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Pressler, Ruth

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UNIVERSITY OF THE WITWATERSRAND

SCHOOL OF EDUCATION

AN INVESTIGATION INTO PARADIGM SHIFTS TO BE MADE BY ADULT EDUCATORS FROM LEARNT TO NEW PRACTICES

A RESEARCH REPORT SUBMITTED TOWARDS THE COMPLETION OF THE REQUIREMENTS OF A MASTER OF EDUCATION DEGREE BY COURSEWORK AND RESEARCH REPORT.

Submitted by: Ruth Pressler: Student number 0318358 R

Date: July 2009

DECLARATION

I declare that this research report is my own unaided work. It is being submitted to complete the requirement for the degree of Master of Education: Education, Democratic Citizenship and Human Rights at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree or examination to any other university.

Ruth Pressler

_____ Day of _____ 2009

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My research report is dedicated to my late mother Jessie Hummel, whose belief in me always transcended the obvious, and who made me believe in my own ability to reach for the stars.

ABSTRACT

South African educators are required to follow an outcomes-based approach to teaching and facilitation. The main difficulty many adult educators encounter is in being able to match theory to practice. Whereas most facilitators appear to understand the theory behind Outcomes-Based Education and Training, they have difficulty in actually changing their practice.

In this research I have used small-scale qualitative methodology and random sampling techniques in order to investigate the cause of this disparity. I have used a multi-method strategy to collect data –including observation of course participants, questionnaires and detailed interviews.

The summary of the results is that changes are unlikely until adult educators on short courses are able to achieve the aim of engaging in transformative learning and critical thinking. This would include building reflection into courses and providing frequent refresher courses as well the opportunity for facilitators to meet as part of support or interest groups.

Contents

CHAPTER 1 INTRODUCTION 1

1.1 Background 1
1.1.1 Researcher's Background: 1
1.1.2 Background to ABET 1
1.1.3 Background to the study 4
1.2 Purpose of the study. 7
1.3 Research questions 8
1.4 Significance of the study. 9
1.5 Limitations of the study 10

CHAPTER 2 REVIEW OF THE LITERATURE 11

2.1 Choice of literature 11
2.2 The Themes 12
2.2.1 What is Outcome-Based Education and Training? 12
2.2.2 Adult Education and Training 16
2.2.3 Transformative learning 19
2.3 Conclusion of the literature review. 24

CHAPTER 3 RESEARCH DESIGN AND METHOD 26

3.1 Conceptual Framework 26
3.1.1 Epistemic, normative and procedural beliefs 26
3.1.2 Features of androgogy 28
3.1.2.1 Principles of adult learning. 28
3.1.2.2 Transformative learning 29
3.1.3 Bloom's Taxonomy 30
3.2 The Research Design 31
3.2.1 Foreshadowed problems 32
3.3 The sampling strategy used to select participants. 32
3.4 Data Collection Measures and Instruments 33
3.4.1 Observation 33
3.4.2 The Questionnaires 34
3.4.3 Interviews 35
3.5 The Procedure 37
3.5.1 Steps taken to conduct the research 37
3.5.2 Role of the researcher 39
3.6 Data Collection 40
3.7 Data storage 40
3.8 Overview of participants 41
3.9 Techniques used to analyse the data. 45
3.9.1 Thematic analysis 45
3.9.2 Crystallisation 45

CHAPTER 4 ANALYSIS AND DISCUSSION OF THE RESEARCH RESULTS **46**

4.1 Analysing the data. 46
4.1.1 Data obtained from the questionnaire 46
4.1.2 Patterns that emerge from the questionnaires. 46
4.1.3 Data obtained from the interviews 47
4.1.4 Patterns that emerge from the interviews 48
4.2 Detailed analysis of the data. 55
4.3 Summary of the Findings 59
4.4 Discussion of results 60
4.4.1 The discussion in light of the first research question. 60
4.4.2 The discussion in light of the second research question 64
4.4.3 The discussion in light of the third research question 67

CHAPTER 5 CONCLUSION **69**

5.1 Implications of results 69
5.2 Advocacy 69
5.3 Conclusion 70

LIST OF REFERENCES **74**

APPENDICES **78**

Appendix A: Demographics of ABET 78
Appendix B: Structure of the NQF showing where ABET fits in 80
Appendix C: List of acronyms used in the text 81
Appendix D: OBET Related Terms and Definitions used in this report 83
Appendix E: Permission letter to conduct research 86
Appendix F: Questionnaire 88
Appendix G: List of interview questions 91
Appendix H: Interview consent form 92
Appendix I: Transcripts from the questionnaire 94
Appendix I: Transcripts from the questionnaire 94
Appendix J: Transcripts from the interviews. 97
Appendix K: Ethics Clearance 107

Table 1 Participants who only completed the questionnaires 42
Table 2 Participants who completed the questionnaires, were interviewed and observed 43
Table 3: General information about all 12 participant 44
Table 4 Pseudonyms attached to respondents 55
Table 5: Basic Education Levels of South Africans 1995/1996 78

Table 6: Level of education of the South African Population added 5+: 1996 Census 79
Table 7: Structure of the NQF 80
Table 8: OBET Related Terms and Definitions 85

CHAPTER 1 INTRODUCTION

1.1 Background

1.1.1 Researcher's Background:

My background was originally in the field of Early Childhood Development (ECD). In recent years I have moved into the field of adult education, writing and developing educational material and assessments to be used in skills development, as well as writing textbooks and training trainers.

I first became involved with assessments through assessing scripts for a tertiary business college, learning the assessment process through workshops and lectures held under their auspices. My focus further changed when I was trained to be an assessor and facilitator for an Adult Basic Education and Training (ABET) service provider. This led to my ultimately developing material for this provider and training their facilitators to use their materials. Recognising a need to enhance my own qualifications I returned to University to do my Bachelor of Education (Honours) in Adult Education and also became a qualified assessor. When doing my coursework for this Masters in Education, my focus was Education for Democracy and Human Rights, which I have found ties in well with adult education, particularly in the South African setting.

1.1.2 Background to ABET

According to figures released by the International Conference of Adult Basic and Literacy Education in the Southern African Development Community (SADC) region that was held in December 2002, there is a great need for ABET in South Africa. After the 1996 General Population Census it was found that:

> Of more than 26 million adults about 12 to 13 million of them have less than a full general education (Grade 9) and that about 7.5 to 8.5 million of these have less than Grade 7 (and are thus functionally illiterate) and that about 3 to 4 million people have had no schooling at all. (SADC Conference Report: 151).

Detailed tables that set out the demographics of the levels of education of the South African population can be noted in Appendix A on page 78.

ABET is not a new concept to South Africa. The first night schools emerged in the mid 1940s. These were mainly started and run by Non-Governmental Organisations (NGO), religious organisations and university groups, mostly on a voluntary basis. There was some funding from the government, but this was very meagre. After the Nationalist Government took control in 1948, and with the introduction of the Bantu Education Act in 1953, the majority of these schools were closed down. The few remaining night schools were significantly controlled by the State under the auspices of the Department of Education and Training (DET).

After apartheid ended in 1994 a new system of education and training was needed in order to replace the old apartheid based system and to redress the inequalities created by apartheid. After much careful consideration and researching of educational systems used in other countries, Outcomes-Based Education and Training (OBET) was adopted as national policy. Outcomes-based education and training is not unique to South Africa as it is an international learning philosophy. It is, however, particularly suitable for South Africa because it has its roots in a skills- or competency-based form of education and training, education that is based on criteria and a learner-centred approach. The outcomes-based educational policy covers both classroom and workplace learning and it is intended to integrate theory and practice.

ABET is now handled by two national departments – the Department of Education (DoE) and the Department of Labour (DoL). The DoE has established Public Adult Learning Centres (PALCs) but up to now these have not been very successful, for a variety of reasons that are not pertinent to this study. The Department of Labour trains a large number of learners every year, and a percentage of these are ABET learners. To understand how this all works it is necessary to understand how education in South Africa was structured after 1994.

Prior to 1994 there were four different provinces in South Africa, each of which had several separate education departments dealing with the different population groups. In order to bring all education in South Africa into one integrated system, and after intensive research and discussions, the South African National Qualifications Framework (NQF) was created. The NQF is precisely what its name implies. It is a framework of qualifications and competencies that enables lifelong learning to take place. The NQF consists of registered unit standards and qualifications at eight levels of learning. These eight levels fit into three broad bands, General Education and Training (GET), Further Education and Training (FET) and Higher Education and Training (HET). ABET fits into the GET band as can be seen in Appendix B on page 80. (Adapted from a publication of the South African Qualifications Authority.)

It took three Acts of Parliament to create the NQF and the way in which it is funded. These Acts are:

- The South African Qualifications Act (Act No. 58 of 1995)
- The Skills Development Act (Act No. 97 of 1998)
- The Skills Development Levies Act (Act No. 69 of 1999)

The SAQA Act created the NQF. According to Van Rooyen and Prinsloo (2002: 3), “the SAQA Act conferred legal status on the NQF and set in motion the process of implementation of national standards”. These national standards are the Unit Standards (US), which are documents that describe what the outcome of learning should be. It took the Skills Development Act and the Skills Development Levies Act to create the mechanisms to fund the training.

The South African Qualifications Authority (SAQA) oversees the implementation of the NQF. SAQA is made up of 29 members appointed by the Ministers of Education and Labour. SAQA has two primary functions.

1. The one function is to set standards.
2. The other is to make sure that quality is maintained.

In the standards setting ‘arm’ are the National Standards Bodies (NSB) and the Standards Generating Bodies (SGB). In the quality assurance ‘arm’ we find the Education and Training Quality Assurance bodies (ETQA).

In addition, there are also Sector Education and Training Authorities (SETAs), which regulate the workplace training that takes place in each field of industry.

The Skills Development Act (SDA) and the Skills Development Levies Act (SLA) provide a clear framework for companies and organisations to embark on skills development. The Department of Labour requires companies with more than 50 employees to pay a levy, which is a portion of their profits, towards skills development. In order to claim back part of these levy payments companies need to submit a workplace skills plan and to appoint a skills development facilitator (SDF). They also need to be able to submit a report on the workplace training that has taken place. Any courses that are run must be based on unit standards or qualifications that are registered with SAQA.

As a result of these Acts many service providers have sprung up to provide skills development to companies. These service providers provide a variety of skills at the GET, FET and even at the HET levels. Some of these service providers specialise in the provision of ABET for the companies and organisations that require this service. These service providers are all registered with the Education and Training Development Practitioners (ETDP) Seta. A list of all the acronyms used in this report can be found in Appendix C on page 81. (Adapted from Van Rooyen and Prinsloo, 2002).

1.1.3 Background to the study

As has already been mentioned, part of my work is to train trainers to be facilitators for a large ABET service provider, which has branches in all the large cities in South Africa, as well as in certain other countries outside the borders of the republic. Namibia, Pakistan and more recently, Egypt, also now use the programmes provided by this service provider. This service provider has developed a computer-assisted ABET programme in all the fields of ABET education, from Literacy and Numeracy ABET Levels 1 – 4, to the core and elective components that are required for ABET qualifications and

learnerships. They also have face-to-face programmes for those companies that do not wish to utilise the computer-assisted programme. The clients of this service provider can be found in all the different sectors of industry. These industries include agriculture, banking, chemical industries, financial institutions, the hospitality industry, the food and beverages sector, the manufacturing industry, mining, transport services etc. The workers at these companies and industries who enrol on the programme spend time working on the computer and in their workbooks and are supported on a weekly basis by trained facilitators whose job it is to ensure that the programmes run smoothly, to motivate the learners and to provide support and extension where needed. (A full list of all those terms and definitions that are used in this report can be found in Appendix D on page 83)

The ABET facilitators who participate in the training are a diverse group. There are two primary groups of facilitators, external and internal. The service provider supplies the external facilitators, all of whom are qualified teachers or trainers, to companies. The internal facilitators are employed directly by the client companies. Some of these internal facilitators have little or no teaching or training experience. Of the internal facilitators who do not have teaching or training experience there are some who may well have some tertiary qualifications in other fields and then there are internal facilitators who only have FET qualifications.

The training that the facilitators undergo is relatively short, one week in length for each of the fundamental learning areas of literacy and numeracy. In addition, one day is taken in order to train facilitators in each of the core and elective learning areas as well as for the pre-ABET course, which is known as Basic Oral. Two different trainers generally run each week of the training of the fundamental learning areas, meaning that the trainer will generally only see the delegates for two/three days. These courses were not designed to turn the course delegates into teachers, but were designed to give them the skills needed in order to facilitate the computer-assisted training programme provided by this service provider. There are two aspects to the ABET training. The first is to acquaint the facilitators with the content of the material they will

be facilitating. The second is to equip them with some basic facilitation tools such as knowledge of the principles of adult education and of facilitation techniques such as group discussion, role-play, debates, dramatisation etc.

I realised, even before doing the research, that many of the facilitators, almost across the board, have difficulty in implementing aspects of the OBET approach. These difficulties appear to be particularly in implementing some of the Critical Outcomes (CO) also known as Critical Cross-Field Outcomes (CCFO).

The South African educational system has at its base seven critical outcomes or critical cross-field outcomes (CCFOs) because they cut across all fields of learning. The South African Qualifications Authority (SAQA) has identified these seven outcomes as being critical to all levels of education and training across all learning areas.

The critical outcomes require learners to be able to

1. Identify and solve problems and make decisions, using critical and creative thinking.
2. Work effectively with others as members of a team, group, organisation and community.
3. Organise and manage themselves and their activities responsibly and effectively.
4. Collect, analyse, organise and evaluate information critically.
5. Communicate effectively, using visual, symbolic and/or language skills in various modes.
6. Use science and technology effectively, showing responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Most of the problems that facilitators experience appear to be with CCFO 1, in particular being able to apply critical and creative thinking to the facilitation process. I have noted, too, that this difficulty does not lie only with ABET facilitators on this programme, as similar problems have been noted amongst many other teachers/educators/facilitators in both the schooling as well as the adult education arena.

1.2 Purpose of the study.

From my experience of training many hundreds of facilitators and also from my discussion with school educators, I have noticed that there appears to be a disparity between what is required by OBET and what is actually happening in practice.

One of the theories of Outcomes-Based Learning is that the teaching should be learner-centred, meaning that the needs of the learners must be considered before they embark on any programme of learning. In a learner-centred approach learners are encouraged to attain their full potential. Learners gain confidence as they progress and meet their stated needs. The environment in which learning takes place must also be conducive for learning and the material that is used must be relevant to the needs of adult learners.

Outcomes-based education and training focuses on the outcomes that are to be achieved through the unit standards. While the outcomes may be different, such as the Specific Outcomes that are specific to certain learning areas, or generic, such as the Critical Cross-Field Outcomes that apply to all levels and all fields of learning, all the outcomes focus on the skills, knowledge, attitudes and values that are to be attained.

The disparity that I have noticed can be stated as a difficulty in marrying theory and practice. It is not the theory of OBET that causes the problem, but the way in which this theory is actually applied. Almost all the facilitators appear to understand the principles of the learner-centred approach in theory.

Whilst most of the facilitators appear to subscribe to an outcomes-based, learner-centred approach in theory, it is when it comes to the practice

however, that the difficulties lie and in particular to the application of CCFO 1, which deals with the importance of problem-solving using critical and creative thinking.

Reasons for the disparity may be that:

- The prior form of education in which many of the facilitators were schooled was very authoritarian.
- The facilitators were not encouraged to question, or to think creatively.
- The facilitators might have been trained in the ‘old style’ of methodology.
- The facilitators may have difficulty in thinking in different ways, or in other words of changing their paradigms.

The purpose of this study therefore will be to determine whether there is in fact a disparity between the understanding of the theory of OBET and its application. If this is indeed so, then a second purpose of the study will be to determine the cause of this disparity. The third purpose of the study would then be to identify ways in which this gap can be narrowed.

1.3 Research questions

Based on the problems described, the title of the research is:

An investigation into paradigm shifts to be made by adult educators from learnt to new practices.

This investigation focuses on the way in which adult educators, particularly those on short courses, can be assisted to move from traditional educational practices, based on the way in which they themselves were taught, to the application of the outcomes-based educational theories that they are taught during the training period. The investigation also focuses to some extent on the way the facilitators themselves were taught in order to determine whether this prior learning affects their view of education.

