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Are adult education principles being employed in the teaching at BITED?

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ARE ADULT EDUCATION PRINCIPLES

BEING EMPLOYED IN THE TEACHING AT BITED?

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A research report submitted to the faculty of Education (Department of Adult Education), University of the Witwatersrand, Johannesburg, in partial fulfilment of the requirements of the degree of Master of Education in Adult Education.

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ABSTRACT

This project seeks to establish if adult education principles are being employed in the BITED programme. The Bureau for In-Service Teacher Development (BITED) is an in-service teacher training programme at the Johannesburg College of Education that provides professional development courses for teachers. 650 students are currently registered.

The researcher identifies teaching and learning principles and strategies in adult education and then assesses the extent to which these are being applied in the BITED programme.

She details the perceptions of the mature students who are currently in the BITED programme, as well as the perceptions of the BITED staff.

Data was gathered from interviews conducted with students and staff and classroom observations were made.

This project is based on the assumption that there is scope for a more varied methodological approach in the in-service training of teachers and that consultation with mature learners might be used to advantage.

KEY WORDS

Adult education
Teacher development
Adult learning
Professional development
Adult educator training
In-service teacher training
Curriculum development
Experiential learning
Critical reflection in adulthood

DECLARATION

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

K Earle
Signature

30th day of March., 2000.

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LIST OF ACRONYMS

ADED	Adult Education
APT	Association of Professional Teachers
BITED	Bureau of In-Service Teacher Development
COTEP	Committee on Teacher Education Policy
DET	Department of Education and Training
ECD	Early Childhood Development
GDE	Gauteng Department of Education
JCE	Johannesburg College of Education
JP	Junior Primary (now called Foundation Phase)
NGO	Non-Government Organisation
NQF	National Qualifications Framework
OBE	Outcomes Based Education
PEPP	People's Education for People's Power
RDP	Reconstruction and Development Programme

RPL	Recognition of Prior Learning
SP	Senior Primary (now called the Intermediate Phase)
TED	Transvaal Education Department
TELIP	Teachers' English Language Improvement Project
TTA	Transvaal Teachers' Association
UNISA	University of South Africa

CHAPTER 1

INTRODUCTION AND RATIONALE

1.1 Background to the research

Provision of teacher-training was not equitable due to the legacy of Apartheid in South Africa. Under the old dispensation, black teachers under the Department of Education and Training (DET) followed a three-year teaching diploma as opposed to their white colleagues who followed a compulsory four-year course. It was also not compulsory for black teachers to have a professional teaching qualification, so it was not unusual for some teachers to have a standard eight equivalent qualification, especially in rural areas. It was therefore necessary under the new dispensation to address the issue of teacher-training and upgrading. These adult learners / teachers who in most cases would have had vast experience in the teaching field, needed to upgrade their qualifications or formalise their experience by receiving theoretical input. The teachers also needed to develop / formalise proper teaching methodologies. Old paradigms had perhaps 'fossilised' and impacted upon their present teaching practice.

The Bureau of In-Service Teacher Development (BITED) was established to address the imbalances of the past in order to upgrade teacher qualifications, initially in the Gauteng area. As these learners are adults it is the researcher's assumption that adult education principles are vital to ensure that optimal learning takes place.

The main focus of this research was to find out if adult education principles were being employed in the teaching practices at BITED.

The history of BITED which follows explains this process in greater detail.

1.2 The history of BITED

BITED is a non-government non-profit organisation that was founded in January 1994 by the National Union of Educators, (previously called APT[1], and before that the TTA.) and the Johannesburg College of Education Trust.

The then president of the Transvaal Teachers Association (TTA), Dave Balt decided that the association should contribute something towards the Reconstruction and Development Programme of the country (RDP). He approached Dr John Nowlan, an experienced educator in schools and colleges, to come up with suggestions of what should / could be done to address the problem. In consultation with a number of teacher organisations and members of the communities in areas where there was a need for teacher development, Dr Nowlan found that short courses had no real impact. The greatest need identified was to upgrade teacher qualifications in South Africa. In so doing, teaching practices would be improved, particularly in previously disadvantaged communities.

After initial investigation, Dr Nowlan and Dave Balt approached Professor Graham Hall, the Rector of the Johannesburg College of Education (JCE) to invite the college to come "on board" as a non-governmental organisation (NGO) cannot offer recognised certificates or qualifications. JCE agreed to be part of this initiative to oversee the standards and accredit the qualifications.

As well as having other centres or branches, BITED has a "branch" that is situated on the JCE campus, and which functions as a head-office. BITED uses existing facilities in all the communities where courses are run offering its students a three-year teaching diploma.

One of the requirements of the BITED students was that they had to be employed currently on an in-service teaching basis. They also had to have been teaching for at least two years. However, most had been teaching for longer. Two groups of students were identified: teachers who had a matric but not a teaching qualification, and, those without a matric certificate (std 8 or 9) who were teaching.

[1] Association of Professional Teachers

Dr Nowlan proposed to the JCE senate that this second group, mature-aged teachers, be allowed access to the programme without a matric on the basis of prior experience.

This proposal was then put to the Committee on Teacher Education who worked through the then Transvaal Education Department (TED). According to the then "White Education rules" – one had to have a matric as entry into tertiary education. Dr Nowlan felt that in these students' cases this was a discriminatory practice. The reality was pointed out to this committee that there were many thousands of teachers in the teaching field without a matric.

The proposal had to be re-submitted and at this stage, because the country was moving into a more integrated system, the proposal was then accepted. BITED had pre-empted the changes in legislation in South Africa. This law applied to upgrading in-service institutions like BITED, nationally. As such the BITED programme was a pioneer in the field and should be acknowledged as delivering invaluable service to the culture of teaching and learning in the province as well as nationally. BITED offered 3 year diplomas, which are also known as GDE diplomas, unlike the JCE 4 year Higher Diploma in Education (H. Dip. Ed.). BITED's focus was disadvantaged students who were working full-time and who were very often the sole bread-winners within families. BITED did not want to compete with full-time teacher training institutions such as JCE and did not position itself as such.

During 1994 Dr Nowlan was planning the programme so that it could be implemented in 1995. Dr Nowlan organised a meeting of all institutions involved with teacher education. All of the stakeholders were in favour of the Recognition of Prior Learning (RPL) component within the programme. A document was devised to decide on how to "test" or screen RPL applicants. Two of the criteria decided on were that applicants had to have at least 5 years teaching experience and that they had to write an entrance exam.

A further development which occurred in 1994 was that Mr Sipho Madi, a JCE graduate who was teaching in Mpuluzi, an area with many unqualified teachers, brought a small delegation to see the JCE rector. The delegation requested JCE to start a distance education programme to allow the teachers in this area to qualify. These students were referred to BITED. What Dr Nowlan initially thought was going to be a quiet JCE branch pilot programme, suddenly "snowballed" overnight.

He now had between three and five hundred applicants. This was how the Mpuluzi branch of BITED was established.

In the middle of 1995 there was a request from Pretoria for a BITED branch there and in 1996 the Benoni branch was started. In the middle of 1996 the Pietersburg branch opened. BITED thus grew "overnight" due to the great demand for upgrading and re-skilling of teachers.

Part of the BITED programme was initial education hence BITED states that it is for "un" and under-qualified teachers. Many of the students were very insecure. They needed to be taught to argue, debate and to introduce discourse into their practices. Some teachers within the programme were labelled as "trouble-makers" at their schools because they began to question teaching practices and policies usually taken for granted by other staff members.

1.3 The research question

The main research question is "Are adult education principles being employed in the teaching at BITED?" Because of the close relationship between adult education and teacher education this question is considered relevant and is also linked to one of BITED's main outcomes in its mission statement:

> The Bureau for In-Service Teacher Development, grounded in the belief that adequately trained teachers greatly enhance the learning of pupils, has as its mission the provision of formal teacher education courses to in-service teachers who are un-qualified or under-qualified.

Adult Education is thus largely about adult learning. One of BITED's aims is to improve competence which can be understood as improved professional practice as a consequence of learning. BITED wanted to improve teachers' skills and knowledge in order to change traditional classroom practice. The researcher believes that competence equals knowledge, practice and reflection.

BITED's objective is to provide a programme to help teachers enhance their skills. It is the researcher's contention that learning is a complex process and it has to do with "discovery learning". The researcher believes that people learn best through doing or experiencing which is what discovery learning entails. It is no good using the 'talk and chalk' method of teaching. (ie. where you talk about something, rather be doing it on a practical level.) The researcher believes that there should be respect for the learner and his / her background experience.

In chapter 2 there will be a further discussion of adult education principles. However, for this study the researcher has selected five of these principles as essential for adult education practice. They are: respect for the adult-learner and their life experience; building on previous knowledge of learners; modeling learner-centredness to ensure good classroom practice; continuous assessment and the role of the teacher as facilitator. The reason that these five principles were selected was that the researcher felt that they were directly associated with teacher training.

1.4 Programmes offered by BITED

BITED is training teachers in 3 areas or phases. Pre-primary (PP), Junior Primary (JP) phases and Senior Primary (SP). In the new Government Gazette outlining the Norms and Standards for Educators (February 2000), these phases are now referred to as Reception year / Phase, Foundation and Intermediate phases. The **knowledge** that BITED wants these learners to acquire is two-fold:

1) in the various subjects areas such as History content and
2) Knowledge in Educational Studies.

Knowledge in education includes: Psychology, Sociology, Philosophy and Education History. The reason for this emphasis is that basic educational background is needed in order to help the teachers improve their classroom practice. In this way, hopefully, more effective learning will take place.

The researcher felt it important to explore why teachers need these subjects. She maintains that what we believe, impacts on how we teach or present lessons. These subjects help us to better understand behaviour. Behaviour is changed due to experience that is, if we understand how children learn then we will know how to teach, and question assumptions about learners.
As mentioned above the reason that this question is being asked is related to what BITED is trying to do. BITED wants to:

- Improve teachers' competence and to qualify them.

These points are all abstract and one needs to try and understand what they mean. The researcher felt that part of the answer to this question is that in PP, JP and SP phases, the BITED programme envisions that teachers' practice will improve due to their interaction with BITED.

BITED aims to improve teacher methodology in terms of subject knowledge and skills.
If the learners are exposed to more subject knowledge they will become more confident in their subject and better able to help themselves.

The BITED students study Psychology of Learning and Teaching. Focus is placed on popular psychology theorists – eg Freud, Adler, Erikson, Skinner, Bandura, Maslow, Rogers. There are two target groups involved: teachers and children. The reason for this focus is due to the fact that how children learn impacts upon how teachers should teach.

The Philosophy course which BITED offers is in relation to education. The main focus is on how we regard our fellow human beings? Do we believe or think that positive reinforcement is the way to maintain discipline; rewards, stars, chocolates or sweets – or beatings? Teachers might have a different philosophy. Other considerations may be how to stimulate the learners or how to promote being in charge of one's own learning? Intrinsic and extrinsic rewards are the two basic philosophies about human nature covered as part of the BITED curriculum.

BITED is an adult education programme which offers more than a certificate. BITED wants to help its student teachers to become critical thinkers and in so doing, help their learners to do the same. Another skill that BITED aims to impart is for the teachers to think about their practices in order for them to be reflective thinkers and practioners.

The BITED curriculum designers have been mindful of the skills they want to enhance within their learners and why. The different subjects require different methodologies. For example: History Method is different to Science Method or Library Science Method. These skills include, how to develop lesson plans according to OBE requirements for Foundation, Intermediate and Senior Phases. Classroom management and discipline are also included in the curriculum. Questioning techniques, and dealing with the disruptive child are also issues covered by the BITED programme.

Adult Education theory claims that adults learn better if certain principles, techniques, strategies and practices are in place. The aim of this research is to investigate the presence of selected principles in the BITED programme.

Sociology is a more empirical learning area as it is based on observation of society and experiments rather than a theory. The reason why BITED believes sociology to be important is that teachers need to understand where children locate themselves in society. Teachers need to reflect on socialization and how the child is influenced.

Philosophy raises questions and issues to do with making meaning which is why the discipline is part of the programme.

Education History is also an important subject for teachers because they need to know about the development of education. They need to know about past policies and practices which are underpinned by specific philosophies of education.

All four of the Education theory subjects overlap each other, but they cover different issues. Both BITED and the researcher believe that teachers must have a theoretical framework pertaining to learning and teaching. They also need to realize that all of these theories are underpinned by specific epistemologies. The general approach used by the BITED lecturers is the use of conflict theory and constructivism. Conflict theory centers on the idea that there are different, conflicting views of knowledge. Constructivism refers to the theory of the limits of human knowledge, according to which all we can know is necessarily the product of our own cognitions.

This general approach is underpinned by the notion that the teacher should be a reflective practitioner.

1.5 What is a reflective practitioner?

The following list highlights some of the characteristics of reflective practice. The practitioners use:

- Thinking skills.
- Questioning techniques.
- They reflect on their own socialisation.
- They use logical thinking.
- They are critical thinkers
- They know that every practice is grounded in theory.

Part of reflective thinking would include: constructing an hypothesis surrounding one's practice. For example: if 8 out of 10 in the class understood concepts why didn't the remaining 2? It is important to have reflective practitioners because they will be better teachers.

1.6 Scope of this study

This qualitative study will be looking at the current (1999) BITED students at the Johannesburg Centre. It is not comparing BITED with any other centre and as such is not an evaluation of BITED. However, if the findings are shared perhaps it could help to improve adult education practice.

The literature review follows in the next chapter. Chapter 3 contains the research design. Chapter 4 will present the findings, which are followed by discussions, suggestions and recommendations in chapter 5.

CHAPTER TWO

LITERATURE REVIEW

The main purpose of the literature review is to set this study clearly in an adult education context. It focuses on a range of principles of adult education, reflective practice, curriculum design and how adult learning is understood.

'The early 1970's saw a growth in interest in the sociology of education but nearly everything that was produced in that field was about initial education. Adult and continuing education was not really analysed from this perspective at all' (Jarvis:1985:1) About a decade later this interest in adult education became a common focus.

Adult education is largely about adults learning in different contexts. Adult learning is in its essence a change of behaviour as a consequence of experience. According to Ewart Smith (1997:39) " learning may be defined as the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation, and action." She cites Mezirow who says, "No need is more fundamentally human than our need to understand the meaning of experience" (Mezirow,1990:11).

This chapter focuses on themes that are relevant to the factors and situation being researched. It draws on the work of Knowles (1980), Brookfield (1986 & 1988), Darkenwald & Merriam (1982) as well as others to present an overview of adult education principles. Published work on adult learning and its promotion, experiential learning, teacher education, curriculum design, assessment and the historical context are also discussed.

In this review, adult education principles are grouped into three sections; 1) teaching methods, 2) curriculum design and 3) assessment. In each of these sections I discuss why I have chosen these areas, and how they relate to the main research question.

2.1 Adult Education Methods and Principles

A recurring theme in adult education literature maintains that adult learning when assisted by an educator, wherever it takes place and for what purpose, is likely to be promoted better, if the educator has been prepared specifically for an adult educator role. (Knowles:1980 and Brookfield 1986) Similar views were expressed by Hiemstra (1991), who stressed the necessity, in his view, of creating the correct climate for adult learning. He emphasised the importance of the first time an instructor meets with learners and how this can maximise subsequent success in the teaching and learning process. The reason for this is that effective learning takes place when there is an atmosphere of relaxation and trust in the process. Fear of failure is thus minimised.

Adult learners bring with them various anxieties such as 'Can I still learn and keep up?' Also, balancing work and home pressures with study is very demanding. Successful instructors are aware of the wide range of anxieties that adults bring to the classroom and make an effort to deal with them at an early stage in the course.

An important adult education principle that recurs in the literature is that:
adult educators need to be good facilitators. Good facilitation involves a belief that knowledge is gained through participation, and knowledge is not a product presented by an expert to the unknowing. Facilitation relates to the principle of learner-centredness in adult education.

Guidelines for facilitating adult learning as adapted from Brookfield (1987: 72 – 88) are listed below

- Affirm the self-worth of learners
- Listen attentively to learners
- Support the efforts of learners
- Reflect and mirror learners' ideas and actions (indicate to learners how their behaviour or ideas are perceived by others)
- Motivate people to think critically by providing a supportive, non-threatening **environment**
- Regularly evaluate progress

- Help learners create networks or contact with others who have similar interests so that learning experiences can be extended
- Be a critical teacher so that you can assist people to challenge their taken-for-granted assumptions about the world. As Freire (in Brookfield 1987: 81) argues, critical teachers need to be: **competent** at presenting alternatives, **courageous** and able to withstand resistance from uncritical learners or criticism from others, risk-takers who are willing to experiment, humble to avoid becoming an arrogant "know-it-all", able to demonstrate political clarity which Freire sees as "the ability to break free from distorting perspectives imposed by oppressive groups so that we can see the inequitable and hierarchical relationships in society clearly and fully" (Freire cited in Brookfield 1987: 82).
- Make learners aware of how they learn and develop critical thinking skills. An invaluable exercise would be to take your learners through a similar process as that presented in this chapter, whereby learners are assisted to identify their particular approaches to learning, in order to arrive at a better understanding of their approaches influence their learning.
- Model critical thinking by presenting yourself as a good role model which your learners can observe and learn from.

Albert Bandura, an important contemporary psychologist has suggested that a significant part of what a person learns occurs through imitation or modelling . Bandura has been called a social learning theorist in that he is concerned with the learning that takes place in the context of the social situation. *"During social interactions an individual may learn to modify his / her behaviour as a result of how others in the group are responding." (Sprinthall & Sprinthall; 1994; 258)*

In adult education, the emphasis is on the development of activities that would best generate learning and involve participants directly in their own growth. Effective adult educators (facilitators) do not teach, tell, lecture or preach. They seek to promote or develop critical thinking – both Mezirow and Brookfield would endorse this principle. (1991 & 1988)

> Being a critical thinker involves more than cognitive activities such as logical reasoning or scrutinizing arguments for assertions unsupported by empirical evidence. Thinking critically involves our recognizing the assumptions underlying our beliefs and behaviors. It means we can give justification for our ideas and actions. Most important, perhaps, it means we try to judge the rationality of these justifications. We can do this by comparing them to a range of

> varying interpretations and perspectives. We can think through, project, and anticipate the consequences of those actions that are based on these justifications. (Brookfield, 1988:13)

The adult educator can point the way in a subtle manner but should never push participants or force ideas upon them. The notion of respect is inseparable from facilitation and indeed is a stated adult education principle (Knowles, 1990:116). The adult learning situation should be seen as an opportunity for reciprocal learning. There should be no rigid division between the facilitator and the group. The adult educator should demonstrate through example and attitude that all participants have dignity and equal worth.

> One of the most important reasons for the urgent need for facilitation is that in South Africa in particular, people have been told what to do, and have been at the receiving end of top-down management styles and a non-participatory society for a long time. (Rooth, 1995: 8)

The facilitator must use methods which are appropriate for the skills to be acquired by learners. An adult education principle, which became evident here, is negotiated learning. What negotiated learning is and how it works, requires explanation. In a pure adult education situation one would negotiate both content and methodology. The teachers' know more or less what they want to achieve and the learners also know what they need to, or want to learn. Thus the learning would be discussed or negotiated. In the BITED programme this type of negotiation would be very limited as BITED offers very structured courses with set required subjects. Even though BITED seems to have a very limited kind of negotiated principle in the programme the researcher is still interested to see whether any forms of negotiation take place in the classroom situation.

Brookfield (1986:31-32) lists a set of principles devised by Suanmali (1981) from Mezirow's (1981) charter of andragogy.

To help adults enhance their capability to function as self-directed learners, the educator must...

1. progressively decrease the learner's dependency on the educators.

2. help learners to understand how to use learning resources – especially their own and the experiences of others, including the educator, and how to engage others in reciprocal learning relations.

3. assist learners to define their learning needs – both in terms of immediate awareness and of understanding the cultural and psychological assumptions influencing their perceptions of needs;

   All the above points are relevant to BITED because the BITED learners are all teachers in a teacher education programme.

4. assist learners to assume increasing responsibility for defining their learning objectives, *planning their own learning programmes and evaluating their progress;*

   This study is aiming to see whether BITED achieves this.

5. organise what is to be learned in relationship to their current personal problems, concerns and levels of understanding.

6. foster learner decision-making - select learner-relevant learning experiences which require choosing, expand learners' range of options, facilitate taking the perspectives of others who have alternative ways of understanding;

7. encourage the use of criteria for judging which are increasingly inclusive and differentiating in awareness, self-reflection and integration of experience;

8. facilitate problem-posing and problem-solving, including problems associated with the implementation of individual and collective action, recognition of relationship between personal problems and public issues;

9. reinforce the self-concept of the learner and doer by providing for progressive mastery, supportive climate with feedback to encourage provisional efforts to change and to take risks, avoidance of competitive judgements of performance; appropriate use of mutual support groups.

   The researcher observed and felt the importance of the above (point 9) in the adult education courses she attended at the University of the Witwatersrand (WITS). She also believes that it is important in this BITED research because of the learners' history. The learners have experienced or come out of the well known apartheid background with its particular philosophy. The trend in general was: no independent thinking and the teacher knows all!

