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Appendix A: Student evaluation survey instrument

Evaluation form

Complete the form and submit it to your tutor during the final contact session.

1. Indicate (with ✔) below whether you are a first or second year NPDE student.

    ❏   First year (taking NPD001-4, NPD043-F, NPD047-K, NPD048-L, NPD052-G).
    ❏   Second year (taking specialist modules [and possibly repeating one or more first year modules]).

2. Indicate (with ✔) below, the extent to which the NPDE programme has helped you to improve your teaching. Use the following scale:
    5 = I have learned and changed a lot
    1 = I have learned and changed very little.

5	4	3	2	1

3. Of the modules that you have taken:

3.1 Name the module you found **MOST** helpful in helping you to improve your practice:

    . . . .

3.2 Name the module you found **LEAST** useful in helping you to improve your practice:

    . . . .

3.3 Do you have any comments or suggestions in relation to the above?

    . . . .
    . . . .
    . . . .
    . . . .

4. Indicate (with ✔) below, the extent to which the contact sessions have helped you to be successful in the programme.
    Use the following scale:
    5 = I have learned and changed a lot
    1 = I have learned and changed very little.

5	4	3	2	1

5.   Do you have any comments or suggestions with regard to contact sessions and tutors?

     ....
     ....
     ....

6.   Indicate (with ✔) below, the extent to which the assessment of the NPDE programme helped
     you to reflect upon and improve your own assessment practice.
     Use the following scale:
     5 = I have learned and changed a lot
     1 = I have learned and changed very little.

5	4	3	2	1

7.   Indicate (with ✔) below, your future professional development plans.

     ❏   I plan to register for the second year of the programme in 2004.

     ❏   I plan to register for an ACE or BEd in 2004.

     ❏   I have no plans to study further at this time.

     ❏   I plan to apply for a promotion post in 2004.

8.   This final section of the evaluation form offers you the chance to comment on any aspect of the
     programme that you found particularly interesting or useful or particularly annoying or unuseful.

     If there was something that you did not like, suggest what we could do to improve this aspect
     of the programme.

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Appendix B: Consolidated results of student survey

Evaluation form

Complete the form and submit it to your tutor during the final contact session.

1. Indicate (with ✔) below whether you are a first or second year NPDE student.

    ❏   First year (taking NPD001-4, NPD043-F, NPD047-K, NPD048-L, NPD052-G).

    ❏   Second year (taking specialist modules [and possibly repeating one or more first year modules]).

There were 2318 students on the NPDE programme in 2003. 707 (30,5%) submitted an evaluation form at the end of the programme. The following information is based on feedback from these 707 students of whom: 22 were first years; 277 were second year Foundation Phase; 116 were second year Intermediate Phase; 63 were second year Senior Phase, 216 were second year students who did not specify their specialisation and 13 did not specify which year of the programme they were in. Evaluations forms were received from the following centres/areas: KwaMhlanga, Braamfontein, Nelspruit, Pietermaritzburg, Ermelo, Sebokeng, Standerton, KwaNdebele, Pretoria, Soweto, Bethlehem, Daveyton, Nylstroom, Shongwe Mission, Polokwane, Witbank, Malelane, Germiston, Thohoyandou and Cape Town.

2. Indicate (with ✔) below, the extent to which the NPDE programme has helped you to improve your teaching. Use the following scale:

    5 = I have learned and changed a lot

    1 = I have learned and changed very little.

5	4	3	2	1

Most, but not all students answer this question.

254

3.   Of the modules that you have taken:

3.1   Name the module you found **MOST** helpful in helping you to improve your practice:

3.2   Name the module you found **LEAST** useful in helping you to improve your practice:

255

Popularity of 2IP modules

Module	Most	Least
NPD014-A Principles of learning and language teaching	50	4
NPD018-E Natural Sciences	35	1
NPD017-D Human and social sciences in the classroom	19	16
NPD012-8 Numeracy 1	20	16
NPD015-B Life Skills 1	10	9