The term ‘paradigm’ is associated with Kuhn’s influential book, *The Structure of Scientific Revolutions (1962.)* Kuhn suggests that certain scientific works “provide an open-ended resource, a framework of concepts, results and procedures within which subsequent work is structured” (Oxford Dictionary of Philosophy 2005 p267). While Kuhn used this term to describe changes in basic assumptions in science, it has since the 1960s, become widely used in other realms of human experience. The term ‘paradigm shift’ is often used to represent the idea of a major change in certain patterns such as a change in personal beliefs, replacing ways of thinking with radically different ways of thinking.

The study addresses the following three key research questions:

1. How do adult educators bridge the gap from known to unknown practices and in so doing adapt to an outcomes-based facilitation approach?

2. What role does critical thinking and reflection play in transforming adult educators’ understanding of Outcomes Based Education and Training?

3. To what extent are adult educators on short courses able to engage in transformative learning and critical thinking in order to shift existing paradigms?

1.4 Significance of the study.

Several of the researchers whose work I have read and drawn upon in the literature have pointed to the need for further research into the teaching beliefs of adult educators. As Taylor (2003 p76) has stated, by exploring the prior school lives of adult educators we can gain more insight into the way adults have developed preferences for different styles of learning and teaching. Despite the fact that mine has been a small-scale research, the results could be used to improve training programmes, particularly those used on short courses.

1.5 Limitations of the study

The limitations of the study are primarily the fact that this is a small-scale investigation and that the scope of the study has, by definition of the design, been limited. The study has been limited to a preliminary investigation. Despite the fact that this is a small-scale study there are nonetheless conclusions that can be drawn from it. In addition, any findings from this study could be taken further at a later stage, or elaborated upon by further researchers.

CHAPTER 2 REVIEW OF THE LITERATURE

2.1 Choice of literature

My choice of the literature to be used in this research was informed by the three research questions. I have organised my readings into themes, and these themes relate directly to those questions.

The first question is “How do adult educators bridge the gap from known to unknown practices and in so doing adapt to an outcomes-based facilitation approach?” In order to answer this question I have investigated the literature that describes the basic tenets of the outcomes-based approach as well as literature that is concerned with adult education and with training programmes for adult educators.

In order to answer the second question, “What role does critical thinking and reflection play in transforming adult educators’ understanding of Outcomes-Based Education and Training?” I have investigated the literature that is concerned with transformative learning and critical thinking in adult education and the ways in which critical thinking can assist in changing existing paradigms.

Lastly, in order to answer the third question, “To what extent are adult educators on short courses able to engage in transformative learning and critical thinking in order to shift existing paradigms?” I have once again investigated the literature that is concerned with adult education and with training programmes for adult educators as well as that concerned with transformative learning, critical thinking and paradigm shifts in adult education.

The three themes that I have therefore chosen for the literature review are:

1. What is Outcomes-Based Education and Training?

2. Adult Education and Training

3. Possibilities of transformative learning, leading to paradigm shifts, in adulthood

These three themes informed the questionnaires that I designed as well as the interview questions. The questionnaires and the interview questions are discussed in Chapter 3 where I describe the research design and methodology

2.2 The Themes

2.2.1 What is Outcome-Based Education and Training?

The 1994 ANC Policy Framework Document suggested particular ways in which a new curriculum could be devised. This framework was “emphatic about a skills-based curriculum as opposed to a content-based curriculum”. The latter is seen to be “characteristic of teaching and learning under apartheid and is considered to promote authoritarian teaching styles and regurgitational modes of learning” (Carrim, 1998, p70). A skills-based curriculum, on the other hand, is seen as “facilitating a learner-centred approach, which promotes individual, critical, contextual, relational and reflective thinking skills among learners” (Carrim, p71). The skills-based curriculum that became the basis of the new curriculum was in fact the outcomes-based education system that was introduced into the schooling system in 1997 and that was originally known as Curriculum 2005.

Acharya (2003, p1) describes OBE as a method of curriculum design and teaching that focuses on what students can do with their learning after they are taught and that addresses key questions such as:

- What do you want the students to learn?
- Why do you want them to learn it?
- How best can you help students learn it?
- How will you know what they have learnt?

As Acharya points out, OBE’s instructional planning process is the reverse of that commonly associated with educational planning, as the desired outcome

is selected first and the curriculum, instruments, materials and assessments are created to support the intended outcome. Acharya (2003, p2) describes two arguments developed by the proponents of OBE, namely:

- OBE is able to measure what students are capable of doing using assessment methodology that is different to that of traditional assessment methods.

- OBE goes beyond structured tasks by demanding that students demonstrate their skills through challenging tasks rather than by memorising facts.

Acharya sees the four basis principles of OBE as being:

1. Clarity of focus about outcomes – always having the exit outcomes as the focus and letting students know what they are aiming for.

2. Designing backwards by using the major outcomes as the focus and linking planning, teaching and assessment decisions directly to these outcomes.

3. Consistently high expectations of success – encouraging all learners to succeed.

4. Expanded opportunities – developing a curriculum to allow every learner to learn at his/her own pace and catering for individual needs and differences (learner-centred approach).

There are two types of outcomes – critical cross-field outcomes and specific outcomes. The critical outcomes are broad and generic, whereas the specific outcomes “express the results of more narrowly defined aspects of the education process and are context-linked” (Lubisi et al 1998, p9).

With the emphasis on outcomes it is important to formulate the outcomes that are to be used correctly. Lubisi et al point to the importance of programme developers being able to distinguish between the two types of outcomes in

order to ensure that any learning programmes contain both types of outcomes and that the outcomes chosen are relevant to the learning that is envisioned.

Killen (2006, p1) points to the undeniable fact that not everyone likes OBE. He states, “sometimes this is because they disagree with the outcomes that have been mandated; more often it is because they disagree with the basic idea of pre-specifying the outcomes of education.” Killen (2006, p2) further points to critics of OBE objecting to it because it has they see it as too behaviourist. Killen (2006, p9) mentions that another and very common criticism of OBE is that it emphasises minimum levels of achievement and as a result encourages mediocrity. Jansen (2002, p3) also points to the vigorous debates that OBE has triggered almost since its inception, and to the controversy surrounding this schooling system and states that:

> Since the mid-1990s OBE has triggered the single most important curriculum controversy in the history of South African education. Not since the De Lange Commission Report of the 1980s (Human Sciences Research Council (HSRC) 1981), has such a fierce and public debate ensued- not only on the modalities of change implied by OBE, but on the very philosophical vision and political claims upon which this model of education is based.

OBE in schools and OBET in the workplace developed differently. Jansen (2002, p8) explains that the language used for OBET in the workplace differs from that of OBE. OBET developed around unit standards in the workplace, in both general education and training (ABET) as well as in further and higher education, while unit standards were absent from the framework in the schooling system. Within the adult learning environment the terms ‘specific outcomes’ and ‘assessment criteria’ remain, whereas they were changed in the OBE schooling system.

Whilst OBE in the schooling system and OBET in the workplace have developed differently, and whilst the teaching of children is different in many ways to the teaching of adults, it appears from the literature that both school-based educators as well as adult educators experience some difficulty in

implementing aspects of OBE and OBET respectively. This could well be, as Itzkin (2001, p60) explains, because OBET stresses the importance of the outcomes that learners demonstrate, regardless of the learning area or the content of the learning programme. “It presupposes a highly trained and creative educator base, where educators can be innovative and even design appropriate teaching materials”. The ability of adult educators to be innovative depends to a large extent on their ability to think critically and creatively. Killen (2006, p12) also stresses that in the OBE system:

- Your main focus should be on LEARNING rather than teaching.
- Students cannot learn if they cannot THINK.
- Thinking is facilitated and encouraged by the PROCESSES that you use to engage students with the content, as well as by the CONTENT itself.
- Your subject does not exist in isolation – you have to help students make LINKS to other subjects.
- You have a responsibility to help students LEARN HOW TO LEARN.

Critical and creative thinking is particularly important within a democratic society. Gould (1988, pp285/286) states that according to Macpherson, liberal democratic theory is comprised of “two claims about the nature of human beings and society, which are in conflict with each other”. The first is that the human being is essentially a consumer of goods and the second is that a liberal democracy maximises human powers and not only utilities. This implies that human beings are seen as active exercisers and developers of their own powers. We could thus say that a human is seen as an *agent* or one that acts. The central problem of *agency* is to “understand the difference between events happening in me or to me, and my taking control of events, or doing things” (Blackburn’s Oxford Dictionary of Philosophy, p9). It is known that *agency* is crucial to democracy. Gould further points to the difference between *passion* and *action*, where the traditional understanding of *passion* is the response to being acted on by another and the traditional understanding of

action is self-activity. We could therefore look on *action* as something that one does for oneself and *passion* or *passivity* as something somebody else does for us, and we simply react. Gould (1988, pp 2894/290) further points out that agency is linked to *initiative*.

The concise Oxford Dictionary defines initiative as being able to “take action without being prompted by others” as well as having the “power or right to begin something”. Initiative can be linked to action and ‘rational initiative’ in particular, is seen as a very important character trait of the democratic personality. Problem solving and decision-making involve action or agency, as do using critical and creative thinking.

Young (2000, p44) points out that although the ideal of aiming to reach agreement involves dialogue there is often conflict and disagreement involved in the process. Those involved in problem solving through dialogue need to accept that there may not always be agreement initially and that this form of negotiation is essential in order to solve problems in a democratic society. It is clear to me from my own experience in the field of education, in particular the field of training educators/facilitators, that it is essential for learners to be able to solve problems and make decisions. The skills of critical and creative thinking are also crucial. This outcome (CCFO 1) is thus integral to any successful educational policy

2.2.2 Adult Education and Training

When investigating the theory and practice of South African educators, Parker and Deacon (2007, pp58/59) felt that not enough was being done to create an initiatory culture to assist teachers, teacher educators and student teachers with the new policies. They point to the strong need to highlight and develop personal motivation, discipline, identity, vision of the future and critical reflexivity, amongst other factors. They also point out the difficulties that teacher educators had with “bridging theory/practice” and to the differences between “what is taught and what happens in university lecture theatres and how teaching occurs and what happens in school classrooms.” In addition, Parker and Deacon (2007, pp42/43) state that the majority of student teachers

still see themselves as “transmitters of knowledge” which suggests that policy is not aligned with practice.

Similar problems have been found in the realm of adult education. Steinberg (1997, p112) points to the apparent inability of ABET teachers to scaffold, in other words, to help learners make the link from the known to the unknown, building on their past experiences to learn new concepts. Steinberg states that this depends on an ability to use critical and creative thinking. She surmises that memories of how teachers learnt as a child were “stronger than the new theory learned from CEP” (CEP is the ABET service provider who trained these ABET teachers). She further states that “ABET teachers come to the job with their own conceptions of what makes for good teaching, which they developed during teacher training and by observing the people who taught them” (1997, p143).

In a very similar vein, in a paper delivered at an International Literacy Conference in Cape Town, Kerfoot discusses the problems encountered by ABET student facilitators and their inability to apply what they had learnt in community-based centres. She concludes that there was “little evidence of transformation in the practice of students working as literacy facilitators in adult learning centres” (Abstract, 2001). The paper she presented explored some of the reasons for this lack of transfer, some of which had to do with the course the facilitators had attended, and the remainder with the process of transformation.

The 1997 pilot study of two ABET sites examined the impact of OBE on teacher behaviour. Prior observation of ABET teachers was that they “tended to have a very strong allegiance to very old traditional methods of teaching”, (1997, p9). No definite findings were produced as a result of the study because the scale of the investigation was small; the researchers concluded that there was a case for deeper and more thorough exploration.

These South African findings are very similar to those of Taylor (2003, p59), who researched the way in which past school experiences impact on adult educators. He undertook a qualitative study involving sixteen practising adult

educators in the United States of America. The purpose of this study was to understand the relationship of their early schooling to their present beliefs about teaching adults. The findings reveal that “past positive teacher models mirror present descriptions of ideal teachers and present descriptions of self as a teacher”. Very interestingly, these findings also point to the way in which “past positive learning experiences relate to present conceptions of learning” and that “past cultural experiences are reflected in present descriptions of adult students.”

Taylor also found that, in a very similar way to that of teachers working in the fields of early childhood education through to high school education, the practices of adult educators were greatly influenced by former significant teachers in elementary and secondary school. In his conclusion (pp 74/75), Taylor states:

> It would seem that unless institutions responsible for preparing future adult educators spend time promoting reflection among their students about their prior school experiences and how these experiences gave shape to their present beliefs about teaching adults, little long-term change can be expected in the students’ practice.

Very interestingly he states that the study also brought into question the long-held view that the practice of teaching adults is different from the practice of teaching children.

> These participants - by teaching their adult students in a manner consistent with their prior school lives – question the competence of andragogy that was propagated by Knowles and others in the 1970s and 1980s – that of the intent to define the practice of teaching of adults as a unique and separate method of education.

Taylor also points to the need for continued research into the teaching beliefs of adult educators.

Some of Taylor’s findings are reflected in the writings of Fenwick (2007) who states that our understandings of adult learning processes have undergone

dramatic changes over the past few decades and that new theories are continually appearing, while existing theories get attacked or reinvented. Fenwick offers four perspectives of adult learning. These four perspectives are:

- Acquisition-based learning
- Learning as reflection
- Practice-based community learning
- Learning as an embodied co-emergent process.

In discussing learning as a practice-based community process she points to the fact that “we are embedded so thoroughly in our cultures that we may not even be able to distance our thinking from our own experiences”.

These theories of learning within practice-based communities also resonate with those of Lave (1989), which assert that people learn best in communities of practice, as opposed to the commoditised aspect of education that is found in schools and universities. Lave refers to the way in which “newcomers and old-timers are dependent on each other, newcomers to learn and old-timers to carry on the community of practice” (1989, p78). Bruner, too. sees learning as part of culture and states that the ability to think abstractly is greatly influenced by culture.

> Culture, then, though itself man-made, both forms and makes possible the workings of a distinctly human mind. In this view, learning and thinking are always situated in a cultural setting and always dependent upon the utilisation of cultural resources. (Bruner 1999 p156)

All these aspects also make it very difficult for adults to transform their styles of learning and teaching.

2.2.3 Transformative learning

As I intend to investigate the ways in which adult educators can change their practices I decided to investigate the concept of transformative learning further.

One definition of transformative learning found in Wikipedia (2007) is that it is "the process of getting beyond gaining factual knowledge alone to instead becoming changed by what one learns in some meaningful way". This involves "challenging assumptions, beliefs and values, and considering multiple points of view while always seeking to verify reasoning". There has been much discussion about what actually qualifies as 'transformative' learning and how best to understand it.

Looking at transformative learning in this way begs a direct parallel to paradigm shifts. The term 'paradigm' was first coined in 1962 by Thomas Kuhn in his influential book "The Structure of Scientific Revolutions". In this book he cites the paradigm concept as "the most novel and least understood aspect of science" (Stanford Encyclopedia of Philosophy 2004). Paradigms were originally described in the scientific field but have more recently been used in other fields as well.

> Kuhn suggests that certain scientific works…. provide an open-ended resource: a framework of concepts, results and procedures within which subsequent work is structured. Normal science proceeds within such a framework or paradigm. A paradigm does not impose a rigid or mechanical approach, but can be taken more or less creatively and flexibly. (Oxford Dictionary of Philosophy: Blackburn 2005, p267)

Whilst the term 'paradigm shifts' was originally situated within the scientific fields it has become used more widely within the social sciences. For example, the movement known as the Cognitive Revolution was a move away from the Behaviourist Approach to psychological study and the "acceptance of cognition as central to studying human behaviour" (Wikipedia 2009, p3). That the term 'shifting paradigms' is now widely used to explain a major change in perceptions and thinking is further illustrated by Koopman (1997, p26) in which she investigates ways by which racial transformation can be effected in South Africa. In this article she suggests using a workshop in order to provide opportunities for participants to transform their thinking and in so doing to change their paradigms.

Taylor (2007, p173) posits that “transformative learning in adult, higher and continuing education has been around for over 25 years and continues to be the most researched and discussed theory in the field of adult education.”

