

**Teachers' understandings and uses of the case-based method to
teach Tourism in Grades 10-12**

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for the degree of Master of Education (Tourism Education)**

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PERSONAL DECLARATION

I, Mlungisi Dlamini (210533724) declare that:

- The research reported in this dissertation, except where otherwise indicated, is my own work.
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Mlungisi Dlamini

As the candidate's supervisor, I **Dr Z.H.W Dube-Xaba**, agree to the submission of this thesis.

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I would first like to thank the Lord for giving me strength to complete this dissertation.

Philippians 4:13” I can do all things through Christ who strengthens me” This verse kept me believing and knowing that with God on my side I can be able to realise my dreams.

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DEDICATION

I dedicate this Master's Degree to my late father Mr Thamsanqa Lawrence Dlamini (1964-2011). You may be gone but you will never be forgotten, your words and your teachings are still meaningful today. How I wish you were here with me achieving this mile stone. This one is for you.

ABSTRACT

The current national curriculum for secondary schools in South Africa envisages learners who can think critically and will be able to solve problems in the real world of work. To achieve this goal, the case-based methodology is often used as a teaching strategy because it provides a fertile ground to apply theoretical concepts to real-world situations while enhancing learner participation and developing critical skills. Given the practical nature of Tourism as a subject in the Further Education and Training (FET) phase in schooling in South Africa, the study examined teachers' understandings and use of the case-based method in teaching Tourism in Grades 10-12. A qualitative case study methodology and interpretive paradigm were used. Three teachers from one school participated in this study and were purposely selected. Data were generated using semi-structured face-to-face interviews, lesson observations, and teachers' reflective writings. The findings indicated a paradox in teachers' understandings of the case-based method of teaching Tourism. On the one hand, they understood the case-based method as a valuable teaching strategy while, on the other hand, they perceived this method as complex and difficult to apply. It was evident from the data that the teachers predominantly used the traditional way of classroom instruction (often referred to as the 'chalk and talk' method) as they did not engage in active learning strategies such as discussions of case studies, which are required in the case-based method in teaching and learning. This suggests that the teachers did not provide opportunities for the formation of a learning community in which the learners could explore tourism concepts while also engaging in the collaborative construction of knowledge using the case-based method. The implication is that teachers' use of case-based methodologies as a teaching and learning strategy in Tourism classrooms is dependent on their understanding of the case-based methodology. Therefore, this study concludes that these Tourism teachers did not possess adequate skills in transmitting the required knowledge of Tourism as the case-based method was not appropriately applied.

TABLE OF CONTENTS

CONTENTS		Page
Personal declaration		i
Acknowledgements		ii
Dedications		iii
Abstract		iv
Table of contents		v
List of tables		ix
List of figures		x
List of appendices		ix
CHAPTER ONE: ORIENTATION OF THE STUDY		
1.1	Introduction	1
1.2	Background of the study	1
1.3	Rational and motivation for the study	4
1.4	Problem statement	5
1.5	Purpose of the study	6
1.6	Objectives	6
1.7	Research questions	6
1.8	Significance of the study	6
1.9	Methodological Considerations	7
1.10	Structure of the Dissertation	8
CHAPTER TWO: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK		
2.1	Introduction	10
2.2	Conceptualising Case-Based Method	10
2.2.1	Defining case-based method	10
2.2.2	History of case-based method	12

2.3	Pedagogical foundations of the case-based method	13
2.3.1	Integrating theory and practice	13
2.3.2	Promote reflective practices and critical thinking	15
2.3.3	Learner-centered education	15
2.3.3.1	Benefits of case-based method	16
2.3.3.2	Challenges of case-based method	19
2.3.4	Integrating learning and assessment	20
2.4	Requirements of the case-based method	20
2.4.1	Teachers' understandings of case- based method	21
2.4.2	Teachers' uses of case- based method	22
2.4.3	Using the case-based method in Tourism education	25
2.5	Theoretical framework	27
2.6	Chapter Summary	29
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY		
3.1	Introduction	31
3.2	Interpretive Paradigm	31
3.3	Qualitative approach	33
3.4	Case Study Design	35
3.5	Selection of research site and participants	36
3.5.1	Sample and sampling process	37
3.5.2	Description of the research site	37
3.5.3	Sample Selection	39
3.5.4	Introducing the participants	40
3.6	Data Generation	42

3.6.1	Interviews	44
3.6.2	Observations	45
3.6.3	Written Reflection	46
3.7	Data Analysis	47

3.8	Trustworthiness of data	48
3.9	Ethical considerations	50
3.10	Limitations of the study	50
3.11	Chapter summary	51

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1	Introduction	53
4.2	Tourism Teachers' Understandings of the Case-Based Method	53
4.2.1	The case-based method as a valuable strategy in teaching Tourism	54
4.2.1.1	Helping learners to experience realities in the tourism industry	54
4.2.1.2	Developing Various skills	58
4.2.1.3	Stimulating individual learning	61
4.2.1.4	Enhances assessment practices	64
4.2.2	Teachers' perception of the case-based method as challenging	72
4.2.2.1	Utilising the case-based method requires more time than is allocated normatively	73
4.2.2.2	Large class sizes that do not allow appropriate seating arrangement	76
4.3	Teachers' uses of case-based method	79
4.3.1	Teacher selection of case studies for case-based method	80
4.3.2	Facilitation of the case-based method	84
4.3.3	Active involvement of learners in the case-based method	88
4.4	Chapter Summary	92

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		
5.1	Introduction	94
5.2	Overview of the study	94
5.3	Summary of key findings	95
5.3.1	Teachers' understandings of the case-based method in teaching Tourism	96
5.3.2	Teachers' use of case-based method in teaching Tourism	97
5.4	Emerging insight	98
5.5	Recommendations of the Study and Future Research	102
5.6	Chapter Summary	103
	REFERENCES	104
	APPENDICIES	114

LIST OF TABLES

TABLE	REPRESENTATION	PAGE
1	Overall school pass rate and Tourism subject pass rate over 3 years	379
2	Data generation process	43

LIST OF FRIGURES

FIGURES	REPRESENTATION	PAGE
1	Case study extracted from previous question paper	780
2	Case study extracted from the textbook	81

LIST OF APPENDICES

APPENDIX	REPRESENTATION	PAGE
A	Ethical Clearance letter	114
B	KwaZulu natal department of Basic Education Permission letter	115
C	Letter to the Principal	116
D	Participants information and consent form	118
E	Interview schedule	120
F	Observation schedule	121
G	Reflective writing	122

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

This study focused on examining teachers' understandings and use of the case-based method in teaching Tourism in Grades 10-12 in one school in Pinetown District, in the province of KwaZulu-Natal in South Africa. This chapter provides an overview of the background of the study, explains the nature of Tourism as a school subject, and presents the rationale and significance of the study. The problem statement, study objectives, research questions, an overview of the methodological approach, and the structure of the dissertation are also presented.

1.2 Background to the Study

The secondary school curriculum that was introduced in South Africa in the era immediately after the abolishment of apartheid was meant to ensure that learners who elected this subject would acquire and apply knowledge of and skills in this subject in ways that would be meaningful to their own lives and the world of work (Department of Basic Education, 2011). These skills, that are still part and parcel of this subject, include appropriate communication, critical thinking, team work, and analytical thinking abilities. Emphasis has increasingly been placed on the importance of developing these skills in Tourism (Booyens, 2020; Thompson & Washington, 2015), which is an elective subject in the FET phase of secondary schooling in South Africa. To acquire such skills in Tourism, teachers have to use various methods to improve their quality of teaching and learners' potential for learning. This needs to be done to meet the demands of the subject which originated from a vast and diverse industry that is ever changing (Baum & Hai, 2019). The tourism industry requires a work force that possesses more than subject knowledge, as creativity and innovative thinking are pivotal in handling different aspects of this field of work.

Tourism was first introduced as a secondary school subject in South Africa in 1998 as one of the new, dynamic subjects that are vocationally oriented (Swart, Booyse &

Borroughs, 2014). It drew a lot of content knowledge from case studies with a view to exposing learners to real-life experiences and the vocational nature of the tourism sector in South Africa. The subject was introduced with the intention of preparing learners who elect it for the real world, thus ensuring that they become enlightened regarding the corporate world. Today's tourism industry requires graduates who have specific competencies such as communication, critical thinking, and problem-solving skills. They should also possess creativity, analytical thinking skills, and the ability to cope with a rapidly changing environment (Dawson & Titz, 2012).

Employees in the tourism field should be able to meet the demands of the corporate world, and therefore they must be taught in a way that is in line with these expectations. However, concern has been expressed regarding the readiness of learners who have studied Tourism at various levels and the question has been posed whether they are equipped with the necessary skills to meet the needs of the tourism industry (Dawson & Titz, 2012; Dube, 2014). Therefore, to prepare Tourism learners for the realities of the tourism industry, teachers need to ensure that they use a variety of methods and resources that will enable learners to develop the skills that are required in the industry. This calls for new and innovative teaching and learning methods that will encourage learners to develop the skill of enquiry through active engagement and participation in their own learning. These approaches are based on the constructivist view of learning which suggests that each person constructs his/her own learning by engaging in learning processes and experiences with others. In this context, Dimitrios, Michael and Airey (2004) have for some time proposed the case-based learning method which they argue is beneficial in the teaching of Tourism.

The case-based method, when applied appropriately, facilitates learners' construction of knowledge and makes learning meaningful. The case-based method is embedded in a learner-centred approach where learners become the centre of the lesson, which is different from the traditional method of teaching where learners are passive recipients of information. Active teaching is a crucial element of learning in the twenty-first century as such teaching encourages a learner-centred approach (Yun, Yujie & Yinke, 2016) which better facilitates learning than the 'chalk and talk' method.

Learners who study Tourism require practical experience to enhance their expertise, which obligates teachers of this subject to adapt to patterns of change in order to exert a profound influence on their learners whose future roles and behaviours within the tourism industry will be measured by their knowledge and professionalism (Dimitrios et al., 2004). It is for these reasons that the case-based method is deemed a solution for Tourism teachers who wish to meet the demands and aspirations of the curriculum and the tourism industry while, at the same time, ensuring quality performance by their learners.

It is Tourism teachers' mandate to ensure that their learners are able to use the knowledge constructed from society and understand the content they are taught. This notion is supported by the case-based method which seeks to bridge the gap between theory that is learned in the classroom and practice that relates to the real world in order to sharpen learners' critical and analytical skills (Krain, 2016).

The case-based method is defined by Tripathy (2009: 661) as "a method where there is active learner involvement in learning as they engage in challenging, interactive learning activities about real-life situations presented in the form of a case study". Herreid (2015) argues that the case-based method must be designed to challenge creative and critical thinking in order to process information and raise questions that will engage learners to think critically and solve real-life problems. In essence, the case-based method puts emphasis on the active role of learners in their own learning to help them discover, discuss, and meaningfully construct concepts and relationships that involve real-world problems. Lee (2012) argues that the case-based method is grounded in the constructivist paradigm and that it instils new meaning by creating interaction between learners' knowledge and experiences. To achieve this successfully, teachers are required to employ constructivist strategies, be involved as a facilitator who familiarises him-/herself with different cases, prepare questions and prompts in advance, and anticipate where students might run into problems (Hemphill, Richards, Gaudreault, & Templin, 2015). Herreid (2015) adds that the case-based method utilises collaborative learning and facilitates integration of learning through problem solving to instil creative thinking.

Since its introduction into the South African education system, Tourism has been well received by schools. However, specialist teachers have been very few and this has impacted the implementation of the case-based method as a valuable teaching tool in this subject (DubeXaba, 2017; Swart, et al., 2014). This study thus aimed to examine purposively selected teachers' understanding and use of the case-based method in teaching Tourism in Grades 10-12.

1.3 Rationale and motivation for the study

As a Tourism learner in high school, I was fascinated by the emphasis on case studies in Tourism examinations. Nevertheless, I tended to struggle with the assessment material linked to these case studies. I recall that, during my schooling years, there was no emphasis on the case-based method in the classroom to promote learner participation, as the emphasis was primarily on answering contextual questions. It was only at university during my training as a teacher where my lecturers partly clarified the importance of using the case-based method as a teaching strategy in Tourism. During my teaching practice at a particular school, I noticed, when observing lessons, that the educators found it difficult to use the case-based method. This made me curious about teachers' understanding and use of this methodology. As a teacher, I am now expected to use the case-based method in my teaching of Tourism, but after having been in the field for six years I still find it challenging. I struggle to find suitable case studies and thus I end up relying on what is available in the textbook. As a Tourism teacher, my lived experiences match those of other teachers who find that the use of the case-based method in Tourism classrooms is characterised by insurmountable challenges. My conversations with other teachers during cluster meetings (a cluster comprises schools that are grouped together in the same area) revealed that they were experiencing similar challenges and I thus concluded that the case-based method was not used effectively in various schools.

Scholars have indicated that the case-based method is used across different learning disciplines such as English, Business Studies, and Mathematical Literacy where learners apply their knowledge to real-world scenarios (Bonney, 2015; Herreid, 2015; Krain, 2016). Although there is now a substantive and growing body of literature describing how to develop and use case studies in science teaching, current research on the case-

based method in Tourism is of limited scope and depth. The available literature that I could trace on the use of the case-based method in Tourism education mainly focuses on learners' perspectives of learning through this method (Marinakou, 2010; Sheldon, Fesenmaier, Woeber, Cooper & Antonioli, 2008; Shih, Liao, Lin, & Liao, 2016) and not on teachers' views on the challenges associated with this method. In light of this gap, it is envisaged that this study will shed light on this phenomenon as I intended to focus on teachers' perspectives, and more particularly on their understanding and use of case-based methodology in teaching Tourism in Grades 10-12. My interest in Tourism was further raised by the fact that Tourism is one of the recently introduced subjects in the South African secondary school curriculum and is only taught in Grades 10-12.

1.4 Problem Statement

The many changes that have occurred in the South African schooling curriculum over the last two decades have obliged teachers to employ innovative teaching strategies to help learners to achieve the required learning outcomes. Some researchers are of the view that traditional teaching strategies that require learners to acquire knowledge are inappropriate for the development of skills that are required in the contemporary world of work (Thompson & Washington, 2015). Therefore, teachers are expected to adopt contemporary teaching strategies that encourage inquiry learning. This learning style encourages learners to become more involved in the lessons and may include, but are not limited to, the case-based method. Given that the case-based method is a strategy that encourages collaborative learning and facilitates integrated learning through problem solving to instil creative thinking (Herreid, 2015), it presents the possibility of meeting these needs in an effective way. The use of this strategy requires an innovative teacher with both subject knowledge and pedagogical training. Such a strategy is highly appropriate for the teaching of Tourism as the nature of this subject requires learners to acquire skills that are relevant for solving real-life problems in the tourism industry.

In South Africa, a new curriculum known as the National Curriculum Statement (NCS) was introduced in Grades 10-12 in 2006. When this curriculum was in place, it was assumed that all schools offering the curriculum were ready to implement it and teach

within its tenets. However, twelve years later (2018 when this study was started), Tourism teachers were still facing challenges when trying to use various methods to teach the subject and make it accessible to their learners. Evidence of this struggle has been highlighted by researchers who have argued that teaching and learning in Tourism have remained predominantly teacher-centred (Chili, 2014; Dube, 2014). Such an undesirable approach to teaching Tourism could be attributed to the lack of qualified Tourism teachers which is a challenge that has persistently impacted negatively on teaching and learning in the subject (Smith, 2011; Chili, 2013; Dube-Xaba & Makae, 2018). Jita and Mokhele (2014) claim that even seasoned teachers were never trained appropriately to understand the requirements of this new curriculum, yet were expected to change their teaching strategies and classroom practices to adapt to new trends and ways of teaching. Given the lack of teacher training in Tourism, this current study will provide insight into teachers' knowledge of Tourism teaching strategies as it sought to examine teachers' understandings and use of the case-based method in Grades 10-12.

1.5 Purpose of the Study

According to Edward, Smith and Webb (2001), the case-based method is a teaching strategy that allows teachers to be facilitators in the classroom while encouraging a learner-centred approach. The case-based method, is argued, not only develop in learners a knowledge-base but can also develop within learners a wide range of skills. Despite the likely increasing use of case-based method, studies in Tourism education, and apart from a few isolated learners' perceptions (e.g. Bates & Galloway, 2012; Zwaal & Otting, 2010), very little is generally known about how Tourism educators understand and use case-based method in teaching Tourism. It was against this background that the current study aimed to explore teachers' understandings and use of the case-based method in teaching Tourism in Grades 10-12.

1.6 Objectives

The objectives of the study were to:

- Examine teachers' understandings of the case-based method in teaching Tourism in Grades 10-12.

- Explore teachers' use of the case-based method in teaching Tourism in Grades 10-12.

1.7 Research Questions

- What are teachers' understandings of case-based method in teaching Tourism in Grades 10-12?
- How do teachers use the case-based method to teach Tourism in Grades 10-12?

1.8 Significance of the Study

The aim of research is to find new knowledge on a particular phenomenon and to expand the existing body of knowledge through, for instance, the formulation of a new theory, adding new and insightful knowledge, proposing a new methodology, and/or suggesting new means of improving practice in a particular field (Woodwall, 2012). Based on the above rationale for this research, this study aimed to contribute to the pool of knowledge by providing new insights into teachers' understandings of the case-based method of teaching, and shedding light on the way in which the case-based method is used practically in Tourism classrooms. It was envisaged that various challenges and successes experienced by Tourism teachers would be uncovered and that a scholarly analysis of these would add to the pool of knowledge regarding the case-based method of teaching and learning, with particular focus on Tourism as a school subject in the FET phase. The findings of this study will provide insight into teachers' understanding and use of the case-based method, which might be useful information for relevant stakeholders who may not be aware of what is happening in Tourism classrooms where efficient teaching and learning should be the core business. Moreover, the school management team (SMT) of the particular school will be informed of the successes and challenges experienced by teachers in its Tourism classrooms and they should be able to judge whether the case-based method should be encouraged to mitigate any adversities teachers might experience. The results, although not generalizable due to the limited scope of the study, may also inform policy makers about the issues associated with the teaching and learning processes in Tourism.

1.9 Methodological Considerations

The study was guided by the interpretive paradigm which is concerned with the lived experiences of participants. The interpretive paradigm is based on the premise that reality consists of people's subjective experiences of the external world; thus, they may adopt an intersubjective epistemology and ontological belief. In this context, multiple socially constructed realities emerged during the analysis and interpretation of the data (Leedy & Ormrod, 2010; McMillan & Schumacher, 2014). The interpretive paradigm was a relevant and appropriate choice as the application of the case-based method of teaching was evaluated from the perspective of teachers who had been teaching Tourism for some time.

Cohen, Manion and Morrison (2018) assert that qualitative researchers study phenomena in their natural settings and thus attempt to make sense of and interpret them in terms of the meanings people bring to them. Therefore, in conjunction with the interpretive paradigm, the study adopted a qualitative approach in order to gain in-depth understanding of the teachers' experiences of formative assessment in Tourism. The qualitative approach was appropriate for the generation of the required data and for the interpretation of the participating teachers' understandings and use of the case-based method in teaching Tourism. In the process of data collection, the authentic views and actions of the participants were explored.

This study adopted a case study design. One secondary school was selected as the research site because I endeavoured to examine the phenomenon under study in some depth. This choice is supported by Yin (2011), who asserts that a case study design that is informed by the qualitative approach is an in-depth examination of a particular example of a phenomenon. Purposive sampling was used to select the school and the three participating teachers as a case study requires the exploration of a unique example of real people in a real situation (Denzin & Lincoln, 2011). Data were generated by means of qualitative data generation methods in the form of semi-structured interviews, written reflections, and observations of the lessons of the three participating teachers. The data that were obtained were analysed using thematic analysis.

1.10 Structure of the Dissertation

This study report is divided into five chapters that demarcate the diverse phases of the study. Chapter One orientates the reader to the study as it is in this chapter that I discuss the background to the study and present the problem statement, the purpose and objectives of the study, the research questions, methodological considerations, and the structure of the dissertation.

In Chapter Two literature related to the case-based method is reviewed. This review provides a comprehensive overview of the key issues associated with the case-based method and its use in the educational sphere, with particular reference to Tourism as a subject. The chapter concludes with a discussion of the theoretical framework that was used in the study.

