

The background is a green chalkboard. Two pieces of pink chalk are lying on the board, one standing upright and one lying horizontally. There are several white chalk markings on the board, including a large 'A' shape and some curved lines. The text is overlaid on the upper part of the board.

Framing Talk in Formal and Informal Entrepreneurship Programmes: Towards A Radical Visible Pedagogy

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Background

- Technikons Mandate – develop middle managers, junior engineers, technicians for the intermediate level of the economy.
- Universities of Technology Mandate – develop people with technology education, who can innovate and be entrepreneurial.
- Formal Entrepreneurship Programme and Informal Entrepreneurship Programme in a UoT.

Pedagogic modalities

1. Invisible Progressive Pedagogy

Key Characteristics

- Competence-oriented (acquisition)
- Intra-individual

Key Theorists

Piaget, Chomsky

Curriculum and Knowledge

- Weakly framed – content, sequencing, pacing flexible
- Strong evaluation (fixed norms of achievement)
- Weak knowledge classification

Agency – active, choosing student, facilitating teacher

3. Invisible Radical Pedagogy

Key Characteristics

- Competence-based
- Intergroup

Key Theorists

Freire, McLaren (eliminates socially-empty trainability)

Curriculum and Knowledge

- Weakly framed – content, sequencing, pacing relaxed and flexible
- Evaluation based on emancipation from oppression
- Knowledge – very weak boundary maintenance

Agency – active student, facilitating teacher

2. Visible Conservative Pedagogy

Key Characteristics

- Performance-oriented
- Intra-individual

Key Theorists

Behaviourists such as Pavlov, Skinner

Curriculum and Knowledge

- Strongly framed – content, sequencing and pacing rigid
- Strong evaluation (fixed norms of evaluation)
- Strong boundary maintenance, formal sites appropriation

Agency – passive student, teacher as sage

4. Visible Radical Pedagogy

Key Characteristics

- Performance-oriented
- Intergroup

Key Theorists

Social Psychologists such as Bandura

Curriculum and Knowledge

- Flexibly framed, collective access to and participation in experiences of a community of practice (peripheral to full)
- Knowledge – boundary maintenance moderate

Agency – active student, negotiating teacher

Framing talk: rhetoric

1. Conquest

- In conquest communication, the communicator (rhetor) attempts to win over the audience to his/her point of view.
- It is a win/lose high stakes persuasion form
- Teaching Implication: students' agency in learning is entirely passive and students' voice is silenced

2. Conversion

- In conversion communication, the communicator still attempts to win over the audience to a point of view but audience has some modicum of contribution.
- It is still a win/lose persuasion form
- T. Implication: students' agency in learning is passive with some few opportunities to talk and students' voice is not entirely silenced

3. Advice

- In advice communication, the communicator provides information for a point of view and the audience decides based on the info but is expected to accept the info and point of view.
- It is a win/lose persuasion form but with more opportunities for the audience to engage the speaker
- T. Implication: Students' agency is mostly active with double-voicing

4. Invitational

- In invitational communication, the communicator shares information and a point of view with the audience with no expectation so that the audience may choose to self-persuade or not.
- T. Implication: Students' agency is active and encouraged with strong double-voicing

Methodology and methods

- A mainly qualitative approach was used with interviews with the formal entrepreneurship Lecturer, informal entrepreneurship Project Heads and informal entrepreneurship facilitators.



Preliminary findings

Formal Programme on Entrepreneurship

- Organised in line with normal programming at the institution
- The role of the lecturer is highly visible and active
- Students' agency is generally passive

Informal Programme on Entrepreneurship

- Programming has unique features – classes held only on Saturdays with weekdays spent on researching business location, crafting an opportunity and testing out ideas in real situations which get presented and critiqued on Saturdays.
- Saturdays also serve as information-sharing sessions which are presented by facilitators drawn from the UoT staff.
- The role of the facilitator during information-sharing sessions is still visible but students' agency is rebalanced.

Preliminary findings (Cont...)

- Formal entrepreneurship programme appears to reflect visible conservative pedagogy (written tests, full class attendance, performance measurement, with students individually-graded);
- Informal entrepreneurship programme inclines towards invisible progressive pedagogy with some minor visible conservative features;
- Talk in formal entrepreneurship programme ranges from conversion to advice forms of communication (taught to students from different disciplines);
- Talk in informal programmes inclines toward advice and invitational forms of communication.



Conclusion and recommendation

- There appears to be some differences on how entrepreneurship is taught at one university of technology with formal programme classifying knowledge more strongly than the informal programme hence differences in how talk is framed in each programme.
- I suggest greater synergy in programing and facilitation of entrepreneurship.