10. emphasise experiential, reflective , participative and projective instructional methods, appropriate use of modelling and learning contracts (Brookfield, 1986:37)

The above list was examined by 147 members of the American Commission of Professors of Adult Education. They displayed a remarkable degree of agreement that these were good andragogical practices. Some of the above points and issues are more important than others for my research. This study focuses on a teacher training programme. The learners in this study are not the same as the learners Brookfield or Mezirow were discussing or had in mind.

Manley (1984) also cited in Brookfield lists a familiar cluster of categories.

Her list agrees that adult learning is best facilitated when learners are engaged as participants in the design of learning, when they are encouraged to be self-directed, when the educator functions as a facilitator rather than didactic instructor, when individual learner's needs and learning styles are taken into account. She also discusses how a climate conducive to learning should be established. Learners' past experiences should be utilised in the classroom and perhaps most importantly that the learning should have the same direct relevance or utility to the learner's circumstances.
It is interesting to note that Knowles (1986) and Jarvis (1985) also feel that this is important.

James cited in Knowles (1983:132) devised the following set of basic principles.

1. Adults maintain the ability to learn.
2. Adults are a highly diversified group of individuals with widely differing preferences, needs, backgrounds and skills.
3. Adults experience a gradual decline in physical/sensory capabilities.
4. Experience of the learner is a major resource in learning situations.
5. Self- concept moves from dependency to independency as individuals grow in responsibilities, experience and confidence.
6. Adults tend to be life-centred in their orientation to learning.
7. Adults are motivated to learn by a variety of factors.
8. Active learning participation in the learning process contributes to learning.
9. A comfortable, supportive environment is the key to successful learning.

The table below sets out the **characteristics and implications of adult learning theory.**

Table 1 (From M. Knowles (1990) The Adult Learner – A neglected species p.194 Gulf Publishing)

Characteristic of Adult Learners	Implication for Adult Learning	Implication for Presenters
Self-concept: The adult learner sees himself as capable of self-directed learning and desires others to see him the same way. In fact one definition of maturity is the capacity to be self-directing.	A climate of openness and respect is helpful in identifying what the learners want and need to learn. Adults enjoy planning and caring out their own exercises. Adults need to be involved in evaluating their own progress towards self-chosen goals.	Presenters recognise participants as self-directing... and treat them accordingly. The presenter is learning reference for the participants rather than a traditional instructor; presenters are therefore, encouraged to 'tell it like it is' and stress 'how I do it' rather than tell participants how they should do it. The presenter avoids 'talking down' to participants who are experienced decision makers and self starters. The presenter instead tries to meet the participants' needs.
Experience: Adults bring a life-time of experience to the learning situation. Youths tend to regard experience as something that has happened to them, while an adult, his experience is him. The adult defines who he is in terms of his experience	Less use is made of transmittal techniques; more of experiential techniques. Discovery of how to learn from experience is the key to self-actualization. Mistakes are opportunities for learning. To reject adult experience is to reject the adult.	As the adult in his experience, failure to utilize the experience of the adult learner is equivalent to rejecting him as a person.
Readiness-to-learn: Adult developmental tasks increasingly move toward social and occupational role competence and away from the more physical developmental tasks of childhood	Adults need opportunities to identify the competency requirements of their occupational and social roles. Adult readiness-to-learn and teachable moments peak at those points where a learning opportunity is coordinated with a recognition of the	Learning occurs through helping participants with the identification of gaps in the learners knowledge. No questions are 'stupid'; all questions are 'opportunities' for learning.

	need-to-know. Adults can best identify their own readiness-to-learn and teachable moments.	
A Problem-Centred Time Perspective: Youth thinks of education as the accumulation of knowledge for use in the future. Adults tend to think of learning as a way to be more effective in problem-solving today.	Adult education needs to be probem-centred rather than theoretically oriented. Formal curriculum development is less valuable than finding out what the learners need to learn. Adults need the opportunity to apply and try out new learning quickly.	The primary emphasis in the course is on student learning rather than on teacher teaching. Involvement in such things as problems to be solved, case histories, and critical incidents generally offer greater learning opportunity for adults than ' talking' to them.

In the case of BITED the principles that I believe are the most important are respect, previous knowledge, facilitation, learner-centredness and assessment. These are the five that I am going to observe as well as find out more about in the teacher and learner interviews. I believe that these are important because the learners at BITED are all teachers who are involved in a teacher education development programme. These points are important because once they have been internalised and practised they would have an impact on the teachers' classroom practice. All the above adult education principles are important but it is not feasible or possible to examine them all.

However, it would be remiss of the researcher to not emphasize the importance of experiential learning for the adult learner.

2.2 Experiential Learning

Experiential learning literally means learning from experience or from doing and reflecting on the experience. Experiential learning is participatory and is a shared activity where everyone has something to teach and something to learn. The focus in experiential learning is on building on participants' experience of life and educational events, such as learners' own current teaching practices. One of the aims of this study is to see if BITED makes use of experiential learning methods.

Experiential learning starts at where the people are. This learning depends upon the theory that learning is a cyclical process. Something happens to the learners when they have an experience, but the learner should be able to reflect upon the learning process. What was it? Why? What happened as a consequence? WHAT HAVE I LEARNED FROM IT?
However, sometimes non-learning can also happen. One can have an experience and not learn from it. Jarvis (1985) says that experiential learning must be reflective and one should be able to use it.

Darkenwald and Merriam (1982:9) have this to say:

> Adult Education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values and skills. Such change can only be sustained by the learner experiencing the problem first-hand.

Knowles (1980 & 1990) has written at length about the concept of andragogy (the art and science of teaching adults) and contrasted it with pedagogy (the art and science of teaching children). He discusses how adults should be treated, that adults are goal orientated, the role of their experiences and their orientation to learning.

The table overleaf, by Knowles shows a very clear example of what some of the differences are between Pedagogy and Andragogy.

Table 2 Differences in assumptions and design elements of Pedagogy and Andragogy.

ASSUMPTIONS			DESIGN ELEMENTS		
	Pedagogy	Andragogy		Pedagogy	Andragogy
Self-concept	Dependency	Increasing self-directedness	**Climate**	Authority orientated Formal Competitive	Mutuality Respectful Collaborative Informal
Experience	Of little worth	Learners are a rich resource for learning	**Planning**	By teacher	Mechanism for mutual planning
Readiness	Biological development and Social pressure	Developmental tasks of social roles	**Diagnosis of needs**	By teacher	Mutual self-diagnosis
Time Prespective	Postponed application	Immediacy of application	**Formulation of objectives**	By teacher	Mutual negotiation
Orientation to learning	Subject-centred	Problem-centred	**Design**	Logic of the subject matter Content units	Sequenced in terms of readiness Problem units
			Activities	Transmittal techniques	Experiential techniques (inquiry)
			Evaluation	By teacher	Mutual re-diagnosis of needs Mutual measurement of programme

"A growing international literature reveals that adult education has been studied from the perspectives of many of the traditional disciplines associated with education, namely philosophy, psychology, history, sociology and politics and as a specialist teaching skill." (Ewart Smith, 1997)
This statement emphasizes how adult education has been perceived, built on and developed. This is important in relation to my study, to curriculum and to how adult education methodology has been developed. Adult education involves a specialist teaching skill and this further supports the researcher's reason for investigating whether BITED is employing these principles.

In conclusion, these principles are internationally recognised and accepted adult education methods. The South African context is quite unique, as is every other. In order to assess the relevance of the principles discussed it is important to reflect on the socio-historical development of South Africa.

2.3 Socio-historical Context

Christian National Education (CNE) was the educational philosophy behind all teaching and learning, schooling and the training of teachers in Apartheid South Africa. Christie (1986) deals with this period in great detail and Ewart Smith described the situation as follows...

> During the period 1976 to 1990 educators studied and worked in times of increasing, and sometimes violent popular protest against every manifestation of apartheid policy, especially separate education provision. Mass boycotts of educational institutions, destruction of school buildings, violence against teaching staff and administrative personnel led to increasing numbers of young under-educated adults joining the ranks of an already under-educated adult population resulting from decades of largely insufficient, poor quality education provision (Ewart Smith, 1997:9)

The philosophy behind Christian National Education was primarily to reproduce society as it was. Education methods depended on rote learning, no critical thinking and segregation, due to the fact that within this framework, black people were viewed as labourers...
The following quotations made about education illustrate the absurdity of our past and help to contextualise this research.

Opening the entire education system to all races will have a negative effect on political stability and on the economic system. Education needs to be organised on separate lines because cultural needs differ. A single education department in South Africa would not improve the provision of education.

Dr. S. Van der Merwe stated this in February 1990. He was the then Minister of Education and Development. It is ironic that this statement was made in the 1990s and not in the 1950s and 1960s when apartheid was beginning to gain momentum and was in its infancy.

In reply to a question as to whether schools would be desegregated if the group areas act were scrapped, Dr. van der Merwe said that desegregation would be unnecessary "as people would still want to go to their own schools." (February, 1990 : Dr. S van der Merwe)

The minister also said the department would continue to maintain the principles of Christian, culture-orientated, mother-tongue education.

Mr Piet Clase.
March 1990.

and then ...

'It is no longer necessary to fight for a non-discriminatory education system as this is absolutely in the pipeline.'

Dr. S. van der Merwe
May 1991.

What is important is that, with the new policy now, the shift is in reverse. This shift actually started around the time of 'People's Education for People's Power' (PEPP), and now we have a massive shift (Policy and Legislation) towards learning how to learn, critical thinking, citizen education, life-skills and curriculum 2005.

Over the last four years the government has put in place a comprehensive array of new policy and legislation with the explicit intention of transforming the education system to meet the challenges posed by both negative and positive aspects of our context and to redress the imbalances of the past.

In addition to this there is also a two-fold benefit because the new system espouses critical thinking, learner-centredness, outcomes-based learning and new assessment criteria, all crucial to Curriculum 2005. Teachers need to understand the new methodologies and to have training in them.

The BITED students are teachers 'out of the old system' who now have to operate within and come to terms with the new system. At the same time, policy on teacher education has shifted dramatically and this is one reason why they are in the BITED programme. (i.e. – because they can be – 'upgrading' and 'inset' are focused on heavily.)

In this study the researcher examined adult education principles because she believes that if adult education principles are incorporated in the BITED teaching it would be the best way to manage the shift (from the old to the new) for these teachers. BITED's aim is to promote this shift.

Another paradigm shift which is vital to redress the imbalances of the past is to develop and design curricula which reflects South Africa in its diversity of cultures and religions.

2.3 Curriculum development and design

It would then seem logical that out of the South African political context, as discussed above and the change in government now, new curriculum development and design would evolve. It is largely because of this development that BITED has come into being.

BITED started in 1995 as a then Transvaal Teachers' Association (TTA) initiative. The TTA saw the grave need for many teachers to be properly trained and 'upgraded' as this was a major problem in South Africa. Dr Nowlan was given the task to set up and head this project.

BITED complies with the same rules, regulations and standards as the pre-service training of teachers set out in the latest policy document, the COTEP document (now the Norms and Standards for Educators document).

Building on the ideas of the COTEP document the revision of norms and standards takes place in a context with negative and positive features. There are historically accumulated inequalities in the school system and in the training of teachers. Many schools are still without the basic necessities for effective education.

This situation is aggravated by a breakdown in the culture of learning and teaching, manifested in disruptive and alienated behaviour, a lack of discipline, teenage pregnancy, school boycotts or 'stay-aways', social crime, HIV/AIDS, vandalism, gangsterism and drug abuse. Many educators are poorly trained, badly educated (they lack the content), de-moralised and under-prepared for working in these conditions. Many of these teachers not only lack the subject knowledge or content but also the necessary methodology and conceptualisation. Some people ask the important question, "How do you shift an adult?"

On the positive side, the context is one of increasingly integrated schools offering learning programmes within an 'open' system that encourages mobility and flexibility. This is also cited in the National Qualifications Framework. Also, there is a growing equity in the allocation of funding and resources, a democratic and developing society which is integrating with a global economy and, opportunities for new forms of life-long learning made possible by electronic technology and media. There is a political commitment to providing more money, but in reality many teachers do not see evidence of this.

The COTEP document referred to above, is the final report (Sept. 1998) of the Technical Committee on the revision of the document on Norms and Standards for educators. The Committee, appointed by the Director General of the Department of Education in September 1997, reports to the Committee on Teacher Education Policy, the Committee of Heads of Education, the Director-General and the Minister. All teacher training institutions must abide by this document. BITED complies to a large extent with Norms and Standards principles.

The COTEP document defines the following terms:

Integrated assessment -	form of assessment which permits the learner to demonstrate applied competence in diverse contexts and which uses a range of formative and summative assessment methods.
NQF -	National Qualifications Framework - a framework to unify qualifications in education and training , based on set standards and set assessment procedures that are nationally applicable.
Performance Indicators -	indicate the amount and kind of evidence that would be required to show that the assessment criteria have been fulfilled.

The new Norms & Standards document (February 4, 2000) had this to say regarding assessment:

The cornerstone of this Norms & Standards policy is the notion of *applied competence* and its associated *assessment criteria*.

Applied Competence **is the overarching term for three interconnected kinds of competence:**

- *Practical competence* is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.
- It is grounded in *foundational competence* where the learner demonstrates an understanding of the knowledge and thinking that underpins the action taken; and
- integrated through *reflexive competence* in which the learner demonstrates ability to integrate or connect performances and decision-making with understanding and with an ability to adapt to change and unforeseen circumstances and to explain the reasons behind these adaptations.

In order to adapt learning programmes to meet the learners' needs one has to assess on a regular basis and give the learners effective feedback regarding their progress. The issue of continuous assessment is thus one of the principles underpinning curriculum 2005.

2.5 Assessment

One of the foundations of OBE is that of continuous assessment. The outcomes-based approach to curriculum design is strongly linked to assessment and therefore demands the implementation of valid and reliable assessment procedures.

> The paradigm shift demonstrates the need for these changes to be reflected in assessment practices. Unless assessment is properly aligned with curriculum reform and teaching practices, the desired changes in education will be extremely difficult, if not impossible to implement. (Pretorius; 1998: 82)

In order for BITED to give life to the outcomes-based approach to teaching and learning assessment should move from the emphasis on summative assessment as a single event to development assessment which is an on-going process.

Knowles (1980) has the following to say:

> As people grow and develop they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning – for themselves and others. Furthermore, people attach more meaning to learning they gain from experience than those they acquire passively. Accordingly, the primary techniques in education are experiential techniques – laboratory experiments, discussion, problem-solving cases, simulation exercises, field experiences, and the like.

The aim of this study is to examine whether the above is indeed happening in BITED.

Knowles goes on to say, "Youth thinks of education as the accumulation of knowledge for use in the future. Adults tend to think of learning as a way to be more effective in problem-solving today."

The learners in BITED are engaged in problem solving. They are faced with the problem of understanding and incorporating a whole new approach to education as proposed in Curriculum 2005. Knowles' comment makes an excellent summary to this chapter as it is a very difficult challenge for these 'learners'. They have been teaching successfully in their opinion so it is very hard to ask them to change now.

Therefore, using adult education principles might be the most effective way to help them overcome obstacles and blocks to more effective classroom practice.

CHAPTER THREE

RESEARCH DESIGN

3.1 Introduction

The aim of this study was to establish to what extent adult education principles were employed in the BITED programme.

The research methods included interviews with BITED learners and teachers as well as classroom observations. The BITED branch involved in this study is situated at the Johannesburg College of Education (JCE). The research took place from 25 July till 25 September 1999.

This chapter presents the research paradigm and design, the research instruments and describes the research participants. It also describes how the research was implemented.

The BITED programme is for teachers who are adult learners. BITED'S aim is to promote better teacher performance at school level. Since these teachers are adult learners it seems appropriate to focus on the presence or absence of adult education principles in the BITED programme.

The reason why this study asked the question is that if BITED is using adult education principles then there is reason, according to adult education literature and my experience, to believe that BITED will be able to help the learners optimally.

The specific aims of the BITED programme are:

1. to help teachers increase their teaching skills both in terms of their presentation and curriculum design.

2. to increase teachers' subject knowledge, and

3. to assist them to move into a new teaching approach namely: Curriculum 2005 or Outcomes-Based Education.

Once this research has been completed and is shared with the BITED organisers it may help to build on and improve practice in Johannesburg and elsewhere.

3.2 Scope

The enquiry focused on the BITED learners and teachers at their JCE branch. BITED has other 'branches' (centres) such as: Pietersburg, Benoni, Pretoria and Mpuluzi, which has three centres: Dundonald, Fernie and Mayflower. In total there were 500 students registered for the 1999 academic year but only 40 were interviewed. The researcher also interviewed 10 teachers.

The reason the researcher chose the JCE site is that she is employed on the same campus which meant that this site was the most accessible. The BITED classes were held on Saturday mornings. As the researcher also observed classes, this location was best suited for the purpose of this study. Also, many of the BITED teachers are lecturers at JCE so it was convenient to set up their interviews during 'working' hours.

The literature review has outlined the importance of using adult education principles in the teaching of adults. Therefore, this research identified five teaching and learning principles in adult education and looked at the extent to which these are applied in BITED. This study searched for the perceptions of the students who are currently in the BITED programme, as well as the perceptions of the teaching staff. These perceptions reflect how the students and staff view the programme. This is significant because it is an indication of their view points and experiences. Perceptions are the learners' map of the reality of the situation. The researcher also discussed reasons why these five principles are important.

Data was gathered by means of interviews with students and teachers. Ten 'lectures' or classes, were observed. The reason 10 classes were selected was that the researcher wanted a 'purposeful sample'. She attended two senior primary classes (SP), two junior primary (JP) classes, two pre-primary classes (PP), one specialisation subject, one major and two other. This was a small study as the researcher wanted a cross-section of the two BITED 'populations'.

3.3 Assumptions of this inquiry

This project was based on the assumption that there was scope for a more varied methodological approach in the in-service training of teachers and for consultations with learners about ways in which changes might be introduced.

This was an exploratory study as the research was essentially a pilot study as a way of examining the research process. It may lead on to a broader project in the future.

As mentioned above, for the purpose of this research, the researcher has limited her study to one in-service teacher centre: the BITED programme at JCE. She has since realised that there are many similar centres throughout South Africa.

3.4 Research paradigm

The qualitative research method was chosen for two main reasons. Firstly, the researcher believed that her personal philosophy influenced her choice of research method. She has been a teacher for the past 12 years and is now a lecturer. She has always believed that people like doctors, teachers, nurses, physiotherapists and psychologists are by nature caring, giving, understanding and committed people. Teachers are in the main caring, which is why they work with people in order to help them realise their full potential. However, this is perhaps a generalisation given the divergent personalities involved.

The researcher maintained that her learner-centredness and participatory teaching practices place her mainly in the 'humanist school'. This was one of the reasons why she chose qualitative research.

> humanist psychology is not a single organised theory or system but is a collection of convergent lines of thinking from Western philosophical sources. The view of behaviour that grows out of humanistic theory focuses on how humans are influenced and guided by personal meanings they attach to their experiences. (Hamachek; 1975:26)

The other reason is her 'view of knowledge'. The researcher believed that knowledge is subjective (certainly in the social sciences) Constructivists also call knowledge, subjective; they claim that we

construct our own reality and that reality depends on what 'the individual' has been exposed to. Therefore all knowledge, "truth" and reality can be different for different individuals, as mentioned before.

Within the literature review, a discussion was raised surrounding teaching and teachers from 'the old school' or the old South African education system where one view of knowledge predominated. The belief system was such that knowledge was a commodity and could be packaged and communicated in a one-way manner to the learner. The teacher was the expert in the classroom. Educational policies and practices currently reflect different way of understanding knowledge.

The researcher is aware of the ongoing debate surrounding the merits of qualitative and quantitative research paradigms, yet believes that what people think, experience and feel is important and real for them, as it was and is, their view of the reality of the situation.

"One of the most important issues in designing a qualitative study is how much you should attempt to prestructure your methods. Many qualitative researchers believe that , because qualitative research is necessarily inductive and grounded , any significant restructuring of the methods leads to a lack of flexibility to respond to emergent insights and creates methodological blinkers in making sense of the data." (Maxwell; 1996:63)

Thus, for the investigation the researcher believed that research which takes into account the three crucial elements – the learner, the teacher and the context in which the learning occurs – would produce fruitful insights into the learning situation. She believes that it was important to gain as complete a view of the social phenomena -called the education situation - as possible. The researcher believes that this is only possible through considering the experience of those involved in it.

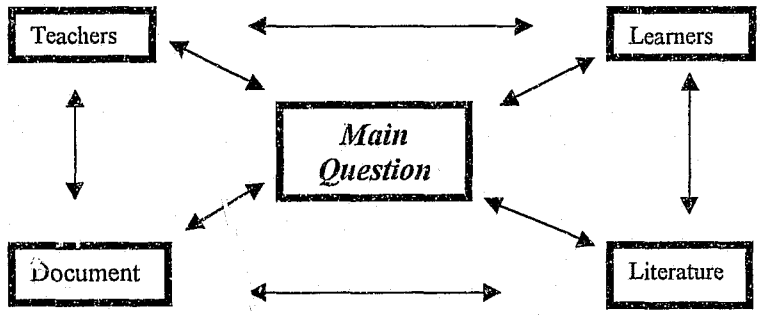
3.5 Methods and Sources employed

This study constituted a triangulation of sources as well as a triangulation of methods.