In Chapter Three the research methodology that was employed in this study is discussed. Features such as the interpretive paradigm, the qualitative approach, the research design, the selection of the research site and participants (sample and sampling description of the research site and participants), and data generation methods and analysis are discussed. A discussion of the trustworthiness of the study, the ethical issues that were considered, and the limitations of the study concludes Chapter Three.

In Chapter Four I focus on data presentation and analysis and present a discussion of the findings in conjunction with corroboration of or contrary views expressed in the literature. The findings are also illuminated by the theories that underpinned this study.

In Chapter Five I presents a summary of the findings, offers recommendations for further studies, and conclude the dissertation with pertinent remarks.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

The purpose of this chapter is to discuss various excerpts from the literature that relate to the phenomenon under study (Creswell, 2014). This chapter presents the literature review to position the study within the case-based method as understood and used in teaching and learning. The purpose of a literature review is to establish the scope within prior research so that one is able to establish how the dissertation fits into the previous sequence of studies (Aveyard, 2010). Aveyard (2010) further explains that a literature review enables one to understand how new studies and research simulate building blocks that are laid one upon the other, just like some ideas are built on others. This chapter thus explores findings in the literature that are related to the case-based method. I commence the chapter by conceptualising the case-based method and I examine its definitions, origins, and features. I also explore the case-based method as it is understood and used in education, and particularly in Tourism education. I further discuss the role played by and the barriers that impede the use of the case-based method in teaching and learning. I conclude the literature review with a discussion on the theoretical framework that underpinned this study.

2.2 Conceptualising the Case-Based Method

The study explored teachers' understandings and use of the case-based method to enhance teaching and learning, with particular reference to Tourism that is taught in Grades 10-12 in the South African context. In pursuing this focus, it was necessary to provide a framework of what is understood by the case-based method. I review the views of various scholars and explore definitions, the history, and features of the case-based teaching and learning method.

2.2.1 Defining the case-based method

There has been no consensus regarding a definitive definition of the case-based method. Many other terms have been used to describe the pedagogy of teaching using cases in the literature, such as case-based instruction (CBI), a case-based approach (CBA), case-based reasoning (CBR), case-based learning (CBL), case-based teaching (CBT), and case-study method (CBM). In this dissertation, the term case-based method is used as it is an umbrella term for all the methods that may be utilised for the study of cases for pedagogical purposes (Luo & Koszalka, 2011). Essentially, the case-based method is defined as “the use of case studies in teaching and learning as an approach that guides a process of discovery (McLean, 2016: 39). Case studies that are used in the case-based method are detailed narrative accounts that present situations or challenges that individuals did or could potentially encounter in the real world.

In Tourism, for instance, the case-based method may explore problems that tourism operators face in the real world of this industry in order to research the concepts and ideas they need to know for solving any problems. Gerring (2004, p. 346) defines the case-based method as “the use of a case study that is a description of a real or simulated managerial situation or business faced with a problem that must be solved”. Given that this method focuses on solving problems in the real world, Thistlethwaite et al. (2012) argue that the case-based method is a form of inquiry-based learning that is positioned on the continuum between structured and guided learning. This is because the case-based method is structured so that learners may explore subject matter that is relevant to a particular industry while also using open-ended questions that guide their learning. Kantar and Massouh (2015, p.2) define the case-based method as “an approach to education which aims to prepare learners for practice through the use of real or realistic cases to link theory to practice through the application of theoretical knowledge to the cases themselves”. In the case-based method, learners thus apply their knowledge to real-life situations which promotes high levels of cognition (Yun et al., 2016). In other words, the case-based method is a piece of reality brought into the classroom where the learners have to face real life with all its complexities and problems.

The case-based method is an active teaching and learning strategy that allows learners to apply their knowledge and analytical skills to complex situations or problems (Bonney, 2015). Gade and Chari (2013) agree that this is a flexible teaching method that involves

problem-based learning and promotes the development of analytical skills. In the case-based method, content is presented in the form of a story accompanied by questions and activities that promote group discussion and the solving of complex problems. In this way the case-based method enhances the development of critical thinking and application and moves beyond mere recall of knowledge (Kantar & Massouh, 2015). This also implies that the case-based method is an active teaching strategy that requires the active participation of learners to solve problems that are presented through real-life scenarios common to the discipline/field under study (Le Roux & Khanyile, 2012). It thus presents a case or scenario based on common challenges in an industry and poses questions related to the case that learners must discuss and solve (Lyons & Bandura, 2020). Gade and Chari (2013) view the case-based method as an active teaching strategy that needs to be learner-centred and that should focus on developing learners' practical application and critical thinking abilities.

Based on the various definitions provided above, I understood the case-based method as a teaching strategy that presents real business situations or problems that learners must solve while relating their content learning (theory) to practice. It is thus based on real-life cases and involves interaction between the teacher, learner, and the real case. It develops various skills such as analysis, problem solving, and collaboration. Based on the teacher's teaching purpose, it combines theory and practice completely, takes the related case as the basic teaching material, and simulates a real environment. The above definitions of the case-based method are well suited to teaching and learning practices in Tourism due to the nature of the tourism industry which requires employees to be problem solvers. The use of this approach will thus enable learners to discuss cases and develop problem-solving skills.

2.2.2 History of the case-based method

This section looks at the origins of the case-based method that can be traced back to Harvard University. It was introduced by the Harvard Law School in 1908 and was adopted by Harvard Business School years later (Thistlethwaite et al., 2012). The Harvard Business School is often credited as one of the first, if not the first, major institution to adopt the case method across its curriculum. In this business school the

case-based approach became an effective method to introduce business students to real business problems and to develop their critical and analytical reasoning skills and to encourage problem-solving processes (Bonney, 2015)

Since the early 1920s, it has been a common practice by the Harvard Business School to invite business people to present or attend lectures and to discuss the problems that they have encountered in their business operations (Jaques, 2008). Based on this model, the use of case studies has been popularised by schools of law and business schools internationally to enhance managerial education. As reported by Leonard Jr and Cook (2010), the Harvard Business School began to write descriptions of real cases so that students could learn beyond textbooks, and this technique has now become a powerful teaching tool. The case-based method has thus become the most effective teaching technique for future career preparation and the acquisition of practical application skills in the business environment. This is intended to enable students and learners to examine industry practices in various contexts while providing them with opportunities to solve real-life problems.

The use of the case-based method seems popular in most disciplines, including medicine, law, and business where it has become a popular alternative to the traditional lecture approach as an instructional method (Lee, Lee, Liu, Bonk & Magjuka, 2009). Recently, the case-based method has also been used in various educational contexts, ranging from secondary school to higher education (Shulman & Shulman, 2004; Ban, 2014; Habasisa & Hlalele, 2014). It has also been firmly established in teacher education (Shulman & Shulman, 2004; Thistlethwaite et al., 2012). The intention of this approach is to move away from teacher-centred teaching towards more interactive methods to enable learners to learn through real-life scenarios and settings.

In order to explore the extent and efficacy of teachers' understanding and use of the case-based method in Tourism, it is important to understand the features of this teaching and learning method.

2.3 Pedagogical foundations of the case-based method

Various interactive teaching strategies – such as the case-based method – have become essential in many education curricula as such methods are fundamental in educational practice (Gartmeier, Pfurtscheller, Hapfelmeier, Grünewald, Häusler, Seidel & Berberat, 2019). In the following section I shall discuss the foundations of the case-based method and its key features.

2.3.1 Integrating theory and practice

The case-based method has become popular in educational settings where it simulates the real world of work (Pietrzykowski & Szczyt, 2012; Shulman, 2004). Various studies agree on the pedagogical foundations and particular features of the case-based method and the fact that they are central to teaching and learning. Two of the main features are authentic, real-life experiences and active learner involvement (Bučiūnienė, 2012; Dart, Nkanotseng, Chizwe & Koya, 2010;

Gartmeier et al., 2019). Herreid (2015, p. 98) summarises the features of the case-based method as follows: “[It is] authentic, involve[s] common scenarios, [is] aligned with defined learning outcomes, has educational value, stimulate[s] interest, and [has] general applicability”. Therefore, the case-based method is an active learning strategy that focuses on challenging learners to solve a presented problem in the form of a case study. Case studies that are used in the case-based method can be either written, oral, or audio-visual with questions to help students develop thinking patterns and integrate theoretical content (McLean, 2016). Teaching using the case-based method appears to be an ideal way of communicating detailed, interrelated, and often complex industry-related situations. Compared to lectures, teaching by means of case studies is a major step forward in getting the academic world closer to the real world of work. Employing the case-based method in the teaching process means that learners are required to analyse realworld situations, engage in discussions with other learners, and suggest solutions and recommendations based on their findings (Cranston, 2008).

The core attributes of the case-based method are relevancy and realism (Jeggels, Traut & Kwast, 2010). By exploring real-life experiences, the case-based method emphasises the need for context-dependent practical problem solving. Good case-based material is a means by which a piece of reality is brought into the classroom where it is explored and analysed by the teacher and learners. Therefore, when they learn by means of the case

study method, learners become acquainted with the situation of a particular industry and, in this way, learning is associated with business practice rather than with theory. According to Volpe (2015), learners learn best when they focus on theoretical aspects as well as application, which is crucial for their understanding. The case-based method uses situation specific cases to encourage learners to relate to the world of work. In this regard, learners explore the key issues of the problem in question, define their knowledge gaps, and probe in order to acquire information regarding that missing knowledge.

The aim of using case studies is to bridge the gap between theory and practice. Baeten, Dochy, and Struyven (2013) are of the view that using the case-based method assists learners to better comprehend and apply theories and concepts. When using this strategy, learners apply the content knowledge they have acquired in the classroom to a situation that either did happen or could plausibly happen in the real world of work. In this process, learners are offered opportunities to practise identifying relevant principles and problems and to find solutions for these problems that could also be effective in the real environment. When learning through the case study method, learners become acquainted with the situation of a given organisation and, in this way, learning is closer to the actual industry than theories about it.

2.3.2 Promoting reflective practices and critical thinking

According to Herreid (2015), cases studied in education are mostly in print format and range from a few lines to a few pages. Learners read the case study and integrate their subject content knowledge with a particular case for illustration and interpretation. Case studies may differ depending on the purpose of the lesson as they can be selected to meet specific teaching objectives. Bučiūnienė (2012) emphasises that learning objectives should be set for each lesson. These objectives should identify what knowledge, skills, and abilities need to be conveyed to the learners. Lyons and Bandura (2020) state that some cases are subject specific, which is what is required in Tourism as the aim is to guide learners to understand various dilemmas and practices in this industry.

Promoting reflection and critical thinking has always been associated with the case-based method as many researchers have claimed that approaches used in this method foster

critical thinking, reflection, and problem-solving skills (Barnes, Christensen & Hansen, 2012; Grassberger & Wilder, 2015; Nkhoma, Sriratanaviriyakul & Le Quang, 2017). The case-based method focuses on teaching learners to think critically and argue constructively. It must thus provide opportunities for learners to analyse the case they are studying and apply their content knowledge to solve problems exposed in the case while thinking critically. The literature reveals that the case-based method allows learners to reason and be creative and exposes them to deeper knowledge and an enhanced capability to think critically (Barnes, et al., 2012; Grassberger & Wilder, 2015). This is in line with the principles of the NCS which aim to improve critical thinking skills and analyse common or problematic situations. The South African Curriculum and Policy Statement (CAPS) urges schools to allow learners to think creatively and be critical thinkers to enable them to make their own decisions. The case-based method is thus desirable as it elicits active learning for deeper understanding and higher order thinking skills and endorses the value of critical thinking for learning.

2.3.3 Learner-centred education

At the heart of the learner-centred education lies case-based method. There is a great need to teach with the use of case studies as a vehicle for classroom discussions. Most studies support the efficacy of the case-based method of teaching and learning in education (Chan, 2010; Gartmeier et al., 2019). However, Bučiūnienė (2012) emphasise that cases alone do not initiate or promote learning as didactic integration with cases for effective learning remains important and requires appropriate planning by teachers.

2.3.3.1 Benefits of case-based-method

The application of the case-based method was an under-studied field in Tourism education when this study was conceptualised. It was therefore important to explore the perceptions of teachers and their application of this strategy in a scholarly investigation. The expectation exists that learners should take an active part in their learning and they are thus often asked to work in groups and to evaluate one another's opinions before any plenum discussion takes place. Working in groups can help learners develop

interpersonal skills and the capacity to work in a team while it also enhances their ability to communicate and discuss a topic (Coorey & Firth, 2013).

Another aim of the case-based method is to promote increased levels of interest and engagement among learners (Popil, 2011). As the case-based method provides a certain level of understanding of the problem involved, learners are given an opportunity to engage with the situation and to explore the dispute in the case under study. The case-based method thus presents learners with the opportunity to become actively involved by engaging with one another and an appropriate text in a challenging, interactive learning environment (Killen, 2019). In this regard, Lyons and Bandura (2020) state that the case-based method utilises collaborative learning, facilitates the integration of learning, develops learners' intrinsic and extrinsic motivation to learn, encourages learner self and critical reflection, allows scientific inquiry, integrates knowledge and practice, and supports the development of a variety of learning skills.

Using the case-based method also helps learners to develop opinions of their own and to utilise personal experiences and resources to find solutions to real-life problems (Ukwetang, Edu & Ukah, 2017). According to Popil (2011), this approach encourages learners to take responsibility for their learning, whether they work as individuals or in groups, while engaging in a challenging, interactive learning environment. The main aims of the case-based method are not only to impart knowledge in the teaching process, but also "to transform learners from passive recipients of the teacher's knowledge into active constructors of their own and other students' knowledge" (Ardalan, 2006, p. 37).

In addition, Krain (2016) claims that the most powerful and interesting cases are those that allow several assessments of the same situation, lead to discussions, and elicit different views, each with different implications for action. Discussions allow learners to interact with one another and learn through different experienced perspectives. Gade and Chari (2013) state that the casebased method provides learners with the opportunity to construct their own knowledge in a collaborative learner-centred learning environment where they use opportunities for interaction. In this regard, the collaborative case-based method endorses current educational principles and has thus been used to great effect in the field of education.

The case-based method focuses on a learner-centred approach that fosters learning. Bonney (2015) states that the case-based method stimulates learning and generates dialogue as learners actively participate in the learning process in order to meet the objectives. In the case-based method, learning is stimulated through participation as opposed to merely testing learners' memories. According to Herreid (2015), using participative methods helps to nurture learners' critical thinking and analysis skills and instils in them the ability to solve real-life problems. This method assists in creating a path for learners to fulfil their expectations of learning as they are active participants in finding possible solutions for an identified problem or problems. They get involved in analysing, synthesising and evaluating materials to solve problem(s) based on a real-world case. This approach is based on the constructive view of learning which suggests that each person constructs his/her own learning by engaging with others. It is an active pedagogical process whereby learners learn by performing analyses and engaging in activities themselves, instead of being told how it is done. Krain (2016) examined the benefits of the case-based method and revealed that most learners felt that learning by doing provided far better and more lasting results than learning through lectures.

The case-based method requires learners to read problem-based scenarios, prepare action plans, and work toward solutions (Volpe, 2015). By nature, this method does not seek a single solution or one correct answer to problems, but puts emphasis on different points of view. As case studies do not have one correct solution, they encourage learners to consider and apply alternative solutions (Herreid, 2015). In essence, case studies are open-ended scenarios that allow learners to engage in discussion and debate rather than coming up with a single solution (Dart et al., 2010). Case studies have thus been found to be useful for learning as they allow learners to analyse a case. Therefore, the focus of the case-based method is more on the process of reaching a solution through analysis rather than the solution itself.

The case-based method focuses on the building of knowledge and provides opportunities for in-depth learning. This is learning that goes beyond simple identification of correct answers and is aligned with critical thinking. Giancalone (2016) argues that the case study approach is effective in improving content knowledge because learners find this

method interesting, useful, and successful. It enhances their engagement and learning experiences and allows them to speak as it stimulates their interest in reality. According to Peters, Cellucci, and Woodruff (2015), this approach provides learners with the opportunity to construct their own knowledge in a collaborative student-centred learning environment. It also allows learners to use their prior knowledge and interests related to the case to construct new knowledge.

An important requirement of the case-based method is that the text describing the case should be short and should not contain too many details that may be confusing. The point is that learners should simplify the world and focus on case-relevant facts and issues (Krain, 2016; Lyons & Bandura, 2020). In this regard, Dart et al. (2010) emphasise that, when developing case-based material, the time that will be available for learners to work on the case study needs to be considered. Short case studies can thus be used to provide an example from practice or introduce a problem, thus allowing learners to discuss alternative approaches to investigate it. Lyons and Bandura (2020) suggest that teachers should draft their own case studies with specific objectives.

2.3.3.2 Challenges of case-based method

While expressing positive comments about the case-based method, Chan (2010) found that teachers in Hong Kong hardly used this method, attributing this to the large sizes of classes and the physical layout of classrooms. Deciding on the physical layout and the arrangement of seating in a classroom is important as it often determines the choice of teaching strategy. Classroom seating arrangements affect learning, motivation, participation, and interaction between the teacher and learners and among learners (Rands & Gansemer-Topf, 2017). When using the case-based method, sufficient classroom space to provide opportunities for learner engagement has a positive impact on learning. According to Harvey and Kenyon (2013), teachers have to know how to organise and manage their classrooms for case-based learning to ensure that all learners are

participating, because the smaller the number of learners, the easier it is to use the case-based method. Ngcobo (2008) thus argues that large class sizes impede the use of participatory teaching strategies such as the case-based method. Rands and Gansemer-Topf (2017) also claim that, if the number of learners per class increases, the less likely it is that everyone will have an equal opportunity to participate in case-based activities. A study conducted by Çakmakçı and Taşar (2010) in Physical Sciences revealed that teachers failed to use the case-based method effectively due to large numbers of learners in one classroom. Using the case-based method with large classes may induce multiple distractors such as difficulty in asking questions that will elicit responses to fuel the momentum of case discussion. Attention can also be negatively impacted because some participants may lose interest during the lesson as the teacher may not be able to allocate equal opportunities to all learners (Mari, 2010).

One of other challenge associated with this is that case-based method is time consuming for both learners and teachers. Habasisa and Hlalele (2014) claim that the case-based method places considerable demands on teachers because it is time consuming and requires a full range of specific skills from teachers, such as effective classroom management and appropriate presentation skills. In addition, Bonney (2015) argued that as long as several learning objects are not integrated in the case, case-based method will not function as a tool for effective teaching and learning. Most of the limitations enroots in the difficulty of the implementation of the change of teaching method. That is changing from the teaching-centered approach to learning-centered approach (Rands & Gansemer-Topf, 2017).

2.3.4 Integrating learning and assessment

The case-based method is also useful to facilitate and assess the integration of concepts with appropriate industry knowledge and practices, which enhances learning and motivation (Hemphill et al., 2015). Nkhoma et al. (2017) argue that case-based assessments and activities have contributed to positive results regarding higher order thinking development. When learners are assessed according to the case-based method in examinations, their knowledge of real-world situations is thus assessed (Oosthuizen, Esterhuyse & Cilliers, 2019). Watson and Satton (2012) also concur that the case-based

method can be used in assessments as they found this to be an effective approach. Assessment based on case studies is usually offered at the end of a class discussion and, depending on the format, can be used for both formative and summative purposes (Biggs & Tang, 2011). According to the latter authors, case study teaching improves examination outcomes. Oosthuizen et al. (2019) state that case studies can be used strategically in examinations to drive learning as learners engage in deeper learning before and during the examination. However, they warn of the danger of over emphasis on examination and not deep learning, as learners might concentrate on examination skills only. Therefore, explicit strategies are necessary to promote cognitive development.

The pedagogical foundations and features of the case-based method as described above suggest that the purpose of this method is to nurture learners so that they will have the ability to integrate classroom knowledge with practice. This is important in the training of students and learners at different levels of education. Based on this and other conclusions, the current study aimed to explore teachers' understanding and use of the case-based method, with specific focus on the teaching of Tourism in Grades 10-12.

2.4 Requirements of the case-based method

The success of the case-based method depends on teachers' understanding of it and the manner in which they use this strategy in their classrooms. In the following section I shall discuss these requirements in more detail.

