

APPENDIX 1

HREC (2004)

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

APPLICATION TO THE HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL) FOR CLEARANCE OF RESEARCH INVOLVING HUMAN SUBJECTS.

Unless applications are received by the 7th of the month, they will be carried forward to the following month for consideration.

PROTOCOL NUMBER (for office use only):

| | |
|--|---|
| <i>This application must be typed or handwritten in capitals</i> | |
| NAME: | MRS THEMBEKA ZENGELE |
| DEPARTMENT/INSTITUTION: | TEACHING AND LEARNING, TSHWANE UNIVERSITY |
| FULL TIME OR PART-TIME: | FULL TIME |
| TELEPHONE NO. AND EXTENSION: | 012 7999513 |
| E-MAIL: | zengeletgc@tut.ac.za |
| <i>TITLE OF RESEARCH PROJECT</i> | |
| ATTITUDES OF ENGINEERING STAFF AND STUDENTS TO ACADEMIC DEVELOPMENT CLASSES AT TSHWANE UNIVERSITY OF TECHNOLOGY | |
| Is this research for degree purposes? If so, for what degree, and has it been approved by the relevant higher degrees committee or other relevant unit? | |
| YES, MELE (MASTERS IN ENGLISH LANGUAGE EDUCATION) | |

WHERE WILL THE RESEARCH BE CARRIED OUT?

AT THE TSHWANE UNIVERSITY OF TECHNOLOGY

WHO ARE THE RESEARCHERS AND WHO WILL SUPERVISE THE PROJECT?

MRS T ZENGELE SUPERVISED BY PROF. PIPPA STEIN

PLEASE DESCRIBE FULLY THE PROCEDURES YOU PROPOSE TO CARRY OUT ON SUBJECTS AND INFORMANTS IN THE PURSUIT OF THE RESEARCH AIMS BY ANSWERING ALL THE QUESTIONS

Protocols submitted to the Committee must have the information that will enable it to judge the safety of procedures or confidentiality of information for research on human subjects.

The following questions have been designed for this purpose and should therefore be answered as fully as possible.

1. Give a brief outline of the proposed research.

The main aim of the research is to investigate the attitudes of students and lecturers to academic development classes at the Tshwane University of Technology, Soshanguve Campus, and to explore the implications of these attitudes for Academic Development Programmes in that institution. The research will be conducted by means of in-depth interviews with five lecturers from the

Engineering Department, six Academic Development Practitioners, ten 1st and 2nd year students at the Tshwane University who have completed the Academic Development Programme. The findings will inform discussions around models of Academic Development for this institution. Two focus group interviews, comprising of five students per group, will also be conducted with 1st and 2nd year students, but these will not be the students who have participated in the face-to-face interviews.

2. What research procedures are to be used?

Interviews, using audio recording, will be conducted. Face-to-face interviews will be conducted with five lecturers in the Engineering Department and six Academic Development Practitioners will be asked the same questions as the lecturers. The 1st and 2nd year students who have completed academic development in the institution will also be interviewed. Focus group interviews will be conducted with the same groups of students. The questions to be used are attached to the proposal.

3. What type of information is to be gathered? Where a questionnaire will be used, please attach a copy.

As per attached questions.

Information to be gathered concerns participants' attitudes towards academic development at the Tshwane University of Technology. As previously stated, this information will be gathered from lecturers in the Engineering Department, Academic Development Practitioners and 1st and 2nd year students.

4. How will the subjects be selected and exactly what will they be told when asked to participate in the research?

Five Lecturers from the Engineering Department who deal with the foundation programme, six Academic Development Practitioners, and twenty 1st and 2nd year students who have completed the foundation programme.

The respondents will be given consent forms and read their rights to confidentiality and anonymity (see attached copies to the proposal).

5. Will the research be of any direct benefit to the subject?

**YES/NO (delete whichever is not applicable)
If 'YES' elaborate briefly.**

The lecturers may benefit through the improvement of the programme if such a need arises and the same will apply to subsequent students who will attend academic development classes in subsequent years so that they get maximum benefits from the Academic Development Programme as a whole.

6. Are there any risks involved for the subjects? (For example – legal, psychological, financial or physical risks) If “yes”, please identify them and explain how they will be minimized.

Not to my knowledge

7. How is confidentiality to be guaranteed?

Names will be changed in the research report. Tape recordings will not be heard by any person other than the researcher. Participants' names will not be revealed in the discussion of the research.

8. What is to be done with the raw research data after completion of the project?

It will be stored by me and may be used for the research report and conferences, if necessary. It will then be destroyed after five years.

9. How will the end results be reported, and to whom?

They will be reported in an MA research report for degree purposes at the University of the Witwatersrand. They may be reported on during an academic conference on academic literacy and in a possible publication based on the research report.

- **In signing this form, I, the supervisor of this project, undertake to ensure that any amendments to this project that are required by the Human Research Ethics Committee are made before the project commences.**

DATE: _____ **SUPERVISOR'S SIGNATURE:** _____

DATE: _____ **APPLICANT'S SIGNATURE:** _____

DATE: _____ **DEPARTMENT/UNIT HEAD'S SIGNATURE:** _____

APPENDIX 2

ETHICS PROCEDURE

CONSENT TO FACE-TO-FACE INTERVIEWS

10 August 2005

Dear participant

Thank you very much for agreeing to participate in this research study and for giving up your time to be interviewed by me. I would appreciate it if you would fill in the following consent forms. The first form is to ask your permission to conduct the interview. The second form is to ask your permission to audio tape the interview.

Thank You

Thembeka Zengele
Tshwane University of Technology

a)

I consent to being interviewed by..... for her study on

I understand that:

Participation in this interview is voluntary. The interview will take

I may refuse to answer questions I would prefer not to answer.

I may withdraw from the study at any time.

No information that may identify me will be included in the research report and my responses will remain confidential. The researcher will ensure that this confidentiality is kept.

Signed

Date

CONSENT TO AUDIO- RECORDED INTERVIEWS

I consent to my interview
with for her study on
..... being tape recorded.

I understand that:

The tape recording will not be heard by any person other than the researcher at any time.

I will be given a false name (pseudonym) to be used in the transcription of the interview and my name will not be revealed in discussion of the research.

SIGNED

DATE.....

APPENDIX 3

Interview questions for lecturers and Academic Development Practitioners

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| 1. In your opinion, what do you think academic development classes are for? |
| 2. What do you think are some of the teaching and learning issues that we need to deal with in these classes? |
| 3. Do you think that these classes are succeeding in achieving their objectives? Why? Why not? |
| 4. Have you referred any students for academic development? If yes, why? If not, why not? |
| 5. What role - if any - should lecturers play in academic development in their own classes? Why or why not? |
| 6. How do you think these classes should be structured from a curriculum perspective? |
| |

APPENDIX 4

Interview questions for 1st and 2nd year students

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| 1. What does academic development mean to you? |
| 2. Have you taken part in AD programmes? |
| 3. Which parts of the programme? |
| 4. How did you get to know about the classes? |
| 5. Tell me about the programme. Which parts did you attend? Which ones did you not attend? Why? |
| 6. What did you think of the different programmes? |
| 7. Critical look at the programme...where is it meeting your needs? |
| 8. Where is it not doing this? |
| 9. Who is this programme aimed at? Do you see it as aimed at you? |
| 10. If you had a child at this institution, would you recommend this programme to him/her? |
| 11. What would you list as three things that you have learnt on this programme? |

APPENDIX 5

Student focus group interview questions

Reading and writing questions

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| 1. Are there any academic development classes available? |
| 2. What kinds of reading and writing activities does the academic development programme offer? |
| 3. In what ways have these been useful or not useful to you? |
| 4. How often did you attend these classes? |
| 5. How much time was allocated to reading and writing skills development in the Academic Development Programme? |
| 6. Would you have preferred more or less time for these classes? Why/Why not? |
| 7. What reading and writing activities did you expect to do? |
| 8. Were your expectations met? Give reasons for your answer. |

APPENDIX 6

Transcription of Lecturers' responses during interviews

Date: 29 November, 2004

Place: Tshwane University of Technology (Soshanguve Campus)

Participants: Lecturer (Lec)
Researcher (Res)

Lecturer 1

Res: I would like to ask you some questions on the topic, eh, an investigation into students' and staff attitudes to academic development at Tshwane University and the first question is, in your opinion, what do you think academic development classes are for?

Lec: Hm, I'd say it's to, eh, prepare the students, eh, for the academic world, eh, in other words, to enlighten them of what is expected of them and... (inaudible).

Res: Hm, what do you think are some of the teaching and learning issues that we need to deal with in relation to these classes?

Lec: Is that for for students?

Res: Ye-es.

Lec: Hm, I think there's a few things that's very important, hm, I think our students lack, hm, and the one thing that comes to mind is things like how to answer a question.

Res: Uhu uhu.

Lec: Hm, how to prepare yourself for instance, hm, how our students are also sometimes lack the eh the con- forwardness to ask to ask questions. In other words they have a problem, eh, but they feel that it's not their place to ask questions and I say that there must be another way not only by the lecturers but also from the academic support staff...

Res: I like that, uhu.

Lec: that they must (inaudible)...to ask questions, good questions, so I think our students (inaudible)

Res: Uhu, Hm do you think that these classes are succeeding in achieving their objectives though?

Lec: I think to that extent yes.

Res: Uhu

Lec: Hm I find that the students that eh and again I must say that the students that do go to these classes, because I think usually (inaudible) especially in our field(inaudible) they tend to think that sometimes they don't need that because it's not part of the they don't get marks for it. You know...

Res: Oh. Uhu.

Lec: so (inaudible) and I think it must be made part of the subject.

Res: Uhu. Have you referred any students for academic development in the past though?

Lec: Eh Yes I have.

Res: Why? Which students would those be?

Lec: Hm I have students that I found have got a problem, again you've got such a massive load to cover(inaudible) so that we as lecturers can't really, eh always attend to those students that have got lack in that regard and again the we have a problem that some students can't cope school wise you see because some schools they teach the students eh a little bit about hm hm the academic side, yet schools students come out of the school, they don't know how to answer that question they don't know hm that you must sit down read the question first and don't jump in and read half the question they don't read the question, they read half of it(inaudible) and they think they know it and I think that's , to me, that's students have got the knowledge but to put it on paper(inaudible)

Res: Hm ok what role should lecturers play towards academic development in their own classes?

Lec: And then like I said we don't really have that we've got a certain way of giving information we don't have the time but I think it's it's the lecturer must identify the students with problems...

Res: Hm

Lec: and then we must actually make sure they get better result (inaudible)

Res: Hm ok.

Lec: so here identification is a problem(inaudible) off course we are you know subject lecturers in other words we've got knowledge about our subjects but we are not specialists in teaching eh not in teaching but in eh eh eh academic support.

Res: Hm

Lec: You know the questions on the subject it's fine we can answer it but there's some of these things that that we don't know like (inaudible) maybe in a different subject which I don't know so your department has got the knowledge to do it so they should do it.

Res: Hm How do you think these classes should be structured from a curriculum perspective?

Lec: Hm Hu! That's a difficult question like I say I'm not eh a specialist in the field but first of all I think it should form part that the students can be given a mark even if it counts only a little bit but the students must feel that they eh (inaudible) it contributes towards the towards their qualification then I think that the classes must be (inaudible) a group of students (inaudible)

Res: Hm

Lec: The students' problem is that (inaudible) they must understand that there are good reasons

Res: Hm

Lec: I think sometimes you know we try to help the students but we don't tell them why we do it so they don't understand (inaudible)

Res: Hm

Lec: We find that it's difficult to link the different subjects and that although it's different subjects

Res: that they are linked

Lec: You can't do the one without the other. Ya, Ya.

Res: Yes

(inaudible)

Res: I'd appreciate any additional comments you might have on the issues that we have discussed.

Lec: I just think eh eh I think the student' attitude towards eh this is sometimes a problem

Res: Hm

And again (inaudible)

Res: Hm Ya

Lec: They don't see that link that they must (inaudible) and I must say I think the lecturers' attitudes towards it is is sometimes a bit lacking eh

Res: Hm

Lec: and that I would say eh (inaudible) they are specialists in their fields

Res: Hm

Lec: we are specialists in our own fields. Sometimes the lecturers feel that it's not our job eh we don't need

Res: Hm

Lec: to to teach students how to answer questions right now we need to give them the knowledge(inaudible) I think is wrong this eh I found that when I ask the students the question and I eh talk to them about it he's got the knowledge

Res: Hm

Lec: but when they put it on paper that's where it starts

Res: Hm

Lec: I think there's a major role to play

Res: Hm

Res: Hm Thank you very much we've come to the end of the interview

Lec: That's a pleasure

Lecturer 2

Res: Hm Good morning, my name is Mrs Zengele and eh I'd like to ask you some questions. I'm doing research on attitudes of students and lecturers towards academic development classes at Tshwane University. The first question is, in your opinion, what do you think the academic development classes are for?

Lec: Hm----they are meant to help both learners and eh- the academics uh, towards achieving the goals of both, that is now the academics imparting knowledge to the students and the learners receiving and being able to pass at the end at the end of the semester a lot of them.

Res: Hm alright Hm what do you think are some of the teaching and learning issues that we need to deal with in relation to these classes? (pause) we you know maybe as both lecturers and Academic Development Practitioners.

Lec: That's it! Ya, my feeling is that Academic Practitioners should be very much visible towards helping the students and the students be aware that besides lecturers there are other people who are going to help them

Res: Hm

Lec: towards achieving their goals, ya, so there should be enough visibility.

Res: Uhu

Lec: Hm, visibility not only on a one is to one basis but the Academic Development Practitioner should be seen in the classroom set ups, they should be seen in cases where the students are sort of presenting hm a given project in other words the students are asked to kind of to present either in groups or individually I think hm Academic Development Practitioners should be there just to show the students that eh they are not being exposed to one person who could you know be marginalizing them but a neutral person such as Academic Development Practitioners should be there.

Res: Uhu ok, uhu do you think then that these classes are succeeding in achieving their objectives?

(phone rings)

Lec: Hm they could be better, they could be better I mean (phone rings) hm students are aware of the existence of hm of teaching development (inaudible) but you are not seen so I think hm the success could be much better in future.

Res: Alright, why?

Lec: Eh I've just sent some students on two occasions (inaudible) and the-e first case eh is students who have learning problems and then they've got attitudes towards the subjects that they have taken you know.

Res: Hm

Lec: subjects that they are involved in they show that they are not competent to deal with that subject so I had to send them to Academic Development Bureau in this instance and then for some kind of

Res: Hm

Lec: some kind of psychological psychological help or intervention and I have also sent one student hm who was actually a lady, hm she told me that hm she was involved in a rape case

Res: Oh Gosh!

Lec: and then eh that was actually affecting her performance.

Res: Oh!

Lec: Ya hm, her mind was not at rest.

Res: Hm

Lec: Ya hm and eh it was just affecting her and she came to me and I felt that she was not very much open to me as a male academic and I felt that the Academic Bureau and I actually consulted the female specialist there the female official officials to try and help the two students, and two different categories I've sent students to the department.

Res: Hm ok good, what role should lecturers play towards academic development in their own classes if you feel they should be playing any role at all?

Lec: We do we do, we invite, eh officials from the academic development department to come and participate in our training of students like I said I've said before when there are presentations by students you know hm the academic department can help students not necessarily in the course content but in things like how to do a good presentation

Res: Hm

Lec: you know, presentation style you know, how to plan, so so that you could come in very handy, that's it, and that can help to deliver things like hm the group dynamics

Res: Yes

Lec: in as far as students are concerned because we are actually teaching the subject content

Res: Yes Yes

Lec: but when it comes to group dynamics

Res: Hm

Lec: it becomes something hm a bit extended so we feel that the academic development could help as much in as far as that is concerned.

Res: Hm

Res: Hm how do you think that these classes should be structured from a curriculum perspective?