Popularity of SP modules

Module	Most	Least
NPD008-C Language and literature	5	0
NPD019-F Teaching and learning Natural Sciences	20	1
NPD020-8 Practical work	4	1
NPD021-9 Biochemistry and physiology	2	0
NPD022-A Plant studies	4	2
NPD023-B Animal studies	5	1
NPD024-C Matter and materials	2	1
NPD025-D Energy and change (not offered in 2003)		
NPD026-E Earth and beyond	2	1
NPD027-F Teaching and learning mathematics	4	0
NPD028-G Number development etc.	4	0
NPD029-H Geometry	4	0
NPD030-A Basic algebra	0	1
NPD031-B Teaching and learning technology	2	3
NPD032-C Tech knowledge and understanding 1: systems	1	1
NPD033-D Tech knowledge and understanding 2: structures	0	2
NPD034-E Technology, society and technological capability	1	4
NPD035-F Teaching and learning life orientation	8	1
NPD036-G Religious aspects	2	1
NPD037-H Health and human movement	4	0
NPD038-J Career guidance and learning skills	6	0
	Most	Least
NPD039-K History 1	1	0

NPD040-C History 2	1	0
NPD041-D Geography 1	1	0
NPD042-E Geography 2	0	0
Life skills?	16	

"All modules were brilliantly layed out."

3.3   Do you have any comments or suggestions in relation to the above?

Has helped to change/improve teaching:	23,5% (166/707)
Need more contact sessions	8% (57/707)
Increased understanding of assessment/047	2,1% (15/707)
Understandable modules/well-organised	1,8% (13/707)
Materials received too late	1,4% (10/707)
Helpful modules	1,1% (8/707)
Too muck work/should be full-time	1,1% (8/707)
Increased understanding of OBE	1% (7/707)
Improved planning:	0,7% (5/707)
Need more practical classroom activities/examples	0,7% (5/707)
We should meet each year/follow-up workshops	0,7% (5/707)
043 contents already known	0,7% (5/707)
NPD052-G complicated and not relevant	0,7% (5/707)
Offer NPD052 as module not Tls	0,7% (5/707)
Course should be made available to others	0,6% (4/707)
Increased understanding of learners	0,6% (4/707)
NPD034-E late and incomplete	0,6% (4/707)
"We thank all stakeholders"	0,4% (3/707)
Very "hands on"	0,4% (3/707)
Include school visits	0,4% (3/707)
NPD001-4 for adults not the classroom/remove	0,4% (3/707)

Not teaching the learning area (esp IP)	0,4% (3/707)
Workshop other educators on RNCS etc	0,4% (3/707)
Increased knowledge	0,3% (2/707)
Reception year not applicable	0,3% (2/707)
Motivating	0,3% (2/707)
Has improved language teaching	0,3% (2/707)
Supply SG for all modules	0,3% (2/707)
NPD047-K needs more FP focus	0,3% (2/707)
Change NPD047-K/less material	0,3% (2/707)
Supply LSMs for the modules	0,3% (2/707)
Use stronger binding (LSK)	0,3% (2/707)
Poor marking of assessment	0,3% (2/707)
Offer ACE like NPDE with contact sessions	0,3% (2/707)
More time for assignments	0,3% (2/707)
Prepare tutors better	0,1% (1/707)
Increased tolerance of differences	0,1% (1/707)
Need more revision/repetition	0,1% (1/707)
Helps to answer questions	0,1% (1/707)
Interesting	0,1% (1/707)
Improved language skills	0,1% (1/707)
Good to meet module writers	0,1% (1/707)
Assignments vague	0,1% (1/707)
Year 2 has a more practical focus	0,1% (1/707)
Need to take a year's leave to study NPDE	0,1% (1/707)
Simplify NPD047 and NPD048	0,1% (1/707)
Combine 048 and 048	0,1% (1/707)
Combine NPD043 and NPD048	0,1% (1/707)
Replace 043 not OBE	0,1% (1/707)
Learned a lot	0,1% (1/707)
Increase help for NPD009	0,1% (1/707)
The 2 IP LLC modules cover the same ground	0,1% (1/707)