Mezirow first developed the theory of transformative learning in 1978 and since then it has been considered an important theory of adult learning. Although Mezirow is considered to be the major developer of the transformative learning theory, there are other perspectives of transformative learning, largely influenced by the work of Robert Boyd (Eric Digest, 1998). Mezirow (1991 A, p2) defines ‘meaning schemes’ as sets of specific beliefs, attitudes and emotional reactions. He defines ‘meaning perspectives’ as “higher-order schemata, theories, beliefs, prototypes, goal orientations and evaluations.” Meaning perspectives therefore provide principles for interpreting and are generally “uncritically acquired during childhood through the process of socialisation” (1991 A, p3). In order for learners to change their meaning schemes they need to engage in critical reflection on their experiences, which in turn leads to a perspective transformation.

> Perspective transformation is the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and finally, making choices or otherwise acting upon these new understandings.
>
> (Mezirow 1991 B, p167).

Parks Daloz, an associate of Mezirow (2000, p103), describes the “nature of the transformative learning that occurs as a person develops a sense of social responsibility”. He then goes on to discuss four conditions for transformation He lists these four conditions as being: “the presence of the other, reflective discourse, a mentoring community and opportunities for committed action” (2000, p 112). Thereafter he states that there are several concrete steps that adult educators can use “to lead students towards a greater commitment to the common good” (2000, pp 117/8). A summary of these steps is that they

involve supporting the students, while at the same time assisting them, through discussion, to understand the effects of social conditioning on their understanding of “the way things are”.

Over the years a number of critical responses to Mezirow’s theories have emerged. Chief amongst these is the view of transformative learning as an “intuitive, creative, emotional process” based on the work of Boyd and Myers (1988, in Eric Digest 1998). Mezirow’s view of transformative learning emphasises the rational, whereas Boyd and Myers view relies most heavily on imagination or the extra-rational. Taylor (1998, in Eric Digest 1998) suggests, however, that not all learners are predisposed to engage in transformative learning and that not all adult teachers may feel comfortable with a goal of transformative learning. In addition, not all adult learning situations lend themselves to transformative learning.

Work on transformative learning has “synthesised a number of psychological and cultural perspectives on the development of critical reflection among all kinds of peoples” (Brookfield 1995, p1). Brookfield (1995, p2) points to the importance of adult educators developing an attitude of critical reflection for a variety of reasons, including the need to be able to take informed actions, to develop a rationale for practice, to become less prone to berating themselves for learners’ lack of progress and to increase democratic trust.

Despite the apparent importance of critical thinking as part of transformative learning, it is not always that easy to foster it. Research has shown weaknesses in adults’ critical thinking skills. In the context of this research, Soden and MacLellan (2004) of the University of Strathclyde in the United Kingdom, undertook a study to examine “adults’ use of critical thinking skills that are described in taxonomies and to identify areas for development”. This study was prompted by their concern that, “participation in professional courses does not help school teachers nor adult educators to think critically” (p 337). The participants in the study were 32 tutors, most of whom had on average five years experience in supporting learners who were undertaking a general qualification in Social Work through programmes that alternated work placement with classes in Further Education Colleges (FEC). (As will be

noted, this is very similar to the learnerships in South Africa, where students learn both in classes, often at Further Education and Training (FET) Colleges and in the workplace, and then ultimately attain a qualification). All the participants had a degree and were enrolled in the second year of a development programme designed to enhance practice in adult education. The participants were asked to write papers in response to a fairly open question and these papers were used as data. The findings point out weaknesses in critical thinking. These weaknesses were primarily in the area of 'analytical' thinking, which includes features that appear in many definitions of critical thinking. Whilst the participants did not have difficulty in grasping and summarising ideas they failed to master "academic skills described in the critical thinking literature" (p343) and "did not judge much of what they had read against appropriate criteria" (p344). These findings point to the need to practice critical discussion of ideas before participants are able to do this independently. The findings also point to the need to re-design programmes in such a way that participants could "practice systematically the selection and evidencing of ideas that support or cast doubt on a chosen position" (p344). The authors conclude their findings by stating "participants were working to a very limited extent with what has been described as a 'critical epistemology" (p345).

Critical thinking had not exactly been encouraged in South Africa prior to 1994. In fact, prior to 1994, education in South Africa tended to be traditional and monologic, rather than dialogic. Gravett (2001, p36) characterises dialogic teaching as being "neither content-, learner- nor teacher-centred, but learning-centred, with the teacher serving the agreed-upon role of guide, facilitator and mediator". She quotes Freire (1971, p67) as contrasting traditional education to dialogic teaching. Freire describes the 'banking system' of education in which the "learners are depositories and the teacher the depositor". In this form of education the educator imparts knowledge and the learners receive it. Whilst this form of education is diametrically opposed to the transformational and critical thinking approach, it is still the form of education that many adult educators associate themselves with, as this is the form of education they received as children.

Regarding the psychology of adult learning in Africa, Fosokun (2005, p28) quotes Cross, (1981) who indicates that dispositional limitations also affect adult learners. This refers to the attitude and self-perception of the individuals. The way adults perceive themselves affects the way they learn. Fosokun also points out that prior to colonisation, indigenous African learning was informal and very much in communities of practice.

Part of the problem encountered by many adult educators may be their perception of themselves. Taylor (2003, p59) found that many adult educators had entered the practice not through career planning, but by 'falling into' the position. This finding of Professor Taylor, who is based at Penn State University in Pennsylvania, is echoed by that of Dr Shah who is based in India. Shah, who is primarily concerned with professionalising Indian Adult Education reports, in a paper entitled "*Professionalism of Indian Adult Education"* presented at the 2nd Asia Regional Literacy Forum in 2007, that in India adult education is a profession that is neither well established nor well understood.

Taylor has more recently published an article in which he has further researched transformative learning and come up with many interesting results. For example he quotes Kreber (Taylor: 2007, p178) as finding that critical reflection "was the least common among participants of any of the domains of teaching knowledge and teaching experience seems to be a factor". Kreber concludes that, when learning about teaching, "teachers need to begin with critical reflection 'in order to be more meaningful' that is, being more concerned with why they teach than with how or what to teach".

2.3 Conclusion of the literature review.

I found several linkages to my research in these readings. The first link is that, in order to be able to scaffold, adult educators need to be able to think critically and creatively. This, of course, is one of the critical or critical cross-field outcomes that have been set down by SAQA as being integral to any learning. Yet this ability is not an easy one, and is a very challenging aspect. The second link is that as educators our ideas of what constitutes good

teachers or good teaching is rooted in our memories of our own schooling and that these ideas are often stronger than what we have learnt as theory. It takes a conscious effort to change these ideas. The third link leads directly from the second, to learning in communities of practice, whether this practice is teaching, nursing or any other skill. It is only through learning in communities of practice, which could also be defined as embodied co-emergent learning, that new practices begin to develop and true transformation takes place.

There are many conclusions that can be drawn from the literature. One is that both educators of children and educators of adults have difficulty with bridging theory and practice. Many educators, largely because of their own experience as scholars and students, are still to be found in ‘banking mode’ as transmitters of knowledge, rather than as facilitators. There is thus very little transformation in the practice of many educators. The second and related conclusion is that practices are influenced more by past school experiences than by learned theory. The last, also linked, conclusion is that many educators have difficulty with critical and creative thinking at a higher cognitive level, particularly with analytical thinking.

CHAPTER 3 RESEARCH DESIGN AND METHOD

3.1 Conceptual Framework

Several different frameworks have guided this study. These are:

- Epistemic, normative and procedural beliefs about teaching.
- Features of androgogy
- Blooms taxonomy

3.1.1 Epistemic, normative and procedural beliefs

According to Pratt (1998 - abstract), three sets of belief structures that can be used as an analytical tool to compare and contrast perspectives are the epistemic, the normative and the procedural.

Epistemic beliefs include knowledge, learning and evaluation of learning. They are concerned with questions such as why teachers teach, what they choose to teach and what they want their students to learn from their teaching. They are also concerned with teachers' views of learning, teaching and assessment. The culture of learning is tied to epistemic beliefs. As Muis (2007, p173) comments, there have been many investigations into what students and teachers believe about the nature of knowledge, including what knowledge is, how knowledge is constructed and how it is evaluated.

When defining epistemic beliefs, Muis (2007, p175) states:

> Educational psychologists have defined epistemic beliefs as individuals' belief about the nature of knowledge and the nature of knowing (e.g. Hofer & Pintrich, 1997). Accordingly, an examination of epistemic beliefs includes exploration of the structure of knowledge, certainty of knowledge, sources of knowledge, justifications for knowing (e.g. Hofer, 2000; Hofer & Pintrich, 1997; Schommer-Aitkins, 2004) and developmental aspects of knowledge acquisition (e.g. King & Kitchener, 1994; Perry, 1970; Royce, Coward. Egan, Kessel, & Mos, 1978)

Turp (2008, p 343) quotes Quine as believing that “the central task of epistemology is to understand the causal relations between the evidence of experience and our knowledge of the world”. He points to the fact that epistemologists have long been interested in understand the nature and scope of knowledge and in the difference between knowledge and opinion.

Normative beliefs of teaching include roles, responsibilities and relationships. Normative beliefs are therefore concerned with social norms, roles and responsibilities of teachers as well as their relationships with their students. Theories of compliance, where rules are obeyed blindly with regard to other people’s wishes and demands, fit into this framework. Theories of deference, in which polite behaviour that shows respect for the opinions and judgement of others is used instead of employing critical and creative thinking, also fit into the normative beliefs of teaching.

Turp (2008, p345) states that epistemologists have long been interested in the normative question of how knowledge is justified, and under what conditions we are entitled to believe different propositions. He maintains that “normative concepts are ubiquitous features of epistemic discourse” and that we use normative vocabulary to describe epistemic character, for example “one can be honest, responsible, courageous or negligent in conducting one’s research”.

Procedural beliefs include tactical knowledge and strategic belief. Procedural beliefs are concerned with the structure of teaching and the actual methods used for teaching concepts. Aspects of critical thinking and cultural disposition regarding critical thinking are part of the procedural beliefs.

Beaunieux et al (2006, p522) explain that cognitive procedural learning occurs in three different phases and involves different types of processing.

> Cognitive procedural learning occurs in three qualitatively different phases (cognitive, associative, and autonomous) and involves different types of processing. Learning a new cognitive procedure requires processes that are highly controlled in the initial, cognitive phase and more automatic ones in the autonomous phase.

It will be noted that I have used this particular framework when designing the questionnaires, as well as the interview questions, and when evaluating the data.

3.1.2 Features of androgogy

3.1.2.1 Principles of adult learning.

One of the foremost researchers in the field of adult education was Malcolm Knowles who pointed to the fact that adult learning, or androgogy, is a separate discipline to school learning. Knowles identified several characteristics that are true of adult learners in particular. Based on the writings of Knowles, Brookfield, Mezirow and many other writers, the following principles and approaches, amongst others, have been identified as being vital to adult learning:

- Adults prefer individualised experiences. This means that methods should be learner- rather than subject- centred – in other words the interests and objectives of the learners need to be considered. As Knowles stated (1980, p82) “in androgogy the starting point in programme planning is always the adult’s interests, even though the end objectives may be to meet their (and an institution’s and society’s) ‘real’ needs”.

- Adults are self-motivated and learn best when they are learning new skills or knowledge that they will be able to use in the workplace or in their personal lives. In other words they prefer learning that is the means to an end, rather than merely an end in itself.

- Adults need to be treated as adults and equals and their dignity needs to be preserved at all times.

  Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk a new behaviour in front of peers and cohorts. Bad experiences in traditional education, feelings about authority and the preoccupation with events outside the classroom affect in-class experience. (Zemke 1984, p1)

- Adults learn best when the subject matter and the methods are relevant to their lives; therefore all examples, illustrations and exercises need to be structured so that they are relevant to the learners' existing knowledge.

- Adults bring a wealth of life experiences into the training room and these resources need to be acknowledged and used. It is for this reason that there needs to be frequent discussion through dialogue with peer groups.

- Adults tend to learn faster when the experience starts with what they know, so always work from the known to the unknown.

- Adults learn best when new information and concepts are presented in a logical order and step-by step, so always move from the concrete to the abstract. Zemke (R&S) (1984, p1) state, "Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate."

- Adults need to be able to ask questions and discuss problems, so the facilitator's general skill in asking open-ended questions and analysing answers is of great value.

- Adults learn more effectively when a multi-sensory approach is used. Adult educators therefore need to make use of all suitable media, tools and techniques.

- Adults have expectations and it is important to take time at the outset to clarify all expectations. Once learners realise that their expectations are being met they get a feeling of success and progress. Facilitators of adult learning need to systematically build up the self-confidence of learners.

3.1.2.2 Transformative learning

Transformative learning is essential if learners are to change the way in which they traditionally think and behave. Only once adult learners are able to think

critically and creatively, will they be able to shift their paradigms. The theories of transformative learning in adulthood as developed by Mezirow, Brookfield and others has been well described in the literature review. These aspects of androgogy are included in the conceptual framework, as they have been used to analyse and interpret the data.

3.1.3 Bloom's Taxonomy

In order to investigate the meaning of critical and creative thinking it is necessary to re-examine Bloom's Taxonomy. Benjamin Bloom, an educational psychologist, developed this taxonomy in 1956 in order to classify levels of intellectual behaviour in learning. The Professional Development Resources for Educators and Librarians, "Teacher Tap" (2008, p1), explain how the taxonomy contains three overlapping domains – cognitive, psychomotor and affective. In the cognitive domain there are six levels: knowledge, comprehension, application, analysis, synthesis and evaluation. One can explain the meaning of the six levels in the cognitive domain as:

1. Knowledge deals with dates, events, places, vocabulary, key ideas etc and can generally be answered by the question "What is…?"
2. Comprehension involves the finding of meaning, translation and interpretation of ideas and facts, the ability to infer causes and consequences.
3. Application is when one uses information gained in new situations and the use of new knowledge to solve problems.
4. Analysis is the ability to recognise and explain patterns and find meaning in information. It is the ability to break information into parts by identifying motives or causes.
5. Synthesis is the ability to discuss hypothetical situations, to create new ideas, make predictions and draw conclusions.
6. Evaluation is the ability to make recommendations, present and defend opinions and make judgements.

The first three levels, knowledge, comprehension and application are known as lower order skills and the last three levels are known as higher order skills. Both critical thinking and creative thinking involve the higher order thinking skills of analysis, synthesis and evaluation and are at the top levels of Bloom's taxonomy. Critical thinking is more left brain oriented and involves logical thinking and reasoning. It involves skills such as making comparisons, classifying, deductive and inductive forecasting, planning, hypothesising and critiquing. Creative thinking is more right brain oriented and involves creating something new or original. It involves the skills of flexibility, originality, brainstorming, imagery, associative thinking, attribute listing and metaphorical thinking. Creative thinking stimulates curiosity and promotes divergent thinking, or what is colloquially termed 'out of the box' thinking.

Critical and creative thinking is essential if adult learners are to shift their paradigms. It is for this reason that I have included Bloom's taxonomy as one of the conceptual frameworks. I have also used this framework when analysing and interpreting the data.

3.2 The Research Design

The format used for data collection in this research project was small-scale qualitative research. Macmillan and Schumacher (2006, p315) describe qualitative research as "inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings." Qualitative research was the most appropriate method for my purposes because in qualitative research the individual actions, beliefs, thoughts and perceptions of people are collected and analysed.

Macmillan and Schumacher (2006, p315) explain that qualitative research is based on a "constructivist philosophy that assumes that reality is a multi-layer, interactive, shared social experience that is interpreted by individuals". The goal of qualitative research is concerned with understanding the participant's point of view and in analysing the way in which these participants interpret the situations and events that have shaped their lives, their thoughts and actions.

3.2.1 Foreshadowed problems

Macmillan and Schumacher (2006, p341) describe foreshadowed problems as “anticipated research problems that will be reformulated in the field during data collection”. They further describe foreshadowed problems as being broadly phrased questions about the participants and taking the form such as

‘What happens?’, ‘Why does it happen?’ and ‘How does it happen?’ These types of questions deal with problems of an empirical nature as well as epistemic beliefs and, as will be noticed both in the conceptual framework that has guided this study, as well as in the questions that I asked of participants, epistemic beliefs form a large part of my study.