Lec: Hm----I think----hm, from a curriculum perspective we should cut down a bit on hm—chalk and talk, you know, and we should hm, put more on good discussions, and eh, because some students are shy they they are afraid to approach the lecturer

Res: Hm

Lec: but then if students are given enough times enough time to operate as groups, hm with the Academic Development Bureau helping that could actually hm facilitate hm

the learning of students and that should be done in such a way that hm, we should have venues

Res: hm

Lec: smaller venues where students can interact among themselves as smaller groups hm and their progress can be monitored hm from the point of academic

Res: hm

Lec: development as well.

Res: Uhu, ok. I'd appreciate any comments that you might have regarding the issues that we have discussed.

Lec: Right, hm, my sole, that I tend not to like about hm the Academic Development Bureau, hm, you tend to operate as a unit and hm like I've said before there is not much visibility as far as I'm concerned now, I would prefer a situation where we can see you you know throughout our, our teaching hm activities. In other words hm you should not only come once in three months to come and see our students you know when we refer students to the libraries hm I would like to see some of the members of the Academic hm Development Bureau going to interact with the students in the library

Res: hm

Lec: they should come to the laboratories and interact with the students there hm and even generally along the corridors you know you must invite students to come and see you in your offices if we have given them tasks hm sometimes students fear that the tasks that we give them are beyond their capability

Res: right

Lec: so we need somebody who can tell students that no, this is not beyond your capability. All what the lecturer is expecting is one, two, three, you know, plan your work (inaudible) you need to, go to the library go to such people in the library you get subject specialists who can help you with your problem

Res: hm

Lec: the thing is when we give students assignments we try to pitch those assignments up to a relevant standards

Res: hm, yes the required standard

Lec: now students fear that we are sort of marginalizing them

Res: so I cant ask a question and again lead the students

Res: hm

Lec: but I want my students to go out and talk to several people and then. for them
hm to be able to achieve hm expected information for the assignment so in that case I
would like to see the Academic Development Department being more participative

Res: hm

Lec: hm, they shouldn't eh sort of appear as the admin staff who only report at
exactly at half past seven and then at four o'clock they leave

Res: hm

Lec: Ya, no no, we'd like to see the Academic Bureau Development Bureau being
more being more involved and participating more (inaudible) to the learning of the
students. That's it!

Res: Hm, thank you very much. This is the end of the interview.

Lec: Hm, pleasure.

Lecturer 3

Res: Good morning, my name is Mrs. Zengele and I'd like to ask you some questions,
I'm doing research for my Masters. I'm looking at attitudes of staff and students
towards academic development classes at Tshwane University and the first question
is: in your opinion what do you think the academic development classes are for?

Lec: Eh, to in my opinion, maybe to help the students who have some inefficiencies
to cope to cope with the amount of work to sort of help them (inaudible)?

Res: What do you think are some of the teaching and learning issues that we as
Academic Development Practitioners need to deal with in relation to these classes?
What would you as a lecturer, you know, be expecting us; you know to help them
with?

Lec: Well, a number of things would maybe study techniques, eh, and also somehow
maybe to to help them to be able to reach, for example you should take a learner from
form the FET band you may find that the learner is here (inaudible) higher institution
are are different, so we need a way to be to bring them up to that level so that they can
cope with the amount of work that they are given, thirdly, I think also we have to
(inaudible) involve the lecturers maybe (inaudible) to help the lecturers to, you know,
fine tune their teaching ways and methodology so that they are at the even where
students can understand because I'll assume that some methodology that are used at
high school level may be different from what we are using here

Res: Mmm...

Lec: so that the kind of a gap will confuse them

Res: Mmm...

Lec: we need someone who can help bridge the gap so that at the end, you know, the student can benefit cause some of them they do have the knowledge that they come with but how they put it into practice is a bit difficult for them

Res: Mmm...

Lec: (inaudible) so I think we need people who can help to bridge the gap for the.

Res: Ok, eh, but do you think that these classes are succeeding in achieving their objectives?

Lec: Well, I've not seen any results, eh, I still think that more work collectively has to be done, that the tide has not turned a lot, that we still see real problems that students have but I think that could be the solution (inaudible) but also it's a question of we work in our own pockets, I think if we put our efforts together there, there could be results because something has to be done to solve this problem.

Res: Mmm... have you as a lecturer referred any students for academic development though?

Lec: Eh, I think eh, I've referred one or two, eh which I think perhaps we could, I think as academics we could be at fault but then we need to know what services are provided at the end of a proper programme so that we know that students with these difficulties maybe they are sent through (inaudible) I think it's not a question of whether the programme works, it's a pro, it's a question of how we structure it administratively within the institution so that we know that things run smoothly. I think if you (inaudible) good work but it's just a question of internal structures, eh, which I think have nothing to do with whether such a programme works or not but I think we need to deal with our own internal structures to ensure that there's harmony between the academic sector and (inaudible) because I think in our, in this campus (inaudible) it's not that clearly defined, so we need to be at a level where departments are involved, you know, that here these are the students that eh we have identified as a department have a problem, and be able to send them over this department as department or subject areas, we need to be able to sit down as a group, be able to identify such students...

Res: Mmm...

Lec: be able to send them over and so on, so as I have said it's all about the internal administrative eh, processes which

Res: which are not clear

Lec: which are not clear, we deal with those, eh we (inaudible)

Res: Mm... what role, if any, should lecturers play towards academic development in their own classes now? Do you think there's anything at all they can offer?

Lec: No, apart from teaching I think they should also be mentors, eh, I'll assume that some of them have got the experience with some of these areas (inaudible) I think they need to create space and time where they will not just (inaudible) be teaching but you know, mentoring students around you know, academic issues, helping them out. I think that the problem is if lecturers see their role as only teaching eh, it becomes problematic because then they also need to be able to help the students with some form of counseling if the students have got this kind of problem, I think lecturers need to play that role.

Res: Mmm... how do you think that these classes should be structured from a curriculum perspective?

Lec: Eh, the, some some of the issues have to do with the knowledge that the student brings along and that if that knowledge is not enough, I don't think, you know, the Academic Support programme will do much difference, I think that's where we need programmes like the bridging programmes or foundation programmes where we bridge the gap, but for those who somehow are already in the system I think we need to, I think we need to, I don't know how but we need to design some, you know, extended curriculum that would help them, eh, go along and at the moment I don't have an idea of how it can be done but I have this thinking that, eh, we need to design some extra classes where structured tutorial classes and all the things that will serve as extra help for them to to (inaudible)

Res: I would appreciate any other additional comment that you might have about issues that we have discussed.

Lec: No. I think the only thing is if we get our own internal administrative structures right and two, there's this constant communication between the department, subject groups and so on because we are dealing with the common problem. I think it's easier for us to to to deal with these problems, but it will be easier for us to I think, currently we're working as separate (inaudible) which I think because we have a common I think we need to pull our resources together, to to deal with these issues and lastly I think we need to have a programme in place in which we are able to look, I don't know whether the assess will be the right word but to assess students as they come in to see where they are, you know, what are their problems, what are their expectations...

Res: Mmm...

Lec: so that we know eh we are with them as they go about because some of them come in and they don't have any idea (inaudible) and they have problems in coping...

Res: Mmm...

Lec: that's why I think a proper orientation programme is necessary to be able to know, we need to be able to know where the students are (inaudible) at your level so that when they come in at least we are able to to understand them (inaudible) which is the kind of support that the students are lacking which I don't know if it will be practical because we have many students..

Res: Ya, mmm...

Lec: from a practical point of view it may not be practical but theoretically that is what could help.

Res: Mmm..., thank you very much, this is the end of the interview.

Lec: Ok, thank you.

Lecturer 4

Res: Good morning, my name is Mrs Zengele. I'd like to ask you some questions. I'm doing research for my Masters degree. I'm looking at the attitudes of students and staff towards academic development classes at Tshwane University of Technology. The first question is : in your opinion what do you think the academic development classes are for?

Lec: For my own, of my own personal experience is to develop me to give a better service to my students and to the TUT as in general, to develop my skills, to see what skills I have (inaudible) and also to identify my gaps in my skills base, you know to give the department the chance to see where these gaps are, also for them to give us a service.

Res: Mmm... and what about on the part of the students now?

Lec: Well, the students benefit because the moment I got more skills, you can, you can make your lecturing more interesting, more effective, transfer of knowledge will become more effective just so, mmm... I think, eh, my they benefit from my development of skills.

Res: Mmm... what do you think are some of the teaching and learning issues that we as Academic Development Practitioners need to deal with in relation to these classes now?

Lec: Well, I would like to see that we actually have a kind of one on one type of open communication because if we identify gaps, if we can go to you and say, help, you know, I feel in a way it is there, in a way it's not there, it's not enforced. If we talk to these people on informal basis, you say what about this, what about that you know, but it's, it feels like that nothing happens.

Res: Mmm...

Lec: so it's (inaudible) open channels of communication would also help a lot because you can then identify what's the need in myself, that is, the needs gaps, we grow together, we all grow together and then there is some (inaudible) but usually those staff must usually go and do it outside anyway.

Res: mmm.. right.

Lec: You know, they will expect your team to give that type of training.

Res: Mmm... alright. Do you think that these classes are succeeding in achieving their objectives though?

Lec: Hu! I'm not sure exactly what the objectives are, but in some cases yes in some cases no, some classes I feel the training or the classes are too broad, it's not specific where it will be used more specific and in some cases I think it's totally irrelevant. It's it's, especially you know if you've got, it's it's one is trained as a educationist, bur you need to apply you know, raw sciences, that link is not there, for me that link is like eh is missing. I find with people like Caroline, for instance, which has got scientific background, it's easier

Res: background, yes.

Lec: but if you've got more people that's still thinking education training orientated, I don't expect the, to know my language, you know, my subject matter, but to link that education with the raw sciences, with management sciences, and that I think there is a bit of lack.

Res: Mmm... have you referred any students for academic development in the past?

Lec: Yaa... as I said, yes I have, it's usually students who need some preparations before they go out, um, I would have loved to to send students more especially when they just get here. I still believe the pevious programmes we had in this campus, the old PD programme that (inaudible) now that was cancelled, you could see it, um, ya (inaudible)

Res: Mmm...alright. What role, if any, should lecturers play towards academic development in their own classes now?

Lec: (inaudible) you don't just teach a person a subject or subject matter, you teach a person as a whole, so part of academic development it's making me a whole animal or everything, You look at social aspects of academic aspect, everything. I think that you must access it, you can't stand back and expect other people to do it for you.

Res: Mmm... How do you think that these classes should be structured from a curriculum point of view?

Lec: Well, ideal, it should be part of each subject because as I said you link development with real life situations, real life raw science situations, eh, if one could bring it in as one half period a week in any subject and you can do specific development (inaudible) in other words part of, of the whole curriculum for a degree or the diploma must be linked. I fully support that and I will say it again and again because as I told you before, PD, we had a Potential Development, before it worked, after that we had a few others which worked and some failed but it must be there. You can't train a person just with knowledge, everything, skills, attitude, all of these things.

Res: Mmm... I'd appreciate any other comments that you might have in relation to these issues that we have discussed, if you have any.

Lec: No, not particular. Good luck.

Res: Thank you.

Lecturer 5

Res: Good morning, my name is Mrs Zengele and I'd like to ask you some questions, I'm doing research for my Masters and the topic is looking at students and staff towards academic development classes at Tshwane University and the first question is: in your opinion what do you think the academic development classes are for?

Lec: Mmm... in my opinion I think the classes are mainly to uplift us, eh to sort of make sure, check on what we are doing, eh, where we need to put some remedial actions, eh the academic development it's it's for this purpose I think.

Res: Mmm... on the part of the lecturers, what about on the part of the students now?

Lec: On the part of the students my understanding is that eh, where where students like because at our, eh Soshanguve site most of the students that we get here eh somehow they seem to be lacking, eh some certain skills that can help them to do well in their different subjects...

Res: Mmm...

Lec: and I think it's for them to be bridged by this specific, eh, department in order for them to perform well or to at least to try their best.

Res: Mmm... what do you think are some of the teaching and learning issues that we as Academic Development Practitioners need to deal with in relation to these classes? In other words what would be your expectations as a lecturer now?

Lec: I think a lot of the concerns from the staff it's, it's mainly that because you are outsiders from the discipline, for instance because you are not into architecture, you are not into electrical (inaudible) to assure them that it's not specifically about architecture or about electrical eh, it's about what do you call in new terms...didactics, because we come straight from industry and we walk into a class and we think we can teach. Students fail, we say these students don't understand eh, they are stupid, whereas us us personally we are not trained in this in the teaching field.

Res: Mmm.. in giving them the skills they have (inaudible)

Lec: Exactly, because we are actually teaching, that's what we are doing and we don't have those skills, eh, and I think if if your department can make sure they they, it get

us on that level of understanding and I think we, we'd cover a lot of ground because at the end of the day the attitude is you guys are outside architecture, you guys are outside electrical, how, what is it that you guys can tell us, whereas that's not your aim, your aim is to say to us how do you teach these guys. Do you have a study guide, no I don't have a study guide. How can you teach these guys if you don't have study guide? I think that's mainly what it is. Ya.

Res: Mmm... do you think that these classes are succeeding in achieving their objectives?

Lec: Eh, I think for ten years now at the technikon eh, I don't think. Lecturers, academic staff are very negative about academic development, so I don't see it achieving, I mean even encouraging the students doesn't happen because if the lecturers are negative, and the one's who are supposed to encourage the students, eh, there's no way that the programme can be..

Res: ..can be a success.

Lec: ..so I don't think it's succeeding, as it wants to.

Res: Mmm...

Lec: Yaaa...

Res: What do you think would be the reason for this negative...

Lec: I think it's this negative attitude that you guys are outside our discipline, what is it that you can teach us?

Res: Mmm... ok...oh...

Lec: and and we don't see ourselves as teachers, of which is unfortunate, because I think we are teachers. I can be an architect, I can be an engineer, I can be a quantity surveyor, but when it comes to class, we are teachers and once we have seen ourselves, and that's what you guys should really drive, eh, for this programme to be successful otherwise (phone rings) it won't be but the fact is, you guys are outside our profession, and that makes it negative.

Res: Ok... have you referred any students for academic development in the past?

I haven't referred any students (phone rings)

Res: (inaudible) Mmm...

Lec: Uuh... there was a system where when I started at the technikon where students who had problems, for instance, life skills...

Res: Yaa..
(phone rings)

Lec: and all of a sudden the life skills disappeared because students were saying it wasted their time so it was gonna be difficult for me to send, or it is difficult for me to send students on individual basis.

Res: Mmm..

Lec: Although the new system now I think somehow forces us to make sure we have these foundations for students.

Res: Mmm..

Lec: And I think somehow your department it's a, it's a good basis for the foundations (inaudible) at the moment I know there's one lecturer with you who used to talk to me about my students in your, I was actually surprised because I didn't know that the students were there, so I think there is a way to send my students, but to answer the question, I haven't been referring my students.

Res: Mmm... ok... what role, if any, should lecturers play towards academic development in their own classes now?

Lec: Mmm... what are you asking, are you asking...?

Res: and you as a lecturer now? What role do you think you can play in terms of academic development in your own, during your own teaching?
(phone rings)

Lec: I think the first thing I have to do is I have to understand what does academic development stand for and I personally I've gone to some of the workshops and I know, but that's not enough because if I know, the staff doesn't know, it doesn't make sense because (inaudible) are interlinked so once I know and I understand what's the purpose of me going once a week to academic development and be able to inform also my staff, I think I will, I will contribute meaningfully in the class about..(phone rings)

Res: academic development
(phone rings)

Lec: academic development, because I think academic development it's a lot, eh, we're talking about assessment.

Res: Yaa...

Lec: Mmm..., we have to go through, eh, some qualifications to be accredited assessors...

Res: Mmm...

Lec: ...which a role you were supposed to play. We were given by somebody from outside.

Res: Mmm..

Lec: I have to become a moderator, which a role that you have to understand before we (phone rings) come to, you play a role in the class.

Res: ...play any role in the class.

Lec: At the moment we cannot play any role in the class. I don't see us doing that.

Res: Mm... how do you think these classes should be structured from a curriculum perspective? The AD lasses the one's that we as Academic Development Practitioners should be giving actually. How do you think they can be structured, maybe time tale wise or whatever?