NPD028 missing pages/confusing	0,1% (1/707)
Tutors should focus on practice and theory	0,1% (1/707)
NPD014 and NPD006 are similar and confusing	0,1% (1/707)
NPD015 assessment questions not clear	0,1% (1/707)
HSS questions do not correlate with module	0,1% (1/707)
HSS separate Geog and History	0,1% (1/707)
Rewrite NPD012-8	0,1% (1/707)
Need more help with Numeracy/graphs	0,1% (1/707)
Use 2nd year students to tutor 1st year students	0,1% (1/707)
Marking criteria not clear	0,1% (1/707)
Employ tutors who are experienced in LA	0,1% (1/707)
Increase focus on RNCS	0,1% (1/707)
Contact sessions good	0,1% (1/707)
Intro to LLC should cover young learners too	0,1% (1/707)
Replace exams with 6 assign + portfolio	0,1% (1/707)
Organise contact sessions better	0,1% (1/707)
NPD004 = too much work	0,1% (1/707)
Tutor helpful	0,1% (1/707)
Include practicals in Technology	0,1% (1/707)
NPD033 not clear	0,1% (1/707)
NPD048 like a novel: hard to read	0,1% (1/707)
Provide memos	0,1% (1/707)
Offer more opportunities like this	0,1% (1/707)
More time for exams	0,1% (1/707)
Include tests before writing assignments	0,1% (1/707)

Interesting student comments:

"I can say I have accepted the change and have learned a lot in the NPDE programme, more especially I have gained a lot as far as aims, outcomes and assessments in lesson plans."

"I have learned and changed a lot. I know how to assess learners in different methods."

"All the modules have the same theem [sic] of how to teach your learners, how to arrange your learners and how to assess your learners."

"They were all good and helpful. They always guide and open the mind. As a student you don't have to go and search information from the books, every information is in the module."

"A very good course. I was highly empowered and the lecturer was just perfect."

"Because of these modules, I am able to do the correct planning lesson and recording."

"I like to thank Mr B Segoe and Mr S Leballo for helping me to reach the high standard in education."

"I am worried that I passed all the assignments but failed the examination. There is something wrong with the tutor and the allocating of marks."

"Reception year taught me to be more observant when teaching the young ones."

" ... and not to label ..."

" ... and now help other teachers ..."

"I am greatful [sic] and appreciated the opportunity to being [sic] one of the NPDE student."

"The way in which the subjects were grouped left me with no choice, but to choose NPD020-9 which is the subject I never taught in my life."

"What I learned is correlated with what I am teaching. I've changed totally and I feel great."

4. Indicate (with ✔) below, the extent to which the contact sessions have helped you to be successful in the programme.

    Use the following scale:

    5 = I have learned and changed a lot

    1 = I have learned and changed very little.

5	4	3	2	1

5. Do you have any comments or suggestions with regard to contact sessions and tutors?

Contact sessions were valued for helping to improve practice/OBE 0,6% (4/707). Enjoyable contact sessions 1,3% (9/707). Opportunity to share ideas with other educators was valued by 1% (7/707) of students while 1,4% (10/707) particularly valued the guidance on assignments.

2% (14/707) felt that the programme was overloaded both for students and tutors.

Want the tutors for ACE studies as well: 1,3% (9/707).

Some negative comments: Braamfontein centre problems with changing venues 19,4% (7/36); locked out of KwaMhlanga centre 10,5% (4/38); contact sessions start too; centre/exam venue too far 3,6% 9/249); insufficient time 0,4% (1/249); not enough contact sessions 0,8% (2/249).

Suggestion: provide memos 0,4% (3/707).

Selected quotes:
"Most of us wouldn't have made it without the guidance of tutors."

"Yes the contact sessions made me because that no man is an island. I needed to interact with my colleagues."

[The tutor was] "like a mother full of love and patience" [to us] ""old bags"!

[CS have] "influenced our teaching"

[experience has] "changed my life"

"Contact sessions have helped me to share ideas, gain confidence and I have improved a lot in doing my work."

"I have gained a lot in these contact sessions and I would continue with my studies if only my tutor will continue with me."

"All contact sessions well organised, and I gained a lot."

"The contact sessions has helped me to understand more about my modules and gained experience from other student."

"I have gained a lot in all modules and my learners are enjoying their class."

"Tutors must be available before contact session to help the learners."

"The contact sessions help us a lot because we have learned the group work and help each other."

"Improve contact sessions."

"Our tutors encouraged us to work in groups but at the end they dislike it."

"Our tutors were very special to us. They are committed to their work. I also love them for their punctuality and dedication."

"With the help of coleagues I found myself a different person than I was before the contact sessions."

"My lesson planning has improved. I have a better understanding of outcomes based education through discussions and sharing experiences with peers & lecturers."

"All the modules were useful and brought a great change in my career. The modules are not separable because all of them they built a teacher in totality (in all aspects of teaching)."

6.   Indicate (with ✔) below, the extent to which the assessment of the NPDE programme helped you to reflect upon and improve your own assessment practice.