2.4.1 Teachers' understandings of the case-based method

Until recently, not many studies have been conducted to specifically aim at examining teachers' understanding of the case-based method, particularly in Tourism. The few studies that were conducted on this topic revealed that the participating teachers were in favour of the case-based method (Chan, 2010; Shih et al. (2016)). They viewed the case-based method as a means of improving learners' level of motivation and they approved of the learner-centred approach that it expounds. The teachers were also of the view that

the case-based method would be able to close the gap between what is taught in class and what is happening in the real world. Naumes and Naumes (2012) note that the teachers in their study agreed with this method as it puts learners in a situation where they need to be decision-oriented and action-driven to make meaning of the case that is studied. Shih et al. (2016) revealed that teachers considered the case-based method to be either helpful or very helpful in their teaching.

In a study conducted by Bonny (2015) on the effectiveness of the case-based method in learning, the results showed that most of the participants thought that using cases was better than direct instruction. Teachers found the case-based method to be useful in presenting real-life situations to gain practical knowledge. According to Mesny (2013), teachers understand the case-based method as helping learners to integrate theories with real situations in industry and developing alternative solutions for organisational problems. The same view is held by Herreid (2015), who states that using cases in teaching elicits a better understanding of reality and how different problematic situations can be resolved. Learners thus need to develop their analytical and critical thinking skills through case studies. According to teachers, the case-based method exposes learners to real-life or authentic cases to prepare them for the real world (Peters et al., 2015), and this elicits learner involvement.

Teachers also view the case-based method as a means of increasing learners' interest in a subject, giving them deeper knowledge, and increasing their ability to think critically (Grassberger & Wilder, 2015). Similarly, Parris (2011) argues that teachers seem to understand that the case-based method is an important alternative form of teaching that presents an exciting approach to teaching in order to help learners to be more responsible for their own learning. Therefore, while the case-base method promotes quality discussions and improves learner participation, it also enhances interest in learning.

However, teachers' knowledge of the application and implementation of the case-based method has been a challenge in most classrooms. According to Baeten, Dochy and Struyven (2013) most teachers are not willing to change their teaching methods and they still use traditional teaching methods such as the 'chalk and talk' method that might not always be effective. One of the reasons that teachers stick to traditional methods could

be that they do not have knowledge of more innovative methods such as the case-based method. Herreid (2015) argues that many teachers are inexperienced in using this method and thus avoid it. Binns and Popp (2013) are also of the view that teachers have minimal knowledge and understanding of case-based learning as a pedagogical strategy. Baeten, et al. (2013) cites lack of skill due to lack of continuous training as a reason for teachers' unwillingness to use this method. A major trap in using case studies is that some teachers still tell the learner about the case rather than providing the case as a means for learners to discover meaning themselves (Herreid (2015)).

2.4.2 Teachers' uses of the case-based method

As was indicated previously, the proponents of the case-based method posit that this teaching strategy enhances learning as learners construct new knowledge from prior information (Leonard Jr. & Cook, 2010). In education there are generally two types of teaching approaches: the teacher-centred and the learner-centred approach. In the former approach learners focus on the teacher. This makes the learner take a more receptive and passive role and he does thus not participate in his own learning (Shih et al., 2016).

The case-based method signals a paradigm shift from the traditional teacher-centred to a learner-centred approach. In learner-centred strategies, learners play a major role in their own learning while the teacher is the facilitator of this learning. Researchers argue that the primary role of the teacher in the case-based method is to facilitate the process of learning through a case study while providing a framework for discussion and responding to learners' thoughts and questions (Ellis & Shintani, 2013). This implies that the teacher facilitates the discussion and the learners collaboratively address problems from a perspective that requires analysis based on their real-life situations. In the education setting, teachers are required to be creative in developing and identifying these cases which may stimulate higher cognitive inquiry-based skills for lifelong learning. Krain (2016) claims that teachers' failure to live up to the high demand for critical review of creative cases has serious implications for learners' ultimate ability to understand the real world.

Given that teachers play a major role in facilitating learning using this strategy, Leonard Jr. and Cook (2010) opine that the success of any class discussion depends primarily on the skill and ingenuity of the teacher to facilitate such classroom activity. During the case-based method of teaching, the teacher and the learners should engage in a discussion with the teacher encouraging learners to be more active participants. Referring to actual cases in the teaching process enables learners to understand different situations from different points of view as they interact with one another.

In addition to individual learning, collaborative work such as case discussions or analysis is used extensively in most educational settings (Ukwetang et al., 2017). According to Nkosi, Pillay and Nokes (2013), the facilitator sets up an environment in which case-based learning is collaborative and group centred. Facilitation in this sense means less teacher intervention with the students' learning. Bonney (2015) argues that questioning is a critical characteristic of a teacher's facilitation when using the case-based method. However, Bučiūnienė (2012) warns that teachers should be careful not to intervene too much with questions when learners are engaged in case study discussion. Mayburry and Swanger (2011) mention that teachers should be facilitators who stimulate learners towards self-directed learning. In other words, the teacher must not control the discussion but lead in such a way that active learner participation is encouraged.

As indicated by Barnes et al. (2012), when the case-based method is used, teachers should specify the desired outcomes. In Tourism these could either be to provoke a discussion on contemporary tourism issues or to develop critical thinking skills to emphasise concepts based on a specific topic. Therefore, when using the case-based method, the teacher should ensure that the objectives are clearly outlined so as not to lose the original intension of the case study (Bonney, 2015).

Questioning is a critical characteristic of a teacher's use of the case-based method. Bučiūnienė (2012) emphasises that the teacher's task in the case-based method is to listen to the learners and guide them by asking relevant questions to spark discussion. Ellis and Shintani (2013) also state that the teacher must use open-ended questions to guide the learning process. These questions should be designed to encourage learners to make their thinking visible and to keep all the students involved in the group discussion process. In

attempting to answer the questions posed by the teacher, learners should be allowed to work in groups so that they can use their 'own language' to discuss the concepts being examined (Bučiūnienė, 2012). The teacher must help the learners by asking appropriate questions that will allow them to engage in a debate.

Leonard Jr. and Cook (2010) suggest that teachers' questions should not be designed only to test but to initiate and promote discussion as well. This will give learners the ability to understand different situations from different points of view.

In classrooms where the case-based method is used, opportunities are created for learners to work together in groups to discuss a case and answer the questions related to the case (Leonard Jr. & Cook, 2010). This promotes active conversations amongst the learners that help them to develop a complete understanding of the concepts, while it also encourages critical thinking. A strength of the case-based method is that it encourages learners to participate actively during the lesson. Bonney (2015) emphasises that the case-based method relies heavily on discussions in class and that it therefore requires teachers to actively engage their learners in the teaching and learning process.

The proficiency of competent teachers needs to extend to their understanding of case content and their ability to devise ways in which to master this content. In this process, they should guide their learners to achieve learning objectives based on the purpose of what they are teaching. Teachers select case studies purposively and present them to learners in the class. Teachers who use the case-based method thus infuse stimuli into these textual cases and present them to learners in a contextually ordered, meaningful way. Cherubini (2009) states that teachers select and use case studies as anecdotes in their formal classes to support learning. However, some teachers sometimes fall into the trap of lecturing the case study rather than allowing the learners to discover the problem and construct solutions on their own, which impedes the effective use of the case-based method (Grassberger & Wilder, 2015; Lyons & Bandura, 2020).

2.4.3 Using the case-based method in Tourism education

Effective teaching and learning in Tourism are closely connected with the teaching methods that are used. In real life, the tourism field and environment are constantly changing and it thus becomes more challenging for learners to access the subject content as they are required to develop various knowledges and skills to keep abreast of the dynamics in the tourism industry. This industry needs employees who are able to cope with a rapidly changing environment such as technology advancement and changes in consumer behaviour, to name only two. The complexity of the tourism industry means that Tourism education requires particular engagement on the part of learners (Mayburry & Swanger, 2011). The Tourism curriculum clarifies that it is an industry-based subject because it equips learners with knowledge and skills to provide services to people, therefore the ability to think critically and creatively to solve problems is essential. In this context, the use of the case-based method is appropriate and necessary as it allows learners to explore the multidimensional nature of tourism (Bhan, 2014; Arcodia & Dickson, 2013). However, Dawson and Titz (2012) raise the concern that many Tourism learners neither think critically nor integrate what they have learnt with what is actually happening in the tourism industry. There is thus a need to link theory with practice and reduce this gap in Tourism education by using various teaching strategies, of which the case-based method is one (Arcodia & Dickson, 2013). However, the literature review revealed a dearth of research on the case-based method in this subject, and a view on the perspectives of Tourism teachers is particularly sparse. Some researchers mention that learning activities that are based on real-life experiences help learners transform information or fact into personal knowledge which can then be applied in a variety of situations, but Tourism has not been explored in sufficient depth in this regard.

It has been demonstrated that the case-based method is a successful pedagogical approach and it may thus be argued that it is an appropriate approach to assist Tourism teachers to transfer theory into practice within the complexity of the classroom (Learnord Jr. & Cook, 2010; Stokking, Leenders, Jong & Van Tartwijk, 2003). For instance, a study conducted by Chan (2010) revealed that the case-based method was useful in teaching Tourism concepts in an effort to address the issue of theory versus the real world that learners had to master.

Whilst case-based method was perceived as an effective method to teach Tourism, Dorta-Afonso (2019) claims that learners in Tourism were outcome-oriented since there is emphasis on performance rather than learning in education. This may render case-based method ineffective in achieving other intended skills. This implies that the effectiveness of case-based method is based on individual learner to show intrinsic motivation to learn through cases. Arcodia & Dickson, 2013 in their study found that students may show frustration in managing and coping with group dynamics, as well as in managing the time and work required when using case-based method. The problem of implementing case-study method in Tourism education is one of the very actual problems of the present day. This is reflected in a study conducted by O'Mahony & Lo (2020) who revealed that learners still lack experience in collaboration and organisational skills when case-based method is implemented. The problems of working in teams includes lack of coordination, delays, etc

Selecting appropriate teaching methods may play a fundamental role in the success of Tourism teaching. According to Parris (2011), the case-based method is ideal for teaching Tourism as learning is an active and creative process that should explore real-life cases. Tourism learners need to be exposed to cases in the real world so that they will acquire the skills that are needed in the tourism industry. The case-based method is ideal as it allows real-life cases in the tourism industry to be analysed within the classroom environment. For example, viewing videos or reading texts will enable a theory-based analysis of complex situations in the industry (Harvey & Kenyon, 2013). These cases should not only be studied for illustration purposes, but also to raise problems and initiate problem-solving processes (Bonney, 2015).

In South Africa, inquiry-based approaches are prescribed in the latest national curriculum document known as the Curriculum and Assessment Policy Statement (CAPS) for Tourism Department of Basic Education, 2011). This focus on active learning and problem solving is reflected in the principles of the NCS and is also outlined in the CAPS document, where the intent is to encourage active learning and the development of critical thinking, problem-solving skills, and a critical approach to learning (Department of Basic Education, 2011). This suggests the need to create instruction that includes real-life scenarios and encourages learners to think critically and engage in their own learning. It would seem that the case-based method is an obvious choice for an appropriate pedagogical approach to achieve these principles and encourage deep learning. This

choice will entail a paradigm shift from teacher-dominated teaching to learner-dominated classrooms as is endorsed by case-based principles. In a learner-dominated classroom, the teacher creates opportunities for participative learning while also encouraging discussion and experience (Leonard Jr. & Cook, 2010). Using the case-based method in teaching and learning thus seems an effective and beneficial approach for teaching Tourism as it is one of the teaching strategies used to foster collaborative learning communities (Dimitrios et al., 2004; Marinakou, 2010; Sigala & Baum, 2003). Therefore, selecting such teaching strategies may play a fundamental role in the success of Tourism teaching.

However, a study conducted by Zwaal and Otting (2010) in a Tourism and Hospitality Management classroom to explore the implementation of the case-based method found that there were still areas for improvement as teachers seemed to focus more on task-related interventions and gave few opportunities for learners to develop critical thinking skills. Bates and Galloway (2012) claim that the use of the case-based method is still dominated by features of the lecture method as teachers predominantly use the lecture method while infusing their lessons peripherally with some aspects of the case-based method so that they have control over the lesson content. This was also revealed by Fidgeon (2010), who argues that Tourism education often incorporates predominantly theoretical learning without imparting practical knowledge and skills that are required for different stakeholders in the tourism industry. Airey and Tribe (2005) and Chili (2013) argue that most Tourism teachers are not proficient in either Tourism content knowledge or industry knowledge as they are neither specialists nor trained in the subject. One of the reasons for this emanates from the fact that most countries, such as South Africa, have only recently added Tourism as a subject in their curricula, therefore even human resources are not well capacitated (Adukaite, Van Zyl & Cantoni, 2016; Dube, 2014; Airey & Tribe, 2005). This lack of a high level of professional experience and knowledge of the tourism industry might not allow teachers to engage in deeper analysis of cases.

2.5 Theoretical Framework

The theoretical framework that guided the interpretation of my study was the two components of the constructivist theory namely cognitive constructivism and social

constructivism. Constructivism is defined as “a style of teaching that prioritises learners as agents of knowledge acquisition and understanding” (Bada & Olusegun, 2015, p. 66). Constructivists can be roughly divided into two camps that adhere either to social or cognitive constructivism. This theory was developed by Piaget and Vygotsky and holds the view that learning is an activity that not only takes place within individuals, but also occurs when they are engaged in social activities (Kim, 2001; Von Glasersfeld, 1995). Constructivism is based on a view that knowledge is not absolute but is actively constructed by the student based on previous knowledge and overall views of the world (Bada & Olusegun, 2015). Constructivism posits that the learner constructs his own meaning by relating new information to existing knowledge (Alexander, Van Wyk, Bereng & November, 2010). Constructivism also holds the notion that learners will apply previously learned knowledge and understandings to new or different situations. This implies that teachers must create opportunities for learners to work with new material in such a way that it allows them to apply previously learned concepts to make meaning of the new information presented.

Social constructivist teaching is based on the notion that learning occurs when learners are actively involved in a process of meaning and knowledge construction, as opposed to passively receiving information (Habasisa & Hlalele, 2014). Because learners are the makers of meaning and knowledge, teachers need to promote classroom interaction by guiding them to construct knowledge rather than imparting knowledge to them. Constructivism is learner-centred and promotes active learning where content knowledge is embedded in the context. Therefore, constructivism demands that teaching should promote active learning. Although it is a learner-centred theory, it does not discredit the role of the teacher. As defined by Null (2004, p. 182), constructivism is “an interactive process during which teachers and learners work together to create new ideas in their mutual attempt to connect previous understandings to new knowledge”. Null (2004) further adds that knowledge construction occurs in the processes of teaching and learning and that teachers should strive to drive learners to share their points of view with one another. The teacher becomes the facilitator of learning by continuously guiding and leading discussions. A constructivist teacher may therefore engage learners in a case-based method where they can engage with case studies that are adopted from real experiences in the tourism industry. In the case-based method, the teacher encourages

learners to explore problems that are presented in the case study and learners then generate ideas for possible solutions while they interact with one another (Krain, 2016). One common thread among constructivist classrooms is that the teacher works to support and facilitate instruction rather than dictate and control it.

Cognitive constructivism does not promote reproduction of facts but promotes an in-depth understanding of a concept or content topic through experiential learning. The constructivist argues that learners construct their knowledge based on existing knowledge that they already have in order to interpret new knowledge (Powell & Kalina, 2009). Cognitive constructivism emphasises pedagogical practices where learners are involved in critical thinking that produces ideas and innovative solutions to real-world issues (Essien & Undie, 2018). This theory opines that the process of acquiring knowledge is interactive and focuses on individual self-conception, identity, and the internal formation of knowledge (Mohammed & Kinyo, 2020).

The social constructivist theory was appropriate for this study because it obviously supports the application of the case-based method in Tourism. In this method a constructive approach is used to support an interactive and engaging learning environment. This teaching strategy follows the social constructivist education approach that aims to encourage students to co-construct knowledge. The case-based method is thus embedded in the cognitive constructivist theory as learners make meaningful connections between their prior knowledge and the case material (Kemp, 2013).

My use of the cognitive constructivist theory was motivated by the fact that the case-based method is based on problem solving activities. Learners thus read stories of real-world situations and consider how they might respond if faced by similar challenges. In Tourism education, research has shown that the case-based method has the potential to promote critical thinking which contributes to learners' cognitive development and promotes learning.

The purpose of this study was to explore Tourism teachers' understanding and use of the case-based method. Using the social cognitive constructivism theory assisted me in exploring to what extent the participating teachers used this teaching method to help their

learners construct knowledge through active participation and critical thinking in order to solve real problems in the tourism industry.

2.6 Chapter Summary

In this chapter I presented a review of literature related to my study topic. The literature review commenced with a brief conceptualisation of the case-based method by focusing on some definitions and its history. Various definitions of the case-based method exist but they all see the case-based method as the use of case studies that present learners with problems that they could potentially encounter in the tourism industry. These problems then need to be resolved as they are simulated from the real world of work. The history of the case-based method expounds its development from one field to the next such as law, business management, and education. The literature review revealed that the key pedagogical features and role of the case-based method include facts such as that it is learner centred, promotes reflective practices and critical thinking, integrates theory and practice, and integrates learning and assessment. The literature review also focused on both positive and negative aspects of teachers' understanding and use of the case-based method and earlier studies revealed that, although teachers were using the casebased method to teach, it was flagged by a number of challenges. In the second part of the chapter the theoretical framework, which guided the study and underpinned the analysis of the data, was discussed. The social constructivist theory and the cognitive constructivist theory were highlighted. The literature review was conducted prior to the field work phase and thus enabled me to shape my study with reference to research studies that were directly or indirectly linked to the topic and nature of my study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter I explored literature related to this study with the aim of gaining in-depth understanding of the topic and debates related to the phenomenon under study. In this chapter I discuss the methodology and research design that were employed to answer the research questions. Creswell and Poth (2018, p. 32) define research methodology as “a plan that constitutes multiple aspects used by researchers that are related to one another to get findings that answer research questions identified in the study”. It is critical for the researcher to ensure alignment among various aspects of the research process. These aspects include the paradigm, research strategy, research approach, sampling frame, selection of participants and sites, data generation instruments, data analysis, ethical considerations, and the limitations of the study. This means that I had to systematically apply these aspects to generate and analyse data to answer the research questions. I thus clarify how I ensured a relationship among these aspects and why they were used in this study. I describe my role as a qualitative researcher, the strategies I used to generate the required data, and how these were used to answer the research questions. These questions were:

- What are teachers’ understandings of the case-based method in teaching Tourism in Grades 10-12?
- How do teachers use the case-based method when they teach Tourism in Grades 10-12?

For the purposes of this study, I chosen to use a qualitative research design underpinned by the interpretive paradigm to provide a detailed description of selected teachers’ understandings and use of the case-based method in teaching Tourism in Grades 10-12.

3.2 Interpretive Paradigm

A research paradigm represents a particular world view and identifies the lens that the researcher uses to view a phenomenon. It shapes the study and gives a sense of direction

in terms of the research phenomenon. For instance, researchers who use the interpretive paradigm want to understand human behaviour rather than predict it (Bertram & Christiansen, 2014). As noted by Check and Schutt (2011), the use of a paradigm advocates particular ways of asking questions and of approaching and thinking about problems. Cohen et al. (2018) believe that the interpretive paradigm aims to understand humans' experiences of the world by relying on the views of participants who live and work within a given situation. Interpretivism was thus employed in this study because it enabled me to explore human behaviour and actions in a real-life setting while it also guided me to understand the subjective world of human experience (Kivunja 2017). This paradigm was also used to emphasise the understandings of the individual teachers and their interpretations of the world around them, which was their Tourism classrooms. The interpretive paradigm is underpinned by observation and interpretation. To observe is to collect information about events while to interpret is "...to contend that a phenomenological study describes the meaning of the lived experiences of several individuals about a concept or the phenomenon under study" (Creswell & Creswell, 2017, p. 289).

When using the interpretive approach, the researcher does not stand above or outside the event under study but "...is a participant observer who engages in the activities and discerns the meanings of actions as they are expressed within specific social contexts" (Creswell & Creswell, 2017). This implies that the focus of interpretivism is on subjective human experiences, and this focus allows in-depth, detailed understandings of the participants within their specific contexts. Cohen, et al. (2018) also state that the interpretive paradigm helps the researcher to focus on the lived experiences of the participants. This stems from the belief that reality consists of peoples' subjective experiences of the world. The interpretive paradigm was therefore relevant to this study as I aimed to examine teachers' understandings and uses of the case-based method in teaching Tourism in Grades 10-12.

