



**CONSTRUCTION OF LEARNING OUTCOMES BY LIFE ORIENTATION
LECTURERS USING TEACHING AND LEARNING RESOURCES FOR
THEIR LESSONS AT A FURTHER EDUCATION AND TRAINING (FET)
COLLEGE IN KWAZULU NATAL.**

A. A. GOUNDEN

**CONSTRUCTION OF LEARNING OUTCOMES BY LIFE ORIENTATION
LECTURERS USING TEACHING AND LEARNING RESOURCES FOR
THEIR LESSONS AT A FURTHER EDUCATION AND TRAINING (FET)
COLLEGE KWAZULU NATAL.**

AVERIL AGNES GOUNDEN

**Thesis submitted in partial fulfillment of the requirements for the MEd
degree in the School of Education (Curriculum Studies) at the
University of KwaZulu Natal (Edgewood Campus)**

Supervisor: Dr Simon Bhekimuzi Khoza

Supervisor Signature:

NOVEMBER 2013

DECLARATION

I hereby declare that the *Construction of learning outcomes by Life Orientation lecturers using teaching and learning resources for their lessons at a Further Education and Training (FET) college in KwaZulu Natal* is my work and that all sources consulted and quoted have been indicated and acknowledged by means of a complete reference list.

A A GOUNDEN

SIGNATURE:

DATE:

ABSTRACT

The focus and purpose of the study is to investigate how Life Orientation lecturers construct learning outcomes using teaching/learning resources for their lessons at a Further Education and Training (FET) College in KwaZulu Natal. After 1994, in the new South Africa, outcomes-based education became the National policy for teaching and learning, with the National Curriculum Vocational (NCV) Programme implemented in the Further FET sector in 2007. The study allows for clarity of misconceptions and misunderstandings that still exist amongst those lecturers who teach Life Orientation around the concept 'learning outcomes' in view of OBE and in relation to aims and objectives. The researcher has observed over the past five years as a senior lecturer of Life Orientation that lecturers use the outcomes as prescribed in the Department subject assessment guidelines in their lesson plans without giving much thought around how these outcomes are going to be observed and measured in their lessons. Further observations revealed that when Life Orientation lecturers are engaged in the construction of the learning outcomes for their lessons they fail to evaluate the learning outcomes against the different levels of taxonomies of learning so as to ensure that the learning outcomes are observable and measurable at the end of a lesson. The research is situated in an interpretivist paradigm with its emphasis on construction of learning outcomes. Since this study requires gaining an in-depth knowledge and greater understanding of outcomes it will be conducted within the qualitative framework (Denzin & Lincoln, 2003). Therefore the study will ensure that the relevant data is generated around learning outcomes within the theoretical framework of Bloom's taxonomy of thinking behaviors using the activity theory to explain the data. The purposive selection method was used whereby the participants for the study included four lecturers who teach Life Orientation at a FET college in KwaZulu Natal. Triangulation of three instruments namely reflection questions, interviews and document analysis was used for data generation. The study found that Life Orientation lecturers construction of learning outcomes are a regurgitation of the subject assessment guidelines with no further evidence of their lesson outcomes. As a result students are being deemed 'competent' in Life Orientation but are 'incompetent' in many areas after having progressed from the

previous NCV level. In view of this it can be suggested that lecturers should organize themselves into Life Orientation teams where they can brainstorm suggestions, ideas and practical measures for their lesson plans by covering all the learning outcomes so as to ensure that their students are able to achieve these learning outcomes.

ACKNOWLEDGEMENTS

My sincere appreciation and thanks to the following:

- **God, my Creator and my Saviour for blessing me with the strength, determination and ability to embark on this research study.**
- **My Supervisor, Dr S.B. Khoza for always being available to advise, encourage and motivate me throughout the entire process.**
- **The lecturers who took part in the research**
- **The Campus Manager for allowing me to undertake my research**
- **My colleagues who encouraged me at all times to persevere even when the end seemed impossible**
- **My friends who supported me throughout the entire process**
- **My family who always gave me encouraging words of advice and showed tremendous faith in me**
- **My children who ‘knew that I can do it’**
- **My wonderful, awesome and amazing husband who stood by me every step of the way during this entire process and offered his overwhelming support and encouragement so that I can achieve my goal.**

TABLE OF CONTENTS**CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY**

1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1
1.3 PURPOSE OF THE STUDY	3
1.4 RESEARCH PROBLEM	3
1.5 SIGNIFICANCE OF THE STUDY	6
1.6 DEFINITION OF KEY CONCEPTS	
1.6.1 Outcomes-Based Education (OBE)	6
1.6.2 Learning Outcomes within the South African Context	7
1.6.3 Teaching and Learning Resources	8
1.6.4 Further Education and Training (FET) College Curriculum	9
1.6.5 Life Orientation and National Curriculum Vocational (NCV)	9
1.6.6 Lecturers	10
1.6.7 Bloom's Taxonomy	10
1.7 PARADIGMATIC PERSPECTIVES	10
1.8 METHODOLOGICAL PERSPECTIVE	11
1.9 THEORETICAL PERSPECTIVE	11

	P
1.10 DIVISION OF CHAPTERS	11
1.11 CONCLUSION	13
CHAPTER TWO: LITERATURE REVIEW	
2.1 INTRODUCTION	14
2.2 LIFE ORIENTATION	14
2.2.1 Life Orientation within the Further Education and Training (FET) Sector	16
2.2.2 Life Orientation and Outcomes Based Education in the National Curriculum Vocational (NCV) Programme	17
2.3 LEARNING OUTCOMES	19
2.3.1 LEARNING OUTCOMES, AIMS AND OBJECTIVES	22
2.3.2 LEARNING OUTCOMES AND TRANSPARENCY	23
2.4 ACTIVITY THEORY	25
2.4.1 Participant (Subject)	26
2.4.2 The Purpose (Object)	29
2.4.2.1 Benjamin Bloom	30
2.4.2.2 Bloom's Taxonomy Of Thinking Behaviours	30
2.4.2.3 Current Version of Bloom's Taxonomy of Thinking Behaviours	31
2.4.2.4 Learning Outcomes and Bloom's Taxonomy	36
2.4.3 Resources (Tools)	40
2.4.3.1 Tie Resources	42

2.4.3.2. Toe Resources	43
2.4.4 Rules	44
2.4.5 Community	45
2.4.6 Division of Labour	45
2.5 CONCLUSION	46

CHAPTER THREE: RESEARCH METHODS AND DESIGN

3.1 INTRODUCTION	48
3.2 RESEARCH PARADIGM	48
3.3 RESEARCH APPROACH	50
3.4 RESEARCH DESIGN	51
3.4.1 Sampling	52
3.4.2 Data Generation	53
3.4.2.1 Document Analysis	54
3.4.2.2 Semi-Structured Interviews	55
3.4.2.3 Reflection Questions	57
3.5 ETHICAL CONSIDERATIONS	57
3.6 VALIDITY, TRUSTWORTHINESS AND CREDIBILITY	58
3.7 TRANSFERABILITY, DEPENDABILITY AND RELIABILITY	59
3.8 CONCLUSION	59

CHAPTER FOUR: RESEARCH FINDINGS

4.1 INTRODUCTION	60
4.2 RESEARCH FINDINGS	62
4.2.1 Interviews: Part A	62
4.2.2 Interviews: Part B	65
4.2.3 Document Analysis	79
4.2.4 Reflection Analysis Questions for the Lecturers	82
4.3 CONCLUSION	85

CHAPTER FIVE: DATA ANALYSIS AND INTERPRETATION

5.1 DISCUSSION OF FINDINGS BY MEANS OF DATA ANALYSIS AND INTERPRETATION	87
5.1.1 Theme One: Subject	87
5.1.2 Theme Two: The Purpose (Content)	90
5.1.3 Theme Three: Resources/Tools	93
5.1.4 Theme Four: Praxis (Rules)	96
5.1.5 Theme Five: The Community	97
5.1.6 Theme Six: Division Of Labour	99
5.2 CONCLUSION	100

	P
CHAPTER SIX: SIGNIFICANCE OF THE FINDINGS	
6.1 INTRODUCTION	101
6.2 SUMMARY OF THE STUDY	101
6.3 CONCLUSIONS OF THE STUDY	102
6.4. RECOMMENDATIONS OF THE STUDY	104
6.5 LIMITATIONS OF THE STUDY	107
6.6 RECOMMENDATIONS FOR FURTHER STUDY	107
6.7 CONCLUSION	107
REFERENCES	109
APPENDICES	
APPENDIX A: INTERVIEW SCHEDULE	120
APPENDIX B: REFLECTION ANALYSIS QUESTIONS	125
LIST OF FIGURES	
FIGURE 2.1: The structure of an activity system	27
FIGURE 2.2: Bloom’s Taxonomy of Cognitive Thinking Behaviours	34
LIST OF TABLES	
TABLE 2.1: Bloom’s Taxonomy	32

LIST OF ACRONYMS

CAPS:	Continuous Assessment Policy Statement
DHET:	Department of Higher Education and Training
DOE:	Department of Education
DVD:	Digital Video Device
FET:	Further Education and Training
HW:	Hardware
ICASS:	Internal Continuous Assessment
ICT:	Information Computer Technology
IW:	Ideological-ware
NCV:	National Curriculum Vocational
NEPI:	National Education Policy Investigation
NQF:	National Qualifications Framework
OBE:	Outcomes Based Education
OHP:	Overhead Projector
POA:	Portfolio of Evidence
SME:	Small Macro Enterprises
SW:	Software
ZPD:	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study concerns itself with the construction of learning outcomes by Life Orientation lecturers using teaching and learning resources for their lessons at a Further Education and Training (FET) College in KwaZulu Natal. Focus is on Life Orientation lecturers and their practical construction of learning outcomes that they engage in when generating their lesson plans using the prescribed departmental subject assessment guidelines as well as how they use the different teaching and learning resources that are available so as to ensure that their students are able to achieve the learning outcomes. Learning is seen as a process whereby learning outcomes ought to be achieved culminating in the success of all involved. Thus students who are motivated in their studies (i.e., “learning to learn”) rather than memorising everything that they have learnt, will be better equipped and prepared to succeed in dealing with problems that they are confronted with in their lifetime (Barnes, 2002).

1.2 BACKGROUND TO THE STUDY

This study gives a brief background of the existing outcomes-based education (OBE) system within the FET sector, the preparation of FET lecturers towards an outcomes-based approach and the views of lecturers’ construction of outcomes using teaching and learning resources when generating their lesson plans. The research study reveals the research design and research methods that were used and the analysis of the research data that was generated as well as a summary and conclusions of the findings.

The year 1990 was seen as a significant turning point in South Africa. Changes in the political landscape saw the political actors and social movements stake their positions in curriculum in anticipation of the first national, democratic elections which were to take place in 1994. Thus, the National Department of Education was under pressure to

deliver something new by creating equal opportunities for all by unfolding the democratic principles so as to correct the imbalances of the past and to bring the nation together with ubuntu as its main philosophical consideration.

Political changes after 1990 resulted in a range of policies that were designed to redress the discrimination of the past and transform the legacy of apartheid education. The National Education Policy Investigation (NEPI) developed the foundation upon which education curriculum policy in South Africa was to be based. Programmes were developed as a joint initiative between the Department of Labour and the Department of Education to address the desperate skills shortages that were being experienced in South Africa (South Africa, 2001, Gamble, 2003).

Post 1994 saw prominent changes in the education system being made. “Outcomes-Based Education (OBE) was adopted as a national policy for teaching and learning in South Africa to replace the traditional rote learning in the national education system” (Makgato & Mbanguta, 2002, p. 227). “In the new South Africa, after 1994, learner-centred education together with outcomes-based education and the National Qualifications Framework (NQF) was meant to un-do the injustices of the apartheid education”, altogether (Chisholm & Leydendecker, 2008, p. 201).

Outcomes-and competency-based education, shifts in curriculum and assessment policy design were adopted with the intention to reduce the importance of examinations and to highlight the significance of continuous assessment by means of thought-provoking learner-centred teaching. In 2012, policies on curriculum and assessment within the school sector resulted in the development of a comprehensive document, namely, the Curriculum and Assessment Policy Statement (CAPS), which is for each school subject from Grade R to 12. The aim of this policy is to express the knowledge, skills and values worth learning in South African schools which can also be extended across to the FET sector and outcomes-based learning.

As a result of these prominent changes a high level of demand was placed on all involved in education particularly those within the FET sector which historically saw the separation of the theory and practice components with its focus now directed towards the integration of these two components of knowledge and skill development. A call was made for careers to be available to all. In order for every citizen to benefit education had to “be brought out of the ivory towers and be made available to every South African” (Makgato & Mbanguta, 2002, p. 227). The retraining of lecturers had to be put into practice so as to ensure that they would be able to be part of the new system. Thus, the role of FET colleges as providers of vocational education became more significant than ever before.

1.3 PURPOSE OF THE STUDY

The focus and purpose of the study is to investigate how Life Orientation lecturers construct learning outcomes using teaching/learning resources for their lessons at a Further Education and Training College in KwaZulu Natal.

After 1994, in the new South Africa, outcomes-based education became the National policy for teaching and learning, with the National Curriculum Vocational (NCV) programme implemented in the Further Education and Training (FET) sector in 2007. The NCV programme was introduced to meet the demands of the labour market and industry since there was a serious skills shortage in these areas. The study allows for clarity of misconceptions and misunderstandings that still exist amongst those lecturers who teach Life Orientation around the concept of ‘learning outcomes’ in view of OBE and in relation to aims and objectives.

1.4 RESEARCH PROBLEM

It has been observed by the researcher that many Life Orientation lecturers still have a misunderstanding of the concept ‘learning outcomes’ particularly around its construction for their lessons with the use of teaching and learning resources. The researcher has observed over the past five years as a senior lecturer of Life Orientation that lecturers

use the learning outcomes as prescribed in the department subject assessment guidelines in their lesson plans without giving much thought around how these outcomes are going to be observed and how they will be measured during the lesson.

The researcher has also observed that lecturers rewrite the learning outcomes from the prescribed subject assessment guidelines and refrain from exploring different ways and means of how they are going to get students competent in terms of the achievement of these outcomes. As a result hereof, students proceed to the next level of the NCV programme but are not necessarily achieving their competencies and level of mastery (Harden, 2007). Harden (2007) states that students' progress within different educational settings differs to the exit learning outcomes and suggests that a benchmark system should be used whereby students' progression is recorded in relation to each learning outcome.

Further observations made by the researcher revealed that when Life Orientation lecturers are engaged in the construction of the learning outcomes for their lessons they fail to evaluate the learning outcomes against the different levels of taxonomies of learning before they teach their lessons in the classrooms. In 1956, Bloom's Taxonomy was published. According to Adam (2006) learning outcomes are generated according to Bloom's domains of learning, namely, Cognitive, Skills and Values/Attitude. The researcher also observed that lecturers do not include the key words in their learning outcomes when drawing up their lesson plans. Adam (2004) states that key words are used to ensure that the learning outcomes are observable and measurable at the end of a lesson. A case study conducted by Khoza (2001) revealed the importance of linking learning outcomes to lesson activities or assessment strategies. Adam (2006) argues that lessons must have observable and measurable outcomes in order to achieve consistency of delivery, transparency, comparability, credibility, and clear information for students to choose and act accordingly. This suggests that lecturers should be familiar with Bloom's domains of learning and should be referring to these when they are engaged in their lesson planning. However, lecturers appear to be narrow-minded in

this regard since they know and understand what they have to do but are not implementing this practical application process of Bloom's taxonomy when drawing up their learning outcomes for their lesson plans. Therefore, to ensure that students are competent in all areas so that they may be able to perform well in their first year of study, lecturers need to know that they have to construct learning outcomes that students are able to achieve since these outcomes are the driving force in their lessons and have to be considered before learning processes take place (Khoza, 2012).

Another important reason prompting this study is the lecturers' failure to distinguish between the aims and objectives. They confuse these with learning outcomes in their lessons, according to the researcher's observations. Studies done by Khoza (2012) reveal that aims are general statements while objectives are specific statements and both are generated according to the facilitators' intentions. This means that both the aims and objectives are teacher-centred whereas learning outcomes are learner-centred. Bialobrzaska (2006) states that the focus of Outcomes Based Education (OBE) is to ensure that teaching becomes more learner-centred with a more problem-solving and outcomes-based nature. The intention is to transform curricula to meet the needs of commerce and industry. This suggests that lecturers' who revert to the lecture method, are undermining the purpose of outcomes-based, learner-centred and activity-based approach and are not preparing students for the workplace environment.

All of the above-mentioned observations created an awareness about possible reasons which were behind students' lack of competencies and prompted the researcher to enquire more into the concept of 'outcomes'. These observations were thus presented to the college management team. Subsequently the researcher made a decision to conduct a study of 'outcomes' with the intention to influence the lecturers, students and others involved in education.

The information obtained from this study may help lecturers construct outcomes according to the currently revised Bloom's taxonomy of learning. This will ensure that students can now be deemed 'competent' in the sense of being able to demonstrate their knowledge, skills, attitudes and values that they have acquired in all areas of their lives. Bloom's revised taxonomy has also been directed towards a much wider sector whereby it can be used as a resource when engaging in curriculum planning and the delivery of teaching content (Teacher Net, 2001).

1.5. SIGNIFICANCE OF THE STUDY

Although Jansen (1999b, pp. 146-147) argues that "OBE will fail..." outcomes are still at the epicentre of the approach that is used in education today. According to Bialobrzeska (2006) the process that was followed prior to the implementation of the new curriculum was evaluated and thereafter a number of revisions were made. This suggests that the education system within South Africa would remain outcomes-based since OBE had been adopted as the national policy for teaching and learning.

Hence, this study may help lecturers involved in the teaching of Life Orientation by serving as a corpus of knowledge to guide them within their own classrooms. It may also be enlightening to policymakers involved in the design and development of the Life Orientation curriculum. The information generated may be used to compile a set of guidelines on the effective "Construction of learning outcomes by Life Orientation lecturers using teaching/learning resources for their lessons within the FET sector."

1.6. DEFINITION OF KEY CONCEPTS

1.6.1 OUTCOMES-BASED EDUCATION (OBE)

OBE was adopted on the basis that rote learning, inter-alia would be replaced with skills development. Its focus would be on what students can do with their knowledge. Thus, it was hoped, would improve South Africa's workforce within the global economy. The curriculum emphasis was on the integration of content, skills and outcomes having its focus on output, learner-centeredness and what students should know rather than how

they should learn. This emancipated view with its focus on learner-centeredness saw the student as being active, creative and self-regulatory with the lecturer as facilitator. “It is important to recognise that the foundation of good teaching needs to be defined in terms of the learning activities of the students not the teaching activities of the [lecturer]” (Reaburn, Muldoon, Bookallil, 2009, p. 821). In view of this, the study concerns itself with learning outcomes whereby focus is on students demonstrating what they have learnt.

However, the implementation of OBE based on the National Qualification Framework (NQF) encountered many problems. This gave the impression that the curriculum had not been implemented (Jansen, 1999). There appeared to be confusion about the meaning and content of the concepts and intended changes in learner-centred education (and OBE). Notwithstanding this, implicit in the OBE paradigm is the need for all students to emerge from the system as successful students. Consequently, Maree and Fraser (2004) state that the “OBE paradigm requires a fundamental shift that will make ‘accomplishing results’ more important than simply ‘providing services’ ” (Spady, 1994a, p. 8 & Spady & Marshall, 1991, p. 67).

1.6.2 LEARNING OUTCOMES WITHIN THE SOUTH AFRICAN CONTEXT

“The new South African OBE approach is underpinned by critical and developmental outcomes that include problem identification and solving skills, scientific and technological skills and creative and critical thinking skills” (Makgato & Mbanguta, 2002, p. 230). “A learning outcome is a statement of what the [student] is expected to know, understand and/or be able to do at the end of a period of learning” (Donelly & Fitzmaurice, 2005, p. 16). This suggests that the student must be able to demonstrate what he/she has learnt (skills) and be able to apply the acquired knowledge and values within the context of real life.

Within the FET Band specific outcomes have been replaced by learning outcomes and the learning outcomes have been derived from the critical outcomes and the

developmental outcomes. Moon (2002) states that learning outcomes are connected to the relevant level and since they should be measurable they should be written in terms of how the learning is represented. Learning outcomes do not describe the method or content to be taught but rather describes what is to be achieved at the end of a period of learning. Learning outcomes within OBE is to be realised by following an ascending process which means that lecturers work from short term outcomes towards the long term outcomes that they want their students to achieve. Maree and Fraser (1994) further argue that lecturers ought to have a clear focus when employing outcomes. This suggests that lecturers need to consider “*What do we want [students] to learn?* and *Why do we want them to learn these things?*” (Maree & Fraser, 2004, p. 67). These two questions have to be repeatedly questioned when lecturers are engaged in the construction of their learning outcomes for their lessons.

1.6.3 TEACHING AND LEARNING RESOURCES

According to Khoza (2012, p. 75), learning resources are not only about technical resources but they also include “any person or thing that communicates learning”. Learning is thus improved through resources. Percival and Ellington (1988) claim that online teaching and learning resources like off-line teaching and learning resources are divided into Technology in Education (TIE) and Technology of Education (TOE). Both these TIE and TOE resources according to Khoza (2012) are divided into hard-ware (HW), soft-ware (SW) and ideological-ware (IW). “The word ‘ware’ represents awareness in using these three types of teaching and learning resources” (Khoza, 2013, p. 2). The HW and SW resources consist of both the online and the offline types and can be seen and touched for both online types of HW but not for both offline types of SW. This means that almost all online soft-ware resources are different from the offline learning resources because one can see them but can only touch them if they are reproduced as a hard copy. One cannot see and touch the IW. Students must be provided with a rich variety of these resources so as to promote learning and to ensure the development of the necessary knowledge, skills, values and attitudes that will lead to the achievement of the intended learning outcomes. The lecturer must therefore be

fully aware of the availability/ non-availability of these resources since this will have an influence on the planning of the learning activities.

1.6.4 FURTHER EDUCATION AND TRAINING (FET) COLLEGE CURRICULUM

Further Education and Training (FET) falls within the band which provides learning programmes for levels 2, 3 and 4 on the NQF. FET college training in South Africa is unique, complex and diverse because it comprises four types of institutions, namely senior secondary schools, technical and community colleges, enterprise-based training, and a wide array of private providers, which includes profit and non-profit organizations (Mohlokoane, 2004). The categories of students that FET colleges cater for include the pre-employed, employed and unemployed, which are both young and old and come from diverse cultural backgrounds. Thus, colleges need to contribute significantly to growing and strengthening small and macro enterprises (SME's) in both the formal and informal economy (Mohlokoane, 2004). This suggests that FET has been identified as the key vehicle to drive the process of human resource development in South Africa, and therefore needs to continue producing high-quality students for employment (DOE, 1998). The study also reiterates the importance of knowledge, skills and values which form the core of outcomes.

1.6.5 LIFE ORIENTATION AND NATIONAL CURRICULUM VOCATIONAL (NCV)

Life Orientation is a fundamental component of the NCV programme and is integral to all vocationally orientated qualifications. Life Orientation in the NCV programme “is underpinned by the following principles: an outcomes-based approach to education; high knowledge and skills emphasis; integrated and applied competence; progression, articulation and portability; social transformation, human rights, inclusivity, environmental considerations, physical wellness and social justice; and credibility, quality, relevance and responsiveness” (DOE, 2007, p. 2). The National Curriculum Vocational FET curriculum is characterised by a broad approach to education and training with a change from a theoretical curriculum to a curriculum in which both theory and practice are combined. The NCV (FET) focus is therefore on lifelong learning that

gives priority to the skills and demands of the South African economy with the intention to access further education and to ensure productive employment.