Use the following scale:

5 = I have learned and changed a lot

1 = I have learned and changed very little.

5	4	3	2	1

5 = 547

4 = 78

3 = 22

2 = 3

1 = 4

weighted average: 4,77

7.   Indicate (with ✔) below, your future professional development plans.

❏   I plan to register for the second year of the programme in 2004. 59% (13/22 Yr 1) 9 not answered

❏   I plan to register for an ACE or BEd in 2004. 81% (546/672 Year 2s) NB!!
        But reservations about additional RPL work 0,3% (2/707)

❏   I have no plans to study further at this time. 4,1%% (29/707)

❏   I plan to apply for a promotion post in 2004. 7,3% (52/707)

8.   This final section of the evaluation form offers you the chance to comment on any aspect of the programme that you found particularly interesting or useful or particularly annoying or unuseful.

If there was something that you did not like, suggest what we could do to improve this aspect of the programme.

Everything right/nothing wrong/positive experience   9,9% (70/707)

264

Need more contact sessions:	8,2% (58/707)
Materials arrive too late:	5% (35/707)
Not enough time/overloaded/more time for assignments:	4,9% (35/707).
Contact venues too far/inconvenient/not safe/not equipped:	2% (14/707)
Start earlier	1,6% (11/707)
Release results earlier:	1,1% (8/707)
Not enough tutors/overloaded:	1% (7/707)
Portfolios unnecessary and time-consuming:	1% (7/707)
Offer contact sessions for ACE:	0,6% (4/707)
Ask simpler questions/clearer assignments:	0,7% (5/707)
Need financial assistance to study 2004+	0,6% (4/707)

Selected quotes:

"I would like to congratulate Tony Mays and his crew for putting together such an excellent package for our purpose as this has been a true learning experience ..."

"It is a lifelong programme which I will keep on referring to. My knowledge has expanded a lot. I help my colleague a lot with the information I get from these books."

"There should be more contact sessions, it was helpful. Students get to know each other and share their knowledge and give support to each other."

"I have widen my horizon as far as teaching and assessment is concerned."

"I was also selected to facilitate the RCS workshops in March and June."

"Team work was very interesting."

"Understanding OBE helped me a lot, I have improved my teaching in class, I have also influenced my Grade teachers to teach the OBE way."

"I enjoyed being grouped with other educators. We discussed about the modules and helped each other fairly."

"Thank you UNISA we have gain a lot."

"Everything went right since the beginning of my study."

"The programme has made me ready for the change that is taking place in our education system. I find it interesting to learn through distance education, to be in different groups and to have wonderful tutors. My tutors have demonstrated the seven roles of an educator and I am ready to show or demonstrate them."

"I would like to suggest that Understanding OBE and Continuous Assessment should be one because they are nearly the same."

"The terminology in the module The Teacher in the Classroom should be changed."

"I help other educators when they need help. I started to enjoy OBE very much."

"I realised that teaching a learner in totality is very important."

"It was difficult at first for studying with UNISA but as time goes on I enjoyed studying and attending contact sessions. I also learned a lot from last year's modules together with this year's modules."

"I even helped my colleagues."

"I know [sic] understand and have confidence to help others who don't understand."

"The programme is very good, I have learnt a lot from it and most importantly it has changed my attitude to the learners as previously I thought they didn't know anything without being told, but now after doing this programme I know that learners are born scientists and born mathematicians. Mine is just to strengthen what they already have."

"I have learned and changed a lot in my presentation of lessons at school. Contact sessions are quite useful and I should think that UNISA should keep on promoting them as we become well-acquainted with our worth. Contact sessions encouraged me to have an interest in my studies. I am proud to say my learners become very interested in my lessons. My tutors were quite willing and helped us a lot in our lessons. I hope that in 2004, our tutors should continue giving green light."

"I think everything went well on my side. There is improvement in my work. I can manage my learners and other educators of other learning areas. We can work together as a team, share ideas and come to one suitable conclusion. If you propose other programme like NPDE foe adult educators you may or must bring back tutors like Mr Mothata, Mpho Letwaba to our branch Mhlanga teachers centre."

"The problem of Potchefstroom and UNISA whereby the programme NPDE is one year with Potch and two years with UNISA."

"Contact sessions for the intermediate and senior phase were not enough. It took too long before one could receive any feedback. It was worst with the second assignments because we should receive feedback on the last days or just before exams."