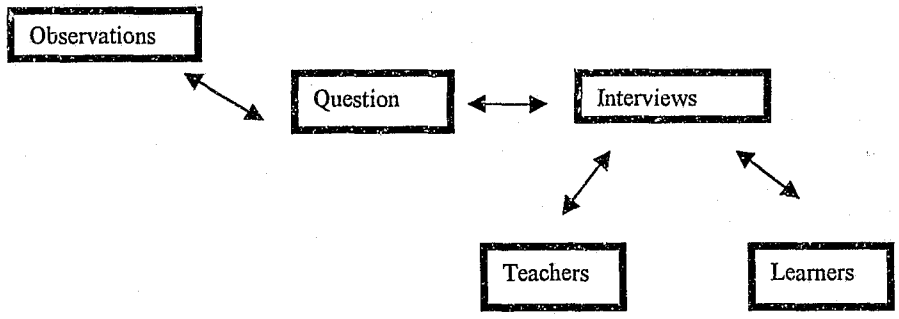
Triangulation is a research approach where two or more methods of data collection are utilized in the study of human behaviour. (Cohen & Manion; 1997:233) Careful use of triangulation established more valid data. This research employed observations, interviews as well as an examination of BITED records and statistics, and the relevant literature.

The researcher believes that triangulation techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour. Triangulation was advantageous to this research, as it made the sources and methods more explicit, due to the fact that the research developed in a more organic, rather than in a rigid, systematic manner.

SOURCES



METHODS



3.6 Limitations of the study

As mentioned in the literature review there was a great deal of material describing INSET and adult education principles, in other countries, and not much on the South African situation. Despite this restriction the researcher was able to extract what she thought was relevant and was able to apply it to the South African context.

However, the most obvious and perhaps the most important limitation is the fact that the strengths of the qualitative study design are weaknesses of the quantitative design and vice versa. For instance, Cohen and Manion put it this way:

> *In **quantitative** research there is, '... experimental or quasi-experimental validation of theory' as opposed to 'The search for meaningful relationships and the discovery of consequences for action.'*

They also compare the two research methodologies by stating:

> *'Abstraction of reality, especially through mathematical models and quantitative analysis.'*

Versus

> Qualitative research which is,
>
> *'The representation of reality for purposes of comparison. Analysis of language and meaning. Discovering how different people interpret the world in which they live.'*

Some practical limitations may be: time constraints and perhaps language difficulties as many of the subjects are second or third language speakers.

Finally, this was a small study thus the findings and recommendations cannot be generalized.

3.7 Adult Education Principles

The following were the five adult education principles which the researcher identified for observation. They were the 'behaviours' which she considered the most important because they repeatedly came up in the literature and also because of the historical context of the learners observed.

1. Learner – Centredness

   The researcher wanted to see if there was evidence of 'discovery learning'. Was critical thinking encouraged? Did the learners search for their own resources? Did the course, both in content and method cater for empowerment of the learners?

2. Respect

   She observed the different types of interaction. What were the learner-to-learner and the teacher-to-learner feelings? How did the learners treat each other ? Was the teacher dismissive? Did the teacher really listen? As an educator it is important to be aware that, 'The person is, therefore more important than the content of the dialogue and personhood more important than correct knowledge...'
   (Jarvis; 1995:34)

3. Previous knowledge

   What did the learners bring to the classroom? How was this used, if indeed it was? Did the teachers build new knowledge on the learners' life-experiences and previous knowledge? Learners bring their whole lives and whole identity into the classroom. This is very important in the South African context as....

   ... adults define their self-identity from their experiences. They define who they are in terms of their unique sets of experiences... Adults are what they have **done**.
   (Knowles; 1980:50 - cited in J. Ewart Smiths: 1997)

4. Assessment

The adult education principle states that learners should have a say in terms of their assessment (or at least be informed). How did this happen?

Assessment is a very important issue in the new education policy (Outcomes-Based Education). The policy is very clear on assessment criteria. Teachers must design courses to lead the students to achieve the necessary outcomes. The forms of assessment must also relate to what they have been learning.

The researcher believes that this point (assessment) is extremely important for the following reasons:

1. The process of assessment for children, whom they will be teaching, will be the same.
2. An adult education principle holds that: if teachers experience the problem themselves then they will be able to understand the concepts better and therefore be able to help others to achieve their potential.

3.8 Observations of Principles

Notes of the researcher's personal observations and impressions of classroom events were kept during the course of her 'class visits'. The researcher drew up an observation schedule listing aspects she had decided to observe with spaces for notes and comments. (see appendix 1) The observation schedule assisted the researcher to search for evidence which helped her to answer the main research question. The researcher was looking for evidence of:

- teachers who implemented adult education principles and those who did not.
- Activities and forms of assessment which teachers used.

The researcher observed classroom interactions and from these she inferred certain aspects about the teachers' teaching ability in terms of adult education principles.

3.9 Interviews

Interviewing is an art. One has to be a very good listener, one also needs to know when to probe a little more, eg: ask for clarity – "Tell me more". The researcher began by chatting briefly to the interviewees about their current work and background. She then explained the main aim of her research and her interest in what people think and feel about being in the BITED programme. This type of introduction made them feel more comfortable, and gave them a context within which to answer the questions.

These interviews were not 'strictly formal' where set questions were the only ones asked. The researcher classified the type of interviews she conducted as 'less formal ones' in which " the interviewer is free to modify the sequence of questions, change the wording, explain them or add to them;" (Cohen & Manion; 1997:271) as opposed to the completely informal interview.

Kitwood, 1977 explains that:

> If the interviewer does his job well (establishes rapport, asks questions in an acceptable manner, etc.) , and if the respondent is sincere and well motivated, accurate data may be obtained. Of course all kinds of bias are liable to creep in, but with skill these can largely be eliminated. In its fullest expression, this view accords closely with that of psychometricians, who apparently believe that there is a relatively permanent, consistent, 'core' to the personality, about which a person will give information under certain conditions.
>
> (cited in Cohen & Manion - p274)

The interview questions which were asked of the interviewees are found on the following pages. The Appendices present the observation schedule and list the interviewees' responses to questions.

INTERVIEW QUESTIONS

Interview questions for the learners and the teachers follow:

Questions for interviews:

LEARNERS

1. Why are you in the BITED programme? _____
_____
_____

2. What do you want from BITED? _____
_____
_____

3. What do you expect to learn? _____
_____
_____

4. What is your main home language? _____
_____
_____

5. What additional languages do you speak? _____
_____
_____

6. Where do you teach at present? _____
_____
_____

7. Have you studied any other courses? If yes, briefly describe your other tuition. _____

_____

_____

8. What class at BITED do you enjoy more than any other? Why? _____

_____

_____

9. Describe a typical lesson you received at school. Does BITED teach in the same way or not? _____

_____

_____

10. a) In what ways (if at all) are you encouraged to give your opinion of the ideas presented to you? _____

_____

b) Do you feel that your opinion is valued? _____

_____

c) If no, what responses are asked of you? _____

_____

11. a) Have you been asked your opinion on how the course is administered? _____

_____

b) If yes, did you see any attempts to improve / change areas that were complained about? _____

_____

12. Do you have any say in how you are evaluated (assessed)? _____

_____

13. Do you feel that you could give your opinion on any matter – even if not asked for? _____

_____

14. During your lectures are you encouraged to carry out any activities? Give examples._____

15. a) Do you feel stimulated to engage with the content? _____

b) Are you interested in areas that you had not previously considered? If so what?_____

16. a) Do you feel that you have added to your previous knowledge of the subject?

b) Do you feel that what you've learnt is relevant to you? _____

c) Do you feel that you could apply what you have learnt to different situations?_____

17. What don't you enjoy at BITED? _____

18. What has been your worst experience? _____

19. What has been your best experience? _____

20. Where you ever uncomfortable or unhappy at BITED..... What went wrong? _____

21. Describe BITED to me. (Any general / additional comments) _____

TEACHERS' QUESTIONS

1. How long have you taught at BITED? _____

2. What subjects or courses do you teach? _____

3. How did you get to teach at BITED? _____

4. Are you teaching the material that you have written? _____

5. Have you been involved with or in writing any BITED material? _____

6. Were there special requirements or procedures you had to follow? _____

7. Who decides on your course content? _____

8. How does evaluation in your course occur? _____

9. a) In what ways do you encourage input from your learners? _____

b) Do you feel this input to be of value? How so? _____

10. Do you feel the learners must have a set structure in terms of administration of the course, or must they help you decide how the course will be structured? (E.g. How it is run, the way the lectures are structured, amount of time spent on topics.) _____

11. During your lectures, do you give your learners activities to do? If so, please briefly state an example. _____

12. Do you feel the learners must engage with the content, or do you feel that it is most important to teach them 'the basics' and they can focus on further understanding later? _____

13. How would you describe your students? (overall profile). _____

14. Did you receive any adult education methodology? Do you feel this was helpful? How? _____

15. How do you deal with RPL in your subject? _____

16. Describe (in a few words) the atmosphere you hope to foster in your course?_____

_____

17. What do you believe the current atmosphere to be? _____

_____

18. Why do you think so? _____

_____

_____

19. What is the best or most rewarding aspect of teaching here for you? _____

_____

_____

20. What is or has been the most frustrating aspect of teaching at BITED for you? _____

_____

21. What kinds of problems or concerns of the students have you encountered? _____

_____

22. What are the problems you face from an administration point of view?

_____

_____

3.10 The 1999 student group

Table 3

Students registered for 1999

	JHB	BEN	P.BURG	PTA	MAY	DUN	FERN	TOTAL
PP1	16	-	14	-	-	-	-	30
PP2	3	3	4	-	-	-	-	14
PP3	5	9	8	-	-	-	-	22
PP4	20	12	9	-	-	-	-	42
PP5	3	-	-	-	-	14	13	30
JP/PP1	9	-	-	-	-	-	-	9
JP/PP2	16	-	-	10	-	-	-	26
JP1	17	-	-	-	-	-	-	17
JP2	16	2	-	-	-	-	-	18
JP3	19	11	-	5	-	-	-	35
JP4	31	16	-	5	-	-	-	52
JP5	9	-	-	-	9	11	-	29
SP1	11	-	-	-	-	-	-	11
SP2	18	4	-	-	-	-	-	22
SP3	19	-	-	-	-	8	1	28
SP4	-	-	-	1	-	-	2	3
SP5	-	-	-	-	17	33	30	80
TOTAL	212	61	35	21	26	67	46	468

The research group consisted of 30 BITED students. It was a **purposeful** sample in that the researcher consciously sought out a balance of male and female students. Foundation and Senior phases were also represented in the sample.

The researcher attended various BITED classes in order to do the classroom observations. In these classes she approached various students and asked whether they would be prepared to be interviewed for this research. As indicated above, she consciously sought out a balanced representation of study respondents. The researcher did bare in mind that this was a 'pilot study' and that she had limited time available. She was also aware that interviews take a long time.

In conclusion, the Research Design chapter explained how the researcher answered the main question as well as describing how she gathered the data.

CHAPTER 4

FINDINGS: ATTITUDES AND PERCEPTIONS OF THE IN-SERVICE BITED STUDENTS, LECTURER PERSPECTIVES & CLASSROOM OBSERVATIONS

4.1 Introduction

This chapter will present the findings and discuss them briefly. It will put before the reader each of the questions that were asked of the learners interviewed and analyse the responses.

Some of the questions were asked for the purpose of relaxing the interviewee and to put them at ease. These are sometimes referred to as leader or introductory questions. It was found that in some instances two questions could be collapsed and analysed together. Where this is the case it will be clearly indicated.

The purpose of asking each question will also be explained in each case so that the reader can focus on how the researcher has at all times kept in mind the selected adult education principles and attempted to link the questions directly to these.

Reasons for responses provided by respondents have been stated, as far as possible, in the words of the respondents. Responses were edited only when deemed necessary. This was done in cases where English was not the first language of respondents, or to clarify points made by respondents.

The responses that have been given as examples in this chapter have been selected because they were of particular interest to the researcher. A full list of all the responses to each of the questions appears in the appendix.

The interview was designed to gather qualitative data from respondents. They were not asked for their names. An interview was selected as the means to obtain information from participants, since respondents would be able to maintain their anonymity and to respond candidly.

4.2 Analysis of Learner Responses

1) Why are you in the BITED programme?

This was intended as an introductory question, to relax the students and to let them feel comfortable with the researcher. Another reason why it was asked was that the researcher wanted to establish whether people were in any way coerced to join the BITED programme or if it was their own choice. Adult education literature talks about how learners who are forced to attend courses may not perform as well because being told to do something is contrary to adult education principles.

This imposed structure conflicts with the adult's deep psychological need to be self-directing and may induce resistance, apathy, or withdrawal. (Knowles; 1986: 222)

Table 4.

Responses	*Frequency / % of 30*
1. To get my diploma or to qualify	12 (40 %)
2. To upgrade	8 (26.6 %)
3. To acquire teaching skills	6 (20 %)
4. Lack of money to study elsewhere	1 (3.3 %)
5. Because it is In-Service (INSET) and they are working	5 (16.6 %)
6. Started elsewhere and are completing at BITED	1 (3.3 %)
7. Both 1 and 3	3 (10 %)

Table 4 above, represents the number of responses and not the number of people. Three respondents gave two reasons, (one fell in group 1 and 2 and group 3).

It seems obvious that most people want to obtain the qualification or the certificate. This is interesting to note as it indicates that adults want something to show for the hard work, hours and studies that they have completed.. Extrinsic as opposed to intrinsic motivation seems to be a very common response to the question..

It was not found that interviewees were overly forced although two respondents did indicate that they were told about BITED by their schools. One respondent indicated this more strongly: "Our school wants to assist and put all their staff through INSET programmes!" Perhaps this is how the management team at the school chooses to delegate the responsibility of staff development.?

2) What do you want from BITED?

This question was very similar to question 1, however, responses reflect two main groups as is shown in Table 2, below. The most common responses were:

- To finish and to qualify, and
- Wanting real classroom hints and practical advice.

Table 5.

Responses	*Frequency*
1. To get the qualification	12
2. To upgrade	1
3. To acquire skills and learn good methodology	11
4. Both 1 and 3	6

It was interesting to observe that even though the question asked what they want from BITED, some people said, what they **don't** want ..."I don't want the school (BITED) to dissolve." This was obviously a great concern of many of the respondents (as becomes evident in later questions), and they needed to talk about the matter. This perhaps indicated the adult learners' anxieties or that they did not form a part of the decision-making process regarding BITED'S closure.

3) What do you expect to learn?

This question was open-ended. Learner responses have been clustered according to at least four general types of responses and are set out in Table 6 overleaf.

Table 6

Responses	*Frequency (of 30)*
I want to learn new teaching methods – Better classroom practice	10 respondents (33%)
Improve my subject content. (Both methodology and academic background)	3 (10%)
Learn all I can about Outcomes Based Education (OBE)	6 (20%)
Knowledge related to teaching and child psychology	4 (13.3%)
*Other general comments given. (Not really related to the question)	7 (23.3%)

*See Appendix for full list of respondents comments.

Some of the respondents did not answer the question. These have been recorded under point 5. Either I did not explain the question well enough or he/she wanted to tell me something different. Some of these at variance responses are listed below.

Responses reflected the following points of view:

- I expect to learn a lot about Junior Primary.
- I want to learn to be better at English.
- To be a better critical thinker.
- At first I thought it would be the same as at Soweto College, but it isn't...BITED's standard is higher.
- I just want my diploma.

4) What is your main home language?

The main home language of respondents is recorded in Table 7 overleaf.

Table 7

Home Language	*Frequency*
English*	9
Tswana	8
Zulu	7
Afrikaans	1
Sotho**	2
Xhosa	1
Venda	2

*One of the respondents who indicated English explained that she is actually German, having been brought up in a German home but that she now considers herself English.

**One of the respondents who indicated Sotho was actually Pedi which is sometimes referred to as North Sotho. The researcher has grouped the 2 together in this table.
This question was intended (as was question 5, below) as a leader question but in fact the responses were interesting, what the researcher noticed was the amount of other languages that the respondents could speak. (see Table 8)

5) What other languages do you speak?

The detailed list of all the languages that respondents can speak appears in the Appendix (under "Learner Responses"). The number of other languages are follows:

Table 8

Number of other languages	*Frequency*
1	9 respondents
2	10
3	5
4	2
5	3
6	1

6) Where do you teach at present?

This question was also asked as a general discussion question but what the researcher observed was quite interesting. One of BITED's requirements is that its learners are practicing teachers (In-Service). A number of the respondents indicated that they are not teaching. In some of the cases the respondents were teaching when they registered with BITED and are not teaching now, but in two cases they were never teaching and in fact have never taught. It was pleasing to note that BITED seems to have been flexible with its rule here. This sort of flexibility is in line with ADED principles.

7) Have you studied for any other courses

The majority (63%) of the respondents indicated that they had completed (or practically completed) other courses; however there was a wide range of "definitions" of courses. Some respondents had completed parts of Pre-set (Pre-Service) teacher training courses at either Daveyton College of Education, Soweto College or Johannesburg College of Education. The range of responses are presented in the table below.

Table 9

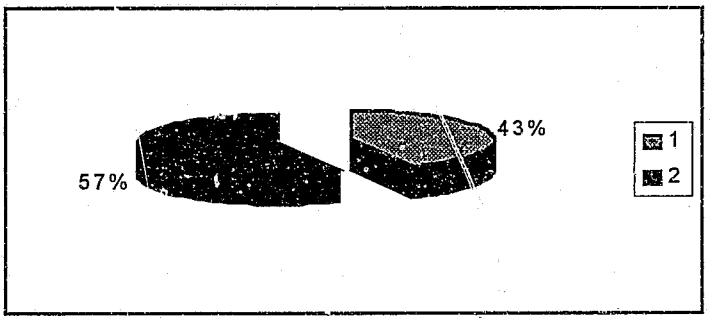
Courses studied	*Frequency*
1. Partial completion at another teacher training college	5
2. School workshops (Staff development)	3
3. Teacher Centre Courses	3
4. Unisa	2
5. None	10
6. Nurses College	1
7. Early childhood development courses (ECD)	3
8. Have other degree	2

*One respondent answered this question incorrectly. He listed subjects already completed at BITED.

8) What classes at BITED do you enjoy more than others? Why?

The responses to this question were thought-provoking because they could be divided into two main categories: process and subject. Thirteen of the thirty respondents (43.3%) as reflected in Figure 1 below, have reasons that highlighted **process** and 17 (56.6%) noted the **subject** they enjoyed in other words the knowledge they had received.

Figure 3



1 43 % gave reasons for enjoyment because of the way they were treated.

2 57 % stated subjects they enjoyed

The researcher's intention when asking this question was to elicit responses that would highlight the selected adult education principles – viz. respect, learner centredness, good facilitation and previous knowledge.

Some of the reasons provided by the **process** group are as follows:

- She treats you like an adult, other lecturers regard you as a young student
- The classes where we share ideas and experiences.
- What has been interesting are other people's ideas – they are reinforcing.
- I enjoy classes where the lecturers give clear instructions – others are confusing.

Reasons provided by respondents of the **subject** group are:

- Education – It is informative and broadens our knowledge.
- Pre-literature – she treats you like an adult.
- Art Education – We can teach it exactly how we are taught it.

9) Describe a typical lesson you received at school. Does BITED teach the same way or not?

Table 10

Responses	*Frequency / % of 30*	
Yes	3	(10 %)
No	16	(53 %)
Unsure (Some are and some not)	11	(36.6 %)

Three of the 30 respondents (10%) as reflected in Table 10 above, agreed that the teachers at BITED teach in the same way that their teachers at school taught. However, sixteen (53 %) pointed out that the teaching at BITED is much better and very different from school. 37 % of respondents said that teaching varies from lecturer to lecturer and that in some classes it is the same and that in others it is different.

Some of the views presented by respondents were:

- Most of BITED is exactly like school. We are not encouraged to give our own input. It is not learner-centred.
- At school we were not challenged. BITED is better - it encourages you to express yourself ... can debate
- At school – sit and listen, do what you are told, not find things for yourself. BITED is more adult ... (you still have to sit and listen ... but they are not telling us.)

10) a) In what ways are you encouraged to give your opinion of the ideas presented to you?

b) Do you feel your opinion is valued?

c) If no, what responses are asked of you?

The responses to this question will be analysed in three sections:

I Are they encouraged to give their opinions or not?

II How are they encouraged? - (Feel valued)

III What sort of responses are asked of them?

I Table 11

Responses	*Frequency*	
Yes	10	(33.3%)
No	12	(40 %)
Sometimes (Depends on the lecturer	8	(26.6%)

II Responses to this question reflect a range of opinions from respondents. These were more difficult to categorize and therefore to analyse statistically. Some examples of the most frequent responses have been provided in Table 12.

Table 12

Responses
Some lecturers do this better than others.
No, we are not encouraged to give our own input. We don't have any say regarding the materials or the content.
Yes, I am open to it. It is the students' responsibility to actively participate.
We are not **encouraged** to ... but if we do they don't seem to mind.
Yes we can in group discussions
We don't really have any real say but we are allowed to discuss the content. But no opinion on the important "stuff".

III What sorts of responses are asked of you?

The majority (57 %) of the respondents indicated that the main type of response required of them was classroom discussion and answering questions in class.

The researcher observed group discussion in three of the 10 lessons observed. Lecturers also indicated that this is the main "activity" they use.

