in that it in fact compounded students' dependent and less independent demeanours. One issue that serves as an incentive is one revolving around reading packs. The whole question of research and the engendering of an independent and proactive mind set is negated. Reading packs basically should be for first year students.

What needs to be done is to revisit the whole question of education and training. Are we educating or training students? When these two issues have been thrashed out and made more clearer then can we really know whether IBSC is ideal for SWIV students.

C

IBSC needs to be throughly investigated. It has its ups and downs. Because of its strong

emphasis on students' participation in their learning process, it is important to prepare students from first year - early years of their learning.

I think IBSC did not work as much as its proponents early speculated or thoughts. Many students did not study the given material. This was evident during tutorials. There were some students who appeared wondering in class as well.

Students found this learning fascinating and new. But they were not prepared for their role. Their participation in some classes was poor. Therefore, IBSC needs to be gradually introduced. It is important that it be introduced at first year so that students grow and develop with its understanding throughout the year and programme. It might also be important that IBSC be introduced in other course as well. Students must not only see it as a SC&D course thing.

D

I don't think that I can answer this question as I was not part of the group development and processes.

E

I think that is some ways it does and in some ways it doesn't. The ways in which I think IBSC teaching DOES capture and develop students' pre-existing social and academic competencies are as follows:

- The use of a scenario to draw out students' learning expectations seems to stimulate more analytic thinking and better integration, as opposed to didactic teaching.
- The fact that students are forced to problem-solve cooperatively seems to assist in developing interactional problem-solving skills. This is perhaps especially beneficial for students whose individual problem-solving skills are good, but who struggle to work cooperatively.
- In a way the process seems to 'force' each student to express her/his particular competencies, so that it is very difficult for students to remain passive learners.
- I like the fact that students need to find their own knowledge resources, but I think they would have done so to a much greater extent if they were given less bulky reading packages.

On the other hand, I believe that IBSC teaching and learning has many limitations and shortcomings, therefore it should never be used as the only teaching and learning method but for the teaching and learning situations where it fits best. I also have a suspicion that it makes more sense for students who have experienced Western child-rearing practices, whereas some African students may prefer a more didactic teaching and learning approach.

2 In your opinion, what impact did sequencing course content from theory to

practice have on the effectiveness of teaching and learning during the SC&D course?

A

The impact is difficult to gauge before students have been assessed in a formal way. Informally though it would seem that some of the course content should be moved into the second half. For example, personal transformation and spirituality. I'm not sure that the course should be seen singularly in terms of theory and practice. Students are practising in field training concurrently and I hope they are applying their theoretical knowledge all the time.

However, if the field visits are seen as 'practice' then I think the theory they received in preparation for this was essential - how 'effective' it was remains to be seen.

B

So far I have not come across a clear-cut integration of theory as well as the transplanting of theory to practice and visa-versa. This is a fragmented approach to teaching this course and this has manifest itself in students. Lectures shouldn't try to show that their sequence is the most important but rather try to help or show to the students the interlinkages from one sequence to another and also by highlighting the fact there is a general theme that permeates all sections, this being societal change for social development.

C

I think the sequence has been to a certain extent well patterned, but it should be noted that there are certain pressing issues in this country that requires (more) undivided attention than Aids. Aids has been given enormous attention as it has more than three sessions. I think poverty as a national problem receiving strong attention nation(ally) and world wide should have been at the centre of the sequence.

There has been serious fragmentation in the teaching of this course, I think social change and development course team was not co-ordinated and this affected the teaching - or delivery of the course. There are certain components of the course that might need to be revisited and where necessary be eliminated. Field practice visits of the course need to change from year to another. There is a lot of change and development taking place in and around Wits neighbourhood. Economic elements need to be reviewed.

D

From my vantage point, I think that generally the content of the course was well structured. However, I think that the section on the social development worker her/himself needed to come after the field visit. The spirituality of the social development worker needed to be grounded in field experience. This would have freed more time for preparation of the visit in terms of human indices etc.