The interpretive paradigm naturally allows researchers to explore and understand research participants' meanings and interpretations of their perspectives. This suggests that my use of this paradigm enabled the teacher participants to respond to the research questions by referring to their deep knowledge of the phenomenon under study. I was

thus able to construct meanings of their views so that that the findings of this study are a true reflection of their understandings and use of the case-based method in Tourism. However, due to the limited scope of the study these findings may not be generalised to all schools and all teachers of Tourism (Creswell, 2014).

Interpretivist researchers conduct what is known as naturalistic research in naturally occurring contexts with the researcher aiming to be non-intrusive (Cohen, et al., 2018). For the purpose of this study, I interviewed and observed the teachers while they were teaching Tourism (Grades 10, 11 and 12) to establish how they understood and used the case-based method.

As reality consists of people's subjective experiences of the external world, they may adopt an inter-subjective epistemology and the ontological belief that reality is socially constructed

(Creswell & Poth, 2018)). In this context, my exploration of teachers' uses of the case-based method while teaching Tourism sought to understand their authentic views. Leedy and Ormond (2010) argue that an interpretive paradigm is a way of looking at the world based on philosophical assumptions that direct thinking. However, as this paradigm is subjective in nature and does not assume any understanding to be applicable to every context by allowing participants to tell their experiences, there are shortcomings associated with it. According to Creswell and Creswell (2017), one shortcoming of the interpretivist approach is that it assumes that, by understanding the contexts and perceptions or beliefs of individuals, we can then interpret their understandings and uses of case-based method. This can be misleading as researchers could interpret people's situations incorrectly. Therefore, to avoid this, I made use of interviews, observations, and teachers' personal reflections for triangulation and accuracy of data.

Most researchers argue that the qualitative approach and the interpretivist paradigm share the same characteristics (Creswell & Poth, 2018; McMillan & Schumacher, 2014) as they attempt to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings, and experiences in an effort to appropriate their construction of a given phenomenon (McMillan & Schumacher, 2014). It was for this reason that I adopted a qualitative research approach.

3.3 Qualitative Approach

This study utilised a qualitative research approach with specific focus on examining teachers' understandings and use of the case-based method when teaching Tourism. Qualitative research is concerned with developing an explanation of social phenomena that will inform understanding of the world in which people live and work (Creswell, 2014). According to

Creswell and Creswell (2017), qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings. As such a setting is generally located in the real world, the researcher does not attempt to manipulate the phenomenon but only tries to unveil the ultimate truth. Qualitative research uses a multi-method focus that involves an interpretive, naturalistic approach to its subject matter. This approach was relevant as I examined participants within their natural setting and attempted to make sense of, or interpret, their understandings and use of the case-based method when they taught Tourism. I thus relied as much as possible on the participants' views of the situation under study by exploring their opinions, experiences, and feelings to produce subjective data that were relative to the ideology of the interpretive paradigm.

In essence, the qualitative research approach attempts to generate rich descriptive data on a particular phenomenon or context with the goal of forming and understanding of what is being studied within a naturalistic context (Nieuwenhuis, 2016). Qualitative researchers are concerned with understanding the social situation or event from the participants' perspectives (McMillan & Schumacher, 2014). The aim of using the qualitative research approach in this study was to rely, as much as possible, on the teachers' opinions, understandings, and use of the case-based method to produce findings that would be relative to the ideology of the interpretive paradigm. In qualitative research the emphasis is on a natural setting, understanding, and verbal narratives. I found this methodology useful in my research as its emphasis on natural settings allowed me to access an actual school environment. My study was descriptive in nature as I wanted to describe the participants' understandings and use of the case-based method in teaching Tourism. In addition, the application of the qualitative approach helped me to use multiple data generation tools to examine the phenomenon

under study. Data were thus generated through field notes during classroom observations, interviews, and teachers' reflective writing. I noted the way in which the teachers approached their lessons and attempted to determine to what extent the case-based method was used and if it was used effectively. Interviews were conducted and audio-recorded before and after the lesson observations. The recorded data were transcribed into text and analysed to find out how these teachers understood and used the case-based method when they taught Tourism.

According to Nieuwenhuis (2016), qualitative research requires rich, detailed information of a qualitative nature, and I thus selected the case study methodology for data collection. I was able to work closely with my participants to find out which teaching approaches they used and why they did so. I describe the case study research design in the next section.

3.4 Case Study Design

The research design is the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical way in order to effectively address the research problem (Creswell & Creswell, 2017). Research design choice is therefore closely tied to the researcher's research questions while this choice is also driven by the nature of the research approach (Bertram & Christiansen, 2014). The qualitative research approach and a case study research design were thus selected to enable me to investigate the phenomenon under study in its real-world context. Yin (2014, p. 87) defines the case study as "an empirical inquiry that investigates a phenomenon within a real-life context, when the boundaries between [the] phenomenon and context are not clearly evident and in which multiple sources of evidence are used". I focused in this case study on one phenomenon, namely teachers' understandings and use of the case-based method when they were teaching Tourism. This design was suitable as the study was also embedded in the interpretivist paradigm.

In any case study the researcher's aim is to capture the reality of the participants' views and thoughts about a particular situation (Cohen et al., 2018). My aim was to understand the use of the case-based method by Tourism educators, and I thus looked at how the

selected teachers understood and utilised this method when they taught Tourism in Grades 10-12. I observed the manner in which they implemented this approach and also conducted an interview with each of the three teachers to determine their understanding of the case-based method. The case study design that I adopted was descriptive in nature as I aimed to describe the teachers' understanding and use of the case-based method in their natural spaces, which were their classrooms.

A case could be a phenomenon, an individual, a group of people, or an event and the emphasis is not on methodology but rather on subjects or objects. That is why "...there is frequently a resonance between case studies and interpretive methodologies" (Cohen et al., 2011, p. 289). In this study, the case was teachers' understandings and use of the case-based method and the unit of analysis was three teachers who were respectively teaching Tourism in Grades 10, 11 and 12 in one school. A case study is a systematic and in-depth study of one particular case in its context (Rule & John, 2011). Similarly, Nieuwenhuis (2016) holds the view that a case study involves a detailed and holistic approach which allows the researcher to examine a particular instance in a great deal of depth as opposed to looking at multiple instances superficially. A case study is able to look in depth at a case over time and in its contextual setting while using multiple sources of data (Macmillan & Schumacher, 2014).

One of the strengths of a case study is that it strongly encourages the use of multiple methods of data generation (Creswell, 2014). For instance, I generated data from the participants while they were teaching in their natural classroom settings and before using multiple sources of evidence (lesson observations, interviews, and teachers' written reflections). Conversely, Cohen et al. (2011) point out that one of the main disadvantages of the case study is that it cannot be generalised as it may be selective, personal and subjective. In this regard, Yin (2016) argues that case study interpretations and generalisations are not based on the frequency of occurrence of certain social phenomena but the logic of generalising from an individual case. This expression puts emphasis on the fact that such findings may never be generalised or carelessly applied to any other case as they are specifically relevant to the selected case. Even though the findings of this study were not meant for generalisation, I maintained the trustworthiness of the data by ensuring that my explanations and insights were supported by evidence.

3.5 Selection of the Research Site and Participants

My decision to conduct research on the case-based method as a teaching strategy to teach Tourism was influenced by my teaching experiences as a novice Tourism teacher. As indicated in Chapter One, my involvement as a Tourism teacher introduced me to various teachers from different schools during cluster moderation sessions. My discussions with these teachers revealed that they were concerned about their learners' poor performance in questions based on case studies in Tourism. I realised that most of these Tourism teachers had not specialised in Tourism during their teacher training, hence a number of them lacked subject expertise as they did not have specialised pedagogy for teaching Tourism. My reflections on this information prompted me to conduct my study in a school that had more than one Tourism teacher so that I could elicit rich data of their understandings and use of the case-based method. The school was thus selected based on the number of Tourism teachers and their experience and expertise in Tourism as a subject.

3.5.1 Sample and sampling process

Sampling refers to the method that is used to select a portion of a population for a study (Tuffour, 2017). Sampling is a way of generating data from a smaller group of the total population so that the knowledge that is gained is representative of the total population, or at least reflects what that portion of the population perceives and understands about the phenomenon under study. Cohen et al. (2018, p. 101) describe sampling as "...deciding on individuals or sources which are referred to as the sample to use in order to generate data". These subjects are selected from a larger group of persons that is identified as the population (McMillan & Schumacher, 2014). The selection of a sample from the population is in line with the qualitative research approach that mainly focuses on the depth and richness of the data. Generally, a sample is selected purposefully rather than randomly. I thus used purposive sampling to select the research site and participants. When using purposive sampling, I handpicked the cases that I wanted to include in the sample on the basis of my judgment of their particular characteristics and knowledge that would assist me in answering the research questions (Cohen., 2018).

3.5.2 Description of the research site

The selection of the research site was important as it provided the context where the teachers' understanding and use of the case-based method would unfold. This study was conducted in one school in the Pinetown District in the province of KwaZulu-Natal, South Africa. The selection of the school was purposive based on the fact that it offered Tourism in Grades 10-12. The school was one of the 64 schools that piloted the introduction of Tourism in the South African secondary school curriculum in 1996 (Swart, et al, 2014). In 2001, the school's first Grade 12 cohort wrote Tourism in the national examination. Today it is one of the schools with the largest number of Tourism learners in the district. The fact that three teachers taught Tourism in this school at the time of the study, as well as their extended experience and expertise in teaching this subject, made the school a perfect choice for the study. According to Creswell and Poth (2018), in purposeful sampling the researcher intentionally selects individuals and sites that will provide in-depth information to learn about and understand a central phenomenon under study.

For ethical purposes the actual name of the school is veiled and it is referred to as Izwilethu High School in this dissertation. The social context of the school was important as I felt this might directly or indirectly influence the teachers' understandings and use of specific teaching strategies. This was based on my belief that teaching practices are a function of human interactions within a particular socio-cultural and political environment (Miles, Huberman & Saldaña, 2013). Thus, my understanding of certain aspects of the school's context at the time of the study needs to be presented in order to understand the teachers' use of specific teaching strategies. My focus was of course on the case-based method.

The research site was a school that falls under the jurisdiction of the Pinetown District. This area falls under the administration of the eThekweni Municipality and is about 30 km from the city's CBD. It is located on a tourist route referred to as the Inanda Heritage Route which draws a lot of tourists due to its rich historical attractions. Attractions are the Dr J. L. Dube grave, the Ohlange Institute which was founded by Dube, the Inanda

Seminary which is one of the oldest schools in the province, the Shembe church which is an indigenous African church, the Inanda falls, and the Inanda Dam.

The school is located 500 metres from the highway which runs across Inanda. The school is surrounded by a community that is characterised by high rates of unemployment. A large number of parents are unemployed and dependent on a social grant while a few parents work in the nearest suburban areas as domestic workers, in local malls, or as self-employed street vendors. Most of the learners receive a social child grant. According to departmental classification, the school is a quintile 3 school because it is located within a poor community. The school is also a section 21 school, meaning that it is a no fee-paying school with a National School Nutrition Programme (NSNP).

At the time of the study, the school had a learner enrolment of 1 441 and a staff complement of 48. The staff composition was as follows: one principal, two deputy principals, five heads of department (HODs) and forty post level 1 teachers. There were five curriculum streams (Sciences; Business Management and Commerce; Languages; Services; and Manufacturing Engineering and Technology) which were headed by the five HODs. The school has offered Tourism in its curriculum under the Services Department or curriculum stream since 2000, starting in Grade 11 and progressing to Grade 12 in 2001. There were five specialised classrooms of which two were computer rooms used for Information Technology and Computer Application Technology. Two were science laboratories and one was the library.

The number of learners per class group ranged between 45-60.

Most of the teachers held a basic teaching qualification (Bachelor of Education or Secondary

Teachers' Diploma or an Advanced Certificate in Education). Six teachers held an Honours degree and two had a Master's degree. One teacher had a PhD. The school had been performing well overall and in Tourism specifically in National Senior Certificate (Grade 12) examinations. The table below shows the overall school and the Tourism subject pass rates over three years prior and during data generation.

Table 3.1: Overall school pass rate and Tourism subject pass rate over three years

Year	Overall	Tourism
2017	90.52%	100%
2018	95.00%	100%
2019	98.8%	100%

All the learners were black Africans whose home language was isiZulu. The language of teaching and learning (LOLT) in the school was English, but teachers often code switched between the learners' home language and the LOLT in the classroom.

3.5.3 Sample Selection

The choice of participants in a qualitative study is a crucial part of the study as they must be the ones who help the researcher to answer the research questions (McMillan & Schumacher, 2014). I thus purposively selected all three teachers as they were teaching Tourism at the time of data generation. This method of sampling was relevant as I wanted three different teachers who were involved in the teaching of Tourism in Grades 10, 11 and 12 in the same school. As is the case in schools across the country, Tourism is taught only in Grades 10-12 in this school.

Although the sample size was relatively small, it was a reasonable sample because the study was aimed at generating in-depth data and did not intend to generate broad generalisations requiring a large sample. A qualitative case study requires information that is rich, in-depth and offers descriptive data from within a specific context. Nieuwenhuis (2016) states that sample size considerations in qualitative studies are neither mathematical nor systematic but are influenced by the nature of the data to be generated to understand and describe a phenomenon as it unfolds in a natural setting. This justified the selection of only three participants. In-depth data were generated by means of two face-to-face interviews with each participant (the second was a follow-up interview) that each lasted about one hour, two sets of observations, and five reflective writings in total that were written by the participants. This is consistent with McMillan and Schumacher's (2014) view that the researcher should make a judgement about which participants to select based on his/her own knowledge of the population. My

knowledge of the teachers in the district thus allowed me to purposively recruit and select the research site and participants.

3.5.4 Introducing the participants

The following brief discussion provides a description of the three participating teachers' backgrounds. This description provides insight into each teacher's qualifications, teaching history, and experiences in Tourism education. The teachers are respectively referred to by pseudonyms as Faith, Mark, and John to ensure confidentiality and anonymity. I present these biographies based on my actual transcriptions of the field notes and data that I collected.

“Faith is a 45-year-old African female. She is energetic and has a strong work ethic. She was born and bred in the province of KwaZulu-Natal. She obtained her basic teaching qualification, the Bachelor of Education degree (B.Ed.), at Eshowe College of Education. She furthered her studies by enrolling for a B.Ed. Honours in Education at the University of KwaZulu-Natal (UKZN). Continuing her studies at the same institution, she enrolled for a post graduate

Diploma in Tourism and a Master's degree in Social Policy. In her teaching career she has taught English First Additional Language, Life Orientation, and Tourism. She has experienced different working environments like working in deep rural areas and township schools. She started working in another town teaching Tourism and English. She applied for a transfer to the city and was relocated to this school (Ilizwilethu) in 2007. She is currently employed as a post level 1 (PL1)¹ teacher who is teaching Tourism and Life Orientation. She has been teaching Tourism for the past 17 years across Grades 10-12, consistently producing quality results. Her current school uses a policy of rotating teachers across the three grades. At the time of data generation, Faith was teaching Grade 12. She is passionate about the subject Tourism and is deeply involvement in the external assessment of the subject. She is also a leader educator, a cluster coordinator for nearby schools, and a senior marker² of National Senior

¹ In South Africa, teachers are graded by post level (PL). At school level the posts range from post level 1 (PL1) being the lowest grade to post level 4 (PL4) being the highest grade (Department of Basic Education, 2016, PAM).

² A senior marker is a teacher who is appointed to render services of marking and supervising a group of markers during the marking of the National Senior Certificate Examination (Department of Basic Education, 2016, PAM).

Certificate (NSC) scripts. She is a presenter of provincial Tourism subject webinars that aim to support Tourism teachers with pedagogical content knowledge.”

“Mark is a 32-year-old black African male teacher who was born and bred in KwaZulu-Natal. After completing Matric in one of the local high schools, he enrolled for a higher education qualification at the University of KwaZulu-Natal where he obtained a Bachelor degree in Cultural Tourism and Heritage. He furthered his studies to obtain an Honours degree in the same field (Cultural Tourism and Heritage). He worked in the tourism industry for one year as an intern student. He then realised that he had a love for teaching and decided to enrol for a Post Graduate Certificate in Education (PGCE). On completion of his PGCE, he was appointed as a PL1 in the same school where he did his teaching practice. At the time of data generation, Mark was in his seventh year of teaching and was the youngest and least experienced participant compared with the other two participants. Mark has taught Life Orientation and Tourism. Mark has taught Tourism across Grades 10-12 on a rotational basis, as is the policy of the school. At the time of data generation, he was teaching Grade 11. He is passionate about the subject Tourism and was pursuing his Master’s degree in Tourism Education at the time of data generation. He had been appointed twice as a marker for the National Senior Certificate (NSC).”

My observations revealed that Mark’s classroom arrangement was similar to that of Ms Faith’s, where single desks were arranged in vertical rows. They both said that the single desk arrangement was to prepare their learners for independence. However, Mark mentioned that he was happy with the single desk arrangement as he found ways to improvise when he wanted his learners to work in pairs or in groups. His classes were well behaved as all systems were in place and there were no untoward noises and loitering in the school.

“John is a 50-year-old black African male who was born and bred in Mpumalanga Province. He has been teaching Tourism in township schools for the last 20 years. He is a qualified teacher with a Bachelor of Education (B.Ed.) that he obtained at the University of Durban Westville, specialising in Further Education and Training (FET) Phase with the major subjects Life Sciences and History. He furthered his studies and enrolled for an Honours degree in education (B.Ed. Hon.) at the University of KwaZulu-Natal. On completion of his studies, John was employed at the current school and has been with this school as a PL1 for 25 years. When Tourism was introduced as a new

subject in the secondary school curriculum, his school embraced the opportunity to introduce the subject in 2000. After teaching Life Sciences for six years, John was recruited to teach the new subject (Tourism) in 2000 and has taught Tourism for almost 18 years. John has also taught Tourism on a rotational basis across Grades 10-12. At the time of data generation, John was teaching Grade 10. John is very passionate about Tourism and has contributed immensely to the development of the Tourism subject in the Pinetown District as a cluster leader and facilitator during workshops. He has been appointed by the province for a number of years to mark Grade 12 (Matric) scripts for Tourism, serving as both a Marker and a Senior Marker. He also co-authored Tourism textbooks that are prescribed by the Department of Basic Education and are used nationally.”

I observed that John’s classroom windows were painted because he used the overhead projector most of the time. He also pointed out that he wanted to minimise distractions in the classroom because the school is located next to the highway and the sport fields, exposing learners to disturbances from outside. In John’s classroom there were double desks because the classroom is situated in a block that is furnished with double desks that are mostly used in the General Education and Training (GET) phase. The desks were arranged in four vertical rows and learners were seated in pairs.

3.6 Data Generation

The data generation process entailed four phases as the data were collected using interviews, lesson observations, and teachers’ reflective writings. The table below provides a description of the time frames and the tasks and activities involved during the data collection process.

Table 3.2: Data generation process

PHASE	TASK	ACTIVITY
1.	Semi-structured individual (face-to-face) interviews	One interview conducted by the researcher at the beginning of the research process with each participant.

2. Lesson observations

Two lessons per participants on different topics were observed within three months of the data generation period.

3. Reflective writings

Five reflective writings were produced by the teachers after using the case-based method within three months of the data generation period.

4. Follow-up interviews

These were conducted by the researcher towards the end of the data generation period to follow up on issues that had been picked up during the previous processes.

The process of generating data lasted for almost five months which was longer than planned as there were challenges experienced in some instances. During phase 1 there were delays in establishing the interview days for all three participants because of their busy schedules. Delays also occurred in receiving the reflective writings from the participants. For example, one participant misplaced all the reflective writing documents. The observation phase also had similar challenges as the participants could not agree on the dates that were scheduled and they often changed the dates for various reasons. For example, one participant changed two scheduled dates as tests had been scheduled for the same date of the observation. We rescheduled another date which was successful. On the second observation, the same participant informed me in the morning that he would not be at school on that day and another date was scheduled. The other two participants kept their first appointments. However, one of them changed the time for the first observation because of internal arrangements in the school.