"Some tutors were unable to assist us and when we come to attend they were not there. Those who carried some modules were not catered for. So, we are expecting the bad results because we didn't get

our assignments in time."

"The threatening of the withdrawal of the basary was not nice."

"The first year part of the courses that we failed was not fair, we were not fairly treated may the tutors be considerate at times. The NPDE course became a stepping towards my teaching carreer and confidence gained was enormous, one could reffer, the educators rights, duties, Understanding OBE, team teaching we have really moved on positively. Colleagues who used to undermine, this course assisted in empowerment."

"I don't feel capable of any comments."

"I liked the whole programme and has been an eye open to me that the educational changes in South Africa has come at the best time, where the country is transforming itself so as to improve and develop the youth of this country. The programme has seeks to address all the imbalances of the past. The improvement to this programme would be on the administrative part. All books should be distributed on time e.g. noe we are left with only few weeks before the final examinations but I still have not receive my technology books NPD034E. I communicated this problem with UNISA and they promise to do something about it, but up to now nothing has been done."

"The only aspect of the programme that annoyed me is with the registration of the second year. One module was not registered because of [?] and I now have to register it again next year. The module was withdrawn by the university."

"Most interesting aspect of the programme was that of reflection in what we planned and taught for portfolios. The link between the lesson plan, assessment, competences emphasised and the constitution created a climate of understanding things I am doing. One becomes academically empowered. You start to introduce new approaches in your teaching experiences and correct or re-plan what you think might be changed. The programme encourages one to become a life-long learner."

"I did not like it when our tutor said we write stuff. She is here to guide not to condemn us. I am not satisfied with her marking either. We are trying to answer with our understanding. I thought that was the correct method. Not to translate the module. She is in the Senior Phase, She totally discouraged us. We are discouraged really. Please talk to her. Everybody is fed up. We expect to respect each other not to condemn each other.
          Material must be delivered on time."

"The work is quite interesting and generally uplifting.

"GDE should extend a gesture to the educators. When they register to improve they should not make us pay by adding some more years in our expected running time. That is if I have ten years left to retirement and want to take advantage of the bursary offered I should not be expected to extend my period to 12 years.

"ACE should last for 1 year just like Potchefstroom University."

"I suggest that ACE should be done or completed with the number of same years like Potchefstroom University. Some educators are doing it this year while teaching. I wish students that will do ACE will get bursary. The NPD programme was a very good idea. It closes and heal our apartheid wounds."

"Baie dankie aan Me. G v.d. Berg, Angie en Tony vir hulle geduld, hulp en andersteuning."

"What is interesting is that now I can prepare according to the level of the learners. My lessons are usually based on the learners interests and personal experiences. Class management has improved a lot and I think these factors makes me a better educator."

"Unisa was of a great help in enlighting me as fas as OBE is concerned, because presently I can able to plan according what OBE requires, how to deal with problems of the learners, how to prepare assessment sheets, how to assess learners and lastly I can also advice my colleagues as to how to do a lesson plan. Hoping that when registering for ACE in 2004 I will gain more valuable information to take another level higher."

"At the end the teacher have a clearer idea on how to make sure that his/her learners are learning in a worthwhile way."

"The part which interest me was interaction with other students. This part interest me because it socialised me. This was a wonderful part because it make me to get new idears."

"It was nice to change portfolio with our peers because you could work with one of your peer and correct your mistakes."

"The contact sessions were too theoretical. I would suggest that at least two sessions be devoted to students presenting lessons practically as what we learn must be applied in the classroom situation."

"The only part of the programme which is disturbing is portfolio. I think you should let us bring forward our daily workbook which we use at school rather than organising another file again."

"The course was very interesting, especially that you are not expected to memorize facts and information. You are given a chance to come up with your own ideas."

"The program is very interactive. You cannot just read through the material and expect to do the assignments. You must get involved in doing, practising and solving problems. While you are studying you are also developing the skills of facilitating more than teaching.
  I really appreciated the portfolio it helped you to reflect and make changes where necessary."

" ... try to make their modules cater for older people. NB Most educators was deemed medical unfit to study due to too much given to them stress took over ... If you pass first year you can be given the Certificate that can help you to apply for promotion post."

"Too much emphasis is placed on the end of year examination and Unisa contradicts itself in terms of continuous assessment. The designers of the NPDE programme need to understand that our career is very demanding. The quality of the modules is outstanding but the quantity was just too much to handle."