Lec: In the past, in the past we used to have a period to consult with the Academic Development, eh once a week, I think that, that module can be followed, yaa.. or maybe once in in two, two weeks, you know, twice a month because we are too many, and it might be too much for you, or once a month because one of the most important things which I've seen I've seen around with Mrs Selepe, doing, eh the, the the study guide and the study guide started from curriculum development and it came down and down and down, so lectures know where does the study guide comes from.

Res: Aha...

Lec: It's not about looking for smaller pages and pieces and just putting together and giving it to the students. It has to be very informative, make sure that, you know, it helps the students to go through...

Res: Mmm...

Lec:... eh in order for them to be better students.

Res: Mmm...

Lec: So I think that those are , you know, some of the things that really,

Res:...eh, should be done.

Lec:... should be done, ya, so once a month, twice, depending on how many we are, that will be a suitable model.

Res: Mmm...

Lec: Ya, so, sort of compulsory because at the end of the day the HOD would say this is what we have, it's academic development, just as we attend our students, we should also attend the academic development.

Res: Mmm...

Lec: Yaaa...

Res: Mmm... I'd appreciate any other additional comments you might have, you know, (phone rings) if any, about the issues that we have...

Lec: I think, I think it's very very important like I said, the issue of being developed currently there is a TELP project which you can take it for granted but I think it's very meaningful towards the development of, of staff, eh, what you're doing now, you make sure that you play a real meaningful role, eh, towards the development of us academics because currently as I see, eh, eh, we we are shifting most of our industry mentality, eh into a mentorship mentality and, eh, because we are not qualified, we don't come from that background, I don't see us winning if we don't have that support, eh academic development, so I think it's, it's very important that we do have that, eh you know, a study like this should be presented forward, in order to make the authorities aware that we, there is a need for academic support.

Res: ... for academic development...alright, thank you very very much for your time. This is the end of the interview.

APPENDIX 7

Transcription of Academic Development Practitioners' Responses during Interviews

Date: 15 November 2004

Place: Tshwane University of Technology (Soshanguve Campus)

Participants: Academic Development Practitioner (ADP)
Researcher (Res)

Academic Development Practitioner 1

Res: I would like to ask you some questions, eh, for my Masters research on the topic, you know, academic, hm, attitudes towards academic development classes of students and staff at Tshwane University, and the first question is: in your opinion what do you think the academic development classes are for?

ADP: Good morning, Mrs Zengele. I'm (name withheld). Mmm... academic development classes are for supporting students, or rather want to help the lecturers to identify learners who are not performing well and also, mmm... giving them the necessary support to cope and come to the expected level, mmm... those who seem to be on the right path, or, eh, if we can increase or improve their level of performance. Ya.

Res: Ok... thank you. What do you think are some of the teaching and learning issues that we need to deal with in relation to these classes?

ADP: Mmm... we need to look at the challenges that are on the table. Quite often we look and study and memorize the problems that are happening maybe in England or America, eh, because the books, most of them are coming from those places and become insensitive to the actual problems that are presented by our own learners from our own local area. So we need to look at, eh, what their problems are with regard to their learning, eh, so that we can prepare our presentations to them in such a way that it helps them. It doesn't become a stumbling block, but actually it helps and motivates them and makes learning an exciting experience for them.

Res: Yes, mmm... but do you think that these classes are then succeeding in achieving their objectives?

ADP: Mmm... um... the classes, we've been going through a lot of phases, but now the more I've been involved with this problem, the more I see the light at the end of a tunnel, that there is potential, there is skills, there is eh, a possibility of succeeding, eh, for instance, if we look at lecturers who have lots of students in the class, eh, in the past it was a question of simply saying, ok I come in as a lecturer and I dish out my staff, the one who has heard has heard, the one who has listened has listened and I

even make my my conscience calm by asking, “do you all understand?” and if they say “yee..es” then it it justifies my conscience and I can move out and that’s it, but if , the reality is, probably not even 20% has actually followed, um, and now there are new teaching methodologies of dealing with big classes, and we need to look into those and apply those.

Res: Mmm... ok...now what role, if any, should lecturers play towards academic development in their own classes?

ADP: Mmm... there’s a wonderful way no longer to be at the centre stage but to facilitate the learning. Now that entails a very different way of preparing material. In the past eh, the lecture used to be the know all, the source of all information so much that if a student comes up with something new that is not, eh known to the lecturer, it tends to be a threat, and it even spoils the relationship, but when a lecturer is a facilitator he prepares what he intends the students to learn but keeps the doors open in case the student is capable to go further than what he has prepared, mmm... I’m excited about the new, eh this Problem based learning which really adopts that kind of an attitude that the lecturer is at the back, it’s right at the periphery, the learner is at the centre. The pace, the direction, mmm... the learner has control over that, mmm... I think that’s the way we should be going.

Res: Ok... how do you think that these classes should be structured from a curriculum perspective?

ADP: Mmm... the classes should be structured in the way that depending on the content that has to be dealt with, times, at times eh, it’s my theory, sometimes we need discussion, eh when we discuss with people, you know, you need to face each other, you don’t discuss with people having your back at the other person that you’re talking to, such kinds of dynamics needs to be taken into consideration when the physical facilities are being planned for meaning that we need to be having big lecture halls, we need to be having discussion rooms, we need to be having an environment outside the classroom that is conducive for learning where students can sit under the tree maybe read by herself or even have, eh, a classmate to discuss an issue to take further the discussion that they have in class maybe during the periods, that they can continue to discuss, how when you look at our own school or institution here, mmm... that kind of an environment outside the class is lacking. It’s just hard core atmosphere that each one for himself. When we go for the class, you know, struggle for yourself, but I think we need, oh ye! They’ve been planting green, actually I need to complement them there, eh, there’ve been some improvement, mmm... a little bit, but yes, as I’m saying that curriculum is a total activity that relates to making it possible for a learner to learn, so it’s not only about inside the classroom but also outside the classroom that happens. Now that relates to the physical environment, mmm... also the atmosphere, the whole atmosphere in the institution, mmm... how the workers relate to the students, how lecturers relate to the students, how students relate to one another should be engineered in such a way that it promotes an atmosphere of studying, of learning, of interaction, right now there’s too much classes. These ones look at these one’s that way, this one’s are looking down on these one’s and it’s not a healthy atmosphere, so I think that question is quite loaded, and I’m doing a bit of injustice, but that’s the guideline.

Res: Mmm... I would actually appreciate any additional comments about any of the issues raised above.

ADP: Mmm... Yiba! I think as I was saying, eh, the groupings. You have the C3, the cleaners you have technical services, you have the lecturers, you have students, we have all other groups that are in the institution, mmm... as I was saying earlier on that we need to engineer the atmosphere here whereby people treat each other with such respect that it actually encourages learning process even, even even cleaners, there are a lot of things that they would, to learn, but now if they're not treated with that respect then they tend to say, ag, I'm here to work and I'll do as minimum as possible and as soon as that kind is being, you know, eh given out, it rubs off on other people. The students will see it and say who cares, I mean after, after eating the "spathlo", you just crumples the paper and throws it there, wow, he doesn't care, but if it's engineered and we change this attitude that people can realize this is an environment where we are here to learn, what is it that I can learn when I'm in this environment. What is it that I can help the other person to learn when you're, the, in this environment, I think that can go a long, long way, now, eh, now, you have these big bodies, the rector, the senate, eh, the faculties and all that. I mean there there's a lot that needs to be done in that area, in a sense of also consolidating them to, mmm... say professional, maybe I'm not using the right word, but, but if there is this consciousness towards learning, mmm... the way, if you take a bird's eye view, mmm... sometimes you wonder, is this a learning institution or is this just a factory where people are here to just do their job and go but even today the factories are concerned about the well being of the workers, mmm... that they they can give the best, so that the workers can give out the best, mmm... and I hope somewhere the day will dawn so that this can be realized in the institution.

Res: Oh my, thank you very much, this is gonna be very helpful to me.

ADP: Amen...

Academic Development Practitioner 3

Res: Good morning, my name is Mrs Zengele and I'd like to ask you some questions for my Masters' research, mmm... the topic is, I wanna look at attitudes of both the students and the lecturers towards academic development classes at Tshwane University. We are going to be recording the conversation so that it's easier for me to then analyze the data afterwards. The first question is, in your opinion what do you think the academic development classes are for?

ADP: I think it's there to help students to reach their full potential as far as mmm... the academic studies are concerned. I think we're also remedial in a way because we're trying to fix problems that schools didn't diagnose and fix, so in a nutshell academic development as I see it is to help students cope here at TUT.

Res: Mmm... what do you think are some of the teaching and learning issues that we need to deal with in relation to these classes, you know, as ADP's?

ADP: I think one of the issues that are very important is training other lecturers in academic skills development because it's very difficult in that right now AD is not integrated into the main stream, so what they do in AD they don't apply in their main stream courses, so maybe if we can get the lecturers to work with the AD Practitioners, you know, so that in one place, eh, we can teach it and in the other place maybe assess if there is any spill over taking place of academic skills, that I think is a teaching and learning issue, we need that integration into main stream, we need to involve lecturers if they can get some training.

Res: Mmm... but do you think that these classes are succeeding in achieving their objective though?

ADP: Eee...(long pause) not really. Not really because we do not achieve the amount of students that we would like to reach.

Res: Why not?

ADP: For me I think the biggest problem is that in our institution, AD is not recognized as a credit bearing course.

Res: Mmm...

ADP: ... so students do not take it seriously because they feel, you know, there are other subjects because they are going to be tested on it..

Res: Mmm...

ADP:... so if we can make some mechanism to make AD, mmm, credit bearing or more recognizable,

Res: Mmm...

ADP: Umm... you know, institutionally, I think it would be most effective.

Res: Mmm..

ADP: ... however, the students that do start and finish the programme, I know, I've seen, you know, mmm, mmm, benefits in the programme but the sad part is, the students that start and finish the programme are not the students who really need academic help...

Res: Why, what's the reason for that, do you think?

ADP: I think because, you know, as I said, it's not credit bearing, they are not motivated, mmm, they are not being forced in a way, by lecturers to attend, as I said, if we can work together with lecturers under diagnosis, remediation, assessment way, then we can really get the students who really need this help.

Res: Mmm... ok, have you referred any students in the past for academic development, you know, some students who need the help?

ADP: Have I referred students for academic development...

Res: Ya, mmm...

ADP: Ya, many, many, sometimes you find students who are struggling with some work, because they heard about you somewhere, and then you refer them to the programme, telling them that, eh, it's very difficult to get help in just one day. It's, it's more effective if you can finish the programme and eh, have all the different, mmm modules or whatever areas.

Res: Were these classes well marketed, or some just hear about you somewhere?

ADP: Mmm... well the marketing strategy, I think has been very poor. Mmm, I think we've got a lot of work to do in as far as that is concerned, mmm, and I know that because those departments that take an interest their students are usually attending better where the lecturer tells the students in class there is this place for you, mmm, but the marketing strategy is definitely failing us, and, eh, it's something that needs work.

Res: Ok, you've just given the answers because I wanted to find out what role, if any, should lecturers play in their own classes now?

ADP: That's why I'm saying the whole integration issue, ya.

Res: How do you think that these classes should be structured from a curriculum perspective?

ADP: Mmm... if you consider the critical outcomes, it can be very easily be built into the curriculum, but if lecturers are designing the curriculum the way that SAQA is requesting, they are using outcomes and not subjects, and that is very difficult right now because we are still on the subject based systems, but, mmm... on the other hand if the two departments, the AD and any specific unit or academic subject group can work together and integrate.

(Interruption)

Res: Mmm... sorry about that .

ADP: Ok.

Res: I wonder if you have any additional comments that you think might perhaps be helpful for this study.

ADP: Yaa... I've been with AD now for 10 years, and eh, it's difficult to keep students because if your system does not support your work, mmm... It makes it 10 times harder. You have to be very motivational you have to always be on call, because you feel like if you're not there for the students, they are going to run away and it's a very dangerous and I think unhealthy environment to work in, and

furthermore, as I said, I see hope if the course becomes credit bearing to some extent...

Res: Ya, mmm...

ADP: you know, because initially when we started the reading programme, 5%, you got 5% of the marks towards a subject if you participated well, and I remember in that year we had very good turnout of students. I think also that students need to be shown their weaknesses as I said, if we can work with lecturers to say, I've given you this test, please where are your marks, and if we use continuous assessment then use formative assessment where we can try to pull students through stages, then we will really, you know, achieve our, our goal in helping students to get better in academic subjects.

Res: Mmm... thank you very much. You have made some very interesting comments. Thanks, this is the end of the interview.

ADP: Thank you.

Academic Development Practitioner 3

Res: Morning, my name is Mrs Zengele and I would like to ask you a few questions. I'm doing research for my Masters and I'm looking at attitudes of students and lecturers towards academic development classes at Tshwane University. The first question is, in your opinion what do you think the academic development classes are for?

ADP: I academic development classes are for skills that are needed for students to cope with their work at tertiary institution.

Res: Ok.. what do you think are some of the teaching and learning issues that we need to deal with in relation to these classes?

ADP: I think it's twofold. In the teaching side is that we need to, staff development should, eh should give staff actually, skills in order to teach classes especially in our institution where classes are large and in particular students need to be given skills in order to cope with their work which is highly different from the work that they've been doing in the Grade 12 classes.

Res: Ok.. do you think that these classes are succeeding in achieving their objectives though?

ADP: Yaa... I think in our institution these classes are not succeeding.

Res: Why not?

ADP: Because most of the students do not take these classes seriously. They are not coming to these classes.

Res: Mmm... have you referred any students for academic development?

ADP: Yes, in the past I've referred students for academic development.

Res: What kind of students did you refer?

ADP: Usually students that we refer are students who are failing to cope with their work number one, number two, students who found it difficult to eh pass their courses, eh, eh. Those are the students that I usually refer.

Res: So in other words do you mean to tell me that, you know, these classes are meant for weaker students then?

ADP: These classes are not only meant for weaker students. They are also meant for students who are good but you find that they lack skills in other areas of life.

Res: Ok... what role, if any, should lecturers play for academic development in their own classes?

ADP: I think eh, what lecturer should do is to encourage students to, eh, utilize these classes of AD so that , eh, students can be able to learn more efficiently.

Res: Ok, how do you think that these classes should be structured from a curriculum perspective?

ADP: What I think is that eh, as I've seen is that these classes in the past they were regarded as extra curricula activities. Now what I think it should be done is that these classes should be part of the curriculum so, so that these classes should have credit bearing towards a diploma or a degree.

Res: Mmm... eh, I'd appreciate any additional comments that you might have about any of the issues that have been discussed.

ADP: Ya, I think one, one critical point that a person can raise is that academic development classes should become compulsory , should be an institution's vision and mission to make sure that students can take them seriously, because that's the vision of government to give skills to students in general.

Res: Ok..thank you very much.

Academic Development Practitioner 4

Res: Good afternoon. I'd like to ask you questions. I'm doing research on attitudes of students and lecturers towards academic development classes at Tshwane University. The first question is, in your opinion what do you think the academic development classes are for?

ADP: Hectic...mmm...

Res: What do you think they are supposed to achieve. What's the objective?

ADP: I think generally they should give students support to deal with problems that they find in their academic work. That's what basically I think they should be for.

Res: Mmm... what do you think are some of the teaching and learning issues that we need to deal with in relation to these classes?

ADP: What issues?

Res: Teaching and learning, pertaining to teaching and learning that we need to handle, you know, in relation to these classes?

ADP: I think they are many, and for me basically is I think most students don't know how to learn and I think they need to be taught how to learn. That would be one thing, and also I think, from the teacher's perspective, eh, people who teach or who facilitate learning, they actually understand what the relationship is between what they do in the classroom and what they think students should learn, eh for example, I think lecturers in most cases assume that what they do in classroom leads to learning and I don't think that that really works.

Res: Mmm... in your opinion what do you think could then work out in this case?

ADP: I think what, what should be done eh, I think emphasis should move away from from actual teaching to, eh, lecturers should focus on on learning, and off course learning could mean a number of things, it would mean teaching the students the skills to be able to take notes in the classroom, to be able to listen intelligently, to be able to read, um, and so on.