My intention was to find out more about the background of the participants of this study. I asked questions relating to their schooling experience, such as what their school lives as children and adolescents were. I asked them to describe teachers who impacted upon them and what these teachers did that was particularly impressive and what made them so memorable. I further asked about their relationship with their teachers in general and what they expect of their adult learners. I also asked them what their views of education were, what changes they had seen in education and what their views of outcomes-based education were.

Stating these foreshadowed problems gave me a greater focus on the purpose of my research as well as what the research questions would address and what the focus of the data collection would be.

3.3 The sampling strategy used to select participants.

As I intended to conduct the research amongst delegates who were attending training at the premises of the ABET service provider, I first needed to get permission from the director responsible for training. I approached the director, explained the purpose of the project to him and received his approval. The letter, which I asked him to sign to confer this approval, and which I used as part of the Research Proposal for the Witwatersrand University School of Education Ethics Committee, can be seen in Appendix E on page 86.

A random sampling strategy was used, as I did not select participants on any particular basis. Over the period in which I conducted the research I asked everyone in the groups that I trained, whether they would participate in the research. I explained to them that their identities would be protected, and left as optional that section on the questionnaires that asked for their names and the companies for which they worked. I also explained that confidentiality would be maintained and that their names would not be divulged.

When I was asked to train a group of facilitators at a hotel in Egypt the opportunity presented itself to include these facilitators in the sample. Three of the five facilitators in this group were Egyptian, whereas the other two were South African. Whilst the inclusion of the Egyptians in the sample may have brought in a different context to the South African, I shall show in the data analysis that there are many similarities.

3.4 Data Collection Measures and Instruments

I used a multi-method strategy to collect the data. These strategies included participant observation during training, and monitoring of sites, detailed questionnaires and in-depth interviews. I had hoped to conduct more detailed observation to observe the practice that facilitators employ after the initial training but this was not possible, except in the case of two of the interviewees.

3.4.1 Observation

Macmillan and Schumacher (2006, pp 346-348) describe different ways of collecting data through intensive observing and listening. As they describe it, “listening is a demanding task; researchers listen with all their senses” in order to see the world in the same way as the participant does. I regularly employ observational techniques during the training, as well as when I monitor sites.

I therefore decided to use observational techniques during the research as well. I decided not to use a video camera, although I am aware of the value of having a visual record, because I felt that it would be intrusive and that it could prove to be intimidating. I decided that I would instead, as I always do during

training, make a few notes during observation, having first explained why I was making these notes. I would use these notes to provide feedback to the participants in order to assist them to improve their practice and would also use these notes when analysing the data.

3.4.2 The Questionnaires

Questionnaires are useful as they allow participants to think about their answers and give less vocal people time to think through and write down their responses. It is for these reasons that I decided to use questionnaires in order to elicit information. The questionnaires that I designed (Appendix F on page 88) include a mixture of open and closed questions.

Closed questions are easier and quicker to answer; they are more straightforward as they require very little writing. The closed questions I designed for the questionnaire were primarily concerned with collecting quantitative data that would give me a more complete picture of the participants. These closed questions included:

- What is your gender?
- What age group do you fall into? 20-30; 31-40; 41–50; 51–60; 60+
- What grade did you complete at school?
- Do you have a diploma or degree?
- Have you ever taught children?
- Are you a trained teacher?
- Are you trained as an adult educator?
- How long have you taught adults?

The open-ended questions allowed participants to respond freely and these were very carefully framed in order to minimise ambiguity. Some of these questions asked about the participants' careers and life histories such as:

- If your diploma or degree is other than teaching or adult education, please describe it, as well as where and when you received the degree(s) or diploma (s).
- If you are an adult educator, where and when did you receive this training?
- If you have done other work besides teaching or training please describe it.

One of the open-ended questions dealt with epistemic beliefs:

- Why do you teach adults?

Another of the open-ended questions dealt with normative beliefs:

- Briefly describe how you see your role as an adult educator/facilitator.

3.4.3 Interviews

Macmillan and Schumacher (2006, p 350) describe in-depth interviews as "open-response questions to obtain data of participant meanings – how individuals conceive of their world and how they explain or make sense of the important events in their lives." Interviews are effective when working with a small group of participants. Glesne and Peshkin (1992, p63) describe interviewing as "human interaction with all its attendant uncertainties" and compare an interviewer to a 'pitcher' who pitches or throws questions at the respondents. They suggest interviewing more than one person at a time and suggest further that interviews be conducted in small groups. This style did not suit my study and so I interviewed one person at a time instead.

Glesne and Peshkin (p78-81) suggest ways in which the interviewer can ensure successful interviews. One of these methods is to be prepared – preparing questions in advance and establishing rapport with the interviewee through asking questions in such a way as to gain their trust. Showing an interest in what the respondent says is one way of building rapport. The interviewer can use both verbal and non-verbal behaviour to show that

interest. I decided to use a very small digital recorder during the interviews, as this would be less obtrusive.

The form of in-depth interview that I decided to use was what Macmillan and Schumacher (2006, pp350/1) term the standardised open-ended interview. In this format “participants are asked the same questions in the same order, thus reducing interviewer flexibility”.

When designing the questions to ask in the interview (Appendix G on page 91) I used the conceptual frameworks that guide the study. Therefore the questions that I asked fell into the three categories, epistemic, normative and procedural, although it will be noted that most of the questions that I asked were in the epistemic and normative field, with only a few in the procedural field. This was primarily because I wanted to get information about the way in which the participants’ ideas of education were founded and this necessitated primarily asking epistemic and normative questions. There are not many procedural questions because I intended noting the procedures used by the participants whilst I was observing their practices instead of merely asking questions about procedures.

The epistemic beliefs prompted questions such as:

- Describe the teachers who made the most memorable impression on you when you were at school.
- What did the teachers do that was so memorable?
- What made the experience so memorable?
- What do you expect of your adult learners?
- What is your understanding of education?
- What changes have you seen in education?
- What is your view of OBE?

The normative beliefs prompted questions such as:

- What was your relationship with your teachers in general like when you were at school?
- What do you think the role of teachers is today?
- What do you think the responsibility of teachers is today?
- What, if any, difficulties have you encountered when facilitating adult learning?

The procedural beliefs prompted the question:

- Have your practices changed since 1994?

3.5 The Procedure

3.5.1 Steps taken to conduct the research

The site of most of the selection was the training room where the training took place. During each session of the training I explained the purpose of the study to the delegates attending the training. I explained that any information they divulged would be kept confidential and that they could withhold their names if they wished. When names were given, these names would not be divulged, as I would use aliases when writing the report.

I asked for volunteers to participate in the research and handed out interview consent forms (Appendix H on page 92). Some of the trainees agreed to participate in the research and completed the interview consent forms. I later gave these participants questionnaires to complete. The last question on the questionnaire asked whether the participants would be willing to be interviewed at a later stage at a time and date acceptable to them and at their site of training.

Over a period of time, twelve participants agreed to participate in the research and completed the questionnaires**.** Three of the participants who took part in the research were facilitators whom I had trained at an earlier stage and whose sites I had monitored. I knew these three facilitators well and had already established a good rapport with them. When I went to monitor the sites on a routine, booked, monitoring I explained that I was in the process of

completing my Master's Degree in Education through the process of course work and research report. I discussed the purpose of the research project and asked if they would agree to participate in the study. I also gave these facilitators interview consent forms and questionnaires.

Of the twelve participants who completed the questionnaires, eleven indicated their willingness to be interviewed. Of these, I interviewed seven at a later stage on an individual basis. The choice of these respondents was random and was guided primarily by practical reasons such as time and availability. Although I hadn't planned it that way, as will be noted from the tables, they were a representative sample of first and second or even third language speakers, different ethnic groups, age groups and gender.

I interviewed all the respondents at their places of work. I was able to set up interviews with the two facilitators whose sites I monitor at their place of work. The other five respondents whom I interviewed were all working at a resort hotel, which was situated outside of South Africa, and where I had gone to conduct the training.

Before conducting the interviews I explained the procedure and how I would use the information I collected and then thanked the respondents in advance for being willing to be interviewed. I indicated the existence of the digital audio recorder and asked permission to use the recorder during the interview. This preamble served to set the respondents at their ease before we began. I maintained an empathetic style throughout the interview, using a conversational tone to indicate "empathy and understanding while conveying acceptance to encourage elaboration of subtle and valid data" (Macmillan and Schumacher 2006, p355). At the end of each interview I thanked the respondent again for taking the time and effort to participate in the research. In some cases the discussion continued after the recorder had been switched off, but all further conversation was literally, off the record, and was not used during the data analysis.

I was able to observe all seven candidates whom I interviewed during the training, and took notes of their practices during the simulation exercises, the group discussions, role-plays and the other training techniques.

3.5.2 Role of the researcher

The role that I assumed during the research process was that of participant observer and interviewer. Macmillan and Schumacher (2006, p346) describe participant observation as a "combination of particular data collection strategies: limited participation, field observation, interviewing and artifact collection". I am accustomed to observing delegates who attend training sessions whilst they participate in different aspects of the training, as these observations form part of the report that I presently write at the end of every training session. When conducting the research I honed my observation more carefully in order to observe the practices that were displayed during simulated training sessions at the site of the training.

As Usher and Bryant observe (1989, p150) "researching into the practices of others also involves a consideration of research itself as a practice." These authors pointed to Kemmis' observation that, "A research programme for the improvement of reflection must be conducted through self-reflection". This certainly proved to be so in my case, as observing the practices of others caused me to reflect seriously on my own practices.

One point that I constantly needed to be aware of was whether or not the participants in the research would feel threatened in any way by the fact that I as researcher was also the trainer. The research participants were well aware that as trainer and monitor I am also required to report to the training provider on the way in which the facilitators implement the training programmes. The training provider in due course further submits these reports to the companies by whom the facilitators are employed. Many of the facilitators are untrained teachers and, as Itzkin (2001, p60) also observed, they "carry a double burden: that of teaching according to the demands of a set of teaching materials, and that of teaching according to the principles of OBE". The client companies place a high value on results; they want to see good learner pass rates as they invest money and time on the training system and they expect to

see positive results. All these factors could well influence the results of the research to a certain extent.

3.6 Data Collection

The way I collected the data was as follows:

1. During observations I made notes about the practices of the participants. It is a usual part of my practice, both in order to give feedback to the course delegates on their practices well as for information that is used later in the reporting structure that follows the training.

2. I made notes of the answers on the questionnaires by tabulating the answers in each section, as will be seen in the overview of the participants as well as in Chapter 4, where I will present the findings.

3. After conducting the interviews I made detailed transcripts of the recordings that were verbatim accounts of the interviews. Although it is time intensive, Macmillan and Schumacher (p355/6) recommend this system as it “ensures completeness of the verbal interaction and provides material for reliability checks”. As they suggested, I transcribed the tape verbatim as this enabled me to record exactly what had been said. Thereafter I wrote an elaborate description of each of the respondents in which I included what they had said and written and what I had observed. I included self-reflection of my role in the interview as well as the rapport that I had established with each of the subjects. Macmillan and Schumacher recommend this action as they see it as “a critical time for reflection and elaboration to establish quality control for valid data” (2006, p356).

3.7 Data storage

Whilst conducting the research, the data was stored in the following way:

- The questionnaires were kept in a file, which is kept in my office. Only I have access to this office, so the information recorded in the questionnaires is kept confidential.

- The digital recorder on which I recorded the interviews is always kept in a locked drawer in my office.
- The transcripts of the recordings are kept in the same file as the questionnaires.
- The analysis of the data is kept in two places - on my computer as soft copy and also as hard copy as printed sheets, which are all kept in the same research file in my office.
- I regularly back up all computer-based data on flash-drives and these flash-drives, too, are kept locked in the office.

Whilst writing this report and recording the data and the findings derived from them, I shall keep the identities of the participants confidential by using pseudonyms when referring to them. After I have completed the research report I shall dispose of all the data through shredding the hard copies and deleting all the files that contain confidential information.

3.8 Overview of participants

When describing the participants who took part in this research study I am going to use tables and when names are required I will use assumed names in order to maintain the confidentiality I promised the participants. Although the selection was random the reader will notice that participants are from a broad range across all the different areas and characteristics that are relevant to this study. This includes: gender, age, nationality/race, socio-economic status, aptitude, educational level and teaching or training experience.

As mentioned I am going to present the data showing the overview of the participants in tabular format and will first display the data collected from those respondents who completed only the questionnaire and who did not take part in the interview section and will then present the data showing the respondents who completed the questionnaires, were interviewed and observed.

Participants who completed the questionnaire only									
No	G	Age	Educational Qualification.	Ad. Ed. Training	Exp in ad.ed.	Race/ Nat.	Home language	Socio-ec status	Apt
1	F	41/50	Quality Management dip.	Short course	2 yrs	SA white	Afrikaans	Upper middle	Av
2	F	41/50	Teaching diploma ABET diploma	Yes	10 yrs	SA Black	Sotho	Middle class	Av
3	F	31/40	Teaching diploma	Short course	1 yr	SA White	Afrikaans	Upper middle	N/A
4	M	20/30	BSC	Short course	3 mnth	SA Black	Not Known	Not known	N/A
5	F	50/60	Teaching diploma ABET certificate	Yes	10 yrs	SA Black	Sotho	Middle class	Av

Table 1: Participants who only completed the questionnaires

Participants who completed questionnaire, were interviewed and observed									
Subject Alias	G	Age	Educational Qualification.	Ad. Ed. training	Exp in ad.ed.	Race/ Nat.	Home lang	SE status	Apt
Marie	F	31/40	Grade 12 only	Short course	1 yr	SA White	Afrikaans	Upper middle class	Av
Nomsa	F	41/50	Grade 12 only	Short course	3 yrs	Sa Black	Zulu	Lower middle class	W
Alec	M	31/40	B Tech	Yes	4	SA White	English	Middle class	G
Hakeem	M	31/40	BA	Yes	13	Egyptian	Arabic	Lower middle class	G
Malik	M	20/30	BA	Short course	2 wks	Egyptian	Arabic	Lower middle class	Av
Waseem	M	31/40	Teaching degree	Short course	2 wks	Egyptian	Arabic	Middle class	Av
Grace	F	20/30	Grade 12 only	Short courses	4 m	SA White	Afrikaans	Upper middle class	Av

Table 2: Participants who completed the questionnaires, were interviewed and observed.

A further analysis shows the following information of all twelve participants:

Information about all 12 participants					
Number	Gender	Race	Mother tongue	Age group	Education
12	7 female 5 male	4 SA black 5 SA white 3 Egyptian	English 1 Afrikaans 4 African 4 Arabic 3	20-30 x 2 31-40 x 4 41– 50 x 3 51-60 x 1	Trained teachers x 6 Language teachers 3 Diploma in Ad Ed x 4 Tertiary Education x 9 No tertiary x 3

Table 3: General information about all 12 participants

3.9 Techniques used to analyse the data.

The tools that I used to analyse the data collected were that of thematic analysis and of crystallisation.

3.9.1 Thematic analysis

In thematic analysis the researcher examines the data that has been collected in order to find a common pattern or theme. Macmillan describes patterns as relationships among categories.

> Pattern seeking means examining the data in as many ways as possible. In searching for patterns, researchers try to understand the complex links among the various aspects of people's situations, mental processes, beliefs and actions. (Macmillan and Schumacher, 2006, p373).

Aronson (1994, p1) describes thematic analysis as focusing on "identifiable themes and patterns of living and/or behaviour". Aronson further describes the way in which patterns of experiences can be listed from the transcribed conversations and states that these patterns can come from direct quotes or from the paraphrasing of common ideas.

The next step would be to identify the data that relate to the patterns that have been classified. Thereafter the patterns could be divided into sub-themes. When these themes are placed together they form a "comprehensive picture of their collective experience" (Aronson, p2).

3.9.2 Crystallisation

Macmillan (2006, p366) describes the process of crystallisation as one in which the researcher "relives each field experience and persistently questions the data for subtle nuances of meaning". By persistently questioning the data for these subtle nuances I have been able to find many patterns in the data. In the next chapter I have used thematic analysis and crystallisation to analyse the data and to reveal the common patterns that have emerged.

CHAPTER 4 ANALYSIS AND DISCUSSION OF THE RESEARCH RESULTS

4.1 Analysing the data.

In this section I have dealt separately with the data from the questionnaires and the interviews. I have first discussed the patterns that I identified in the responses to the questions in the questionnaire. After that I have identified the patterns in the answers to each of the interview questions and have discussed these in light of the interrogative framework.