11) Have you been asked your opinion on how the course is administered? If yes; did you see any attempts to improve / change areas that were complained about?

Responses to the above question reflect two clear groups:

1) No, we've never been asked (73.3%) and,
2) Some variations of ... "No, but in some classes we sometimes get given some choices" (26.6%)

The general comments made by the "variation group" (26%) reflected the following points of view.

- If you have some main problems you can go and talk
- At the end of 1st year one lecturer asked if we were happy – but nothing in the next three years.
- We have a say but it is not always taken up.
- Yes, we had to choose as a class – to do language or poetry.

12) Do you have any say in how you are evaluated?

All of the respondents answered 'No, that they do not have a say in how they are evaluated'. Assessment is an important area in Adult Education.

According to andragogy, the critical element in the assessment of the gaps is the learners' own perception of the discrepancy between where they are now and where they want (and need) to be. So the assessment is essentially a self-assessment, with the human resource developer providing the learners with the tools and procedures for obtaining data and making responsible judgments about their level of development of the competencies. (Knowles; 1986: 125)

Some significant statements made by the respondents are as follows:

- I suppose we could say that we disagree with some things but we still must do as they say.
- No – the exam is set. I feel we should have a right to see why / how we got that mark.
- For practicals, and crits. We do have discussion – but that's all.

13) Do you feel that you could give your opinion on any matter – even if not asked for?

Table 13

Responses	*Frequency / % of 30)*
Yes	16 (53%)
No	9 (30 %)
Sometimes	5 (16.6%)

Sixteen of the thirty respondents (53%), as reflected in Table 13 above, agreed that they could give their opinion no matter what. However, at least 3 (10%) of the 16 pointed out that no one actually asks and that they feel even though they could give their opinions they felt a lot of other students could not. The remainder of the respondents maintained that they could not give their opinions. Respondents who said "sometimes" provided the following reasons:

- Yes with some teachers but not with others
- Not on any matter, but some-yes.
- If you do try, you have to be very polite (diplomatic).

14) During your lectures are you encouraged to carry out any activities? - Give examples

The majority (60%) of respondents indicated that class discussion was the major activity. The rest of the respondents noted the subjects where activities were prevalent. These included: Pre-Primary, Art, English, Junior Primary, Music, Movement.

Art is a practical subject so it's logical that these respondents consider the subject "activity all the time". Making posters or charts and writing a story in pairs were some of the examples mentioned, from other subjects.

Discussion can be considered an activity but the researcher was disappointed that other activities like role-plays, games, simulations ... etc were not mentioned.

In the ten classroom observations the researcher saw examples of discussions, paired writing and an Art lesson in progress. At this point it is important to reiterate that this study is a cross-section in time – what this means is that the respondents were telling the interviewer what was in their minds at that particular time. Perhaps other BITED classes do have these other activities.

The cross-section in time in terms of this research means that wherever and whenever respondents were when responding is therefore only valid for that moment in time. These are the reflections and perspectives of the people who were asked, it is possible that others have done other types of activities.

15) a) Do you feel stimulated to engage with the content?
b) Are you interested in areas you had not previously considered?

Part (a) is presented in table 14 below under the following headings: yes, no and sometimes / depends on the subject or teacher. One respondent said it also depends on your own interest.

Table 14

Responses	*Frequency*	
Yes	8	(26.6 %)
No	11	(36.6%)
Depends on...	11	(36.6%)

The responses to part (b) have been clustered below according to the most frequent types of responses.

b) Are you interested in areas you had not previously considered? - If so, what?

- I am interested in Pre-primary because I'm in that field.;
- I am interested in Language acquisition because we have never considered ways in which children learn language
- Yes – Design and Technology in pre-primary and how to implement it in the classroom

16) a) Do you feel that you have added to your previous knowledge of the subject?

b) Do you feel that what you have learnt is relevant to you?

c) Do you feel that you could apply what you have learnt to different situations?

The responses to the above a, b and c will be presented simultaneously in Table 15 below.

Table 15

No	*A*	*B*	*C*
1	Yes	Yes	Yes
2	Yes	Not all	Some
3	Yes	Yes	-
4	Yes	Yes	Yes
5	Some	Some	Yes
6	Yes	Some	-
7	Yes	Yes*	Not all
8	Yes	Not always	Not always
9	Yes	Some	Yes
10	Yes	Some	Yes
11	Not too much	Some	Yes
12	Yes	A little	Not comfortable
13	Yes	Yes	Yes
14	Yes	Yes	Some
15	Yes	Some more	Not always
16	Yes	Yes	Yes

17	Yes	Yes	Yes
18	Some	Some	Yes
19	Yes	Yes	Don't know
20	Yes	Yes	Yes
21	Yes	Yes	Yes
22	Yes	Yes	Yes
23	Yes	Yes	Yes
24	Yes	Yes	Yes
25	Yes	Most	Yes
26	Mostly	Yes	Yes
27	Yes	Yes	Yes
28	Yes	Yes	Yes
29	Yes	Yes	-
30	Yes	Yes	Yes
Yes Totals	26	19	20

*Some people that said yes – added that "more so in some subjects" (for full comments given see the Appendix.)

86.6 % of the respondents said that they have added to their previous knowledge.
63 % said that they had learnt things that are relevant to them, and 66.6 % said that they could apply what they had learnt to different situations.

This table is showing that respondents feel they have added to their knowledge in a relevant way and that they can apply what they have been taught. These are very positive findings.

17 & 18) What don't you enjoy at BITED?
What has been your worst experience?

All of the respondents indicated that they had experienced some negative aspects at BITED. Likewise all of the respondents had positive experiences as discussed in question 19.

Reasons provided by respondents for negative comments are as follows:

- They (BITED) are not well organised. It took one year to determine what credits to give me
- Some classes. - Lecturers sometimes do not seem prepared, or they change the topics at the last minute.
- That BITED is closing down now and we are forced to do more subjects, to rush it and finish
- The biggest problem is Administration – They tell us our marks are sitting with the externals
- They don't run the place in an efficient way – eg. Letters (correspondence) this year (1999). We are not informed or notified properly.
- My worst experience was exam disorganisation. One started half an hour late. Sometimes they lose our marks.
- They try and lecture on professionalism – but they don't practice it.

A number of people expressed great concern, sadness and even anger that BITED is closing down. This uncertainty and unhappiness was often related to the fact that they were not informed or clearly notified.

Respondents had heard that BITED will close at the end of the year 2000 then they were told it will close at the end of 1999. At the time of these interviews (September & October 1999) many students had not received official notification yet. One respondent stated: "We are not even sure when we're closing."

It seems like such a pity that such a valuable & worthwhile place is closing down. BITED officially closed at the end of 1999. The remaining students have been taken over by JCE & accommodated into their Upgrading programme.

19) What has been your best experience? (positives)

This was treated as an open-ended question and responses have been clustered according to at least six general types of responses and presented in Table 16 below.

Table 16

Responses	*Frequency / % of 30*
1. ADED principles: • We are treated like adults • The teachers are warm and caring	4 respondents (13.3 %)
2. Classroom practice: • My potential to teach has greatly improved • We get good practical suggestions and ideas	3 (13.3 %)
3. Sharing: • Mixing with and meeting other teachers is great, we get ideas from each other • Learning through my peers	6 (20 %)
4. What BITED aims to do / What BITED is: • BITED has been a life-saver for me – a blessing • BITED is a fantastic opportunity for dedicated teachers to upgrade • I can now be a proper qualified teacher. • It uplifts people who would never have had the opportunity	14 (46.6 %)
5. Subjects (new knowledge and content) • In Health, Geography and Education I have learnt a lot of interesting new things	1 (3.3%)
6. Self-esteem • Getting good marks is my best. • When you get good marks for assignments and passing. You feel successful	3 (10 %)

*Respondent no. 17 gave two reasons and was therefore counted twice (Group 3 – sharing and 6 – achieving).

19) Were you ever unhappy or uncomfortable at BITED? What went wrong?

The information gathered from this question was almost a repeat of the negative responses presented in questions 17 and 18. Some very interesting and insightful comments were made. (See the Learner responses in the Appendix for a full list of responses.) The consistency of the responses between these 3 questions (17, 18 and 20) suggests that respondents felt quite strongly about the problems they had encountered.

20) Describe BITED to me?

The general comments made by the respondents to the above question once again provide a wealth of additional insights and perceptions. The researcher has selected to use this information in her discussion chapter that follows this one. However, the full list of responses appear in the Appendix.

> "Dr Knowles asserts that adults are taught like children because adult teaching methods are based on child learning theories. He contends that teaching adults is different from teaching children because adults bring motivations, goals, expectations, and experiences to the learning situation that are totally different from a child's. The techniques for teaching adults must therefore reflect those differences."
> (Leonard Nadler (editor), on the back cover of: The Adult Learner, A Neglected Species; (1986), Malcom Knowles)

4.3 Observations of BITED classes

The researcher attended and observed ten BITED classes over three Saturdays, starting on the 14th August 1999 and ending on Saturday 23th August 1999. The main aim of the classroom observations was to determine whether there was any evidence in the lessons of the previously selected adult education principles. An observation schedule was drawn up listing the adult education principles that were to be observed for this study, these included: Learner-centredness, respect, previous knowledge, assessment and teacher as facilitator.

The following classes were observed:

1. Junior Primary Language Methods
2. Education
3. Professional Studies
4. Environmental Studies
5. Pre-Primary Methodology
6. English Literature
7. Early Childhood Methods
8. Art
9. English Language, and
10. Pre-literature.

A summary of the observation findings is presented in this section:

The researcher observed varied teaching strategies ranging from lecturers who simply read from the course manual for the whole lecture to group work activities and discussions in other classes.

Nine of the ten lecturers showed **respect** towards the learners even when learners kept arriving late. Learners were spoken to with respect and treated with consideration. One lecturer shouted at the class because they arrived 15 minutes late saying she was not prepared to catch up the work they'd missed. The researcher was struck by the number of late-comers – this was a common factor throughout the observations.
The following positive aspects were noted in relation to respect:

- Lecturers explaining what difficult words meant
- Talking to the learners in a very nice manner
- Does not use difficult language
- Was obviously interested in what learners had to say.

There were also some negative aspects observed such as a lecturer who appeared somewhat disorganized and changed the intended lecture topic at the last minute. In another class there was no

evidence that the lecturer valued what the learners had to say. In some cases the learners' comments were "ignored" completely.

In terms of **previous knowledge** the most frequent observation was lecturers asking the learners for examples from their own classrooms, such as "In your own classes, how do you get children to talk?" In the Professional Studies class the lecturer was comparing old schooling methods to new ones. This was relying on their previous knowledge because all these learners had experienced the "old schooling" methods. Adult learners bring into the classroom their experiences. The Pre-primary lecturer told the learners that they should incorporate what they learn into their teaching. This was an interesting reversal. In the Early Childhood Methods class the lecturer, who was an example of an outstanding adult educator, used classroom examples to illustrate children's stages of development.

The researcher had more difficulty identifying "**Learner-centredness**" and hence decided to categorise this area into three aspects: - discovery / experiential learning, critical thinking and empowerment. The reason for this difficulty was that, in the researcher's own experience of adult education classes, experiential learning was dealt with rather differently. The researcher was also looking for "**facilitation**" as one of the adult education principles. It was felt that these two areas go hand-in-hand and therefore will be commented on together, below.

1. Critical thinking was dominant in the Education lecture. This lecture dealt with different approaches to knowledge. Learners had to, in groups discuss what they understood by objectivism and constructivism.
2. The Art lecture appeared to be the best example of "Experiential learning". The learners experience doing the work themselves and seeing how the lecturer presents it. They discovered through the process exactly how they should teach Art.
3. What the researcher was looking for in terms of "empowerment" was exactly what learners were referring to when they indicated that they wanted "real classroom hints and tips". In the researcher's opinion many of the classes observed did offer this. Examples include:
    - Language Method – how to select good picture-story books, how to deal with them in the classroom as opposed to, how not to deal with them.

- English Literature class – had very good examples of co-operative learning; learners had to, in pairs discuss their pasts highlighting areas that they would publish if they were writing a book. The researcher felt that this would empower them sufficiently to be confident to facilitate co-operative learning in their own classes.
- Making teaching aids (in Early Childhood Methods and Professional Studies), also helps the learners to be more confident and thus better prepared teachers.

The researcher observed that learners were far more attentive in group discussions than when whole-class lecturing took place. One "lecture", as mentioned above took the forms of the lecturer reading straight from the manual for the entire time. The following problems were identified based on the researcher's observations of BITED classes:

- Some lecturers give students 5 or 10 minutes to complete a rather difficult reading and then to comment on it. Some learners took too long to read, some people didn't discuss and certain people monopolize the discussions. A good facilitator needs to watch for this and deal with it effectively.
- In certain classes the learners did not readily respond to questions. The lecturer had to prize the information out of them.
- One lecturer had a lot of notes on an overhead-projector and just told the learners to take down the notes.

In spite of the problem areas described above, discussion in small groups or in pairs combined with whole-class feedback, maintained the interest of participants and rendered positive responses from students. About half the lecturers showed good facilitation skills.

The only observations of **assessment** were when lecturers were handing out reading tasks or assignments (homework for the next time). There was no evidence of the new Outcomes Based Education methods of assessment criteria or adult education methods of assessment as described by Knowles, when he says "assessment is essentially a self-assessment". (1986: 125)

Knowles goes on to say:

> the excellence of the model is not the most critical factor in the contribution that competency-based education makes to the effectiveness of the learning. The most critical factor is what it does to the mind-set of the learner. When learners understand how the acquisition of certain knowledge or skill will add to their ability to perform better in life, they enter into even didactic instructional situations with a clearer sense of purpose and see what they learn as more personal. (Knowles; 1986: 125)

4.4 Lecturer interviews

The lecturer interviews consisted of twenty-four questions most of which were open-ended. Ten lecturers were interviewed and what the researcher was trying to establish was the relationship between the perceptions of the learners and the perceptions of the lecturers towards the five selected adult education principles chosen for this research.

The similarities between many of the questions asked of the lecturers and of the learners were intended to serve as a cross-check, eg (questions 7, 8, 9, 11 and 12).

- Who decides on your course content?
- How does evaluation in your course occur?
- In what ways do your encourage input to be of value?
- What kind of activities do you give your learners to do?
- Do your students engage with the content?

The other questions were meant as "background information questions" so that the researcher could get a feel of what BITED is like for them – these included:

- How they came to be teaching in the BITED programme?
- Had they had any adult education input or training?
- How do they (if indeed they do) deal with RPL (recognition of prior learning) in their courses?

All the questions that were put to the lecturers are set out below and in each case all their responses have been given. Underneath each set of responses there follows a brief analysis.

1.) How long have you taught at BITED?

1) Three years
2) Four years
3) Eighteen months
4) Four months
5) Two years teaching & moderator since inception & helped plan course so approximately five years in total.
6) One year. I had to take over from a 'problem person'. I was willing to do it straight away. I was then appointed course co-ordinator for English communication and an examiner.
7) Three years in total. (Two years and then a break for one year and now one year again)
8) Six years
9) One year
10) Only 1 module (five months)

The responses to this question were varied. Two of the lecturers interviewed had taught at BITED for less than a year. Two had taught for a year, one had taught for a year-and-a-half and two had taught there for three years. The remaining three lecturers that were interviewed had taught for 4, 5 and 6 years respectively. These people had been with the programme ever since it started, the others had moved in to take over so they had not been there since it started.

2.) What subjects or courses do you teach?

1) Professional Studies I. (JP and SP). It entails teaching methods.
2) Education Ia and IIa. (that is, 1st year and 2nd year) from Introduction to Education to all 4 disciplines – Sociology, Philosophy, Psychology and History of Education.
3) Module on teaching-aids (6 months), Handwriting module and Religious Education which is a compulsory credit.
4) Some Art workshops (PP) and Environmental Education JP.

5) Health Education (PP)
6) English Communication – 1st years TELIP programme (book 1) for 6 months, this involves: how to write, brainstorming, main-ideas. Then 3 months of children's literature then literature. In second year we do: Creative writing, how to make a very bland story interesting, looking at beginnings and endings, other points of view, stop story and then carry on. In the 2nd half of this year they may go to English I (Academic) (out of 40 learners we recommended 5 to proceed to English I) They do sections of grammar – eg. Tenses, Academic writing skills, Summarizing skills and short stories.
7) Creative Arts – Art Specialization
8) Early Childhood methods (have also lectured Movement, Children's Literature and Art – but not these anymore).
9) English Language – grammar
10) Art Education (JP and SP)

From the above responses one can see that there are ten different subjects (courses) listed. A range of phases, as the researcher had intended are reflected: pre-primary (PP), Junior Primary (JP) and Senior Primary (SP). Each of the 10 respondents teach a different subject but respondents no. 7 and 10 teach in the same department.

3.) How did you get to teach at BITED?

1) I stood in for another lecturer and then was asked to carry on.
2) I was asked by the previous person. I was keen to get involved in the INSET and I wanted to write.
3) BITED's director approached me first and asked whether I would write a Religious Education programme. I asked him if I could teach what I had written to see how it goes (to assess my own materials).
   *This subject at BITED is not the same 'Multi-faith approach' we have at JCE. They told me I must write with a mostly Christian approach. I was a little resistant then. I was told that it could be from a Judeo-Christian perspective but should not be a multi-faith approach or a denominational dogmatic approach either. I was told, let the old Biblical Studies influence you, but emphasize the historical background and social context.
4) The assistant director asked me.

5) At the beginning the Director pushed me a bit.
6) BITED was unhappy with the last four people in the subject. There were incidents with the students. The Director kicked them out and asked me.
7) I was first approached to write material and then to teach.
8) I was a JCE student myself and '93 to '96. I liked the sound of BITED. I was approached by Dr Nowlan to be a Pre-Primary lecturer.
9) I went and asked if they could use me and they did.
10) I was asked to come in and help with one module. (part-time)

The majority of the respondents (80 %) answered that they were asked to teach by either, Dr Nowlan (the Director) (50%), the Deputy Director (10%), or by the person they were taking over from (20%). Two of the respondents (20 %) approached BITED and offered to teach.

4.) Are you teaching the material that you have written?

1) No
2) Yes. Some. The Philosophy and Introduction to Education I wrote.
3) Yes. Some that I wrote and others not.
4) No
5) Yes
6) No. I'm teaching set TELIP courses. I follow their outlines but often substitute using my own examples, aids and children's' books. I've tried to develop their skills to achieve the basic outcomes.
7) Yes
8) Yes
9) No
10) No

Table 17 – Are you teaching the materials that you have written?

Responses	*Frequency / % of 10*
No	5 (50 %)
Yes	3 (30 %)
Varied (Some that they had written as well as others)	2 (20 %)

5.) Have you been involved with or in writing any BITED material?

1) I was (but what I wrote was not needed any more) Old terminology like 'aims' and 'objectives' was changed to new OBE terms.
2) Yes
3) Yes
4) No
5) Yes
6) No – (see question 5 comments) but I would be in a position to do this.
7) Yes
8) Yes – have written; religious education for Pre-Primary, Early literacy, Pre-Maths, Environmental Studies and Life Skills (both for Pre-Primary)
9) No
10) No. I was given the existing manual to work with.

Table 18

Have you written any BITED material	
Yes	60 %
No	40 %

6.) If yes, were there any special requirements or procedures you had to follow?

1) Told to get in line with curriculum 2005.
2) It must be communicative, level of language should be accessible, formal units and activities, divide time so that it fits in with JCE's level one. I was told this informally and not always explicitly. There was no process really in piloting and coming back and writing again
3) Yes, it must not be multi-religious! Structured layout – eg. Objectives / outcomes at the beginning. Emphatic about the language: it had to be conversational as the majority of the learners were second or third language speakers. Participation should be written into the course material.
4) No – not applicable
5) Yes – modules should be interactive and have clearly stated objectives.
6) N/A
7) I was told, sort of instructed, to be conversational and accessible – not too technical. Take note that most learners are second-language speakers and try and be leaner-centred.
8) Yes, I was told to follow the JET (Joint Educational Trust) model: keep your sentences short and simple. The module should be interactive – leave space for learners to write. It should be modular and progressive.
9) N/A
10) N/A.

All of the respondents, (out of the 60 % who in the previous question had indicated that they had written materials for BITED) said that some guidelines or instructions had been given to them. They said things such as:

- I was told it had to be communicative.
- The level of language should be accessible
- The modules should be interactive
- Told it had to be in line with Curriculum 2005
- The modules should have a structured layout; and
- Participation should be written into the course.

7.) Who decides on your course content?

1) Dr Nowlan. The original ones were designed by PROMAT.
2) Myself.
3) I was asked for my ideas. I had to draw up an overview of what I thought could go into the course. He came out with what he wanted – showed it to the then Vice-Rector. He approved it. (They were being prescriptive I thought).
4) The manuals.
5) We (Dr Nowlan and myself) developed the course.
6) Dr Nowlan – I had no say. I was just given the books – but I've adapted... (rather liberally)
7) The lecturer does
8) I did (the lecturer). I consulted with another lecturer and with others in the field. Dr Nowlan would oversee it.
9) The BITED organisers – they told me what areas to cover.
10) The lecturer who hired me as an assistant

The general comments made by the respondents could be clustered.