E
If I understand this question correctly, ie. Sequencing the theory before the rural block, then I think it was the best way to do it. If the rural block came before the theory, it would have been very difficult for the students to collect information in a meaningful way and to interact with the community purposefully.

On the other hand, the difficulty which arose from the sequencing was that the students' ability to focus on the learning tasks was inhibited by their anxieties concerning the rural block. I believe that this could be addressed to some extent by giving them more detailed information about the places they will visit at the beginning of the course.

3 **In your opinion, what is the relationship between the conception of social workers as educators and the principles of social development?**

A
I think the two are inextricably linked, ie. ideally social work educators should practice and apply developmental principles - students would learn experientially and would benefit from the modelling of the educators.

B
I don't understand this question clearly. But what I can say is that social workers as educators should ideally be the cornerstones of the social development by churning out graduates so to speak who will work with marginalised communities. I do not see any incongruence between the principles of social development and the values of social development and the values of social work the social justice for instance. Social work and social development are interlinked.

C
Social workers are always educators in communities. As development practitioners social workers in social development and social change activities empower and capacitate individuals, families, groups and communities through education. It is therefore imperative for social workers as development practitioners to know and understand how to engage communities in this exercise.

Learning is a process and information is power. Social workers need to understand the effective ways and approaches to effecting development and change in all areas, rural, semi-urban and urban areas.

Social development principles reckon social justice and alleviation of social evils through active and meaningful participation of people themselves. Therefore, providing of participation of opportunities is accompanied by information and education. Development, democracy and change are intertwined and they are deliverable through education and participation.

D
I think that this is a very pertinent and relevant question. Much of the practice of social work is about learning and development.

The values of social work and development are crucial: empowerment; social justice; democracy; valuing the strengths of people and their contexts. I see my teaching commitments as expressing these values as well. The methodology of social work teaching also needs to reflect the values, processes and content of social development as well. The process of empowerment is a crucial aspect of both teaching (and) social development. The ways in which social work educators engage relate with and challenge students' needs to take into account issues of empowerment. It is very important that social work educators believe in the capacity for change and growth with students as social workers need to with client systems. Within the social work context, it is also crucial that social work educators grapple with issues of sustainability: we cannot stand outside of students' hunger and survival needs. The big problem facing social work educators as social development workers is the nature and structure of university education. The reality of assigning marks, of allocating students in different class mark categories mitigate against development as an educative commitment. Also, the ways in which curriculum is designed mitigates against development as does the design of lecture theatres.

E
I believe that social workers as educators should make use of developmental approach in their teaching methodology generally, not only when teaching social development. The reason is that the main purpose of social work education should, I think, be to guide students in developing to their maximum potential within their particular context. So if we emphasise students' growth as people, this involves the principles of social development, such as that we start from where the student is, the growth has to be sustainable etc.

For me, the challenge in actually applying developmental principles in social work education is that the students come from such vastly different contexts, and thus have different skills and needs. I think we need to guard against becoming stuck in one particular teaching methodology, which, no matter how educationally sound it is, could not meet the needs of all students.

4 **Based on your experience, in what ways can IBSC facilitators model teaching skills and processes that are useful to the developmental social worker's role as an educator? Please cite an incident which illustrates your view.**

A
The way facilitators can reflect the development process is anything that is undergirded by empowerment, consciousness raising and action and sustainability.

For example:

- (Action) Demanding active learning by tapping into prior knowledge and reaching for a point of engagement with the students.
- (Consciousness Raising) Encouraging independent thinking by asking contentious and open questions and expecting responses from everyone; expecting critiques of the reading and ascertaining how they make sense of the material presented.
- (Empowerment) Acknowledging everyone's contributions; answer questions with a further question or a reference -> expect the students to find answers themselves and trust their ability.
- (Sustainability) Encourage a 'learn to learn' process by consciously using the IBSC steps - go back to goals regularly and reassess, reintegrate new material.; being part of the team and able to function collaboratively is essential to model - important component of development work.