1.6.6 LECTURERS

Further education lecturers are those who teach academic and vocational subjects to young people and adults. For the purpose of this research study, “lecturer” will refer to those involved in the teaching of the Life Orientation curriculum. A suitably qualified lecturer must be well informed about legislation, community issues and accessing community structures and should possess adequate research skills (DOE, 2007).

1.6.7 BLOOM’S TAXONOMY

Learning outcomes according to Adam (2006) are generated according to Bloom’s domains of learning, namely, cognitive, psycho-motor (skills) and the affective (values/attitude) domains. In other words, this means that each learning outcome originates from one or more levels of these domains. The lecturer is to apply the language of Bloom’s taxonomy by aligning the instructional activities and appropriate assessment measures with the learning outcomes in his/her lesson. According to Bloom’s taxonomy, cognitive competency in a field begins with knowledge level learning and advances up the taxonomy to comprehension, application and then to the higher order skills involved in analysis and synthesis evaluation. The lecturer within the study has to ensure the application of Bloom’s taxonomy in his/her lesson plan so as to reach the outcomes.

1.7 PARADIGMATIC PERSPECTIVES

The research is situated in an interpretivist paradigm with its emphasis on construction. Interpretive research is “fundamentally concerned with meaning and seeks to produce descriptive analysis of social phenomena” (Henning, 2005, p. 21). This ties in with the focus of the proposed research as its purpose is investigating and gaining an understanding of the construction of learning outcomes by Life Orientation lecturers.

The feelings, experiences, social situations and phenomena of learning outcomes as it occurs within the world of the educator is interpreted within context. The research focuses on the resources that Life Orientation lecturers use when constructing their learning outcomes for their lessons and how they engage in the use of these resources.

1.8 METHODOLOGICAL PERSPECTIVE

Since this study requires gaining an in-depth knowledge and greater understanding of outcomes it will be conducted within the qualitative framework (Denzin & Lincoln, 2003). A qualitative data generation strategy will be employed which consists of semi-structured interviews, document analysis and reflection questions. Triangulation of these three instruments will be used for data generation. Semi-structured interviews will be conducted at the college in a neutral context in the form of face-to-face interviews. The participants will have to answer the questions as honestly as possible and the asking of open-ended questions will shield “the participant from feeling pressurised through the presumption of any specific answer” (Terre Blance & Kelly, 1990, p. 130). Reflection questions will be given to the participants after the interview from which the researcher will be able to generate information based on the information given. Document analysis will be used whereby the lecturers’ lesson plans will be analysed on the basis that the lesson plans clearly list the constructed subject and learning outcomes.

1.9 THEORETICAL PERSPECTIVES

The study will ensure that the relevant data is generated around learning outcomes within the theoretical framework of Bloom’s taxonomy of thinking behaviours using the activity theory to explain the data. The purposive selection method was used whereby the participants for the study included four lecturers who teach Life Orientation at a FET college in KwaZulu Natal..

1.10 DIVISION OF CHAPTERS

The thesis is divided into six chapters as indicated below:

Chapter 1: Introduction and background of the study

Chapter one gives an introduction to the research that is to be conducted. A description of OBE, learning outcomes, teaching and learning resources; the FET sector and the NCV programme, Life Orientation and Bloom's Taxonomy is given. The background to the study, purpose and significance of the study are described and the different perspectives that will form the framework of the study are also discussed.

Chapter 2: Literature review

Chapter two describes the relevant literature review that relates to this research. The study investigates the construction of learning outcomes by Life Orientation lecturers using teaching/learning resources for their lessons at a FET College in KwaZulu Natal. Learning outcomes is elaborated upon in comparison to aims and objectives and with its relevance to transparency. A discussion around the activity theory is presented whereby elaboration is given on its relevance to describe, analyse and understand the activity of construction of learning outcomes. The theoretical framework of the research study, being that of Bloom's Taxonomy is described with its linkage to the activity theory.

Chapter 3: Research Methods and Design

Chapter three gives a description of the interpretive paradigm in which the research is situated and extends towards a contextualized description of the research approach and research design that was used for the study. The research methods that were used for the study are given and they include a discussion on data generation, sampling and data analysis. The ethical considerations, validity, trust and credibility as well as the transferability, dependability and reliability of the data are given.

Chapter 4: Research Findings

Chapter four gives a broad discussion on the research findings of the data that was generated from the participants by means of interviews, document analysis and reflection questions. In the data analysis the researcher's interpretation is given in the form of common patterns that emerged.

Chapter 5: Data Analysis and Interpretation

Chapter five gives a description of research findings which have been grouped into categories and are presented under each theme mostly by means of direct quotations and are substantiated with discussions to re-contextualise them within relevant literature.

Chapter 6: Significance of the findings

Chapter six relates the significance of the findings that were uncovered during the research study, the conclusions that were determined as a result of the findings as well as the recommendations that were suggested. The limitations of the research study were taken into consideration and the recommendations for further research study have also been indicated.

1.11 CONCLUSION

A background to the research study has been given which covers a description of the existing OBE within the FET sector. A brief account of the changes that took place within education after 1990 as well as the changes within education after 1994 has been described. This included the importance of OBE as the national policy for teaching and learning in South Africa as well as placing emphasis on the shift in curriculum and assessment policy design towards learner-centred teaching. The purpose and the significance of the study was stated together with a description of the paradigmatic, methodological and theoretical perspectives. An account of the observations made by the researcher on learning outcomes together with the concepts that are going to be used in the research study has been offered.

A discussion follows on in Chapter 2 which gives a detailed overview of the relevant literature that is used in the study.

CHAPTER TWO

LITERATURE REVIEW WITH THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter begins by examining Life Orientation within the Further Education and Training (FET) sector in view of outcomes based education (OBE) and the National Certificates (Vocational) programme. A description of learning outcomes together with a comparative description of learning outcomes in relation to aims and objectives and in terms of its transparency will be related. The activity theory is used as a framework for the study whereby the construction of learning outcomes using learning resources will be discussed under three areas, namely, hard-ware resources (HW), soft-ware resources (SW) and ideological-ware resources (IW). Previous studies indicate that “the development of [students] during the learning process includes the tripartite theory of the mind (feelings, thoughts and behaviour) which covers cognition (the processing self), conation (the performing self) and affectation (the developing self)” (Johnston, 1996, p. 23). In view of this, it is evident that learning has to promote holistic development of individuals which can be achieved through effective implementation and construction of learning outcomes which can be achieved in congruence to Bloom’s domains of learning. To develop the whole student, the emphasis must be on the interrelationship, interconnectedness and holistic aspects of the mind. “It is therefore important to group outcomes into all three domains that are part of the tripartite theory of the mind” (Maree & Fraser, 2004, p. 21). A detailed account of the classification of levels of thinking (Bloom’s taxonomy) during the learning process will be given.

2.2 LIFE ORIENTATION

Life Orientation is mandatory for all students in the Senior and Further Education and Training phases of Basic Education (Department of Education, 2002c). Life Orientation offers possibilities for equipping students in South Africa with the knowledge, skills, attitudes and values to develop confidence within themselves and to become responsible citizens. It can be described as a learning area within the educational

context that promotes the holistic development of a child (Cornbleth, 1990; Donald, Lazarus & Lolwana, 2001; Engelbrecht & Green, 2001; Engelbrecht, Green, Naicker & Engelbrecht, 2001). This suggests the motivation for the provision of Life Orientation within education and training institutions. Emphasis is on “the development of holistic individuals with both the required skills and the necessary cognitive processes that enable the application of these skills in a humane, thoughtful manner” (Department of Education, 2007, p. 2).

Rooth (2005, p. 57) states that “the concern of Life Orientation is the holistic social, personal, intellectual, emotional and physical development of [students] with its focus on self-in-society”. Van Deventer (2008, p. 132) concurs with Rooth (2005) by stating that “the central theme of Life Orientation is life in society”. The aim of Life Orientation within National Curriculum (Vocational) NCV is “to equip [students] with skills, values and knowledge necessary to adapt, survive and succeed in a constantly changing world” (Department of Education, 2007, p. 2). This suggests that the focus of Life Orientation is on the holistic development of individuals having acquired the necessary skills and the knowledge that will enable them to apply these in an acceptable way in society and to find their place in the world.

To ensure that all of the above is met a ‘certain type’ of person is required to teach Life Orientation. Life Orientation lecturers require specific knowledge, skills, values and attitudes if they are to make a positive contribution in the education workplace. According to Berns (2007) the best lecturers are those who are interesting, competent, caring, encouraging and flexible, and most importantly have demanding standards. Van Deventer (2009) concurs and states that they must also be able to motivate their students to learn and reinforce their efforts in order to achieve learning outcomes. It has been emphasized in various literature sources that “the character of the Life Orientation [lecturer] is of the utmost importance and should be displayed with integrity” (Prinsloo, 2007, p. 168). By this is meant that the Life Orientation lecturer should have high moral principles or professional standards which must be adopted and adhered to at all times,

“As expected, subject knowledge is a necessary component for [lecturers] to be successful” (Palmer, Stough, Burdenski & Gonzales, 2005, p. 14). A well prepared lecturer for FET institutions will provide skills training and impart knowledge that will improve the living standards and will contribute to job opportunities and should always strive towards the achievement of learning outcomes. It can therefore be said that subject knowledge and experience are important factors to consider with regard to Life Orientation lecturers, but could become a problem if they are not trained to teach Life Orientation (Khulisa Management Services, 2000). Rooth (2005) confirms this in her national study where she found that 30% of all [lecturers] were not specifically trained in teaching Life Orientation but were teaching the subject.

2.2.1 LIFE ORIENTATION WITHIN THE FURTHER EDUCATION AND TRAINING (FET) SECTOR

The Further Education and Training (FET) sector focuses on equipping the youth and young adults with both knowledge and skills that will prepare them to live meaningful lives as South African citizens. It has been stated that “FET Colleges have the responsibility “to prepare their students to be good citizens in view that good citizenship incorporates values, attitudes and beliefs that impact positively on the systems and processes of the country” (Department of Education, 2007, p. 2). In this way, the youth can contribute towards the upliftment of the economy and the social environment by making a difference in the workforce, since one of the goals of education is to develop human resources so as to become economically viable. Reddy (1995) emphasises that the economic growth in any country is directly relative to its education system. This suggests that a sound, strong and solid education system within a country will produce well-rounded citizens that will ensure a flourishing economy. In support of this it can be said that “a successful FET system would provide diversified programmes offering knowledge, skills, attitudes and values that South Africans require as individuals and citizens, as lifelong [students] and as economically productive members of society” (Hoppers, 2000, p. 10). It is therefore the role of the FET colleges to provide teaching

and learning that integrates knowledge, skills, values and attitudes together with the application hereof in support of OBE.

2.2.2 LIFE ORIENTATION AND OUTCOMES BASED EDUCATION IN THE NATIONAL CURRICULUM VOCATIONAL (NCV) PROGRAMME

Pre-1994 saw the South African education system having its focus on the content in terms of what had to be learnt and the process of learning rather than on its outcomes and how these ought to be achieved. The reforms, which were mostly curriculum related, were meant to eradicate the apartheid curriculum of racially offensive and out dated content (Jansen, 1997). Post 1994, saw the adoption of outcomes based education (OBE) as the National policy for teaching and learning in South Africa, having its emphasis on skills development and learning and replacing the traditional rote learning in the national education system. OBE affords students a variety of opportunities to access various competencies since it is responsive to the needs of the student as well as the goals of the country.

It has been stated by Spady (1994a, p. 10) that “In OBE the starting point for learning is the intended results of learning in terms of knowledge, skills, values and attitudes, in contrast to the prescription of content to be learnt”. He further explains that OBE focus is on everything that is important for all students to be able to do successfully at the end of their learning. It encourages lecturers to use outcomes to guide their educational decision making by requiring them to clarify and make explicit the desirable outcomes of learning (Killen, 2000). This means that the South African education system, underpinned by OBE and Bloom’s taxonomy of thinking, has moved away from its ‘instructional paradigm’ towards a ‘learning paradigm’ whereby focus is now on students being able to make discoveries during the learning process and to construct knowledge for themselves. Barr and Tagg (1995) support this shift towards those students who are vested to take responsibility of what they learn during this process of learning, since this will ensure that students in this way will be at the core of the educational process. Johnstone (1996) indicates that students’ willingness is an important aspect that

determines their performance. In support of this, Knight and Trowler (2001) argue that if students have a voice in their own learning, they will be able to learn better and will be more involved in their learning and this will motivate them and create enthusiasm about what they are learning. This suggests that learning outcomes form the core of the curriculum and if these are to be achieved by students then learning must be seen as a “constructive, cumulative, self-regulated, goal-directed, situated, collaborative, and individually different process of meaning construction and knowledge building” (Maree & Fraser, 2004, p. 8).

A new programme, called the NCV programme was introduced within the FET sector in 2007 to meet the demands of industry and the labour market. All programmes that were established reflected courses and syllabuses that “required students to adjust themselves to established curriculum and mode of delivery” (Maher, 2004, p. 47). The NCV programme is pegged on the National Qualification Framework (NQF) between levels 2, 3 and 4 which is equivalent to Grades 8, 9 and 10 in the General Education and Training (GET) sector. The student in the FET sector is exposed to vocational training in many different learning programmes having progressed from the (GET) sector.

Life Orientation is integral to all vocational qualifications in the FET sector and is one of the three fundamental components of the NCV programme. A one year instructional programme for NCV levels 2, 3, and 4 is the duration for Life Orientation. It comprises a minimum of 120 teaching and learning hours. The tuition time covers a minimum of 5 hours a week with approximately 40% of this time (2 hours) allocated to the information technology component (ICT) and the other 60% of this time allocated to the life skills component (3 hours). In order to be competent in Life Orientation the student must achieve a minimum mark of 40% in the subject which is based on the final examination mark together with the internal continuous assessment mark (ICASS). The competent student should then be able to use the knowledge, skills and values acquired in the subject within the real-life context.

2.3 LEARNING OUTCOMES

Spady (1994a, p. 49) states that learning outcomes are “the learning results we desire from [students] that led to culminating demonstrations”. He further states that these results together with their demonstrations occur at the end of learning experience and that an outcome is not just a collection or average of previous learning experiences, but it is a manifestation of what [students] can do with what they know and understand. According to Watson (2002, p. 208) learning outcomes bring about “a change in people as a result of a learning experience”. Kennedy (2006) and Donnelly and Fitzmaurice (2005) propound the meaning of learning outcomes by stating that for learning outcomes to work/bring about change they must be statements of what a student should know, understand or be able to do at the end of a learning activity/period of learning. This means that the focus of outcomes is on what the students should be able to do and that students will now be able to do something that they could not do before learning took place. This suggests that outcomes have to be do-able and demonstrative in order to be deemed an outcome.

According to Maher (2004) the Unit for the Development of Adult and Continuing Education (UDACE) describes outcomes as what students will be able to do that results from learning and will help both students and lecturers to recognise their existing learning more resourcefully. Maher (2004) also states that learning outcomes focus on the actual achievements of students and this represents a more realistic indicator of the value of education than that of teaching contribution. This suggests that the lecturer has to determine the degree of excellence that has to be specified and has to ask herself/himself what the students need to know, do and understand relative to what has to be taught. In this way the lecturer has to determine the type and way in which the teaching/learning resources are going to be used to construct their learning outcomes for their lessons so as to achieve the intended learning outcomes.

In South Africa, outcomes are divided into Critical outcomes and learning outcomes. “Critical outcomes are the generic statements that guide all courses and qualifications

compiled by the South African Qualification Authority (SAQA)” (Khoza, 2013, p. 1). Critical outcomes also refer to real-life roles and culminate in knowledge, skills, attitudes and values. SAQA has proposed five additional developmental outcomes that will help to promote the personal development of the student. Rooth (2005) states that the critical and developmental outcomes form the nucleus of the curriculum. They are based on the South African Constitution and are contained in the South African Qualifications Act of 1995 (Republic of South Africa, 1995a).

“The critical outcomes are as follows:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation, community.
- Organize and manage oneself and one’s activities responsibly and effectively.
- Collect, analyse, organize and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem solving contexts do not exist in isolation.
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:
 - reflecting on and exploring a variety of strategies to learn more effectively
 - participating as responsible citizens in the life of local, national and global communities
 - being culturally and aesthetically sensitive across a range of social contexts
 - exploring education and career opportunities

- developing entrepreneurial opportunities”

(SAQA, 2000, pp. 18, 19).

The Life Orientation curriculum focuses on interweaving the learning outcomes with the critical and developmental outcomes whereby students are expected to demonstrate lifelong competencies in their problem-solving skills, communication skills, organization and management skills, group work skills, self-responsibility skills and their science and technology skills. This suggests that the facilitation of Life Orientation within the NCV curriculum is directed towards an outcomes-based approach since it encompasses the development of skills and knowledge as well as attitudes and values of all students with a view to creating a path for students to become competent citizens of the country.

In the teaching and learning environment, focus is on the student's behaviour that is to be changed and this serves as a guideline for content, instruction and evaluation that is to be implemented. The learning outcomes, which are usually expressed as knowledge, skills or attitudes have been influenced by Benjamin Bloom's, *A Taxonomy of Cognitive Objectives* (1956) and are used by lecturers to drive their lessons (Moon, 2002). The knowledge component of the taxonomy distinguishes knowing as being composed of six levels that are arranged in a hierarchy. This area of knowing is commonly called the cognitive (knowing) domain and involves thought processes. Certain verbs characterise the ability to demonstrate these processes and these verbs are the key to writing learning outcomes. The psychomotor (doing) domain involves co-ordination of the brain and muscular activity and the affective (feeling) domain involves attitudes.

According to Entwistle (1984) learning outcomes can be demonstrated by students as a result of them being exposed to their educational environment based on what they know whereas Ruhland and Brewer (2001) argue that learning outcomes should not only demonstrate what students know, but should also include the changes that occur in their cognitive behaviour and their emotional intelligence that results from their educational experiences (e.g., changes in the way they think from a critical perspective

and changes in their level of emotional development and interaction). In support of this Kraiger, Ford and Salas (1993) concur that learning outcomes indicate changes in the students' verbal knowledge (communication skills) and behavioural capacities (behaviour development). This suggests that learning outcomes are multi-dimensional and for students to progress, a construct-oriented approach to learning is required (Kraiger et al., 1993). Therefore, skill-based outcomes will include the development of psycho-motor skills so as to be able to use these skills. The affective outcomes will include the development of one's attitude, motivation and others which one will be able to use effectively within a given context. This means that learning takes place by including verbal knowledge, knowledge organisation and cognitive skills (cognitive outcomes) together with changes in the students' affective behaviour (affective-based outcomes) and skill-based outcomes (psychomotor skills).

2.3.1 LEARNING OUTCOMES, AIMS AND OBJECTIVES

A case study conducted by Khoza in 2001, on the outcomes of a computer literacy course, "revealed the importance of linking learning outcomes to lesson activities or assessment strategies" (Khoza, 2013, p. 3). The study concluded that the high failure rate amongst the students was because the outcomes were not observable and measurable for the lecturer to measure the students' performance objectively. This suggests that lecturers were adopting a teacher-centred approach since they were mostly using aims and objectives to drive their lessons, as a result of their 'subjective' and 'limited' view of outcomes.

The lecturer's understanding of aims, objectives and outcomes is fundamental to ensuring the achievement of learning outcomes. An objective defines what students are expected to learn and gives more specific information of what the [lecturer] hopes to achieve or expected learning (Kennedy, Hyland & Ryan, 2006). Objectives also describe the intended learning outcomes and are formulated and described in terms of the subject matter content. In other words, focus is on the student and it is indicated by the phrase "The student shall be able to / or the student will" in relation to what the

lecturer intends to cover in the lesson. Aims also give a broad purpose or goal of what the lecturer intends to cover during the learning process (Kennedy *et al*, 2006) but are more broad and vast. Aims and objectives focus on teaching and terms such as 'know', 'understand' and 'be familiar with' are commonly used. Harden (2002a) states that objectives were useful within the teacher-centred approach but are no longer relevant since education is now driven by a learner-centred approach. This means that lecturers must strive towards gaining a clear articulation of learning outcomes since this will serve as a foundation when evaluating the success of the teaching and learning programme (Osters & Tiu, n.d). Lecturers will also have to be trained to facilitate learning, rather than just teach students and this will ensure that students will achieve the learning outcomes by being able to apply their newly acquired knowledge, skills and values within context.

2.3.2 LEARNING OUTCOMES AND TRANSPARENCY

A study conducted by Khoza in 2010 reveals that “aims, objectives and the learning activities have to be given to students in order to achieve even the highest levels of learning outcomes” (Khoza, 2013, p. 2). This suggests that learning outcomes will then be achieved by digging deeper in the subject content that has been created by the aims and objectives provided to them (Khoza, 2013).

According to research undertaken on learning outcomes learning is enriched when students are made aware of what they are expected to master or to excel in for their courses and degree programs (Appleby, 2003, Chappuis & Stiggins, 2002, Halonen, Appleby, Brewer, Buskist, Gillem, Halpern, Lloyd, Rudmann, & Whitlow, 2002, McKenney, 2003). This suggests that learning outcomes should be transparent since the benefits associated with learning outcomes being made transparent for both the lecturers and the students are multiple and unlimited. They will help the lecturers in designing their materials more effectively; they will help them to determine their most suitable teaching strategy; they will help them to tell other Life Orientation lecturers more about how they have developed / or designed a particular [learning] activity and

what they expect their students to achieve in terms of the learning outcomes. Outcomes will also assist lecturers in setting assessments based on the content that has been delivered and they will ensure that lecturers will employ the appropriate assessment strategies. For the students, they will enable them to get familiar with their position in the entire learning process since a transparent curriculum will be made more accessible to them and they will be able to see what they can achieve when engaged in a certain course or lecture (Jenkins & Unwin, 1996). This will make learning more effective.

Barr and Tagg (1995) support this change towards an environment in which students are empowered to take responsibility for what they learn that is guided by explicit (transparent) learning outcomes that are clearly linked to assessment. Moon (2002) states that learning outcomes are linked to the relevant level and since they should generally be assessable they should be written in terms of how the learning is represented. In support of this, Phillips (1994) indicates that learning outcomes provide direction in the planning of a learning activity. Thus, the driving force in a lesson is learning outcomes and lecturers must use learning outcomes to drive their lessons (Moon, 2002).

Kennedy (2006) states that learning outcomes must therefore not merely be a “wish list” of what students are capable of doing when they have completed a learning activity but must clearly indicate and describe the learning activity and how this is going to be assessed. Therefore learning outcomes help to identify specifically what should be learnt and convey to students exactly what is to be achieved (Phillips, 1994). This suggests that learning outcomes must be made available for students as a form of being transparent. According to Banta (1996) there are educational theorists who claim that learning outcomes guide students’ learning and this in turn improves their ability to achieve the expected outcomes of the course unlike the uninformed student (who is not given the learning outcomes). Khoza (2013, p. 2) suggests that “module outlines or first module documents that are given to students should have learning outcomes that will serve as a guideline thus benefiting the students rather than disadvantaging them.”