"The deputy principal commented that she has learned a lot from me after assessing my learners books. She actually indicated that my work is of high quality."

"The programme is very good especially group working because you gain lot of things you cannot cope and discuss with other people to find solutions. The lessons that can be difficult to tackle you get people's experience is discussions then you know what to do."

"With the knowledge I gained from all the modules I am able to help my colleagues with the problems they encounter in their classrooms."

"The use of case studies help you to do self assessment on your teaching career."

"I am the cornerstone of OBE at my school. Everybody consuls me and I am even named the Doctor of OBE."

"I liked and enjoyed the contact session period, whereby our self-esteem were enhanced when we were together sharing ideas in different groups as old didactic educators."

"Apart from the structure of Assignments which were so challenging and interesting, compiling the intergrated assessment portfolio was very interesting to me. At first I thought it would be simple to do it, but I found it very challenging and it was really an eye-opener. It was as if I was a new teacher entering the profession. I would look at the learners portfolios and selecting their best work was always fascinating. It inspired them and they would all try their best to write neatly and correctly."

Appendix C: Observation instrument

Observer:
Venue:
Date: Time:
Tutor/Educator: (anonymous in final report)
Module/Lesson:
Session:
Pre-session observations:
Note the size and general features of the venue – especially those likely to support or limit learning and teaching. Note the number of learners, their gender balance, and approximate age range. How are learners and the tutor preparing themselves for the session …?
Observation:
Make observations at least every ten minutes (note the actual time) or more frequently if something significant changes or happens.

As you observe, be alert to the following issues:
1.   Evidence of preparation on the part of the tutor/educator and the learners.

2.   Establishing rapport, motivation, interest

3.   Clarity of purpose and outcomes

4.   Use of questioning (including higher order, open questions)

5.   Presentation of content: nature and use of resources

6.   General learning and teaching methodology (including extent to which learners are helped to learn better): roles of tutor/educator and learners

7.   General communication skills between tutor/educator and learners and between learners
       Response to gaps/needs
       Attrition rates

8.   Non-verbal communication

9.   Learners engagement with tasks/presentation

10.   Use of the learning materials

11. Conclusion of the session

12. Achievement of intended outcomes

13. Any in-session assessment practices and preparation for out-of-session assessment practices

14. General comments on the contribution of the session towards achieving the purpose of the module/NPDE/learning programme.

Appendix D: Sample observation report

Observation of tutor 4 in venue 4 by observer A: 16/03/02

Venue

There is no signage at the entrance to the building. However, the security guards were able to direct me to the appropriate room.

The venue comprises a large conference room with seating for approximately 50 people. Chairs and tables are arranged as concentric horseshoes facing an OHP and screen, a small desk and a white board. The room has a high ceiling and is well ventilated.

On my arrival the tutor is standing in the open arms of the inner horse shoe and is about to start the session. The desk in front is covered with various documents and papers in preparation for the session.

Direct observation

08:35   13 female students aged approximately 25 - 50 are present.
Some are busy completing name tags; others are seated quietly; only one or two are scanning the study material.
The tutor apologises for the late start due to late arrivals and suggests that there are now enough people present to begin.
He says that they have received a lot of bed-time reading from UNISA and that today he will be orientating them to it.
He seems to have captured the full attention of the participants.

08:40   The tutor introduces himself and then says he will ask students to introduce themselves to the rest of the group.
He then proceeds to write telephone contact details and times on the board.
As he is doing this, a cell phone rings and he uses this as an opportunity to set some light-hearted ground rules e.g. anyone who lets their cell phone ring during the session or who comes late must buy the whole group a case of cider.

08:50   The tutor circulates an attendance register and student profile forms whilst students introduce themselves to the rest of the group. Most of those present are foundation phase educators.
The tutor thanks each person for their introduction, usually calling them by name.
He then moves on to explaining how to complete the student profile form which will "help me know my students".

08:55   2 more students arrive: there are now 15 in the group. The tutor expresses concern over late arrivals but in a humorous way.

09:00   Tutor tells students they should learn their student numbers off by heart.

He gives them an additional 5 minutes to complete the form and supports those who need help e.g. with the phrase your life "in a nutshell".

Interaction is characterised by humorous banter: e.g. if they call him at home and his wife answers they should make it very clear they are his students!