This study was located within the interpretive paradigm and adopted a qualitative case study design which called for contextualising the experiences of teachers related to the phenomenon under study. This allowed me to use various methods of data generation to ensure that the limitations of one method were complemented by the strengths of another. I used individual face-to-face semi-structured interviews, lesson observations,

and the teachers' written reflections. The interviews were the main data generation method while the lesson observations and the teachers' reflective writings were used as supporting evidence. These instruments are described below.

3.6.1 Interviews

According to Creswell (2014), interviewing is an appropriate tool for gathering information in intensive case studies involving a few selected individuals. The use of the one-on-one semi structured interviews allowed the participants to express their own points of view regarding the topic and to share their interpretations of the world in a frank and open manner (Cohen et al., 2018). In support of this, Creswell and Poth (2018, p. 92) define one-on-one interviews as "...data generation whereby the researcher asks questions and participants respond in their own words expressing their understanding of the phenomenon under study". This method of data generation was successful because I was able to elicit thick data from the participants. The semi-structured interviews allowed a free-flow of discussions and I thus obtained detailed information about the participants' understandings regarding the case-based method. At the beginning of each interview session, I explained the purpose of the research and ensured them that participation was voluntary. Tuffour (2017) states that the researcher must always make it clear to the participant at the commencement of the interview what the aim of the research is. Cohen et al. (2018) contend that semi-structured interviews need to elicit defined answers to defined questions. This view motivated me to develop an interview schedule with all the questions that I needed to ask the participants regarding their understanding and use of the case-based method as a teaching tool in Tourism. The one-on-one interviews were conducted in venues and at times as agreed upon.

The initial face-to-face one-on-one semi-structured interviews (phase 1) each lasted between 50 minutes to 1 hour 15 minutes. I ensured that the participants were relaxed during the interviews and allowed them sufficient time to respond to the questions with the aim of getting detailed responses, especially because the interviews were conducted in their natural setting. During these interviews, I allowed the teachers to tell their stories without interruptions as this was important to develop rapport with them (Creswell & Creswell, 2017). However, while the teachers were telling their stories, I also used

opportune moments to probe deeper by using the interview schedule (APPENDIX E) so that more in-depth responses could be elicited. This assisted me in gaining rich insight into the participants' experiences of using – or trying to use – the case-based method. The second interview (phase 4) was a follow-up interview with each participant. It was necessary to probe, follow up, and clarify some information that had been elicited during the interviews and observations. All the interviews were conducted at school during the teachers' free time.

The interviews were conducted in English with some code switching to isiZulu, recorded, and later transcribed and translated into English as suggested by Nieuwenhuis (2016). Recording an interview is strongly recommended so that accurate data are captured for analysis at a later stage, especially for verbatim quotes. However, Tuffour (2017) cautions that, before the interview commences, permission must be sought from the participant to record the interview. This permission was thus sought beforehand and each participant signed a consent letter which explained clearly that audio recording would be used for research findings only. I also took field notes during the interviews to supplement the recordings. Transcripts were produced from the recordings.

3.6.2 Observations

I obtained permission from the principal and the teachers to conduct observations of particular Tourism lessons in their classrooms to obtain more data on their understandings and practices in using the case-based method. It was important to observe the teachers in action in order to gain a deeper insight and understanding of their practices. Observation means that the researcher goes to the site, in this case the teachers' classrooms, to observe what is actually taking place there (Bertram & Christiansen, 2014). As this study focused on teachers' understandings and use of the case-based method, my aim was to examine their practices and interactions to determine in what manner this method was used as a teaching strategy. A non-participating observation is a systematic process of recording the behavioural patterns of participants without necessarily interfering with their activities (Creswell & Creswell, 2018). I observed the teachers' teaching practice without interfering in what was taking place in the classroom. This method elicited unbiased and objective data and helped me to

identifying some observed patterns. For example, this information supported or refuted comments made during the interviews. The observation schedule is presented in APPENDIX F.

All lesson observations lasted between 50 and 55 minutes. Even though the lesson periods were an hour, a few minutes were lost at the beginning of each lesson as learner movement was sometimes slow. During all the lesson observations, I requested to sit at the back of the classroom in order to minimise distraction. This also allowed me to observe the learning environment in which the teaching occurred. I observed two lessons per teacher because of the limited time available to conduct the study as well as the limited availability of the participants for observations.

3.6.3 Written reflections

Using written reflections, participants write about their personal experiences such as their fears, challenges, and successes that occurred before, during, and after the events under study (Bekhet & Zauszniewski, 2012). The proponents of reflective writing perceive it as relevant to evidence-based practice in that it can contend with the realities of everyday life – i.e., the world of practice and the practitioner (Rolfe et al., 2001; Jasper (2003). This data generation method was used in order to give the participants a chance to reflect on their lesson delivery and their use of the case-based method. Jasper (2003) states that reflective writing is evidence of reflective thinking in an academic context as it usually involves looking back at something (often an event, or something that happened, or an idea or object) and evaluating it. Charon (2001) adds that the use of reflective writing within the qualitative research process offers a method that not only contributes to the trustworthiness of a research study, but that also offers techniques to facilitate creativity, critical thinking, and strategies for analysis and innovative discovery.

As noted by Jasper (2003), reflective writing analyses an event or idea through in-depth thinking and from different perspectives. In this way the writer tries to explain, often with reference to a model or theory, what has been done or understood. A reflective booklet with guiding questions (APPENDIX G) was distributed to each teacher to guide

their reflections on the lessons that they had delivered, with specific focus on the case-based method. Teachers were asked to reflect on five lessons over the period of three months of data generation. Opie (2004) argues that reflective writing is written from the first-person perspective and that it is therefore essentially subjective. The information from the teachers' reflections on their lessons was taken without editing. However, to counteract subjectivity, I used methodological triangulation (Bekhet & Zauszniewski, 2012), which means that the data were triangulated with those that were elicited by means of the interviews and lesson observations.

3.7 Data Analysis

Data analysis is a process of bringing order, structure, and meaning to the mass of generated data. Akinyode and Khan (2018) posit that the analysis and interpretation of data represent the application of deductive and inductive logic to the research. As noted by Creswell (2014), qualitative research involves an inseparable relationship between data collection and data analysis in order to build a coherent interpretation of data. Data analysis in qualitative research can therefore be described as "...the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities" (Akinyode & Khan, 2018, p. 165). The qualitative data analysis process (responses from the semi-structured interviews, lesson observations, and reflective writings) was done according to qualitative content analysis that integrated Creswell's (2014) analytic spiral and McMillan and Schumacher's (2014, p. 369) five steps of qualitative content analysis. The data were analysed using the following procedure:

- Step one was data transcription. I transcribed the data from the audio recordings of the interviews, the written reflections, my lesson observations and converted them into a format that would assist my analysis the data.
- Step two was data organisation. The data were organised and separated into a few workable divisions to be compared later in the process of analysis.
- Step three was coding. In this phase the data needed to be coded to provide meaning to each segment for easy interpretation. I began data coding by identifying small pieces of data that stood alone, which are referred to as data

segments (Creswell, 2014). These segments were then analysed to come up with codes so that each segment was labelled by at least one code. It must also be noted that some segments had more than one code.

- Step four was the formulation of categories/themes. Categories were developed by combining the codes. With the help of my supervisor, I divided the codes into categories

to develop manageable themes, trends, and relationships that showed similarities and differences for easy identification of the participants' understandings and use of the case-based method.

- Step five was discovering patterns. In searching for patterns, I tried to understand the complex links among various views of the teachers' respective situations, mental processes, beliefs, and actions. The major patterns were used for reporting the findings and organising the reports. These patterns supported me to consider what was important and meaningful in the data.
- Finally, conclusions were drawn from the emerging themes on the basis of similarities and differences among the generated data.

The data are presented as verbatim narratives and were unedited for authenticity.

3.8 Trustworthiness of the Data

The trustworthiness of data is important as the quality and validity of the findings need to be ensured. According to Elo, Kaariainen, Kanste, Polkki, Utriainen & Kyngas (2014), trustworthiness refers to whether the findings are worth paying attention to. One of the frameworks of achieving trustworthiness in qualitative research is a criterion defined by Lincoln and Guba (1985) which addresses four aspects: the credibility, transferability, dependability, and conformability of the study. These aspects were addressed in this study to ensure its trustworthiness.

Credibility in a study refers to the correctness of the findings provided by the researcher. It questions whether the researcher was able to interpret the sources correctly (Lincoln & Guba, 1985). I thus ensured credibility by methodological triangulation – that is, I used more than one method to obtain data and I consistently ensured that discrepancies

and inconsistencies were highlighted and explained. I also used voice recordings during the face-to-face interviews and transcribed the data verbatim. I also relied on authentic, reflective writings to enhance the credibility of the data.

Transferability is important to establish the extent to which research findings from a specific piece of research can be generalised to other situations and people (Denzin & Lincoln, 2011).

Although this study was a case study which was not meant to be generalised, the findings might be transferable to similar contexts, as suggested by Elo et al. (2014). Transferability was thus achieved by ensuring that the purpose of the study was clearly explained to all the participants. This ensured that all the findings that were based on the data were well earmarked so that they could be easily transferable to other contexts.

Dependability is another aspect of trustworthiness that was evaluated. Dependability is concerned with the extent of authenticity that the data can contain (Elo et al., 2014). In order to ensure dependability, it was important to engage in member checking, prolonged engagement, and observations in the research field, as suggested by Denzin and Lincoln (2011). I engaged in the process of member checking with the participants at the end of the data generation phase by requesting them to view the transcript and confirm the authenticity of their views. Dependability also counts on truthful data (Cohen et al., 2018) which I attained by using audio recordings and field notes so that the evidence of the generated data would be easily retrievable.

The last aspect to be considered was conformability. According to Lincoln and Guba (1985), conformability is concerned with establishing that data and interpretations of the findings are not figments of the researcher's imagination but are clearly derived from the data. Adhering to the requirement of conformability means that the interpretations and findings are free from bias and that the research procedures and results conform to ethical research standards (Creswell, 2014). To achieve conformability, I asked the participants to evaluate the findings and to confirm the accuracy of the data. In cases where the data were not accurately transcribed they made some recommendations. In addition, I also relied on the input of the study supervisor as well as other reputable postgraduate students during Cohort meetings to ensure the confirmability of the data.

3.9 Ethical Considerations

Bertram and Christiansen (2014) argue that adhering to ethical considerations is a crucial element of research that involves humans. This is done to protect participants and ensure that the research is conducted in a morally acceptable way (Macmillan & Schumacher, 2014). Consent to conduct the research and achieve access to the school and the participants was therefore sought from the Provincial Department of Basic Education by means of an application letter. Permission was granted in writing (APPENDIX B). I also applied for and received ethical clearance from the University's Ethics Committee (APPENDIX A). In order to gain access to the school and research participants, it was necessary to obtain permission from the school principal. This was done by writing a letter to the principal requesting permission to work with teachers in the school (APPENDIX C).

I was introduced by the principal to the participants who were informed of their right to withdraw from the study at any point should they no longer feel comfortable or interested. The participants were then again contacted telephonically to arrange suitable dates, times and venues for the interviews. I spoke to the teachers personally, which was easy because I had worked closely with most Tourism teachers in the district. I explained the purpose of my study and their intended involvement. The teachers welcomed the idea and were willing to participate. On agreement with the three tourism teachers, the consent forms (APPENDIX D) were signed by all three of them and it's clearly stated that they are participating in this study voluntarily and they can withdraw at any time when they don't feel comfortable to be part of the study. Confidentiality of the school and the participants during and after the study was and will be ensured with the use of pseudonyms, which ensures their anonymity. All confidential material emanating from the study, such as audio recordings, transcripts, notes, and any other data that were generated from the participants will be safeguarded by myself and the supervisor and will be destroyed in due time as per university policy.

3.10 Limitations of the Study

The unavailability of teachers on agreed dates was frustrating and interviews and class visits had to be rescheduled. Cohen et al. (2018) note that, in qualitative studies as naturalistic inquiries, it is time consuming when it comes to data generation, transcription, and data analysis. I also experienced time limitations and frustrations but was eventually able to overcome them.

During the data generation process my own biases and personal interests might have influenced the nature of the data that were generated. I addressed this threat by using an interview and observation schedule and checking and re-checking my transcriptions of the data to ensure authenticity and accuracy. I was also assisted in this process by my supervisor and the participants themselves.

During the lesson observations the teachers might have felt uncomfortable and an honest picture of what usually happened in their classrooms might not have transpired. Moreover, it is also acknowledged that they might have especially prepared their lessons knowing that I was exploring the case-based method. This threat of skewing the data was partly overcome by the process of triangulation, building rapport with the participants, and requesting their honest and authentic responses.

Being observed usually makes teachers feel uncomfortable and they might possibly have felt pressured in their own spaces. To avoid this, I explained the purpose of the research before the process of data generation commenced. I also explained that the aim of the study was for educational purposes only and that the study relied on the data that I would generate.

The scope of the study was limited as it involved only three teachers from one school, which means that they did not represent all the schools and teachers offering and teaching Tourism in the Pinetown District. Therefore, the findings of the study may not be generalised as teachers behave differently in different contexts (Archer & Goreth, 2004).

3.11 Chapter Summary

In this chapter I presented an account of the methodological approach that I adopted to bring this study to fruition. The chapter specifically focused on the research paradigm, the research approach, and the research design. I also described the sampling method that I used to select and recruit the research site and participants and I described the data generation methods and the process of data analysis. Ethical issues such as seeking permission to conduct the study, obtaining ethical clearance, avoiding the use of the names of the participants, and the protection of the rights of the participants were discussed. Some challenges that I experienced and the limitations of the study were outlined. I explained how these were minimised to ensure progress. The next chapter presents the data and I discuss my analyses and the findings as they emerged under identified themes.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The main aim of this study was to explore the case-based method in teaching Tourism within the context of a South African secondary school. I was particularly interested in examining the participating teachers' understandings and use of the case-based method when they taught Tourism to Grades 10, 11 and 12 learners. A qualitative case study of three teachers from one school was adopted to examine this phenomenon. In this chapter I analyse the data and present my evaluation of the findings. I collected the data by means of face-to-face interviews, the teachers' reflective writings, and my lesson observations with the intention of answering the two research questions that underpinned this study, namely:

- What are teachers' understandings of case-based method in teaching Tourism in Grades 10-12?
- How do teachers use the case-based method in teaching Tourism in Grades 10-12?

The data are critically analysed with reference to the literature and the constructivist theory in order to enhance the trustworthiness of the findings. Two broad themes that addressed the main research questions were identified: (i) Teachers' understandings of the case-based method; and (ii) Teachers' use of case-based method when they teach Tourism. These broad themes and the subthemes that emerged from the data enabled me to contribute to scholarly views on teachers' understandings and their use of the case-based method, with a particular perspective on teaching Tourism.

4.2 Tourism Teachers' Understandings of the Case-Based Method

In response to the research question: *What are teachers' understanding of the role of the case-based method in teaching Tourism?* this study demonstrated that the teachers held

a range of understandings and knowledge about teaching by means of the case-based method. These various understandings of the use of the case-based method exposed a paradox as, on the one hand, the case-based method was understood as a valuable teaching strategy while, on the other hand, it was perceived as challenging and difficult to use. The discourse that follows will thus focus on these understandings.

4.2.1 The case-based method as a valuable strategy in teaching Tourism

The participants agreed that the case-based method played a positive and valuable role when they taught Tourism. Their views and understandings are discussed under the four subthemes that emerged from the data, namely: helping learners to experience realities in the tourism industry; guiding learners to develop various skills in accessing the subject; stimulating individual learning; and enhancing assessment practices.

4.2.1.1 Helping learners to experience realities in the tourism industry

When the participants were asked to illuminate their understandings of the role of the case-based method in teaching Tourism, the responses of the three teachers indicated that they utilised the case-based method to bring the realities of the tourism industry into the classroom. Most studies are unanimous in affirming this notion as well (see, for example, Arcodia & Dickson, 2013; Parris, 2011; Chan, 2010; Marinakou, 2010). More specifically, Parris (2011) claims that the case-based method is ideal for teaching Tourism because learning is an active and creative process that should include real-life cases. In the current study the participating teachers commented that there was a sound link between case studies and actual experiences in the tourism industry. They agreed that the case-based method should be used as a strategy to bring the outside world of tourism into the classroom.

For example, Faith deemed the case-based method important for making connections to life outside the classroom. She indicated that she used this method for the purpose of application, thus allowing her learners to link what was happening in the outside world with what they were taught in class. She regarded the use of the case-based method as an essential strategy to expose learners to the tourism industry:

“By using the case-based method we are extending their learning into real-life situations” (Faith: interview).

The other two teachers shared a similar sentiment about the role of the case-based method as they agreed that it brought real cases from the industry into the classroom to help learners apply their knowledge of Tourism concepts:

“When I use the case-based method my learners get a chance to apply knowledge gained in real tourism situations. They get a feel of what is happening in the real tourism industry” (Mark: interview).

“Case-based method provides learners with the atmosphere of being in a tourism industry while in class and gives them the chance to use the content knowledge that they have already acquired in their learning” (John: interview).

The teachers emphasised that cases reflecting the complexity of real tourism industry situations allowed tourism learners, to some extent, to experience real exposure and thus develop insight into the industry and its practices. As highlighted by Jeggels et al. (2010), cases could function as a substitute for direct experience by providing real industry experiences.

The teachers linked the role of the case-based method to the nature of Tourism as a subject and tourism as an industry. For them, the tourism industry itself was segmented into various areas of specialisation such as transportation, food services, lodging, leisure services, and others. For instance:

“Unfortunately, we are not able to expose learners to all subsectors of the industry but the authentic cases just make good examples for me to teach with” (Faith: interview).

Mark acknowledged that the case-based method played an important role in enhancing learners’ understanding of concepts from various fields that are represented in tourism: *“Each topic in Tourism has got too much terminology and content. I think using the case-based method can come easy for learners to understand various sectors of the tourism industry” (Mark: interview).*

John indicated that the nature of the subject required that learners should be exposed to the real tourism industry in order to understand concepts easily. According to him the issue of work integrated learning is often not possible, hence he regarded the case-based method as an essential teaching strategy to familiarise learners with the realities of the tourism industry. In the interview with Mark he emphasised the following:

“Using the case-based method in teaching Tourism improves learners’ understanding of the tourism industry. Most of our learners are battling to understand tourism related terminology and content since they are not familiar with the industry (John: interview).

In one of his reflections, John wrote:

“I realised that when learners heard the story they could picture the situation and learn the concepts better and they show more interest in learning” (John: reflective writing).

The diversity of the tourism industry impacts Tourism as a subject to the extent that it features aspects from various disciplines such as Geography, Anthropology, and Business Studies, to name a few (Airey, 2008; Dube, 2014; Fidgeon, 2010). The complexity of the content material that is presented due to the nature of the subject demands innovative teaching strategies that teachers should select when they teach the subject. They indicated that the nature of the subject required frequent and consistent applications and the use of cases associated with this industry. They agreed that the frequent use of case studies should enable learners to develop an understanding of operations in the tourism industry.

The teachers further stated that the case-based method could play a major role in stimulating learners’ imagination about what is happening in the tourism industry. However, according to these teachers the contextual background of the learners hindered them from understanding theoretical information about tourism as these learners were mostly from disadvantaged communities and the majority had never been to a tourist attraction before. Given their contextual background, the learners were struggling to understand some of the content material when it was presented to them. The teachers thus perceived the case-based method as important for presenting stories with content

that should help learners to understand the topics. According to these teachers, the case-based method was a favourable teaching strategy to enhance learners' understandings and application of complex concepts and content in the subject. For instance:

“We teach learners from very disadvantaged communities as the majority comes from informal settlements or rural communities and have never travelled as tourists with their families and see how different sectors and sub-sectors operate in the tourism industry. They do not have that first-hand experience and this makes the content and terminology used in the tourism industry very strange for most of them. Using the case-based method is ideal for teaching such learners” (Faith: interview).

“Most of our learners are from the township and informal settlements and are not exposed to travelling so each and every time you want to explain a concept you have to try and contextualise it the best way you can. Using case scenarios makes it easier for learners to comprehend what you are teaching them” (Mark: interview).