2.4 ACTIVITY THEORY

The activity theory focuses not on the individual but with the activity system itself. The activity system is made up of a group of elements of any size that have their drive towards pursuing a specific goal in a purposeful way. Lev Vygotsky (1896 – 1934) was a Russian psychologist who laid the groundwork for the activity theory. He is well known for developing the concept the zone of proximal development (ZPD) which is the distance between what a student knows and what he/she has the potential to do. In other words, how much a student can learn on his/her own compared to how much they can learn with the help of a more advanced peer or lecturer. This can be measured by what can be achieved “under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

Vygotsky encouraged collaborative learning wherein learning can be constructed. He based his theory on the connections between individuals and their experiences and interactions within their different socio-cultural contexts (Crawford, 1996). Vygotsky also believed that individuals will be able to learn new skills and knowledge a lot better if they find these useful to themselves since knowledge and skills are influenced by a student’s social and familiar environment. In other words, human activity is influenced by culture and experience. According to Du Plessis, Conley and Du Plessis (2007) emphasis is placed on learning rather than on teaching since autonomy of the student and enquiring or finding out is strongly encouraged as well as their beliefs and attitudes irrespective of the students origins/culture of these levels of understanding is derived at. Based on this, the activity theory links in with the outcomes-based approach since it distinguishes that learning and activity cannot be separated but forms part of the entire outcomes-based learning process. According to Berglund (2001) an activity system is defined and motivated by a shared idea about its object which is relevant to the study since the focus is on the construction of learning outcomes. The activity theory therefore serves as a purposeful framework for the study since it is used to describe, analyse and understand the activity of construction of learning outcomes.

According to the activity theory, the following elements are important when there is an activity undertaken: tools/resources, subject, object, rules, community and division of labour (Robertson, 2008). According to Nardi (n.d.,para 1) “activity theory is a powerful and clarifying tool rather than a strongly predictive theory” and the purpose of activity theory is to understand the unity of consciousness and the activity. Activity theorists argue that consciousness does not only involve our cognitive skills (which includes decision-making, classifying, remembering, recalling, analysing and evaluating) but consciousness also involves our awareness that is located in our everyday activities. This means that the challenge that the activity theory has set for itself involves understanding how the individual interprets a situation, other people and resources in everyday activities. According to Engestrom (1987) the activity theory needed to be extended from the three initial principled frameworks (subject-tool-object) to the six principled “framework for analysing and redesigning work” (Engestrom, 2000, p. 290). The objects (course content) carry cultural and social messages that transform the subject (activity initiator) and community while the initiator is trying to transform the content into outcomes (learning outcomes) using tools (resources) that promote collaborative transforming environments (Engestrom, 2001).

2.4.1 PARTICIPANT (SUBJECT)

Within the context of the study, the participant who is the lecturer builds up a relationship with the students with the prime focus on creating an enabling learning environment so that the students are able to achieve the learning outcomes. The interactions between the student, lecturer, setting and learning activities will create an enabling environment and ensure that good teaching and learning take place. “An activity is defined as the engagement of a subject toward a certain goal or objective” (Ryder, 2006, p. 1). Thus the mediation that is applied is towards the achievement of the learning outcomes of the planned lessons (purpose or object). This means that there is a mediation of the subject involved in the activity towards the achievement of outcomes set and this can only be mediated through the use of resources (tools) hereby forming

the central relationship within the activity theory. The figure below has the advantage over other situated-learning approaches that identify the elements of an activity system. In figure 2.1 there is the participant (subject) and the purpose (object) that are bridged together and the resources (tools) which make the activity possible.

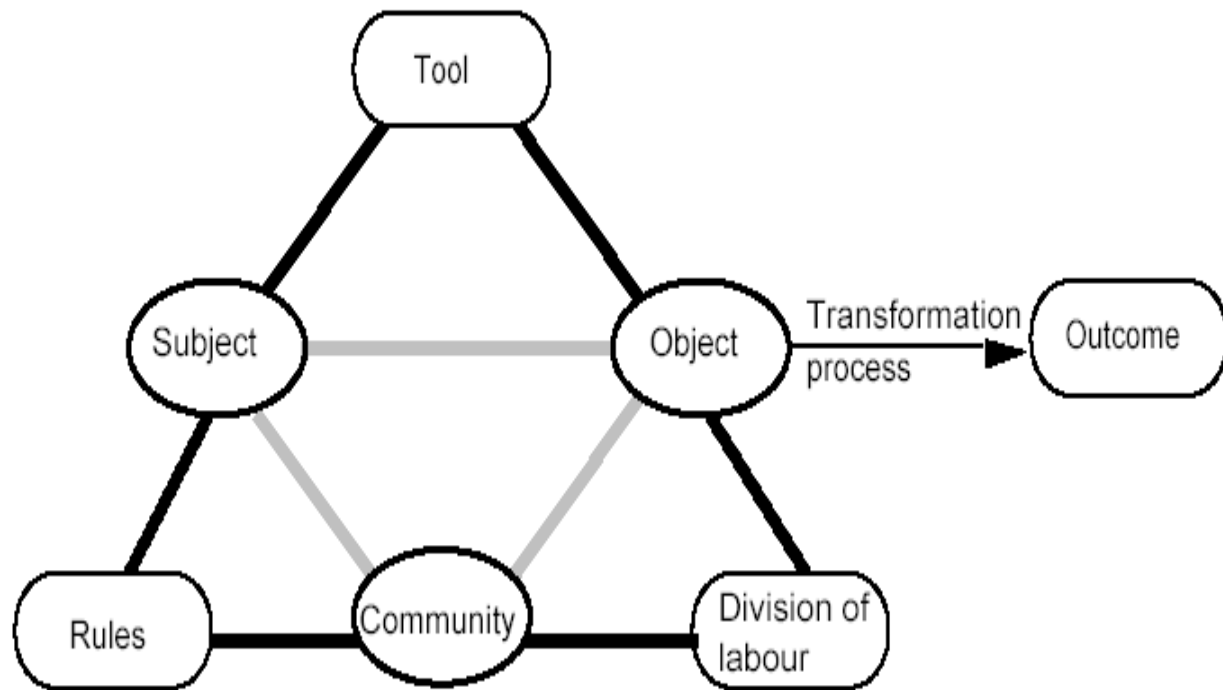


Figure 2.1: The structure of an activity system (Engestrom 1987, p. 290)

Berglund (2001) states that an activity system is constructed and reconstructed on a continuous basis by individuals with the system. The actions of the individuals influence the activity system and as the activity system is evolving it thereby affords new actions by individuals, actions that are part of the system. The actions get their meaning from the activity and could not be understood without the context of the activity. Therefore, the individuals and the individual system are inseparably intertwined within the system. In relation to the study, the lecturers (subject) have to understand the position they are in when using the activity theory by showing motivation and having a clear

understanding of the principles of learning and the reasons why they are using this theory. The lecturer determines the outcomes for the lessons by looking at the content (object) so as to ensure that these are transformed into outcomes that can be observed and measured. The lecturer (subject) has to mediate between the rules and community, the resources and object as well as content and community. The lecturer will thus be encouraged to measure/assess the student's ability by applying Bloom's Taxonomy as a measurement tool for thinking so as to classify the students' intellectual behaviour. The use of Bloom's Taxonomy, the efforts of the lecturer (subject), mediated by the tools (resources) has to be continuously looked at so as to change the object in order to reach the outcome. This means that the lecturer has to ensure that proper planning and assessment are done since Bloom's Taxonomy gives a clear alignment between standards and educational goals, objectives, products and activities. Bloom's Taxonomy also clarifies a lesson plan's purpose, "essential question", goal or objective (Forehand, 2012). This suggests that for lecturers to be effective they should be actively involved in their subject and should be experts in their field so as to be able to judge individual learning needs, and to adjust as needs change so as to try by all means to get their students towards mastery.

The role of the lecturer in the teaching and learning process is to get students involved in learning activities so as to achieve the learning outcomes. Learning is learner-centred and not teacher-centred. According to Schuell (1986, p. 429) "the [lecturer's] fundamental task is to get students to engage in learning activities that are more likely to result in them achieving those learning outcomes".

Therefore, the lecturer has to create a learning environment that is made up of both learning and assessment activities that will ensure that students achieve their desired learning outcomes. These learning and assessment activities have to be aligned with the learning outcomes in such a way that students can construct their own meaning during the learning process. The constructive alignment of learning activities and assessment is necessary for the achievement of the desired learning outcomes. It is

important within the collaborative learning approach for the lecturer to know that people's thinking differs dramatically between cultures. Different cultures stress different things and actions are related to previous cultural experiences. Also, of great importance is that knowledge is not transferred passively but is personally constructed, having its influence on cultural experience. According to Rooth (2005) lecturers will feel bitter about having to teach Life Orientation if they do not have the adequate content knowledge. Therefore, specialists in Life Orientation are needed (Rooth, 2005, Van Deventer, 2007, Van Deventer & Van Niekerk, 2008). Christiaans (2006) states that lecturers should be well prepared and should be equipped to deliver the learning area competently and confidently. According to Jenkins and Unwin (2001) lecturers need to have a vision and not just a dream of the outcomes of their students' learning in the form of a learning plan which can be achieved.

2.4.2 THE PURPOSE (OBJECT)

The purpose (object) of the activity theory within context is to achieve the learning outcomes based on the content of Life Orientation. The content mediates between the resource and subject, community and subject as well as the community and duties. This suggests that within the activity theory the aim is to collaboratively interact with the content in order to transform it into learning outcomes so that the interaction process also transforms both the subject and the community (Nardi, 2005). As a result of the interaction and transformation processes the content becomes the main unit of analysis (Engestrom, 2001).

The main content that the Life Orientation Level 2 NCV programme covers is as follows: Personal and Career Development; Learning Skills; Health and Wellbeing; Citizenship; Concepts of Information and Communication Technology; Basic features of Microsoft Word; Basic features of Microsoft Excel; Basic Features of Microsoft Powerpoint Presentations and Introduction to E-mail and Internet. These are the main topics that reflect the frame within which the content is developed and is needed to be learnt. The lecturer has to draw on this to construct the learning outcomes which have to be

observable and measurable. The lecturer uses the learning outcomes to measure students' performance in terms of understanding the content by applying Bloom's taxonomies of thinking behaviours.

2.4.2.1 BENJAMIN BLOOM

Benjamin Bloom, the founder of Bloom's Taxonomy stated that learning is a process whereby we build upon our formative learning so as to develop more complex levels of understanding. Bloom (1956) proposed that cognitive outcomes separate of recall or recognition of verbal knowledge are authentic learning outcomes and thus proposed a taxonomy (classification) of cognitive - based learning outcomes. Krathwohl, Bloom and Masia (1964) expanded this taxonomy to include the affective based outcomes and Gagne (1984) reinforced the need to examine various cognitive, skill-based and affective-based learning outcomes.

2.4.2.2 BLOOM'S TAXONOMY OF THINKING BEHAVIOURS

Discussions during the 1948 Convention of the American Psychological Association led to the classifying of educational goals and objectives, which was spearheaded by Bloom (Forehand, 2012). Their intent was to develop a method of classification for thinking behaviours that were believed to be important in the processes of learning. This framework became a taxonomy of three domains known as:

- **The cognitive domain** – This is the knowledge based domain (knowing domain), and consists of six levels, namely, the remembering level, the level of understanding, the level of applying, the level of analysing, the evaluating level and the creating level.
- **The affective domain** - This is the attitudinal based domain, and consists of five levels, namely, receiving, responding, valuing, organisation and characterisation.
- **The psychomotor domain** – this is the skills based domain, and consists of five levels, namely, imitation, manipulation, precision, articulation and naturalisation .

Bloom believed that the taxonomy would not only measure cognitive thinking behaviours but that it could also serve as a way to communicate to others concerning

subject matter and grade levels as well as a means of determining educational goals, “the congruence of educational objectives, activities, and assessments in a unit, course, or curriculum; and a panorama of the range of educational possibilities against which the limited breadth and depth of any particular course or curriculum could be contrasted” (Krathwohl, 2002, p. 212).

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity (Forehand, 2012). These levels are seen as a stairway, whereby lecturers encourage their students to progress towards a higher level of thinking from simple to complex and from concrete to abstract. The cognitive levels are arranged in a hierarchy whereby the lowest three levels are knowledge, comprehension, and application found at the bottom and the highest three levels are analysis, synthesis, and evaluation which are found near the top. The student who has reached the application level has mastered the material at the knowledge and the comprehension levels. This means that before a student can apply what he/she has learnt a sound knowledge and understanding of the content is needed.

The taxonomy represents a cumulative hierarchy whereby students have to reflect a mastery of each simpler category which is a prerequisite to mastery of the next more complex one. One can easily see how this arrangement led to natural divisions of lower and higher levels of thinking. Learning is thus a process which involves not only the acquisition of knowledge but involves a broader vision of knowledge which requires the student to apply the knowledge in various situations (Mayer, 2001). Blooms taxonomy has been used successfully over many years and underpins the design of outcomes-based curricula, throughout the world (Coates 2000). Therefore, each learning outcome must originate from one or more levels of these domains.

2.4.2.3 CURRENT VERSION OF BLOOM'S TAXONOMY OF THINKING BEHAVIOURS

Fundamental to teaching according to the Department of Education (DOE) is not only the use of teaching and learning resources but also is the recognition that education goes beyond the memorisation and recall of facts and the application of what has been learnt. Thus, “learning involves the acquisition of knowledge and being able to use knowledge in a variety of new situations” (Mayer, 2001, p. 226). This suggests that retention and transfer are two educational goals which promote meaningful learning.

The DOE has mandated that in order to achieve the intended learning outcomes all assessment strategies/methods which include the setting of the National Examination question papers, have to be designed by applying Bloom’s taxonomy of learning which classify levels of thinking behaviour.

Currently there have been revisions that have been made to the cognitive level of Blooms Taxonomy and this updated version is applied across curricula within the DOE. The Revised Bloom's Taxonomy reflects a structural change towards a two-dimensional table (see Table 2.1 below) as opposed to the previous one dimensional table.

Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate Compose	Predict	Calculate	Differentiate	Conclude	
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

Table 2.1: Bloom’s Taxonomy (Forehand 2012, p. 5)

One dimension of the table identifies the Knowledge Dimension (or the kind of knowledge to be learnt) while the second dimension identifies the Cognitive Process

Dimension (or the process used to learn) (Forehand, 2012). The Knowledge Dimension on the left side is composed of four levels that are defined as Factual, Conceptual, Procedural, and Meta-Cognitive knowledge. Factual knowledge focuses on the basic elements that students must know so as to be familiar with a discipline whereas conceptual knowledge refers to the understanding of the interconnectedness among these basic elements that enables them to work together. Procedural knowledge refers to how to do something in terms of the methods of inquiry, and the criteria for using skills, algorithms, techniques, and methods. Metacognitive knowledge includes knowledge of cognition in general as well as awareness and knowledge of one's own cognition. The Cognitive Process Dimension across the top of the grid consists of six levels that are defined as Remember, Understand, Apply, Analyse, Evaluate, and Create. Each level of both dimensions of the table is subdivided into hyperlinked verbs.

The terminology changes include the names of six major categories within the cognitive domain which has now been changed from *noun* to *verb* forms. The reasoning behind this is that thinking is an *active* process thereby verbs rather than nouns ought to be used. The subcategories of the six major categories have also been replaced by verbs and some subcategories have been reorganised. Each of these verbs in Bloom's hierarchy of cognitive thinking represents what the student is expected to know, understand, and be able to do at the end of the learning activity and involves thought processes. These verbs serve as the key to writing outcomes. In other words, what is expected of students to be able to do and demonstrate can include terms such as define, receive, imitate, name, recall, analyse, calculate, design, etc. when constructing learning outcomes.

Bloom thus advocates through his taxonomy that lecturers must strive towards getting the thinking behaviour of students to ascend towards the stages of higher order thinking such as - analysing, evaluating and creating (see figure 2.2 below).

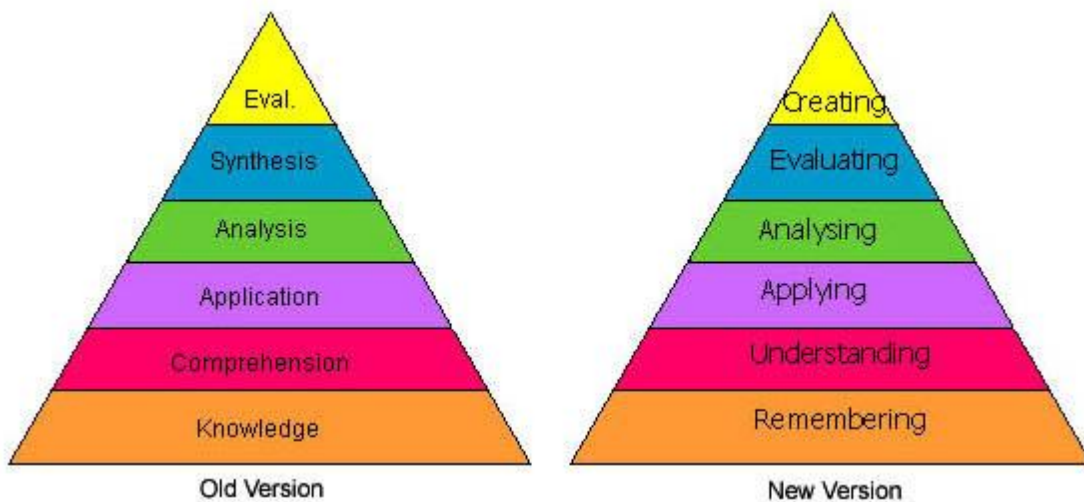


Figure 2.2: Bloom's Taxonomy of Cognitive Thinking Behaviours (Forehand, 2012, p. 4.)

KNOWLEDGE LEVEL RENAMED TO THE LEVEL OF REMEMBERING

The knowledge level is renamed to remembering since the word “knowledge may be defined as the ability to remember facts without necessarily understanding them” (Kennedy et al, 2006, p. 9) whereas remember refers to “keep something in your mind or bring something back into your mind” (Oxford School Dictionary, 1999, p. 370). The remembering level is found at the bottom of the taxonomy and includes action verbs such as memorising and recalling information, recognizing, listing, describing, retrieving, naming and finding without necessarily understanding the meaning of the content. Outcomes written at this level typically use action verbs that include arrange, collect, define, duplicate, examine, identify, label, memorise, order, outline, present, quote, record, recount, relate, repeat, reproduce, show, state, tabulate and tell. Knowledge is seen as an outcome or product of thinking and not a form of thinking *per se*.

COMPREHENSION LEVEL RENAMED TO THE LEVEL OF UNDERSTANDING

The understanding level follows having its name changed from comprehension. The reasoning behind this is that the word understanding is a better reflection of the nature of thinking since the focus is on understanding and interpreting the learnt information

by making sense of it rather than just comprehending it. In other words this covers the following: to explain ideas and concepts, interpret, summarise, paraphrase and classify the information that is being taught. Meaning is constructed from oral, written, and graphic messages Other action verbs include associate, clarify, contrast, describe, distinguish, estimate, express, extend, identify, illustrate, indicate, locate, predict, recognise, report, restate, review, select and translate, and form part of the learning outcomes.

APPLICATION LEVEL RENAMED TO THE LEVEL OF APPLYING

Level three reflects the level of applying whereby using information in another familiar situation, implementing, carrying out, using and executing is used. The student is able to put ideas and concepts to work in solving problems, i.e. to use information in another familiar concrete situation by putting ideas and concepts to work in solving problems. The use of action verbs such as apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, discover, dramatise, employ, examine, experiment, find, illustrate, interpret, modify, operate, practice, predict, relate, schedule, select, show, sketch, solve and use forms part of learning outcomes.

ANALYSIS LEVEL RENAMED TO THE LEVEL OF ANALYSING

The level of analysing follows whereby analysing, breaking information into parts to explore understandings and relationships, comparing, organizing, deconstructing, interrogating and finding will be used. In other words, it is about looking to look for inter-relationships and ideas (understanding of organisational structure). Other action verbs include appraising, arranging, calculating, categorising, classifying, connecting, contrasting, criticising, debating, differentiating, discriminating, distinguishing, dividing, examining experimenting, inferring, inspecting, investigating, ordering, questioning, separating and testing.

SYNTHESIS LEVEL RENAMED TO THE LEVEL OF EVALUATING

The next level is the evaluating level whereby evaluating, justifying a decision or course of action, checking, hypothesising, critiquing, experimenting and judging will be used in the writing of learning outcomes. Other action verbs include analyse, appraise and arrange.

EVALUATION LEVEL RENAMED TO CREATING

Thereafter the creating level appears right at the top of the taxonomy. Within this level focus is on creating, generating new ideas, products, or ways of viewing things, designing, constructing, planning, producing and inventing.

2.4.2.4 LEARNING OUTCOMES AND BLOOM'S TAXONOMY

Planning of lessons with the application of Bloom's taxonomy being kept in mind may ensure that the lecturer focuses on student behaviour; makes use of simple, specific action verbs; selects the appropriate assessment methods and states the desired performance criteria in relation to the learning outcomes. Lecturers need to strive towards stimulating their students higher order cognitive processes (analysing, evaluating and creating) and Bloom's taxonomy is a useful way in which to conceptualise these cognitive processes. Bloom's affective domain focuses on those categories that will promote and enhance the aspects of: appreciating, accepting, attempting, challenging, defending, disputing, joining, judging, praising, questioning, sharing and supporting. The psychomotor learning domain enhances the skills that include verbs such as bend, grasp, handle, operate, reach, relax, shorten, stretch, differentiate (by touch), express (facially) and perform (skilfully). Learning outcomes must be constructed on the basis of Bloom's domains of learning, namely, cognitive, affective (values/attitude) and psycho-motor (skills) domains.

The learner-centred approach adopts learning outcomes which incorporate three important elements. According to Harden (2002b, p. 153) there are three important elements of learning outcomes, viz. the technical competences expected of lecturers ("doing the right thing"), teaching strategies with appropriate attitude, that

accommodates students together with assessment strategies (“doing the thing right”), and the on-going development of lecturers as individuals and professionals (“the right person doing it”). This suggests that both the student and the lecturer have to be involved in the teaching / learning process to ensure successful learning. The lecturer has to determine whether the learning outcomes have been achieved or not by measuring the activities at the end of the lesson. The students will also have to become involved in their learning by becoming active participants and acquiring the necessary competences and learning strategies. Ultimately the students’ thinking levels will ascend from the level of basic knowledge towards the levels of analysing, evaluating and creating.

In support of this Adam (2004) further states that learning outcomes should focus on higher order thinking skills because if they are written in a narrow framework they may restrict learning and may result in a lack of intellectual challenges to students which may result in more students failing. This suggests that lecturers must aim towards incorporating Bloom’s taxonomy in the writing of their lesson plans and also when they are designing their curricula, compiling their assessments and their assessment tools. This in turn will influence them to focus more on their lesson planning since their learning outcomes are drawn from the assessment guidelines for the subject which will in turn have a positive influence on their students’ overall performance.

Below is an example of the Learning Outcomes taken from the Life Orientation, Level 2, Subject Guidelines:

Topic: ‘Personal and Career Development’

Subject Outcome ‘Profile personal strengths and abilities to demonstrate self-awareness and to promote self-motivation in choosing a career path’.

Learning Outcomes:

- Explain the benefits of being confident and having a positive self-image.

- Identify strengths and abilities in a personal SWOT analysis
- Identify factors that detract from self-esteem and suggest how to counter these
- Explain the meaning and value of self-motivation
- Provide examples of self-motivation to motivate oneself
- Identify sources for own job opportunities, and collect information about a range of possible careers.(Department of Higher Education and Training, 2013)

The above learning outcomes are generated according to Bloom's cognitive domain of learning and reflect the levels of knowledge and understanding. According to Bloom (1975) teaching is a learning process whereby the lecturer should try to get through the thought processes of the students to move up into the higher order stages of synthesis and evaluation.

When the lecturer focuses on student behaviour the emphasis will be on what the student is able to demonstrate on completion of a course or a program. The lecturer has to ensure that simple verbs are used whereby the students demonstrate what they have been taught. The selection of the appropriate assessment methods (tools/techniques) will allow the lecturer to determine the degree to which the specified learning outcomes are achieved and will include assignments, control tests and national examinations. The lecturer must also ensure that the desired performance criteria are stated which should not only be based on the students' grades since this does not reflect the students' strengths and weaknesses but simply their overall competence. Therefore, to ensure overall fairness, grading must be linked with rubrics.