Table 19

Who decides on your course content?	
Dr Nowlan	3
Myself	3
Combined (Dr N and the lecturer)	2
The Manuals	2

8.) How does evaluation in your course occur?

1) Assignments and exams. No time for any other. I gave out my phone number in case any students needed extra help... very few used it (Those that did were good students).
2) Assignments and exams (traditional) – The students don't have a say

3) This is a method course and the assignments are written into the course. Plus, exam at the end of each module – that is, mid-year and at the end of the year.
4) Assignments and exams. I also try and note their responses in class and reflect on what happens in class.
5) Assignments and classroom observations. (Teaching prac – where we go and observe them teaching).
6) Very formal: 4 assignments and 2 exams. (The assignments are essays). The actual contact time is short (limited) we set homework and check on it the next time they come.
7) Setting criteria for each project. Exam equivalent.
8) Exam and coursework tasks. Sometimes self-evaluation and peer-evaluation in class. They give each other feed-back.
9) Assignment and exams.
10) There is no formal exam in this subject. Exam equivalent task and we mark their work (Art).

Seven out of the ten respondents (70 %) said that evaluation in their courses occurred by exams and assignments. The remaining 30 % indicated that their courses did not have exams. They used exam-equivalents and classroom observations (Teaching Practice) instead as part of their evaluations.

Two interesting statements that were made were:

- I also try and note their responses in class and reflect on what happens in class
- Sometimes self-evaluation and peer evaluation occurs in my class.

9.) a) In what ways do you encourage input from your learners?
b) Do you feel this input to be of value? How so?

1. a) I do! I'd rather not use the examples in the manuals but let them use their own examples. I try and create a platform where they can voice their own concerns. (Voice their own examples and see the relevance)

b) Very valuable; they can see the relevance immediately – not just theory. Because they are teaching, I ask them, 'What have you taught this week?... and then I can point out the links between theory and practice.

2. a) In the lesson itself, I will give them a question to discuss and then to report back. I try and involve them by drawing on their own experiences.
   b) Yes... They come with different perspectives and examples. This leads to more discussion even though it is sometimes off the point.

3.) a) I try and use a lot of co-operative learning methods, such as group discussions. I've found that if I use whole class teaching too much, one or two people always dominate the discussion and the rest of the class becomes restless.
   b) The group discussions are valuable because by contributing and discussing they become more confident.

4. a) Get responses from them.
   b) Yes

5. a) By doing group work, that is, using the interactive approach.
   b) it is not always that valuable because it needs more time.

6. a) I ask for feedback often. I ask them to use their own examples and to give me their own ideas. (What are some of your own problems in your classes?)
   b) They show me either (a) what I was looking for OR (b) that the 'penny has dropped'. I also value their input because it gives rise to another activity. (I try and show them that I value their input.)

7. a) Firstly through discussion. Later in their work; I encourage them to take risks and to be personally expressive. Also we sometimes have group evaluations and discussions.
   b) Yes, very! It helps to discover relevance of topics and to connect with people's lives. Personal responsibility in work demonstrations. Demonstrates their understanding of concepts.

8. a) I try and have an informal atmosphere in the classroom. Through questioning... they bring their examples from school, share material, group discussions and (they can phone me).
   b) Invaluable – diverse backgrounds and they've had to cross a lot of barriers. My first group was the best, they shared more – I did a lot more ice breaking – we had more time.

9. a) I ask questions to see if they have understood.
   b) Yes, one person's question may be what others also need to know.

10. a) I ask them questions about how it is like for them, at their schools. They often share other school / work related problems with me and ask how I would deal with it (eg. Discipline problems) They share personal 'stuff
    b) Yes – we can all learn from each other.

The many responses for both question A and B listed above, can be clustered into similar groupings:

A: In what ways do you encourage input from your learners?

- I encourage them to use their own examples (30 %)
- I give them questions to discuss (20 %)
- Group discussions (20 %)
- Co-operative learning methods (10 %)
- By having an informal atmosphere in the class (10 %)
- I get responses from them to questions I ask (10 %)

B: Do you feel this input to be of value?

Responses could be clustered into the following categories

- Yes, they can see the relevance (20 %)
- It makes them more confident (10 %)
- Get different perspectives (30 %)
- Show me that they've understood (20 %)

The remaining 20 % (2 respondents) indicated that: (a) yes, it is valuable... (without giving any further explanation,
and
(b) it is not always valuable.

10.) Do you feel the learners must have a set structure in terms of the administration of the course, or must they help you decide how the course will be structured?

1) Everything is set for them. A lot of students have problems with that... I think that ADED says they should have a bigger say.
2) Learners should have a say in principle. They could define ways or identify areas of interest. But, practically it is difficult.
3) It is structured. Things like financial constraints and availability of teachers. It would be lovely but it is not practical. They do have a choice in terms of subjects... (some are compulsory but there is some choice) Plus it is a specific qualification that we are talking about, so it must be fairly structured. It cannot be a free for all. It's not appropriate.
4) Yes – it is extremely important that they have a set structure (we do talk a lot in class). However, we need to tell them what to learn. They don't know what they need to know.
5) They should <u>not</u> tell us how to structure the course. We need to tell them the things they need to know. We are aiming to empower them. We are flexible too. But, you know if you leave it up to them – all they will want are worksheets.
6) I think that they should have a say – they are adults. RPL is needed in BITED – you should acknowledge what they can do. They may not know about RPL. They (the BITED learners) are not empowered, they are kept infantile and kept in the dark.

7) They should have a set structure. We only have a set time for the course. Can negotiate a bit – re: due dates or new activities. (Sometimes have a choice.) It is difficult for the learners to decide how long it could take.
8) It is important to 'hear' the learners. Pre-primary is informal and does takes the needs of the learners into account. We keep this in mind in the lectures.
9) Most definitely – the learners should have a set structure. They cannot help structure this course.
10) No, they must have a set structure. How can they help decide what should be in the course?

From the above responses one can see a range of opinions. Most respondents said that there is a set structure and that learners do not have a say. 40 % indicated that they felt students should have a say; for example:

- Learners should have a say in principle
- It would be lovely but it is not practical
- They should have a say as they are adults

60 % of the respondents felt that the structure of the course should be set because:

- This is a set qualification....it cannot be a 'free for all' Its not appropriate
- They don't' know what they need to know
- We need to tell them the things they need to know
- We only have a set time for the course

The researcher felt that these responses showed how many of the lecturers viewed learning, learners (children and adults) and knowledge. One gets the impression that knowledge for some of these respondents is static and something you 'drum in'! They seem to view these adult learners in exactly the same way as if they were children. An interesting comment from one of the respondents was that if you give the learners a choice / say, all they will want is worksheets. Perhaps this is the case and is a reflection of the type of learning that these learners are used to, where they were spoonfed.

11.) During your lectures, do you give your learners activities to do? If so, please briefly state an example.

1. Break-up into groups and discuss. Very practical issues: eg – using realia (ie, using real objects), making activity cards / workcards. Sometimes we have peer evaluation. I feel that they must have hands-on experiences. *Don't let theory remain theory – they should see the* theory now in context (practical). If they 'do' something they will remember it for longer, however – time is very rushed... Must finish what is in the exam!
2. It is difficult – there are various constraints...eg. Numbers – *50 or 60* people. They must have a structure in which to apply these principles. Another constraint is writing the materials.
3. Sometimes they have to do the units' homework tasks in class because they didn't do it as homework! – Lots of class discussions, answering questions based on group interaction. Recording of group discussions.
4. No, yes in Art. Sometimes they must make posters and worksheets (these are more like tasks and not activities)
5. They do group work, presentations, in first-aid... bandage each other up, lots of discussion with group... I tried to do a 'needs analysis'.
6. I do individual and group work. They do silent reading and a lot of speaking. I try and cover the whole range of English skills... But, specifically concentrate on academic reading and writing skills. (I also want to expose them to a whole range of different texts and different genres). For example: magazines, newspapers, short stories, pictures of the Drum era.
7. Well, my subject is Art...activity or making art.
8. Yes, In the Early childhood methods' daily programme – there has to be three types of Pre-primary activities; they had to work in groups and formulate a daily programme (different backgrounds).
9. They sometimes have to complete language exercises. Sometimes we discuss the examples together.
10. They have to complete the current project – sometimes its clay, pencil, paint, ink...etc. I also get them to explore the materials.

The respondents gave more than 14 examples for this question, often providing more than one example each. Therefore, this analysis is on the number of responses and not respondents. They listed the following types of activities:

- Discussion (3)
- Making workcards, worksheets and posters (3)
- Sometimes peer evaluation (1)
- Answering questions (1)
- In Art (referring to another subject) (1)
- Group work presentations (1)
- Group work (3)
- Art (the whole subject is an activity) (2)

The most interesting aspect of this question for the researcher was, that even though the question asked of the respondents to list types of activities they use, they gave the researcher *more information, almost as if to justify why they don't use many activities.* They listed various constrains:

- Time rushed
- Large class numbers
- Learners often don't do their homework so we have to do it in class, and this wastes more time.

Some of the examples that the respondents gave as 'activities', the researcher would have considered or thought of as 'tasks'. For example: 'completing language exercises'. Perhaps this is an indication of a difference in the interpretation of terms.
This is saying something to the researcher about herself as a researcher. One should always be very careful about what one says and how one says it. The researcher's assumption was that they would understand 'activities' how she meant it to be interpreted.

12.) **Do you feel that the learners must engage with the content, or do you feel that it is more important to teach them 'the basics' and they can focus on further understanding later?**

1.) A bit of both at BITED. They should feel confident that they can do something properly. For example – concentrate on Bloom's Taxonomy and then transfer it. The learners must be able to cater for all the children, weak, average and bright. They need to teach much more than what is in the syllabus – 'you are actually teaching the person'. "What problems are you facing at school?" For me, is more important than the notes. Some students want straightforward answers. We should all be able to go and see them doing practical teaching. (Some lecturers do) There should be micro-teaching. I could not always establish whether they teach in English or in their mother-tongue, and I feel that this is important.

2.) Yes, they must engage with the content – however, many of these learners lack (badly) the basics!

3.) The BITED learners come from a background of sitting and listening and they perpetuate this in their own classes. They also are not consistent in attending (this is so frustrating)! So; it is important to engage with the content to be prepared and then in class to take it further. Few come prepared, ideally they should all be prepared. *It was a lot of hard work to get them to be involved. The time factor is also important; it is very difficult for some of them, married with children – etc. They must have a grounding course and be able to do self-study (and co-operative learning).

4.) Yes and no. It's not really a matter of engaging with the content they must experience it themselves.

5.) I believe that many of the learners do lack the basics.

6.) With writing most of the students needed basic skills. They were very weak so I had to go back to the basics. Reading, in the main, was somewhat better. So here, I varied it – so, I treated this like a progress map – for example, I'd give them the option, "If you don't like to do an essay you can make a poster on it". I let them do this sometimes because it is not the only mark, it is a once off.

7.) Engaging is essential in order to understand the basics! So, they are both important. This department deals with each topic / section in three stages. We, stimulate – deal with the content and always reflect.

8.) In my subject the students must deal with both; they must understand the principles and know the skills. They must also learn how to find their own content.

9.) My subject is more about basics, and they are sadly lacking in these. However, in subjects that have 'content' I believe that it is essential that they engage.

10.) Most definitely – they must (and do in this subject) engage and at the same time are taught the basics. Both are equally important.

This question was asked in such a way that it was presumed that it could be analysed under the following categories, (a) they must engage, (b) they need the basics, and (c) the students need both. However, it was difficult to analyse as such because there were too many overlaps. It reinforces the notion that in the human sciences, it is never clear-cut. The answers revealed, the kinds of learners that they are working with.

- We do want them to engage but they need the basics in order to do this.

30 % of the respondents indicated that they try and do both together. Two interesting responses were:

- It is not a matter of engaging with the content, they must experience it themselves.

and

- Engaging is essential in order to understand the basics.

13.) How would you describe your students? (Overall profile)

1) Some students are very weak and others are able. There are big discrepancies in class. I try and encourage them to talk by using open ended questions. Some students don't have a matric. Their teaching experience varies too, some have been teaching much longer than others.
2) I don't know the students well and I don't know what previous qualifications they may or may not have. You can't really see if they are bright or not bright. (The quiet student may be good and the more articulate one may not be too good) I do not think that essays are the best way to assess. They come from different kinds of schools.

3) Most of them are lovely, warm, wonderful people (but not all). They are lacking in essential skills that I would take for granted: eg – 'read an article and respond to it' – evaluation skills – 'do you agree or not with the writer?' They are content to sit back so that the lecturer must / can do all the work.
4) In the PP group the students vary, for example: some owned schools in Sandton... (they started off their studies at JCE and then dropped out.) Others students have never studied before and work in farm schools. All these students now want their qualification.
5) Some students have done the Educare course. They want the teaching ' paper' now. Most of the students are here because they want to improve themselves and their teaching.
6) I like to consider them all as professional teachers. But their backgrounds have big (huge) gaps. In the main, they have a good sense of the politics of teaching. They are battling to come to terms with OBE and the new changes. They are very worried about it. I hope they value their learning. They lead normal lives with all the normal problems...Lecturers must learn to adapt sometimes because of these problems. For example: - Learners are not given their books unless they have paid their fees!)
7) The learners are: mature, committed, special, persevering...They bring into the classroom their life experiences.
8) Most students are dedicated, hard-working, focused on wanting to get a diploma! Some students have heavy programmes. Some students are more lazy and appear to be unfamiliar with the learning environment.
9) These are people working under difficult circumstances. Many are not used to a culture of teaching and learning.
10) Many students don't always understand what you are trying to teach them. The learners have potential to bring much into the process. (I don't think that many of the lecturers understand this). Also, many lecturers don't use the students as a resource adequately.

Once again, perhaps this question was not as clear as it should have been. The researcher might have got a better response if she had qualified 'describe'. This is a reflection on the researcher again, who should not assume that respondents always know what she means.

Responses were varied and could be clustered: (as indicated)

- Some students are weak and others are able.
- There are big discrepancies in the groups*

*The comment about varied students in groups (big discrepancies) was also mentioned earlier in the learners interviews where they said: "There are people with less than a matric and people with previous degrees in the same class.

- There are very big language problems
- There are huge gaps in their background
- Many lack essential skills
- They are battling to come to terms with OBE and the new changes.

One respondent said:

- I don't know the students well. One can't see if they are bright or not by looking at them.

Positives responses include:

- They are lovely warm people
- Dedicated and hard-working
- Mature and committed
- Persevering and special
- They are here because they want to improve themselves and their teaching.

However, the comment that sums it up so well, for the researcher was:

- They are people who are working under difficult circumstances.

General comment: All of the above responses seem to indicate that these are dedicated lecturers who show that they <u>understand</u> what they are dealing with.

14.) Did you receive any adult education methodology? Do you feel that this was helpful? How?

1) No
2) No – nothing from BITED.
3) No
4) Not in any formal way. PP is a very adult way.. It is a hands-on type subject. We engage the learners and start from what they know and take them further.
5) Only what I've read. (Limited)
6) No, but I've taught for three years at Coronation Adult Centre. This was a place for drop-outs (young adults). I had to work hard to motivate them (average age 20). The aim here was for them to obtain ABET level 5 or matric. This centre did very well – we had a 97 % pass-rate.
7) Never had any adult training.
8) No (own background of working with people).
9) No
10) No – Common sense and own reading.

All of the respondents said that they had never received any formal adult education training or methodology. One respondent however, had taught in an adult education centre before. The researcher found it interesting that two of the respondents added that ADED is 'common sense' and that, in their department / subject it is 'an adult way'.

15.) How do your deal with RPL in your subject?

1.) Lecturers cannot give them credit. Only Dr Nowlan.
2.) The only sense of recognition is them using their own examples. There is no formal RPL in BITED. In the essay structure, they can bring in their own experiences but there is no process to help them articulate this. They have little essay writing skills.
3.) No, I did not. I have never heard of the 'word'. Maybe indirectly – I expected people to be more co-operative. I'd expect them to share more of their own experiences. There was very little of this.
4.) Not relevant.

5.) I managed to organise that the nurses got / were given some credits (eg.in our health related subjects / modules).

6.) I tested to screen them to see if they could get into English I right away. Five students qualified but they all chose to stay in this course (beginners). The offer was there.

7.) RPL – I depend on it, in connecting with them, in conversations and when introducing themes. I respect them on a personal level and I assume that they know about life but not much (often nothing) about Art.

8.) What does it stand for? I ask the learners where they come from, I stress that there is more than one way of doing things (their way is not wrong). I try and draw on their own experience.

9.) I don't! All that type of admin-credit stuff (sic) is dealt with by Dr Nowlan!

10.)I don't know anything about RPL. I was only told to come in and teach this one module.

'Recognition of Prior Learning' (RPL) is a very new policy proposal. What it means is that learners are given recognition for acquired knowledge or past experiences. Pure RPL is recognition of experience in the work-place and recognition of learning in informal contexts. There is a lot of tension around the very notion of RPL.

The respondents had a vague understanding of the notion of RPL, bar one, who had a good understanding of the workings of RPL. They seemed to think that it (RPL) meant credits obtained from previous courses, obtained at other institutions, and thus indicated comments such as; "all that type of admin credit 'stuff' (sic) is dealt with by Dr Nowlan".
More than one respondent admitted that they had never heard of the 'word' (sic).

16.) Describe in a few words the atmosphere you hope to foster in your course?

1) More collaborative and co-operative.
2) A sense of, (in a way) puzzlement and in a way enlightenment.
3) At least get people to learn. To overcome the 'talk and chalk' syndrome. To participate willingly.
4) Enjoyment and eagerness to learn.
5) Co-operation, enthusiasm and enjoyment.
6) Relaxed and enjoyable. A belief in hard work we can achieve a lot.
7) Discovery, tolerance, mutual respect and risk-taking.

8) Excitement. Wanting to improve to benefit the children. I want them to want to be the best teachers they could possibly be. To use a variety of teaching aids and methods. Learning through fun, creativity...to realize these things within them.
9) I want them to enjoy my classes and to be intrigued.
10) A pleasant, caring and shared time. And to have fun.

All of the above responses indicated very positive ideals. It is, after all, what they are. (see comments above)

17.) What do you believe the current atmosphere to be?

1) Learners are reluctant to share, because that is how they were taught in the past. The current atmosphere is very formal.
2) More puzzlement.
3) At the end I felt that I had achieved very little[2].
4) It was relaxed. The learners felt free. Some speak more than others.
5) On the whole it was reasonably good. We did have one or two aggressive students.
6) "It is happening!" We have a very nice 'vibe' in this class. I do not have difficulty communicating with them. We joke, have fun but also work hard. There is merit in the process. They also have additional chances.
7) The above is happening.
8) Insecurity. Learners are scared. There is uncertainty regarding their future.
9) Mixed. Some days are better than others. Some students are well engaged, they understand, participate and submit on time. Others; despair, they are not understanding, I am not getting through to them, they are lost.
10) It is wonderful to teach these classes. They ask me often for general classroom advice (not related to this subject). It is relaxed and we talk with ease with each other on a range of issues.

[2] Couldn't get them, to move away from the 'I will tell the children...' mentality. I want them to imitate my co-operative methods, and to demonstrate that they have engaged with the material and given it some thought. There was little evidence of this.

40 % of the respondents felt that the atmosphere with students was formal due to the students' model of classroom practice. It was therefore difficult to break down old paradigms and that very little had been achieved in terms of effective learning and implementing new classroom practice. Students felt insecure with regard to their role as a teacher in the new system. 10 % felt mixed, in that sometimes students were responsive and submitted work on time. At other times, the respondent felt that students weren't understanding the content at hand. The respondent did not indicate whether this was due to the nature of the material or her approach / attitude to the students. 50 % felt that the atmosphere was relaxed and that effective learning was taking place. The students felt that they could participate and could ask advice about classroom practice. The researcher's observations supported this 'relaxed atmosphere' view.

18.) Why do you think this is so?

1) Because of the old 'talk and chalk' methods. It takes a while to get into this new method. I tell them that it will be exactly the same with your class.
2) They have their own ideas, out of their experiential framework and it is not always possible to explain them.
3) That is all they know. They were used to this. The teacher is the authority (filling up the buckets) So they still think that you are the next best thing to bubblegum.
4) I have a relaxed manner and I believe in what I'm doing.
5) My students are allowed to disagree. I have an open manner.
6) It is very hard work on my part. My own enthusiasm. (I didn't always like being there – on Saturday mornings). I take things (their things) seriously. I empathise with them. Having taught at Soweto College for ten years I know them, I know how to challenge them – their own beliefs. They know that I wanted them to have another view.
7) They are talking about their work – they talk about the work their children are doing and they are feeling good about it. I have to work more sensitively than with the College (JCE) students.
8) Because of BITED closing, communication from office is limited. They feel shut off from the office.
9) It is a theory issue. Some sections of work are far more difficult to teach.
10) I am very open and friendly. They sense that I respect them (a lot of them are older than me). I also think that they respect my ability.

10 % of the respondents felt that the students' attitudes / atmosphere was such, due to lack of communication from the administrator (s) of the programme. Students felt isolated from any decision-making function, such as the BITED programme being 'phased out'. 40 % felt that this was so due to their previous classroom experiences and models they'd been exposed to, such as the 'chalk and talk' approach.