“It's the fact that learners we are teaching come from backgrounds where they don't have vast information about the tourism industry, therefore I must use cases for them to understand the industry. Our learners from townships are not exposed to travelling so each and every time I want to explain a concept I have to try and contextualise it the best way I can and thus the case-based method comes handy. This method makes it easier for learners to comprehend what I am teaching. I teach them about airports, hotels, game reserves...yet they have never been to those places therefore I have to come up with way of presenting that to them, ensuring that they can see what an airport is” (John: interview).

The teachers emphasised that the case-based method helped them to teach content that was difficult for learners to understand. Their understanding of the case-based method was that it was relevant in bringing real cases in the industry into the classroom to help learners apply their knowledge of tourism concepts. They understood the case-based method as a strategy that could assist them in demonstrating the background of the tourism industry to their learners who were not familiar with the industry in order to understand the concepts and content that they taught. Their understanding was that the

case-based method assisted their learners to imagine what the various sectors looked like in the real world of tourism.

The teachers further noted that the case-based method helped teachers to sharpen the understanding of learners regarding the content taught in class in relation to the realities of the tourism industry. For them, the case-based method was a method that enabled learners to bridge the gap between what they were taught in class and reality. The following comment illustrates this point:

“You know, I use the case-based method in my teaching especially when I’m introducing a new topic or concept for abstract topics like responsible and sustainable tourism. I choose to use the case-based method because I want to provide a background to the topic and also contextualise it. I want to create a scenario for the application of the content and ensure that the learners are able to link the lesson with the actual reality” (John: interview).

This thinking is in line with the literature that suggests that the case-based method provides fertile ground for the application of conceptual content to real world situations, thus bridging the gap between what is learned in class and the world of work (Krain, 2016). Learning through real-life situations is core to the case-based method. All cases simulate or represent a real-life situation or reality that is brought into the classroom where the participants have to face real life with all its complexities and problems (Volpe, 2015). The teachers in this study were of the view that the case-based method enabled learners to get insight into real tourism experiences which could help them comprehend important concepts more effectively. They argued that this exposed them to opportunities to better understand tourism-related content material dominated by tourism activities.

Although the experiences that learners gain through case studies may not compensate for the loss of direct and personal experiences in the industry, Bates and Galloway (2012) claim that the case-based method provides learners with resources to gain insight into situations that personal experience may be hard to access. The teachers thus bemoaned the fact that the learners in their school did not have direct exposure to the tourism industry. As the literature suggests, using the case-based method is a teaching

strategy that may increase the quality of education (McLean, 2016; Parris, 2011), and they embraced this notion. Similarly, the teachers in this study were of the view that the case-based method might help their learners to improve their learning and understanding of the tourism industry by learning how to apply what they learned in the classroom to solve practical issues in this industry.

4.2.1.2 Developing various skills

The data provided some fundamental insights into the role of the case-based method for developing various skills. These teachers agreed that the case-based method provided opportunities for learners to develop skills that could not be developed through direct/lecturelike instruction only. They agreed that the case-based method helped learners to foster analytical and critical thinking skills. They made countless references that indicated that they understood the role of the case-based method as a teaching approach that enhances analytical and critical thinking. During the interviews, all three the teachers confirmed that developing critical thinking was one of the most important features of the case-based method. They mentioned that the case-based method allowed learners to look at what they had to learn critically.

Faith believed that the case-based method assisted learners to acquire skills that were needed in the industry. She felt that using the direct instruction method only did not work in this subject and that teachers had to create opportunities for their learners to engage with case studies by analysing them and devising solutions to the problems they presented. She understood that it was vital that learners should be exposed to case studies to develop their critical thinking skills. The teachers commented as follows:

“This method is valuable in the development of problem-solving skills and also getting analysing skills from learners. It challenges my learners to think of different solutions to the industry problem presented through the case study. Usually they do it on their own so that they learn the skills of reading and analysing” (Faith: interview).

“I like this method so much because it helps learners not to take everything for granted but to think critically when hearing about the problem or situation. When

I use this method, I challenge my learners to analyse the situation in the case story which forces them to think critically about the problem or situation and find possible solutions” (John: interview).

“When reading a case study, the learners have to apply analytical skills and be able to analyse the question on his/her own. This would force them to think through the responses, which they do when answering questions, thus fostering critical thinking skills in them” (Mark: interview).

The teachers were unanimous in their understanding that the case-based method would help their learners to be critical when reading these texts and answering questions. They also understood that, when using the case-based method in Tourism, the aim would be to encourage their learners to think critically in order to solve the problems presented in the case studies. It seemed that these teachers agreed that their learners would learn best if they read and analysed the cases that were presented to them.

Mark also highlighted that learners’ construction of knowledge was linked to the generation of correct answers which occurred when they analysed a case and critically devised and constructed answers. This was evident in one of his reflections:

“I am so excited today with my lesson because most of the learners got their responses correct. They were able to critically think and come up with correct answers. This shows me that they are gradually developing skills to think critically in problems related to tourism” (Mark: reflective writing).

According to Mark, the case-based method encouraged learners not only to be recipients of knowledge, but also to construct their own knowledge. Authors such as Leonard Jr. and Cook (2010) opine that teachers who use the case study method are called upon to develop skills to a greater degree than just transmitting knowledge. The participating teachers also revealed that when they used the case-based method, their learners developed a number of skills in one lesson. The teachers also indicated that the case-based method required learners to read and analyse case studies based on stories in the industry. This process enabled the learners to master the content and to develop other skills. They felt that the mastery of skills such as reading, analysis, and critical thinking

to solve industry-related problems in tourism were enhanced by exploring case studies related to actual practices in the tourism industry.

“Our learners are not good at reading and thinking on their own, so using the case-based method assists them because when you teach them through the lecture method they only listen. Using the case-based method provides opportunities for learners to be able to read because reading for understanding is important” (Faith: interview).

“Stories in the case studies used in the case-based method raise learners’ consciousness toward the potential problems in the tourism industry. Learners are given case studies which are various stories based on what is taking place in the tourism industry to read and analyse and provide possible solutions. This develops such skills as reading, analytical and critical thinking which might not be developed if I only use direct instruction” (Mark: interview).

The teachers understood that the case-based method not only allowed their learners to learn concepts, but they also developed other skills such as reading and analysing. This forced them to think critically about the situation presented in the case study. This finding is consistent with the literature in terms of the effectiveness of the case-based method in the development of those skills that may not be learned using traditional approaches (see for example, Barnes et al, 2012; Nkhoma et al, 2017).

In essence, the participating teachers’ understanding of the case-based method in the teaching of Tourism was positive as they argued that it provided learners with various skills to analyse industry-related situations and to think critically in order to devise possible solutions. They agreed that the extended and extensive use of the case-based method would improve their learners’ ability to acquire analytical and critical thinking skills. The findings thus suggest that the teachers understood the case-based method as a tool to help their learners gain and enhance the critical thinking skills that are required to analyse and resolve problems associated with the tourism industry. In this context the study supports the view of Parris (2011), who argues that the case-based method offers learners opportunities to enhance their comprehension of the tourism industry and find solutions to the problems that actually occur in the tourism industry.

4.2.1.3 Stimulating individual learning

The case-based method is often associated with an increase in student engagement and the promotion of learners' learning (Bonney, 2015; Ukwetang et al., 2017). Similarly, the current study participants emphasised the important role of the case-based method in stimulating individual learning as they argued that it allowed their learners to take responsibility for their own learning. It is noteworthy here that the teachers' understanding and use of the case-based method seemed to focus on enhancing their learners' independent learning.

Faith believed that, to submit their responses to a case study, the learners had to individually learn relevant content material that had been presented to them. She mentioned that using the case-based method provided opportunities for her learners to be engaged in their own learning: *“You know, when I use the case-based method I am sure that all my learners will learn something because they have to read the case study on their own and answer questions individually”* (Faith: interview).

She further expressed this view in her reflective writing after she had presented a lesson using the case-based method:

“I am happy that I saw every learner answering the case study questions and submitted their work.... this shows that the learners have actively engaged in learning whilst working with questions” (Faith: reflective writing).

Mark and John concurred with this view. They stated that the case-based method enhanced the learning experience for individuals, as they said:

“...very interesting because when you explain the content telling stories learners become more interested than when something is in the textbook and you find learners ensuring that they complete the questions based on the case study by themselves” (John: interview).

“When I teach through the case-based method I manage to involve each learner in class by allowing them to read the case study and also giving them questions at the end of the case study to answers in their exercise books...When I use

methods like this one, learners are able to work independently and see their own work to completion. They feel encouraged if they get answers right on their own. They are able to think on their own [and] for me it's the reality about individual learner exploring real life in the tourism industry and being able to interpret [information] on his own" (Mark: interview).

The teachers emphasised that the case-based method encouraged learners to engage in their own learning by working individually. They argued that, when their learners read a case study and answered the questions individually, they were actively learning. They strongly felt that the case-based method assisted their learners towards self-directed learning because they read and answered case studies by themselves. In that way they constructed their own knowledge, as is also opined by the proponents of the constructivist theory (Alexander et al., 2010). Efforts to enhance individual learning were also evident during my lesson observations. For instance, I recorded the following based on a lesson when Faith distributed a case study text to her learners. She instructed them to read it and to answer the set questions individually.

Activity 2: (20 minutes)

A hand-out with a case study which was based on one of the icons taught was distributed to the learners.

Learners individually read the case study and conducted a written exercise responding to the questions based on the case study.

Mark's lesson resembled that of Faith. Mark allowed a few learners to individually read the case study, but there was no discussion among the learners or even between two learners in a pair. Reading the case study was followed by the instruction that the learners had to answer the questions individually. While Mark gave the opportunity for learners to write their responses on the chalk board, these were not discussed and learners merely copied them as corrections.

Activity 2: (25 minutes)

Distributed handouts with a case study to each learner.
Instructed four learners to read taking turns.
Conducted a written exercise where learners were responding to the questions based on the case read which were in the same handout at the end
Activity 3: (15 minutes)
Asked learners to give their responses and he wrote them on the chalkboard.

John's lesson was different because he started the lesson by narrating the case study. However, he concluded with the same emphasis on individual learning. After narrating the case study, he then instructed the learners to individually write their responses.

Activity 3: (15 minutes)
Teacher narrated a case study based on 'short left' campaign.
He wrote questions and instructed learners to write answers for the questions in their exercise books.

This focus on enhancing individual learning was evident throughout the lesson observations. For example, in the lessons by Faith and Mark that I observed, a case study was also distributed towards the end of the lesson and learners were expected to individually read the case study and answer the questions that followed. The teachers generally distributed the case-studies towards the end of their lessons and the learners were instructed to answer the questions at home so that the responses could be discussed the following day. This meant that the learners engaged with these case studies in their own spaces to enhance individual learning, while collaborative learning was completely side-lined.

The findings revealed that the teachers shared similar understandings of the use of the case-based method as they all predominantly fostered individual learning at the cost of

collaborative knowledge construction. As far as they were concerned, their understanding of the case-based method was reassuring as they were confident that each learner would be able to individually access the case study and construct knowledge. They emphasised the point that their learners were tasked to answer case study questions by themselves. This finding is corroborated Popil (2011) and Ukwetang et al. (2017), who argue that the case-based method can promote intrinsic motivation among learners to enhance their own learning capabilities. In the current study, the teachers agreed that their learners were motivated to learn when they used the case-based method as they worked towards completing the task on their own. Dimitrios et al. (2004) also argue that using the case-based method in Tourism allows learners to construct knowledge which makes learning meaningful to the learners. For the current participants, the case-based method was useful as a complementary tool to other methods, particularly the direct learning and question and answer methods.

4.2.1.4 Enhancing assessment practices

The findings revealed that the participating teachers valued the case-based method predominantly as a tool to enhance assessment practices. These teachers were of the view that the case-based method supported, among others, formative assessment. They emphasised the use of questions based on a case study at the end of their lessons ‘to check’ learners’ understanding of what had been taught during the lesson. The teachers offered the following comments:

“I always prepare the questions and answers when I prepare the case study and I use them to end the case study with the questions” (Faith: interview).

“Before I go to class I prepare the case study and the questions that learners will answer at the end of the case study” (Mark: interview).

“With every case study or scenario that I narrate, there are questions that I prepare for learners to answer” (John: interview).

The participating teachers used questioning in a similar way and for the same purpose. For these teachers, questions formed an important part when they used the case-based

method in Tourism. They also stated that they generated questions before going to class. The teachers indicated that they prepared these questions based on the case study as part of their lesson planning. These questions were answered by learners at the end of the lesson to determine their knowledge of the work covered in the lesson and in the case study. They considered these questions important as they felt that they supported the learners' understanding of concepts and the generation of specific solutions (Hemphill et al., 2015). These questions seemed to have pre-determined answers that were used to assess the learners' ability to remember concepts and facts.

I observed that all the case studies that were selected for the case-based method were accompanied by a set of contextual questions at the end of lessons. It was evident that these questions had been pre-determined and thus did not provide room for questions raised during the reading of the case studies. Asking questions during the lesson was regarded as sufficient assessment for learning (Herreid, 2015). The teachers affirmed that they used such questions during the case-based method to ascertain learners' understanding of new knowledge. They pointed out that learners' responses to case study questions helped them to determine their learners' understanding of what had been taught during the lesson. They stated:

“The purpose of using questions in the case-based method is to assess if learners have understood the concepts in that case study. Without assessing them by asking questions you may not know if they have comprehended the case study”
(Faith: interview).

“The aim of the questions in the case-based method is to check if the learners did understand the case study and can relate to the tourism industry” (Mark: interview). *“Questions are meant to help learners to understand the case study better and for me to check if learners are understanding what has been taught”*
(John: interview).

The statements by the teachers revealed that they did not use questions to engage learners in discussions. They used questions that required learners to recall information from the case study or the lessons. These questions required factual information rather than open discussion they seemed to focus on reading comprehension rather than on questions that would prompt discussion. The teachers thus seemed to sustain the 'teach

to test' approach. Leonard Jr. and Cook (2010) are adamant that questions should not be designed to test only contextual information but that they should initiate and promote discussion as well.

It was evident from the data elicited by means of the interviews, reflections, and my observations of lessons that the teachers used questions based on case studies as a form of formative assessment only regardless of their understanding of the value of this method to elicit critical thinking and problem-solving skills, as was expounded under earlier themes. Kantar, and Massouh (2015) notes that the case-based method should combine the learning opportunities of a business case with the assessment approach. The teachers stated that using questions based on case studies helped them to check if their learners understood the concepts that they taught in the lesson and that were in the case study. According to Le Roux and Khanyile (2012), meaningful construction of content specific knowledge only occurs when learners are able to match the problem in a case study with subject content knowledge. This process is key in enhancing learners' problem-solving abilities and has profound implications for teaching and learning when the case-based method is used.

Faith mentioned that, in Tourism, learners easily misinterpreted the questions because of a lack of understanding of the unique terminology entrenched in the subject. The case-based method was thus deemed relevant for providing learners with skills to analyse and answer questions. She was able to identify an area where her learners were struggling and elaborated on the need for learners to learn by answering questions. Faith stated:

“When I have finish teaching, I give my learners a case study with questions to check if they did understand what I was teaching them in classes. This helps a lot because you would know if the lesson was a success or not and whether you need to repeat some of the aspects taught” (Faith: interview).

As was stated previously, John narrated the case studies to his learners and they had to listen in order to be able to recall information to use in answering the questions that would be asked later. The case study was brief and emphasis was placed on the listening skill to answer a few questions that were written on the chalkboard. These questions

seemed predominantly knowledge based. Instead of ascertaining learners' deep understanding of the new knowledge through discussion, he thus asked knowledge-based questions that focused on recall of information in a scenario that had been narrated to them. Factual recall rather than critical thinking was required. John stated:

“Sometimes I assess them to find out whether they did understand that case study that I narrated and that they can link it to content being taught” (John: interview)

This approach was also supported by Mark:

“I believe at the end of every lesson you have to check if learners have understood the lesson and when using the case-based method I draw questions from the case study to check if learners have understood the case study and the lesson as a whole. Through such questions I know who are achieving the outcomes of the lesson.... I use questions to assess them and give feedback as part of formative learning. Sometimes I ask them to write answers to case study questions on the board so that they learn” (Mark: interview).

During my observation of Mark's lessons, I noticed that he wrote answers to the questions of case studies on the chalkboard. The learners responded orally and he wrote them out on the chalkboard in complete and correct sentences for all to see and use as 'model answers. However, he did not use these answers to further prompt debate on issues in the case studies as he would just write the correct answers on the board. He also commented as follows in his reflective writing:

“At least, I managed to get my learners to work on the case study to completion today, even though most of them did not get the responses correct. They had corrections on the board” (Mark: reflective writing).

The teachers felt that it was very important to establish whether their learners understood what they had been taught, hence they used questions at the end of the case-studies. They all valued this process of assessing learners formatively. According to these teachers, the case-based method combined learning with assessment in the same instrument. This view is supported by Kantar and Massouh (2015), who claims that using the case-based method enhances learning while assessing the levels of learners'

understanding of concepts. However, most of the questions posed by the teachers (Figure 4.1 and Figure 4.2 below) required learners to provide specific answers, and such questions did not help them to probe deeper or extend the learners' engagement in discussions to generate various solutions to problems in the tourism industry.

Another understanding that was featured by the participants was that the case-based method prepared learners for examinations. It is a well-known fact, yet unfortunate, that examinations are used to drive learning to a great extent. The examination program thus actually becomes the 'hidden curriculum' that students need to master (Bonney, 2015; Nkhoma et al., 2017). The teachers were unanimous that they used the case-based method when teaching Tourism because they were of the view that it helped prepare their learners for examinations. They argued that when they used the case-based method during their teaching, the learners were able to respond by offering sound and detailed accounts during examinations. For example, when Faith selected case studies to use in the classroom, it was evident that she was adamant that her learners had to master the skill of answering examination questions based on case studies. Similarly, John and Mark also focused on the correctness of answering case-based questions rather than on debating different views and issues. This finding was not unexpected as examinations are important in the South African context as they are instrumental in the promotion of learners to the next grade, particularly in the FET phase.

The teachers thus understood and used the case-based method as a strategy to prepare their learners to offer sound and detailed accounts based on case studies in the examinations.

“For me, using the case-based method in the classroom helps learners to be prepared to respond in detail, not to use one-word answers to questions that require them to use case studies in the examination. My marking experience taught me that learners struggle to interpret cases and they lose a lot of marks, therefore it was my plan that I expose my learners to many cases from past examination papers” (Faith: interview).

Faith used the case-based method as a summative assessment-driven strategy more than a teaching method, hence her lessons were assessment oriented because she was trying

everything in her power to prepare her learners to do well in the final examination. Mark shared her view:

“In the examination learners have to answer questions based on many case studies. Our learners are not doing well in such questions. We use the case-based method to give them more practice in answering questions using case studies”
(Mark: interview).

Mark pointed out that learners had difficulty in answering questions that required them to read the case study and solve problems in the tourism industry. He emphasised that when he used the case-based method in his classroom, he gave his learners an opportunity to practise for the examination.

Similarly, John acknowledged that the case-based method was linked to assessment. He regarded the case-based method as an essential form of assessment which he used to assist his learners to practise and prepare for examinations. He indicated that the nature of the examination questions in the subject required frequent and consistent practice with the use of this method. This frequent practice enabled learners to develop skills in answering questions based on case studies. John pointed out that learners had difficulty in understanding and answering questions that required the solution of real problems associated with the tourism industry.

“What I have noticed is that, in Grade 12, they are battling to answer different sections of the question paper. I have to start as early as Grade 10 to use case studies so that they get used to them and answer questions that are based on sources involving case studies” (John: interview).

The teachers felt that the more practice they gave their learners, the better their learners were likely to master the skills. All three teachers agreed that posing questions based on case studies would help the learners to master the skills needed to answer such questions in the examination. What John said was an indication that this practice started in Grade 10 in order to prepare learners to answer questions in Grade 12. The idea to master skills and competencies was thus focused on practising to answer contextual comprehension questions based on case studies in order to respond to such examination questions. The teachers argued that repeated exposure allowed further opportunities to develop the skill

to answer questions based on case studies. For these teachers the teaching-learning situation was thus not about what the learners knew and understood about the Tourism industry and how well they could solve problems and address actual situations, but about how well they could answer questions in examinations.

