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An investigation into the support given to lecturers in their adoption of new pedagogies and teaching strategies at higher education: A case study

INTRODUCTION

- Various approaches to improve teaching and enhance learning were introduced at higher institutions of learning
- Academics have to be trained and supported in preparation for the 21st century academic standards
- Professional academic development (PADs)- Research retreats, ICT training, Design & Develop Outcome Based Learning Programmes, Conduct Moderation of Outcomes-Based Assessments
- PADs impact on teaching and learning

INTRODUCTION CONTD...

- PADs are important at higher education because there has been a shift from student development to teacher development (Boughey 2007).



Background

- In South Africa there is a national call for both quality teaching and learning, and improved throughput (Quinn 2012).
- Academics themselves are also seeking ways to better their careers.
- It is argued that conditions that promote and constrain the professional development of academics have not received adequate attention in South Africa (Leibowitz et al 2017)

Purpose of the study

- Seeks to investigate the support given to lecturers in their adoption of new pedagogies and teaching strategies at higher education
- An underprepared teacher implies an underserved student (Volbrecht 2003; Boughey 2007).

Theoretical Framework

- Archer's Realist social theory: the morphogenetic approach and Culture and Agency (1995). Morphogenesis- literally means a change in form or shape
the morphogenetic approach signifies the understanding that people always act out of structural and cultural circumstances then proceed to modify or sustain.
The element of time

Theoretical Framework Contd

- As people act within their structural circumstances over time, they alter or
- sustain those circumstances in the process Archer calls structural elaboration
- culture and structure are both incorporated but people act on their structured interests, for example, they will always do so
- in ways that are culturally informed.

Theoretical Framework

- there are dual sources of motivation, i.e., both structural and cultural. Structural motivations derive from the interests built into social positions, and cultural motivations derive from people's value commitments and ultimate concerns.
- human action is undetermined even by structure and culture taken together.

Literature Review

- Literature review focuses on the definition of PADs.
- Focuses on how lecturers are professionally developed (PADs examples)
- Focuses on challenges that hinder/promote academic development

Objectives of the study

- Evaluate support afforded to academics after PADs training
- Investigate relevance of the evaluations done after training to ensure expected practices are met
- Assess implementation of aspects trained on.

METHODOLOGY

- QUALITATIVE APPROACH
- CASE STUDY
- 20 PURPOSIVELY SELECTED LECTURERS
- IN-DEPTH FACE-TO-FACE SEMI-STRUCTURED INTERVIEWS
- THEMATIC FRAMES
- ETHICAL CONSIDERATIONS

FINDINGS

- Support after training is inadequate
- The limited evaluations done after training are however relevant to teaching, this results in improving the quality of teaching
- Some lecturers implement aspects trained on, research to improve teaching, use of Wise-Up

FINDINGS CONTD...

- Challenges faced by some lecturers in implementing aspects trained on (e.g Wise-Up, learner material development- large classes, unreliable internet connectivity, inadequate ICT gadgets among students.
- One size fits all approach

DISCUSSION

- Various PADs are afforded lecturers
- Limited follow-ups after the training
- Training was one size fits all-decontextualized (Koehler & Mishra 2009)
- Limited ICT infrastructure, work overload
- Some unsupportive HODs

CONCLUSION

- Lecturers are afforded PADs
- Inadequate follow-ups, work overload and limited resources hinder the implementation of skills obtained after training
- However some lecturers implement aspects trained on, such as use of technology implements and research

RECOMMENDATIONS

- Frequent follow-ups
- Supportive work environment
- Improve on ICT infrastructure
- Contextualise training

REFERENCES

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