10 % felt that the programme was perhaps a bit too theoretical and not 'hands on' which meant that students at times struggled to grasp the material. 40 % felt that the attitude of the learner was of paramount importance – if the lecturer is relaxed and open, students will respond in a similar vein. Students then respond better to having their paradigms challenged and the whole interaction is less threatening.

19.) What is the best or most rewarding aspect of teaching here for you?

1) Listening to stories from them. (Their successes)
2) When the students work with what you have given them and get a new perspective. When the students' own experience is related to a better understanding of concepts.
3) The relationship that I developed with these people. It was warm and appreciative. They were very appreciative of what I was doing with them.
4) To see the learning that was happening. To see the 'light going on'.
5) To see the students progress over a number of years.
6) Their stories and their texts...that they got something out of the course.
7) Seeing learners growing and developing insights. – And seeing their pleasure
8) The development and growth of people. To see their excitement and to see people extending themselves.
9) Making a difference to teachers, children and our country.
10) Interacting with people. You get to experience those rare moments with learners when they ' go beyond' and you can extend them even more.

20 % of respondents stated that the rewarding aspect was in the experience gained by students which translated into more effective classroom practice. 40 % felt that observing the development of students was reward enough in itself: this included personal and professional development.

40 % felt that the relationship developed with the students over a number of years was also a beneficial aspect of the programme.

The most significant finding, for the researcher, has been that relationships are important in order to achieve break-through!

20.) What is or has been the most frustrating aspect of teaching at BITED for you?

1) Too little time to present the course as I would like to. Also, I would like to see them in the classroom (hands on).
2) If there are total misconceptions and you can't get through to them. Also, when you can't complete your work or when you can't get to the same level as you did with the other class. Time is a bit limiting. I find it frustrating because I don't always know how they are understanding the concepts... AND they don't read.
3) The most frustrating thing for me was the students not doing their homework and not doing their readings. Marking of assignments when the students have obviously not done the readings and only present their own preconceived ideas. Trying to teach them that learning is a process and that they must engage with the materials.
4) Still waiting to be paid! (Getting instructions from someone who travels in a taxi – ' ('you turn left at the cross-roads')
5) Students inability to understand simple things like, 'you have two assignments', these students don't understand how tertiary works. I am frustrated that BITED has no proper orientation programme. I also get frustrated with Admin's disorganization.
6) The most frustrating thing is the Admin – it is so slow.
7) What was frustrating was my first group (it was a small group) we never got a group dynamic, they didn't relax. Also quite a few of the students do some good work but they won't apply it in their own classrooms. Working on Saturdays is also frustrating – but it is not a big problem.
8) The heavy workload and practical administration
9) Saturdays and the Students who don't grasp it.
10) Being taxed.

a) 20 % felt that time was a severe constraint which made the course theoretical 'heavy'. Students did not have enough time to struggle or grapple with concepts.

b) 20 % felt that remuneration / payment for lecturing was slow, which perhaps meant that performance was not as motivated as it should have been. It was felt that giving up a Saturday was a sacrifice, and that hard-work and heavy workloads should be rewarded.

c) 10 % felt that addressing backlog due to incorrect learner assumptions was frustrating – learners had different assumptions relating to their learning. Lecturer assumptions were such that they assumed that students would do reading and preparation for lectures.

d) 20 % felt that preparation by students was inadequate. Students do not understand that the learning process is a 'two-way' exchange. Students perhaps need an orientation progamme in order to bridge any communication gaps encountered early on in the course.

The remaining 20 % were in a category where their views were a combination of (c) and (d).

21.) What kind of problems or concerns of the students have you encountered?

1) Lack of resources at their schools. They feel despondent. They feel that they can't do what you ask of them. Many of them experience resistance from their peers and principals. Financial problems and social problems in their schools.
2) In terms of the course – that it is very difficult. They also find the readings difficult (some are quite difficult)
3) The students say that Admin is not really helpful. Students don't believe that they have failed. Students have difficulty paying the fees.
4) The learners have a problem with teaching practice crits. They say that Admin sometimes loses their marks.
5) Students don't like sudden venue changes. They say that BITED is a lot of extra work and it places a strain on their lives.
6) Students sometimes have other engagements that clash with classes (eg. Union meetings that they must attend). They are frustrated because there is no SRC.
7) Some of their problems or concerns are: transport, communication with BITED in the area of Art and the Admin
8) Students don't have somebody in the know there on Saturdays. The workload – because of jobs and families. Lack of resources. Financial. Distances – to get to College by 8:30 on Saturdays. Admin should be more organized. They say they are not always given clear instructions (eg. With their exam equivalents)

9) They say some courses are difficult (content). More time needed, intensive time with some students needed. Admin (don't have their hand-books)
10) Some have said that BITED is a sacrifice. (Family life must go on hold).

General comments: - Table 20

Views expressed	*%*
Respondents felt that the **financial / resources** issues were of concern. Transport was expensive, some felt that the course was expensive.	20 %
Felt that **workload / time** was an issue. Students perhaps needed to have more time to grapple with theoretical content of the course, students felt that the content was difficult.	20 %
Felt that **Administration** was not helpful, and at times disorganized. Students felt that Administration was negligent in either losing marks or not handing out textbooks / manuals timeously.	40 %
Felt that there was a lack of **understanding of adult learners' needs.** BITED demanded great sacrifices from the point of view of family life. There was perhaps a lack of support in this area in order to deal with these stresses and how to cope with them	20 %

22.) What are the problems <u>you</u> face from an Administrative point of view?

1) I don't like the policy that the students cannot get their course outlines until they have paid a portion (60 %)of their fees. Also lecturer payments!
2) Marks are not processed quickly enough. (This is more a student problem than a lecturer one). The students are not treated with respect, like adults. Admin has become worse in the last couple of months.
3) Students who submit very late, "now I have to re-do the marks so that the person now passes".
4) Getting paid on time.
5) It is very sad that BITED is closing. This shows a lack of vision on the part of, both the GDE and the NUE. (BITED is addressing equity and redress).
6) The processing of the students' marks. Often there is a problem with their results. There is no transparency. Money (fees) is a problem. BITED nagged and threatened – there is no understanding and no lee-way.

7) I have a problem with the contact time allocated to me (very long sessions) 2 – 4 hours ...those students who miss one day miss a lot (however BITED is such a worthwhile effort) I also wish Admin would give us teaching prac time.*[3]
8) Admin should be more organised – eg. Have our class lists ready on time and stop changing our venues from week to week.
9) That admin doesn't give the learners their manuals – otherwise I think Admin is supportive.
10) None

10 % of the respondents felt that time was a problem in that the contact time was limited. 20 % felt that students' marks are not processed quickly enough so that there isn't enough time spent on feedback with students.

30 % of the respondents felt that dealing with administration was frustrating. Many felt that admin didn't communicate efficiently with students; venues change from week to week, students didn't receive their manuals on time.

40 % of the respondents felt that payment was a contentious issue; payment of lecturers was problematic as was payment of courses by students.

[3] It would be ideal to observe them teaching Art.

CHAPTER 5

DISCUSSIONS, SUGGESTIONS & RECOMMENDATION

FINDINGS OF THE RESEARCH AND SUGGESTIONS

It first needs to be stated that, although BITED was being assessed according to a certain set of criteria, these criteria are the ideal. It should be the aim of any educational facility to provide the optimal setting for its learners, but the ideal is something to strive for, and is seldom – if ever – attained. "To insist that the rationale be fully exemplified in every instance is clearly unrealistic and inappropriate and would intimidate practitioners to the extent that the rationale would lose credibility in their eyes." (Brookfield, 1985, p45) The aim is to try to resemble the ideal as closely as possible.

The research focused on five specific issues which were: respect, learner-centredness, previous knowledge, assessment and teacher-as-facilitator. In this chapter these issues will be discussed in the order of importance for the researcher.

5.1 Respect

The first aspect to be raised during the classroom observations was the number of learners that were late for lectures. This did not only happen for the first lecture of the day, but throughout the day. Some students later commented that it frustrated them when the other students or lecturers were late. It was commented that certain lecturers in particular, are also frequently late.

The idea of professionalism and mutual respect would indicate that both students and lecturers should do their utmost to be punctual. Otherwise a message of indifference is sent, particularly if this happens over a period of time.

In terms of the students' respect for the lecturers, it varies from student to student and lecturer to lecturer. All observations and students' responses were considered in terms of looking at respect and a general opinion or "feel" was gauged.

5.1.1 Respect of students towards lecturers

Most learners said that some lecturers were "good" and others were not. Learners were able to give reasons why they respected certain lecturers and why they thought that they were "good". The students respected lecturers that: "listen to us", "are organised", "treat us as adults" and when they "give us practical examples".

Reasons given for lack of respect were: "when lecturers are late", "when they do not treat us as adults", and "when they are disorganized", (for example – they are not adequately prepared for lectures or they say they will do one thing in a lecture and then the learners read to prepare for that section and the topic is changed at the last minute, because the lecturer is not adequately prepared.) Learners also voiced complaints about lecturers that were frequently absent. The learners felt that they travel from far to be present and the lecture is often cancelled when they arrive. The learners stated that this has happened frequently and was not an isolated case.

5.1.2 Respect of students from staff other than lecturers

One student stated during an interview that some students felt they were badly treated by certain staff members. Several students commented that they had been "brushed off" and had been made to feel as though they were a hindrance. They felt degraded at times. This was from the perspective of the students alone, which was taken into consideration. However, several students did complain of similar instances in their interviews. The circumstances are not always apparent, but the aim is to have an atmosphere where the adult learners are not belittled or made to feel inferior.

What this means is that the respondents were telling the interviewer what was in their minds at that particular time. Perhaps other BITED classes do concentrate on addressing shortcomings.

The "cross-section in time" in terms of this research means that wherever and whenever the respondents were located when responding is therefore only valid for that minute in time. These responses are the reflections and perspectives of the people who were interviewed. It is possible that others have done other types of activities or have had other experiences.

5.1.3 Respect from lecturers towards students

Many of the lecturers asked more questions than they made statements. This seems to imply that the lecturer feels that the learners have something to give. There is the feeling that the learner and the lecturer are almost on an equal level. This shows that the lecturers respect the learner as a person, the learner's intelligence and that they value a give-and-take relationship in the classroom.

However, it was observed and several learners commented during interviews that some lecturers, asked for the learners' opinions and brushed the comments aside, as if they were of little importance. One learner said – "they allow you your opinion, but God help you if it differs from theirs".
This shows little value being placed on the students' opinions – even though they may be asked for.

Those lecturers who lecture on an almost conversational level, seemed to have the learners' attention and -- after discussion with the learners – it was found, also their respect.

Those lecturers who listen to the learners and seriously consider their ideas, but who also clearly have a good understanding of their subject, seemed to also have the learners' respect.

5.2 Learner-Centredness

Many of the lecturers gave the learners a problem or a topic to discuss in groups and then asked them to report back. This involves the learners in the activities and encourages them to engage with the content.
(I observed that this technique seemed to give many of the learners the confidence to later speak-up as they have had the opportunity to practice discussing their ideas in pairs or small groups at first)

It is then important for the lecturers to show that they truly do consider the learners' comments, taking time to debate the ideas presented. During the observations only a few of the lecturers did this. On occasion, there was again the perception that some learners were being "brushed off".

Most lecturers made use of open and probing questions. This encouraged the learners to be involved and to think critically. This approach often challenged many of their previous beliefs.

Certain lecturers asked learners to give examples from their own experiences – this relates directly to their own lives.

In one instance, the learners compared their answers with each other. This worked effectively as peer assessment and empowered the learners, giving them more control of the discussion and evaluation of their work. This is in line with OBE principles relating to **assessment**. Unfortunately this form of assessment only took place in one of the lectures and did not occur on a continuous basis.

One lecturer asked the learners questions, using probing questions to gain information from the learners. He then used the learners' own examples very effectively to illustrate a new idea or concept. This is a good example of adult education as the lecturer uses the learners' previous knowledge and considers it carefully to build onto what is said. This shows that the lecturer respects the learners' ideas and that the focus is on the learners, and is learner-centred.

The learners and their needs should be paramount at an adult education facility. The profile of many students attending BITED is one of a person who works full-time, is married and probably has children. During interviews, certain learners stated that they often receive several assignments for the same week. This does not take into consideration the specific needs of these adult learners. The learners suggested that the lecturers should have better inter-departmental communication in terms of assignment due dates so that they can stagger them accordingly. A brief meeting every few months between lectures, or even a circulated file with dates, could help co-ordinate the evaluation dates. Whether this is practiced is not really established, but what is important is that the general perception of adult learners is that this type of communication does not happen.

In terms of the lectures being centred around the learners, two lecturers that were observed steered the original focus of the lecture away from the original purpose and explained something that the learners wanted to know more about. Other lecturers did not do this and learners observed that sometimes, when they say that they do not understand, their comment is ignored and they move on because there is no time.

Time constraints are a problem but do not change the fact that the focus should be on helping the learners or catering for their preferences in context. It is apparent that learners cannot select the

content entirely because of specific (COTEP) diploma requirements, but the lecture structures and time frames should allow for variation according to the learners' preferences or needs. Time frames should also cater for the learners to be able to do activities where they discover the knowledge as far as possible. Although this is not always possible, there are many topics which lend themselves to discovery learning to some degree. This did not seem to occur much in the ten lectures observed at BITED.

One learner stated that the students were given a choice of two topics to do for one module. He said he appreciated this but in his experience, this was the only instance that this had happened. Other than that, the learners have almost no say in the selection of content. This does not reflect learner-centredness.

Several learners said that the lectures are too rushed. (Some, however, stated that they dragged through topics or themes that could have been completed in much shorter time. (Does this have something to do with the huge range of students & student abilities?)

Another complaint was the lack of choice in terms of subjects. Constraints faced by lecturers are time limits and that BITED struggles to find lecturers willing to give lectures on weekends. A reason for the excessive time constraints in this case is that BITED is closing down and courses need to be completed in less time than originally planned. (For example one student in her interview said that she is two years into a four-year course).

Although BITED'S imminent closure adds to the urgency, students have said that they felt that modules were already rushed before this became a problem and too much work was crammed into too little time.

A suggestion made by a student was to have lectures after hours on week days. (At about 15:00 or 16:00). Other learners however said that this would not suit them as they manage or work at nursery schools and that their full-time work is their "bread and butter". Perhaps this could be a solution for the majority of the learners.

Aspects such as exam results need to be handled as efficiently as possible so that these adult learners, with many demands on their time, can have time to work on problems or prepare adequately for

supplementary exams. Many students felt that the examinations and assignments take longer than necessary to be marked.

5.3 Previous Knowledge

Many lecturers asked learners for examples specific to their lives and their teaching which seems to indicate the belief on the lecturers part that they believe the learners do bring some knowledge into the classroom.

One lecturer commented during an interview that he expects the pupils to have retained work done in previous modules and that he builds on learners' prior knowledge. He expects the learners to draw on previously acquired knowledge and apply such knowledge. The researcher found such assumptions to be congruent with good adult education practices.

Some lecturers tended to focus on the prescribed material and then the learners gave examples from their own experiences. Given that completing the BITED course involves the completion of set criteria, this seems like a good way to approach making the content relevant to the students and making sure that they contribute something. This could perhaps become a larger part of BITED's lecturing approach.

When asked during interviews whether they felt they had added to their previous knowledge all the learners said that they had. The responses ranged from: "everything is new", to, "yes I have learned something more". It is obvious then, that learning is taking place, but what many learners commented was, what the lecturers tend to forget is that they are adults and they "have actually been in a class" and have their own ideas and experiences of certain issues. Although the lecturers ask for examples of things in the learners' experience, this does not mean that the ideas presented are dealt with seriously and it does not mean that the learners are always respected as adults.

5.4 Lecturers as effective facilitators

Most of the learners said that the lecturers were warm and caring and that most of them are hardworking. Twelve learners interviewed said that some lecturers were not warm and caring, but they

answered affirmatively because **most** are. The learners are grateful for the lecturers' hard work and caring attitudes and it seems to motivate them to work harder.

One student said that a certain lecturer seems to go out of her way to learn the students' names and this, "makes you feel special".

Some of the lecturers are writing course material as well as lecturing. They are also trying to help students finish their courses this year (1999) because of BITED closing soon. This shows a great amount of dedication to the programme and to the learners.

Most learners said that the lecturers are not distant and that they get involved on a personal level with the students. Some of the students interviewed added that there are, however, some lecturers who are not very involved. The responses varying from student to student and lecturer to lecturer reflects the personal nature of the research and indicates that a definite, overall answer cannot be given that, "yes", the lecturers apply the principles or no "they do not."

Differing degrees of application of the principles exist in every case. A course and lecturer evaluation if completed by the learners could help to address specific issues the learners may have.

All the learners interviewed said that they have never had to complete a course or lecturer evaluation. Ninety percent of learners said that the lecturers are set in their ways – ie – set in their approach to do things. This has been discussed previously, in the sense that it has been stated that because of the nature of the course, the time limits and the specific requirements of the course, it is difficult to deviate from the planned format and content. This makes the lecturers' task far more difficult, but they need to try to allow for some flexibility in the course and the organisers need to allow time and freedom to assist the lecturers in this.

It is interesting to note that, although 24 students said that their lecturers are warm and caring, the same number of students said that the lecturers are set in their ways. This indicates that although the learners feel that the lecturers care for them, they also feel that they are not given the power to make changes, the lecturers decide how they want things done. In this sense BITED has not been a personally empowering experience for the adult teachers.

Participating in dialogue between equals

Most of the lecturers observed lectured in an almost conversational manner, seeming to discuss ideas with the learners. There were lecturers that gave the idea that they respected the responses given and gave them due consideration, while other lecturers gave the impression that they were there to "fill the empty vessels", and ideas shared were done so tentatively and not taken much notice of. Some of the lecturers just read directly from the course notes, offering little further explanation.

5.5 Assessment

Masters and Foster (1996:8) cited in Pretorius (1998: 84) have the following to say:

> The methods of assessment used by the teacher should take into account the individual needs and abilities of all learners. Issues of culture, gender and primary language (L1) need to be catered for through the method of assessment used. Developmental assessment supports methods of reporting which are more informative than raw test scores or scores that show only where individuals stand in relation to other students.

BITED utilises behavioural approaches to assessment, in that it uses assignments and exams mostly when evaluating its students. Behavioural approaches to learning and assessment include the following:

- Accumulation of isolated facts and skills
- Occasionally assessment takes the form of assessing textbook-based knowledge
- Assessing on a once only basis rather than on a continuous basis.

It appears that in BITED there is no single unifying policy regarding assessment. In the main, assessment appears to be in the form of tests and exams rather than continuous assessment or performance assessment. This is against much of outcomes based practice as well as ADED practices. In some learning areas assignments are used as a form of assessment which is more in line with developmental assessment.

5.6 General comments and further suggestions

The one issue that was raised continuously was one of organization, poor communication and lack of time to complete tasks. The students commented that they were grateful for BITED and they are pleased with many aspects, but that the above-mentioned are very frustrating. They were quick to say that those in charge are faced with a difficult task and that most lecturers and other administrative staff do work very hard. One student went on to say that this does not change the fact that there is disorganization and that it is unsettling. If these problems do exist and they have a negative effect on the learners and upset and disrupt them, then the problem is getting in the way of their learning and needs to be addressed.

In terms of communication, one learner suggested having more letters sent out to the students. It was also suggested that the letters be written more clearly as learners have often come to her to ask for clarification of the terms and content of the letters. If the communication is not clear, the communication is not serving its purpose.
An idea that could help in terms of communication and organisation is to have a class representative for every class. This already exists in one class and the representative stated that the system works well.
Learners do not have a clear idea of who to go to with problems. This creates confusion in the office – resulting in disorganization and perhaps can be a reason why the learners feel brushed aside. It was strongly suggested by two of the learners that BITED have someone (for example: a student counsellor) present on a Saturday, when the learners are at college, to answer their questions or queries. Learners have been told by staff that they only collect funds and the learners felt they did not have anyone with whom to discuss issues relating directly to themselves.

To help the learners feel more at ease and know what is available to them on the campus, a brief orientation could be run at the beginning of the course. A learner in fourth year stated that there is no orientation and she and several other students were not aware, until recently, that the canteen was open on Saturdays and available for their use. It was also stated that the requirements for completion of the course were not given to that particular group until they were in their third year, when a printed list of requirements was made available. Some issues need to be communicated to the learners.

Similarly – one student said she had to wait for months before the course outline she had requested was "eventually found"!

The staff interviewed indicated that they received no direct adult education methodology. Lecturers *must* have the opportunity to discuss ideas on adult education principles and how they differ from lecturing other students. The lecturers need also to look at their attitudes regarding adult learners and adults from different cultural backgrounds. The support systems need to be in place for the lecturers themselves. These are aspects that need to be addressed at an adult education centre.
BITED has made definite positive contributions and is serving to help fulfill a great need. There are negative aspects and those involved in different levels at the centre have voiced complaints – but most stated that they are grateful for the opportunity, that they have learnt something and benefited in some or many ways. The general feeling is that it is a major loss that BITED is closing down.

The degree to which the adult education principles are implemented varies in different subjects, with different lecturers and the attitudes of all involved – including staff other than lecturers. Some lecturers implemented many of the principles in their classes and others implemented very few. It can be said that BITED is helping to fill a desperate need in our country – that of educating teachers – and that it implements some of the mentioned principles. With time and attention given to issues discussed, it would be possible for many more adult education principles to be incorporated into the BITED programme.