B

The facilitators model has been quite useful given the fact that input was mainly from students whereby debates and brainstorming sessions were open ended so to speak. The facilitators only provided the parameters in which these buzz sessions could take place. These I think are useful to the developmental social worker's role as an educator because social development praxis is not a top-down affair but a democratic process that is inclusive guaranteeing input from the client system. It does not only hinge on the 'experts' but also as the people. In this regard people are given choices, thus empowering them in the long run.

C

?

D

This is a perfect opportunity to model democracy, empowerment, valuing strengths and all the other social work values. It is also an opportunity to learn/ model the ways in which community groups can function. The ways in which conflict is managed can be modelled. The ways in which the phases and processes and skills of working with groups can be modelled and experienced. I would imagine that the tension between the facilitator and chairperson could destruct this learning process. I wonder if it wouldn't be easier to use the lecturer as facilitator and not have a chairperson. At least for a while? Some sessions? And then negotiate around the 'roles' and responsibilities.

E

I think the IBSC facilitator can model development education skills and processes such as encouraging participation, accessing existing resources and abilities and 'distributing power' amongst the 'community' through the way in which the chairperson's skills are developed (rotational chairing NB).

I don't know if this example is relevant but the students in my Kwa Mhalnga group seem to have understood the importance of using skills in dealing with anxieties which could get in the way of learning. As facilitator I had to focus quite a bit on their anxieties about the rural block in the beginning, before they were able to think clearly about the learning. When I visited them on the day of their presentations, they described their rather nightmarish first day in the community (problems with accommodation, a near-fatal taxi journey, and problems with transport and organisation of their clock). They said they decided as a group that evening to get together, with one of them facilitating, and discuss their feelings, as well as to problem-solve together. They said they were guided in this by what they had seen me do, knowing that their efforts to give something to the community would be hampered if they didn't first sort out their own anxieties.

Appendix 3A

PE
STUDENT QUESTIONNAIRE

EVALUATION OF ADULT EDUCATION SEMINARS[1]

- What one word comes to mind reflecting your experience of these seminars?

- In what ways do you believe adult education has relevance to your practice in present day South Africa?

- Please describe what was positive or negative for you about the way in which the teaching-learning in these seminars differed from lectures.

- What, in your opinion, should be excluded from these seminars? Please explain why.

- What should be added to this adult education series of seminars which will run for 4-5 mornings next year? Please share you reasoning for this.

---

[1] *Questions four and five are omitted from this Research Report as superfluous. They provided direct input into the reconceptualisation of the 1999 course.*

Appendix 3B

PE
STUDENT RESPONSES

EVALUATION OF SWIV ADULT EDUCATION SEMINARS OCTOBER 1998

1 What one word comes to mind reflecting your experience of these seminars?

1
Enjoyable / Thorough

2
Stimulating

3
New

4
Enjoyment

5
Involving

6
Interesting

7
Interesting

8
Dynamic

9
Adult learning

10
Education

11
Exciting

12
Informative

13
Experiential

14
Empowers

15
They have been very exciting, opportunity for much creativity, praxis and integration of our learning, knowledge and experience

16
Adult

17
They have been interesting / motivating

18
Different

19
Wonderful

20
Exciting

21
Wonderful

22
--

23
Educative

24
—

25
Interesting

26
Potential

27
Praxis

28
Enlightening

29
Interesting

30
Different

31
Informative

32
Interesting

33
Mind-expanding

34
Worthwhile

2 In what ways do you believe adult education has relevance to your practice in present day South Africa?

1
I believe it is important to the majority of adults in our society have suffered oppression and dis-empowerment. Hence, to focus on adults and adult education (even with younger people) is an empowering process with measurable achievements.

2
I think adult learning could be effective in SA as it allows people to control the process of their learning, focus on their needs. This kind of approach is empowering. Equally between teacher and learner fits in the context on the new South Africa.

3
South Africa is an extremely diverse context and the focus has shifted to empowerment. I feel that the adult education approach enhances the strengths perspective. As a practitioner it will allow for my continuous development of professional knowledge to learning from the clients.

4
We come from a very dis-empowering past and so we need to make this shift in order to

be effective helpers with individual, group and community work.