The following is an example of how learning outcomes that appear in the Level 2, Life Orientation, Assessment Guidelines (2013) may be constructed using teaching/learning resources for lessons.

Learning Outcome	Teaching/Learning Resource	Criteria for Success	1.CognitiveSkill 2.Psychomotor Skill 3.Affective Skill
Explain the benefits of being confident and having a positive self-image	Powerpoint presentation on 'The Self'	All students will be able to talk about their self-image in a positive way by displaying self-confidence.	1.Recall of information- students describe themselves- cognitive level of remembering 2.The student is willing to give a presentation – affective level
Identify strengths and abilities in a personal SWOT analysis	Word Search/ Crossword that lists the words relative to a SWOT analysis	Present accurate information	1.Recall or remember the information of SWOT analysis – cognitive level of remembering and understanding. 2.The student is involved in his or her own learning - affective domain
Identify factors that detract from self-esteem and suggest how to counter these	Case Study based on Negative self-esteem	Clearly give a list of factors that contribute towards a negative self-image and describe how these can be prevented/ avoided.	1.Mastery of subject matter – cognitive level of understanding and application 2.Relate well to all students in the classroom – affective domain
Explain the meaning and value of self-motivation	Act out a scene that clearly demonstrates the meaning of self-motivation	Demonstrate a good understanding of the value of self-motivation by dramatising the content.	1.Understanding information- cognitive domain 2. Display a willingness to communicate well – affective level 3. acting – psychomotor development
Provide examples	5 minute oral	Give an accurate oral	1.Grasp meaning-

of self-motivation and strategies to motivate oneself	presentation on Self-motivation	presentation of self-motivation strategies.	cognitive level of application 2. Relate well to all students in the classroom – affective domain
Identify sources for job opportunities, and collect information about a range of possible careers	DVD presentation on a variety of different careers	Be able to use the correct vocabulary/terminology about possible careers.	1. Knowledge of major ideas – cognitive level of analysis

2.4.3 RESOURCES (TOOLS)

The activity theory proposes that the activity cannot be understood without understanding the role of resources in everyday existence. It is therefore important to identify the resources and understand them explicitly. Training of staff is therefore important since training produces lecturers' competencies which are defined as personal resources (experiences, knowledge and skills) that promote lecturers' actual performance in their jobs. This suggests that the study under research will determine the importance of identifying the resources (hardware, software and ideological-ware) in the teaching and learning environment so as to ensure that lecturers know how to use these in their lessons when constructing learning outcomes bearing in mind that learning and activity cannot be separated (Webb, 2007).

Within the study, framed by the activity theory, resources (tools) include the computer-based learning resources together with its instructional software and other Web-based learning resources as well as the offline resources. These include course notes, textbooks, exercises, charts, chalkboard, textbooks, overhead projectors, data projectors and others (tools). The teaching strategies, experiences and knowledge of lecturers also form part of the resources. All of these resources assume an important role in engaging students with the course content as well as serving to provide frequent practice, feedback and reinforcement of course content. A study conducted by Khoza

(2012) indicates that resources promote active students and that students do not learn from resources but with resources.

Within the teaching and learning environment, teaching and learning resources will further enhance and promote effective learning to take place. Learning is fundamentally a natural process, but will be enhanced when students are engaged in a relevant and meaningful way. The student must have access to all the essential resources that are required for the subject. OBE's focus is on the students achieving outcomes in order for them to apply their knowledge and skills that they have acquired as a result of having been practically exposed and engaged with these essential resources. The lecturers have to be well informed about subject legislation and current community issues and should possess basic skills and knowledge within the latest technology and resources so as ensure that these can be implemented and that the Life Orientation learning outcomes will be achieved by their students.

Teaching and learning resources are divided into three parts, namely hardware, software and ideological-ware. The hardware and software resources are those resources that one can see and touch whereas the ideological-ware resources are those resources that one cannot see or touch. According to Harden (2002b, p. 153), hard-ware and soft-ware are about “doing the right thing” and ideological-ware is about “doing the thing right”. This suggests that learning outcomes will be achieved according to what has been planned (lecturer's technical competences) and how this plan is going to be put into place (lecturer's appropriate attitude).

To promote learning the lecturer must use all three types of teaching and learning resources thereby creating an environment that is rich and varied in resources, both online and offline.

2.4.3.1 TIE RESOURCES

TIE resources are those hardware and software teaching and learning resources that one can see and touch. The hardware resources include both online and offline resources that are used in teaching, such as overhead projectors, computers, laptops, cellphones, chalkboards, charts, and others. The software resources include “any material that is used for the hardware to display information or communicate learning” (Khoza, 2012, p. 75). With the software resources that are used in teaching, there is a difference in terms of the online and offline versions (Khoza, 2012). For example, in a Life Orientation lesson one can see and touch the transparencies (software) being used on the overhead projector as well as the charts (software) on the walls but will be unable to feel and touch the powerpoint presentation (software) unless it is printed (Khoza, 2012). In other words, in the Information Computer Technology (ICT) component of Life Orientation the computer (hardware) can be seen but the application software is not seen and a hardcopy (printout) can be produced when the user clicks on the print function button on the laptop/computer keyboard. This means that almost all online learning soft-ware resources are different from the offline learning resources because although one can see them one can only touch them if they are reproduced as a hard copy. The offline learning soft-ware resources are however already in the form of hard copies. The ideological-ware of teaching and learning resources is almost the same for both the e-learning and face-to-face learning contexts (e.g. teaching/learning strategies, theories of teaching/learning, research findings, experiences and others).

Thus, the Microsoft 2010 application software together with the use of computers, laptops, cellular phones, and others (hardware) are used to facilitate the teaching/learning process. Other examples of resources include the chalkboard, data projector, digital video devices (dvd's) and the dvd player, television, computer with its attachments, newspapers, magazines, textbooks, software learning programmes such as Learnscapes, radio, etc. Lecturers rely on these resources to explain concepts to students. These resources are essential for lecturers as they are the key in differentiating instruction for all types of students. This suggests that lecturers need to

know how to plan their lessons using these TIE resources (hardware and software) as well as the TOE (ideological-ware) resources since without these teaching/learning resources students will be faced with problems in learning.

2.4.3.2. TOE RESOURCES

According to Khoza (2012) TOE, also known as 'ideological-ware' of teaching and learning resources is almost the same for both the online and off-line contexts, both of which cannot be seen or touched. These TOE resources include "teaching/learning strategies, theories of teaching and learning, research findings, experience and others" (Khoza, 2012, p. 76). In both the offline line and online learning contexts, one cannot see and touch these ideological-ware resources. Life Orientation lecturers are expected to have a sound understanding of the curriculum and the teaching strategies/theories necessary to promote learning.

It is important for the lecturer's to construct the learning outcomes through the use of teaching and learning resources. In this way the students will be able to learn and achieve the learning outcomes. The lecturer decides on the resource that will be used and then on how these will be used so as to promote learning. The content and assessment method must be taken into consideration as well as the learning activities that have to be planned. The Life Orientation lecturer has to strive towards creating a learning environment that will ensure students are confident and motivated when using the desktop computers and when using the software application. E-mailing which is an aspect of the Life Orientation curriculum can be utilised to its full extent whereby students can become familiar with the online discussion environment. Accessing the internet, browsing webpages, downloading information can be encouraged and developed. The role of the lecturer as an imparter of knowledge will be pivotal during this time of learning. The lecturer's experience and the strategies that are adopted may influence the outcomes being achieved within the lesson. The ideological-ware of the lecturer has to be considered so that students become active participants in their own

learning. This suggests that students are active participants in their own learning and that lecturer's ideological-ware promotes interaction and engagement in learning.

A good lecturer will motivate students by responding to questions and always strive towards stimulating a debate around relevant topics. A good lecturer is able to think on his/her feet (reflection-in-action) and will be able to decide whether or not a classroom discussion should be continued or not and is skilled at identifying those learning outcomes that may be practically implemented within the teaching environment (Schon, 1991). The unplanned outcomes (learning moments) are important in the educational process and can encourage profound learning in students. The lecturers also benefits during these learning moments since they push their students towards the limits of the subject content thus improving their own as well as their students' subject knowledge and also develop their creativity and enhance their levels of thinking. This suggests that effective teaching and learning does not only entail the use of computers, laptops, smart-boards, cellular phones, i-boxes and others, but also includes lecturers' experience, perceptions and knowledge of teaching and learning which has to be adopted by the lecturer when constructing the lesson plans so as to ensure effective learning. Therefore, experience, expertise and knowledge are vital characteristics for Life Orientation lecturers since these will have a direct influence on the teaching and learning that happens in the classroom.

2.4.4 RULES

The rules mediate between the subject and community. The rules that are formed will be based on current expectations and the consideration of intended outcomes. Rules will ensure that order is created within the teaching and learning environment. An understanding of the rules will have to be made clear to the students. For example, the lecturer informs students of assessment dates, projects to be done and other relevant information. The students have to adhere to the rules so as to ensure that they will be able to sit for the final examination. Attendance of lectures and an Internal Continuous Assessment (ICASS) mark are prerequisites to sit for a final examination. The student

must achieve a minimum of 40% in order to be competent in the Life Orientation component.

2.4.5 COMMUNITY

While other principles mediate between more than one set of two principles, the subject, content and community are mediating between three sets of two principles each. The community mediates between the subject and content, the rules and subject as well as the content and duties. The community will be made up of the students who are doing Life Orientation, lecturers who are teaching Life Orientation and other lecturers who teach other subjects, senior lecturers, heads of department, the college principal, the librarian (librarian assists students with reference material), administrators (administrators to support students with administrative issues) and technicians (technicians to help students with computer/technology related challenges). The interrelationships between all the persons participating in the teaching and learning process and the type of interactions that need to be fostered in planning the teaching/learning resources are emphasised so as to promote learning experiences. Thus, learning takes place through connecting, negotiating and collaborating within a community.

2.4.6 DIVISION OF LABOUR

The division of labour (duties) mediates between the content and community. According to Biggs (2003) students are actively engaged in learning whereby authentic learning activities are prepared so as to achieve the learning outcomes and these are assessed in terms of what students can do rather than the 'declarative knowledge' being that of what students know relative to what they can recite or write. Therefore the division of labour will be amongst the students and the lecturers, who form part of the community.

The students are actively involved in constructing knowledge and meaning. This knowledge is constructed from the environment where they have experienced that knowledge and it is an on-going interpretive process reinforced by past and on-going

experiences. This means that students come to understand their world based on what they already know and believe. It also means that students develop differently which results in them developing different ways of understanding the situation or content from the same learning experience.

Interaction with others forms a powerful source of meaning. There is a strong link between meaningfulness, learning, self-development, and the social construction of reality. Within the learning environment the student must want to learn so as to achieve the outcomes and see learning as important and adding value to their lives. Theoretically, students are more likely to achieve the learning outcomes when they are able to link the course and program material to something they find meaningful, such as linking new information to an aspect of their self-concept or to their prior knowledge (Dahlgren, 1984; Markus & Sentis, 1982; Marton & Säljö, 1984). In this way students may be more capable of demonstrating their competency when asked to present their understanding in a meaningful way.

2.5. CONCLUSION

A detailed review of the literature that is used in the research under study has been given. Emphasis was placed on Life Orientation and outcomes based education in the national certificates vocational (NCV) programme and the further education and training (FET) sector. Learning outcomes were elaborated upon in comparison to aims and objectives and with its relevance to transparency. A discussion around the activity theory was presented whereby elaboration was given on its relevance to describe, analyse and understand the activity of construction of learning outcomes. The theoretical framework of the research study, being that of Bloom's Taxonomy was indulgently described with its linkage to the activity theory.

In Chapter three the discussion is based on the research design and methodology that has been within the research study. The chapter details how the data was generated in

a valid and trustworthy manner and how ethical considerations were taken into account during the research.

CHAPTER THREE

RESEARCH METHOD AND DESIGN

3.1 INTRODUCTION

This chapter provides a detailed description of the paradigm in which the research is situated and extends towards a contextualised description of the research approach and research design that the researcher followed during research. An in depth look at the different methods that were employed when data were generated is discussed. The analysis methods and procedures that were followed during the various stages and processes involved in the study have also been included in the discussion.

3.2 RESEARCH PARADIGM

A paradigm creates the idea that there is a pattern of thought or a mental picture being formed in order to view the world in a particular way (Guba & Lincoln, 1994). A paradigm implies “a pattern, structure and framework or system of scientific and academic ideas, values and assumptions” (Olsen, Lodwick, & Dunlap, 1992, p. 16). According to Kuhn (1977) a paradigm refers to a research culture with a set of beliefs, values and assumptions that a community of researchers has in common regarding the nature and conduct of research. One’s view of the world is thus shaped by a paradigm.

The research study is situated in an interpretive paradigm with its emphasis on construction. “Interpretive research is fundamentally concerned with meaning and seeks to produce descriptive analysis of social phenomena” (Henning, 2005, p. 21). This ties in with the focus of the proposed research as its purpose is to investigate and to gain an understanding of the construction of learning outcomes by Life Orientation lecturers.

The research focuses on the resources that Life Orientation lecturers use when constructing their learning outcomes for their lessons and how they engage in the use of these resources during their lessons so as to achieve the learning outcomes. In this way, interpretivism allows the researcher to understand and describe meaningful social

action. Cohen, Manion and Morrison (2007) indicate that the interpretivist paradigm is characterised by a concern for the individual and is grounded in the world of lived experiences. The interpretive researcher believes that reality consists of peoples subjective experiences of the external world and that reality is socially constructed. This suggests that one has to understand human experience within a subjective world and has to try and empathise with it. According to Denzin and Lincoln (2003) interpretive research is steered by a set of views, beliefs and opinions on the world and how it should be interpreted and studied. Within the interpretive approach focus is on action, which may be ‘thought of as behaviour-with-meaning’ (Cohen, Manion & Morrison, 2007, p. 21). Thus, the researcher has to try to understand the person by getting inside them so as to retain the integrity of the phenomena being investigated, which should be linked directly to the research study.

It is the role of the interpretive researcher to produce the knowledge in the research findings by gathering the appropriate data and information based on truth and on reality. Knowledge is constructed intersubjectively through meaning whereas understanding is developed socially and experientially. Therefore the ontology associated with this approach is subjective reality since the truth is diverse with no certainty. This suggests that there is no single or correct route to a particular method to knowledge and there are no correct or incorrect theories.

Within this interpretive approach, the epistemology is derived through the researcher’s understanding of the research context and is derived through a transaction between the researcher and the participants. The epistemology is how the knowledge emerges and where the values of the participants as well as the researcher become interlaced particularly through the relationship between the knower and the knowledge being obtained so as to bring about an understanding of the phenomenon under discussion.

3.3 RESEARCH APPROACH

According to Creswell (1994) research reflects the researcher's interest of how people attribute meaning and try to make sense of their lives, experiences and the structures of the world. This suggests that in research, focus on one level is on the distinction about the nature of knowledge, that is, how one understands the world and the ultimate purpose of the research. On the other level, focus is on the research method that is the way the data is generated and analysed and the type of generalisations and representations derived from the data.

Within educational research, research involves "the systematic and scholarly application of the principles of 'a science of behaviour' to the problems of teaching and learning within the formal educational framework and the clarification of issues relating directly or indirectly to these concepts" (Cohen & Manion, 1980, p. 29). Neville (2005) states that research serves to review, synthesise and investigate existing knowledge and situations so as to provide insight and possible solutions whereas Behr (1988) simply states that the purpose of research is to extend knowledge.

Since this study requires gaining an in-depth knowledge and greater understanding of learning outcomes it was conducted within the qualitative framework (Denzin & Lincoln, 2003). Qualitative research reflects both the participants' and the researchers' perspectives taking into consideration the social context and the environment of the research (Struwig & Stead, 2001). In qualitative research the researcher most often makes use of open-ended questions during the interview process, which provides an opportunity for the researcher and participants to have spontaneous interaction (Denzin & Lincoln, 2005).

The qualitative researcher can determine how the participants interpret constructs such as the meaning and definition of learning outcomes through the use of these open-ended questions during the interview process. In this way the data that was generated was informative and useful for an in-depth analysis that was made by the researcher.

The qualitative researcher will also be able to ascertain lecturers' viewpoints on how they construct learning outcomes for lessons, using the available teaching and learning resources. In this way the researcher is provided with a composition of information about their teaching methods incorporating the learning outcomes and resources together with their overall attitude towards the teaching of the subject, Life Orientation.

Qualitative research is normally subjective in nature and tends to focus on intangible aspects of research such as perceptions and attitudes (Neville, 2005). However the qualitative researcher is required to be unbiased in their observations, descriptions, reflections and interpretations. Within this study a process was followed whereby dependable solutions to problems was arrived at through the researcher's planned and systematic collection, analysis and interpretation of data (Cohen & Manion, 2007). In this way the researcher was able to form meanings throughout the research process (Guba & Lincoln, 1994).

3.4 RESEARCH DESIGN

The research design describes the research process, that is, the type of study that is being planned. It focuses on the tools and procedures that are employed to conduct an effective research (Mouton, 2004). "The research design serves to 'plan, structure and execute' the research to maximise 'validity of findings' " (Mouton, 1996, p. 175). According to Yin (2003, p.19) "colloquially a research design is an action plan for getting from *here* to *there*, where 'here' may be defined as the initial set of questions to be answered and the 'there' is some set of (conclusions) answers". In a qualitative design the specific procedures are identified during the research rather than specified ahead of time.

As a form of qualitative research a case study has been chosen as the research design for conducting this study. The 'case' is the construction of learning outcomes whereby the researcher is able to get a better understanding of the lecturers' beliefs or underlying ideology, diverse perspectives on curriculum implementation, lecturers'

'residual ideologies' and rigid rescheduling of time (Van Deventer, 2009). The purpose is to understand the phenomenon. Thus, a phenomenological design approach was followed since phenomenology aims to analyse the lived experiences of individuals within their own life world (Van Manen, 2002). The social phenomenon in the research study is lecturers' construction of learning outcomes through the use of teaching/learning resources, through the participants' perspectives. An important objective of phenomenology is that a strong emphasis is placed on the actual content of the learning, in this case, Life Orientation, or, more specifically, learning outcomes. Phenomenology gives a possibility to see the variations in the experiences of the subjects in the study at a collective level. The different conceptions of the 'theory' are given by the subjects. The study focuses on the lived experiences of the lecturers within the FET environment.

3.4.1 SAMPLING

A sample is a group of elements drawn from the population, which is studied in order to acquire some knowledge about the entire population (Claire & Craig, 2000). The sample obtained represents the population which ensures that the results made are generalised. My mid-range sample size was chosen on the basis that generation of data from too many samples would be time-consuming and the process involved in transcribing data from large samples takes a very long time.

The participants in this study consist of the four lecturers teaching Life Orientation since according to Neville (2005) a small sample size is sufficient for effective research. According to Boyd (2001) two to ten participants or research subjects suffice to reach saturation. These participants were purposively selected since they were the most assessable participants who were teaching Life Orientation. The lecturers within the study were therefore selected by one main criterion: lecturing Life Orientation within the NCV programme. The participants' real names were not used for the purpose of ethical considerations, as suggested by Creswell (1994). The purposive selection method is

frequently used in qualitative studies and enables a researcher to identify and choose participants that will best satisfy the need and objectives of the research (Neville, 2005).

3.4.2 DATA GENERATION

The production of data is informed through the articulation of a theoretically informed approach (Ellen, 1984). The context in which this study took place is a FET college in KwaZulu Natal. Qualitative phases of data generation and analyses are interactive research processes that occur in overlapping cycles. These are not called procedures but data generation and analysis strategies, techniques that are flexible and dependent on each prior strategy and data obtained from that strategy. The interpretive researcher is concerned with generating data through direct interaction with the phenomenon being studied.

A multitude of data generation methods can be employed within a research (Boyd, 2001, Creswell, 1998, Denzin & Lincoln, 2000). In this research study, triangulation of three instruments namely document analysis, interviews and reflection questions was used for data generation. This approach was adopted in order to gather as reliable information as possible and assist with determining whether the data indicates what it appears to be indicating (Rooth, 2005).

Some of the type of questions asked for the different forms of data generation included the following:

Interview questions whereby the participants were asked to indicate their age; their gender; their highest professional qualification; their lecturing experience and their Life Orientation training.

Reflection questions which included questions on learning outcomes with reference to whether or not these were thought out clearly according to Bloom's Taxonomy; whether or not learning outcomes are always measurable, observable and achieved at the end of their lessons.

Document analysis focused on a clear analysis of the participants' lesson plans.

The researcher began the generation of data in the field by establishing a rapport of trust and reciprocal relations with the participants that were involved. The researcher obtained the data primarily to become oriented to the field and to gain a sense of the 'totality' of the setting so as to ensure purposeful sampling. All issues pertaining to data generation were discussed prior to each data method. Issues such as purpose of the study, the confidentiality of the sources of data and the assurance of the anonymity of the subjects of research were revealed to the participants. The researcher had to locate and gain permission to use the site to conduct the research, to identify the participants and the documents that were used to generate data. To obtain access to varying descriptions of lecturers' construction of learning outcomes the participants identified were of different ages and displayed a varied range of lecturing experience. Arrangements about the date and place for the interviews were made and these were conducted at a FET college in KwaZulu Natal. Permission was given to record the interviews and confidentiality was ensured throughout the interview process.

3.4.2.1 DOCUMENT ANALYSIS

Document analysis was used whereby the lecturers' lesson plans were analysed on the basis that lesson plans clearly list the constructed subject and learning outcomes. Lecturers' lesson plans were analysed over a period of time. A disadvantage of document analysis, according to Guba and Lincoln (1994) is that documents are not widely used as authentic sources of data because they tend to provide unrepresentative samples and lack objectivity. Merriam (1988) concurs with this by stating that when using public records there are built-in biases that the researcher may not be aware of although they purport to be objective.

However, in the research study the researcher used the lesson plans (which are generally objective) as [a] document analysis to ascertain how the learning outcomes are constructed and the type of resources that are being used by the lecturers for their lessons. The researcher's analysis of the lecturers' lesson plans was conducted by

bearing in mind, that – lecturers’ lesson plans reflect the constructed learning outcomes using the appropriate teaching/learning resources. These learning outcomes are demonstrated and observable at the end of the lesson and have been determined in accordance with Bloom’s Taxonomy and the assessment guidelines. The researcher had to determine if the lecturers had a clear idea of what they were trying to do, how well they were doing it and how they could improve what they were doing. In this way, the researcher was able to determine whether or not the outcome, the assessment method as well as the criteria for success of the assessment have been achieved.

The researcher analysed the lesson plans with a view that lecturers’ lesson planning listed learning outcomes as being observable and measurable in order to achieve consistency in delivery, transparency, comparability, credibility and clear information for students to choose and act accordingly (Adam, 2006). It was determined that the three essential components of a measurable learning outcome are “student learning behaviours; appropriate assessment methods and specific student performance criteria/ criteria for success “ (Osters & Tiu, n.d., p. 2).

Based on the above data generation, the researcher was able to mentally process many ideas and facts. Initial working conceptualisations and descriptions were transformed and summarised by constructing working integrative diagrams. As initial patterns emerged, the researcher identified ideas and facts which needed corroboration in the closing phase.

3.4.2.2 SEMI-STRUCTURED INTERVIEWS

The phenomenological researcher is able to generate rich data during the interview process since interviews allow the researcher to probe deeper, or make follow up questions after a question has been asked. Interviews also assist the researcher to gain a greater insight into different experiences and perceptions as lived by the participant (Denzin & Lincoln, 2000).