4.1.1 Data obtained from the questionnaire

The actual transcripts of the data can be found in Appendix I on page 94. I have used the process of crystallisation in order to analyse the data according to these questions asked in the questionnaire.

1: Why do you teach adults?

2: What other work have you done besides teaching/training?

3: How do you see your role as an adult teacher/facilitator?

4.1.2 Patterns that emerge from the questionnaires.

Question one: “Why do you teach adults?” is a relevant question in light of the research, because it compelled the participants to analyse their own reasons for being involved in adult education. From the responses it can be noted that the majority of the facilitators who teach adults do so because they feel that they are able to make a difference to the lives of the adults with whom they come into contact. Several mentioned that they wanted to give their adult learners an ‘opportunity’, and further elaborated that this was so that they (the adult learners) could educate themselves and that this would assist them to be more independent and empowered. The words ‘literate’ and ‘numerate’ were also mentioned, with many of the respondents feeling that it was necessary to be a literate and numerate member of society in order to be empowered and independent. Most of the facilitators appear to enjoy what they do. They gain satisfaction from being able to open new worlds and

provide further opportunities for their learners. Seven of the respondents felt that they were offering adults an opportunity to improve their education, an opportunity that many adults had not had under the previous political dispensation. These seven respondents saw their work as being of benefit to the community in which they live and work. Three of the respondents found it very challenging teaching adults. Of the twelve respondents only one saw educating adults as purely part of the job description.

The second question was “What other work have you done beside teaching/training?” It is clear from the responses that most of the respondents had done other work as well as teaching/training. Many of them have also worked in the business environment and one worked in the language field doing translating. Of the twelve respondents, only two had done no work other than teaching. This question was useful in that it provided more background to the respondents and demonstrates the range of the work experiences that the respondents have experienced. This range of work experience also has an impact on the way in which the respondents react to facilitation in general, and to implementing OBET, in particular.

The third question was “How do you see your role as an adult teacher/facilitator?” The responses to this question almost mirror the answers of the first question, and the patterns here are very similar. The majority of the facilitators want to be able to make a difference in the lives of their adult learners and to be able, in the process, to assist the communities in which they live and work. They want to be both role model, in that they provide a model on whom the learners can remake themselves, as well as a ‘change agent’ who helps others to remake themselves. The link is quite strong here to transformative learning, in that the educators wish to transform, or assist adult learners, to transform their lives.

4.1.3 Data obtained from the interviews

The actual transcripts to the following questions can be found in Appendix J on page 97

1: Describe the teachers who made the most memorable impression on you when you were at school.

2: What did the teacher(s) do that was so memorable?

3: What made the experience so memorable?

4: What was your relationship with your teachers in general like when you were at school?

5: What do you think the roles of teachers are today?

6: What do think the responsibility of teachers is today?

7: What do you expect of your adult learners?

8: What is your understanding of education?

9: What changes have you seen in education?

10: Have your practices changed since 1994?

11. What is your view of OBE?

12: What, if any, difficulties have you encountered when facilitating adult learning?

4.1.4 Patterns that emerge from the interviews

When looking at the patterns that emerge from the interviews, I have examined the responses question by question and have used the process of crystallisation to identify the patterns that emerge.

In question 1, which was “Describe the teachers that made the most memorable impression on you when you were at school”, I noted that all the respondents were able to describe the teachers who had made an impression on them. Three of the seven respondents were even able to name the specific teachers, which shows the extent of the impression these teachers made on them. The subject these teachers taught does not appear to be that relevant, although five of the respondents mentioned a language teacher who had made a lasting impression on them. “She had an unbelievable way of conveying poetry to you”; “My English teacher, her name was Mrs X”; “My secondary school teacher in English, he speaks fluent English, he was just

coming back from a course in England so he had a fine knowledge of English"; "My German teacher"; "My Grade 2 teacher who encouraged me to write", (she did not worry about the formalities of English but just about getting kids to write"). The fact that five of the seven respondents named language teachers is interesting. To me it seemed quite conceivable that this may be one of the reasons, albeit subconscious, why these respondents have moved into the field of training in English Communication.

The second question was "What did the teacher do that was so memorable?" The common theme in these answers is that the teachers were fully in control of the class and were able to manage the students well. "All the teachers, all four of them, were oldish teachers. They managed kids well". "At secondary school our classes were a mess, especially for teenagers who wanted to joke with each other. She tried very hard to control us. I thought no teacher could control our class, but she did". "There were about 40/45 in the class but he managed them all well, even though they were all different." In addition, they made the classes fun and interactive and encouraged and motivated their students. "He kept motivating me. I got high marks in the subject. I've never been punished and I was getting very happy when it was time to come to school because it was my subject and I liked it so much." One respondent in particular, who had been an English language teacher, mentioned that two of his university teachers had given him techniques that he could use in his own studying and influenced his own teaching. "They really know how to pass on information to their students. I was impressed by both of them". Another respondent mentioned that the teacher had used a form of group work, something that was not the norm in that country at that time. After being on the outcomes based courses that his company offered, this respondent realised that this teacher had, more than 20 years ago, applied the same techniques that he himself had just newly learnt.

The third question was "What made the experience so memorable". The answers here varied. A common thread running through all these answers, however is that all the teachers were passionate about their subjects, and through this passion they were able to inspire the students. Several

respondents mentioned techniques that these teachers had used, such as role-plays and group work, and the fact that it was not so much the formalities of language teaching, such as grammar and spelling that concerned them but more the practicalities such as “getting the kids to write”. In addition, the teachers clearly respected their students and the students in turn came to respect their teachers. “She approached us well. At first we tried to make fun of her but she just accepted it and we were really embarrassed. Then we came to respect her and how to respect ourselves.” “They knew how to respect their students and could push them forward to search for knowledge”.

The fourth question was “What was your relationship with your teachers in general like when you were at school?” Most of the respondents appeared to have been good students and to have enjoyed school. One for example said, “I’m the one that was writing on the board and I was the one who was collecting and distributing homework.” The majority of the respondents had a good relationship with their teachers and had respect for them. They in turn were respected and even admired by their teachers. “They knew how to respect their students and could push us forwards to search knowledge. They got enough knowledge for anyone to ask questions. I like that very much.” One respondent said that as a result of the respect and relationship that he had with a particular teacher, he has strived to have the same form of relationship with his own students. Another mentioned that she had a very good relationship with all her teachers, and as a result she learned, subconsciously, how to convey knowledge to other people.

As will be noted, there is a close link between the first four questions, all of which are concerned with the teachers who made an impact on the respondents and with the relationships that the respondents had with their teachers. The patterns that can be seen in all the answers are very interesting in light of Taylor’s findings that “past positive teacher models mirror present descriptions of ideas of teachers and present descriptions of self as a teacher” and that “past positive learning experiences relate to present conceptions of learning” (Taylor: 2003, p59). Adult facilitators seem to want to model themselves on memorable teachers, thus confirming Taylor’s findings.

The fifth question “What do you think the roles of teachers are today?” drew varied responses. The common thread running through these responses is that many of the respondents felt that teachers today face more of a challenge than in the past. This could be for a variety of reasons, one being because, as well as just teaching a subject they also need to impart cultural values. Another is because they need to involve the parents more than in the past as can be see from the following quotes: “When I compare teachers today, mostly they are sharing – parents and teachers”; “Sometimes I feel that teachers today don’t do enough for the kids the way they used to, it feels like I’m teaching my daughter instead of the teacher”. In addition teachers also need to understand the students they teach and relate to them. This pattern, that teaching is a challenge, is an interesting one as it gives an insight into the view the participants have of their own roles as adult facilitators.

The answers to the sixth question “What do you think the responsibility of teachers is today?” drew interesting responses. The pattern here is that teachers need to take responsibility for the progress of the students. This progress also encompassed culture and values as well as knowledge.

Adult educators need to understand the students and help them not only gain knowledge but also self-confidence, cultural values and life skills. One of the respondents felt strongly that having an attitude of compassion and respect was one of responsibilities of teachers. “If you’re an adult facilitator you have to be compassionate with your learners. You have to respect them; if you respect them they obviously return that respect. But you must always be there for them, to assist them to do their best.” It will be noted that the responses to questions five and six overlap as facilitators often found it difficult to separate roles and responsibilities.

The seventh question was “What do you expect from your adult learners?” Whilst the responses were all worded differently, the common thread was that the participants wanted to see their students achieve and to be able to apply their knowledge. They expected commitment and responsibility from their adult learners and were all prepared to help the students to move to the next

level. This can be seen from the following two quotes: “I want to see them to be successful and to be promoted from one job to another”.

> People here are used to being taught in the traditional way, now we are introducing them to something new. People here learn English for more than 18 years and score high marks, but cannot speak English. So through new techniques which concentrate on the practice of language rather than on memorisation I think they will achieve a lot and I’m going to help them. My role now is on helping rather than just teaching.

The eighth question was “What is your understanding of education”. Many of the respondents had some difficulty at first in answering this question and in defining education. The common pattern here is that although education is concerned with the acquisition of knowledge it is also life-skills oriented. Education needs to be concerned with learning skills that can be used in the workplace rather than just in acquiring sufficient information to pass exams. The following quotes serve to illustrate this point. “Education is knowledge and being independent in most aspects (of life)”; “Education is not physical. It’s about understanding the other and providing him with the correct information in his field. It is a natural process”. “Education should be concerned with learning for life, not in order to pass exams”.

The ninth question, “What changes have you seen in education?” also drew different responses. Whilst one of the respondents felt that outcomes-based education did not provide sufficient guidelines for either teachers or learners, the majority of the respondents saw the changes as being positive. The pattern here is that the impression of most of the respondents regarding the new methodology is that it involves students more than the old style education, in which they themselves were schooled, and that the new form of education is more relevant and accessible. The following quotes illustrate this vividly: “I have seen a great change. In the past, educators tried to feed the students with as much information as they could whether they understand it or not. I think the modern way in which you are going to interact with your students is going to be great. To make them share”; “There have been great changes in education. Today’s education is more relevant and helps learners

prepare for the real world"; "Schools today are a lot more accessible and cater more for different needs. Schools today are far more relaxed and less authoritarian". This finding is a positive one, as it indicates the willingness of the respondents to embrace the changes that have taken place in education.

The tenth question "Have your practices changed since 1994?" was not relevant to most of the respondents as they had not been in the field of teaching or training prior to 1994. The few respondents who had been in the teaching/training field prior to 1994 realised that they would need to change and to learn to apply the new techniques. The fact that many respondents were unable to answer this question is not crucial to this study, as I was able to observe the participants' practice during the practical component of the training. The training is very interactive and through observation I was able to ascertain whether or not the respondents were able to make the paradigm shift to new practices.

Question eleven was "What is your view of OBE?" Whilst there were, naturally, mixed views, the common pattern is that the outcomes based approach is a more realistic way of facilitating because it is learner centred. The interaction and positive motivation that is an integral part of OBE was appreciated. Some of the quotes that illustrate this common thread are the following: "The most important is outcomes – different ways of presenting material. All the courses I've been going on are outcomes based. A different way of interacting"; "It's more realistic, I like the attitude of positive motivation", "I like the games and interaction and believe that that is when learning takes place, not just when someone stands in front of learners and teaches"; "It's more directional and more specific than in the past, more skills oriented, teaching people skills and the reason behind the skills; more refined in terms of outcomes and what one should achieve in terms of these outcomes." I felt that these responses were very positive as they indicated the willingness of the respondents to embrace OBET.

In the twelfth and last question, "What if any difficulties have you encountered when facilitating adult learning?" it was a little more difficult to find a pattern, because the answers were so disparate.

The first respondent felt that learners tended to be easily discouraged; “If they don’t understand something it is not easy to convince them”. The second had experienced a few problems with the work ethic but had managed to address these through her positive relationship with the learners.

> The guys I work with are very keen. With regards to the work ethic, there are a few problems I’ve picked up here and there but when I see it I try to address it in a nice manner, not to step on their toes and treat them like children. The learners I’ve got here are very accommodating. We understand each other. We’ve walked a long road together.

The third felt that “education must be a mutual process, from the trainer and the delegates”. The fourth had experienced difficulties in working with a mixed group where some people cannot even read three-letter words and others can converse. “It’s like dealing with a cocktail of students”. A fifth found the greatest difficulty was dealing with “the fear that adult (students) have of not learning English and being fired”. A sixth respondent is a young woman who found that it was often difficult to deal with older people. She also found not being able to speak the language of the learners had caused difficulties and some learners had asked to be moved from her class to that of a teacher who could speak their language. The seventh found that

> Adults tend to be more independent in their thinking and opinions. It’s more challenging because adults challenge you and ask you to justify your position. You have to express yourself very carefully and question learners to see what they understand.

The common thread running through these answers is that working with adults poses a challenge for a variety of reasons. All the answers pointed to the need for adult educators to be aware of the basic principles of adult education, these being the need to respect adults and treat them as adults and equals, to encourage them, to address individual needs that adults may have through a learner-centred approach and to negotiate solutions that are acceptable to both learner and facilitator.

4.2 Detailed analysis of the data.

Having looked at the patterns that emerged from the data my next step in the analysis was to investigate how the different respondents actually engaged with students and how they applied the new knowledge that they had acquired in relation to their backgrounds and education. The names that I have used when referring to the participants are, naturally, not the real names of the respondents, but are pseudonyms. Table 4 shows the pseudonyms that I've allocated to each of the respondents. The number on the left is the number that was used when presenting the responses to the interview questions.

Number	Pseudonym
1	Nomsa
2	Marie
3	Malik
4	Hakeem
5	Waseem
6	Grace
7	Alec

Table 4: Pseudonyms attached to respondents

Nomsa is a South African, Zulu-speaking woman in the age category 41 – 50. She completed Grade 12 and has no tertiary education. The only courses in adult education that she has attended are those run by the ABET service provider. Nomsa appeared to embrace the philosophy of OBET but it was

evident, both during the training, and when I later observed her in her training room, that she was not able to implement the different aspects of OBET. In particular she experienced difficulty in fully motivating the learners in her group. This was evident from the low retention rate at that centre. Nomsa seemed to be very influenced by the way she herself was taught and works more in the way that her schoolteachers did, than in the way she has been trained. Nomsa enjoyed her schooling and was very popular with her teachers, as can be seen from her response. It is therefore quite possible that the difficulty that Nomsa had in the application of the outcomes based approach was directly related to the influence that her schoolteachers had on her. As Fenwick (2007, p5) states, “we are embedded so thoroughly in our cultures that we may not even be able to distance our thinking from our own experiences”. Another reason why it may be difficult for Nomsa to engage fully with outcomes based education and training may be a gap in her ability to think critically and creatively. Nomsa’s education took place before 1994, and prior to that time education in South Africa had a tendency to be traditional and monologic, rather than dialogic. Critical and creative thinking had not been encouraged, neither in the schooling system, not in her culture.

Marie is a South African, Afrikaans speaking woman in the 31 - 40 age group. She completed Grade 12 but did not obtain a tertiary qualification, although she has attended several courses and has obtained several certificates. She is a caring and compassionate person and took a great interest in learning about adult facilitation. She is a natural trainer and has a definite aptitude for facilitating. The learners in her group were highly motivated and progressed well under her tutelage. Taking a critical view, however, it was evident that she was too involved and did not allow the learners the independence to make their own mistakes. It is interesting to note in her interview response that she feels that teachers in schools do not help children enough. “Sometimes I feel that teachers today don’t do enough for the kids the way they used to. It feels like I’m teaching my daughter instead of the teacher.” When asked what she thought the responsibility of teachers today is she replied “They’re too busy with administration kinds of things, all the forms they have to fill in for the kids and stuff. I feel that they don’t do enough for the kids

in the class". Her view of ABET facilitators was "You have to be compassionate with your learners. You have to respect them; if you respect them they obviously return that respect. But you must always be there for them, to assist them to do their best". When asked for her view of OBE she felt that there needed to be more repetition for memorisation and felt that the OBE approach did not give learners sufficient guidelines. She thought that OBE worked, but only up to a point.