09:09   Tutor begins collecting in profile forms and thanks each student. He says he will collect the rest during break/lunch-time.
At this point, student 16 arrives.

09:11   Tutor raises issue of whether the venue is suitable. It is agreed that it is accessible because it is next to main taxi routes.

09:14   Tutor asks students to write down "5 facts" detailing their expectations of the day. After a few minutes he begins taking suggestions and writing them on the whiteboard.

09:19   The tutor asks for additional suggestions; directly approaching people who seem not to be participating fully. He makes statements like: "feel free to talk" and "let us all raise arguments". By the time he draws this activity to a close, the following points are on the board:
- Exams - what to write since OBE is not exam-oriented?
- What is NPDE?
- Correct definition of education?
- How am I going to implement?
- Develop knowledge, skills and attitudes about OBE
- What will the course achieve? What is its direction?
- Study timetable/year plan.
- How to tackle assignments.

09:25   Tutor puts up an OHT of his own plan for the contact session. There is a fairly close correlation between the plan and the listed expectations. One of the points raised in the OHT is the importance of study groups to discuss issues, take it in turns to present different aspects of the course, to invite comments but not to be "parasites". Some discussion follows in which students a outline membership of possible geographical study groups.

09:36   Tutor introduces the notion of the schools visits to evaluate the course. There are many volunteers and the tutor identifies the person who first raised their hand. There is some humour about whether she really knew what she was volunteering for.

09:40 Student 17 arrives. Tutor outlines the nature of the day as an orientation session.

09:45   Tutor asks them to take out tutorial letters 301/302 and to put everything else to one side. When some claim not to have one or the other he refers them to the inventory letter and the instructions thereon.
There is some discussion about the proposed dates for future workshops. It is agreed to meet on consecutive Saturdays rather than on a Saturday and a Sunday. During this discussion, Sotho is used several times to reinforce points and arguments.

10:05   Student 18 arrives. It is noted that nobody has received computer mark sheets for assignment

1. There is a question about water and other facilities.

10:12   Tutor takes them through the contents of a complete study package. Holding up each item one at a time and asking students to sort through and classify what they have received. He points to the need for them to keep an orderly file.
Not all students have registered for all 5 modules.

10:19   Tutor notes that for School and Profession only tutorial letter 101 has yet been dispatched. It is clear that some students needed this kind of step by step approach in order to sort through all the material they have received.

10:20   Tutor proceeds to use an OHT to outline the nature and structure of the NPDE qualification. There are several points of clarification around terminology.

10:45   The issue of no late submission of assignments is raised. The tutor notes that they need to start working on assignments "from today".

10:48   Tutor (and observer) take general questions on how to send assignments, the nature of the portfolio etc.

10:57 - 11:15   Comfort break

11:20   Session resumes. Tutor collects in additional profiles. There are now 19 students and the tutor recaps some of the main points from the morning. Although the session has been tutor centred, through use of humour and Sotho code-switching as well as direct questioning, the tutor has managed to keep everybody's attention.

11:33   Tutor uses tutorial letter 301 to explore the purpose of the different modules that make up the first year course. He leads a brainstorming session on language skills linked to the first module and leads a question and answer session: "Is it becoming clearer?"

11:44   Tutor asks students to take out their LSK module. Refers them to P1 and the fact that it is a SA text and very contemporary and relevant.

11:49   Tutor gives students a few minutes to write down 3 intended outcomes they would anticipate from the module title.

11:52   Tutor takes suggestions and writes them on the whiteboard. He then invites students to compare their ideas with the contents page of the module.

11:55   Tutor asks "When did you last read ..." There is general acknowledgement that, with one or two exceptions, the students do not read regularly.

11:58   Tutor talks to an OHT outlining the main areas covered by the LSK module. The OHT is a summary of the introduction to the module.

12:00   Tutor invites questions. There is some discussion about the notion of face-to-face

communication in Chapter 3.

12:07   Tutor uses an OHT to summarise the learning approach used in the module. He refers them to one or two examples in the module that exemplify the approach.

12:12   It is clear that some students have already browsed through the material and/or started working through it whilst others are looking at it for the first time.
There is a question about the use of the audio tape.

12:17   Tutor refers the students to other important issues e.g. keeping a journal in which they record their activity responses.

12:20   Tutor wants them to do activity 2 and 3. Many students read the text very slowly - one word at a time using a pen to guide them and sub-vocalising at the same time. There is some discussion but not really time to complete the activity fully.