Semi-structured one-to-one interviews were conducted which allowed for dialogue between the researcher and research subjects in order to collaborate for the construction of a meaningful reality. The interviews were thirty minutes per interviewee and were done on a once-off basis. The interview process was done in accordance with the required interview standards and the interviews were conducted on the premises of the FET College. The participants were given prior notice of when and how the interview was to be conducted as well as the time and duration of the interview.

The participants were asked questions and were allowed to relate their experiences around the construction of learning outcomes which in turn allowed the researcher to uncover a great deal pertaining to the issue of learning outcomes. The questions that were asked during the interview were asked separately and the responses that were given were used to identify the common patterns, themes and trends that emerged. The interviews were divided into two sections. Section A included eight questions which was based on the personal aspects of the participants. Section B included ten questions that covered the lecturers' construction of learning outcomes using teaching and learning resources for their lessons. The researcher was also able to use formal and open-ended questions which uncovered every detail pertaining to the issue at stake, being that of the construction of learning outcomes. The researcher was able to probe deeper when the answers were not clear and to increase the poignancy and relevance of questions. The participants contributed willingly with their lecturing experiences around learning outcomes and their perspectives on the NCV programme. Notes were taken as the interview progressed after each interview question was asked. The interview was recorded on a dicta phone which was transcribed by the researcher. This type of interview created an excellent opportunity for the researcher to observe the body language of the participants since both the interviewer and the participants were in the same place at the same time.

The weaknesses of the interview instrument were that the participants may have felt uneasy and could adopt avoidance techniques (Cohen & Manion, 1994). Also, sensitive issues cannot always be openly discussed and it may be difficult to build up a rapport

and mutual trust between the researcher and the interviewee, which may result in the researcher missing very crucial information for the research's success. The researcher therefore had to ensure that proper planning was done and the data was generated and analysed in a systematic, purposeful and accountable way.

3.4.2.3 REFLECTION QUESTIONS

Reflection questions were given to the participants after the interview from which the researcher was able to generate information based on the information given. The questions that were asked of the participants was with the intent to create a deeper understanding of the identified study. The participants were given enough time to complete these questions as honestly and fairly as possible. Data generation drew to a close for the researcher at this phase. The end of the data generation phase is related to the research problem and the depth and richness of the data generated. The researcher was then able to give attention to possible interpretations and verification of the emergent findings with key informants, the remaining interviews, or documents.

The researcher sensed that further data generation would not yield any more insights relevant to the research problem. The completion of the active data generation phase blended into formal data analysis and the construction of meaningful ways to present the data.

3.5 ETHICAL CONSIDERATIONS

The use of interpretive validity was used whereby the participants' viewpoints, thoughts intentions and experiences were reported. It is also important to note that while other researchers that the while the researchers are doing their research, they are in actual fact entering the private space of their participants. Miles and Huberman (1994) list several issues that researchers should consider when analysing data. Some of these issues involve the following:

- Informed consent (Do Participants have full knowledge of what is involved?)
- Harm and risk (Can the study harm the participants?)

- Honesty and trust (Is the researcher being truthful in presenting data?)
- Privacy, confidentiality and anonymity (Will the study intrude too much into the group's behaviour).

During the interview process the researcher showed integrity and competence so as to ensure that rigour is enhanced. Ethics was validated by the researcher whereby each participant was assured that all information obtained would remain confidential and that their identity would be concealed. Respect of the participants was employed at all times and the researcher ensured that the research would minimise the psychological risks and maximise the benefits of the research for the participants. The research findings were taken to the four participants for confirmation and validation as being a true reflection of their experiences.

According to Section 9(3) of the South African Bill of Rights no person may be discriminated against, therefore the researcher ensured that the rights of the facilitator and students were not violated. Permission was obtained from the college at which the research was conducted. An informed consent letter was given to the Campus Manager. Prospective participants were given a letter of consent to sign containing details of the study, with the option of participating and/or withdrawing at any stage of the research for whatever reason they would deem justifiable. This meant that the participants had a right to withdraw partially or completely from the process at any time. Signed consent letters in which participants agreed to participate were collected. The researcher ensured that the participants knew exactly what the purpose of the research was and their anonymity and confidentiality was guaranteed. All data that was generated is to be kept confidential. These guiding principles are taken from Rand Afrikaans University (2002).

3.6 VALIDITY, TRUSTWORTHINESS AND CREDIBILITY

All research must be valid. According to Cohen, Manion and Morrison (2002), research is only deemed valid when it measures what is supposed to measure by using a

particular method. Trustworthiness refers to the extent to which the data and data analysis are believable and credible. This means that research is underpinned by trustworthiness and credibility since all data that is generated within a research is representative of the responses from the participants (Guba & Lincoln, 1994).

The researcher asked the participants to verify all the data that was generated from them during the research process. Credibility therefore refers to the extent to which the data and data analysis are believable and trustworthy. Credibility is analogous to internal validity, that is, how the findings match reality. However, reality is relative to the meanings that people construct within the social contexts. A mixed method mode is useful to promote validity and reliability.

3.7 TRANSFERABILITY, DEPENDABILITY AND RELIABILITY

Research findings are transferable or generalisable if they fit into new contexts outside the actual research study. The researcher documented and justified the methodological approach and described the critical processes and procedures that would have helped in the construction of meanings associated with the phenomenon. Dependability is analogous to reliability which means that there will be consistency of observations made based on findings under similar circumstances.

3.8 CONCLUSION

Chapter three provided a description of the research paradigm, research approach and the research methodology that was employed in order to conduct the research. The chapter gave a detailed account of how the data was generated by means of semi-structured interviews, document analysis and reflection questions. The issues of validity and trustworthiness were also discussed. Ethical considerations were taken into account during the research.

In chapter four a detailed description of the participants that were interviewed is presented.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 INTRODUCTION

The aim of the study was to investigate the construction of learning outcomes within the Further Education and Training (FET) college environment, in the South Coast District of KwaZulu Natal. This was done by Life Orientation lecturers using teaching and learning resources for their lessons. The main focus of the study was on learning outcomes in terms of their relevance. This chapter gives a broad discussion on the data that was generated so as to give answers to the two research questions of this study which are:

1. What teaching and learning resources do Life Orientation lecturers use when constructing learning outcomes for their lessons?
2. How do Life Orientation lecturers use certain teaching and learning resources to construct learning outcomes for their lessons?

The data generation methods that were used included document analysis of the lesson plans, interviews and reflection questions. This information was obtained from four identified lecturers at the FET College. Lecturers were asked for their lesson plans that they had compiled for the current year. The interviews were conducted on an individual one-to one basis which lasted for approximately 30 minutes per participant. The interviews were recorded on a dicta phone which served as an aid to ensure that an accurate transcription of the information that was related could be done by the researcher. This was done to verify that the data was consistent across the three methods used, and that triangulation was supported to ensure trustworthiness of the findings. The reflection questions were given to the participants thereafter and were collected on completion. The reflection questions that was given to the participants was based on learning outcomes with reference to whether or not these were thought

out clearly according to Bloom's Taxonomy; whether or not learning outcomes are always measurable, observable and achieved at the end of their lessons

Within qualitative research, the data that has been generated was analysed by the researcher based on the lesson plans, interviews and the reflection questions. The common patterns, themes, categories and regularities that emerged during these data generation methods were noted. The researcher was able to make conclusions and recommendations that were shaped by the data generated and from the trends that emerged from the participants' answers.

The participants' information was viewed, analysed and grouped into six themes with categories that were generated from the data within the activity theory framework with learning outcomes as the focal point of the research study. "There is no single or correct way to analyse and present qualitative data; how one does it should abide by the issue of *fitness for purpose*" (Cohen, Manion, Morrison, 2007, p. 461). This proposes that the researcher must know exactly what he/she wants the data analysis to do as this will determine the kind of analysis that is undertaken. Thus, the analysis and interpretation of the data made by the researcher could be multiple in the sense that it is also influenced by multiple interpretations made by the researcher. The analysis and presentation cover the data that was generated through the document analysis, interviews and reflection questions that were given to the participants. The data generated from these methods of document analysis, interviews and reflection questions further enhanced the cross validation of the findings concerned with the construction of learning outcomes by the FET Life Orientation lecturers. The responses were examined, compared, conceptualised and categorised to identify central and recurrent themes (Strauss & Corbin, 1998). The researcher's views on learning outcomes have also been presented through the data analysis process.

4.2 RESEARCH FINDINGS

Findings are presented by means of a table and under themes and categories by means of direct quotations and substantiated with discussions to re-contextualise them with relevant literature.

4.2.1 INTERVIEWS: PART A

The information that was obtained during the first part of the interview is reflected in Table 4.1. below:

	Interview questions	Participant 1	Participant 2	Participant 3	Participant 4
1	Your age	42	30	28	44
2	Your gender	Male	Female	Female	Female
3	Your highest professional qualification	Post graduate certificate in Education (PGCE)	National Professional Diploma in Education (NPDE)	Post graduate certificate in Education (PGCE)	Bachelor in Education (Honours) B.Ed.(Hons)
4	Your lecturing experience	16 years	6 years	9 years	23 years
5	Your Life Orientation training	ICDL (Self-taught) Computer training & NCV training for Life Orientation	Did Life Orientation in ACE	Did Life Orientation within the PGCE course	None
6	The level of Life Orientation that you are teaching	Levels 2 and 3	Level 2	Level 3	Levels 2 and 4

7	The programmes that you are teaching in and the other subjects that you are teaching	Engineering studies-Fitting group; Civil division-Bricklayers and Plumbing groups	Office Administration- Accounting; Personal Assistance; New Venture Creation N3; Financial Management N4 + N5	Office Administration-Applied Accounting L3;Personal Assistance L4	Office Administration-Office Data Processing Levels 2 & 3;
8	The reason for teaching Life Orientation	Spiritually inclined person and see this as an opportunity to prepare students about life. Also, have an interest and adequate knowledge in computers which I can impart to students.	It is a real life subject and is related to everybody especially to our students. Life Orientation deals with problems that students are facing and we are able to give them advice.	I like to teach it since I know computers.	Life Orientation chose me since I was to teach Life Orientation when the NCV programme started.

Table 4.1: Participants responses during the interview process

Of the four participants three were female lecturers and the other participant was a male lecturer. The youngest participant was twenty eight years old and the oldest was forty four years old. The two oldest respondents have thirty nine years of teaching experience and knowledge between themselves within the teaching sector. However, one of these participants has not had any Life Orientation training whilst the other respondent was self-taught in computer skills. As already mentioned in the literature review it can be said that subject knowledge and experience are important factors to consider with regard to Life Orientation [lecturers], but could become a problem if they are not trained to teach Life Orientation (Khulisa Management Services, 2000). The

other two relatively younger respondents indicated that they did Life Orientation in their post-graduate studies. In terms of NCV training for Life Orientation only one of the four respondents indicated that they had done this in 2007, with the inception of NCV programme. However, no further updated training has been supplemented. One of the participants teaches Life Orientation exclusively whilst the three other participants teach other subjects as well as Life Orientation. Two of the participants teach Life Orientation on two NCV levels whilst the other two respondents teach Life Orientation on one level only.

In response to question eight, one of the participants said that she did not choose to teach Life Orientation instead Life Orientation chose her. She felt that she was not teaching Life Orientation because she wanted to but was identified to teach the subject because of her computer skills. *‘When the NCV programme started I was teaching Accounting then it got taken away – then because of the computer component (I think) it is the only reason I can think of – that I landed with Life Orientation...’* (Participant 4). One of the participants said that he was a spiritually inclined person and saw this as an opportunity to prepare students about life. *‘Since I am a spiritually inclined person it gives me the opportunity to teach learners or youngsters about life and what their responsibilities are in life...’* (Participant 1) He also, said that he has an interest and adequate knowledge in computers which he felt he could impart to students. One of the participants indicated that Life Orientation is a real life subject and that it is related to everybody especially to our students dealing with problems that students are facing and that she is able to give them advice in these areas. *It’s a subject in life. It’s related to everybody especially to our students – it deals exactly with the problems that they are facing and at the end they are able to get assistance from the lecturer and I can give them advice...’* (Participant 2). One of the participants indicated that she likes to teach Life Orientation since she knows computers. This suggests that Life Orientation lecturers need specific skills and characteristics that are essential for them to be effective and influential in their teaching of the subject (Pillay, 2012).

4.2.2 INTERVIEWS: PART B

The questions that were asked in the second part of the interviews appear below and is followed by each of the participants responses.

QUESTION 9

Do you use a lesson plan template when planning your lessons? Yes/No. Describe step-by-step how you plan a typical Life Orientation lesson.

PARTICIPANT 1

Yes. I use guidelines from the department of higher education and training (DHET). Following that I refer to notes. I go through the section related to the outcome. I go over it thoroughly and do research and try to get additional information that may not be in student textbooks. I then put all this together in the lesson plan to be presented in class, together with the relevant exercises for learners to do in class as well as to do at home. As far as the computer part is concerned again I follow guidelines and use past year question papers as well as my own relevant questions (so that students can get enough practice) and that students at the end of the lesson can feel competent in the learning outcomes as per the guidelines.

PARTICIPANT 2

Yes. I do the introduction first based on the outcome of the module. Then I do the learning outcomes. For example the learning outcomes can be based on Aids and then there are sub-topics under Aids that can be discussed in class which will take about two hours to discuss because Aids is relevant to our students. Certain learning outcomes students enjoy and are relevant to them. So when I present my lesson it goes beyond my lesson plan because it is based on a topic that is interesting.

PARTICIPANT 3

Yes. Start with the introduction. Introduce the lesson for the day telling them the outcomes so that they must know what they must achieve at the end of the lesson. I

have to determine their prior knowledge so that I know what they know. Then from there I explain to them if there is anything wrong they have said – I correct them. If they have correct knowledge I will add information. I write the introduction first then the context and then the conclusion. I add the resources I need.

PARTICIPANT 4

Yes. I use the guidelines then the year programme and the textbook. Example for level 2 if I am talking about the computer room (the environment), they haven't been exposed to computers before so I educate them about the computer environment - leave bags in the front; not bring in beverages and food stuff; check that girls do not have long nails; general maintenance of the room, i.e. it must always be clean and tidy and screens must be dust-free; how they must sit (upright and with their back against the backrest with arm space between them and actual desk with feet flat on the floor and not to cross ankles; cell phones must be off with no distractions. Every day I reinforce these rules so that they can learn to respect the computer room in view of an office environment.

COMMON EMERGENT PATTERN

All four participants indicated that they used a lesson template to prepare their lessons but only participant 1 answered the question directly whilst the others gave examples of how they go about teaching their students based on their lesson plans. Two of the participants mentioned that they use the guidelines and year programme and only one participant mentioned that in addition to the prescribed documents research is also done so as to get additional information.

QUESTION 10

Do you find it difficult to plan your lesson? Explain.

PARTICIPANT 1

No. I have enough knowledge on both aspects of Life Orientation from personal life experiences and from personal interest in computers and there is always enough content to lecture on in the class.

PARTICIPANT 2

Yes. On the introduction I find it very difficult because I have to do the introduction under the learning outcome.

PARTICIPANT 3

No. I've got a year programme that gives me guidelines. I've got the textbook. So I add other resources if I need it.

PARTICIPANT 4

Yes. Not so much in the content of the lesson but because of many disruptions in the college and with management and the way the college is run we can never adhere to the lesson plan. What we plan and what we do never correlate. On paper it is easy but to conduct it is a problem? Especially the computer component which is practical – it has many problems. Another area of great concern which we all dread is conducting the assessments – it lends itself to panic because it involves so many things – nobody cares how it is done but it must just be done.

COMMON PATTERN

Planning of lessons is not difficult since participants have the knowledge and experience although there are some concerns around the implementation of lesson plans due to unforeseen problems.

QUESTION 11

In your lesson plan are your learning outcomes clearly written? Do these learning outcomes link up with the teacher activity and facilitation process?

PARTICIPANT 1

Yes. I would make sure that it covers what the guidelines expect. In terms of what the textbook has I always make sure that all of that is explained and more examples or additional information is given to bring about more clarity. At the end of the lesson I am quite confident that learners have gained the knowledge that they have supposed to have gained.

PARTICIPANT 2

Yes. At the end of the learning outcome we have the class activities and it helps the students to prepare for their assessments. So whatever we study under learning outcomes we get it under the class assessments then after a certain time the students do formative assessments and activities and it helps them prepare for the examination.

PARTICIPANT 3

Yes. Make sure that actually planned activities are according to outcome so that when I ask them questions I am able to know whether they have achieved the outcome.

PARTICIPANT 4

Yes. On paper it looks good but the outcomes don't meet the criteria in reality. There are many obstacles that we are faced with. In computers the students should by now already know how to touch type but to get them to touch type is impossible, because of the time factor. We don't have enough time to give them drills some of them still type with one hand. I don't know if it because of the cell phone and other technology that they don't know how to touch type and it also seems as they just don't want to learn how to type properly. It becomes monotonous for us as teachers to everyday walk around and to check that they are touch typing using the correct fingers to go to the correct key. They just don't want to learn how to do that.

At the beginning of the year we teach them to position their hands on the home row and because of the time factor (and us having to conduct assessments) we don't have

enough time to drill them. The speed and accuracy which they need to be successful is important for the computer component. If they don't have the accuracy from levels two and three they are at a disadvantage. They use one finger like they are double-jointed to touch the caps and then to go to the key. Every day I shout at them- I also walk around with a ruler and show them that they are typing wrong but they just laugh at me. They don't know what they are doing. I also scream at them and then when I turn my back they do the same thing. It's embarrassing since it has now become a bad habit. In the old days if you didn't touch type there would be trouble. We had to do drills every day and back then we had nine periods per week for computers compared to now where we only have two hours. We would do speed tests and we would monitor them so they acquired the accuracy and the speed and there were no problems.

COMMON FINDINGS

All the participants indicated that their learning outcomes are clearly written in their lesson plans. They also indicated that they try their best towards the achievement of the learning outcomes by means of explaining the content, doing more activities and asking questions although one of the participants strongly felt that *"the outcomes don't meet the criteria in reality."*

QUESTION 12

How do you go about constructing your learning outcomes for your lessons?

PARTICIPANT 1

The learning outcomes are looked at in the guidelines and those particular outcomes are taught. For both the theory and the practical we conduct assessments in class in terms of exercises and past question papers and during the course of the lesson the work is looked at so as to gauge what students have done and whether they are familiar with the outcomes.

PARTICIPANT 2

We need to include the assessment outcomes under the learning outcomes so that students will see the need of doing the learning outcome because we find that we have the learning outcome but it won't be covered under the assessment. The information used to compile the lesson plan is obtained from the assessment guide and I sometimes use previous books to link outcomes.

PARTICIPANT 3

Learning outcomes are given in the year programme and the subject guidelines. I have to look for activities. The learning outcome has a subject outcome or there are subject outcomes in which there are learning outcomes. I then take the activities that will help me see whether my students have achieved the outcome.

PARTICIPANT 4

I copy it down from the assessment guideline and then use other resources and try to be innovative and think of how I can reach students at their level. Students of today like technology so I find ways to capture their interest. When teaching a lesson on Database I tell them how the information that is on database can be put to use. For example if Edgars want to send out a letter to all their customers they can use the database by typing out one letter and send this letter out to all of their clients just by the click of a button. They find this so amazing and are interested unlike if you just say database and don't use practical examples, they then have a mental block.

COMMON EMERGENT PATTERNS

Learning outcomes are written out by copying these directly from the subject guidelines. Planning of activities from exercises, past question papers and textbooks are used to build up the lesson. Real-life practical examples are used to keep students interested. These activities are used as an indication of whether or not the activity is a success.

QUESTION 13

Are the learning outcomes do-able at the end of the lesson (Probe: can they be observed and measured in relation to what has been taught?)

PARTICIPANT 1

Yes. The textbooks have a number of exercises to reflect on what has been done in class and as a lecturer I continuously assess these to make sure that students are on track. When students print out their work I can see at a glance whether they are on track and I can assess how competent or how much knowledge and skills they have acquired – so there is ongoing reflections and assessments.

PARTICIPANT 2

Yes. The topic on the environment taught students how to go about keeping their environment clean that includes their communities that they live in. They were also given a community project where they had to go out and observe areas in their communities such as the taxi rank and crèches. At first they thought it was going to be a difficult task but found it to be quite interesting. It can be said that what we are teaching our students can now be seen in changes in their behaviour, for example, papers are not lying around along the corridor and in the classrooms anymore because students know that they have to keep their environment clean.

PARTICIPANT 3

Yes. The topic on Human rights was spoken about and students knew at the end of the lesson that the violation of human rights is against the law. I then gave them a debating activity whereby they had to debate on whether or not Aids testing should be compulsory or optional. At the end of the debate they all agreed that people don't have to be tested if they don't want to.

PARTICIPANT 4

In theory they can but in practice no - for example they cannot touch type. When they print their work I can see whether they understand what has been taught to them. They

fail to understand how to print the database structure. In level 2 excel, they fail to understand the formulae and they do not get enough practice to learn the concept. The time factor is a major constraint in students learning and this means that students are being short-changed.

COMMON EMERGENT PATTERNS

Yes they all felt that the learning outcomes are do-able, except for the time factor which places a constraint upon students to practice certain concepts. Students printed work allows for easy assessment and the debating and community projects reinforce the do-able aspect of learning outcomes.

QUESTION 14

The use of teaching/learning resources is necessary to promote learning. Are these being used and are they readily available?

PARTICIPANT 1

Yes. They are necessary and fortunately we do have updated resources. Eg computers, printers, data projectors, textbooks (although are sometimes late). Notes and handouts and information from the internet is helpful and of huge assistance in demonstration skills and saving time and making students competent in a short space of time.

PARTICIPANT 2

Yes. For example the data projector can be used to project the images on the screen when dealing with a topic such as Aids/HIV. The students can see how this affects the youth in the country. They can use the internet to search on their own and therefore the content is made clearer to them.

PARTICIPANT 3

Yes they are available most times. At times the data projector is broken and then I have to spend time looking for the technician to come and repair it or I have to borrow one

from one of the other computer labs. At times the computers are not working and also it happens that students have to share computers which prevents me from being able to see whether students know the work or not.

PARTICIPANT 4

I don't use a textbook for computers because of the time factor so I rely on my own knowledge to give practical lessons using the data projector. I do the lesson and the students are observing what I am demonstrating to them. Other resources, such as the overhead projector and the whiteboard are also used. For the theory component I use the textbook but students are disinterested in the learning content. They have said that they have done all of this at school and don't see the need to do it again. The students are however keen to hear about topics on drugs and HIV/Aids and I use newspaper clippings around these interesting topics since they are always enjoyed by the students. They have a tendency to run away from class and don't come to class if I don't make the lesson interesting for them. They enjoy group discussions and don't like it when I am just talking and reading from the textbook but like to take part in the lesson and demonstrate to others what they know by coming up and talking about the 'new drug'.

COMMON EMERGENT PATTERNS

The resources are readily available although there are times when resources such as the computers and data projectors are not working and need to be repaired. Computers have to be shared amongst the students where the groups are too big to accommodate all the students in the labs. Lecturers also use their own knowledge to teach the practical component of Life Orientation. The internet serves as a valuable source of information and other resources used include textbooks, whiteboards and overhead projectors.

QUESTION 15

What teaching strategies do you use when teaching Life Orientation? Give a description of this/these strategies. (Probe: teaching strategies, making use of resources, homework, classwork, level of students).