Marie's difficulties in fully implementing OBET and in letting her students make their own mistakes are grounded in her own experience of teachers and of teaching. The teachers whom she admired most were strict but fair and encouraged their students. She had a very good relationship with all her teachers. It is interesting to note that although Marie did not choose to enter teaching when she left school she has naturally gravitated to the field of training. She has stated that even in the workplace she acts as a trainer, as other staff members often ask her for assistance, especially with computer related matters, and that she is able to assist them.

Malik is an Arabic speaking male in the 20 – 30 age group. He is an English language teacher with a Bachelor of Arts (BA) degree. He appeared to understand all the principles of adult facilitation and to know the different techniques. Whilst he appeared to understand all the concepts of OBET he had difficulty in implementing them. When under pressure, for example when teaching his peers, he tended to revert to the way he himself was probably taught. For example, he tended to enjoy putting his peers down and making fun of them when they did not answer in the way he expected**.** Malik is a product of the Egyptian schooling system. Similarly to the South African schooling system prior to 1994, this schooling system did not encourage critical and creative thinking and the approach used was, and according to the information I have gathered, still is, what Freire (1971) described as the 'banking system' of education in which the educator imparts knowledge and the learners receive it. This form of education is diametrically opposed to the transformational and critical thinking approach.

Hakeem is an Arabic speaking male in the age category 31 – 40. He is a language teacher and has a BA. He has taught adults English for 13 years. He accepted the new methodology to which he was exposed and tried to embrace it. He initially had a great deal of difficulty in moving from a concentration on form and grammar, towards a comprehensive, language-based, communicative approach. For him in particular, moving to the new outcomes-based approach was a massive paradigm shift. He had some difficulty in lowering his language to the ABET level; especially at levels 1 and 2 for example, he continually used abstract terminology at first. I noticed, as the training continued, that he was managing to incorporate the OBE approach when he trained the other delegates, although he had to make a conscious effort to move away from the style to which he was accustomed. By the end of the training it was clear that Hakeem was making a concerted effort to shift his practice from learnt practices to new ones.

Waseem is an Arabic speaking male in the 31 – 40 age category. He has a BA and was a language teacher, at a secondary school. He had great difficulty at first in moving from a purely grammatical approach to a more holistic, language-based, communicative approach. He also tended to revert to using grammatical language when explaining concepts. Although Waseem understood the principles of adult facilitation in theory, he found it difficult at first to apply these concepts in practice. Even the simple concepts such as “move from known to unknown, from concrete to abstract, use material that is relevant”, he found difficult to apply in practice, when he was dealing with one on one facilitation. When these aspects were pointed out to him, during feedback, he realised what he could do to improve his practice. This candidate thus, initially had difficulty in changing paradigms in practice, even though he accepted them in theory. It is quite possible that, by working with the others in his group, he would be able to change his practices and that he would be able to make the paradigm shift.

Grace is a South African, Afrikaans-speaking female in the 20 - 30 age category, at the lower end of the range. She has a Grade 12 education and no tertiary qualification. She has worked in the banking industry in the United

Kingdom and in the hospitality industry in South Africa. She is currently working in the training field, but has no prior language teaching experience. She is conscientious and very committed to making a success of her facilitation. Grace found the outcome-based approach very easy to master. This is most likely because firstly she is young and had been exposed to a more liberal form of education when learning a foreign language (German). Also, never having been taught to teach, she had no preconceived ideas of teaching. In addition, the adult training courses she has been on since arriving at the centre have introduced her to learner-centred theories. She also likes the ideas of OBET in theory, as they appeal to her. When she put the ideas into practice she did extremely well, incorporating all the principles of adult education easily. There was little paradigm shift for her to make, as the OBET approach was natural to her and fits in well with her personality.

Alec is also South African and is in the age group 31 – 40. He has Bachelor of Technology (B.Tech) degrees in Travel and Tourism as well as in marketing. He has also worked and studied in the UK. He was trained in adult education in the United Kingdom and has worked as a trainer for four years. Alec is an experienced trainer and has a good knowledge of OBET terminology and practices, as he is also a qualified assessor. Perhaps because he has not been trained as a teacher, and because his training as an adult educator was sound, and because he has been an adult trainer some several years now, he had no difficulty with the OBE approach. He is naturally a creative thinker and so the OBE ideas were easy for him to grasp and to assimilate. The only difficulty he experienced on the course was in teaching a language, as that was a new concept for him. That is, however, something that he should easily be able to adjust to and he should easily be able to apply the OBE theories in that arena as well.

4.3 Summary of the Findings

1. I found from the interviews and the observation that on the whole those facilitators who had not been exposed to the previous form of teacher training in the past found it easier to adapt to new ideas. This meant that there was less of a paradigm shift to be made.

2. It also helped if they had been through other forms of adult educator training before coming on the course and if they themselves were the product of a liberal education as they were more able to think critically and creatively. In order to teach critically and creatively, one needs to be able to think critically and creatively.

3. People (like Nomsa), who had no prior experience of teaching or training and who had themselves been exposed to a very rigid type of education, where they were not encouraged to think creatively, found the new methodology difficult to adapt to.

4. The three language teachers from Egypt had themselves been subjected to a fairly rigid form of education at school and so tended to emulate this. When they were teaching language concepts, for example, they tended to concentrate on aspects such as grammar. Hakeem, on the other hand, is a critical thinker and so should eventually be able to adapt to the new methodologies.

5. Attitude and ability to think critically is a vital component in making the paradigm shift.

6. Interestingly, almost all those who completed the questionnaires believe that an educator should also be an authority figure.

4.4 Discussion of results

I have used the three research questions to structure the discussion of the results:

4.4.1 The discussion in light of the first research question.

“How do adult educators bridge the gap from known to unknown practices and in so doing adapt to an outcomes-based facilitation approach?”

It is not really surprising that those adult educators who had the least difficulty in bridging the gap appeared to be those who had less of a gap to bridge. These educators had either been exposed to a liberal education in their childhood or had as adults, attended training courses that were based on

principles similar to those on which the basic principles of outcomes-based education lie. The educators who had the greatest difficulty in making the paradigm shift are those who were subjected to an authoritarian style of education and one which relied heavily on the learning and regurgitating of facts, rather than on understanding the underlying causes and effects.

In contrast to the old style of education, outcomes-based education is heavily based on skills rather than on content. As Carrim (1998, p70) so aptly described it, content-based education is considered to promote authoritarian teaching styles and modes of learning that rely heavily on "regurgitational modes of learning" in which learners simply memorise facts and spew them out in response to sets of questions. Usher and Bryant (1989, p 71) discuss the dilemma that exists in most forms of adult education where the stated rationale is invariably practical in terms of "helping the practitioner by developing skills and capabilities and thus enhancing the quality of practice. Yet in the main, content emphasises theoretical knowledge with the result that the practical aim is not realised". This certainly was the case in the past in South Africa, and teachers who were trained prior to 1994 were subjected to this type of educational training.

Outcomes-based education, being heavily oriented towards skills, is seen as being more learner-centred. Outcomes-based education is meant to focus more on the needs of the learners and on the desired outcomes than on a curriculum that is based purely on content.

Many other writers that have been quoted in this research report found that both student teachers and adult facilitators are still in the mode of banking education and that they subsequently find it difficult to apply the principles, or to employ the techniques, that have been described. Parker and Deacon (2007, pp42/43), found that the majority of student teachers with whom they had dealt had difficulty in bridging theory and practice and that they still saw themselves as "transmitters of knowledge", rather than knowledge facilitators. Steinberg (1997, p143) stated that "ABET teachers come to the job with their own conceptions of what makes for good teaching, which they developed during teacher training and by observing the people who taught them". During

a 1997 pilot study of two ABET sites, the researchers observed that the facilitators tended to have a very “strong allegiance” to old methods of teaching, despite the fact that they had been introduced to more modern ideas of facilitation. These findings were echoed by Kerfoot (2001) who also found that ABET student teachers were unable to apply what they had learnt during training when they went into community-based centres to teach adults. These findings are not unique to South Africa as Taylor (2003, p59) also found that teachers, both at the grade school as well as in the adult education field, were greatly influenced by former significant teachers in elementary and secondary school, and that these were the models they had of ideal teachers.

> Unless institutions responsible for preparing future adult educators spend time promoting reflection among their students about their prior school experiences and how these experiences gave shape to their present beliefs about teaching adults, little long-term change can be expected in the students’ practice. (Taylor 2003, pp74, 75)

Zemke (L&S) (1984, p1), support these theories as when writing about designing curriculum for adults, they interestingly observed that “Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly”.

All this would explain why those facilitators who had been exposed to previous forms of teacher-training and those who had been subjected to a rigid form of education, had difficulty in embracing wholeheartedly all the principles and techniques of adult education that are part of the outcomes-based approach.

The principles of adult education form part of the Conceptual Framework that has been used in this study. The first principle mentioned is that methods should be learner-centred rather than subject-centred. I found that the three language teachers, in particular, when teaching their peers, tended to concentrate more on the structure of the language rather than on the needs of the learner. This indicated to me that these language teachers, who are all Egyptian, are deeply rooted in the old paradigms due to the effect of their

schooling, which was very similar to that of the South African schools of the past.

The next principle mentioned is that adults are self-motivated and learn best when learning skills and knowledge that can be used in the workplace. In the field of language teaching this is not always self-evident and needs to be emphasised and I found that the majority of the facilitators did not make that clear.

The majority of the facilitators did not experience difficulty with treating learners as adults and equals. The exception here was Malik, who, as has already been described, appeared to enjoy putting his peers down and making fun at them when they did not answer in the way he expected. Admittedly he was working in a simulated environment, but had he adopted this approach in the real work environment, he could have injured the dignity of the students, and this could have proved disastrous.

Adults learn best when subject matter and methods are relevant. I found that, when asked to explain a language concept, the facilitators did not always use illustrations and exercises that were relevant to the learner's existing knowledge.

Linked to that principle is the one that states that adults have a wealth of life experiences so facilitators should make frequent opportunities available for learners to engage in group discussions. I found that many facilitators had difficulty in structuring these group discussions logically so that learners knew exactly what was expected of them.

The principle of moving from the known to the unknown and from the concrete to the abstract was often overlooked and facilitators often missed opportunities to use simple examples to put the concepts across. Facilitators need to be able to ask open-ended questions and to be able to analyse and respond to the answers – I found that many facilitators had difficulty in formulating open-ended questions and that they did not always used the learner's answers to move to the next step.

Lastly, facilitators should use a multi-sensory approach as learners have different learning styles. In my experience this is one aspect that facilitators tend to have difficulty with, once again often missing many obvious opportunities.

In addition, almost all those who completed the questionnaires were of the belief that educators should also be authority figures. The view of an adult educator as an authority figures does not equate with the principle of treating adults as equals and with dignity.

It is interesting, though, to note that Hakeem, who had been trained as a language teacher, showed signs, towards the end of the course, of moving towards a more generalised language approach rather than on concentrating on grammar. This was evident in his response to the question “What do you think the roles of teachers are today”, which was that in the past he felt that it was to pass on the information that he had and to help students understand it in order to get good marks. Recently (after the course) he had learnt to relate more to the student and not to his past experiences. His response to the question “What do you think the responsibility of teachers is today” was that he now realises that teachers should not just feed learners with information but should also receive ideas as well as this is good for helping learners to achieve self-confidence and to interact with students. Lastly, when asked what he expected of his adult learners his response was “through new techniques, which concentrate on the practice of the language rather than on memorisation I think they will achieve a lot and I’m going to help them. My role now is helping rather than just teaching.” As can be noted he was now starting to differentiate between ‘teaching’ and ‘facilitating’, where facilitating is seen as assisting learners to learn, rather than focusing merely on content.

4.4.2 The discussion in light of the second research question

"What role does critical thinking and reflection play in transforming adult educators understanding of OBET?”

My findings show that, by clinging to their pre-conceived ideas of the ideal teacher, and what teaching should be, many of the facilitators who engaged

in the research, as well as facilitators whom I have observed at other times, were not always able to engage fully in critical and creative thinking. Steinberg (1997, p112), when discussing the apparent inability of ABET teachers to scaffold, in other words to help learners make the link from the known to the unknown and to build on their past experiences to learn new concepts, states that this skill depends on an ability to use critical and creative thinking. As has already been discussed, OBET is based on the seven critical or critical cross-field outcomes. The first outcome requires learners to "identify and solve problems and make decisions, using critical and creative thinking". The ability to use critical and creative thinking is thus one of the cornerstones of OBE/OBET.

Critical and creative thinking are thus essential if the critical outcomes are to be achieved. There has, in recent years, been much discussion as to whether or not the critical outcomes are even relevant for South African society. Fairly recently, for example, SAQA commissioned a well known researcher (Melissa King) to investigate the use of the Critical Cross-Field Outcomes in the design of ABET qualifications and Unit Standards. As at this stage of writing, the outcome of this study is not known. However, in an assignment that was part of my master's course work I examined the seven outcomes in order to decide whether they comprised a defensible set of educational aims for a culturally diverse society, such as South Africa, which is committed to democratic ideals.

Part of my argument then was that problem solving and decision-making are vital to a liberal education. Hall (1987, pp184-5) identified three components

The first is that of "the secure provision of the basic necessities of food and health", the second is the "desire for autonomy" and the third is the need for people to "control political power by democratic means". Hall states that a "coherent liberal view of liberty demands that these three elements be present" and mentions the issue that democracy in and by itself does not guarantee a desirable society. This means that democracies must have a Bill of Rights as South Africa indeed has, enshrined in its Constitution, to ensure that the rights of minorities are maintained. Within a liberal society, such as

South Africa, it is essential that individuals are able to make decisions and solve problems critically and creatively. It is, however, unlikely that this critical outcome will be attained unless the three elements mentioned by Hall are met. There needs to be secure provision of food and health, space for individuals to develop knowing that their safety is ensured and power to control political power democratically. This third element has been met as South Africa now has an excellent Constitution, on paper. Unfortunately there does not appear to be the democratic will to implement many of the aspects under the Constitution. Due to extreme poverty, not everyone is assured of food and health. Due to the prevalence of crime, the law and order is not observed and many people are restricted in terms of movement for fear of crime. Once these aspects have been dealt with, there is no reason why people should not have the capacity to make decisions using critical and creative thinking.

Despite the fact that this outcome might not yet be attainable within the education system as it stands, however, it is nonetheless clear to me that in the field of education and in particular in the field of training, it is essential for adult educators to be able to solve problems and to make decisions using critical and creative thinking.

Usher and Bryant (1987, p47) mention that all practitioners (in the field of adult education), whether they are theorists, researchers, or educators, have paradigms and prejudices, and that these structure the experience of their practice. “Paradigms both make practice intelligible and point practitioners in certain directions”. As will be seen in the findings, attitude and the ability to think creatively is a valid component in making the paradigm shift. Therefore it is my conclusion that critical and creative thinking indeed play a very large role in transforming adult educators’ understanding of OBET. Those of us who are involved in the development of short courses need to give thought to ways in which a critical and creative disposition can be created amongst facilitators.

4.4.3 The discussion in light of the third research question

"To what extent are adult educators on short courses able to engage in transformative learning and critical thinking in order to shift existing paradigms?" In this discussion I shall be looking at two issues – that of adult educators being able to engage in transformative thinking and thus to be able to make paradigm shifts, and that of the aspect of short courses.

Transformative thinking has been defined as the "process of getting beyond factual knowledge alone to instead becoming changed by what one learns in some meaningful way" and this involves "challenging assumptions, beliefs and values and considering multiple points of view while always seeking to verify reasoning" (Wikipedia). Mezirow (1991A, p2) refers to "meaning schemes" as sets of specific beliefs, attitudes and emotional reactions and 'meaning perspectives' as "higher-order schemata, theories, prototypes, goal orientations and evaluations". He describes the meaning perspectives as providing principles for interpretation and as being subconsciously acquired during childhood, as part of socialisation. In order for individuals to change their meaning schemes they need to engage in critical reflection on their experiences, which in turn leads to a transformation in perspective. The process of being able to change our perceptions takes place when we as individuals become "critically aware of how and why out assumptions have come to retrain the way we perceive, understand and feel about our world" (Mezirow B, p167).