Res: Mmm... but do you think that these classes are succeeding in achieving their objectives though?

ADP: I don't think they do.

Res: Why not?

ADP: I think in most cases they just fill up the timetable and they have (inaudible) of some sort and to write a report, that's my, that's my cynical assessment of what these classes do.

Res: Have you in the past referred any students for academic development though?

ADP: Actually no, because I'm supposed to be giving academic development.

Res: Ok, mmm... what role, if any, should lecturers play towards academic development in their own classes now?

ADP: Um, basically I don't think lecturers, except of being aware of the kind of learning that's going on in the classroom. There's not much they can do because we do have support systems that are available that they should make use of, I, I think what they need to do is to consciously think about referring their students to programmes that exist in the university and unfortunately that is not happening, and and lecturers seem to think, I mean academic development programmes don't work. They're just a waste of time that's all.

Res: How do you think the, these classes should be structured from a curriculum perspective?

ADP: Aaa...that's a difficult one for me. I think one of the things is one has to think globally, whether what you do as academic development is in a sense connected to what goes on in the classroom that would be the major question that I would ask, and if if these classes are are to work, there should be a very strong relationship between academic development, in fact the curriculum that is offered in the academic development programmes and the actual so called main steam curriculum that students do...

Res: Mmm...

ADP: I think that that would be the best way to to look at it.

Res: Ok...is there a way of maybe further clarifying that?

ADP: Yaa.. for example, I don't think, if, although you might have a generic kind of programme for academic development you're actually dealing with a discipline based curriculum, uh. Student development programme because then the assumption off course would be the expert in the content, if we might use that word will also be there. The expert in academic development, so so this is the kind of knowledge between the two, so I mean basically a, a, an Academic Development Practitioner who is good as a, in the humanities, finds it very difficult to deal with problems that are experienced by say students in the hardcore sciences.

Res: Mmm...

ADP: And while we're hard on how to read and staff like that, they probably want to know how to solve, a problem that's based on Maths or science whatever.

Res: Mmm... I would appreciate any other additional comments if you might have about these issues that we raised.

ADP: I think the biggest thing that that I would hope for was, mmm, institutions should begin to see academic development not some kind of poor cousin for the mainstream courses and programmes and that off course means a number of things...

Res: Mmm...

ADP: ...one of those would be there must be deliberate, um, action to make AD programmes part of the curriculum, and and that would also mean having them slotted

in the timetable, eh, and not that eh, you know, these programmes eh, should be offered... or students should go to them when lecturers feel they should and they shouldn't go, and also I think there needs to be a change of attitude towards what the academic development is, because I don't think that academic development is a place where you dump students who are not making it. It should be a place where we help students who might need to strengthen whatever, uh, to strengthen their position in the name of the institution, that even the brighter student might have some kind of support that they need to be even brighter or to succeed more.

Res: In other words, I mean would you be comfortable with the situation where support goes right through up to second third fourth level of their study then?

ADP: Yaa... well I think it's like growing up, you know, the older you are the more you realize that you needed things that you didn't do while you were young, and I mean basically what I mean is the fact is students begin to realize that as it becomes more difficult.

Academic Development Practitioner 5

Res: (inaudible) am looking at attitudes of staff and students towards academic development classes at Tshwane University of Technology, and my first question is, in your opinion, what do you think academic development classes are for?

ADP: Good morning, yes, mmm..., my name is ..., ya mmm..., the reason why that eh classes are there is to develop (inaudible) to develop the academic staff with teaching and learning eh skills and also the same from students to, eh let them learn or to expose them to learning the different learning styles.

Res: Mmm.. what do you then think are some of the teaching and learning issues that we need to deal with in relation to these classes?

ADP: Well, I think eh, I will focus a lot on on academic staff because in my opinion the academic staff are when they come here they don't see themselves as teachers.

Res: Mmm...

ADP: They think they are, eh let's say IT specialists who teaches.

Res: Ok...

ADP: They don't see themselves as a specialist as a teacher in IT, so the focus on them in my opinion is, that they are still think they are specialist in Chemistry, Engineering whatever than focusing on teaching but still the first thing that we should focus on is to, eh make them aware that they are teaching in the first instance, that is the niche, eh here at the university. Mmm..., yes I would focus a lot on teaching strategies . I would focus a lot on teaching aids which they can use. These are the type of things that I found they don't use a lot in the classrooms, and then, eh, everything is fine, teaching styles, different teaching styles, different learning styles, so it's a wider

spectrum of educational knowledge that I think they can be exposed but if I can give another advise, it must be, eh, hands on eh, information, not philosophy where it comes from. Eh, I found that especially engineering field, the lecturers don't want to hear where it comes from, philosophical background, tell me what is it and how can apply it.

Res: Mmm... that's interesting, but do you think that these classes are succeeding in achieving their objectives?

ADP: Mmm.. I would like to add on to the previous question because there's something I'd like to add.

Res: Yes, please.

ADP: The students, ya... the students normally don't have a problem as long as you don't waste their time, as long as you give them some information that they can use, but students will be students all the time, um, they will think that they can cope without the, eh, teaching and learning, what you like to eh develop them in. They will obviously think that they don't need it, but as you, if you can make them aware that they need it and where they can apply it in the classroom situation, so it would be very nice if you can work together with the lecturer, so what you teach them, eh, teach to the students must also be taught to the lecturers, so that there is synergy between what you tell the students and what expected in the classroom.

Res:...the lecturers do.

ADP:...so I think if we can do that,eh, then you will also have the students on board, um, normally the students , um, they normally don't have got a problem with the students. Um... can you just repeat the question again please?

Res: Oh... I just wanted to know if you then think these classes are then succeeding in achieving their objectives?

ADP: Yaa..., um, it takes time. Um I was a actually student developer, but I was also a lot involved with staff development and from my experience, you have to walk a road with the academic staff. You don't., they don't eh, buy immediately with you. You have to convince them that you are actually there to help them, eh because immediately they will think no, you are a threat for them etc. but if you build up a specific relationship with the academic staff and show that you're not a threat, you're not policing them eh, but it takes time. You don't get that within a period of four, five to six months. It takes time to walk the road with them, and then when they tart believing in you, um, I think I had some success stories as well, but it takes time...

Res: But why do you think they feel threatened sometimes?

ADP: Eh, because of the fact I will refer to it again, they think you know, the moment when they are within engineers as as an example, they can tell the engineer, sorry I'm not up to date with all the engineering because I'm teaching actually.

Res: Ok...

ADP: ... but once they talk when they are in the vicinity of teachers, then they say, wo wo, I'm actually an engineer, not a teacher...

Res: U...U...

ADP: ... so they feel mmm..., they eh, Afrikaans word is "minderwaardig".

Res: Mmm...

ADP: ... they don't feel, eh, up to level with you, so they would rather ignore you to hide their, let's call it fear or this thing that they have, that's what I feel, but if you show them eventually that you are there to help them to improve their lecturing style in teaching and learning I think you're winning.

Res: Yes, you say you've got some success stories as well. I would like to hear those.

ADP: Ya, as I said it, it takes some time. I was almost four years in academic development, and I don't think I have got a lot of success stories within the next year or eighteen months...

Res: Alright.

ADP: ...but eh, I worked on my relationship with the individual academic staff and, eh, once you can approach them in such a way that you, very very careful that you are there to help them, then there was, I think I had some success stories, especially specifically with the, eh, Project oriented and Problem based learning, the integration of these two teaching styles...

Res: Yaaa..

ADP:...so I focused on that, because that is they got a lot of pressure that their curriculum must be rewritten in the OBE format.

Res: Ok.

ADP:... of which POL and PBL was two good eh, teaching strategies that fits into the OBE philosophy.

Res: Mmm...

ADP: Um..., and the moment when I , one guy told me you opened the curtains with the windows, eh so the moment when you show them something which is doubted in the philosophy book, how they can apply it, I think I reached a lot of the lecturers through that and they will come back to you.

Res: Mmm...

ADP: ... and then you can walk the road with them.

Res: Res: Mmm... Good, have you ever referred any students for academic development though? Did you refer to, maybe for study counseling or whatever?

ADP: Yaaa..., well a lot of them I helped myself on individual basis. Mmm... There were one or two cases where I, ya, my memory leaves me now, one or two cases where I sent them to specialists, but I think it was more, eh, medical treatment that they needed...

Res: Ok..

ADP: ... so I sent them for specialist in medical treatment but I kept in contact on how the progress was etc:, but the other academic support I managed to help them myself. A few other things like bursaries etc:, you know, that specialities I sent them to the bursary department.

Res: Alright.

ADP: Mmm..., because the students come and they ask you all those things once they have adopted you.

Res: Mmm...

ADP: Yes, I sent them on those specialities, but the teaching and learning I think I could have coped with that myself.

Res:...handled that yourself.

ADP: Ok... what role, if any, should lecturers play for academic development in their own classes?

ADP: Mmm...Yaaa... I must think about this question because I want to reflect it back to my initial statement where I think that I come from an educational background, maybe I should start there...

Res: Yaaa...

ADP:... so the moment, I was in teacher training for quite a long time, and my colleagues was teachers, but the moment when I joined teaching and learning development, the department, and eh, I realized, woe! These people come from industry, they haven't got this educational background.

Res: Mmm...

ADP:...and I think if you can change that, the attitude to become teachers as their, eh primary task not their secondary, so the primary task is, or or profession, the primary profession is being teacher, then I think that teaching is in you, once teaching is in you you will help the students eh with development in the classroom situation.

Res: Ye...

ADP: ... so I think if we focus on that to make them, eh, professional teachers.

Res: Mmm... the last question now, how do you think that these classes should be structured from a curriculum perspective?

ADP: Well, I think first of all eh, yes I think it must be in the curriculum because the moment when you don't put it in the curriculum, the students tend to see it as a add on, or they will, they will find some other things to do during those eh teaching times that is allocated to them, eh, but it must be structured in such a way that there is a lot of synergy between eh, the student development and what is going on in the classroom.

Res: Yaa...

ADP: Mmm... so I think that will, my advise would be, the focus point must be what they learn or what they being developed must be applied into the classroom situation to give an example, mmm, it worked very well, and I had all the students attending my classes, when I taught them about the, eh, project, and eh, project orientated learning and PBL tasks, so in other words they were given the tasks in classrooms from the lecturers, academic lecturers, and I prepared them how to cope with that teaching strategy.

Res: Mmm...

ADP: ... so, mmm..., and then I had all the students in the class, because what they learnt from me what I exposed them to they applied it in the academic...

Res: ... in their own classes.

ADP:... ya, so if we can join that so it's no use, mmm, teaching them or develop them in something that they don't use in the classroom.

Res: Mmm...

ADP:... because I don't think that they will attend it then, that is what eh, there must be synergy between academic work and what is being, eh they're being developed in the curriculum.

Res: Mmm... I'd really appreciate any additional comments if you have any at all.

ADP: Mmm.. I don't think I've got something else to add, mmm. Oh ya, maybe I can say this from my experience eh, aca, more to the academic staff ..

Res: Yes...

ADP:You have to mmm, do things over and over and over. Mmm.. you might, you must never tell the academic staff, yes but I told you about Outcomes Based Education already. I told you what SAQA is etc.

Res: Mmm...

ADP: They might not have been ready at that stage...

Res: Mmm!

ADP: ...for the exposure that you gave them, so if they, if they are ready for it they will ask you, what is this SAQA thing? ...and you might have told them.

Res:...that SAQA thing...

ADP: Ya, that is, really that is what they think, that's how they see it.: Eh, then it doesn't help if you try to tell them, a year ago I gave you a whole introduction to SAQA....
(laughter), no it doesn't help, because you must, then they were not ready for SAQA
They might be ready now for SAQA.

Res: Mmm...

ADP:...and then you must be very very patient and tell them enthusiastically over again what SAQA is, so eh, just in time, the right time. Timing is a crucial, crucial, eh word that when you deal with staff development the staff must be ready...

Res: Mmm...

ADP:...for development, and eh you must be very aware for those indications.

Res: Mmm...

ADP: The example which I gave you about SAQA, they **MUST** be exposed to SAQA and you do it, but they might not be ready to adopting it yet...

Res: and you have to do it over and over and over again.

ADP: You have to do that. I think that is basic, so timing And patience. Do it over, do it over, do it over again.

Res: Wow!

ADP: That's an advice that I can give you.

Res: Wow! Thank you very much, this was an interesting interview.

Academic Development Practitioner 6

Res: Eh, good morning. I would like to ask you some questions for my Masters research. I'm looking at eh, students and staff attitudes towards academic development classes at Tshwane University of Technology and the first question is: in your opinion what do you think academic development classes are for?

ADP: They are for the development of students academically, and off course we give them a lot of aspects that eh, we're supposed to be teaching them to help them go through at the college.

Res: Right, what do you think are some of the teaching and learning issues that we need to deal with in relation to these classes?

ADP: Time management would be the first thing because students do not manage their time correctly, eh, stress management because they come from different backgrounds and we don't know what their problems are and sometimes they carry their problems in our classes therefore it stops them from understanding whatever we're trying to teach them, uh, anything to do with, with, the the, with them, mmm psychology that hey have, whatever it is we can teach them, writing skills because they need to pass the exams, reading skills they need to read, listening skills for that matter I believe listening itself is a serious problem. Students don't know how to listen, they don't know how to take notes, so that kinda thing.

Res: Mmm.. alright, so do you think that these classes are succeeding in achieving their objectives?

ADP: I think to a large extent yes, because if they can, if they know how to read they will understand, they will pass. If they are able to write, they will, they will be able to make analysis of the questions and be able to answer the questions correctly and they will make it through the end of the year.

Res: Mmm... but in our situation what do you think the success rate is in terms of, you know, them attending these classes?

ADP: Mmm... I think our students don't really understand what student student development and support is all about, mmm... probably because maybe it's not been well advertised, they they don't attend those classes as expected by the department...

Res: Mmm...

ADP:... but I'm talking about those that do come...

Res: Alright.

ADP:... and if you're thinking of, if you asking me of success, I would not necessarily say it is very successful because we have plus minus 15000 students I would sadly say only, eh only about 3000 manage to go through the course.

Res: Wow! Ok, have you referred any students for academic development?

ADP: I have done that before, reason especially because half of them, if you give them an exercise like reading exercise that will take them about five minutes, that takes them forever to read and when you ask them questions off course they don't know how to answer those questions simply because they can't read.

Res: Mmm... what role, if any, should their lecturers play towards academic development in their own classes now?

ADP: Mmm... I'm not sure about that but what I would recommend is the academic, the, eh their lecturers should perhaps liaise with the department of academic development and support and then perhaps they should refer their problems to that department and maybe the department together with the mainstream lectures should do something about it.

Res: Mmm... and like you mentioned earlier that you feel these classes are not well marketed and well advertised maybe if lecturers were to play a role towards this perhaps then, you know, we'd get a better turnover in terms of student attending.

ADP: YA, they can take 5 minutes of their period everyday and tell students about (inaudible) student development.

Res: Mmm... how do you think these classes should be structured from a curriculum perspective?

ADP: Mmm.. it is a difficult one, that one, and how do you mean?

Res: in terms of you know, maybe time tabling issues, in terms of AD classes, how should they be structured maybe how many times they should attend, things like those.

ADP: Oh.. ok, eh the sad thing with with our our academic development and support is that we are only allocated one period per week per class.

Res: Mmm..

ADP:..which means in a month you see one class only four times, and for obvious reasons by the time you come back they have forgotten what you have told them about, that's number one, and the other thing is they don't write any exams about it ...

Res: Mmm...

ADP:... so you know students they don't take it seriously, so some of them don't come when they have something, when they have exams to write, or some test to write they'd rather they go and write that test instead of coming to our classes, so they don't take it seriously.

Res: So. Would you suggest then that, you know, they rather be assessed on these?

ADP: They'd rather be assessed and perhaps also, register for the course, because sometimes if they pay a little money, like maybe fifty rands or something, they might see the commitment to come to the class.

Res: Mmm... ok

ADP:... if it was credit bearing (inaudible)

Res: I'd appreciate any additional comments if you have.

ADP: Eh, the, the comment that I would have obviously I would have a positive attitude towards academic development myself, but happen to be in the department.