5
It's empowering
It's developing
It's modelling to the adults
It shares power
It builds confidence

6
Very relevant and purposeful. Education in the past has been very dogmatic, not taking into account the diversity of learning needs and potential. Today this is more appropriate, as it in some ways empowers people to take an active role, to own their learning. Even if they don't, at least they have a choice to some extent.

7
Equips us with knowledge so we can shift as the paradigms are shifting.

8
In fitting in with social development, and empowering people to take responsibility and control over their lives. People need to be educated around their rights, needs and with regards to relevant skills needed.

9
Because the majority of South Africans are illiterate, lack skills to contribute to their development and families. Thus, they need to prepare the youth for adult roles which will contribute to the development of human nature (economy).

10
It is relevant in that some of the aspects of it are empowering and learners are taken as responsible people.

11
—

12
Since SA's Welfare system has shifted to the Developmental Welfare system, people need to develop themselves and adult education is appropriate for that development.

13
It is very closely linked to development which is the direction in which social work is going in SA. Further, it is a (has potential to be) a highly empowering intervention strategy in social work.

14
It focuses on peoples' strengths and because most Africans have had no formal education, this is most appropriate.

15
Development paradigm shift, empowerment approach, RDP principles.
It provides a positive and exciting framework to inform all practice and all social work approaches.

16
People should have a say in what concerns them and be part of the decision making, this is empowering.

17
It's very relevant because our ways and ideas are not always right or appropriate. We can't expect to help people if we don't listen to them and respect them because they won't feel we are there for them. If we don't use adult education we would have to make assumptions which ultimately would probably backfire.

18
It is relevant in that social work students are adults, although they are not really treated as such!

19
I feel we all need to become more empowered and take responsibility for our learning - which is a basis? for Adult Education.

20
In many community development projects the social worker assumes the role of an educator.

21
The work in social work is moving towards development. Adult education is a crucial part of any development work and must have relevance. Moreover, it has given a name to a lot of the work that I am doing and has given me new points/issues to think about in my own practice.

22
Very definite relevance in terms of social development work (but not exclusively). One of the striking features of adult education to how well it does fit with Social Development. As an empowering mode and democratic one very relevant in getting people in SA accustomed to this.

23
In my experience I have dealt with mainly adults and this has helped me understand how important it is to make sure that I don't make assumptions about the client's learning experience. I found that I learned so much from my clients and they certainly changed some of my perceptions around certain issues.

24
This time empowerment is highly considered by the people in all spheres of live. There's a lot to learn and clarity to people of SA.
Adult education helps and make people aware of what is going on around them (economically, socially and politically). It then empowers and educate them of this things (HIV, poverty etc.)

25
Move towards developmental work

26
A lot of our work will be with adults, and we need to know how to work meaningfully with them.
Fits in well with the developmental paradigm and supports the goals of that work.

27
It relates to the development paradigm. In most social work individual, group, community, development there is some form of education and thus it is important to ensure this is empowering.

28
Education is empowerment and the majority of South Africans are not educator especially 'black' people.

29
It helps us with the shifting paradigm of social work to development. This involves dealing with adults in their various communities.

30
For community work and developmental paradigm for practice
Women empowerment

31
Links to social development.
Takes into account diversity.
Helps to incorporate education and knowledge in SA, whole teacher - learner processes are vital, largely unknown to a wide section of the population.

32
I felt that adult education will be an essential part of SA as there are high levels of illiteracy among this group. And companies today are engaging in the process of educating their workers.

33
Because of the changing needs of South Africa today and the immediate need for competence.

34
It's essential because: there is a lot to be taught (to and by everyone), and people need to be treated like adults eg. respect. Even if they are initially uncomfortable, not used to this, I think that they will appreciate it.

3 **Please describe what was positive or negative for you about the way in which the teaching-learning in these seminars differed from lectures?**

1
Positive = less structured, unrepetitive, active
Negative = required energy, effort and mobilisation

2
It was positive focussed, gave us the opportunity to control the process and practise our learning. It also gave us an opportunity to share ideas, brainstorm around alternatives and reflect on the process. The critical thinking as well as the analytical process involved was encouraging and stimulating.