12:45   Tutor refers them to tutorial letter 101 and helps them to find correspondences between the sections of assignment 1 and the relevant parts of the module.

This proceeds for some time with students writing page references next to the different sections of assignment 1.

13:36   Session closes for a 30 minute lunch break. After lunch they will look at The Teacher in the Classroom. Observer leaves.

Observations and comments on session

1.   Evidence of preparation on the part of the tutor/educator and the learners.
The tutor was obviously well-prepared for the session, was working to a plan and made use of a number of teaching aids.

2.   Establishing rapport, motivation, interest
Although the session was tutor-centred, the tutor managed to retain the attention of most participants, most of the time through the use of humour, direct questioning and code-switching.

3.   Clarity of purpose and outcomes
The tutor was at pains to identify links between expectations and what was planned.

4.   Use of questioning (including higher order, open questions)
Questioning tended to be lower order - recall and points of clarification. During the session observed there was little higher order discussion. The focus was on information about the NPDE and the course material rather than on underlying motivations for the changes in teacher education.

5.   Presentation of content: nature and use of resources
A somewhat didactic approach was used. The tutor was clearly under pressure of time to cover

everything that was planned but I feel that he was working at about the right pace for most of the learners.

6. General learning and teaching methodology (including extent to which learners are helped to learn better): roles of tutor/educator and learners

In future sessions it will be necessary for the tutor to demonstrate a wider range of approaches, in particular more pair and small group discussion so that learners are more actively engaged in the session.

7. General communication skills between tutor/educator and learners and between learners
Response to gaps/needs
Attrition rates
The tutor managed to keep all participants together during the session. Having spoken to several of the students during break, I had the impression that they had confidence in their tutor. The use of humour and code-switching seemed to be important elements in contributing to the building of a conducive working relationship. However, the opportunities for learners to engage with one another were limited.

8. Non-verbal communication
The tutor tended to stay within the front part of the open horseshoe. Given the fact that he is a male and all his students were female, I think he managed to present a friendly, open manner without being overbearing or threatening. He made frequent use of the study materials, OHTs and the whiteboard to vary the presentation of the workshop.

9. Learners engagement with tasks/presentation
Learners seemed to engage with the tutor and presentation well. Many were underlining key words and phrases and making notes on their assignments and tutorial letters. There was no space in the part of the session observed, however, for any in-depth discussion of issues.

10. Use of the learning materials
The tutor guided learners through the materials, including helping them with the task of sorting out all the different elements that made up their study package.

11. Conclusion of the session
The sessions on general orientation and LSK were concluded quite well with a short wrap up of what had been discussed.

12. Achievement of intended outcomes
Most learner questions were answered during the session.

13. Any in-session assessment practices and preparation for out-of-session assessment practices
Considerable guidance given on assignment 1.

14. General comments on the contribution of the session towards achieving the purpose of the module/NPDE/learning programme.
The session appeared to be successful in helping learners to get to grips with the extent of the

programme and in making them aware of the amount of work they would need to complete and by when. There was no time during the session to engage with issues in an in-depth way.

General observations

- It is important for tutors/centre managers to signpost the venue.
- It is important to supply tutors with an attendance register.
- It is important to make sure tutors follow up with centre manager on venue arrangements.
- Learners need to receive information on their second year options.
- Tutors need to receive memoranda and exam guidelines for LSK and TiC.
- Computer mark sheets need to be added to inventory.
- Tutors should locate bathrooms etc. prior to the session.
- Some learners not familiar with common acronyms: REQV/NQF/SAQA/ACE.
- Code switching and use of humour contribute to positive atmosphere.
- Learners need to receive information about integrated assessment and the portfolio.
- Tutors need to be able to move away from a teacher-centred approach and model a more socio-constructivist approach.
- There is need to check the quality of binding on NPD001-4 (LSK).
- Clarify importance of audio cassette and "prescribed books" for LSK.
- Many students seem to read VERY slowly and inefficiently.
- Some errors in referencing in NPD001-4 tutorial letter 101?
- The contact session actually ended at 17:30. The first session should probably be split over 2 days as originally planned.

Note: The tutor had 102 students at the second contact session on 06/04/02. New students were mainly recently registered bursary holders and felt that they had caught up and would like to attend the follow up session 13/04/02. There is an urgent need to appoint additional tutors to assist.

Appendix E: Budget 2005