Res: Mmm...

ADP:... but I I think if if the university itself does not take it seriously obviously the students won't take it seriously.

Res: Mmm...

ADP:... so I think the VC and all the management if they sat down and think about it carefully...

Res: Mmm...

ADP:... and then make sure that it goes down to the lecturers, to the faculties and then throughout the university it will work...

Res: Mmm...

ADP:... because it works in other universities and so it should work in this university as well.

Res: So, I sort of get a sense that maybe you feel that people on top they don't take these classes seriously.

ADP: No they don't take these classes seriously, they don't, otherwise if they did for obvious reasons the powers that they have they would help the students to see the importance of these classes.

Res: Mmm...

ADP: Alright, thank you for your time as well.

APPENDIX 8

Transcription of 1st year students' responses during interviews

Participants: Researcher

Lerato

Thuli

Rose

Mpho

Date: 3 June 2005

Place: TUT, Soshanguve campus

Interview 1

Res: Good morning. My name is Mrs Zengele and I just want to ask you some questions, I wanna look at the attitudes of students towards academic development classes at Tshwane University in general and the first question is: have you heard of the term academic development?

Lerato: We heard about it.

Res: What does the term ,eh, really mean to you, these two words, academic development, if you think about them carefully, what do you think they mean?

Lerato: What we think, what I think about this words, I think that they, they introduce us in the world at large, like to know ourselves, to know ourselves, to know, eh, peoples' attitude and learn about how to react with others and again, to learn many things in life.

Res: Good, eh, what do you actually understand by these words, in other words, what does the word "academic" mean to you, just the word academic now?

Lerato: Academic! Ah, I don't have a clue.

Res: You don't have a clue, is it difficult, explain it in your own mother tongue, it's fine. (inaudible) what does it have to do with? You have no idea?

Lerato: Neh.

Res: What about development then?

Lerato: Development, eh, development I can say is taking someone from a stage he is to another stage.

Res: Hm, alright (inaudible). Have you taken part in any academic development programme at the school here?

Lerato: Eh, I can say, I can say yes because once I've been in eh, (inaudible) clinic and we were given this things of HIV and AIDS counseling and stuff of HIV AIDS.

Res: Hm, ok, now which parts of the programme have you done, during this classes that you're talking about?

Lerato: During this?

Res: ...this part of the academic development classes like... the ones that you normally refer to as life skills classes?

Lerato: What we've done in this...?

Res: Yes.

Lerato: Ok, in these classes we, we have done things, and these things have helped us a lot because, eh, first of all I can say I've learnt, I've learnt about myself, like, eh, who am I, first of all and to trust myself, eh, when I say to myself, I mean like have self confidence in life no matter how, how do I meet things like sometimes you have, there are challenges in life but you have to face them, with (inaudible).

Res: Ok, alright, but then how did you get to know about these classes, that they are available, how did you know about them?

Lerato: Eh, I could say, I haven't known that there were these classes, until I have registered for the programme, foundation programme, there is this subject life skills and first of all I didn't had a clue that what is this thing, I was just thinking that maybe it is a subject like but, eh, to my surprise it was something different to, to the subjects I'm used to and something useful, too useful, but many other students they think that it is useless because they don't see the necessity of doing it.

Res: Alright, hm, I wonder why? Now I want you to tell me just briefly about the programme, which parts in particular did you attend?

Lerato: (inaudible)

Res: Which parts in the programme?

Lerato: about the programme as a whole?

Res: Yes I'm talking on life skills only, what we call academic development, life skills, which part of the programme did you attend, I heard you mention that you know you did something about HIV and AIDS awareness, what else, what other things perhaps did you do in these classes?

Lerato: In these classes?

Res: Hm.

Lerato: I can say eh, the most things I've learnt in these classes, and then I can say, eh, I've learnt, eh, how to, what can I say, I learnt how to live, yes to prosper like.

Res: And what did you then think of all the different things that you have learnt during the first semester in these classes?

Lerato: I think if maybe all of us were having the same mind, doing those things I think we would be different because they can change you if you are, were a person with negative thoughts, you, you, you were just going to change because they teach us many things about a (inaudible) and about, eh, living in the world with people.

Res: Alright, but did you think that the things that you did in class were actually meant for you, were meant for you as a person? Or maybe did you think, ag no, this is not for me, let everybody else attend this, I don't need it. Did you think they are meant for you?

Lerato: Yes, they were meant for me.

Res: Why?

Lerato: Because sometimes I do when I face challenges sometimes, I do tell myself that ok, I can't do this but when I, when I learnt about these things, I've changed my mind and telling myself first that even if I said but I can do it (inaudible).

Res: Hm, ok, I just wanna know about your friends, what do they think about these classes, what do they say, what sort of things do they say about these classes?

Lerato: My friends, I can say they, they didn't understand these things, eh what I can say is maybe, maybe they don't take this and compare it to their, eh, they just take it as a joke when we are talking about things like being realistic and have self confidence, they take it like as maybe talking about people of site or whatever but this thing is based on us. It talks about us.

Res: What kinds of things do they say when they comment about these classes?

Lerato: I... they make a lot of comments, sometimes they say no, it's just a waste of time by doing life skills and I do tell them that we are not wasting time because this thing help us a lot, because even when I'm with friends and sometimes when they just wanna help me with something else, they just tell me negative things, you understand, and I've learnt that ok, if I have friends I have problems and I tell them about my problem, if they give me solutions to do things, it is my responsibility to choose from that solutions that they give me not to take everything that they say.

Res:Hm, but why do they say these classes are a waste of time, why do they say that?

Lerato: Eish! I don't know, I don't know what to do, what they are thinking. I think they don't take life seriously, or maybe they think they are fine maybe.

Res: They think they know everything?

Lerato: Yes!

Res: Now where do you think these classes are actually meeting your needs, you've got your needs, you know, that you think must be met by these classes/ where do you think that they are clearly being met?

Lerato: Eh, I think as a learner who wants to be an engineer, I think they help me a lot in case of what people have told me that, ok, it is difficult being an, eh, engineer, people failed, who are you to say that you're going to be an engineer but since I've learnt what is life skills, I feel that, ok, even though people can say whatever they are saying, but I, because I just want to be an engineer I'm going to be...

Res: Hm

Lerato: Yes.

Res: That's very good. Who do you think this programme is aimed at, do you see it as aimed at you or as aimed at somebody else?

Lerato: Yes, it is aimed for me.

Res: Why, why do you need it?

Lerato: because it helps us in many things, in many things and it gives us courage when doing things and in life in general, at home, wherever I go I can see myself as a prosperous person.

Res: Hm, ok, now tell me if, for instance, you have a child later on in life who attended at the institution, would you recommend this programme to them?

Lerato: Recommend?

Res: ... recommend academic development to them?

Lerato: Yes.

Res: recommend that they should go.

Lerato: Yes, yes. It helps a lot cause I think, if maybe I have a child and say ok you must do this thing, or maybe I would talk to, to my child and advise her to take this academic development so that it would help her a lot even though because I know that I may advise her in many things but I can't tell her things in a relevant way sometimes.

Res: Hm, ok, now the last one, can you tell me three things that you have learnt on the programme just during the first semester, three different things that you have learnt?

Lerato: Eh, I can say three things that I have learnt, first of all I've learnt that ok, as a person I trust myself, I must have self confidence and the second thing I've learnt I must take people the way they are, I must not judge them the way they take things, like people like that, they like having relationship with the same partner, same gender, understand and that thing have given me problem, that is why these people can do such a thing, but now I understand that these people, these people is the way they feel and the way they feel, I must respect that way.

Res: Ok, and anything else?

Lerato: ... and then again I can say things I've learnt is about HIV things, like if maybe I found myself HIV positive, I think that if I found out I take a test, I think I'm going to live positive like I won't panic, yes.

Res: And the third one, you've given me two?

Lerato: And then the last one I can, eh, I don't know what to say.

Res: Or maybe you'll remember later on. Anyway thank you very much, this was a helpful interview.

Interview 2

Res: Good morning, my name is Mrs Zengele. I'd like to ask you some questions. I'm doing research on attitudes of Engineering students towards academic development classes at Tshwane University and the first question is: have you ever heard of the term academic development?

Thuli: Yes, I definitely heard.

Res: What does it mean to you? What, what is your understanding of the two words?

Thuli: It means that uh, uh, it's, it's it concerns more of my daily life style that I do and uh, the things that I do daily, and it teaches you of how I should be able to manage my life as an individual.

Res: Ok. Have you taken part in the academic development programme?

Thuli: Yes I have taken part of that programme.

Res: But which parts exactly of the programme did you participate in?

Thuli: I did participate in that uh, in the trauma topic, trauma topic that we were discussing about that and the questions that they ask in class about time management. I take part in that, These are the things that I have taken part in.

Res: What else can you remember as part of the programme: You've mentioned time management...

Thuli: Trauma

Res: Uh..

Thuli: ... and then we treated things like, eh, attitudes and we treated things like, eh, how to take notes from the class, we've treated, eh...

REs: Ok, how did you know about these classes? How did you know there were these classes existing in the institution?

Thuli: It's part of my, eh, my academic whatever academic, it's part of my subjects. I'm doing life skills as a subject, so it's part of it.

Res: Ok, I see.

Thuli: Ja.

Res: Which parts did you attend?

Thuli: Which parts did I attend?

Res: ... of the whole programme now, up to now?

Thuli: I think I did attend everything.

Res: Ok, what did you think, eh of the different, eh aspects that you handled, in the programme, you know, the different topics perhaps?

Thuli: Some of them were interesting, I know I benefit from some of them, but some of them obviously I didn't really, did not... it was just like another topic but I know that there are some things that I've learnt from this, this programme.

Res: Which ones perhaps did you think you didn't really like?

Thuli: Eh, things like, eh trauma I think. It was not interesting.

Res: Ok, ja...

Thuli: No, the way they were presenting it for me it was not interesting but the one on time management, that one I enjoyed it because I've been able to read, eh to know most of the things from that topic.

Res: Ok.

Thuli: Time, how to manage my life as an individual.

Res: Ok, now I just want us to look at the programme as such... where do you think it is really meeting your needs now as a student, as a perso. Which ones do you think these ones I need and you know, they are really a (inaudible) to me?

Thuli: The part that they were teaching us about the main systems. They were teaching us about academic skills, about how would you be able to read and concentrate in class stuff like that.

Res: Uhu..

Thuli: ... and teaching you about this programme, what is the importance of doing this course, you understand, and foundation they were to explain to us how can you be able to benefit your life, that's the part that I think I been able to gain a lot of things. That was important for me.

Res: Ok.

Thuli: ... to learn what I was doing at that time as a foundation student.

Res: Alright.

Thuli: That is the part that I think I benefit a lot from.

Res: Which ones did you think did not really meet your needs, that you feel like, ag you know, these I could do without?

Thuli: The time I think they were talking about, eh, relationships, stuff like that. They were times when they talked about that, how we should be able to diet, stuff like that. I don't think it really meant a lot for me.

Res: Uhu, ok.

Thuli: Ja...

Res: Now who do you think the programme is meant for? Do you see it as aimed at you or other people?

Thuli: It's aimed at me.

Res: Why?

Thuli: ... It's aimed at me because I can be able to... It helps me. It helped me in many things, so I know that they are teaching us so that we can learn for where we are going. Life skills, you understand, these things, life skills, I mean how to communicate, how to come out and speak, I mean there are the things when we interact in class, how to be able to speak aloud, and how to be able to express yourself as an individual in class, and be able to talk about all these different topics. I think eh, it's aimed for me, I mean it teaches me to come out, be able to to talk about my daily life, my daily needs, stuff like that.

Res: That's lovely! Now tell me if for instance you had a child at this institution, would you recommend the programme for them, your own child now?

Thuli; Yes, I...

Res: Why, why do you think it's good even for your own child, even later on...
(inaudible)

Thuli: It's good, I mean they will learn, I mean the things that have helped me as an individual, I know that they'll also be able to help them as my children who are coming after me.

Res: Uhu.

Thuli: I know that they will help them, the same things, I mean it something has helped me, I know that it can, really there a lot of things for my life. I know that it will benefit my children also.

Res: Uhu.

Thuli: Ja, so...

Res: Ok, now I want you to give me three things, three things that you have learnt on this programme, just three things.

Thuli: I've learnt, really to express myself on this programme. I've learnt different rules and different people and I've been able to learn that, eh, I've been able to learn that it's possible to start small and be able to go far in life, you know, It's not, it's not, it's not that you have to start, you have to start with the, I mean they were teaching us that you have to start with the first course to go, really, clearly you can start from the foundation and be able to reach to the top, you understand.

Res: Hm, good.

Thuli: It's what I've learnt in this course.

Res: Hm, I like this, Thank you very much. This is the end of the interview.

Thuli: Thank you, Ma'am.

Interview 3

Res: Good morning, my name is Mrs Zengele and I'd like to ask you some questions. I'm doing research on the attitudes of the Engineering students towards academic development classes at Tshwane University, and my first question is: have you ever heard of the term academic development?

Rose: Yes, ma'am.

Res: Eh, what does it mean to you?

Rose: Basically it means like (inaudible) to develop like, like facing tertiary life.

Res: Aha, that's interesting, eh facing tertiary life. Ok, have you taken part in the academic development programme as such?

Rose: Yes.

Res: Now which part of the programme did you participate in? You know, within the programme, which parts did you do? Which parts, you know, did you attend?

Rose: I...

Res: The classes for academic development that you attend, we call them life skills now. Which ones did you attend? Did you attend all of the classes?

Rose: Yes I have.

Res: Did you attend all of them?

Rose: Yes (inaudible)...

Res: What kinds of things did you do there in those classes?

Rose: We talked about HIV and Aids and how it's transmitted, you know like, eh, eh, the kinds of situations that students (inaudible) whereby like they are not under supervision of their parents or their guidance, it's quite a lot.

Res: Uhu.

Rose: Ya, it's quite a lot actually.

Res: Like? Just relax and take your time and tell me.

Rose: Like, we learnt how to deal with stress, with management., like being, like how to solve problems (inaudible).

Res: But how did you know about these classes? How did you know that there were these classes existing?

Rose: These academic classes were like introduced to us by the management, actually of the TUT in January.

Res: Ok, was that like during orientation perhaps?

Rose: Yes.

Res: Ok, now out of all these classes that were offered, which ones specifically did you attend? Oh, you said you attended all of them anyway.

Rose: Yes.

Res: Ok, what did you think of them?

Rose: I think they are, they are like kinda like learn some, maybe they are things that you probably didn't know they were existing.

Res: Uhu.

Rose: Ya.

Res: Alright, so you think they are very helpful to you.

Rose: Yes.

Res: Now I just want us to look at the programme, whether it is helpful or not? Now where do you think this programme or these particular classes meet your needs as a student, as an individual now?

Rose: I think, I think (inaudible) as a kind of person who's (inaudible) I'm learning like drawing conclusions, some things that are, like insignificant to mi life then I know what to do when I get to basis.

Res: Ok brilliant, you see, but now on the other hand you've told me where it's meeting your needs, where do you think, ah, you know, here it's not meeting my needs?

Rose: I think like it's when we talk about, like these, when we talk about, like these, gays like, I think it heterosexuals to me it doesn't meet my needs, I mean like, I don't know I don't think I need to know about gays in my life. I think I know enough.

Res: Ok, you know from TV or wheatever?

Rose: Yes.

Res: Ok, but then if you look at this programme whom do you think it's aimed at? Who is it really meant for? What kind of student do you think is meant for this programme?

Rose: I think it's meant for people who have a low self esteem because it gets to like, encourage, motivate, I think it's very motivating. I think it's aimed at that type of person.

Res: So do you see it as aimed at you as well?

Rose: I am not the kind of a person who has a low self esteem but that person can need it sometimes, like there are those up and downs (inaudible)

Res: How do you think it helps you in terms of your subjects? You've just mentioned subjects.

Rose: Cause like, eh there was once a time when eh, that I was really down mentally and then like, I talked to the teacher (inaudible) and then like he really motivated me.

Res: Uhu.

Rose: Ya.