Whilst Mezirow is widely known as the father of transformative learning theory, there are other perspectives in this area. Whereas Mezirow's view emphasises the rational, the view of researchers such as Boyd and Myers is more towards that of the imagination, or the extra-rational. In addition, as Taylor (1998) suggests, not all learners (or educators) are predisposed to engage in transformative learning and not all adult learning situations lend themselves to transformative learning. Brookfield (1995, p2) pointed to the importance of adult educators developing an attitude of critical reflection. Work on transformative learning has also "synthesised a number of psychological and cultural perspectives on the development of critical

reflection among all kinds of peoples". As has already been discussed, many of the adult educators find it very difficult to engage in critical and creative thinking and as a result that makes it more difficult for them to engage in transformative learning.

What makes it more difficult for transformation to occur on these training courses is the fact that the courses are relatively short. As mentioned, training in Literacy ABET Levels one to four alone is one week, and the same amount of time is taken for the numeracy training. Many, but not all, of the facilitators who were part of the study had attended both literacy and numeracy training and a few of them had attended the training for the core learning areas. Although the content of what the facilitators handle is different, the principles of facilitation are largely the same. I have noticed that the more frequently facilitators attend training the more familiar they become with them and the easier it is for them to begin to adapt their practice.

This alone is not enough, however, to affect a permanent change. My general impression of these and other, short courses is that, although the attendees become greatly enthused, and leave the training determined to apply the new concepts they have learnt, the enthusiasm often fizzles out once the facilitator is on his/her own in the training room at the worksite. In addition, short courses do not always allow the facilitators time to integrate the new knowledge. Zemke (1984, p1) point to the need of adults to be able to integrate new ideas with what they already know if they are going to keep and use, the new information. Students must actively participate in the learning experience if new knowledge is to be integrated with previous knowledge. Zemke also point out, "integration of new knowledge and skill requires transition time and focused effort on application."

CHAPTER 5 CONCLUSION

5.1 Implications of results

The implication of these results is that we are unlikely to see a change in the way in which many adult educators, particularly those on short courses, adapt their practices on a permanent basis from what they know to new practices, unless certain actions are taken. This applies as much to long courses, such as those at colleges of schools of education as well as to short courses, such as those run by ABET service providers to train educators to use their products or any other course where it is necessary for the students on these courses to change their behaviours or practices radically.

Unless there is total integration of new ideas with the old, adult educators on short courses will not be able to engage in transformative learning and critical thinking. It is therefore imperative that ways of achieving this integration be built into the courses in order for adult educators to be able to achieve the aim of engaging in transformative learning and creative thinking. In addition we need to provide frequent refresher courses as well as to provide the opportunity for facilitators to meet as part of support or interest groups. This would enable facilitators to practice and consolidate the new skills they have learnt.

5.2 Advocacy

As a result of this research as well as of the observations I have made over many years of running courses for training trainers, both in the ABET field as well as in other arenas, the suggestions that I can make are as follows:

- In Chapter Four I made mention of Usher and Bryant's assertions that all practitioners in the field of adult education have paradigms or prejudices and that these structure the experience of their practice. In view of these findings it is imperative for designers of short courses to consider how the transition, from old paradigms to new practices, is to be attained.

- During any form of educator or facilitator training, where participants are urged to change their behaviours, there needs to be a period of reflection. This could be built into the training and would require course participants to reflect on the way in which they were taught either as primary or secondary school students, or even as students at a tertiary level. After reflection of these practices they could be asked to compare them with the new practices that they are learning. This period of reflection is necessary if course participants are to change their practice, as only they themselves, and no outside agency, can enforce a change.
- In the readings, Lave and Bruner both refer to the importance of learning in communities of practice. By observing experts in the field who actually use the practices of OBE/OBET successfully, as well as by participating in these practices, it will be easier for educators, both of children and of adults, to adapt to new practices and make that paradigm shift. This period of observation could be built into the training, either before educators are sent out into the field, as an adjunct to the training, or after practitioners are actually working in the field.
- As old habits can only be changed by practice, it is necessary for there to be frequent refresher courses, or what is referred to in the schooling arena as in-service training, to allow educators to continually revise their practices. Opportunities should also be provided for facilitators to be able to meet with others in the field on a regular basis to discuss methodologies and to offer support to each other.

5.3 Conclusion

At the beginning of my research I posed the three research questions regarding adult educators and the way in which many of them have difficulty in changing the way in which they facilitate. I observed that although they understand the theories and participate in the practical activities, it is often very difficult for them to change the way in which they actually facilitate. They tended to revert to old methods instead of using the outcomes-based

approach. My observations were thus that there was a discrepancy between the practice of the educators and what is expected in the OBET documents and theories.

My hypothesis regarding the reasons for this discrepancy was that:

- Educators were influenced by the ‘old style’ of education that had been a major part of their upbringing and their schooling and this had in the main part been very authoritarian. This was confirmed during the interviews. This finding echoes those found by Taylor and others.
- Some of the educators had themselves been trained in this ‘old style’ methodology. It was thus very difficult for them to break the mould in which they had been cast and to fully embrace the new methodology to which they were exposed.
- The educators had not in the past been encouraged to question, or to think creatively. Whilst schooling in other countries is very different there do appear to be many parallels between the Egyptian and the South African schooling systems. As a result the Egyptian trainers, as well as some of the South African trainers, were also rooted in old paradigms. The process of beginning to think creatively and critically could, however, be noticed by the end of the courses.

In this limited empirical study I started to investigate whether my hypotheses were in fact, correct. I read what other researchers had discovered on the topic and in related fields and conducted a small-scale research. My findings show that the hypotheses were indeed correct, subject to certain limitations.

Educators who were the product of a rigid educational system and who had not been encouraged to think critically and creatively had the greatest difficulty in making the paradigm shift from old to new practices. The results of the research explain why Nomsa and Marie tended to revert to old practices when facilitating. Hakeem and Waseem tended to revert to the old practices when facilitating at first. It was, however, noted that by the end of the course that they were making a conscious effort to break away from their old practices and to make that paradigm shift. Only time will tell whether they

were able to make it permanent. Malik, who could quote all the theories and who subscribed verbally to the outcomes-based approach, did not actively participate in all the activities and had great difficulty in adapting his actual approach. As has been mentioned, he tended to focus on the negative rather than on the positive and tended to put his peers down. The two facilitators who had the greatest success in applying the outcomes-based approach to their facilitation were Grace and Alec. Grace had no prior teaching experience and very little training experience, yet she was very successful in adapting to the new practices because she is young and adaptable. She is also a critical and creative thinker who had been exposed to liberal ideas. Alec had had a traditional South African education, but he had been exposed to liberal ideas and modern training methods in England. He, too, tended to question and not to accept instruction before thinking critically and creatively about it.

It is therefore clear to me that past schooling experiences have a greater impact on adult educators than do more recent training, particularly that undergone on short courses. When it is necessary to make a paradigm shift, short courses are most effective when the participants have the ability to think critically and creatively. Whilst it is not impossible for educators who had a more rigid schooling to make the paradigm shift it is more difficult for them and they need a great deal of ongoing support and guidance. It certainly does appear that it is easier for educators who had a liberal upbringing and who were encouraged to question and to think critically and creatively to make the paradigm shift that is required.

This finding puts greater emphasis on the developers of short courses to build in ways in which those people who have not enjoyed a liberal education can be encouraged to begin to question their ideas and beliefs. Through group and pair activities facilitators can be encouraged to reflect on the way in which they themselves were taught and on ways in which they can move from old to new practices. Through this reflection, facilitators would be encouraged to think critically about their past practice and to think creatively about ways in which they could improve their practice. Through observing master

practitioners, and by working in communities of practice, they would be able to see what ‘best practice’ consists of and what they could aspire to.

Refresher courses where facilitators get together to discuss ideas and methodologies would assist facilitators to keep abreast of new developments and would also enable them to consolidate the new practices that they had learnt. Lastly, facilitators should be encouraged to keep in touch with others in the field, so that they might form contact or support groups. Many of the adult facilitators are isolated in the workplace, and being able to keep in touch with others and to discuss common problems, would be of great benefit to them.

In conclusion, I believe that it is essential that adult facilitators be encouraged to think critically and creatively if they are to embrace and implement the policies of OBET fully. This ability (to think critically and creatively) can be encouraged and improved upon by using the methodologies described in the previous paragraph. Reflection, the opportunity to work in communities of practice, the formation of contact groups and the opportunity to attend refresher courses need to be built into training programmes. Only then will the facilitators be able to make the paradigm shift from learnt to new practices.

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APPENDICES

Appendix A: Demographics of ABET

Tables taken from an extract from the University of Natal Survey of Adult Basic Education and Training, South Africa by John Aitcheson, Tim Houghton & Ivor Baaites et al (2000)

The following table summarises these figures for the basic education levels of adult South Africans aged 15 and over using the 1995 October Household Survey and the 1996 General Population Census.

	1995 October Household Survey	1996 General Population Census
Number of adults (15 and over)	26.4 million (100%)	26.3 million (100%)
Full general education (Grade 9 and more)	14.3 million (54%)	13.1 million (50%)
Less that full general education (Less than Grade 9)	12.2 million (46%)	13.2 million (50%)
Less than Grade 7	7.4 million (28%)	8.5 million (32%)
No Schooling	2.9 million (11%)	4.2 million (16%)

Table 5: Basic Education Levels of South Africans 1995/1996

The following table shows the variations in basic education levels that exist within the categories of ‘race’ and sex.

Level of education of the South African Population added 5+: 1996 Census							
	No school	To Std 4	Stds 5 – 7	Stds 8 -9	Std10	Dipl /Cert.	Degr.
Black women	26.6%	27.2%	23.4%	12.9	7.6	1.6	0.4
Black men	25.3	30.0	22.2	12.4	8%	1.2%	0.5%
Coloured women	13.7%	28.2%	31.5%	14.9	8.7	2.1%	0.6%
Coloured men	14.3%	29.3%	29%	15%	9%	2%	0.9%
Asian women	10.8%	19%	23.4%	18.2	21	3.3	2.5
Asian men	6.9%	16.7	21.1%	21.5	25	4.3	3.7
White women	4.8	9.3%	11.6%	33.8	33.8	8.9	6.8
White men	5.2%	10.3%	10.8%	21.5	29.3	10.2	9.3

Table 6: Level of education of the South African Population added 5+: 1996 Census

Appendix B: Structure of the NQF showing where ABET fits in

NQF Level	Band	Types of Qualifications and certificates		Institutions or locations of leaming
Higher Education and Training Certificates				
8	Higher Education and Training (HET)	Doctorates Research Degrees Masters		Universities Technicons Colleges Private providers In-house training
7		Higher degrees - Honours		
6		First degrees Higher Diplomas		
5		Diplomas Occupational Certificates		
Further Education and Training Certificates				
4	Further Education and Training (FET)	Gr 12		Formal high schools Private/state schools Private/state colleges Private providers Training centres In-house training
3		Gr 11		
2		Gr 10		
General Education and Training Certificates				
1	General Education and Training (GET)	Gr 8,9 Gr 6, 7 Gr 4,5 Gr R - 3	ABET 4 ABET 3 ABET 2 ABET 1	State schools, independent schools, ABET providers, NGOs, private providers, Public Adult Learning Centres Community uplift programmes

Table 7: Structure of the NQF

Appendix C: List of acronyms used in the text

ECD	Early Childhood Development
ABET	Adult Basic Education and Training
SADC	Southern African Development Community
NGO	Non Governmental Organisation
DET	Department of Education and Training
OBE	Outcomes Based Education
OBET	Outcomes Based Education and Training
DoE	Department of Education
DoL	Department of Labour
PALC	Public Adult Learning Centre
NQF	National Qualifications Authority
GET	General Education and Training
FET	Further Education and training
SAQA	South African Qualifications Authority
NSB	National Standards Body
SGB	Standards Generating Body
SETA	Sector Education and Training
ETQA	Education Training Qualifications Authority
SDA	Skills Development Act
SLA	Skills Development Levies Act
SDF	Skills Development Facilitator
ETDP	Education and Training Development Practitioner
ANC	African National Congress
US	Unit Standard

CO/CCFO	Critical Outcomes/Critical Cross-Field Outcomes
SO	Specific Outcomes
LA	Learning Area
LP	Learning Programme

Appendix D: OBET Related Terms and Definitions used in this report

Assessment	The process in which evidence of performance is gathered and evaluated against specified criteria known as assessment criteria or assessment standards.
Assessment Criteria/Standards	These state the type and quality of the performance against which the student candidate will be assessed.
Assessor	A person who is registered by the relevant ETQA according to specified standards in order to measure the achievement of learners against certain unit standards.
Curriculum 2005	This is the curriculum framework that introduced outcomes-based education into the South African schooling system, and which was meant to be implemented by 2005.
Critical Outcomes	Critical outcomes, also known as critical cross-field outcomes, are generic outcomes that are at the base of all learning and teaching.
Delegates	The term used for those attending courses, and in particular short courses.
Facilitators	A person who has an intensive knowledge of all the elements of a learning area and who can facilitate learning.
ETQA	Education and Training Quality Assurance Bodies are those statutory bodies that are responsible for monitoring achievements in terms of national standards and qualifications.
Exit outcomes	These are the outcomes to be achieved by a qualifying learner at the point when s/he leaves the programme that will lead to the qualification.
Learnerships	Ways of achieving a qualification using a combination of structured, classroom based learning and practical workplace

	based experience.
NQF	The National Qualifications Framework is the structure that organises and classifies qualifications in South Africa and that consists of eight levels of learning.
Qualification	A planned combination of learning outcomes that have a defined purpose, such as to equip learners with skills needed to perform a particular job function.
Outcomes	Outcomes are the contextually demonstrated end products of learning.
OBET	Outcomes Based Education and Training is a system of learning that is based on the results or learning outcomes that are to be achieved rather than on the content of the learning.
Provider	Providers are bodies that deliver learning programmes around specific unit standards and qualifications.
SETA	Sector Education and Training Authorities are statutory bodies, within the different sectors of industry that administer education and training.
SAQA	The South African Qualifications Authority is the main body that is responsible for the implementation of the NQF. It is a statutory body that consists of 29 members appointed by the Minister of Education and the Minister of Labour.
Specific Outcome	Specific outcomes are those outcomes that refer to a specific learning area. Learners need to be able to demonstrate competence in each of the specific outcomes in order to attain credits for the specified unit standard.
Standards Generating Body	This is a statutory body that enables the development of unit standards and qualifications.

Unit Standard	Unit standards are registered statements of education and training outcomes and their associated assessment criteria.

Table 8: OBET Related Terms and Definitions

Appendix E: Permission letter to conduct research

17 July 2007

Mr. Robert Rees
Training Director
Media Works
37 Homestead Avenue
Rivonia

PERMISSION TO CONDUCT RESEARCH

Dear Mr Rees

I am conducting research into the way in which adult educators who are trained by Media Works undertake the transition from the old style of education in which they were taught, to the application of the Outcomes-Based Education and Training (OBET) that they are introduced to on the training courses. I am in the process of completing my Master of Education through the University of the Witwatersrand and this research is to be used as part of the research report that is a requirement of this degree.

I request your permission to conduct this research at Media Works, during and after the training. I shall ask the delegates on the training whether they will agree to be part of the research. This participation will initially involve my observing them during the training and asking them to complete a questionnaire. After collecting information from the questionnaires I shall select several of the delegates who have indicated their willingness to be interviewed and shall conduct these interviews at the site of the training or at the Media Works offices. The time and date of these interviews will be agreed upon with the delegates.

There will be no coercion and delegates will be assured that there is no compulsion to participate, that participation is to be totally voluntary. I will further guarantee that confidentiality of the participants will be respected and

that their identities will not be revealed. Should you agree to my conducting this research at your premises and with your facilitators, please complete the form below, as it is required for presentation to the Human Research Ethics Committee at Wits.

Thanks so much for your continued support with my studies and research.

Yours sincerely

Ruth Pressler

INTERVIEW CONSENT FORM

I, Robert Rees, director of Media Works, give permission for Ruth Pressler to conduct research amongst the facilitators during and after training as part of her Masters in Education project.

_____ _____

Robert Rees Date

Appendix F: Questionnaire

Research Questionnaire

Thank you so much for agreeing to participate in my research project. As part of the research, I ask that you first complete this questionnaire. I wish to re-iterate that any information you divulge will be treated with confidence and that your anonymity will be guaranteed. Please indicate whether or not you would also agree to be interviewed at a time, date and in a place that is convenient to you.