Although BITED is closing down, the successes it had, the problems it faced and the suggestions made can serve to help prospective adult education centres or centres which already exist.

"So we did leave a little mark" Dr Nowlan (Director of BITED programme)

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APPENDIX A

OBSERVATION SCHEDULE

OBSERVATION SCHEDULE.

Class observed: _____

Date: _____

Learner-centredness: discovery learning critical thinking empowerment	
Respect:	
Previous Knowledge:	
Assessment:	
Facilitation	

APPENDIX B

LEARNER QUESTIONS

INTERVIEW QUESTIONS

Interview questions for the learners and the teachers follow:

Questions for interviews:

LEARNERS

1. Why are you in the BITED programme? _____
_____
_____

2. What do you want from BITED? _____
_____
_____

3. What do you expect to learn? _____
_____
_____

4. What is your main home language? _____
_____
_____

5. What additional languages do you speak? _____
_____
_____

6. Where do you teach at present? _____

_____

_____

7. Have you studied any other courses? If yes, briefly describe your other tuition. _____

_____

_____

8. What class at BITED do you enjoy more than any other? Why? _____

_____

_____

9. Describe a typical lesson you received at school. Does BITED teach in the same way or not? _____

_____

_____

10.a) In what ways (if at all) are you encouraged to give your opinion of the ideas presented to you? _____

_____

b) Do you feel that your opinion is valued? _____

_____

c) If no, what responses are asked of you? _____

_____

11.a) Have you been asked your opinion on how the course is administered?

_____

_____

b) If yes did you see any attempts to improve / change areas that were complained about? _____

12. Do you have any say in how you are evaluated (assessed)? _____

_____

13. Do you feel that you could give your opinion on any matter – even if not asked for? _____

_____

14. During your lectures are you encouraged to carry out any activities – Give examples. _____

_____

15.a) Do you feel stimulated to engage with the content? _____

_____

b) Are you interested in areas that you had not previously considered? If so what? _____

16.a) Do you feel that you have added to your previous knowledge of the subject? _____

b) Do you feel that what you've learnt is relevant to you? _____

_____

c) Do you feel that you could apply what you have learnt to different situations? _____

_____

17. What don't you enjoy at BITED? _____

_____

_____

18. What has been your worst experience? _____

_____

19. What has been your best experience? _____

_____

20. Where you ever uncomfortable or unhappy at BITED..... What went wrong?

_____

_____

_____

21. Describe BITED to me. (Any general / additional comments) _____

_____

APPENDIX C

LECTURER QUESTIONS

TEACHERS' QUESTIONS

1. How long have you taught at BITED? _____ _____

2. What subjects or courses do you teach? _____

3. How did you get to teach at BITED? _____

4. Are you teaching the material that you have written? _____

5. Have you been involved with or in writing any BITED material? _____

6. Were there special requirements or procedures you had to follow? _____

7. Who decides on your course content? _____

8. How does evaluation in your course occur? _____

9. a) In what ways do you encourage input from your learners? _____

_____

b) Do you feel this input to be of value? How so? _____

_____

10. Do you feel the learners must have a set structure in terms of administration of the course, or must they help you decide how the course will be structured? (E.g. How it is run, the way the lectures are structured, amount of time spent on topics.) _____

_____

_____

_____

11. During your lectures, do you give your learners activities to do? If so, please briefly state an example. _____

_____

12. Do you feel the learners must engage with the content, or do you feel that it is most important to teach them 'the basics' and they can focus on further understanding later? _____

_____

_____

13. How would you describe your students? (overall profile). _____

_____

_____

14. Did you receive any adult education methodology? Do you feel this was helpful? How? _____

_____

_____

15. How do you deal with RPL in your subject? _____

_____

_____

16. Describe (in a few words) the atmosphere you hope to foster in your course? _____

17. What do you believe the current atmosphere to be? _____

_____

18. Why do you think so? _____

_____

_____

19. What is the best or most rewarding aspect of teaching here for you? _____

_____

_____

20. What is or has been the most frustrating aspect of teaching at BITED for you? _____

_____

21. What kinds of problems or concerns of the students have you encountered? _____

_____

22. What are the problems you face from an administration point of view?

_____

_____

APPENDIX D

LEARNER RESPONSES

1.) Why are you in the BITED programme?

1. I want to complete (get) my teaching diploma.
2. I intended to study full-time, but am working and lack the money.
3. I started this course at Soweto College of Education - & they sent him here.
4. I wan to to upgrade, tried some UNISA subjects & registered for some at Soweto.
5. I wanted to study something – but working – saw advert in the Sowetan newspaper.
6. To do studies – at my age four years full time is a lot to give up.
7. I want to get the diploma – I was told about it by one friend in 1996.
8. To get the certificate
9. To upgrade and get an understanding of OBE
10. To learn extra and to qualify
11. I heard about it through my school. They want to assist & put all their staff through INSET programmes
12. To upgrade
13. To become a qualified teacher – (seen as I'm doing it) – seen in newspaper and came in to apply
14. To get a teaching qualification – to change my play-groups into a nursery school.
15. I am here to do my studies
16. I have a degree but not a teacher qualification. Have credits from UNISA (turned down scholarship from UNISA).
17. To upgrade – tried Soweto College & UNISA – the methodology here is better
18. Upgrade & understand new teaching methods (OBE)
19. Heard this is INSET – works for dep of education
20. Priest – but had no teaching qualification (& is teaching)
21. To upgrade & to do the Junior Primary diploma.
22. Teaching in Dobsonville – didn't finish her course at Soweto College- the Saturday timing suits her.
23. To upgrade (complete) Did 2 year course. Work & study works out for her.
24. To finish my teaching diploma
25. To get the diploma – of course!
26. To qualify
27. To get the diploma!
28. To get a proper teaching qualification. (Spring board then can do other studying)
29. Upgrade
30. He heard about it / that it was INSET.

2.) What do you want from BITED?

1) I want to finish
2) I need and want practical input from qualified staff
3) We need classroom hints. Some people here come from primary schools (some not!)
4) To finish my diploma
5) I want to learn good methodology – the other places did not have this. And also my diploma
6) I don't want them to dissolve the school!
7) I want to learn how to be a better teacher.
8) I want to get the diploma
9) To qualify and to get help if I need it
10) New knowledge and the certificate
11) I am interested in learning extra and to qualify
12) I want to get my qualification but I'm also doing it to gain / get extra & I'm also interested
13) I want to upgrade
14) I want good & up-to-date classroom practices – Also I'm interested in school management
15) The qualification and better knowledge
16) I want to learn to be a better teacher
17) I want my teaching diploma in 2 years!
18) The diploma and good methodology
19) The certificate and knowledge
20) Finish diploma
21) Help with actual classroom teaching
22) Skills to teach JP
23) Teaching diploma and the knowledge.
24) Good qualification as a teacher and the diploma
25) To finish my teaching diploma
26) To be qualified and to be good at what I do
27) To learn how to teach properly – To become good at my job
28) To get a different perspective of things (teaching) master new things (OBE)
29) New skills – better practice. To become more confident – & really the paper.
30) To be a qualified professional and know exactly what you are doing.

3.) What do you expect to learn?

1) I want practical input on how to teach well
2) How to be learner-centred and classroom hints
3) At first I thought it would be the same as at Soweto – but it isn't ... RUTED's standard is higher (the English is taught)
4) New teaching methods. How to do OBE prep.
5) To be a better critical thinker. It doesn't really do this – like high-school method – Julius Ceasar – Education does!
6) To be a good facilitator (better teacher) & learn how to encourage children to learn
7) Educational management... how teachers should be (the 'o's and do not's)
8) How to handle and manage the class well
9) OBE and general new stuff. (how to teach better)
10) English
11) To learn new things. Gain different perspectives
12) Yes, I expect to learn new things.
13) Everything right about teaching – don't have matric – just went into school because of the "state of our schools".
14) New gov. teaching policies and the new teaching methods
15) How to make children / learners interested in learning
16) I just earnt my diploma – I'm not prepared to carry on – I have taught from high-school to babies.
17) New methods – move with the times (OBE)
18) OBE and general
19) Academically the std here is higher. I like the English, it is good
20) Help with the methodology
21) A lot about JP
22) Everything about developing the child
23) Get to know children better
24) Help for practices in class
25) I want to get good ideas from "good teachers" (ie. the lecturers)
26) Content into subjects – both methodology & academic background
27) Teaching subjects
28) Related to teaching & child psychology
29) Be a better teacher
30) How to do the new OBE prep.

4.) What is your main home language?
5.) What other languages do you speak?

1) English – Afrikaans and a bit of Zulu
2) Tswana – Zulu, Xhosa, Venda, Tsonga and a bit of Afrikaans and Swahili
3) Tswana – South Sotho & English
4) Zulu – English (a little afrikaans)
5) Zulu – know (understand Eng.)
6) English – Afrikaans
7) Tswana – English and Afrikaans
8) Zulu – husband Xhosa
9) Tswana – English
10) English – Zulu & Afrikaans
11) English – bits of Zulu & Afrikaans (but weak)
12) Zulu – Afrikaans, English (little Tswana)
13) Zulu – Venda (can also understand English & Afrikaans)
14) English – some Afrikaans
15) Afrikaans – English
16) English – Afrikaans, German & Zulu
17) Tswana – S.Sotho and English
18) Tswana – English
19) Setswana – Afrikaans (a bit), Zulu, Xhosa, Venda, Tsonga
20) N. Sotho – Zulu, Shangaan, Xhosa, Tswana & English
21) English – Afrikaans
22) Xhosa – English – Tswana & Zulu
23) Zulu – English, Sotho, Xhosa, (understand Tswana & Pedi)
24) English – Afrikaans, (Zulu a bit)
25) Sotho – English, Tswana
26) Zulu – English, Afrikaans – little Sotho and little Tswana
27) Venda – English, little Tswana (some Zulu)
28) English – Afrikaans (understand better than can speak)
29) Setswana – English, Afrikaans, Sotho – some Zulu
30) Venda – English, Zulu

6) **Where do you teach at present?**

1) I teach at Crawford Village – ie PP
2) I don't teach (work at Wits)
3) I work for the GDE at head-office (don't teach)
4) In Soweto
5) Work for ADED dept – resource centre
6) Wonder world pre-school
7) Not teaching at present – was.
8) Work as school secretary - help out – want to be a teacher.
9) Soweto – St Martin's Primary School
10) Pp. At a handicapped school. (Rehab. Montosori)
11) Forest Town – special school JP.
12) Yes. Dobsonville
13) Yes – SP
14) Run my own nursery school
15) PP
16) Only locum. Post for next year Grd 0 (Pre Maths & Pre reading)
17) Soweto school SP
18) Soweto St Martins PS
19) Work for GDE – Library Services
20) St John College (in a priest)
21) Yes
22) Yes – Tshtshezakho in Dobsonville
23) Red Hill
24) Saxonworld (Parent helping out...)
25) (skipped this for some reason)
26) Was when started course – Discovery JP (not now)
27) Toytown – starting my own
28) Soweto – JP
29) Year off – baby – will start in 2000
30) Yes – Diepkloof

7.) Have you studied any other courses? If yes – briefly describe.

1) Yes at JCE, but only did the 3-year programme (GDE certificate)
2) Some courses only
3) I did finish some subjects at Soweto College
4) I did try teaching course before some at UNISA & Soweto
5) Not proper 'courses' – interested lecturers
6) None
7) No – always wanted to but money problems
8) Matric
9) No
10) School courses eg- 2 ½ year potential but age 7 or 8.
11) Only teacher centre courses none – official
12) No
13) No – only school meetings and subject meetings.
14) Pre-school courses. Secretarial course after matric.
15) Not official – some day courses or talks eg. JCE centre
16) Rand society for early childhood development. Music courses
17) Zulu course (tried some UNISA subject)
18) No
19) ½ the subjects at Soweto College
20) Divinity College – chaplin
21) Technisa Nurses' college and some courses through JCE
22) Was at JCE for 1 year & Nurses, child development and Pre-school
23) Technical college Highveld. 2 years. Educare NSC certificate given.
24) No, none
25) Dito
26) Roodeport College. ECD. Not matric
27) Matric
28) Dayveton College (Upgrade now)
29) Have a degree but not a teacher's qualification.
30) English – 97 and 98. Prof Studs 97 & 98. Lang method – enjoyed a lot.

8.) What classes at BITED do you enjoy more than others?

1) M Helsby (Pre literature). She treats you like an adult. Other lecturers regard you as young students.
2) Education – you must think interesting things for yourself. Some lecturers just read the notes to you.
3) The ones that have discussion. We can read ourselves.
4) D. Postma (Philosophy of Education) – does ask for critical thinking – some others not; - go straight to the book
5) I enjoy English, because I like writing and poetry – it is challenging
6) Everything – good lecturers
7) Education related to South Africa (good), not Biology – just learning
8) All subjects are useful. I like Health and Handy-crafts because fun and I will use them
9) Language method and Maths Method – enjoyed a lot.
10) Methodology, Biology and History – I enjoyed these classes
11) Health, Geography and Education...I learnt a lot of interesting new things
12) The ones where we share ideas and experiences
13) Some classes are a bit chaotic. Others better
14) Maths and Science I enjoyed. I am learning new things
15) Pre-primary lectures – these are more appropriate for me.
16) All classes useful. Health very useful. Art department – very good practical.
17) What has been interesting is other people's ideas – re-enforcing.
18) Everything. Good lecturers – comfortable with every lesson.
19) Health, Geography, Education – the things she learns
20) Only Eng. and Education – English is challenging
21) History and A.V. aids (the Geography teacher is good even though not fair)
22) The Prof. Studies dep.. They are trying
23) Eviro. Lecturer is inspiring – best lecturer. (the others are average)
24) All – but Biology is difficult
25) Education – loves it. Informative, broadened knowledge
26) Art Education – very good. We can teach it exactly how we are taught it
27) PP and Ed Studies. Teach you very useful things and interesting / stimulating things
28) Where teachers respect you and not treat you as teenagers / students
29) I enjoyed the classes where the lectures give clear instructions – others are confusing
30) Some classes are better than others.

9.) Describe a typical lesson you received at school. Does BITED teach in the same way or not?

1) At school the teacher had all the knowledge – imparted it to us. Some teachers at BITED still seem to be like this. Others not
2) The JP lecturers are still 'imparters' of knowledge – in PP we discuss a lot.
3) Most of BITED is exactly like school. We are not encouraged to give our own opinion. Not learner-centred
4) At school we were not challenged. BITED is better – encourages you to express yourself... can debate.
5) School for us was bad – BITED is teaching us to be better – you are allowed to agree or disagree.
6) At school teacher talked all the time and drill. BITED asks questions and you answer. We also work in groups sometimes and discuss.
7) The teachers here are primary school teachers (not ADED background) Some are accepting of learners some not.
8) At BITED we have a say but it is not always taken up.
9) BITED is different to school. They are learner centered
10) Teachers taught us – that's all... at BITED, some are good and some are bad – some topics are interesting
11) At school, sit and listen; do what you are told, not find things for yourself. BITED more adult (sit and listen but not telling us)
12) Some lecturers hopeless – some classes chaotic and others good and interested in us.
13) School was fine. That is how schools are, now this is tertiary – some better than others.
14) BITED teaches in the same way that school did.
15) BITED is 'very much' helping me. BITED is better than school. (At school it was bad for us) Apartheid Education.
16) Some lessons are almost the same as school. Some better, and sad to say, some of my school lessons were better.
17) School was boring (always the same thing) BITED – some just read to you, others make you do, & others group discussions.
18) Depends on the lecturer. The more intelligent ones are less racist. Some have a 'chip'. Some fixate on something.
19) At school, drilling and repetition. Teachers explained and talked ... was question and answer. BITED makes sure everyone is comfortable.
20) At school we had no opinions. Sit and be good! – BITED – more work together and discussion.
21) We had no resources at school. No choices. Teacher was boss. ½ at BITED are like this – ½ not.
22) School was boring – we were scared of the teachers. BITED is different – aimed at the black students. Some lecturers are racist and are only there because they get paid.
23) Was teacher centred, now BITED is learner-centred. Now we are given a chance to explore and discover.
24) Std 8, 9 and 10 was more learner orientated; riots so studied at home. (teacher helped) BITED also must study on your own. Teachers are facilitators so for me the two are similar.
25) School – teacher knew everything – BITED, moving away from this attitude. The PP lecturers are excellent they discuss with us.
26) Talk and chalk. Some feel the same other more discussion
27) Teacher talks, explains or gives instruction – BITED, the same but a higher level.
28) Our schooling was disrupted. (Very difficult) Now more helpful and more structured.

29) Some of the BITED teachers are from Primary Schools – this is letter. Others are not so don't really know.
30) They at BITED provide all the material. We have no opinion – like High School. But must say Education is different.

10.)a) In what ways if not all are you encouraged to give your opinion of the ideas presented to you?

b) Do you feel your opinion is valued. (Why or why not?)

c) If no, what responses are asked of you?

1) Yes, I am open to it. It is the students responsibility to actively participate. Most lecturers have room for discussion. Yes
2) No, we are not at all encouraged to give our own input. We don't have any say re – the materials or content.
3) Sometimes we are not encouraged to... but if we do they don't seem to mind. My opinion is valued I think.
4) We give opinions in group work. We prepare lessons – they crit – give feedback – discussions. You can say what you think.
5) We don't really have any real say... but we are allowed to discuss the content. No opinion on the NB stuff.
6) They let us work in groups but we are told to do it this way or that way. We must do it their way.
7) We do discuss or debate issues in Education. Do activities, discussions & answer questions.
8) No – we are not encouraged. Not really. Just sometimes answer questions.
9) Not encouraged. I could give my opinion – Some lecturers don't mind. It is different for different lecturers.
10) There is some interaction in some classes.
11) What is really helpful for me is the sharing & discussing (other people's opinions).
12) It is a good college for upgrading – we can give our opinions more in some classes than others.
13) In some classes. In some subjects they don't really have time for discussion.
14) We are sometimes asked questions. Valued by others, some others get upset if your opinion differs from theirs.
15) Not really your opinion, but reading homework who has done it? Some ask for general responses, others pick on you to answer.
16) You can ask questions for clarity and they answer you. Not really valued because they have the right answer.
17) Depends on lecturer. – But 'God help you if you disagree with lecturer' – made to feel they are stupid.
18) Depends on lecturer . – A lot of the students don't open their mouths – but this could be because of language
19) Discussion in groups. If I prepare & present a lesson. I feel it is valued. I can give my opinion
20) Not opinion. Eg. Lang Method. She says must be little books – perhaps we want big/different ones. OBE is not prescriptive. Must do it the way she wants it.
21) Some of these lecturers seem to forget that we are also teachers. Only their view is correct.
22) We are not really encouraged. Some people sometimes try & give it but seem to be sort of ignored.
23) Can give own opinions. Responses must, more / less show understanding.
24) Yes we can – in group. But I try and keep quiet. Black students scared we don't want people to think "you know it all." Not at all so keep quiet.
25) Yes we can – in group discussions. Yes valued. Responses – have we understood.
26) Depends on the lecturer – some feel, that black students don't have anything intelligent to say. We get the feeling that they feel this.

27) Not much; just sometimes asked what you think – if you agree or disagree – sometimes
28) Some lecturers do this better & more than others.
29) We can answer question that are put to us. I think my opinion is valued but if another student gives a better, more valid opinion it is valued more.
30) Sometimes I feel my opinion is valued. They ask for understanding and to give practical examples from your situation.

11.)a) Have you been asked your opinion on how the course is administered?
b) If yes; did you see any attempts to improve / change areas that were complained about?

1) No. I have privately suggested a questionnaire.
2) No. Not at all.
3) We were asked our opinion once. Should we continue with 2nd language poetry or language acquisition. Yes
4) No – not in four years I've been here – only you now.
5) No, not yet.
6) The admin is the biggest problem. Very bad organisation & it doesn't help to complain.
7) No, no say – only for main problems you can go & talk.
8) Not at all – no-
9) No – what the lecturer says...No changes – lecturers all pre-written (just reads from books)
10) It is mostly disorganised – We don't really have a platform to complain
11) I am very unhappy that BITED is closing. They should have turned people away who can't pay.
12) No
13) In some classes more than others. Not officially
14) No – b) Only once – we complained about a lecturer & she became a bit better.
15) We have a say – but it is not always taken up.
16) No – nothing – not how it is run, structured or times spent on topics etc. (Once can complain individually)
17) No – but once someone came and asked us if we happy with the course (in 1st year)
18) No – they (the lecturers) decide on all that.
19) Yes – we had to choose as a class – to do language or poetry. Yes
20) No – Never complained.
21) No – n/a
22) No – probably they (the college) chooses subjects, eg. Biology, suggested General Science instead of Biology – never addressed – no response.
23) No
24) No – we are not encouraged to give our opinions.
25) No formally never – but we do complain a lot amongst ourselves.
26) No
27) In some individual classes sometimes asked about aspects of their personal content & presentation (that's all)
28) No
29) We have no choice. And there are always lots of problems, eg. security – student cards, photocopy cards, marks, etc.
30) 1st year at end of one lecturer asked if we were happy – But nothing in the next 3 years.