PARTICIPANT 1

Homework is given to students for them to go and reflect on what they have done in the class. Controlled group work whereby from time to time students can go onto the internet and look for relevant information so as to make the topic more exciting. Charts and posters make the lessons more colourful. For computers, the lesson is demonstrative whereby the students watch and follow me as a lecturer. I am constantly going around the class and checking and making sure that they are not lost and making sure that they are practicing what has been demonstrated and sometimes individual attention is given to students.

PARTICIPANT 2

It depends on the learning outcome. A power point lesson will be prepared and presented to them using the data projector. I take into consideration the slow learner whilst I am teaching and make sure that these are accommodated at all times.

PARTICIPANT 3

The theory component of Life Skills, I sometimes use the discussion method so that students can be more involved in the lesson. The computer component I use the lecture-method where I tell them and show them what to do using the data projector.

PARTICIPANT 4

Firstly I see what level the students are at. Those that are good practically (computers) are given advanced tasks so that they can complete and those that are lagging behind are monitored closely and given my individual attention. These slow learners get frustrated while the advanced students get bored. I pace myself. The advanced students are grouped to the left of me whilst the slow learners are grouped on my right.

When those students are ready to move on with the work they have an urgency to be shown what to do next so as to move ahead with the work. I make use of inclusive education whereby I try by all means to make the lesson such that all the students are included.

COMMON EMERGENT PATTERNS

The common strategy being used is the demonstrative method for the computer component whereby the lecturer demonstrates the content that has to be covered. Individual attention to accommodate the slow students is incorporated by means of the inclusive education approach. To make the lessons more interesting the use of controlled group work, discussions as well as charts, posters and access to internet is also made use of.

QUESTION 16

How do you know when you have achieved your learning outcomes for a particular lesson?

PARTICIPANT 1

Students' responses to questions give me an indication of whether or not they understand the outcomes. The assessments that are given in class and their responses are looked at to determine whether they have understood what has been taught. Assignment and tests are also given. Students have a chance to ask questions. In terms of the practical component assessments are given and students print out their work and this is a tool that is used to determine if students are competent in whatever has been taught.

PARTICIPANT 2

At the next lesson I ask them questions and I also give them a short class test (marks will not be recorded). Those that I see are still not clear will be taught again so as to give them more understanding.

PARTICIPANT 3

I ask questions and when they answer me I know that they know from their answers.

PARTICIPANT 4

For the slow learner I know that they understand when 'the lights come on'. I see these learners making progress and I use this as a grade. When they grasp the concept then I move on. For the fast learner they figure out for themselves and I give them exercises to continue with.

COMMON EMERGENT PATTERNS

The lecturers are able to determine their students' competence by means of the responses they get from them when questions are being asked and by the questions that they ask them. The assessments that are given serve as a tool of assessment and provide enough information (once assessed) in terms of whether or not the students are competent. Observation of students' behaviour serves to inform the lecturer of changes in the students' academic development.

QUESTION 17

How do you know when you have not achieved your learning outcomes for a particular lesson?

PARTICIPANT 1

By the kind of questions that students ask can also determine whether they have understood a section and sometimes they request that I go over a discussion. Feedback from students as well as assessments and tests serve as an indication.

PARTICIPANT 2

Short tests will show me if they are not doing well.

PARTICIPANT 3

Wrong answers given to me means that they didn't understand what I was telling them so I will explain again and try new strategies, but this doesn't happen often.

PARTICIPANT 4

They get frustrated and hands keep going up. One of my students is over 50 years and she will always ask me to explain the concept being taught. The male students that sit at the back of the class sit in groups and work together teaching themselves. I get the impression that they look down on me as a female lecturer and being English speaking, they are reluctant to ask me to show them. They however go to other female students in the class and ask for help. They always seem to look sheepishly at me but keep to themselves and talk to each other in their home language.

COMMON EMERGENT PATTERNS

The common factor is that students will ask questions when they do not understand and the assessments as well as their behaviour serve as cues in relation to their understanding or absence hereof of what has just been taught in the classroom.

QUESTION 18

What has your experience been like teaching Life Orientation in terms of learning outcomes? (Probe: describe what this experience has been like for you, generally; do you feel you have contributed to the development of student learning and achievement of outcomes? Give some examples.)

PARTICIPANT 1

Yes, I definitely think I have made a difference to students because Life Orientation is a subject that consists of two parts, the life skills part that is relevant to youngsters since they need to know a number of things in life such as the dangers of drugs, the importance of hygiene, the importance of healthy food and by getting this chance to

teach and discuss these points I feel that I have made a difference in these young students life. I feel students need to be guided and also because of the kind of person that I am, I find that Life Orientation is a suitable subject to teach. In terms of computers, students do not have experience and since computers is seen as a trade subject it will help them when they have to look for a job, so it is another career avenue for them. I am glad that I am teaching Life Orientation.

PARTICIPANT 2

Most of the students did not have an understanding of how to go about doing the HIV/Aids test. After it was explained to them they went and got themselves tested and began their treatment if they were found to be positive. Some of the students are really benefiting since even those students who did not know how to behave are now behaving properly towards their classmates, lecturers and the community.

PARTICIPANT 3

It has helped a lot because there is so much incorrect information out there and Life Orientation has helped them to be correctly informed around topics such as HIV/Aids. They have been taught the modes of transmission which they previously didn't know and they also know that HIV/Aids is a sensitive issue and that you can't just talk out of context and treat those who have the disease differently from others.

PARTICIPANT 4

Not at all have I contributed to the development of student learning and achievement of outcomes. I feel guilty with Life Orientation because from its inception I knew that the task ahead of me was humongous. I see the frustration in students and feel helpless and wish that I could do more for them. The large classes and the time factor is a constraint in terms of me being able to help them. The NCV programme is assessment based and all we are producing are students that will be able to do the assessment but these students haven't grasped the core of computers (for example). If they have a poor understanding of computers then they are already at a disadvantage. We are not able to

teach them everything that is in the curriculum but our focus is on teaching them what they ought to know for the exam at the end of the year. Also the fact that I was not properly trained in Life Orientation and what I am teaching them is based on what I think is correct and I feel that this is unfair for them.

COMMON EMERGENT PATTERN

Positive feedback was obtained by participants in terms of their Life Orientation experience and knowledge being cascaded down to the students and benefiting them and making a positive difference in their lives. However, one of the participants felt strongly that there have been no fair and just benefits for their students since they are disadvantaged no matter which way one looks at the situation. Factors, such as time, overcrowded classes, too many classes, extensive Life Orientation curriculum, students' disinterest in the theory component, modern technology, race and culture differences, poor management, no NCV Life Orientation training, etc. have been the main factors with regard to students not being competent in the subject but rather found to be competent in the assessment.

4.2.3 DOCUMENT ANALYSIS

Document analysis was conducted by carefully studying the participants' lesson plans.

Below is an example of a comparison of information extracted from the three Participants (who are teaching Life Orientation Level 2) Lesson Plans based on the Topic 1, Specific Outcome 1.1 and Learning Outcomes 1 to 6.

Life Orientation: Level 2: Topic 1: Personal and Career Development:

Subject Outcomes 1.1.Profile personal strengths and abilities to demonstrate self-awareness and to promote self-motivation in choosing a career path.			
Learning Outcomes (1-6) Explain the benefits of being confident and having a positive self-image; Identify strengths and abilities in a personal SWOT analysis; Identify factors that detract from self-esteem and suggest how to counter these; Explain the meaning and value of self-motivation; Provide examples of self-motivation and strategies to motivate oneself; Identify sources for job opportunities, and collect information about a range of possible careers			
	Participant 1	Participant 2	Participant 4
	Personal and Career Development	Personal and Career Development	Planning : Smart - Acronym
Subject & Learning Outcomes	SO 1.1 LO 1 – 6	Profile personal strengths and abilities to demonstrate self-awareness and to promote self-motivation in choosing a career path. Explain the benefits of being confident and having a positive	SO1 LO2 Students need to apply learning how to plan in order to achieve effective time management
Date	21 – 25 Jan	21/01 – 24	21/01/2012
Resources needed	Textbook/ Chalkboard	-	Textbook
Facilitation Methods	Lecture	-	Lecture
Introduction	-	We get bombarded with phrases like: 'having a positive self-image'; 'you must have confidence'; 'confident people are successful'; 'positive self-image gives you confidence'	Define : Time Management
Teacher Activity and	Psychological factors; spiritual	Positive self-image and confidence; factors that contribute or detract	Explanation of terms: short term; long term; medium term

Facilitation	factors; social factors; benefits of being confident	from self-image; confidence; motivation; strength and abilities	
List Application	Discover and Learn 1 Page 6	Discover and Learn 1	Exercise in textbook
Class Assessments	-	-	-

Participant 1 has merely listed the learning outcomes as Learning Outcomes 1 – 6, whilst participant 2 has written out only learning outcome 1 and participant 3 has not drawn up her lesson plan for 2013 but has used the lesson plan from 2012 not realising that the curriculum for NCV level 2, Life Orientation has changed with effect from 2013. Her information given will not be analysed hereafter.

There has been no introduction planned by participant 1 whereas participant 2 has given a vague introduction that does not describe an introductory activity *'We get bombarded with phrases like: 'having a positive self-image'; 'you must have confidence'; 'confident people are successful'; 'positive self-image gives you confidence.'*

The Teacher Activity and Facilitation component differs between participant 1 and participant 2. Participant 1 simply lists the factors and (benefits): *'Psychological factors; spiritual factors; social factors; benefits of being confident'* while participant 2 does not describe how she is building up the learning outcomes for the lesson *'positive self-image and confidence; factors that contribute or detract from self-image; confidence; motivation; strength and abilities.'* It is therefore evident that very little thought and effort is given to the lesson plan compilation which in effect determines the teaching and learning that is taking place in the classroom. It can also be indicated that lesson plans are drawn up just so as to have the 'paper work' in the Portfolios of Assessment (POA's) in order to produce a file when moderation takes place at the college. This suggests that most lecturers find themselves over consumed with 'other things' that they overlook the core of teaching and learning which is that of learning outcomes.

COMMON EMERGENT PATTERNS

Although a lesson plan template has been used by the participants it has been discovered that there are vast differences in the manner in which the document is completed. Lesson plans are not being compiled correctly; the information included differs from others; some sections of the lesson plan are not filled in at all; information filled in is very vague; detailed information is lacking. It was also noted that the learning outcomes are written down either as referenced subject guidelines or are simply incompletely written out. The step by step process of what has to be taught (being the main part of the lesson) does not describe how the learning outcomes for the lessons are being constructed. There is no evidence of how the lesson covered will be reinforced through class assessments. The written work/student activities (list application) do not give insight of the planned work.

4.2.4 REFLECTION ANALYSIS QUESTIONS FOR THE LECTURERS

The four participants were also given questions that they had to reflect on. Below is part B of the reflection analysis questions.

REFLECTION ANALYSIS QUESTIONS FOR THE LECTURERS

PART B:

KEY: Always =5 Most Times =4 Sometimes =3 Seldom =2 Never = 1							
		Rating					Additional Comments
		1	2	3	4	5	
2.1	Prescribed Assessment Guidelines are used				✓ ✓ ✓	✓	
2.2	Prescribed Textbook is used.			✓	✓ ✓ ✓		

2.3	One's own knowledge and experience is used			✓	✓ ✓	✓	
2.4	Learning outcomes are clearly thought out according to Bloom's Taxonomy			✓ ✓	✓ ✓		
2.5	Learning outcomes are always observable at the end of the lesson				✓ ✓	✓ ✓	
2.6	Learning outcomes are always measurable at the end of the lesson			✓	✓ ✓	✓	
2.7	Learning outcomes are always achieved at the end of the lesson			✓	✓ ✓ ✓		<i>Assessments are conducted to measure students skills/understanding – Participant 1</i>
2.8	Learning outcomes are developed based on the teaching/learning resources available			✓	✓ ✓	✓	
2.9	Hardware resources such as the chalkboard, whiteboard, Charts, OHP, Textbooks, Computers, Laptops, DVD Recorder is used and are readily available.		✓			✓ ✓ ✓	<i>Data Projector, PC's, Printer – always available – Participant 1</i>
2.10	Software resources such as the computer software to access programmes such as Powerpoint, Excel, Word, Internet, etc. are used and are readily available.		✓			✓ ✓ ✓	
2.11	The ideological-ware of the lecturer, such as his/her teaching & learning strategies; his/her theories of teaching & learning; his/her research findings;		✓	✓		✓ ✓	

	his/her experience are incorporated into the lesson plan.						
2.12	The facilitation methods used are varied and are influenced by the learning outcomes			✓ ✓	✓ ✓		
2.13	The student activities are well thought out and directly linked to the learning outcomes			✓ ✓	✓	✓	<i>Exam Papers are used often – Participant 1</i>
2.14	The Class Assessment is well thought out and influenced by the learning outcomes			✓	✓ ✓ ✓		<i>Assessments are according to SO and LO and based on Examination standards – Participant 1</i>
2.15	Previous lesson plans are used and simply updated		✓		✓ ✓ ✓		

The findings of the above indicated that the prescribed subject assessment guidelines are used mostly by three of the participants. One participant always uses it. The prescribed textbook and one's own knowledge and experience are frequently used by the majority of the participants. Fifty per cent of the participants indicated that only occasionally are the learning outcomes clearly thought out according to Bloom's Taxonomy whilst the other fifty per cent of participants indicated that this is often done. Two of the participants indicated that the learning outcomes are always observable at the end of the lesson. In order for learning outcomes to be measured, it was indicated that this is being done. Learning outcomes are usually achieved at the end of the lesson 'Assessments are conducted to measure students' skills/understanding ' (Participant 1).

The participants indicated that learning outcomes are developed based on the teaching/learning resources available and that hardware resources such as the chalkboard, whiteboard, charts, OHP, textbooks, computers, laptops and DVD's are always used and are readily available, except for one participant who indicated that these are seldom used and available. Software resources such as the computer

software to access programmes such as Powerpoint, Excel, Word, Internet, etc. are also often used and are readily available, except for one of the participants who marked the 'seldom' option. The ideological-ware of the lecturer, (such as his/her teaching & learning strategies; his/her theories of teaching & learning; his/her research findings; his/her experience which are incorporated into the lesson plan), is not always applied by one participant whereas the other two participants always apply their IW and the other participant does this sometimes. On average the participants indicated that their facilitation methods that were used are varied and are influenced by the learning outcomes. The student activities are well thought out and directly linked to the learning outcomes that are done favourably by all participants and the same applies to the class assessment. Three of the participants indicated that previous lesson plans are used and simply updated whereas just one said that this was seldom done.

COMMON EMERGENT PATTERNS

A variety of teaching and learning resources are being used to develop the learning outcomes. Only fifty per cent of the participants use Bloom's Taxonomy to develop their learning outcomes. Learning outcomes are often achieved at the end of the lesson (although this differs vastly from the findings obtained from the lesson plan analysis.) Lesson plans are reused and all lesson activities are well thought out and are directly linked to the learning outcomes. This contradicts the findings in the lesson plan analysis *'The step by step process of what has to be taught (being the main part of the lesson) does not describe how the learning outcomes for the lessons are being constructed.'*

4.3 CONCLUSION

The chapter gives an account of the responses from the participants during the interview process as well as a summary of the reflection analysis questions together with an overview of the document analysis of lesson plans. After each interview question the participants' information was given and thereafter a summary of the emerging patterns was given. The participants' lesson plans were used for the document analysis. The researcher analysed the lesson plans so as to determine how

the lecturers construct the learning outcomes for their lessons together with the use of the teaching/learning resources. Thereafter, the reflection questions were analysed and the researcher concluded that the participants were commonly using their previous lessons plans. Chapter five presents an analysis of the data that was generated in the form of categories as they relate to each theme. This is presented in the form of direct quotations and discussions.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 DISCUSSION OF FINDINGS BY MEANS OF DATA ANALYSIS AND INTERPRETATION

The data generated was analysed and interpreted by the researcher. Categories of findings are presented under each theme mostly by means of direct quotations and are substantiated with discussions to re-contextualise them with relevant literature.

5.1.1 THEME ONE: PARTICIPANT (SUBJECT)

The data generated from the participants (subjects) was used to determine the focal point of the study which looked at how they use teaching and learning resources for their lessons when constructing learning outcomes.

KNOWLEDGE AND EXPERIENCE

The construction of learning outcomes requires a general understanding of outcomes as well as training in OBE. It was found during the research that one of the participants has not had any OBE training when she said: *‘Also the fact that I was not properly trained in Life Orientation and what I am teaching them is based on what I think is correct and I feel that this is unfair for them...’* (Participant 4) and *‘I don’t use a textbook for computers because of the time factor so I rely on my own knowledge to give practical lessons using the data projector...’* (Participant 4). Two of the participants have had some form of Life Orientation training in their post graduate studies whilst the other participant has acquired computer skills that have been self-taught. It was also confirmed in the research analysis questions where three out of the four participants indicated that they use their own knowledge and experience most of the time if not all the time when teaching their students. It has also been determined that one of the participants did not appear as enthusiastic as the other three participants since she said that *‘Life Orientation chose me since I was told to teach Life Orientation when the NCV programme started...’* (Participant 4).

This suggests that the participant who has not received any Life Orientation training is despondent and less keen to teach Life Orientation than the other participants. This finding supports the existing knowledge whereby Rooth (2005) indicated that lecturers' will feel bitter about having to teach Life Orientation if they do not have the adequate content knowledge. Therefore, specialists in Life Orientation are needed (Rooth, 2005, Van Deventer, 2007, Van Deventer & Van Niekerk, 2008). The other participants who have all had Life Orientation training at some stage in their career have a more positive outlook towards the lecturing of their subject.

The participants have gained many years of teaching experience in the teaching sector. The two oldest participants have used their teaching experience (IW) and self-taught skills to teach Life Orientation. *'I have enough knowledge on both aspects of Life Orientation from personal life experiences and from personal interest in computers and there is always enough content to lecture on in the class...'* (Participant 1). However, participant 4 clearly indicates that she has not been able to get students to achieve their learning outcomes *'Not at all have I contributed to the development of student learning and achievement of outcomes.'* Analysis of the participants' lesson plans revealed that they use their knowledge and experience when teaching their students but pay very little attention on developing their lesson plans. As a result hereof there exists a serious gap in terms of constructing appropriate lesson outcomes. The lecturers simply write out the learning outcomes without giving much thought and putting in much effort in terms of how they can go about constructing these learning outcomes. This aspect is part of the 'teacher activity and facilitation component' of the lesson plan. Clearly the participants who together have a sound number of years and teaching experience have a challenge in getting their students to achieve the learning outcomes. This suggests that participants teaching experience (IW) and self-taught skills can be used to teach students effectively and promote learning. This experience may even assist them in achieving their aims and objectives but may not necessarily help students to achieve learning outcomes. As lecturers we ought to reiterate the fact that the key to

making OBE successful is to systematically and consistently apply the fundamental principles as espoused by Spady (1994a) which includes clarity of focus, designing down, high expectations and expanded opportunities that must become part of one's knowledge and experience.

SKILLS AND PERSONAL CHARACTERISTICS

According to a study conducted by Pillay (2012) Life Orientation [lecturers] aspire to be effective counselors and career guides and are able to engage in several diverse roles and should therefore have certain personal characteristics and interpersonal skills. These include 'integrity, openness, approachability, trustworthiness, and warmth that make them caring and supportive of their [students]' (Pillay, 2012, p. 175). As purported within the activity theory, learning is constructed and individuals learn new skills that have been influenced by their social and familiar environment. The Life Orientation lecturer has to display skills to fulfill diverse roles and be equipped with both counseling and career guidance skills. The majority of the participants in their interviews indicated that they are caring and concerned about their students' well-being. *'I definitely think I have made a difference to students because Life Orientation is a subject that consists of two parts, the life skills part that is relevant to youngsters since they need to know a number of things in life such as the dangers of drugs, the importance of hygiene, the importance of healthy food and by getting this chance to teach and discuss these points I feel that I have made a difference in these young students' lives...'* (Participant 1). Diverse roles include being a social worker, teacher and communicator (Pillay, 2012). The participants appear to go the extra mile when they explain concepts and theories in depth particularly if the students find these interesting. *'Certain learning outcomes students enjoy and are relevant to them. So when I present my lesson it goes beyond my lesson plan because it is based on a topic that is interesting....'* (Participant 2).

The important point to note is that Life Orientation lecturers should be sensitive to diverse *cultural contexts*, which could be seen as "the values, understandings, norms, beliefs, and traditions of a group of people in a society" (Donald, Lazarus, & Lolwana,

2002, p. 24). *'The male students that sit at the back of the class sit in groups and work together teaching themselves. I get the impression that they look down on me as a female lecturer and being English speaking, they are reluctant to ask me to show them. They however go to other female students in the class and ask for help. They always seem to look sheepishly at me but keep to themselves and talk to each other in their home language...'* (Participant 4). Students' have made themselves feel comfortable within the learning environment. They however keep themselves at a distance from their lecturer and will only approach their lecturer when it is necessary. This is an indication that students' behavior (being of a different race group and culture) may be an indication of uncertainty of how to behave or a way of showing respect towards their lecturer since she is of another culture. The lecturer has tried to accommodate students of different cultural groups and has adopted lecturing methods to promote learning. This attitude may be influenced by the lecturers experience in the subject. It is therefore important to note that Life Orientation lecturers' experience as well as their personal characteristics should reflect diversity.

The study determines that the main role of the Life Orientation lecturer is to teach and implement the curriculum in such a way that a climate of learning dominates the college environment. Proactive constructive involvement in creating an environment that extends beyond the classroom has to be evident since lecturers have to aim towards inclusive education *'I make use of inclusive education whereby I try by all means to make the lesson such that all the students are included...'* (Participant 4). The findings within the study suggest that the participants are by all means involved in creating a conducive learning environment and the majority of them display enthusiasm and motivation towards their students' well-being. *'I am glad that I am teaching Life Orientation...'* (Participant 1).

5.1.2. THEME TWO: THE PURPOSE (CONTENT)

"Good teaching is understood to involve a process of facilitating learning rather than being the simple transmission of knowledge from the lecturer to the [student]" (Smith &

Blake, 2005, p. 2). According to a study conducted by Jacobs (2011) it was recommended that Life Orientation lecturers need to take responsibility for Life Orientation, by taking the subject seriously, thereby instilling in the students an appreciation for the subject. Findings in the study under the analysis of the lesson plans indicated that Life Orientation lecturers do not comply with the 'serious' aspect of Life Orientation since their lesson plans were not complementary of the expected requirements. The common findings that emerged from the analysis of the participants' lesson plans revealed that the step by step process of what has to be taught (being the main part of the lesson) does not describe how the learning outcomes for the lessons are being constructed.

It would thus be imperative for Life Orientation lecturers to develop a set of outcomes – statements of the knowledge and understanding, skills and attitudes and values that students should gain as they participate in the curriculum, (Spady, 1994a). It has been determined that “even though Life Orientation sounds promising in theory it has become apparent that there are many problems in the practical implementation thereof” (Jacobs, 2011, p. 212). Participants have also indicated that there are many obstacles that prevent them from persevering towards the attainment of the learning outcomes. *‘We are not able to teach them everything that is in the curriculum but our focus is on teaching them what they ought to know for the exam at the end of the year...’* (Participant 4).