Res: That's good. Now if you perhaps had a child at this institution, say you are a big man now, you are working and have your own children, would you recommend the programme for your children?

Rose: Definitely, Ma'am.

Res: Why?

Rose: I think (inaudible) it's going to be helpful to them as well.

Res: Uhu.

Rose: Ya.

Res: Now last question, just tell me three things that you have learnt on this programme.

Rose: It's eh, conflict management, then again maybe how to deal with the person with the disease, the big disease.

Res: Which is the big disease?

Rose: HIV.

Res: Ok.

Rose: It has helped me like to... to not let stress get the better of you.

Res: Uhu.

Rose: Ya.

Res: Wonderful. No I'm glad it, it has helped you. Thank you very much, this is the end of the interview.

Rose: Thank you, Ma'am.

Interview 4

Res: Morning, my name is Mrs Zengele, and I would like to ask you some questions. I'm doing research on the attitudes of engineering students towards academic development classes at Tshwane University of Technology, and my first question is: have you ever heard of the term academic development?

Mpho: Hm, academic development, yes I have.

Res: But what does this term mean, or what do these words mean to you?

Mpho: Academic development, like lessons of life...

Res: Ok.

Mpho: ... where a lecturer teaches you about, eh, a life skills, problems you encounter in your studies, it can be in your studies or personal life. It's about academic, so mostly it's about, school matters at tertiary that you encounter, maybe as a first year student.

Res: Uhu, ok, but have you taken part in any academic development programme in the institution?

Mpho: This year? No.

Res: No, ok, but remember these are classes that are now called life skills.

Mpho: Ok, the second part, in class.

Res: Yes, have you attended any academic development classes or lectures?

Mpho: Oh, yes I have, but yes I have attended life skills classes.

Res: Ok, now which parts of these classes did you attend? In other words what are the sorts of things that you did in these classes?

Mpho: Hm, we did things like, ok, we've done, hm, like, time management, how to manage time, hm, trauma, we talked about HIV and AIDS. We've talked discussed drugs and abuse, drug abuse, we talked about lots of issues, racism issues, did I say trauma?

Res: Yes, now how did you get to know about these classes?

Mpho: Hm, these classes?

Res: Yes.

Mpho: Ok, it's like, when I regisred this year to this foundation programme, it was there in our, what do you call this... in our subjects, it was there as life skills, so we

have to attend it, attend it, so I started attending it. I know it because they told us these classes are there for us as foundation group.

Res: Ok, now I just want you to tell me briefly about the programme, these classes that you have attended. Which ones did you attend? Did you attend all of them, 90% perhaps, 20% or whatever?

Mpho: Maybe 90, ninety something, 95, 96, but not all of them.

Res: Why did you not attend all of them?

Mpho: Well, hm, what can I say, life skills, in my first year I thought, oh, life skills, why life skills, why do I have to attend life skills and stuff, so I, when the time goes I thought, no, let me try it, to attend it, then I attended it, and I found it was interesting (inaudible) hm, it was very interesting because we discussed in class, all of us we kind of scared to talk to the lecturer, but in class it is better (inaudible)

Res: Ok, good, and what did you think of the different programmes that you did of the different lectures that you attended within life skills?

Mpho: Like this year?

Res: Yes, like within the life skills programme, what did you think of the different topics?

Mpho: Oh, different topics?

Res: Uhu.

Mpho: Hm, it was great, hm, getting from one topic to another. We discussed different themes. It was interesting, cause, like, hm we first discussed about, hm, interpersonal relationships, that we talked to the lecturer (inaudible) it was kinda like we get to know something.

Res: But did you see these classes as meant for you, as a person?

Mpho: As meant for me?

Res: Uhu!

Mpho: Other topics, ya, they give my personal life or in my life, as a family, as I have a family and stuff. I think something like trauma, when we talk about trauma and said what traumatized you, as in my family, like we have problems, so I like got to express myself that this and this traumatized me, and how can we deal with this... trauma, so, ya, I think it was aimed at me because you know, many things like, hm, like time management. With time I was not good at all (inaudible) people always ask me, why are you always late? I, hm, like, like I can't leave 7.50. I have to leave early like at 8 o'clock. Then with time management I can see how you have to come early in class for many reasons.

Res: Hm, now where do you think this programme meets your own needs now as a person, as a student at TUT?

Mpho: You mean?

Res: I mean if you attend these life skills classes, which one's do you think really meet your needs?

Mpho: I, I, like, ok, discussing with, working with people, so when we are discussing with Mr... (inaudible) I like debating, talking with people. It's interesting. Yes!

Res: But then, on the other hand where do you think it's not meeting your needs?

Mpho: Hm...

Res: Because that can also be possible.

Mpho: Ok, hm.

Res: Ok, so you think you are just happy with whatever you have done?

Mpho: Ya, I think it was good. I didn't see anything wrong, ok, maybe other topics just raise up some trouble.

Res: Like?

Mpho: Like talking about some gay people and stuff. I don't see like, maybe I'm used to listening to those things like gays and lesbians in terms of that, I just don't know (inaudible)

Res: Ok, now who do you think this programme is aimed at, what type of students do you think this programme is meant for?

Mpho: Hm, it's good for people, hm.

Res: In other words do you think it's also aimed at you or is it aimed at other people?

Mpho: It is aimed at me. Life skills is a good thing. Like, you talk in class you talk about these, you talk about academic development, how is it gonna be next year, in the first year, how you gonna face up with your studies, how you can study they give you pamphlets on how you can study and manage your time, how you can study for your exam, so it is aimed at me as a life skills course. Next year, now I have an idea how am I gonna start studying, concentrate and be responsible.

Res: So maybe you can safely say it's meant for everybody.

Mpho: It is meant for everybody.

Res: That's good. Now tell me, if you had a child at this institution, say now it's ten years later, would you have recommended this programme for your own child?

Mpho: Definitely.

Res: Why.

Mpho: It is good for me, why would it not be good for my child?

Res: Ok.

Mpho: Ya.

Res: Now, one last question, I want you to tell me just three things that you have learnt from this programme.

Mpho: Three things?

Res: Ya, just three things, like I said before.

Mpho: Ok, eh time management, that's the important part for me., time management and how to study for my exam and trauma.

Res: Hm, thank you very much. That was brilliant.

APPENDIX 9

Transcription of 2nd year students' responses during interviews

Participants : Anna, John, Paul, Peter, Sarah

Date : 5 November, 2004

Place : TUT, Soshanguve campus

Interview 1

Res: I'm going to ask you a few questions on academic development at TUT, eh, I'm doing research for (inaudible) and this is why I would like to ask you some questions. Have you ever heard of a term academic?

Anna: Yes, I did.

Res: What does it mean to you?

Anna: Hm I heard about the term in 2003. Sometimes you have to write like maybe today or tomorrow, and then how do you do that? How to study. Academic development really helped.

Res: If you look at the word academic as a word, what does it mean to you? What do you normally associate it with?

Anna: Hm (laughter) Ok.

Res: (inaudible) eh, you can explain it in your own language if you can.

Anna: Oh Yeah, it's, it's, I don't know how to say this, hm, It's something that has to do with your academic life especially in the institution or anywhere as long as it's your academic life, like, how do you develop yourself academically so. That's how I understand the word.

Res: Mmm, I like that, eh, and what about development?

Anna: Ok, eh, is everything (inaudible) and then...

Res: Have you taken part in the academic development programme?

Anna: Yes, I did that in 2003.

Res: Now, which part of the programme did you participate in?

Anna: I did everything, about the brain, how to operate your brain. Hm---about the mind, we did lots of things. How do I cram things, the difficult things. How do I simplify things and make (inaudible) You know if you want to do something it's first starts with the mind. How do I understand long sentences, we did that.

Res: How did you get to know about these classes?

Anna: Mmm... Ok. Firstly I didn't attend the orientation. It was just there in my timetable that you have to attend AD, and they asked us whether we wanted to attend or what because we aint gonna write about it. We aint gonna do anything about it.

Res: Did you attend all the classes?

Anna: Yeh, I can say I attended most of the classes. Well, sometimes o thole hore,(inaudible).

Res: Which ones did you not attend?

Anna: (laughter) sometimes (inaudible) we are, maybe we are writing, because most of the time in 2002 we used to write (inaudible) maybe in writing.

Res: What did you think of the different programmes in academic development?

Anna: Mmm.. .., I had , I had an attitude, with TNG, the whole thing is too much, it's too much (inaudible), since I attended she was asking us, how are you doing with your work, how are you doing with accounting, how are you doing with your (inaudible), then we were like we just talk, my problem is there and there...

Res: Ok

Anna: ... and then she comes to us , why don't you try this? I think it could help us, so it's, the thing is academic development (inaudible)

Res: Eh, I just wanna know about your friends and the programme. What do they say about it?

Anna: Eh, most of the people in the class didn't attend, didn't like it. They thought other people they really liked it. They, they let us (inaudible) my friend did attend, my other friend, this other friend, the ones that I attended with in 2002 they really like it because they said they really liked it.

Res: Mmm, if you look at the programme as such do you really think, you know, it does meet your needs?

Anna: It does. The only thing that students should stop is the attitude, like, why do I have to attend--- If you put your mindset to it.

Res: What kind of an attitude?

Anna: Like, I mean, please why do I have to attend, I don't have to write, so why, why do I have to attend it, yeh, if we can live like that, and try, it really helped me and I think that, you know, (inaudible) if you tell yourself that you put your mind set to it, it will also happen.

Res: Mmm... who do you think this programme is especially aimed at? Do you think, you know, do you think it's aimed at you or at certain people, who do you think it's meant for?

Anna: I think it's meant for everyone, more especially like I can't specially say specifically the first years, but especially them because, like, ga o tla mo sekolong, everything gets together, the freedom, the everything is just there and o tlothola gore you get confused along the way because you choose gore whether you want to attend the classes or not, unlike at high school, at high school (inaudible). You didn't have to attend but at TNG, I don't know, I choose, Ya, neh, I don't have to attend. AD it really helped me because you have a way to explain to your, to other people, like you just discuss, if you have a problem with accounting, you(inaudible) and then the very same people that heard they don't have a problem they get solution, so in a way like...

Res: Mmm... now tell me if you had a child, for instance a son or a daughter in this university would you recommend this programme for them

Anna: I would.

Res: Why

Anna: I would, eh, I really gained a lot when I attended the class, like few study styles, should know what you want being a student is nice, but at the same time you must be careful, so I would recommend it for my , if I had a child to attend, because you have to set your priorities straight. This is what I want and to get what I want I have to do this. So I would recommend it. It helps someone to to see the light to decide what is right, like mo skolong, mo re rata go dlala too much, ene rea jutana, so wean go o le wane wa itse gore go na le something e ke e batlang, but amongst your friends o thole gore someone is trying to offend you(inaudible) o trye gore o itirele gore this is what I want and I just have to get it, I have to get, this is what I want.

Res: Now last question, if you could just list three things that you have learnt in this programme.

Anna: Eh... I learnt gore, as a person have everything that you do, like mosekolong, you're here to study, but we're here for many things, eh, sometimes you just relax, but have what I have learned ke gore you you , if you know what you want to work hard for what you want to et.

Res: Mmm... , anything else then?

Anna: Aaa..

Res:... that you think you really learnt, anything special(inaudible)

Anna: Aaa... say maybe you have friends, respecting each other in a way, respecting other people, what people want, like in a friendship, we are friends attending the same class and doing everything together, if ever I want something, let's say I influence my

friend to o that if she doesn't like, she doesn't want to do that, in a way it helped in many things not only academically but in all areas of life it helped.

Res: Thank you very very much. This was very helpful to me.

Interview 2

Res: Eh, good morning, my name is Mrs Zengele. I'm going to be asking you questions on the topic, eh attitudes of students and staff towards academic development classes at Tshwane University. I'm going to be recording our conversation so that I'm able to take notes afterwards, I'm going to keep your name confidential. The first question is: have you heard of the term academic development?

John: I only hear it with Ms..... It was only my first year at 2002 when I heard this academic development and then I was taught by Ms..... and explained everything about academic development.

Res: Mmm... eh, what does the term or these two words mean to you?

John: I think it's about guidance, like to guide, to show show a student what can we learn from like the other things like...what can I say?

Res: You're free to use your language if you're not comfortable, just...

John: like, ne re tlile mo fo gore a re rute gore re ka bereka byana gore re jgone go phasa diteste tsa rona and ka guidance ya gagwe ke no re kgone go kgonna go dira dilo tse ka mokgwa oo re tshwaretseng go di dira kateng, like our subjects how to mind map all this like to know this, eh something like that for you to be more difficult in class.

Res: Ok, so if you look at the word academic as it were, what does it mean?

John: Academic! Nna ka mokgwa e ke e naganang ke gore ge re kgona go ithuta dilo tse ngata, gore ba kgone go re guida gore dilo tsa rona di tshamae ka tsela, to know gore like...

Res: And what about development then?

John: Mmm... , I can say development is all about after you have learned dilo tse ba go rutileng tsone you can become something with that.

Res: Mmm... ok! Have you taken part in these AD classes?

John: Yes, I have.

Res: Mmm... which part of the programme for instance. Which part of the classes did you attend?

John: I attended one where we were taking notes on listening skills.

Res: Note taking, eh...

John: and SQ3R programme and this other one was ... (inaudible)

Res: It's quite a long time I think.

John: Mmm...

Res: But how did you get to know about these classes, that there were AD classes, how did you get to know about it?

John: Eh, mmm... , because it was part of our subjects. For the first year, for commercial practice that was a subject (inaudible) because it was only on Monday., and like we were attending first year but we started reducing numbers.

Res: the number of classes you attended? Which part did you attend? The one that you've mentioned, as to eh...

John: The mind mapping, that and mmm... others were like where we get to know each other, forming groups for outclasses like for other subjects and then for accounting and all those but in academic development.

Res: Ok, which ones did you not attend and why?

John: I attended all.

Res: Oh, ok.

John: because there are no...

Res: class you did not attend?

John: Yeh.

Res: So what did you then think of the different classes that you attended?

John: Difference?

Res: What did you think of them, did they help you?

John: like on my first year I didn't do well in class because like I didn't take things seriously like cause it was my first year and all that and then I repeated it, I repeated like eh, I only passed only one subject then I failed four, for the second year that's when now I saw that, you know things that they were teaching me at AD were helping so I never got a chance to sit down and recreate them and then...

Res: make use of them...

John: Yes, and after that last year I repeated my subjects I passed all, there were distinctions.

Res: Good, that's very good. Did you then think that these classes were meant for you? You know these AD classes?

John: Yes!

Res: Mmm... ok. Now I just wanna know what do your friends say about these classes, what did they say then?

John: Like eh, mmm... they said because of it's not part of we're going to write an exam about it ,and they just said that it's just a waste of time now, like, and then I told them that it's helping cause I told them last year cause I had this, people whom I knew gore bo go dira commercial practice, gore they should attend those classes because it's helping (phone rings).

Res: Ok, alright, so what did your friends say?

John: Like, they said they won't attend, like my friends from last year , they said that ok they will do it. Now they have done it. They have passed commercial practice the first time they are doing commercial practice, like all their subjects.

Res: Mmm..., that's very nice, now where do you think that this programme is actually meeting your needs?

John: I think on the part of like to teach you on how to teach you on how to read and all this things because you can tell yourself gore o kgonna go bala and all that but you don't know gore di important things ke tse fing , how to skim, how to scan, you can get information out of academic development, to suit your needs.

Res: Where do you think perhaps there could be improvement in the programme. Are there any other things you feel should be added?

John: For me I think because the things that we did helped me to understand them I think I'll give them sort of advice (inaudible) of others.

Res: Mmm... ok, now if you had a child at this university, would you recommend this programme for them? And why?

John: Yes I would because it helps for when you come here ge o tla mo sekolong for the first time gore o tle o kgonne go bona di important things and other things cause you can say that o kgonna go bala and that o kgonna go itse dilo tsa gago but o krey a go re le bothata mole le mole, if o attenda clase e o itse o kgonna go bona gore how you can read dilo tsa gago pila so that o kgonne go di remember o kgone go like playing a game ka dilo tsa sekolo.