This is indicative of these teachers' concern for content knowledge rather than skills development and critical thinking.

The teachers revealed that using the case-based method to prepare their learners for examinations was also the focus of the Department of Basic Education. They cited that, in meetings with the departmental Subject Advisor, the emphasis was always on preparing learners to answer questions based on case studies in order to cope in examinations:

“From my experience of teaching Tourism for years and as a marker/senior marker for the National Senior Certificate examination, I have noticed that in every examination paper about 50% of the questions are based on sources that include case studies. The Subject Advisor also emphasised that the diagnostic report points out that learners are struggling with questions based on the case studies. Therefore, it is vital that I expose my learners to this method so that they are able to learn how to read case studies and respond to examination questions accordingly” (Faith: interview).

Faith's comment shows that she was concerned about her learners' ability to acquire the skill to respond to case studies during examinations. She was of the view that using the case-based method would ease learners' difficulty in answering such questions in examinations. This view also came out strongly in the interview with Mark:

“With my Grade 11s that I am teaching, I use the case-based method to prepare my learners to deal with case studies in the examination. There is great emphasis in Tourism which has been stated in the National Senior Certificate (NSC) moderator's report and emphasised by the Subject Advisor and colleagues in the cluster that we must use the case-based method to prepare learners for examinations. Case-based method is a method that helps learners to be able to tackle questions based on case studies” (Mark: interview).

The above comment suggests that Tourism, and by implication other subjects in the education system, is driven by examination requirements as the emphasis for using the case-based method was to help learners answer questions in examinations. These teachers' use of the case-based method was thus strongly linked to their understanding of this teaching strategy as being linked to examination writing – thus for summative assessment purposes. For example, all the case studies that Faith used when I observed her lessons had been extracted from past Grade 12 examination papers, which confirms her understanding that the case-based method should be used to prepare learners for examinations. Similarly, in her reflective writings Faith alluded to the fact that the case-based method helped learners to do better in answering examination questions based on the case study if this was drilled in the classroom:

“I am happy that learners today were able to understand and answer questions from the case study that we were using today. For me this means that my learners are starting to be better prepared for answering exam questions, that means they stand good chances of passing Tourism” (Faith: reflective writing).

In another reflection, Faith felt that her learners were finding it difficult to answer questions based on the case study, as she wrote:

“Very few learners were able to respond to most of the questions that were based on the case study. I realised that they might not have understood it or it was difficult. I need to find a way of making them able to answer those questions because they can do the same even in the examination” (Faith: reflective writing).

Both reflections by Faith on the different lessons taught using the case-based method revealed that she was concerned that her learners would not be able to answer questions on the case studies in the examination. For Faith, if her learners were not able to offer correct answers (answers that were similar to those she had prepared), it meant that their chances of answering questions correctly in the final NSC examination were minimal, and this would reflect badly on her as a teacher and on her school as secondary schools are generally evaluated according their NSC results.

John also felt that repeated exposure to questions based on case studies allowed his learners to develop skills to handle such questions in examinations. He further mentioned that, when learners failed to respond to questions based on a case study, he gave them additional case studies to take home:

“This year most of my Grade 10 learners are failing to understand case studies and use content knowledge taught in class when they are given a new case study. Therefore, I need to give them more case studies as homework to do at home to practise what they were learning because they have to be able to comprehend and interpret case studies on their own” (John: reflective writing).

Based on what was revealed in their comments above, it is noteworthy that these teachers primarily understood the case-based method as a means to familiarise their learners with question types that they should expect in examinations. It appeared that these teachers focused on the use of case studies to prepare their learners for examinations. They obviously felt that the more practice they gave their learners in using this method, the better their learners were likely to do in examination questions based on case studies. This focus on using the case-based method as an assessment strategy was undeniably reflected in the Tourism pass rate of the school as it maintained a 100% result over three years. However, Oosthuizen et al. (2019) argue that such an approach would likely close the door to learners’ understanding of subject matter as they would focus on the skill to answer questions. This could be detrimental to learners’ understanding and application of tourism concepts in the tourism industry.

4.2.2 Teachers’ perception of the case-based method as challenging

Despite their positive understandings of the case-based method, the participants also agreed that using this method posed some challenges. These understandings are discussed under the following themes that emerged in this regard: Utilising the case-based method requires more time than is allocated normatively; and Large class sizes that do not allow appropriate seating arrangement.

4.2.2.1 Utilising the case-based method requires more time than is allocated normatively

The teachers lamented the fact that they needed more time to prepare and implement the case-based method effectively and appropriately. The literature review demonstrated the importance of preparation for the use of the case-based method. When using the case-based method, teachers are required to prepare the case study prior to the lesson in order to be able to link it with the content and promote critical thinking (Dawson & Titz, 2012; Grassberger & Wilder, 2015). Similarly, the participating teachers argued that the case-based method required additional preparation for which it was often difficult to find the time. This was evident in a comment by Faith:

“Without preparation, even myself as an experienced teacher might not be able to use this method effectively in class” (Faith: interview).

Faith indicated that she prepared cases and the questions that learners should respond to before going to class, but that this took up most of her time. She wrote after one of her lessons:

“I realise for this lesson I have spent the whole non-teaching period trying to read the case study that I have selected. Without preparation, even myself as experienced teacher might not be able to use this method effectively in class. Therefore, I spend most of the time reading various case studies so that I can select one to use for a particular lesson” (Faith: reflective writing).

Mark shared a similar sentiment when he stated the following:

“When you are using the case-based method you need a lot of time for preparation ahead of the lesson. In my case, I look at different textbooks for the right case study to use in a particular lesson. I then make copies for learners to use because there are few copies of different books that are not adequate to distribute to all learners” (Mark: interview).

Mark indicated that even if the case studies that he used were selected from a textbook, he still required time to prepare as he had to make copies of the case study due to a shortage of textbooks.

What emerged from the findings is that using the case-based method required significant additional time for preparation. The teachers mentioned that they used a lot of time before the actual lesson to find case studies that were relevant to the content they would be teaching. They stated that they spent an inappropriate amount of time preparing before going to class.

The participating teachers also revealed that when they used the case-based method they went beyond their normal routine of preparing and planning lessons. The following emerged during the interview with Faith about how she selected case studies when using the case-based method:

“Before the lesson, I look for the cases that will be relevant to the topic. I have to think about the length of the text that it is not long and the content is not difficult for the learners to understand” (Faith: interview).

Mark stated:

“Most of the case studies I saw were good to different degrees, others were on the level of my learners, others were able to meet the class objective which is to create learners that are able to analyse situations and also be able to solve problems relating to tourism industry operations” (Mark: interview).

The teachers understood that the case-based method obliged them to engage in deep preparation for lessons while also searching for relevant case studies. They had to do a lot of reading using various sources to select the most relevant case studies, and this required a lot of additional time which they sometimes did not have.

Further to the time required for preparation, the three participating teachers' understanding was also that the case-based method required more time to be implemented effectively in the classroom. Time allocation is an important aspect when using the case-based method, as Harvey and Kenyon (2013) testify. All three teachers indicated that each lesson was scheduled for one hour (60 minutes); however, Mark's and John's lessons lasted 55 minutes while Faith's lessons lasted about 50 minutes. The delays were caused by the fact that learners changed classes and they either arrived late or took a while to settle down. Mark and John assured that when the learners arrived the desks had already been arranged and were ready for the session. Faith, however,

experienced a shortage of desks for some of the groups coming to her class and this added to the delay as the learners first had to bring chairs from another classroom, which impacted the teaching and learning time negatively.

The teachers were also concerned about the length of the lesson periods. They stated that the periods were of the same length every day and did not accommodate active teaching strategies, such as the case-based method, that require a little more time. Faith explained:

“Our periods have a fixed time which makes it difficult to use the case-based method for the full engagement of learners. The difficulty is caused by the fact that within the same allocated time learners have to move from one class to another. Some of them walk very slowly and thus it takes a while to settle the class. By the time I start the lesson I have already lost a few minutes. This makes using the case-based method not effective for me” (Faith: interview).

As stated above, Faith’s observed lessons were scheduled for one-hour (60 minutes), but the two lessons that I observed lasted for fifty (50) minutes. In both lessons Faith used the casebased method in the last fifteen to twenty minutes. This did not give learners enough time to comprehend and engage with the case study in some depth. Faith felt that the challenge of time forced her not to use the case-based method in an effective manner:

“With the challenges that accompany this teaching strategy, I don’t effectively use it. I don’t use it as often as one would expect.... The first challenge is time. The learners take long to arrive in my class because they are coming from the other class so if they were delayed it will affect me and my way of teaching. To bring the learners together, trying to settle them and fuel them up to be ready for the discussion of the case study is difficult. It is very time consuming” (Faith: interview).

Mark and John stated that when they used the case-based method, they hardly allowed extended discussion on the case study because time was minimal and they had to complete the lesson as per the teaching plan. They stated:

“When I started working I tried to have learners engaged in a case discussion but when I gave the case study to discuss they would take a lot of time to participate and the period will come to an end. If you have to fully use case-based method you need like a double period of two hours otherwise you may not finish the Annual Teaching Plan” (Mark: interview).

“Using the case-based method is time consuming as you have to spend a lot of time trying to get learners to discuss it, so I end up using short scenarios to link what I am teaching to the real world of tourism” (John: interview).

The teachers believed that their poor implementation of the case-based method was due to the limited time allocated for each lesson period. This finding corroborates the claim by Habasisa and Hlalele (2014) that the case-based method places considerable demands on teachers as it is time consuming.

4.2.2.2 Large class sizes that do not allow appropriate seating arrangement

The teachers also understood that the case-based method required smaller class sizes to allow class discussions or arranging learners in small groups. Harvey and Kenyon (2013) emphasise that teachers have to know how to organise and manage their classrooms for case-based learning to ensure that all learners are participating. The teachers in this study revealed that they were not able to organise their learners in groups for effective participation when using the case-based method. They cited large class sizes as a factor that contributed to the poor use of the case-based method. The teachers expressed the following:

“The case-based method in teaching Tourism is a necessity...but it is difficult to use it effectively because I have large numbers of learners in my Grade 10 classes so the class discussion might go on long while I can't divide them into small groups because it takes long to manage all groups and would thus impact on the lesson time” (John: interview).

“Learners are not good in discussions and some of them remain passive and trying to reach each one of them in a big class affects teaching time. To get them into small groups is not easy because of the large class and seating arrangement” (Faith: interview).

“Well, I know that I was supposed to open up a discussion for the learners but I did not because, if I do that, the written work would not be done efficiently as discussions may take a longer time than what is expected. Moreover, it is difficult to control such discussions when classes are too big. So, I only allow them to participate in listening and writing down answers to the case-based questions” (Mark: interview).

All three participants shared similar experiences regarding the challenge of using the case-based method with large classes. The participants felt that discussions on case studies in their classrooms were not beneficial for all their learners as some of the learners tended to be marginalised due to large class sizes coupled with their shy nature. They were also concerned about the time it required when they had to facilitate group discussions. Rands and Gansemer-Topf (2017) claim that, as the number of learners increases, it becomes less likely that everyone will have an equal opportunity to participate in case-based discussions. They cite problems when class management discussions are introduced in classes with large numbers of learners. It was thus not unexpected that the teachers in this study complained of the same challenge as they had to contend with class sizes of 45-60 learners. They thus battled with classroom management skills when trying to facilitate class/group discussions. This dilemma is also noted by Çakmakçı and Taşar (2010), who state that the case-based method creates challenges for some teachers who battle to control the flow of class discussions.

All three the teachers argued that discussions on case studies usually impeded the time available for written work. They also claimed that grouping learners with the intention of implementing the case-based method was an impossible mission. The teachers thus admitted that they were not creating opportunities for learners to work collaboratively and discuss case studies. Alsalman (2017) also acknowledges that when classes or discussion groups are quite large, participation by all learners becomes difficult. The

findings of the current study thus support the findings by Çakmakç and Taşar (2010), who conducted a study among Physical Sciences teachers and revealed that these teachers failed to use the case-based method effectively due to too large numbers of learners in one classroom.

Linked to large class sizes was the challenge of arranging learners appropriately for group participation. The findings suggest that the teachers were aware of the importance of the seating arrangement for effective use of the case-based method. Faith explained that she used one fixed seating arrangement when using any method. She argued that she had to stick to a normal classroom seating arrangement as all Grade 12 classrooms had single desks. The learners were seated individually at the desks which were arranged in five vertical rows facing the chalkboard. Faith indicated that she was not happy with this seating arrangement, but because of the limited time she had to seat her learners in a ‘church setting’. However, she mentioned that she would prefer arranging her learners in groups to allow them to work collaboratively.

The following dialogue during an interview reflects her concerns:

Faith: *All our Grade 12 classes are arranged in a similar setup. To be honest, I don't like the way my learners are seated because it does not allow them to work with each other. I would love a group setting to allow learners to engage collaboratively when using this method.*

Researcher: *Why are you not arranging them in the way that would suit the method that you are using?*

Faith: *I would like to but the classroom size and number of learners do not allow me to do that because the single desks that we are using in Grade 12 classrooms make it impossible to assemble groups.*

Researcher: *What do you think would be the benefit of a different seating arrangement when using this method?*

Faith: *I think a group setup will allow learners to discuss the case that they are reading and assist those who do not understand the concept discussed. Knowing my learners, I know that some are not as quick as others when it comes to understanding case studies, but if they are given an opportunity to work together they can talk to one another in small groups.*

Unlike Faith, Mark seemed to prefer a seating arrangement where learners were seated in single desks facing in one direction. He claimed that he could use any teaching strategy because he allowed flexibility in this arrangement when he was teaching. However, Mark shared Faith's sentiments when he referred to the negative impact of an inappropriate seating arrangement when using the case-based method. He also mentioned that using the case-based method was difficult because of large class sizes which made it impossible to rearrange desks differently: *"I like single desks as you will see in my class. I prefer single desk because I can rearrange them to suit any teaching strategy that I choose. However, I can't get my learners to work in groups when I use the case-based method because the numbers are huge."*

John's seating arrangement was different from that of Mark and Faith. In John's classroom there were double desks because the classroom was situated in a block that was furnished with these desks as it was mostly used by teachers in the General Education and Training (GET) phase. The desks were arranged in four vertical rows and learners were seated in pairs facing the front. John also expressed that it was difficult to effectively use the case-based method when learners were seated in that fashion.

The data revealed that the teachers understood the value of group and pair work when the case-based method was used, but they were impeded to a large extent by large class sizes and too small classrooms to implement this strategy effectively. Instead, they had fixed seating arrangements for learners who sat facing a podium in the front of the classrooms. According to Rands and Gansemer-Topf (2017), a fixed and rigid seating arrangement impacts negatively on learning, especially when active strategies such as the case-based method need to be used.

It results in the teacher spending more time lecturing than actively engaging learners.

4.3 Teachers' use of the case-based method

The findings indicated that all three teachers were using the case-based method to some extent when they taught Tourism. This shows that they were prepared to follow the dictates of the CAPS policy for Tourism which outlines that learners must be taught using active learning strategies (Department of Basic Education, 2011). These teachers were quite aware of the case-based method as a teaching strategy that promotes active learning, but they were not using it effectively.

The responses also shed light on how they used the case-based method as a pedagogical and assessment strategy. This finding is presented under three subthemes, namely: selection of case studies for case-based teaching; facilitation of the case-base method; and active involvement of learners when using the case-based method.

4.3.1 Teacher selection of case studies for case-based method

When they were asked where they obtained the case studies that they used during case-based teaching, it was revealed that various and different sources were accessed. These source selection strategies were in line with the principles of the case-based method as reflected in the literature. Research on the case-based method suggests that case materials can be found pre-packaged almost anywhere in newspapers, magazines, novels, cartoons, videos, and television programmes and dramas (Herreid, 2015). With regards to case study selection, Faith mentioned that she selected them from various sources.

“I use cases from the internet and other sources, but most of the time I use case studies from previous question papers which are very useful in training learners to answer the questions. Sometimes I check case studies from the textbook but I don't use them frequently because they [the books] are not enough” (Faith: interview).

Although Faith mentioned that she used various sources for the case studies she used, my observation of both of her lessons suggested that she extracted most of her case

studies from previous examination papers. Below is an example of a case study that was used in one of Faith's lessons:

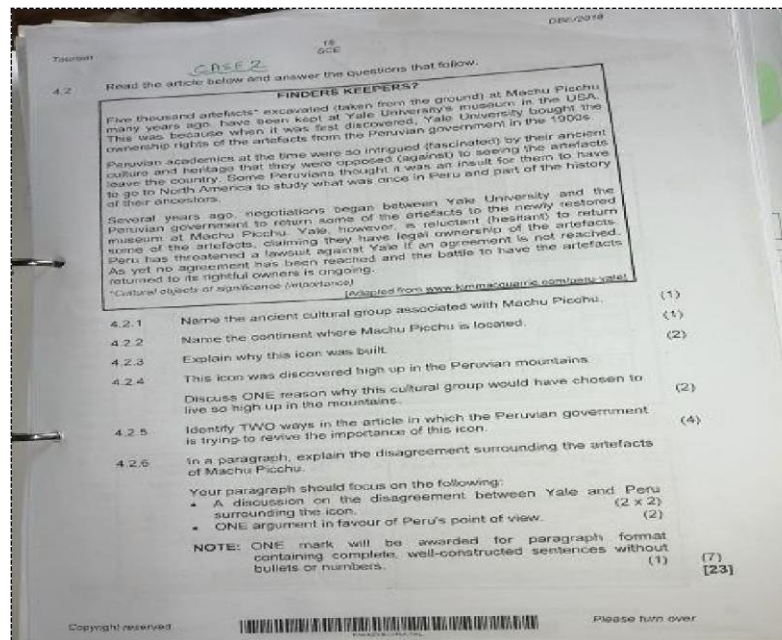


Figure 4.1: Case study extracted from a previous question paper

Unlike Faith, Mark mentioned that he used case studies from textbooks. For him it was not a difficult exercise as they were readily available and aligned to the topic being taught. His response was:

“I had to compare different textbook before to choose this case study and ensure that my lesson revolves around it” (Mark: interview).

Mark revealed that he relied on various textbooks and not only on the prescribed textbook to source case studies to cover as many aspects of the tourism industry as possible. Mark pointed out that he compared case studies from different textbooks and selected the most suitable for each day's lesson. Below is an example of a case study he extracted from a textbook:

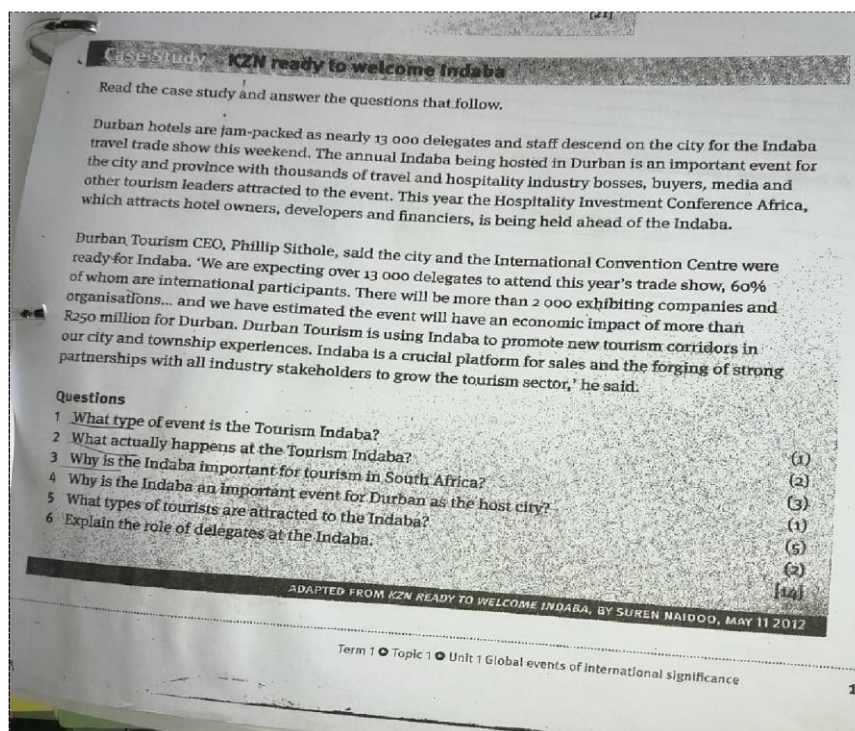


Figure 4.2: Case study extracted from a textbook

Although the case studies in textbooks are appropriately aligned to each topic, it was concerning that the textbook that Mark used on the day of observation was dated eight years before. This is concerning because the tourism industry is dynamic and ever changing and updated material should naturally be used during classroom instruction (Baum, & Hai, 2019). Tourism is a dynamic subject and teachers should stay abreast of ever-changing information and practices in the industry. The fact that case studies were taken from old textbooks might suggest that the learners were not exposed to the latest developments in the tourism industry, as is demanded by the role of the case-based method in teaching Tourism (Bhan, 2014). The literature on the case-based method emphasises that case studies must be recent and reflect current trends in the industry (Krain, 2016). According to Dawson and Titz (2012), the tourism industry is dynamic and ever changing, hence teachers are expected to keep up with such changes by using recent case studies.