12.) Do you have any say in how you are EVALUATED?
13.) Do you feel you could give your opinion on any matter – even if not asked for?

1) No – for pracs / crits we do have discussion (that's all) – yes
2) No – we want to complain about BITED closing. A lot of people not brave enough. I could. No one asks.
3) No – The exam is set – I feel we should have a right to see why / how we got that mark. No
4) No. No
5) No. Yes I could – I think a lot of others can not.
6) I suppose we could say we disagree with some things but we still must do as they say.
7) No – about evaluations. No say at all, instead we are pressurised.
8) Not at all. No not really
9) No. Eg. Never seen exams – we never know where did we go wrong... We never see how they assess. Yes
10) No - but that is OK. Yes with some teachers but not with others.
11) No, not really. Yes easier with some lecturers – some lecturers don't have people skills & are not really liked.
12) No. Yes
13) No, they decide on texts, tests, exams & projects. We have class visits only 2 per year.
14) No, They have rules... They decided on tests, assignments and exams. (Sometimes due dates are discussed) Not on any matter some yes...
15) No – yes... The 'better' students seem to have more of a say / seem listened to better.
16) Only have a say – when they can hand in (some quite accommodating, Eng. lecturer). Also Eng. was Open book. Yes – I was confident.
17) Not really but in some little ways eg – we asked if dictionaries could be allowed in one Exam – eventually they said yes.
18) You can say what you think – but you cannot change it really (set ways). Yes
19) No – Yes – If you have decent marks – you are more able to give your opinion.
20) No – not always. (If you do try you have to be very polite 'diplomatic'.
21) No – and they don't always give proper feedback. Especially with exams. b) could – I wouldn't mind.
22) The students have a right to find out why they got that mark but exam set. b) yes
23) No. b) yes, I feel I could – but this has never happened – I think they will listen.
24) No - yes
25) No - yes
26) No – only prac discussions – if that sort of counts.
27) Didn't understand question, strange because speaks well. Not encouraged to give opinion. Worried that it is going to be crushed. Wants it to be accepted OR least acknowledged. Decided not to give opinion. (sad but cannot do anything about it). Angry
28) No. No honestly or openly.
29) Only sometimes if we do presentations or crits – some criticism & we have some room to explain / discuss. b) yes I could.
30) The assignments & tests are not really learner centred.

14.) During your lectures you encouraged to carry out any activities – examples.

1) Group discussions. In PP we do what the children would do. (but not in other lecturers).
2) No not enough. Very seldom in some classes group discussion. I am JP we need more practical doing.
3) Group discussion & report back.
4) Discuss in small groups or pairs & then reports back.
5) In Art we do Art – that is activities the whole time. Once in English we had to write a 'group-story'.
6) In JP / PP methods we have to make things like art and handiwork (made posters for an assignment)
7) We mostly have lectures – sometimes questions and answers & sometimes discussions.
8) SP – not really. In Art it is practical. JP friends do more activities & more group work discussions – We write from teachers a lot.
9) Activities – no time. Lecturers do activities. In HEALTH, one time we worked in pairs.
10) PP Sometimes, but not often.
11) Whole class discussions & sometimes in groups – (for me this sharing in the best.) Learn a lot from others!
12) Yes – activities; creating something.
13) Not really – sometimes group discussions (Is this really an activity)
14) Sometimes group-work discussions, sometimes pairs & sometimes we have to write plays or short stories.
15) Sometimes lecturer says – we may work together but she tells us what we do. Activities in Methodology, Art, Music and movement. I think a different approach is needed – as Adults we feel silly doing it.
16) ½ of them are absolutely stupid –waste whole hour & it is not in the exam. Music great, PP method. English – too much overheads.
17) Group discussion on question. (One presents) Sometimes whole class discussions.
18) Not really time for activities – They must get through a lot. (Some discussions)
19) Very few. But discussions more in some subjects, eg – Education (This can also be bad because you don't know the right answer)
20) Discuss in groups (no doing)
21) Sometimes – yes.
22) Discussions.
23) Yes, depends on lesson. Eg. Movement physically do the activities. Group work & Art in class.
24) PP we often do what we will teach. Art is also like this. Group discussions mostly in other ones.
25) In some lectures – not many – some lend themselves to activities. Ed. Studies most discussions.
26) Discussion sometimes.
27) Depends on subject – eg. Creative Arts we do.
28) Not activities. But are asked to answer questions
29) Some activities very good – eg. Music fantastic. Some Methodology good but 'discussing CULTURAL differences' – what for? (Not tested).
30) We make games or posters for assignments – ie. practical assignments sometimes but its really hard work. Discuss in class.

15.) a) Do you feel stimulated to engage with the content?
b) Are you interested in areas you had not previously considered – if so, what?

1) Depends on subject and own interests. Some not. Interested in PP because I'm in the field.
2) I like Education (challenges my thinking). Sometimes can't be stimulated too much work. – Some just learning like Biology.
3) Yes. Areas not previously considered – Language acquisition (I've never considered ways in which children learn language.)
4) Some subjects – I am interested in new and interesting topics.
5) Not really. All new – my skills have grown.
6) Some is, others not really. (I am interested in learning something new.)
7) No – mostly just stuff we have to do – boring, you must just learn it enough to pass exams.
8) Some teachers try & make it better for us.
9) Some content stimulating. B) Yes I have learnt a lot.
10) No, you just have to learn. No time to do extra finding out & reading.
11) No. I feel we should do more practical work. In Maths I don't know if I'm coming or going and if I ask – nothing. B) No
12) The work and the assignments are fine. No I'm not really stimulated to engage with any of it.
13) Some classes interesting and some disorganised.
14) No. I think the lecturers concentrate on the white students. We are not familiar with English and they ignore you.
15) No – not really – its just learning we have to do – like another school.
16) Sometimes – not often. B) Yes pedagogy and philosophy of Education. But it is difficult.
17) Yes – definitely – certain subjects are more relevant than others.
18) No! b) I'm enjoying some lecturers' new ideas. Have learnt a lot. Methods – lovely. English too many notes (needs more explanations)
19) Most of what we learn here is very new to me. I am learning a lot & enjoying it.
20) No. It is too much learning. I am interested in Maths.
21) Yes. I am interested in Piaget & the ways children learn (Mr Pietersen explains simply)
22) Yes. Not really
23) Depends on the lecturer. If he is inspiring then yes. If it is the readings – No. JP lectures are challenging.
24) Yes, wishing to have more overall knowledge. (I am encouraged to study more).
25) No, the notes are fairly simple, (not difficult). Art – I had not considered teaching Art like this.
26) Yes...sometimes (depends on the subject). Yes, Education but it is hard to make it relevant to me and my situation.
27) No not really – balancing work and family difficult – just manage to get homework done.
28) Some (but does not keep my interest long). Too busy.
29) The History of Education stimulates me the most! Education related to South Africa is good.
30) Some subject vague – not stimulating – eg. Education – is hard to make it relevant to you and the classroom (but you need to have it). B) Yes Design & Technology in PP and how to implement it into the classroom.

16.) a) Do you feel that you have added to your previous knowledge of the subject?
b) Do you feel that what you've learnt is relevant to you?
c) Do you feel that you could apply what you have learnt to different situations?

1. a) Yes. b) Yes – mostly education, need to have it. c) Yes – Pre-primary to any age.
2. Yes, not Biology – I am JP. Some (JP methods)
3. Yes – Yes I've added to my previous knowledge.
4. Yes, all new for me. Yes, relevant. Yes I can apply it to my class.
5. Sometimes. Some of it is relevant some not. You can apply this to Primary School teachers not ADED situation.
6. Yes, definitely. Certain subjects – not Afrikaans (I work in an English Med. School).
7. Yes – more so in some subjects. Not all the things are helpful.
8. Yes especially in certain subjects. No – not always relevant. No not always. How can I apply theories in my class?
9. Yes. Some of it. I think overall this study has helped me – I'm more confident.
10. Yes. Some things no. The certificate is the only relevant thing for me. Yes, must, eg. BIBLE teaching (different grades, make it simpler, dramatize, ask questions.)
11. Not all that dramatically – some. Yes (again) some of it.
12. A little. Not comfortable with English so it is very difficult.
13. Yes – for me especially. Yes. Yes.
14. Yes – a lot! Yes – it has all helped... Other students show the whole process down sometimes. Some.
15. Yes. Certain subjects are more relevant than others. Not always. Some of the things we've had to learn are irrelevant to me.
16. I loved pre-maths and pre-literacy. Learnt so much. (Whites have been open to this.) More relevant for some. Yes.
17. Yes. Yes. Learnt to relate to the class better. Yes. Because is in the library I can relate it to different classes.
18. Yes (from certain lecturers). Some not relevant. The qualification is the most relevant. Yes... can apply to different classes.
19. Yes. BTED does teach us a lot. Yes because I am in the class. Don't know (didn't seem to understand the question).
20. Yes – especially in history. Yes. History how to teach it. (new history – applied to the country). Yes.
21. Absolutely. Yes. I understand now why we teach Natural Science and Pre-Lit. Yes.
22. Yes. I've learnt a lot. Previous courses not relevant – This is because it is linked to my job.
23. Yes. I have grown a lot. To study and at the same time practice is very good and relevant. Yes – relates to children.
24. Yes. (Mostly in Educational Studies). Yes – because we are teachers (must know this). Methods yes – Theory no.
25. Yes. Most of it. Yes (a lot, but not all.)
26. Mostly. Yes.
27. Yes. Yes. Yes (useful).
28. Yes (even if a lot is in the form of revision). Yes. Yes
29. Yes. Yes it is relevant because I can see how it relates to children.
30. Yes. Yes. When I'm in the class things come back to me.

17.) What don't you enjoy at BITED/
18.) What has been your worst experience?

1.) The disorganization. I do symphasise – it is a difficult job.
2.) They are not well organised. It took one year to determine what credits to give her (already studying there).
3.) Things change. Course changed. We are not informed or notified properly.
4.) They take advantage of non-English students, they don't lay things out clear enough – They leave things murky so that they can get away with it.
5.) We are not at all encouraged to give out own input. Too much work (6 / 7 subjects per year – too much) and now do more.
6.) Students are not at all happy. The way they run it. They make mistakes – loose marks.
7.) I don't enjoy being a "Saturday morning student" only – wish I was a full-time. Sat. only – its too rushed. Additional afternoons would have helped (3 – 4).
8.) I don't enjoy the assignments. (No time). My worst is getting work in on the due dates.
9.) Ed. Studies & Prof. Studies. Worst – tried to go for explanation of results. Told, you have failed – didn't even explain why.
10.)That it is closing down now and we are forced to do more subjects, to rush it & finish.
11.)The way they run it. My worst problem is money problems – financial problems.
12.)Being treated as a teenager. (Especially in the 1st year of study). & Subtly belittling other students.
13.)The biggest problem is Admin. Eg. They tell us the marks are sitting with the externals.
14.)Can't really say – Last assignment eg. Biology. They must be more organized. The 'report cards' – the symbols were tiny.
15.)The fees and rules that go with it – eg. 'Don't get books till we have paid. It is difficult. No clear instructions.'
16.)My worst experience has been exam disorganization. One started ½ late. And we must wait long for results.
17.)I feel there should be more practical work. They don't take time to explain things we don't understand.
18.)The problem is I am tired – Saturday – whole day – too much content. They demand a lot.
19.)The chaos and the confusion. Being told they are closing – I am very unhappy – BITED should have turned away those who can't pay!
20.)Some classes. Lecturer sometimes does not seem prepared. (Or – change topics at the last minute).
21.)That I've had to try and squash a four year into two years. I don't know where I will go and they have not helped us!
22.)I have a problem with the lecturers' attitudes – They concentrate on the whites.
23.)They don't run the place in an efficient way. Eg. – letters this year (1999)
24.)The late students and the admin general disorganisation.
25.)I don't think they all read us as adults eg: "They spell the word out carefully!" when it is not really necessary. None really.
26.)BITED does not have the right attitude. Eg. Why must we do academic English? - No relevance.
27.)Incompetence of staff! (Correspondence) Reading the work to us. (Some of the modules eg. JJ02 Lang Methods)
28.)This is definitely an extrinsic diploma! They treat you as a child.

29.)They try a lecture on professionalism – but they don't practice it. Some are sarcastic, even degrading.
30.)Marking of exams is a problem – eg – wrote beginning June and results 26th August.

10.) What has been your best experience?

1.) The pre-literacy lecturer is wonderful – she treats you like an adult.
2.) We get good practical suggestions and ideas.
3.) Mixing with other teachers is great, we get ideas from each other.
4.) BITED is not difficult for me. Meeting other people.
5.) The teachers that are warm and caring!
6.) The poetry lecturer recognised my talent and told me so. (No one recognised this before.)
7.) BITED has been a life-saver for me. "A blessing".
8.) BITED is like a home – I'm comfortable here – would even attend in the holidays.
9.) I have not really had a 'best experience' – (Too many negatives) I guess the new friends I have met. (interaction)
10.)Learning through my peers.
11.)Some things were very helpful. BITED is trying to make things better for us.
12.)Meeting people and new friends. We're in this together.
13.)In Health, Geography and Education – I've learnt a lot of interesting new things.
14.)BITED is helping at least now we can express ourselves as teachers.
15.)That this is manageable for me. Saturdays are OK and the work is not too bad.
16.)The English Teacher took time to get to know her "learners" (She knew our names and that made us feel special).
17.)The sharing in class. Assignments were fine. Getting good marks is also my best.
18.)BITED is a good college for upgrading. Also JCE link – not just any old place (like night-school places).
19.)Some good marks and passing.
20.) BITED is great – even with the disorganization – It uplifts people who would never have had the opportunity.
21.)The BITED fees are less than elsewhere.
22.)When you get good marks for assignments - & passing (you feel successful).
23.)Some lecturers were very good. Interesting & well presented.
24.)That because of South Africa's past a place like this exists now to help us – to upgrade and get a true certificate.
25.)That because of BITED I can now be a proper qualified teacher.
26.)I can work full-time (teaching) and study.
27.)It will help me to qualify – BITED has a good role to play.
28.)My potential to teach has greatly improved.
29.)BITED serves a wonderful purpose. (Even with disorganisation – its overall positive).
30.)My previous criticism was meant to be positive – BITED was a fantastic opportunity for dedicated teachers to upgrade. It was like a first one of its kind.

20.) Were you ever unhappy or uncomfortable at BITED? What went wrong?

1.) I am very sorry that they are closing down.
2.) I am unhappy that they give us 20 pages of reading on a certain thing, could condense it into one page of relevant stuff.
3.) Lots of things are irrelevant, eg. Why not give us one or two proper assignments not lots of little things.
4.) I am disappointed that it is closing. They are doing great things. I'm frustrated – lots of things could have gone quicker.
5.) No.
6.) No.
7.) I was uncomfortable getting crits.
8.) Went to Dr Nowlan to ask why she failed. He didn't explain well. Lots of traffic upstairs. (Lots of people - crowed offices.)
9.) I was unhappy because you don't know who to go to in order to get help.
10.)Last year (1998) I went to ask for help with Geography mapwork. They don't take extra time to help anybody.
11.)In the beginning – other races in the same class was intimidating. (Now I'm OK with this.)
12.)I had my ordination at the same time – on the same day – as exam – went over time – because it started late. I wish they were professional.
13.)General disorganisation. Lecturers arriving late! (2, 3, 4 times in a row – specific lecturers). Also students coming in late.
14.)Yes. On / after results I was told I did not write the exam... They lost the script – told must write supps – then failed and had to redo.
15.)No...
16.)They lecture to us about professionalism – and starting on time etc – Then they don't.
17.)Not personally. I just wish they would communicate across departments – too many assignments at the same time.
18.)I was unhappy when the exam didn't start on time. They start late – we did not come here to muck about!
19.)Not really – but I don't like being picked on to give classroom examples when I don't teach. (You'd think they'd know their students by now.)
20.)I was a bit uncomfortable in the beginning but I'm comfortable now – that's all.
21.)I was very upset that the "list of requirements" subjects was only given to us in 4th year! It caused problems for lots of us.
22.)When they lost one of my assignments!
23.)When we applied, we were told 4 years – but has turned out 6 or 7 – we've failed a lot.
24.)Having to do a very difficult 'History of Ed.' assignment and having to try and find some outsider to help me to understand.
25.)Not really.
26.)I've had no experience to make me unhappy or uncomfortable.
27.)No bad experience! Just very unhappy that BITED is closing.
28.)No. BITED is like a 'gift from God'.
29.)Sometimes you get the feeling you're not listened to...
30.)Not really – uncomfortable but unhappy to have to wait so long for results. (like Christmas time or January!)

21.) Describe BITED to me?

1.) BITED offers a valuable service. It is necessary – but needs to be more organised.
2.) BITED fantastic opportunities to upgrade. The idea of it is brilliant.
3.) It should be more adult-inclined (geared at adults and not treat us like students.)
4.) We want to complain about the dissolve of the school! - Disorganised but a good thing!
5.) Students are not at all happy about the way they run it. (fees – money problems or loose marks).
6.) BITED is dominated by black students – They (many) think the teachers are racist... but this is not really true.
7.) Some lecturers are warm and caring – others moody.
8.) BITED does not have a wide enough subject choice, like Soweto College. BITED needs more choice and variety.
9.) Some lecturers are better than others. We are very unhappy that BITED is closing.
10.)The biggest problem is Admin. I suggest that they keep us informed more clearly and more regularly (letters).
11.)We should have class reps and a better orientation. Somebody should help Dr Nowlan (he has a big responsibility).
12.)The disorganization is frustrating but BITED is serving a good purpose. It is very bad that it is closing.
13.)It is interesting and practical. Eg. Technology as a subject – beginners Zulu was very good. (Closing!)
14.)There should be transparency – they should consider that we are adults. (Grown ups!)
15.)When writing modules they should consult learners. They should let learners see how they will be assessed.
16.)BITED demands a lot.
17.)I am very angry that they are closing and its all because of some students who can't pay – they should have turned them away.
18.)Some lecturers were really helpful – they helped me to pass.
19.)Closing – a real problem. Some people were not really notified properly. Some told the end of 2000 – others end of 1999!
20.)I'm two years into a four-year course, I don't know where I will go and they haven't helped us. We're not even sure when they're closing.
21.)Nothing to add.
22.)They don't run the place in a very efficient way – eg. letters this year.
23.)Some people have had problems and are unhappy (spoken to badly by staff, loosing work or marks) Generally BITED tried to do a good thing.
24.)I wish it was not closing, but I also wish they were better managed ... but I will come & finish at JCE next year.
25.)BITED is great even with disorganization – It uplifts people who would never have had the opportunity.
26.)Gave me a good feeling – passing and getting good results.
27.)Good and bad.
28.)Biggest problem was Admin. Could condense a lot of the work! Such a variety of students – this makes it difficult.
29.)I am shocked and very sad that BITED is closing down.
30.)NB in South Africa, to upgrade teaching in South Africa, across the board and can do it in their own time.

APPENDIX E

COMPARISON BETWEEN ANDRAGOGY AND PEDAGODY

A Comparison of the Assumptions of Pedagogy and Andragogy
Knowles M.S. 1980 (2nd ed) The Modern Practice of Adult Education. Chicago: Follett

Regarding	Pedagogy	Andragogy
Concept of the learner	The role of the learner is, by definition, a dependent one. The teacher is expected by society to take full responsibility for determining what is to be learned, how it is to be learned, and if it has been learned.	It is a normal aspect of the process of maturation for a person to move from dependency towards increasing self-directedness, but at different rates for different people and in different dimensions of life. Teachers have a responsibility to encourage and nurture this movement. Adults have a deep psychological need to be generally self-directing, although they may be dependent in particular temporary situations.
Role of learners' experience	The experience learners bring to a learning situation is of little worth. It may be used as a starting point, but the experience from which learners will gain the most is that of the teacher, the textbook writer, and the audio-visual aid producer, and other experts. Accordingly, the primary techniques in education are transmittal techniques – lecture, assigned reading, AV presentations.	As people grow and develop they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning – for themselves and for others. Furthermore, people attach more meaning to learning they gain from experience than those they acquire passively. Accordingly the primary techniques in education are experiential techniques – laboratory experiments, discussion, problem-solving cases, simulation exercises, field experience, and the like.
Readiness to learn	People are ready to learn whatever society (especially the school) says they ought to learn, provided the pressures on them (like fear and failure) are great enough. Most people of the same age are ready to learn the same things. Therefore, learning should be organized into a fairly standardized curriculum, with a uniform step-by-step progression for all learners.	People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real life tasks or problems. The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their "needs to know". And learning programmes should be organized around life-application categories and sequenced according to the learners' readiness to learn.
Orientation to learning	Learners see education as a process acquiring subject-matter content, most of which they understand will be useful only at a later time in life. Accordingly, the curriculum should be organized into subject matter units (e.g. courses) which follow the logic of the subject (e.g. from ancient to modern history, from simple to complex mathematics or science). People are subject centred in their orientation to learning.	Learners see education as a process of developing increase competence to achieve their full potential in life. They want to be able to apply whatever knowledge and skill they gain today to living more effectively tomorrow. Accordingly, learning experiences should be organized around competency development categories. People are performance-centred in their orientation to learning.

Author Earle K
Name of thesis Are Adult Education Principles Being Employed In The Teaching At Bited? Earle K 2000

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