

A study of students' approaches to learning in Business Accounting, at the University of the Witwatersrand, Johannesburg.

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

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Abstract

In order to enhance teaching it is important to understand how students learn. The aim of this study was to discover the interventions needed to enhance the support offered by teachers and tutors in a Business Accounting programme to develop in students an intrinsic motivation and deep learning strategy which could be used later in life in other areas of study. The data came from a number of sources, including the Biggs' revised two-factor Study Process Questionnaire: R-SPQ-2F, administered to students. The second source was tutors' responses to a set of questions, and the third source was an interview held with an experienced tutor. In the main, the data was analysed using phenomenographic methodology. The study yielded valuable insights into the tutorial context and tutors' perceptions of the factors that hinder or enhance student learning.

Key words

Approaches to learning, marked tutorials, learning theories, reflective practice, scholarship of teaching and learning.

Declaration

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

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Pamela Townsend
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