3
Positive - it stimulated interest, really allowed me to understand and get in touch with the concepts.
Negative - it required a lot of full participation which was not always a reality. The tasks were not always completed to the full.

4
Positive - I feel I have really gained because it has been hands on experience.
Negative - It creates insecurities because it is unfamiliar.

5
Participation by the whole class was positive.
Group work was good although at times tedious.

6
Positive - not too much story telling. Very interactive, practical etc.
Negative - Can be a bit challenging to have to design a programme. Fear of being wrong.

7
Positive - to learn something different.
Negative - bit confusing to integrate as never done it before. Maybe because we're not used to it, it gets frustrating as you just want the knowledge (a lecture).

8
Negative - apprehensive about assuming the responsibility for my own learning. I personally feel more comfortable with lectures. I feel as though it has been a good lecture if I have been able to take a lot of notes.
Positive - interesting, dynamic, comfortable environment

9
Positive - we participated and applied our own experiences / given an opportunity to reflect and critically think independently and as a group.
Negative - this all happened at wrong time of the year.

10
The buzz group experiences were nice and informative.

11
It was interesting, lot of mobility and interaction.

12
These seminars stimulated the teaching-learning process and allowed some level of responsibility on the part of learners. The sitting arrangement and being in social development groups made the learning environment safer and comfortable.

13
At the end of the year students are very tired and find it difficult to give in the way the seminars required (for effective learning). This course experiential learning techniques are brilliant but really need to be conducted at the beginning to middle parts of the year.

14
It really involved us as learners, ie. we were taken seriously and our input was valued.

15
Fresh and exciting, not writing and copying from overheads.
Drawing our ideas and creativity.

16
It was good to be in the groups but the groups were in some way over used. This makes the process to be boring sometimes.

17
It's too late in the year and I have reached a point where I have no motivation whether I am finally being treated as an adult-learner or not. It was good in that I did feel that this course really did examine my needs and ideas and I felt respected.

18
What was positive is that we engaged more with the material.
Negative - We have had enough of working in groups; it has been overly emphasized.

19
Positive - participation and involvement, building or form our experience and reflected on them,
Buzz groups were good, also reading material and taking responsibility for our learning
Negative - time of year, I felt a little anxious ??? this work before exams

20
Positive - involvement of the class and application of knowledge
Negative - ...

21
Positive - inclusive nature, availability and knowledge of lectures, passion of lecturer for the subject, new way of doing things, can make the link clearly to practice.
Negative - end of the year and it took a lot of energy to participate.

22
The facilitators, the content and the whole philosophy is very exciting. The time of year is horrific for the interactive process. I feel so unable to participate - exhausted.

23
I cannot say that there were any negative features but that respect and openness to one's ideas was crucial in the teaching learning process.

24
Most of the learnings were positive.

25
We were given responsibility, however there is anxiety around exam material.

26
I found the seminars to be very slow-moving (perhaps the time of year), lectures tend to move faster. Interactive learning is great, but sometimes I just want to get the info down and leave.

27
It was positive that for a change there was congruence between what was taught and the way it was taught.
Negative - unfortunately although we are supposed to take responsibility we were not given the choice of whether to read or not, lots of us are busy and maybe did not benefit as much as we could.

28
The negative part about these seminars were that they gave an impression that learners have a say in decision making and yet this is not true in this department.

29
Various learning-teaching methods were used ie. buzz groups, lecturing, own learning. And all these were allocated enough time within seminars. More positive is that we were involved throughout the process.

30
I felt that I was respected as a student in terms of being engaged as opposed to being lectured to. I felt empowered to take responsibility. I got the feeling that we were all tired as it is near exams.

31
Positive - small group work was very effective and made us really evaluate the process and work together. The sharing of thoughts and ideas was very effective and everyone participated.
The groups (eg. Orange Farm, Tinswala etc.) were also able to share views and opinions.

32
The negative thing was that there were no comprehensive notes. Also all the activities were boring and energy draining.
The positive one is applying the principles of adult education in practice.