Res: Now, can you list three things that you have learnt on this programme? Just three things.

John: Mmm... , I have learned about mind map, you know like when you have to do like now I'm doing accounting there's this subject, commercial law. It sort of needs notes, I mean like when you read them e ba dilo tse dintshi. So o kgonna go dira, shortner gore o kgonne go di itsi. And then another one note taking class when a lecture is talking because all the the time when they say something it's important so you can note where the important things are and the third one I can say the reading parts, you can see the important like parts of the subject.

Res: Alright, this is helpful to me, thanks.

Interview 3

Res: Have you heard of the term academic development?

Paul: Yes I have and eh I came across it in my first year in 2002 when I started.

Res: Ok, what does it mean to you?

Paul: Eh for me, it's kind of eh, how can I put this? How do you go about into developing yourself academically.

Res: Mmm...

Paul: Development for me would be a way forward. I mean we all have weaknesses and strengths, and one could not really say this are my weaknesses but this are my strengths, somebody will have to come and tell me about them and eh, from there I will have to kind of move on to the next stage and develop myself to to the the next eh, the next stage and that would be development for me.

Res: Have you taken part in any academic development programmes at the institution?

Paul: Yes I did in 2003.

Res: Which parts of the programme were those?

Paul: I'm not really I don't eh, I don't, I'm not sure.

Res: In other words what is it that you were taught within your classes?

Paul: Ok, eh we called the classes life skills in which we were kind of taught much, everything about, from how to eh, what should be your attitude towards classes, eh, how to eh, portray yourself in a group of people, how to interact with people, how to relate to groups of , a group of people and eh, ya.

Res: Mmm, how did you get to know about these classes?

Paul: In my first year they, it was, it was a class given to us and eh, you either attend the class or you decide not to attend, you had that freedom of choosing, that's how I come to know about it.

Res: But what do your friends say about the academic development classes, what kinds of things do they say about in terms of (inaudible)

Paul: Eh, mmm... it goes back a long way like in 2003, but I personally will that we need more of these classes to grow gradually as we mmm... grow academically, we only had them, I personally only had a class in my first semester of my first year which is like semester ago, and mmm... as I'm growing academically I'm going towards, eh the corporate world and at, at a certain stage I need things like how do I compile my letters, how do I apply for a job, what do I say in my letters, and eh, yah, things like those, so eh eh I really believe that those class should really continue and eh, kind of help us develop even more.

Res: But as a , just a concern you are a very (inaudible) student but what do the other friends or other colleagues in the class say about this classes?

Paul: Mmm...

Res: Do they like them, do they?

Paul: Most of the people I hang around with...

Res: Yes...

Paul: ... kind of eh, (inaudible) so most of them like them cause we always went to class with them.

Res: Ok, alright now where and how do you think these classes meet your needs now as a student?

Paul: They meet my needs like when, for example, I need to make notes or my subject, I didn't have lot of theory classes but the few that I had was kind of troublesome for me, eh, I don't really enjoy my theory classes, I don't, mmm..., but going to those classes helped me cope with my theory classes, eh, even though I didn't pass with higher color, with high colours but I passed my, my, my theory classes due to the fact that I was taught how to only, how to take what is necessary, study smart and not study hard. Yeh.

Res: Good, who do you think these classes are aimed at, do you see them as aimed at you, or aimed at a particular kind of of student, or are they meant for everybody, what do you think?

Paul: I'd say they are meant for everybody aimed at everybody but only few realize that they are important only very few, but they are aimed to everybody, I think we should find a way of showing everybody that these classes are important, yah, kind of publicity for the classes.

Res: If you had a child at this university, would you recommend that they attend the classes?

Paul: Definitely I would, definitely.

Res: Alright.

Paul: cause publicity for classes are not as good as publicity for what we call major subject, yeh, cause when they tell you that this is a major subject when you fail it blocks other subjects so you work hard for it sop that you pass it, and not fail the subject which will block some other subject, and this class they tell us you know what, you will never write a test for it, which is, eh, which will kind of make me loose interest if I don't write any test for it. Why should I come now? It depend upon myself to like realize that ok I should attend this classes?

Res: One last one, can you briefly state three things that you think you have learnt from these classes?

Paul: I'm, eh, much more independent now and eh, organized and eh, I'm focused.

Res: Mmm..., wow! Wonderful, thank you very much. We've come to the end of the interview.

Interview 4

Res: Have you ever heard of the term academic development?

Peter: Yes I have.

Res: What does it mean to you?

Peter: Well, eh, it means that somehow I have something, I have the knowledge, I know, but then what, what I know is just not enough, so what it means is that I have to know how to use all that I know in a way that its gonna benefit me, growing myself to such an extent that I can use all my abilities and skills.

Res: Mmm..., have you taken part in the academic development classes?

Peter: Yes I have full taken part.

Res: Mmm..., now which parts in these classes, eh did you attend?

Peter: well we had to, we had classes that we always had to attend whereby we were, we were taught, we were actually taught how to go about studying, to, to go about doing anything that one needs to know within the institution, how to go about handling, handling the, the peers, and how to go about reading in the institution.

Res: Ok, but how did you get to know about these classes?

Peter: Well, it was put on my timetable, and we were told that there's a class that we actually have to attend although it wasn't part of our diploma but it was there on our timetable, not part of the diploma, it was a matter of choice. It was said to us that it's your choice.

Res: Mmm..., so you had to attend if you wanted to, if you didn't want to you wouldn't?

Peter: That's right, it was up to you off course.

Res: Ok, tell me about your friends, what do they say about these classes, what kinds of things do they say?

Peter: Well as first years we came here knowing that I wanted to do a certain diploma and finish it, but then, hearing of something that is not actually important, important to me, something that is not gonna be added to my diploma was, it was useless to me, so we, my friends most of them would just no say it's gonna waste my time. I have to go and focus on this, some of them would say let's go and hear, probably it's important and most of us would attend the class.

Res: Mmm..., where and how do you think these classes were meeting your needs really?

Peter: Well, like I said when we get here at first year we, we actually get the full independence, we are actually out in the open, get to do whatever we like, so it helped me in a sense of I get to school I have to be able to, I have to be able to able to handle myself, to be, to be able to discipline myself to be able to manage my time cause there's nobody who's telling me this time for what now, this time for what, so I have to manage my time, it really helped me to manage my time and to know how how to, to learn how to focus.

Res: Ok, now if you look at these classes who do you think they are aimed at, do you see them as aimed at you, or certain types of students or every first year, or everybody in the institution?

Peter: Well, I believe everybody within the institution, including the lecturers they have to know how to, how to interrelate with students and they have to know these are with, these are the students (inaudible). These other students teach us how to manage our time, how to discipline ourselves and how to study.

Res: If you had a child at this university would you recommend these classes for them and why?

Peter: (inaudible)

Res: Now one last question, can you list at least three things that you have learnt from these classes?

Peter: Well, how to, how to manage my time, how to handle peer pressure and how to discipline myself. Those are the main things I've learnt.

Res ok, thank you very much, we've come to the end of the interview.

Interview 5

Res: (inaudible)

Sarah: I go to class whenever I feel like going to class, when I don't feel like going to class I don't.

Res: Why is that so?

Sarah: Because I don't have anyone who encourage me to go to class.

Res: Ok, so you say you don't have anyone encouraging you, who do you expect to encourage you?

Sarah: I feel like there should be like guidance centers, because here at school we don't have parents, somebody to push us to go to class at least (inaudible)

Res: So you haven't attended most of the classes, which one's, which parts of the programme did you then attend, the one's you managed to attend, which one's were they?

Sarah: The one's closer to tests, and when I was submitting my assignments or when I was writing a test because I wanted to achieve high marks.

Res: Because I learn, I came here for marks and staff.

Res: You only (inaudible) marks. How did you know about these classes, the ad, ok you call them life skills classes, how did you know about them?

Sarah: Some of my friends worked at the university so...

Res: so they told you to attend?

Sarah: They were telling us about tertiary life, the freedom that we have and (inaudible)

Res: What do you think about different programmes that eh, or it's a bit difficult because you say you didn't attend? But do you think that this programme is meant for you as a student? Why?

Sarah: Yeh, maybe because of as I've said we don't have parents here so when we attend we will know much better of our lives, cause we think we know a lot but we

just don't know, we don't even gather information, we just think that we know. We left mummy and daddy at home and we're on our own.

Res: Now, I just wanna know what your friends say about about this programme, what kinds of things do they say about it? Are they good things, are there weaknesses about the programme?

Sarah: Most of my friends doesn't attend them.

Res: What do they say?

Sarah: They love (inaudible)

Res: Who do you think this programme is aimed at, do you see it as aimed at you?

Sarah: Yes it's aimed at us, to students especially Aimed at us, we are the new generation.

Res: Mmm, why?

Sarah: Because we are here to get (inaudible) if we don't get them (inaudible) we do not study very hard, we won't have new generation.

Res: Mmm...,ok, if you had a child here at TUT, you know, your own child, now would you recommend this programme for them, this ad programme?

Sarah: Yes.

Res: Why?

Sarah: Because I feel like my child should like (inaudible) somebody should encourage, somebody should push, even us we have to be pushed, but sometimes we have to be.

Res: If you could list three things that you have learnt, you didn't attend much but are there any three things that you feel that you gained, you've benefited from the programme?

Sarah: In whatever we do we have to use intelligence, and we shouldn't waste time on jealousy.

Res: Those are things that they taught you.

Sarah: Yah.

Res: Thank you very much, we've come to the end of our interview.

Sarah: Thanks.

APPENDIX 10

Transcription of 1st year students' responses during focus group interviews

Focus Group 1

Participants : Researcher, Bonga, Thandi, Vicky, Siphon, Gugu

Date : 6 June, 2005

Place : TUT, Soshanguve campus

Res : I'm going to ask you some questions. I am doing research for my Masters degree. I'm looking at attitudes of staff and students towards academic development classes at Tshwane University of Technology and my main focus is on the Engineering department. The first question is: are there any eh academic development classes available?

Bonga : Yes, there are. We're attending them on Monday and Friday.

Res : Ok. What kinds of reading and writing activities does the academic development programme offer?

Vicky : Hm, they offer assignments and hm, like pamphlets where we have to read for ourselves while the teacher is explaining.

Thandi : I think they offer us different pamphlets that contains how to study and how to write things like reports. Hm it's all that they offer us. We write and read at the same time.

Siphon: And eh we've written some tests towards eh (inaudible)

Vicky : (inaudible) They offer us as I mentioned, sometimes they give us things or skills on how to read how to manage our time and that's it.

Res : Ok. In what way have these been useful or not useful to you?

Bonga : Eh, from my side I can say they are useful to me because since I arrived here it was the first time doing life skills, but since well I (inaudible) I benefit from life skills because of (inaudible) from lifeskills.

Res: Ok

Vicky: For me I think it's useful because I've learnt many things how to manage my time because I didn't manage my time at all before, but now I know how to manage my time, how to read and how to write and, stuff like that.

Res: Ok.

Thandi: Hm., I'd say it was useful to me because now I can understand how to study, how to manage my time, at the same time and how to write a report because at, at like before I didn't expect this, now I've gained a lot than...

Res: Ok.

Gugu: Well, it has been useful for me because I now know the kinds of decisions I have to go through and the attitudes that I have to have towards life, positive attitude to, and to, just to be positive and to know all about reading, writing and how to handle myself during, stuff, you know.

Res: Ok.

Sipho: Eh, for me it was the first time that I really had to go to the library when I., I thought of the library too, I thought that it was something where books were just kept together and now I know that they are in a certain arrangement and eh it has helped me a lot.

Res: Ok, the next one now, how often did you attend these classes?

Bonga: Yes, we attended these classes twice a week as I said, on Monday at eight o'clock and on Friday at eight o'clock.

Res: But have you attended, you know, all of them or half of them or just a bit of them?

Bonga: I can say for my side I have attended hundred percent of classes.

Res: Ok, what about you?

Thandi: Ok. I didn't attend all of them, but I've attended many classes of them and it has been beneficial to me.

Res: Ok.

Vicky: I'd say I attended half of them because sometimes I'm late and I don't want to disturb the class, and when I'm, when I didn't attend the class I can see that I've lost a lot. I've missed a lot like when you are in the class you gain a lot, you gain life (inaudible) that thing to put it into practice.

Res: Ok.

Gugu: Well, I attended about sixty percent of the time because of I couldn't really manage my time in the morning but now I can...(laughter)

Res: That's good!

Sipho: Well, to add on what my dear class mate have just said I have attended hundred percent of these classes.

Res: that's wonderful! Right, how much time was actually allocated to writing and reading skills development in this programme?

Bonga: Yes, I can say since we started I can say about fifty percent we were reading in the class, getting more information, and the last fifty percent we were doing it on writing assignments and submitting tasks.

Res: Ok.

Thandi: Ya, I think the, the reading, everyday everytime we go to class we have to read, we have to read, when we go to class, and for writing, sometimes we have to write, give us assignments and that thing.

Res: Ok.

Vicky: We do read and write, and some reading, we do it usually in class when we have to explain some of the things, and to write some (inaudible) just write some assignments, some tests, things that we have learnt from the class.

Res: Ok.

Gugu: Well, I think the more time was spent on, on reading activities than the writing activities which off course only a few assignments and tests and it's not much time where you have to, you know, like write the whole, whole week write, but mostly we were being taught and then we go home and we were explaining to ourselves how much it means to us, to ourselves.

Res: Ok.

Sipho: Well, this time around I will have to disagree with you, Sir, and cause more time was allocated to reading and writing, I'd say eighty percent is reading and writing just twenty percent.

Thandi: Ya, hm.

Res: Ok, well it gives me an idea in terms of percentages. Would you have preferred more or less time then for these classes?

Bonga: Yes, I would prefer more time because since when I started doing classes, due to the information we get I didn't know anything about life but now I know that how to approach life, and how to approach difficulties and what life is, to be included in our time table.

Res: Ok, hm.

Vicky: I think I'd prefer more time for life skills because most of it teaches us about life, I mean about social as a whole and if you got less time sometimes you tend to forget what will, how to live and stuff, but if we've got more time every time when they tell us when to do, what to do about life as a whole, then we don't forget, and every time when we maybe think of what they taught us we have to do this, we don't have to do this. So I'd prefer more time.

Res: Hm.

Gugu: I would say I'd prefer more time, why, because now I approach life in a different way, I would say I am at least matured now than last year because I did this thing for the first time, and this big institution, and life is do broad, and because of life skills my life is so straight and I'm focusing on what I want in life and my life has changed. I'm a different person from home now. I'm (inaudible)

Thandi: Well last time my classmate over there said he doesn't need more time, more classes, now he wants more, but I want more because ever since I've been to the life skills, I now know how to differentiate between my needs and my wants. I know what I need. I know what I have to go towards, towards what I need because I cannot live without that and I know that what, what road I have to take and, and the time, the kinds of problems, and how to, to deal with them in life. I know how to, you know to be positive, you know, to to know that life is not full of everything that I need. It's not like it goes positive all the way. I've to go up and down, and now I know how to deal with life on my own without my parents helping me go.

Res: Hm, ok.

Sipho: Eh, well I wouldn't prefer more or less, I think, eh the time allocated to these classes is just enough because the pamphlets that we get given are just enough to keep you reading the whole week, hm from Monday to Friday.

Res: Hm, okay.

(Laughter)

What reading and writing activities did you perhaps expect to do during these classes?

Bonga: Yes, in reading I was expected that, you know, I was expected that Ms... was going to give us some pamphlets and expect us to read in class because most of the time when you are at home we're not used to reading, we read when we're looking for a certain information (inaudible) checking the answer only, not getting more knowledge in writing, no I can say they cover all my expectations.

Res: So do you think you would perhaps have enough time to read during the class. Is that what you prefer, rather do the reading in class.

Bonga: We would prefer if sometimes you us some papers and say here's some work and read, and let's listen, how does he pronounce his English, because we are pronouncing English in in our home languages...(laughter) but maybe with your help we can pronounce English in its...(inaudible).

Res: Ok, right.