Name: (Optional): _____ Date: _____ Company/Site of Learning: _____ Contact details (Optional): _____	
Questions: Please answer the following questions. Some require you to circle the most relevant answer, whereas other require a written answer, either one word, or a short sentence.	
1	What is your gender? Male Female
2.	What age group do you fall into? 20-30 31–40 41–50 50–60 60+
3	What grade did you complete at school?
4	Do you have a diploma or degree? Yes No
5	If yes and your diploma or degree is other than teaching or as adult education, please describe it as well as where and when you received the degree(s) or diploma(s).

5	Have you ever taught children? Yes No
6	Are you a trained teacher? Yes No
7	If yes, where and when did you do your training?
8	Are you trained as an adult educator? Yes No
9	If yes, where and when did you receive this training?
10	How long have you taught adults?
11	What learning areas do you facilitate? Literacy Numeracy Core
12	How many learners in your group?
13	Why do you teach adults?
14	Have you done other work besides teaching or training? Yes No
15	If yes, please describe it.
16	Do you believe that schoolteachers should be authority figures? Yes No
17	Briefly describe how you see your role as an adult teacher/facilitator.
18	Would you be prepared to be interviewed at a later stage? Yes No

If your answer to the last question is yes, I will contact you to arrange a time, date and venue that are most suitable to you.

Thank you so much for your time and for completing this questionnaire. I do appreciate your input.

Ruth Pressler

Appendix G: List of interview questions

1. Describe the teachers who made the most impression on you when you were at school.
2. What did the teacher(s) do that was so memorable?
3. What made the experience so memorable?
4. What was your relationship with your teachers in general like when you were at school?
5. What do you think the roles of teachers are today?
6. What do think the responsibility of teachers is today?
7. What do you expect of your adult learners?
8. What is your understanding of education?
9. What changes have you seen in education?
10. Have your practices changed since 1994?
11. What is your view of OBE?
12. What if any, difficulties have you encountered when facilitating adult learning?

Appendix H: Interview consent form

INTERVIEW CONSENT FORM

Dear Facilitator

I am conducting research into the way in which adult educators, such as yourselves, undertake the transition from the old style of education in which you yourselves were taught, to the application of the Outcomes-Based Education and Training (OBET) that you are introduced to on the training course. I am in the process of completing my Masters of Education through the University of the Witwatersrand and this research is to be used as part of the research report that is a requirement of this degree.

I request your permission to take part in the research. Should you agree to participate I guarantee that your confidentiality will be respected. Your identity will not be revealed and there will be total anonymity for all participants. If you do agree to participate, please complete the form on the following page.

Thanks so much for your help with my research.

Ruth Pressler

011-802-8929

082-253-3412

ruthp@global.co.za

INTERVIEW CONSENT FORM

I agree to participate in the research. I give my permission to:

- Complete the questionnaire.
- Be interviewed
- Be tape-recorded.
- Be observed in the learning site.

I also agree that the data will be used for:

Research reports

Publications

Conferences

I agree to these with the understanding that confidentiality of my identity will be protected.

_____ _____

Name Signature

_____

Date

Appendix I: Transcripts from the questionnaire

Why do you teach adults?

1. To give them the opportunity to educate themselves.
2. I really feel they need this opportunity, which they missed in the olden days, because of our history and beliefs. I love to be one of the people who bring change and light into their lives.
3. It's satisfying to convey my knowledge and experience to them to make them more independent and to give them dignity. It's wonderful to see the pride in their eyes, when they're able to do things on their own, which they never could in the past.
4. I teach adults as well as children as I do believe that a good education is compulsory for everyone.
5. For them to be literate and numerate citizens.
6. I am compassionate and like to see them literate.
7. For the love of it. To empower them and build their confidence and return their dignity.
8. Work in industry where teaching adults is part of my job function.
9. I like open discussions and found it difficult to reach a good clean way for teaching children.
10. I love, like it. Challenging, developing my skills.
11. Because I enjoy dealing with adults through an interactive business.
12. No answer

Other work done besides teaching/training.

1. Qualified instructor in the SANDF. Also does admin work.
2. I worked as a personal assistant within HR. Have worked as a "train the trainer" facilitator for an NGO.

3. Secretary with the centre for Military Studies, affiliated to the University of Stellenbosch.
4. Credit controller
5. Has only taught.
6. Receptionist
7. Promoting and distributing products service provider.
8. Worked in hotels, front office and food and beverage.
9. Written translation
10. Learning other languages (French, Russian), and selling diamonds.
11. Has only ever taught.
12. Food and beverage: assistant bar manager, assistant restaurant manager

Description of role as an adult teacher/facilitator:

1. To be able to make a difference.
2. Within our company my role is very important because I can see change, progress from my products. I love when people give positive feedback.
3. To facilitate to the best of my ability so that the learners can achieve success and to always treat them with respect.
4. Adult educators must respect their learners and teach them but not treating them as inferior but equals. Let them progress at their own pace.
5. To be a change agent.
6. To see myself having my own centre and helping the community.

7. I see myself as a role model and so many adults are depending on me for their development, knowledge and skills.

8. Transfer of knowledge and skills. Sharing of information.

9. I should help my students be a better as I can. This important thing to mention too is to make them like my personality.

10. It must/should be a mutual process between teacher/student. It depends on skills.

11. My role lies on the ability to make language seem much easier than it really is.

12. Very important especially here in Egypt. It is very important for the staff to be able to communicate in English and I am here to help them master this new language.

Appendix J: Transcripts from the interviews.

In most cases I have recorded the answers verbatim. In cases where I have summarised the answers I have used parenthesis.

Question 1: Describe the teachers who made the most impression on you when you were at school.

1. That was my biology teacher. Maybe it was that I liked biology very much and that kept us very close.

2. Mrs T. Standard 2 teacher, strict and just, so she made a big impression. Then in High School, Mrs C. – Afrikaans teacher, also very strict, but fair. She did poetry – had an unbelievable way of conveying poetry to you. And then there was maths teacher, Mrs N, from Standard 8 to 10. She made a very good impression.

3. My English teacher. Her name was Mrs Y.

4. It was at university more than at school because at school most teachers were very kind but at that time I was not aware enough to be able to judge. We were also fed a lot of routine procedures. At university there were 2 lecturers. One was called Miss K. and the other was called Mr M. They got the tools to judge other's behaviour at the right time.

5. My secondary school teacher in English, especially in Grade 2 or Grade 3, he speaks fluent English, he was just coming back from a course in England so he had a fine knowledge of English. He had a very good character and interacted well with his students.

6. My German teacher.

7. The art teachers. [They made the most impression because they were less formal than the other teachers. His Grade 2 teacher, who helped him express himself in different ways.]

Question 2: What did the teacher(s) do that was so memorable?

1. He kept motivating me. He kept motivating me. I got high marks in the subject. I've never been punished and I was getting very happy when it was time to come to school because it was my subject and I liked it so much

2. All the teachers, all four of them, were oldish teachers. They managed kids well.

3. At secondary school our classes were a mess, especially for teenagers who wanted to joke with each other. She tried very hard to control us. I thought no teacher could control our class but she did.

4. Both were trained in Great Britain and got PHDs at Oxford University. Both gave me a lot of techniques that I could use in my own studying and influenced my own teaching. They really know how to pass on information to their students. I was impressed by both of them.

5. He had his own way of interacting with his students. Maybe it was the first time I see that kind of group work. Out class consisted of maybe 40/45 students; that is quite a large number of us but he could manage us carefully. The majority of us that were involved in the English classes, each of us had some kind of examples taken from life and that make us very interesting in the class. And I must mention that all this is not really in our system of teaching English at that time until now.

6. [It was a third language that was being taught and the teacher made the classes fun and interactive.]

7. Writing specifically. [The teacher encouraged various forms of expression and encouraged him to write.]

Question 3: What made the experience so memorable?

1. [The teacher was very passionate about the subject and he motivated her to succeed as well.]

2. All the teachers, all 4 four of them, were oldish teachers. They managed kids well.

3. She approached us well. At first we tried to make fun of her but she just accepted it and we were really embarrassed. Then we came to respect her and to respect ourselves.

4. They knew how to respect their students and could push us forward to search knowledge. They got enough knowledge for anyone to ask questions. I like that very much.

5. [He realised after learning new methodologies that this teacher had applied those same techniques more than 20 years ago.]

6. [The classes were practical, role-plays, group work etc.]

7. Not that I got it right in terms of poetry or prose or whatever the case might be, but it was just consciously sitting down and writing. [The teacher did not worry about the formalities of English but about just getting the children to write.]

Question 4: What was your relationship with your teachers in general like when you were at school?

1. I'm the one that was writing on the board and I was the one who was collecting and distributing homework. I had the tasks, writing notes on the board.

2. I was a very good student. I had very good relations with all my teachers. I never used to get into trouble so that was about it. I had a very good

relationship with all my teachers. [As a result she learned subconsciously to convey knowledge to other people.]

3. All on the same level. I did not get on with all the teachers. Some I liked as friends, others I wanted to kick.

4. They knew how to respect their students and could push us forwards to search knowledge. They got enough knowledge for anyone to ask questions. I like that very much.

5. [Very good. He managed to get their respect and to build a relationship with them. He has strived to have the same form of relationship with his own students.]

6. Very good. I was a good student. They liked me.

7. [Relatively good. It improved once he passed the rebellious stage.]

Question 5: What do you think the roles of teachers are today?

1. I think the parents- when I compare teachers today, mostly they are sharing – parents and teachers. [Sharing the work].

2. I think teachers today have a challenge with kids. Sometimes I feel that teachers today don't do enough for the kids the way they used to. It feels like I'm teaching my daughter, instead of the teacher.

3. Before teaching just understand the minds of the delegates. If they did that you are going to do the whole process. [In the past he felt that it was to pass on the [In the past he felt that it was to pass on the information that he had and to help students understand it in order to get good marks. Recently he has learnt to relate more to the student and not to his past experiences.]

4. [He feels that teachers need to restore the lost features of the Egyptian culture as Egyptians tend to be very heavily influenced by American culture.]

5. [To teach. Impart knowledge.]

6. [Changing paradigms in terms of what's right and what's not. To teach values as parents are no longer doing this.]

Question 6: What do think the responsibility of teachers is today?

1. A lot of the time it is just monitoring and then they are giving instructions.

2. That's something I don't think they do enough. They're too busy with administration kinds of things, all the forms they have to fill in for the kids and stuff. I feel that they don't do enough for the kids in the class. If you're an ABET facilitator you have to be compassionate with your learners. You have to respect them; if you respect them they obviously return that respect. But you must always be there for them, to assist them to do their best.

3. To understand the students.

4. [He now realises that teachers should not just feed learners with information but also receive ideas as well as this is good for helping learners to achieve self-confidence and to interact with the students.]

5. [To help learners appreciate their own culture.]

6. [To help learners gain knowledge and to help them to the next level.]

7. [To give learners guidance regarding values and life skills.]

Question 7: What do you expect of your adult learners?

1. I want to see them to be successful and to be promoted from one job to another [from what he is doing to something more responsible.]

2. To be able to apply their knowledge.

3. First I try to accept their admiration and their respect. For a start to teaching English they are going to accept me and respect anything I say, each single word I say in class.

4. People here are used to being taught in the traditional way, now we are introducing them to something new. People here learn English for more than 18 years and score high marks but cannot speak English. This is a big issue here in Egypt but also in other countries too. So through new techniques which concentrate on the practice of the language rather than on memorisation I think they will achieve a lot and I'm going to help them. My role now is helping them rather than just teaching.

5. [In the past learners had great difficulties with dealing with English and had the negative fear that if they did not pass exams they would be fired. He does not like fear as a motivation and just wants to see the learners move from one level to another.]

6. Commitment. [For learners to learn a new language they must commit themselves to learning it, to doing their homework, to speaking English whenever they can.]

7. [They need to take responsibility, as adults, for their own actions. You cants force them. They need to be mature and to take responsibility for their own learning. They need to use their own initiative and also to look at things from different points of view.]

Question 8: What is your understanding of education?

1. That's knowledge and being independent in most aspects.

2. [To give learners information that they can apply in their lives.]

3. Education is not physical. It is about understanding the other and providing him with the correct information in his field. It is a natural process.

4. [For learners to be able to apply what they have learnt rather than just memorisation.]

5. [That education be concerned with learning for life, not in order to pass exams.]

6. Further studies. [To learn a specific skill that you can use in your life.]

7. My sense of education is about learning and teaching is one the methodologies we use in terms of learning. The on the job or the classroom situation or whatever the case might be. Many different methodologies. Teaching really is a transfer of knowledge and skills essentially. Over a time bringing it back to a mature level.

Question 9: What changes have you seen in education?

1. Also the knowledge and wisdom it gives you the direction, yes the knowledge of knowing what is good and bad.

2. It's very outcome-based and the kids don't always understand everything. There are no clear guidelines.

3. I have seen a great change. In the past educators tried to feed the students with as much information as you can whether they understand it or not. I think the modern way in which you are going to interact with your students is going to be great. To make them share.

4. I've seen a new way of imparting knowledge.

5. [Education styles from past to present are completely different. He left teaching after 14 years because he did not like the way he had to teach. He can relate to OBE methodology even though he knows it will be difficult at first.]

6. [From talking to friends she realises that there have been great changes e.g. computers. Today's education is more relevant and helps learners prepare for the real world.]

7. [Schools today are a lot more accessible and cater more for different needs. Schools today are far more relaxed and less authoritarian.]

Question 10: Have your practices changed since 1994?

1. Yes, yes, a lot.
2. [Not relevant as she has only been doing facilitation for a few years.]
3. [Not relevant as he is in his early twenties and has only been teaching for a few years.]
4. [He knows that they will have to change.]
5. [He has learnt the new techniques but has not yet applied them.]
6. [Not relevant as she is in her early twenties and has only recently been involved in the training field.]
7. [Not relevant as he has only been involved in training in the past four years.]

Question 11: What is your view of OBE?

1. The outcomes – I'm more committed to their lives especially in their lives and they are having more passion to change their lives.
2. [She feels that there should be more repetition for memorisation. She thinks that OBE works up to a point.]
3. The aim is quite good. The most important is outcomes – different ways of presenting material. All the courses I've been going on are outcomes based. A different way of interacting.
4. [He feels that OBE will work in the field of language teaching.]
5. [He thinks it's more realistic. He likes the attitude of positive motivation.]

6. [She liked the games and interaction and believes that that is when learning takes place, not just when someone stands in front of learners and lectures.]

7. [More directional, more specific than in the past. More skills oriented, teaching people skills and also the reason behind the skills. More refined in terms of outcomes and what one should achieve in terms of the outcomes.]

Question 12: What, if any, difficulties have you encountered when facilitating adult learning?

1. Learners tend to be easily discouraged. If they don't understand something it is not easy to convince them.

2. The guys I'm working with are very keen. With regards to the work ethic, there are a few problems I've picked up here and there but when I see it I try to address it in a nice manner, not to step on their toes and treat them like children. The learners I've got here are very accommodating. We understand each other. We've walked a long road together.

3. Education must be a mutual process, from the trainer and the delegate.

4. [The difficulty of working with a mixed group, where some people cannot even read three-letter words and others can converse. It's like dealing with a 'cocktail of students'.]

5. [The fears that adults have of not learning English and being fired.]

6. I'm a woman and I'm still very young. Although if you are a teacher or a trainer you hold a high position in your class. [She found it difficult dealing with people older than herself as their attitude often was "Why do I have to listen to you when I'm 20 years older than you", yet she was the one who had the knowledge. She found this attitude applicable in South Africa, the UK and in Egypt. In Egypt not speaking

Arabic has been a problem and some students have asked to be moved from her class.]

7. Adults tend to be more independent in their thinking and opinions. It's more challenging because adults challenge you and ask you to justify your position. You have to express yourself very carefully and question learners to see what they understand.

Appendix K: Ethics Clearance

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3007 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

STUDENT NUMBER: 0318358R
Protocol: 2007ECE100

Ms Ruth Pressler
P O Box 1208
KELVIN
2054

Dear Ms R Pressler

Application for Ethics Clearance: Master in Education

I have pleasure of advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

An investigation into paradigm shifts to be made by adult educators from learnt to new behaviours.

Recommendation:

Ethics clearance is granted for this research.

Yours sincerely

Matsie Mabeta
Wits School of Education

Cc: Supervisor: Dr. M Kissack (via email)