33
It gave me more freedom of choice.
It also treated me with respect I deserve and also it made me to reflect on my own practical learning experiences.
It encouraged independent thinking/thought and participation.

34

Positive - The information was directly related to our own experience. Much more interaction with the class. The main facilitator was very organised, which motivated me to participate.

Negative - Small groups, although I did learn a bit through the use of groups, it was also very frustrating because people did not pull their weight / take the tasks seriously.

Appendix 4

SOCIAL DEVELOPMENT
1997 COURSE OUTLINE

UNIVERSITY OF THE WITWATERSRAND

SCHOOL OF SOCIAL WORK

SOCIAL WORK IV: 1997

SEQUENCE: Social Development

COURSE CO-ORDINATOR: Mrs. Heidi Voysey, Mr. Dovhani Mamphiswana

Introduction

This sequence is designed to facilitate your own self-directed learning.

The aim is for you to formulate your own learning goals, in order to achieve the course objectives and thereafter to pursue the task of accessing the information you need in order to reach your goals.

The course co-ordinators, Mr. Dovhani Mamphiswana and Ms. Heidi Voysey will facilitate this process by

a) making available literature
b) referring you to relevant resources
c) co-ordinating the learning process
d) maintaining direction in the group discussions

Objectives

At the end of the sequence you will be able to:
i) Define and critically discuss your definition of social development.
ii) Briefly explain the history of social development in terms of theoretical backgrounds.
iii) Logically discuss some theoretical perspectives on social development.
iv) Discuss the role of social work in relation to other disciplines in social development.
v) Explain the goals, principles and strategies of social development.
vi) Identify the relevance of a developmental perspective to social work in South Africa today on local, regional, national and international levels.
vii) Relate your theoretical understanding of social development to a community (preferably rural) which you have visited.

Structure

The sequence will take place over 4 seminars as follows:

Thursday, 8 May: Seminar 1
1. An overview of the aims, objectives and structure of the sequence
2. Forming groups and related contracts
3. Reviewing a given scenario and thereafter
   a) clarifying terms and concepts
   b) identifying and describing phenomena
   c) generating hypotheses and explanations for phenomena
   d) summarising and linking hypotheses and explanations
   e) defining learning goals

4. Viewing a video on a development project
5. Planning your community visit

Thursday, 15 May: Seminar 2

9 - 10.30:	- group a & c:	collecting additional information independently
	- group b & d:	synthesising and integrating information in discussion with co-ordinators
11 - 12.30:	- group a & c:	synthesising and integrating information in discussion with co-ordinators
	- group b & d:	collecting additional information independently

Thursday, 22 May: Seminar 3

9 - 10.30:	- group a & c:	collecting additional information independently
	- group b & d:	synthesising and integrating information in discussion with co-ordinators
11 - 12.30:	- group a & c:	synthesising and integrating information in discussion with co-ordinators
	- group b & d:	collecting additional information independently

Wednesday, 28 May
12.30 - 14.30 Panel discussion with people who are involved in development work from a variety of disciplines

Thursday, 24 July Seminar 4
Group presentations of findings from field visits and potential strategies developed from the synthesis and integration of information gained in previous seminars.

NOTE: The aim of these seminars is for you to optimally engage yourselves individually and in groups in broadening your knowledge base and deepening your understanding of social development issues. It is therefore essential for you to take responsibility for acquiring the information you need and ensuring that the group process is condusive to learning.

We look forward to enjoying the course together!

You will be assessed on two levels:
1) Your participation in the group process and your contribution to the group's learning.
2) The exam question will cover all aspects of the course and your answer should include examples from the field visit and panel discussion.

Resources

Audio visuals:
The following relevant videos are available in the audio visual library (music and engineering block) for you to view as a group or individually.

i) Bambela Ethembeni - Take hold of hope
ii) Funimpilo - The story of a village and its water supply
iii) Healing the land
iv) Living in Africa
v) Living in cities
vi) Women at work

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Name of thesis Teaching & Learning In A South African School Of Social Work Moir J 1999

PUBLISHER:
University of the Witwatersrand, Johannesburg
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