Notwithstanding the above aspect, lecturers need to adopt the principle of 'high expectations' whereby they set high standards for all students. They need to teach in ways that will ensure that these standards are achieved and that the assessment strategies that they employ will enable students to demonstrate high levels of achievement. Findings indicate that the Life Orientation lecturers are not adopting the principle of 'high expectations' since participants indicated that *‘The learning outcomes are looked at in the guidelines and those particular outcomes are taught...’* (Participant 1). *‘ I copy it down from the assessment guideline...’* (Participant 4). *‘Learning outcomes*

are given in the year programme and the subject guidelines. I have to look for activities... (Participant 3). *'The learning outcome has a subject outcome or there are subject outcomes in which there are learning outcomes...'* (Participant 3). *'I then take the activities that will help me see whether my students have achieved the outcome..'* (Participant 3). *'I copy it down from the assessment guideline and then use other resources and try to be innovative and think of how I can reach students at their level...'* (Participant 4). This suggests that lecturers are copying the learning outcomes directly from the subject guidelines and may not envisage how these outcomes are going to be achieved by the students. According to Fried (2006) 'outcomes' need to be developed and or constructed to be understandable to all entities and feedback should be provided. Fried (2006) also indicated that for learning outcomes to be successfully attained they must surround the learning environment so that these can be used to measure the learning that has occurred. In other words the learning outcomes should be available and should be mounted in the classroom or even distributed through an aggressive marketing plan so that students are able to identify progress. The constructing of learning outcomes must indicate ways that these will be attained and feedback must be given to students so that they know if they are successful or not. Various types of assessment must be conducted so that all involved are aware of the success of the process.

Wiggins and McTighe (2002) suggest that lecturers should construct learning outcomes, by making sure that the following aspects are always put into place: identifying the desired results of the learning outcomes in terms of knowledge, context, ideas, understanding and transfer of learning; determining the evidence that will be acceptable to the achievement of the learning outcomes based on the students tasks that they have performed which will be used to demonstrate their success; the evidence that will be used to support the demonstration which could be assignments, projects, tests, discussions, etc. together with the planning and creating suitable learning experiences and lecturing in view of students being able to learn skills and knowledge so as to be able to apply these to real life situations.

Leskes and Miller (2006) indicated that learning outcomes should focus on integrative learning, inquiry learning, global (skill learning) learning and civic learning. Integrative learning involves building the skills necessary to connect knowledge across experiences or disciplines whereas inquiry learning relates to the student developing the ability to formulate complex questions. Global learning involves understanding and relating to diverse communities. Civic learning relates to the student learning how to participate in a democratic society.

Therefore when lecturers are developing their outcomes statements they need to consider: - the learning that has to be demonstrated by the students at the end of their learning experience; what they can ask students to do; the importance of the learning; and the ways in which the students' performance vary. In other words, lecturers must empower themselves by formulating their own lesson outcomes (Maree & Fraser, 2004).

5.1.3 THEME THREE: RESOURCES/TOOLS

Life Orientation lecturers' "make good use of both internal and external resources in order to provide a favourable educational environment for [students]" (Pillay, 2012, p. 173). The resources that are used for the effective teaching of Life Orientation include the following: data projectors; overhead projectors; chalkboard; whiteboard; textbooks; computers; computer software; internet; Microsoft Power point; Microsoft Access; Microsoft Word; internet and the lecturers' ideological-ware (IW) such as teaching/learning theories, experience, research findings, perception and knowledge of teaching and learning.

The research findings indicate that the three type resources: hard-ware (HW), soft-ware (SW) and ideological-ware (IW) are being used in the teaching of Life Orientation. *'I don't use a textbook for computers because of the time factor so I rely on my own knowledge to give practical lessons using the data projector...'* (Participant 4). The

findings reflected that lecturers use their experience and knowledge of teaching and learning often during the lesson. Students together with the participants use these teaching/learning resources mainly for teaching/learning purposes.

Access to internet is one of the favourite resources used by students both for learning and entertainment. *'Notes and handouts and information from the internet is helpful and of huge assistance in demonstration skills and saving time and making students competent in a short space of time...'* (Participant 1). *'They can use the internet to search on their own and therefore the content is made clearer to them...'* (Participant 2).

Past examination question papers are also commonly used by lecturers in order to prepare students for their assessments. *'I follow guidelines and use past year question papers as well as my own relevant questions (so that students can get enough practice) and that students at the end of the lesson can feel competent in the learning outcomes as per the guidelines...'* (Participant 1). One of the participants showed dismay and frustration as he/she was not able to spend more time on teaching the students the important skills and knowledge that they need since their focus is on assessment based teaching. *'We are not able to teach them everything that is in the curriculum but our focus is on teaching them what they ought to know for the exam at the end of the year...'* (Participant 4). The teacher-centred approach (at times) is being used so as to complete their work on time particularly for the computer component. *'The computer component I use the lecture-method where I tell them and show them what to do using the data projector...'* (Participant 3). According to Anderson and Elloumi (2004) the three approaches in learning, namely, teacher-centred, learner-centred and content-centred should be implemented according to their strength. In other words, none of these approaches should be used in isolation but should be used in conjunction with the others depending on what outcomes have been planned, which is evident in the findings.

Evident in the research undertaken is that students enjoy the computer component of Life Orientation. *'Students of today like technology so I find ways to capture their interest. When teaching a lesson on Database I tell them how the information that is on database can be put to use. For example if Edgars want to send out a letter to all their customers they can use the database by typing out one letter and send this letter out to all of their clients just by the click of a button. They find this so amazing and are interested unlike if you just say database and don't use practical examples, they then have a mental block...'* (Participant 4). This implies that collaborative learning is being applied whereby lecturers have implemented demonstrative learning, co-operative learning, integration of questions and independent practice with group discussions and peer teaching and learning in their lessons.

Lecturers made use of real-life examples which further promoted the achievement of learning outcomes. *'They were also given a community project where they had to go out and observe areas in their communities such as the taxi rank and crèches...'* (Participant 2). Students enjoyed activities that were given to them and seemed to have benefited from these.

All of the above-mentioned teaching/learning resources help the students to achieve the intended learning outcomes, i.e., the initial outcomes are being achieved by means of these teaching/learning resources. However, the manner in which the learning outcomes are being implemented and attained is questionable. Van den Akker, Bannan, Kelly, Nieveen and Plomp (2010) suggest three important elements of outcomes in the teaching/learning situation. "The intended outcomes are the initial outcomes that are planned to drive the learning content (module) whereas the implemented outcomes are those outcomes that drive the learning content. The attained outcomes are those outcomes that have been achieved by the students at the end of the learning period" (Khoza, 2013, p. 2). Findings in the lesson plans reflect that the intended outcomes have been written down as the 'learning outcomes'. However, the step by step process of what has to be taught (being the main part of the lesson) does not describe how the

learning outcomes are going to be implemented, that is, how these are being constructed for the lesson.

This suggests that although a varied number of teaching/learning resources are being used in the lessons the manner in which these are being used differs vastly from the expected norm of 'doing the right thing', 'doing the thing right' and 'the right person doing it' (Harden, 2002). Emphasis is placed mostly on getting the students competent to sit for the examinations but lecturers' appear to overlook the development and enhancement of workplace skills. Learning outcomes that are established must be clear in their intent to achieve 'work-readiness' for students which is the core purpose of Life Orientation. A strong emphasis must be placed on the workplace to provide a meaningful context for learning where problems are framed by the context of the workplace. 'Hands on' and interactive approaches to learning activities must be encouraged to allow students to apply and interact equally with the thinking and performing aspects of learning.

Students must be given the opportunity to co-operate and work together in determining their learning and assessment processes thus reinforcing the 'participant' component of the activity theory. It is also important for students to be understood as 'co-producers' of new knowledge and skills. Prior learning must be recognised and life experiences of students must be seen as treasured foundations for constructing new knowledge and sets of skills. Flexible teaching approaches must be used that meet the needs of the different learning styles of students. The social interactions that result from learning in groups must be valued. The practice of the above aspects will ensure that teaching and learning will be attained through the effective use of resources.

5.1.4 THEME FOUR: PRAXIS (RULES)

The college represents society's greatest collaborative enterprise (Clarke, 1996). The outcomes-based lecturer has to therefore look at the teaching-learning process and

apply both theory and research into their practical teaching in the classroom. The lecturer has to inform students of what will be covered in the assessment, i.e., the intended outcomes have to be communicated to the students. According to Biggs (2003) the learning process consists of three important components, namely, learning outcomes, teaching approach and the assessment process that go hand-in-hand with one another. Lecturers must be challenged to get students to practice what they will be assessed on focusing on teaching them assessment skills and complementary students' performance (Maree & Fraser, 2004). *'I am constantly going around the class and checking and making sure that they are not lost and making sure that they are practicing what has been demonstrated and sometimes individual attention is given to students...'* (Participant 1). Peer teaching, co-operative learning small group discussions with integrated questioning and the use of technology must be part of lecturer's teaching. *'Controlled group work whereby from time to time students can go onto the internet and look for relevant information so as to make the topic more exciting...'* (Participant 1).

In other words, lecturers must be engaged in a researcher's hypothesis-testing approach through action research which further implies that lecturers must be actively engaged in assessment through experience by means of observations, reflections and dialogue (Maree & Fraser, 2004).

5.1.5 THEME 5: THE COMMUNITY

The role of the Life Orientation lecturer "cannot be viewed in isolation from the support of other stakeholders" (Pillay, 2012, p. 173). College Principals, heads of departments, assessment teams, and other professionals are all important role-players within the school context. Fried (2006) discussed practical ways to infuse learning outcomes into the culture of the entire college campus. This meant that students should be aware of the goals they are working towards and the entire campus should be integrated into the learning plan for the campus.

From the perspective of social constructivism, an individual does not construct meaning in isolation, but through being part of a community of learning (Cottone, 2007; Prochaska & Norcross, 2007). Pillay (2012) states that the success of a learning area, such as Life Orientation will be dependent on how the students and lecturers individually and collaboratively construct meaning and knowledge about Life Orientation. The student has to engage in self-reflection and the contemplation of values, in order to reconstruct his/her sense of self so as to integrate what they have learnt from this process. Thus, self-development and learning are on-going and dynamic processes.

The Life Orientation lecturer should be viewed as one 'system' within many other sub-systems (Donald, Lazarus & Lolwana, 2002). Other systems would include the students, the college and the wider community. All of these systems interact and influence one another. Based upon these premises, Life Orientation lecturers and students do not construct meaning in a vacuum, but in an environment that is continually interacting. Social constructivism which emanates within the activity theory highlights the community whereby there is an interaction and interdependence of Life Orientation lecturers, students and other stakeholders in the college community. Other stakeholders include the administration staff (who help students with administrative issues) and computer technicians (who help students with computer/technology related challenges).'
'The topic on the environment taught students how to go about keeping their environment clean that includes their communities that they live in. They were also given a community project where they had to go out and observe areas in their communities such as the taxi rank and crèches...' (Participant 2).

This suggests that Life Orientation can be successfully taught if all those involved in lecturing are able to collaborate with other colleagues as part of a team since the concern is with the welfare of students and the college as a whole. Pillay (2012) states that nobody should claim to have all the answers but participants' should depend on the knowledge and insight of their colleagues in order to best support students.

5.1.6 THEME SIX: DIVISION OF LABOUR

Learning is “a social activity where teams of [students] work and learn in partnership with one another” and with their lecturers (Smith & Blake, 2005, p.7). It is evident that all involved in the education process have a role to play.

The lecturer as facilitator has to perform his/her role as lecturer/facilitator as effectively and efficiently as possible. Smith and Blake (2005) suggest that the following important aspects should be taken into consideration by the lecturer/facilitator, viz., create a meaningful context for learning at the workplace; encourage ‘hands on’ and interactive approaches to learning activities to allow students to apply and interact equally with focus on the thinking and performing aspects of learning; construct learning outcomes that are clear with the intention to achieve ‘work-readiness’ for students; give students the opportunity to collaborate and negotiate in their learning and assessment processes; understand students as ‘co-producers’ of new knowledge and skills; recognise that the prior learning and life experiences of students are important foundations for constructing new knowledge and skills; use flexible teaching approaches that address the different learning styles of students and value the social interactions of students involved with learning in groups. Research findings indicate that lecturers are not adopting a pragmatic approach whereby the above are incorporated into their classroom practices.

Students appear to be disinterested in learning the theory aspect of the subject since they find it similar to that of school Life Orientation. *‘For the theory component I use the textbook but students are disinterested in the learning content. They have said that they have done all of this at school and don’t see the need to do it again...’* (Participant 4). This is the common trend amongst the students.

5.2 CONCLUSION

This chapter gives an analysis of the data that was generated from the participants during the different forms of data generation, namely interviews, document analysis and the reflection questions. The analysis of the data was discussed in view of the literature review and the theoretical framework that was detailed in chapter two of the study. In essence it can be determined that Life Orientation is a subject that is enjoyed by all who are involved but serious changes need to be implemented in view of the learning outcomes being achieved by the students.

Chapter six will give a detailed description of the significance of the findings and the conclusions and the recommendations that have been made by the researcher.

CHAPTER SIX

SIGNIFICANCE OF THE FINDINGS

6.1. INTRODUCTION

In Chapter six, information is presented where the emphasis is placed on the significance of the findings. The conclusions and the recommendations of the study are discussed. The limitations with regard to the research were taken into consideration in order to make recommendations for further research.

In terms of this study, the concern is around the construction of learning outcomes by the Life Orientation lecturers using teaching/learning resources for their lessons. Focus is on 'learning outcomes' in terms of these being achieved by students and students being deemed competent. This study distinguishes between aims and objectives in comparison to learning outcomes and the lecturers' evaluation of learning outcomes against the different levels of Bloom's taxonomies of thinking in order to achieve these outcomes. The study took place within the KwaZulu Natal province at an FET College.

The key questions of the research were as follows:

1. What teaching and learning resources do Life Orientation lecturers use when constructing learning outcomes for their lessons?
2. How do Life Orientation lecturers use certain teaching and learning resources to construct learning outcomes for their lessons?

6.2 SUMMARY OF THE STUDY

Chapter 1 presented an outline of the study. It highlighted the important changes that took place in education pre 1994 and the resultant changes thereafter whereby the inequalities of the past were addressed and the introduction of outcomes based education as a national policy for teaching and learning in South Africa was adopted.

The formulation of the research problem as well as the significance of the study was given. Definition of key concepts was discussed.

Chapter two gave a detailed review of the literature that the study was related to. The theoretical framework of the study being that of the activity theory was reviewed in view of the subject, the object, the outcomes, the resources (tools), the community and the division of labour. During the research it became apparent that many of the lecturers who teach Life Orientation have not been trained to teach the subject but use their knowledge and experience, that is, the ideological-ware (IW) to teach the subject. A variety of resources were used to promote student-centred learning, that is, OBE that ensures that students achieve their learning outcomes. It was determined that the software resources, particularly the Internet are enjoyed by most students and lecturers and are being used effectively to promote learning and entertainment. Lecturers had to construct learning outcomes so as to promote knowledge construction into outcomes according to Bloom's Taxonomy of thinking.

Chapter three outlined the research approach and design that was used. Chapter four presented a detailed description of the participants that were interviewed as well as the information that was generated from the participants' lesson plans, document analysis and reflection questions. Chapter five gave an analysis of the data that was generated from the participants in view of the literature review and the theoretical framework.

6.3. CONCLUSIONS OF THE STUDY

The conclusions of the study are as follows:

- Life Orientation lecturers' construction of learning outcomes are merely a regurgitation of the subject assessment guidelines with no further evidence of their lesson outcomes. 'Copying' of these learning outcomes from the subject assessment guidelines and completing their lesson plans for a time period is seen as a task that has to be done by the lecturers in order for them to have these as evidence in their Portfolio of Assessment (POA).

- It was also determined that lecturers are using a variety of teaching/learning resources in their lessons but are simply using them in their most basic form without discovering varied ways and means to go beyond its usage so as to achieve their lesson outcomes.
- Students are being deemed 'competent' in the subject but still appear to be 'incompetent' in many areas after having progressed from the previous NCV level. This finding is significant since the research focus is on the construction of learning outcomes by the Life Orientation lecturers so as to ensure that their students are able to achieve the learning outcomes based on the content of Life Orientation. However, the 'competency' that has been awarded to their students is based on their performance in their examination assessment and the internal continuous assessment tasks (ICASS) which is not a genuine indication of them having achieved the learning outcomes. The reason for this statement is based on the evidence obtained from the participants during the interview session whereby they mentioned that their focus is on preparing their students for examinations and they neglect the main purpose of the outcomes based education, which is concerned with what students should know rather than on how they should learn.
- The majority of students attending FET colleges are students who are desperately seeking a further qualification in their education resume. The lecturers interviewed appeared to be enthusiastic and confident in the teaching of Life Orientation although there was an element of confusion and or misunderstanding of the term 'learning outcomes'. This suggests that lecturers may have become complacent when lecturing Life Orientation and may be progressing from one year to the next without working with their Life Orientation subject and assessment guidelines.

- Another important finding is that the lecturers are allocated Life Orientation as a 'filler' subject in order for them to meet the minimum number of lecturing hours. This has a serious impact on both the lecturer concerned and their students since these lecturers are usually disinterested in the subject and appear to be less motivated than their colleagues.

6.4. RECOMMENDATIONS OF THE STUDY

The recommendations of the study are as follows:

- In view of the evidence found pertaining to the lecturers' copying the learning outcomes from their subject assessment guidelines it can be suggested and recommended that lecturers should organize themselves into Life Orientation teams so as to study these guidelines fully and engage in a discussion around outcomes. Team members will have to brainstorm suggestions, ideas and practical measures for their lesson plans by covering all the learning outcomes so as to ensure that their students are able to achieve these learning outcomes. In this way all members who are involved in the lecturing of the subject for a particular level can be directly involved in working through the document rather than simply copying out the information that is needed. As a result of the lecturer' gaining hands-on experience they will be able to realise the importance of learning outcomes and they will work towards implementing the learner-centred approach. In this way their lessons will be more interesting and their students will be practically involved in the lesson. This will then result in their students being deemed competent in the true sense of the word.
- Planning ahead is also very important. Lecturers should plan activities well ahead of time so as to ensure that they place emphasis on learning rather than lecturing since the autonomy of the student and enquiry is encouraged and the beliefs and attitudes of the students irrespective of the origins of these understandings are considered (Du Plessis, Conley & Du Plessis, 2007).Lecturers should look at

their current lesson plans and make the necessary adjustments or they should draw up completely new lesson plans. Lecturers should take into consideration that learning outcomes are deemed as “a statement of what the [student] is expected to know, understand and/or be able to do at the end of a period of learning” (Donnelly and Fitzmaurice 2005, p.16). The lecturers’ focus of their lesson should be on their students being able to demonstrate a learning outcome/s at the end of the lesson. This was highlighted in the theoretical framework whereby it was indicated that the lecturer determines the outcomes for the lessons by looking at the content (object) so as to ensure that these are transformed into outcomes that can be observed and measured.

- Life Orientation lecturers should be competent to teach an OBE-based curriculum and should be able to understand how to apply the outcomes-based principles. FET Colleges should therefore empower their staff to take part in professional development workshops whereby staff will be kept abreast of the latest trends within the FET sector.
- The interaction with all involved in the subject, i.e., the community should be clearly evident within the Life Orientation department. The senior lecturer for the subject should ensure that communication channels are kept open and should be open to suggestions, ideas, opinions and changes from all involved in the subject. Interaction between lecturers and their senior lecturer should be an ongoing relationship since evidence from the interviews indicated that lecturers are not familiar with the Life Orientation curriculum although they are the main deliverers of the curriculum. However, it is also important for Life Orientation lecturers to take the initiative and the responsibility of familiarising themselves with the curriculum before they can lecture to their students. Although they may be only lecturing Life Orientation in one of the three NCV levels they should have a sound knowledge of the subject content across each NCV level. This can be

achieved through team interaction and team work amongst the Life Orientation team rather than each lecturer working in isolation.

- Students should be able to construct their knowledge in relation to collaborative learning since according to Vygotsky individuals will be able to learn new skills and knowledge a lot better if they find these useful to themselves. It is therefore important that lecturers should keep abreast of the latest trends and developments that are taking place within the FET sector and that they should be able to use the teaching /learning resources that are available to them so as to make teaching and learning more appealing to their students. This suggests that lecturers should persist in professional development in order to stay up to date with new trends in the teaching/lecturing environment. The Department of Higher Education and Training should therefore embark on more frequent training workshops for the FET sector so as to improve the implementation of the NCV curriculum and the overall results (outcomes and competencies) achieved by students.
- College management should look at their lecturers very closely before allocating them Life Orientation as a subject to teach and should ensure that the Life Orientation lecturers are not only qualified to teach the subject but they also meet all the requirements of being a 'certain type' of person to teach the subject as already mentioned in the literature review.
- Lecturers should be working towards the "Construction of learning outcomes using teaching and learning resources for their lessons" since this will ensure the achievement of learning outcomes by their students whereby lecturers will be preparing their students towards lifelong learning, by giving them opportunities to access further education and productive employment and thereby meet the demands of the South African economy.

6.5. LIMITATIONS OF THE STUDY

The study was conducted within an FET College within the province of Kwa-Zulu Natal. The scope of the research was limited to four participants from one FET College and was done on the basis that they have the lived experiences of the phenomenon under investigation and would provide the relevant information needed for the research.

6.6 RECOMMENDATIONS FOR FURTHER STUDY

Recommendations for further study can include:

The conducting of an investigative study on the assessment of learning outcomes by Life Orientation lecturers in relation to the Internal continuous assessment (ICASS) tasks and the external summative assessment (ESASS) tasks.

6.7 CONCLUSION

The conclusions and recommendations that have been derived from the research under study was presented in this chapter. These were based on the participants' responses and the researcher's interpretation of the data that was generated. The research revealed that lecturers are lecturing to their students with the intention of completing the Life Orientation syllabus within the allocated time-frame and thus tend to neglect the core of outcomes based learning, being that of the construction of learning outcomes for their lessons. The lectures' lack of interest in working with the assessment subject guidelines so as to determine their lesson outcomes result in their students not being competent in the true sense of the word since they are unable to demonstrate what they have been taught once they have progressed to the next level of the NCV programme. The lecturers are burdened with students who have moved up to the next level but have not achieved the knowledge and skills as prescribed in levels 2 and 3(for example). However, the lecturers who were involved in the research study, indicated that they are passionate about lecturing to their students and felt strongly that they are making a positive difference in their students' lives. The positive attitude of the lecturers' indicates their genuine interest that they have for lecturing the subject and with effective implementation of the above-mentioned recommendations "The construction of learning

outcomes by Life Orientation lecturers using teaching and learning outcomes for their lessons” should be materialized.

REFERENCES

- Adam, S. (2004). Using Learning Outcomes: A Consideration of the nature, role, application and implications for European education of employing learning outcomes at the local, national and *international levels*. Report on United Kingdom Bologna Seminar, July 2004, Herriot-Watt.
- Adam, S. (2006). *An introduction to learning outcomes*, in EUA Bologna Handbook, Froment E., Kohler J, Purser L, Wilson L (Eds), article B.2.3-1. Berlin, Raabe.
- Anderson, T. & Elloumi, F. (2004). *Theory and Practice of Online*. Canada: Athabasca University
- Appleby, D. C. (2003). The first step in student-centered assessment: Helping student understand our curriculum goals. Retrieved April 24, 2003, from the American Psychological Association Web site.
- Banta, T.W. (1996). *Has assessment made a difference?* In T.W. Banta, J.P. Lund, K.E. Black, & F.W. Oblander (Eds), *Assessment in practice. Putting principles to work on college campuses*. San Francisco: Jossey-Bass
- Barnes, S. (2002). The contemporary relevance of George Herbert Mead's social psychology and pedagogy. *Philosophical Studies in Education*, 33, 55-63.
- Barr, R.B. & Tagg, J. (1995). From Teaching to Learning: A new Paradigm for Undergraduate Education. *Change*. Nov/Dec 13-25
- Behr, A. L. (1988). *Empirical Research Methods for the Human Sciences*. Second Edition. Durban: Butterworth
- Berglund, A. (2001). A phenomenographic view on the socio-cultural activity theory in research concerning university students' learning of computer science in an internationally distributed environment. Bournemouth, U.K.
- Berns, R.M. (2007). *Child, family, school, community: Socialization and support* (7th ed). Canada: Thomson Wadsworth.
- Bialobrzeska, M. (2006) *Facilitating Outcomes Based Learning and Teaching: A Guide for Trainers & FET College Lecturers*. Limpopo Department of Education
- Biggs, J. (2003) *Teaching and Learning in Higher Education: New Trends and Innovations* Education: Innovations. University of Aveiro.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: Book 1 Cognitive Domain*, Longman, London, 1956.