Thandi: Truly, I didn't expect any writing and reading because I heard that life skills, oh, life skills, they just wanna, they just wanna tell us how to write and stuff...(laughter), how to read, how to... that's what I expected. I didn't expect we're gonna have this thing, more knowledge, we're gonna know all these things...(inaudible), I just expected these life skills...

Res: Hm.

Vicky: What I expected was to do more writing because in class you'll come and read some things, explain and not do it ourselves like making our own notes from library. You just come to class and supply us with some pamphlets and explain everything next time we write a test, but we didn't put more effort to put to write our own notes. So I expected like maybe we have to sometimes be, be independent. Just go to library and make our own notes and explain you are expected because what you teach in class is what you think we will understand and that's it. We don't know what does it come from, what's the background, but you just go to library and do some notes and some research, some research maybe we would be a little bit more(inaudible).

Res: Hm, right. We will take note of that.

Gugu: I actually expected that the teacher would come and like sit on the desk and ask questions where we have to, to tell her our side of the story and to talk and group each other and then you go out there and see life itself, go to do activities out there, it's more about, you know, life. You have to exercise, you have to do this, you have to know, you have to feel to be somebody else's shoes. How it feels like in somebody going there watching it, seeing it, the things you can do like the activities, not any writing and reading but mostly where we have to talk, you know, we want to know more about like our perspectives side and and you know, just to go there... that's all.

Res: Ok, right.

Sipho: I have to admit this, that eh the nerves have taken the better of me...(laughter)... but for an oke like me who had life skills at school, eh, every topic that cropped up, I know that it was bound to crop up and, eh, but the one thing that I expected was how to, eh, assemble or make up your portfolio when you make your cv and all the certificates that you got, ya, that's the only thing that I expected that didn't crop up.

Res: Hm, hm,ok let's hope it's gonna come then. Alright, the last question now, were your expectations met then, if you look at the whole programme, you know, from the time that you started in January up to now, do you think your expectations were met?

Bonga: Yes, I can say as from January the first time I attended life skills and up to so far I can say my expectations were met, but I would like some activities to be included in future because...

Res: Like which ones?

Bonga: Like we used to hear about HIV and AIDS issues, but we don't know, but we don't know. We need to hear about these HIV and AIDS issues, about people who are dying everyday, but up to so far according to my side if we can take a student, take a student and show them a person who is suffering from AIDS, what I'm definitely sure of is that the student who is taking a risk is gonna think twice because if I'm taking a risk, ok it means in future I will suffer this. I will suffer to this far, and then because we used to hear about people who are dying but I didn't see any person who is HIV positive and who is suffering. We used to hear some people they used to show us who are just walking, who are fit and say hey this person is HIV positive but if I look at him I say that ok if I can be HIV positive I will still have a long life. I cannot suffer in future.

Res: Ok, hm.

Thandi: This because I didn't expect that much on life skills. I think I'm so grateful now because I've learnt many things from January and what I can add up on that is that you can maybe sometimes have some activities, I mean entertainment. Ya.

Res: Ok, hm.

Thandi: ... like maybe going to the camp and enjoy together, knowing each other...
(laughter)

Res: Ok.

Thandi: ...so it's like I've already said that and eh, thank you for saying it again (inaudible) and what I'm expected (inaudible) because I'm a little bit grown, I'm matured, sharp, that's it. So now what I need it's like if they were giving us some books, read some things like, like, man this is life rather than we are like group A and group B. What I'm complaining about is like group B they are treating us like babies. It's like we're not visible. They don't, they don't know us. It's like they don't focus on our real issues. Ok they think that we are innocent babies, little girls who go to school, man! Everything is perfect about group B, yes. We're ok. We're alright with that but they don't know the deep side, the inner thing that maybe troubles us deep down, like we are we are little bit grown up (inaudible). I'm okay with that so boys are little bit interested to us but we don't know how to approach them. Every time we say just ignore. They don't know (inaudible). Just go, no, no, no.
(laughter)

Res: Wow!

Thandi: All I need is to motivate me just to stand on my word, when I say no I mean no. Why? (inaudible). The real thing (inaudible) ya, let's read some books, I like reading novels and I do read some novels from library.
(laughter)

Gugu: Ya, you actually, you actually don't need a book to say to a guy no. I mean, I mean, you cannot say to a guy like "my teachers said". I mean do you do everything that the teacher said. How about what you feel? What you feel. What if you like him,

you like him, if you don't like him you don't, and that's it (inaudible) and that doesn't need a reason to know.

Thandi: But there is a motivation.

Gugu: Motivation about what? About saying yes to a guy and saying no? Dare!
(laughter)

Gugu: That's that. I mean even group A and group B they're not different. It's just we are a bit, a bit shorter than them, and then and they look at us, they they tend to see us as little babies.

Thandi: Ya, ya, ya.

Gugu: ...and they just look at the outer side, the physical side, but not the inside of a person, there's no going on in group B than in group A. There's a lot of things going on, and I think in group B there's more, they need to be taught, they need to know life, you know, they have to have that kind of attitude, just because they're treating us like children, we act like children, and we go out there everything is all about children.

Thandi: Ya, ya.

Gugu: ...and we do things that we'll soon regret, so I think they should stop, you know like, looking at us and judging the outer side but they have to look, ok she might look short but inside she's matured, she's a grown girl and she's going through things that they they too are going through.

Res: Hm, okay.

Gugu: ...that's the fact, but here I, my expectations were met because now I know I have a positive attitude towards life. I know that things (inaudible) I never had a friend but here I met... and... they are my friends. We go through a lot and I think eh, eh I think my expectations were met! I was taught a lot of things about life and now I know, I'm matured enough to make my own decisions and decisions that I know in the future I will not regret.

Res: Hm, okay. That's good, and what about your expectations?

Sipho: She said everything that was on the tip of my tongue. (laughter), but on the last question, in Chemistry if you have two oppositely charged bodies, the other one is positive, the other one is negative, the positive one will be dominant, just the same way in this last question. The positive things in this institution will be more dominant than the negative things that I encountered so my expectations were, were met.

Res: Aha, okay. Well I'm glad to hear that, and thank you very much, we've come to the end of the interview and I will keep you informed as to the developments. Thank you.

APPENDIX 11

Transcription of 2nd year students' responses during focus group interviews

Focus Group 2

Participants: Xolani, Noelin, Samuel, Willam

Date: 3 November, 2004

Place: TUT, Soshanguve campus

Res: Are you aware of any academic development classes at this institution?

Xolani: I'll answer that. I had eh, the class in my first year and the, that's the only class I've had like first year first semester.

Res: And what about you?

Samuel: Yes I'm aware of, of (inaudible) class cause it was introduced to us as, as to where and when are we supposed to attend, so it was well publicized for us.

Noelin: I only heard about it in 2003.

Res: What kinds of reading and writing activities did you have in the programme, in the academic development programme if there were any at all?

Xolani: Mmm... we mostly had like, eh, discussion, discussion groups, and eh, I, I don't remember having any reading and writing.

Samuel: I remember her teaching us of different kinds of studying like mind maps, and all of the other different ones that we could use to study.

Res: But nothing that you can remember about reading per se or writing?

Samuel: Even how to actually compile notes, taught us on that as well. I can remember that cause of sometimes you don't have to take everything but then she told us you see, basically you have to take the points, the main points and then remember from those.

Res: Ok, and what about you?

Noelin: Mmm... we did some writing. It was, it was some classes where she showed us how to make long sentences being small, how do you cut things, how do you write them to be short to understand, so we actually did some writing with her.

Res: Just to remind you again, the question was: what kind of reading and writing activities did you have in your academic development classes, do you remember any?

William: Not really, the writing skill, the reading skills like summarizing skills, the notes, to shorten them, just to get an understanding on them, just to have these things like, mmm... just to sort of get an mmm..., a better understanding on the notes we're having.

Res: Ok, alright, in what way have these things been useful or not useful to you?

Xolani: Eh, mmm... , As I said I don't remember having that, personally me and my teacher had like conversations when I go to her office and eh, it's really been helpful to me cause as eh, the student reading is essential for you to kind of understand what's given to you and know what to put down, and what to retain what important, what not, and each for you to be a successful student, you really have to have that.

Res: Mmm... ok.

Samuel: (Inaudible) without any classes with her I know about how, how to, how to, all those kind of styles but then, unfortunately never knew how to apply them, so it was useful for me cause of since I had the classes with Ms... I knew how to use all those tac, tactics cause of it, she gave me a broad, a broad view of them so I was able to apply them on my reading and writing tech, techniques.

Res: Ok, so whatever she taught you, you were able to apply when it came to some reading and writing that you were given by your teachers?

Samuel: Yes.

Res: Ok.

Noelin: Yah, it was really helpful to me because I had a problem with eh, in fact I had an attitude with Business Management. It was too much work, so but Ms... make it easier to, to capture all the information, so the classes were very much helpful and the reading, the writing skills were very much useful to me.

William: It was helpful to me because I didn't like, I don't like theory that much, so like it helped me to make theory short and, I can be able to just play around with those works.

Res: Ok, how often did you attend these classes?

Xolani: Eh, I was always in class (laughter). I was always in class and, eh, I think, I believe when you get in class for 80% of the time, you'll receive some kind of certificate

Res: Alright.

Xolani:... which, eh, I was rewarded with (inaudible)

Res: Mmm...

Samuel: I don't remember missing a class, I was always in class. I was there for every class and got the certificate which I got too as well for attendance cause of I was on every attendance list and I didn't miss any class of hers.

Res: Mmm...

Noelin: Yah, I was always in class, I also got the certificate.

Res: Wow! This is a group of good students. How much time was allocated to reading and writing skills development in the programme?

Xolani: Eh, like I said earlier, we only had it the first year of the first semester and eh, I believe it was like eh, I think 2 hours per week. I'm not too sure with the time table, but I think it was once a week for 2 hours, 2 periods.

Res: Ok, so would you have preferred more or less time for these classes?

Noelin: I would have preferred more because sometimes it's not every time where you can just sit down and study and understand. Sometimes you just have to talk about it, and the more you talk about the, the problems you have with a certain subject it's the more you get to understand it, so I would have recommended more time if I was given a chance to do it, I would have recommended more time. It, it, it, it's it's very much helpful.

Samuel: Well I believe we had lots of time cause of we had maybe those two hours per day but then we had the freedom to come and see her anytime we wanted and to come anytime we had problems and I loved more of the private conversations that I had with her. That's because of I, I, it helped me to open up even more towards my problems, my study problems, so it was, it was a lot, so I believe we had enough time because she gave us all the time that we needed.

William: Eh, I think we should, they should just make more periods because we only had one period per week for the whole year, so I think they should just make at least two days a so that we can help others.

Res: Ok, (inaudible) what sort of reading and writing activities did you perhaps expect to do?

Xolani: Eh, I, eh I would want to have like paragraph reading and, and maybe changing tones and those kinds of exercises because not all of us are really comfortable with that, with the language and you might be speaking the language but when it comes to reading you know, I remember they used to tell me one has to read well and the other one is kind of, is going and the one reads the next word and stuff like that and you have to exercise in such a way that when you

read, you really read like fluently, like the way you speak, that there is no break and knowing how to change tones, to express comprehension (inaudible)

Samuel: I don't know. Maybe I don't get this question clear enough. Could you just clarify?

Res: I just wanna establish what sort of reading and writing activities did you or would have expected in these classes, in the AD classes?

Samuel: Ok, the kind of reading that I expected was how do I get to understand, of which I believe I got enough from the class.

Res: And writing?

Samuel: And when it came to writing, how do I make notes so that it's not too much for me to read or too much for me to understand, and of which I got that.

Res: And in terms of essays did you have any essays in your normal classes that you were expected to write?

Samuel: Like the classes, other classes, general classes?

Res: Yah.

Samuel: Eh, well I was expected to do essays of which if I knew how to summarize before, I knew that if I had a broad understanding of the whole book, I could actually expand even on that cause of I had those kinds of essays but I was able to manage all that cause of I knew how to write the notes, how to write, how to understand the small notes that I could write the essay, the whole essay notes.

Noelin: Eh, not that I remember. She never gave us any essays, only issue that they gave us was the topics where you can just write that, she just wanted to see how we can understand the topic, how we can, how we can eh give more information in a certain topic. That, that's the only thing we did in class concerning the essays.

William: We only did it like she was saying. I was in the same class as hers.

Xolani: Before we go to the next question I'd like to come back to the time allocated to the classes.

Res: To the classes?

William: Yeh, eh, I don't think we should stop at first year or second year. It goes beyond understanding a subject, it becomes something like I need to apply for a job, for example, and I, how do I go about the things, what to put in my letter of application for example, how do I build a CV, that we did and, eh, follow up letters and eh, what do I put in there, how do I, what adjectives do I use in my letters to make them like to fit in the corporate world.

Res: In other words you're saying, you don't think these classes must just end with the first years?

William: Yes, they should be taken to second year. As you grow academically, they give you stuff even more stuff that you can sort of go from academic to corporate world.

Res: I think I like that.

William: Yah.

Res: Do you think then that your expectations from these classes were met and give reasons for your answer. Whatever you expected to learn from these classes, were they met?

Noelin: Mine were met because as from, as a teenager from a high school to a tertiary institution is not the same thing, like eh, in high school you know, when you go, the teacher has to give you, to come to class, tell you everything like information, when he stands there and teach you, like has to give you the whole information, but here it's not the same so she, in a way, she helped me to understand that it's not the same with the high school, she just go there and stand in front and give you sometimes highlights where you have to go yourself and study, and on a high school you don't do that, they give you the whole information, you only study when you want to write but here you have to study so I think mine were because I had to realize, well, this is where I have to work 90% of my time. I have to work for it and the 10% is what the lecture is giving me.

Samuel: There was a serious change, a turnaround when I came to the, to tertiary level I actually didn't understand how they were actually operating so I believe that helped a lot cause of in terms of knowing how to, how to adjust to the environment so I, I managed to work harder because of I knew I was no longer in the same environment that I used to be so I tried to be, I had to do something different in order to be able to achieve and so for all my levels, I have achieved well enough and I've never had any grips so I believe it was helpful.

Res: Good.

Xolani: It was, eh, I think my expectations were met cause all I expected is just eh, how do I go about this, eh, tertiary life cause as they said you come from high school, you used to play soccer, you come here (inaudible) your books and that in, I put you in such an environment that you realize that I have to make it happen for myself, nobody will, you don't have anybody to come and tell you look you have to read from five to seven or something like that, if they don't find you reading your books you get punished or something like that, you have, it make us, or it made me realize that I have to make it happen myself that was like the biggest eh, the biggest thing that I learnt from, from, from classes.

Res: Some sense of independence, being on your own.

William: I think my expectations were met because those things like mind mapping they helped me like being my, like when you're having a discussion about a certain thing, it helped to just have the topic and just to get the eh, like a mark that you can after like reading those things you can just know, ok, this thing talks about this, this, and that, and that...

Res; Ok

William:... and because we never had any guidance from like high school, things we, here we have a guidance to help us with how we can go about reading books, how you can read, how you can just manage your time and all that.

Samuel: And also to add on that by the way as I've said she also gave us extra time that we can come to her anytime we feel like we have a problem here and there it helped us when we, when I got to her, whenever I got some kind of stress, any kind of disturbance I would go to her she would actually encourage me even more, she wasn't only focused only on how to read but also on how do we students have to handle ourselves in terms of, in certain situation, so whenever I had such problems I would go to her and she would actually help me to actually face that, such challenges, it really was helped.

Noelin: Like he asys, the class musn't be the first years only because I myself for example I also had problems last year with one of my lecturers. I couldn't understand but the more I talked to her, explained why I don't understand, I don't understand this, this, and that the more I talked to her it makes everything more easier like, ok I can handle her this way if she does this I just have to do this one way or another, I will have my thing I just have to have the course without her co-operating so in a way it helps so I, I think it should be first year, second year, third year, it just has to be that cause it helps you.

Res: Mmm... do you have any other additional comments that you want to make?

Samuel: I would love to say thanks very much to the AD, to the department of AD for providing us with Ms... in particular cause she's the one I had the actual interaction with throughout the year so I believe she was a very good person to talk to. She wasn't just an academic developer but I think she was also some kind of a counselor, so I'm very thankful.