- Bloom, B. S. (1975). *Taxonomy of Educational Objectives, Book 1 Cognitive Domain*. Longman Publishing.
- Boyd, C. O. (2001). *Phenomenology the method*. In P.L. Munhall (Ed.), *Nursing research: A qualitative perspective* (3rd. ed., pp. 93-122).
- Chappuis, S., & Stiggins, R. J. (2002). Classroom assessment for learning. *Educational Leadership*, 60, 40-43.
- Chisholm, L & Leydendecker, R. (2008). Curriculum reform in post 1990's sub-Saharan Africa. *International Journal of Educational Development* 28 (2008)195-205.
- Christiaans, D. J. (2006). Empowering teachers to implement the Life Orientation Learning area in the Senior Primary phase of the General Education and Training Band. Unpublished M.Ed Dissertation. Stellenbosch: Stellenbosch University
- Claire, B., & Craig, H. (2000). *Fundamentals of Social Research Methods*. 3rd Edition. Juta Education (Pty) Ltd.
- Clarke, D. (1996). In *Assessment: International Handbook of Mathematics Education*. Bishop, AJ; Clements, K; Keitel, C; Kilpatrick and Laborde, C (eds.). London: Kluwer, 327-370.
- Coates, M. (2000). Compliance or creativity? : Using learning outcomes to enhance learner autonomy. *Academic Development – Challenges and Charges International Conference*, South Africa: Rhodes University, December.
- Cohen, L., Manion, L and Morrison, K. (2002). *Research methods in education*. London: Croom Helm.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education*. Taylor & Francis e-library.
- Cornbleth, C. (1990). *Curriculum in Context*. London: The Falmer Press.
- Cottone, R. (2007). Paradigms of Counseling and Psychotherapy, Revisited: Is Social Constructivism a Paradigm? *Journal of Mental Health Counseling*, 29,189-203.
- Crawford, K. (1996). Vygotskian approaches to human development in the information era. *Educational Studies in Mathematics*. (31) 43-62.
- Creswell, J.W. (1994) *Research design : Qualitative and quantitative approaches* London:SAGE

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Dahlgren, L. (1984). Outcomes of learning. In F. Marton, D. Hounsell, & N. Entwistle (Eds.), *The experience of learning* (pp. 19-35). Edinburgh, Great Britain: Scottish Academic Press.
- Denzin, N.K. and Lincoln, Y.S.(2000). *Handbook of Qualitative Research*. London: Sage Publications.
- Denzin, N & Lincoln, Y. (2003). 'Introduction: the discipline and practice of qualitative research' IN *The landscape of qualitative research: theories and issues* edited by Norman Denzin and Yvonna Lincoln, pp 1-45. Thousand Oakes: Sage Publications.
- Department of Education. (1997). *Higher Education: White Paper*.Pretoria: RSA Government Printer.
- Department of Education. (1998). *Further Education and Training: White Paper*. Pretoria: RSA Government Printer
- Department of Education. (2002c). *Revised National Curriculum Statement Grades R-9 (Schools) Policy Life Orientation*. Pretoria: Department of Education.
- Department of Education. (2007). Higher Education: National Certificate (Vocational): Subject Guidelines; Life Orientation, NQF Level 3.
- Department of Education. (2013). Higher Education: National Certificate (Vocational): Subject Guidelines; Life Orientation, NQF Level 2.
- Donald, D., Lazarus, S. & Lolwana, P. (2001). *Educational Psychology in Social Context* (2nd ed). Cape Town: Oxford University Press.
- Donnelly, R. & Fitzmaurice, M. (2005). Designing Modules for Learning. In: *Emerging Issues in Practice of University Learning and Teaching*, O'Neill, G et al. Dublin: AISHE
- Du Plessis, P., Conley, L & Du Plessis, E. (2007). *Teaching and Learning in South African Schools*. Pretoria:Van Schaik.
- Ellen, R. F. (1984). *Ethnographic Research: A guide to general conduct*. Academic Press: London.
- Engelbrecht, P. & Green, L. (2001). *Promoting learner development: Preventing and*

- working with barriers to learning. Pretoria: Van Schaik.
- Engelbrecht, P., Green, L., Naicker, S. & Engelbrecht, L. (2001). Inclusive Education In action in South Africa. Pretoria: Van Schaik.
- Engestrom, Y. (1987). Learning by expanding: An activity-theoretical approach to developmental research. Helsinki: Orienta-Konsultit.
- Engestrom, Y. (2000). Activity theory as a framework for analyzing and redesigning work. *Ergonomics* 43(7): 960-974.
- Engestrom, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of education and work* 14(1): 133-156.
- Entwistle, N. J. (1984). Contrasting perspectives on learning. In F. Marton, D. Hounsell, & N. Entwistle (Eds.), *The experience of learning* (pp. 1-18). Edinburgh, Great Britain: Scottish Academic Press.
- Forehand, M. (2012). Bloom's Taxonomy. From emerging Perspectives on Learning, Teaching and Technology. Retrieved from: <http://projects.col.uga.edu>
- Fried, J. (2006). Rethinking Learning. In Keeling, R.P. (Ed). *Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience*. (pp. 3-9).
- Fry, H. Ketteridge, S and Marshall, S. (2000). *A Handbook for Teaching and Learning in Higher Education*. London: Kogan Page.
- Gagne, R.M. (1984). Learning Outcomes and their effects: Useful categories of human performance. *American Psychologist*. 39, 377 – 385.
- Gamble, J. (2003). *Curriculum Responsiveness in FET Colleges*. HSRC Press: Cape Town.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.
- Guba, E. G., & Lincoln, Y. S. (1994). *Competing paradigms in qualitative research*. In N. K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.
- Halonen, J. S., Appleby, D. C., Brewer, C. L., Buskist, W., Gillem, A. R., Halpern, D., Lloyd, M. A., Rudmann, J. L., & Whitlow, V. M. (Eds). (2002, March). *Undergraduate psychology major learning goals and outcomes: A report*.

(Available from APA Board of Educational Affairs,
<http://www.apa.org/ed/pcue/taskforcereport.pdf>).

Harden, R.M. (2002a). "Developments in outcome-based education." *Medical Teacher*, 24(2) 117 – 120.

Harden, R.M. (2002b). *Learning outcomes and instructional objectives: Is there a difference?* *Medical Teacher*, 24(2) 151 -155.

Henning, E. (2005). Finding your way through qualitative research. 3rd Ed. Pretoria. Van Schaik

Jacobs, A. (2011). Life Orientation as experienced by learners: a qualitative study in North-West Province. *South African Journal of Education*. 31, 212-223

Jansen, J. D. (2007). 'Essential alterations?' A critical analysis of the states syllabus revision process, *Perspectives in Education*, 17(2), pp. 1-11.

Jansen, J (1999b). Why outcomes-based education will fail. An elaboration. In J.Jansen & P.Christie (Eds), *Changing Curriculum: Studies on outcomes-based education in South Africa* (pp 145-156). Cape Town, South Africa: Juta

Jenkins, A. & Unwin, D. (1996). *How to write learning outcomes*. Retrieved from The National Center for Geographic Information and Analysis website: <http://ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html>

Jenkins, A. & Unwin, D. (2001) *How to write learning outcomes*. Available online: <http://ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html>

Johnstone, C.A. (1996). *Unlocking the Will to Learn*. California: Corwin Press, Inc.

Kennedy, D. (2006). *Learning Outcomes at UCC*. Powerpoint Presentation at the International Symposium on Implementing Learning Outcomes, Department of Education, UCC.

Kennedy, D.; Hyland, A & Ryan, N. (2006). *Writing and Using Learning Outcomes: a Practical Guide*. Bologna: European Higher Education Area (UHEA).

Khoza, S.B. (2011). Who promotes web-based teaching and learning in higher education? *Progressio*, 33 (1), 155-170.

Khoza, S.B. (2012) Who helps an online facilitator to learn with students in a day? *Mevlana International Journal of Education*, 2(2), 75-84.

Khoza, S.B. (2013). Learning Outcomes as understood by "Publishing Research"

- facilitators at a South African University. *Mevlana International Journal of Education*, 3(2), 1-11.
- Khoza, S.B. (2013). If students do not learn, let their facilitators build e-learning signals for access. Unpublished.
- Khoza, S.B. (2001). *The outcomes of students studying a computer literacy course at Unischool*. Med Dissertation. Durban: University of Durban Westville.
- Khulisa Management Services (2000). Assessment of the implementation of life skills HIV/AIDS programme in secondary schools. Johannesburg: USAID, Performance Monitoring and Evaluation Project.
- Killen, R. (2000). *Outcomes-based education: Principles and possibilities*. Unpublished manuscript. University of Newcastle, Faculty of Education.
- Knight, P. & Trowler, P.R. (2001). Departmental Leadership in Higher Education. SHRE-OUP
- Kraiger, K.; Ford, J. & Salas, E. (1993). Application of Cognitive, Skill-Based and Affective Theories of Learning Outcomes to New Methods of Training Evaluation. *Journal of Applied Psychology* 1993, Vol 78, (2) 311 -328
- Krathwohl, D.R., Bloom, B.S., & Masia, D.D. (1956). Taxonomy of Educational Objectives: The classification of educational objectives. White Plains. NY: Longman.
- Krathwohl, D.R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4).
- Kuhn, T.S. (1977). Second thoughts on paradigms, in Kuhn, T.S. *The essential tension: selected studies in scientific tradition and change*. 293 -339. Reprinted from *The Structure of scientific theories*. Chicago: Chicago University Press.
- Leskes, A. & Miller, R. (2006). *Purposeful Pathways: Helping Students Achieve Key Learning Outcomes*. Association of American Colleges & Universities" (AAC&U) Greater Expectations Monograph Series, Vol. 8.
- Maher, A. (2004). Learning Outcomes in Higher Education: Implications for Curriculum Design and Student Learning. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 3(2), 46-54. doi:10.3794/johlste.32.78.
- Mayer, R.E. (2002). *Teaching for meaningful learning*. Upper Saddle River, NJ: Prentice-Hall.

- Maree, J.G., & Fraser, W.J. (2004). *Outcomes-Based Assessment*. Heinemann.
- Makgato, M., & Mbanguta, Z.(2002). Towards an outcomes based teaching and learning module for teacher preparation programmes of Further Education and Training institutions' engineering and technology educators in South Africa. *World Trans. on Engineering. and Technology Education*, 1(2) 227-232.
- Markus, H., & Sentis, K. (1982). The self in social information processing. In J. Suls (Ed.), *Psychological perspectives on the self* (Vol. 1, pp. 41-70). Hillsdale, NJ: Erlbaum.
- Marsh, P.A. (2007). What is known about Student Learning Outcomes and How does it relate to the scholarship of Teaching and Learning. *International Journal for the Scholarship of Teaching and Learning*. Vol.1, No.2,
- Marton, F., & Säljö, R. (1984). Approaches to learning. In F. Marton, D. Hounsell, & N. Entwistle (Eds.), *The experience of learning* (pp. 36-55). Edinburgh, Great Britain: Scottish Academic Press.
- Mayer, R. E. (2001). Rote vs Meaningful Learning theory into practice, 41(4) 226-237.
- Mayer, R.E. (2002). *Teaching for meaningful learning*. Upper Saddle River, NJ: Prentice- Hall.
- McKenney, K. (2003). The learning-centered institution: Key characteristics. *Inquiry & Action*, 1, 5-6.
- Merriam, K. (1998). *Research Methods in Education*. London. Routledge: Falmer.
- Miles, M. B. & Huberman, A.M. (1994). *Qualitative Data Analysis*. London: Sage.
- Mohloloane, M.J.S. (2004). *Towards a leadership model for the effective management of Further education and training colleges in the Gauteng Province* (Doctoral thesis, University of South Africa).
- Moon, J. (2002). Linking Levels, Learning Outcomes and Assessment Criteria. Retrieved on 24 February 2013 from www.ncgia.uscb.edu/education/curricula/giscc/units/format/.html
- Mouton, J. (2004). *How to succeed in your Master's and Doctoral Studies: a South African Guide and Resource Book*. Pretoria: Van Schaik Publishers.
- Nardi, B. A. (n.d). Activity Theory and Human-Computer Interaction : Retrieved 04 March 2013 from www.ics.uci.edu/corps/phaseii/nardi-ch1.pdf

- Nardi, B. A. (2005). Objects of Desire: Power and Passion in Collaborative Activity. *Mind, Culture and Activity* 12(1): 37-51.
- Neville, C. (2005). *Introduction to Research and Research Methods*. Bradford University, School of Management, Effective Learning Service.
- Olsen, M.E.; Lodwick, D.G. & Dunlap, R.E. (1992). *Viewing the World Ecologically*. Boulder, CO: Westview Press.
- Osters, S & Tiu, F. (n.d.). *Writing Measurable Learning Outcomes*. 3rd Annual Texas A & M Conference. Retrieved from <http://www.gavilan.edu/research/spd>
- Oxford School Dictionary (1996). Oxford University Press.
- Palmer, D.J, Stough, L.M., Burdenski, T.K & Gonzales, M. (2005). Identifying teacher expertise: An examination of researcher's decision making. *Educational Psychologist*, 40:13-25.
- Percival, F. & Ellington, H. (1988). *A handbook of educational technology* (2nd Ed.), London: Kogen Page.
- Phillips, L. (1994). *The Continuing Education Guide: THE CEU and other Professional Development Criteria*, Hunt Publishing Co.
- Pillay, J. (2012). Keystone Life Orientation (LO) teachers: implications for educational, social, and cultural contexts. *South African Journal of Education*. 32, 167-177.
- Prinsloo, E. (2007). Implementation of Life Orientation programmes in the new curriculum in South African schools: Perceptions of principals and Life Orientation teachers. *South African Journal of Education*, 27:155.
- Prochaska O & Norcross J.C. (2007). *Systems of Psychotherapy. A Transtheoretical Analysis* (6th ed).USA: Thomson Brooks.
- Reaburn, P., Muldoon, N. & Bookallil, C. (2009). Blended spaces, work based learning and constructive alignment: Impacts on student engagement. In *Same places, different spaces. Proceedings ascilite Auckland 2009*. <http://www.ascilite.org.au/conferences/auckland09/procs/raeburn.pdf>
- Republic of South Africa. (1995a). *White Paper on Education and Training*. Government Gazette 16312, 15 March. Cape Town.
- Republic of South Africa. (1995b). *South African Qualifications Authority*. Act no. (58) of 1995. Pretoria: Government Printers.

- Robertson, C. (2001). What's the Outcome? *Link 2*, October. LTSN for Hospitality, Leisure, Sport and Tourism.
- Robertson, I. (2008). Sustainable e-learning activity and professional development. Melbourne: RMI University.
- Rooth, E. (2005). An investigation of the status and practice of Life Orientation in South African schools in two provinces. University of Western Cape. Western Cape.
- Ruhland, S. K., & Brewer, J. A. (2001). Implementing an assessment plan to document student learning in a two-year technical college. *Journal of Vocational Education Research*, 26, 141-171.
- Tuckman, B. W. (2001, April).
- Ryder, M. (2000). *What is Activity Theory?* University of Colorado at Denver School of Education. Retrieved from carbon.ucdenver.edu/mryder/itc/act_diff.html
- Ryder, M. (2006). *What is Activity Theory?* University of Colorado. Denver. http://carbon.ucdenver.edu/~mryder/itc_data/act_diff.html.
- Samuel, M. A. (2009). On becoming a Teacher: Life history research and the force-field model of Teacher Development in Dhunpath, R. and Samuel, M.A. (Eds.). *Life history research-Epistemology, methodology and representation*. Rotterdam, Sense Publishers, pp 12-13.
- SAQA. (2000). The National Qualifications Framework and Curriculum Development. SAQA. Pretoria.
- SAQA. (1995). *The South African Qualifications Authority Act*. Pretoria: RSA Government Printer.
- Schon, D. (1991). *The Reflective Practitioner*. Aldershot: Ashgate.
- Schultz, L. (2005). Lynn Schultz: Old Dominion University : Bloom's taxonomy. Retrieved http://www.odu.edu/educ/lischoultz/blooms_taxonomy.htm.
- Shuell, T. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56, 411-436.
- Smith, P. & Blake, D. (2005). Facilitating learning through effective teaching. At a glance. Taken from <http://www.ncver.edu.au>.
- South African Qualifications Authority (SAQA), *The South African Qualifications Authority Act*. Pretoria: RSA Government Printer (1995).

- South Africa (Republic). Department of Education. (2001). *A new institutional landscape for public further and education training colleges: Reform of South Africa's technical colleges*. Government Printers: Pretoria.
- Spady, WG. (1994a). Outcomes-Based Education: Critical Issues and Answers. Arlington, V.A. American Association of School of Administrators.
- Spady, W.G. and Marshall, K.J. (1991). Beyond traditional Outcomes-Based Education. *Educational Leadership*, 49(2) (67-72).
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research techniques and procedures for developing grounded theory*, (2nd ed.), London: Sage.
- Teacher Net. (2001). oz-TeacherNet: Teachers helping teachers: Revised Bloom's Taxonomy. Retrieved March 19, 2005 from <http://rite.ed.qut.edu.au/ozteachernet/index.php?module=ContentExpress&func=display&ceid=29>
- Terre Blance M. & Kelly K. (1999). In: M Terre Blance & K Durrheim (eds). *Research in practice: applied methods or the social sciences*. Cape Town. University of Cape Town: University of Cape Town Press.
- UDACE (1992). *Learning Outcomes in Higher Education* London: Further Education Development Agency.
- Van den Akker, J.; Bannan, B.; Kelly, A.E.; Nieveen, N and Plomp, T. (2010). *An introduction to Educational Design Research*. Enschede: Axis Media Onwerpers also available on www.slo.nl
- Van Deventer, K. (2009). Perspectives of teachers on the implementation of Life Orientation in Grades R-11 from selected Western Cape schools. *South African Journal of Education*, 29:127-145.
- Van Deventer, K. (2007). A paradigm shift in Life Orientation: A Review. *South African Journal for Research in Sport, Physical Education and recreation*. Vol.29, pp.131-146.
- Van Deventer, K.J. & Van Niekerk, E. (2008). Life Orientation in Grade R-11: Teachers' perspectives on the implementation of Life Orientation in selected Western Cape schools. Unpublished research report. Stellenbosch: Stellenbosch University.
- Van Manen, M. (2002), *The Tone of Teaching*. The Althouse Press: Ontario, Canada.

- Watson, P. (2002). The role and integration of learning outcomes into the educational process. *Active Learning in Higher Education* 3(3), 205-219.
- Webb, I. (2007). Activity Theory University of Tasmania
<http://www.educ.utas.edu.au/users/ilwebb/research/activity_theory.htm>.
- Wiggins, G. & McTighe, T. (2002). *An introduction to understanding by design*. Columbia, MD (handout).
- Yin, R. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

APPENDIX A

INTERVIEW SCHEDULE

Section A: Personal Information

Kindly tell me about yourself, starting with the following questions. Talk about each issue as much as you can.

1. Your age: _____

2. Your gender: _____

3. Your highest professional qualification: _____

4. What lecturing experience do you have? (Probe: Number of years lecturing / teaching at college / schools, and which subjects being taught)

5. What Life Orientation training have you been exposed to during your professional training? (Probe: Have you had outcomes-based training?)

6. What level are you teaching?

7. Which programmes are you teaching in?(prompt: are you lecturing other subjects other than Life Orientation)

8. I teach Life Orientation because

Section B: Construction of Learning Outcomes using Teaching / Learning Resources

9. Do you use a lesson plan template when planning your lessons? Yes / No.

Describe -step-by step how you plan a typical Life Orientation lesson.

10. Do you find it difficult to plan your lesson? Explain.

11. In your lesson plan are your learning outcomes clearly written? Do these learning outcomes link up with the teacher activity and facilitation process?

12. How do you go about constructing your learning outcomes for your lessons? Explain.

13. Are the Learning Outcomes do-able at the end of the lesson? (Probe: can they be observed and measured in relation to what has been taught?)

14. The use of teaching/learning resources is necessary to promote learning. Are these being used and are they readily available?

15. What teaching strategies do you use when teaching Life Orientation? Give a description of this/these strategies. (Probe: Teaching strategies, making use of resources, homework, classwork, level of students)

16. How do you know when your students have achieved the learning outcomes for a particular lesson?

17. How do you know when your students have not achieved the learning outcomes for a particular lesson?

18. What has your experience been like teaching Life Orientation in terms of learning outcomes? (Probe: describe what this experience has been like for you, generally; Do you

feel you have contributed to the development of student learning and their achievement of outcomes? Give some examples.

APPENDIX B

REFLECTION ANALYSIS QUESTIONS FOR THE LECTURERS

Introduction

The aim of these reflection analysis questions is to determine how Life Orientation lecturers within the FET sector go about constructing their learning outcomes for their lessons using the different teaching/learning resources.

Your name does not need to be given on this form since there is no need to reveal your identity. Please indicate your answer to the question by marking the appropriate box with an (x). More questions require written suggestions/and comments.

Section A : Mark the appropriate box with an X.

1. Biographical

1. 1 Your age in years

1	2	3	4	5	6
Below 30	31-35	36-40	41-45	46-50	51+

1.2 Gender

Male	1
Female	2

1.3 Professional/Academic Qualifications

Matric/Standard 10/Grade 12		Master in Education	
Diploma in Education		Doctorate in Education	
Bachelors Degree		Other (Specify)	
Honours Degree			

1.4 Experience in current post in years

0-5 years	6-10 years	11-15 years	16-20 years	Above 20 years

B. Lesson Planning

2. How do you Construct your Learning Outcomes for your lesson?

Please indicate your responses by marking the appropriate box with an X.

In addition to your mark, please explain your answer in the space provided for additional comments.

KEY: Always =5

Most Times =4

Sometimes =3

Seldom =2

Never = 1

		Rating					Additional Comments
		1	2	3	4	5	
2.1	Prescribed Assessment Guidelines are used						
2.2	Prescribed Textbook is used.						
2.3	One's own knowledge and experience is used						
2.4	Learning outcomes are clearly thought out according to Bloom's Taxonomy						
2.5	Learning outcomes are always observable at the end of the lesson						
2.6	Learning outcomes are always measurable at the end of the lesson						
2.7	Learning outcomes are always achieved at the end of the lesson						
2.8	Learning outcomes are developed based on the teaching/learning resources available						
2.9	Hardware resources such as the chalkboard, whiteboard, Charts, OHP, Textbooks, Computers, Laptops, DVD Recorder are used and are readily available.						
2.10	Software resources such as the computer software to access programmes such as Powerpoint, Excel, Word, Internet, etc are used and are readily available.						

2.11	The ideological-ware of the lecturer, such as his/her teaching & learning strategies; his/her theories of teaching & learning; his/her research findings; his/her experience are incorporated into the lesson plan.						
2.12	The facilitation methods used are varied and are influenced by the learning outcomes						
2.13	The learner activities are well thought out and directly linked to the learning outcomes						
2.14	The Class Assessment is well thought out and influenced by the learning outcomes						
2.15	Previous lesson plans are used and simply updated						