John had a different perspective on the selection of case studies for the case-based method. He referred to the shortage of technological resources in the school and was thus unable to download recent sources from the Internet, hence he created his own

innovative scenarios during lessons. For instance, in a lesson on maps and directions he used the scenario below:

The Banda family from the Free State visited the Inanda heritage route for the first time and needed routes and directions. They also wanted to visit other attractions in the area. [Provide them with details.]

John created situations and stories of great originality but also of practical applicability that with which his learners could relate. John's narrations of his own scenarios resonated with prior studies that revealed that creative teachers tended to create their own scenarios when using the case-base method (Škudienė, 2012).

In an interview dialogue, John clarified his decision to use the scenarios he created on his own during the case-based method:

Researcher: *I noticed during your lessons you did not give learners any written case studies?*

John: *I don't get case studies from anywhere. I use short scenarios that I create and link them to the content that I am teaching. I just regurgitate what I have taught other learners before or relate to what I have seen when I travel the world as a tourist. This has worked for me for years and also ensured that I'm being relevant to learners. Due to my vast experience I don't really plan cases to use during the lesson – they spark from my head.*

Researcher: *Do you mean selecting readily available written cases studies is not appropriate?*

John: *I think so, because you find that mostly existing case studies don't meet the objectives of the lesson. They are written as a long comprehension passage which learners in our context fail to comprehend and link to content.*

John seemed to understand the principle of the immediacy of case studies that should be used for educational purposes. Lyons and Bandura (2020) argue that teachers can and should develop their own case studies. In one instance (see the dialogue above) I observed John using the local Inanda Heritage Route as a scenario that he created when he was teaching sectors and subsectors in the tourism industry. John reasoned that he created his own case studies due to scarce updated resources and outdated textbooks. He also stated that examiners in Grade 12 usually used current issues for case studies and thus he felt it was appropriate to be more relevant. This was evident in the following comment:

“The resources in the school that we are working in are very scarce. The main source of information that we rely on is the textbook with cases that were written sometime back. You rely on the textbooks and from your experience as a teacher, you sit down, in mind with the objectives on what you want to achieve as a teacher, come up with a case study or scenario for your lesson which will be recent because examiners are usually interested in current cases...so bringing current stories into the case-based method is important for me to help learners when they write Grade 12” (John: interview).

The teachers relayed that they used various sources such as prescribed books, previous question, newspapers, and their own creative scenarios. Faith and Mark attested to the fact that textbooks and old question papers were great sources of information for them, while John believed in creating his own scenarios for case studies. The teachers were thus creative in the face of limited resources as they did not use limited access to the Internet as an excuse for a lack of case study material.

4.3.2 Facilitation of the case-based method

The literature argues that the role of the teacher in the case-based method is mainly that of a facilitator (Ellis & Shintani, 2013; Nkosi, et al., 2013). However, the least assumed role by the teachers in utilising the case-based method in this study was that of facilitator. When asked about their role when they were using the case-based method the teachers responded as follows: *“With the case-based method one has to be a*

facilitator but it is difficult to engage learners in a discussion and facilitate it because for this learner-centred strategy you need to have a smaller class. But if it is a big class like what we have here, it becomes a problem to me, and therefore it will not help you to achieve the objectives of this teaching method; hence I use the lecture method...hence I lecture first and give them the case study” (Faith: interview).

“Facilitation is a difficult task when having to teach 48-50 learners. It is a big task because when you give learners to discuss it opens some doors for them to be unruly as they make noise and all sorts of mischief because you are not in their group at that particular time” (Mark: interview).

“Usually I just teach...I mean, I do a lot of instruction...especially with the kind of learners we have, who just sit and wait to be given information and if you keep prompting them they can take forever” (John: interview).

While the three teachers agreed that their role when using the case-based method was to be facilitators, they attested to the fact that they were primarily instructors and not facilitators when using the case-based method. They attributed this role to big classes and the unruly nature of the learners they were teaching. This may speak to the fact that some teachers will always have a reason for not doing what they are expected to do according to the curriculum they are supposed to implement as argued by Rands and Gansemer-Topf (2017). However, these teachers did not use limited resources as an excuse *not* to use the case-based method, but they walked the extra mile to ensure that cases and scenarios were available to their students. It is undeniable that the teachers in this study found it difficult to adapt to the role of facilitator and they thus sustained the traditional role as a source of knowledge whose instructions their learners had to access and, in a sense, memorise. They also sustained the notion that they were the ones who knew better and should thus deliver this knowledge. This approach is in contradiction to the tenets of constructivism that view the teacher as a facilitator rather than a source of knowledge that learners have to emulate (Habasisa & Hlalele, 2014)

The findings revealed that the three teachers dominated classroom activities by relying on direct instruction while their learners remained passive recipients. This fact was evident during my lesson observations when they demonstrated the use of the case-based method. I noted the following observations regarding Faith's lesson:

Activity 1: (30 minutes)

A lecture was delivered on the icons found in Europe (three icons were taught).

Questions were asked during the lecture to probe learners.

Activity 2: (20 minutes)

A hand-out with a case study which was based on one of the icons taught was distributed to the learners.

Learners individually read the case study and conducted a written exercise responding to the questions based on the case study.

No discussion...

For Faith, using the case-based method seemed to be an additional teaching strategy while direct instruction was her main teaching approach, as was observed in both lessons.

I wrote the following about Mark's sample lesson:

Activity 1: (25 minutes)

Put a picture on the board with an advert and asked learners to brainstorm what they saw.

Consolidated learners' responses and lectured to them on key issues relating to the lesson topic.

Activity 2: (10 minutes)

Distributed handouts with a case study to each learner.

Instructed three learners to read taking turns.

Activity 3: (20 minutes)

Conducted a written exercise where learners were responding to the questions based on the case read which were in the same handout at the end.

Asked learners to give their responses and he wrote them on the chalkboard.

Some brainstorming activity...

Mark's activities when using the case-based method were not much different from those that Faith used in her lessons. The exception was that Mark used a visual when he introduced the lesson by putting a picture on the board and asking the learners to brainstorm what they saw. After learners' brainstorming based on the picture, he handed out a case study which was not directly linked to the picture. He then asked three learners to take turns to read the case study with each learner reading a paragraph.

My notes on John's sample lesson were as follows:

Activity 1: (10 minutes)

The teacher gave a brief recap [of the previous lesson].

Activity 2: (10 minutes)

He narrated a case study that was linked to tourists using maps for travelling and asked learners to share with their partners what he had said.

Activity 3: (40 minutes)

Using PowerPoint slides he lectured and showed learners different types of maps used in tourism.

The flow of John's lessons showed that his teaching using the case-based method followed the same format as those of the other two teachers, except that he narrated the case study himself and learners were tasked to listen. They were, however, allowed to share what he had said with a partner but no extensive discussions or additional thoughts were elicited.

The teachers admitted during the interviews that they were generally compelled to turn the case-based method into a lecture session. This finding resonates with those of previous studies that also revealed that teachers found it difficult to adjust their role to that of a facilitator when using the case-based method (Bates & Galloway, 2012; Fidgeon, 2010; Shih et al., 2016). The use of both direct instruction and the case-based method as highlighted by Faith was evident in all three these teachers' lesson activities. It appeared that the lecture method was pivotal while the case-based method was used as a form of assessment training at the end of lessons. In that sense, the case-based method seemed to be peripheral and an additional and not a central teaching strategy. The fact that most of the lesson time was allocated to direct instruction indicates that this was the main teaching strategy with active learning strategies being marginalised. In their defence, it is reiterated that the teachers were well versed in and desirous to use the case-based method, but their activities were stumped as they regarded this method unworkable considering the number of learners and the limited space to accommodate them all in active learning activities in one classroom. While the participants obviously had a sound understanding of the case-based method, the way in which they could implement it in their lessons was thus limited by contextual factors. They felt that they were unable to provide opportunities for learner engagement such as discussions of case studies in a collaborative manner.

It is to be stated that, however much compassion one has for this situation, it is inevitable to conclude that the teachers' activities had a negative impact on the implementation of the case-based method in this school, more particularly in Tourism. The selection of activities for case studies lacked planning for collaboration as required by the constructivist theory of teaching, which emphasises that teaching should provide rich and varied activities that are stimulating and that engage learners (Lee, 2012). The activities that were required by the teachers lacked interaction among the learners and thus contradicted the tenets of the constructivist theory. Faith and Mark allowed opportunities for learners to read the case studies but they did not create opportunities for discussion and reflection in pairs or groups. One may thus assume that critical thinking development was stumped in their teaching. Kemp (2013) is adamant that discursive activities should be used in the case-based method to promote learners' interaction and to make tourism real. However, the participants in this study focused on

individual written activities and examination preparation but marginalised active learning. In the same breath, however, they must be commended for achieving excellent Matric results. In this context, however, one must inevitably wonder how well these learners will fare in the world of work, particularly in the tourism industry, where critical thinking, creative problem solving, and higher order thinking skills are pivotal requirements.

4.3.3 Active involvement of learners in the case-based method

The literature suggests that when the case-based method is used, learners are expected to participate in discussions and ask questions that are directly related to the case study (Alsalman, 2017; McLean, 2016). This was not the case in this study as the participating teachers pointed out that they did not create opportunities for their learners to be actively involved when using the case-based method. All three teachers were aware of their role in creating opportunities for learners' active participation in classroom discussions when using the case-based method, but they did not create any such opportunities for learners in their classrooms due to contextual challenges.

“With the case-based method learners are expected to engage in class discussions and analyse what is in the case study but it is not easy to do that in my class” (Faith: interview).

“I know case-based method requires learners to engage in discussions but for me I only allow them to participate in listening and writing down answers to the case-based questions” (Mark: interview).

“Using this method requires that the teacher encourages learners to participate in the case study discussion. I try to use pairs but it is not easy or effective” (John: interview).

All the participating teachers seemed to be promoting passive participation through listening and writing answers or offering them limited participation, as John did. The participants did not use the case-based method as proposed by the constructivist inquiry-

based teaching theory which puts emphasis on promoting interaction during the teaching process (Habasisa & Hlalele, 2014).

While the literature emphasises that the case-based method should provide rich opportunities for active learner participation (McLean, 2016; Rands & Gansemer-Topf, 2017), evidence from my lesson observations indicated quite clearly that the three teachers did not apply such levels of engagement among their learners during their lessons. Below is an excerpt from my observation notes of a conversation that took place in Faith's classroom when she used the case-based method:

Faith: Here are the copies of the case study (distributing handouts). I will read out for you and you all listen carefully because there will be questions to follow.

Learners: (in chorus) Yes, ma'am.

*Faith: (after the learners read the case study) Can I have you reading the case study individually and silently?
(There is silence in the class as the teacher assumes the learners are reading the case study. Faith is standing in front of the class.)*

Faith: (after 5 minutes) Right, who can tell us what this case study is about? Yes? (pointing at one learner)

Learner 1: It is about people selling cultural items.

Learner 2: Importance of using our culture for tourists.

Faith: Good, I think you now get an understanding of this topic. Because of the time you are going to answer the questions at home and corrections will be done in our next period.

Learners: (in chorus) Yes, ma'am.

Although Faith gave her learners the opportunity to read the case study and share their ideas, she deprived them of the opportunity to discuss and debate issues raised in the case study. She asked the learners to offer their opinions in a very controlled manner without asking questions to prompt further discussion.

Below is another example of a conversation that took place in Mark's classroom when using case-based method:

Mark: Read the first question (points at one of the learners as they all raise their hands).

Learner 1: Read the answer from the exercise book?

Mark:

Yes, that is correct. (Writes the answer on the board. He then reads the second question). Yes? (pointing at a learner)

Learner 2: (gives an incorrect answer)

Mark:

*(shaking his head) That is not correct... Yes?
(pointing at another learner)*

(He repeats the process until all the questions have been answered.)

Mark asked learners to read their answers but did not explicitly involve them in any discussions on the case study. This part above illustrates the extent to which Mark involved his learners when using the case-based method. It was clearly not adequate because the 'discussion' was superficial as the learners were not tasked to work collaboratively to arrive at negotiated answers. Mark did not show any attempt to actively involve his learners when using the case-based method as he had alluded to in the interview. He did not create opportunities for dialogue to actively engage the learners in meaningful discussion based on the case study. The individual answering of questions based on the case without any discussion or debate meant that the case study was an assessment strategy rather than a teaching and learning strategy. This served what may be seen as a superficial low-level function and was designed to elicit low-level recall rather than engaging learners in deep learning, which is suggested in the literature (Leonard Jr. & Cook, 2010).

Below is an example of a conversation that took place in John's classroom when he used the case-based method and as I noted it:

John: I want you all to listen carefully to the scenario that I am going to narrate to you because it is about the topic that I will teach, do you understand?

Learners: Yes, Sir.

John: (narrates the case study) Did you get that clearly?

Learners: Yes, Sir

John: I want you to discuss with your partners in five minutes what types of maps that they will need..

John took some strides forward by allowing his learners to discuss some aspects of the case study in pairs. After narrating the case study, John instructed them to discuss a certain aspect with their partners. However, the learners were given minimal time to discuss and debate this issue in pairs. According to Coorey and Firth (2013), implementing small group work in the case-based method is one way of creating opportunities for students to interact with one another. John did not take advantage of the seating arrangement in his class which allowed learners to work in small groups/pairs. While allowing his learners to share their ideas in pairs, John did not give them opportunities to deeply engage with the case study that he had narrated in the five minutes he gave them. There was also no follow-up discussion on the ideas that they generated in pairs.

The tenets of the case-based method stress that learner participation and involvement in discussion are essential features of this method (Lyons & Bandura, 2020). However, John admitted that he knew that he did not create opportunities for his learners to actively participate in debates of case studies when using the case-based method and that he was impeded by contextual factors. This reflected all three teachers' stance as

they did not use the case-based method to enhance learner collaboration during and outside the classroom due to time and other contextual factors.

It was concluded that the participating teachers' use of the case-based method was not consistent with the findings of some earlier studies that viewed the use of the case-based method as an active learning approach that promoted learners' active engagement through learner collaboration (Thistlethwaite et al., 2012). The teachers thus did not provide rich opportunities for the formation of a learning community in which learners could explore tourism concepts while engaging in the collaborative construction of knowledge.

4.4 Chapter Summary

The data of this study were generated through interviews, observations and reflective writings. The data were elicited to determine the participants' understandings and actual use of the case-based method in teaching Tourism. The findings highlighted their experiences of various benefits and challenges associated with the use of this teaching and learning strategy. The participants seemed to understand that the case-based method might be valuable in helping learners to experience the reality of the tourism industry, developing various skills, stimulating individual learning, and enhancing assessment practices. However, they also admitted that it posed various challenges in terms of implementation, particularly as it required more time than was allocated per lesson. They also referred to contextual impediments such as large classes and small classrooms that made appropriate seating arrangements impossible. Using the case-based method was thus challenging for these teachers as they found it difficult – and admittedly often impossible – to function as facilitators who created opportunities for learner involvement and participation in discussions. What transpired when the data were analysed was that the teachers were knowledgeable about and keen to use the case-based method, but classroom realities mitigated their enthusiasm.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter I presented the results of the study as well as my interpretations and discussions of the findings. In this chapter I present an overview of the study and a summary of the findings. I shall further highlight the insights that emerging from the data and conclude by offering pertinent recommendations.

5.2 Overview of the Study

The aim of this study was to explore teachers' understandings and use of the case-based method in teaching Tourism in Grades 10-12. The study was driven by two research questions:

- What are teachers' understandings of the case-based method in teaching Tourism in Grades 10-12?
- How do teachers use the case-based method in teaching Tourism in Grades 10-12?

In Chapter one, I commenced with a discussion on the background to and the purpose of the study. I also discussed the rationale and motivation for the study and expanded on the significance the study will have in terms of scholarly knowledge of the case-based method, with particular reference to Tourism as a subject in the FET phase of schooling in South Africa. In light of this aim, I listed the research objectives and questions that had been formulated to give impetus to the study. I had conducted an intensive literature review which was presented in Chapter Two of this dissertation. The review focused broadly on debates surrounding the case-based method which helped me to conceptualise this method for use in Tourism. I thus focused on definitions of this phenomenon as well as its history and foundations. The literature review revealed that the key pedagogical features and role of the case-based method are the following: it is learner centred, promotes reflective practices and critical thinking, integrates theory and practice, and integrates learning and assessment. The literature review also focused on

teachers' understandings and use of the case-based method as revealed by earlier studies and it was mentioned that these understandings were both positive and negative. The literature clearly revealed that, although teachers used the case-based method to teach, they also flagged a number of challenges. This review helped to contextualise the research study and embed it within existing and relevant knowledge through a discussion of predominant debates on the case-based method in general and teachers' understandings and use of it in particular. Although literature on the case-based method abounds, it was found that there was a dearth of research on teachers' understandings and use of this method in Tourism. I also discussed the theoretical framework that guided the study. The two strands of the constructivist theory, namely the social constructivist and cognitive constructivist theories were discussed in relation to the present study.

In Chapter Three, I presented the research design that I employed in this study. Guided by the research questions, this qualitative study was located within the interpretive paradigm. I explained that this qualitative case study was undertaken in one secondary school in the Pinetown District, KwaZulu-Natal Province, South Africa. The qualitative case study provided me with the opportunity to recruit a unique and knowledgeable sample of teachers as participants. Engaging with them in their actual real-life situations in the school and classroom helped me to elicit their authentic views on their understandings and use of the case-based method in teaching Tourism. The study used qualitative data generation methods, namely semi structured interviews, the teachers' own reflective writings, and my classroom observations to generate data from three participating teachers who were purposively selected from the secondary school research site I had identified. The data were analysed using thematic analysis. The limitations of the study were presented and I explained the ethical considerations that I adhered to and the model that was used to ensure the trustworthiness of this study.

Chapter Four focused on the presentation and interpretation of the data. The data were presented under themes and the main findings were briefly referred to. These findings are highlighted and discussed in the following section.

5.3 Summary of the Key Findings

To answer the research questions, data were generated by means of face-to-face semi structured interviews, lesson observations, and teachers' written reflections. The findings were presented in Chapter Four according to the various themes and subthemes that emerged from the data. The two main themes that emerged were: Teachers' understandings of the case-based method in teaching Tourism, and teachers' use of the case-based method in teaching Tourism.

The findings that were pertinent to these themes also addressed the two critical research questions that were posed.

5.3.1 Teachers' understandings of the case-based method in teaching Tourism

The responses of the participants suggest that their understandings and use of the case-based method in teaching Tourism were paradoxical as they reflected a combination of and negative understandings of this strategy yet applied mostly ineffective teaching practices when using this method. The data that were presented and discussed in Chapter Four indicated that the teachers had a sound understanding of the case-based method and its applications and that they valued it as an active teaching strategy in Tourism. They highlighted the value of this method in developing various skills, helping learners to experience the reality of the tourism industry, stimulating individual learning, and enhancing assessment practices. During the interviews they agreed that this method allows the exploration of real-life situations which they viewed as core to the case-based method and they were in unison that its application enables learners to get insight into real-life experiences in tourism and its practices. They also agreed that the case-based method can be instrumental in helping learners to comprehend somewhat nebulous or difficult concepts to access the subject more effectively. Developing various skills emerged as another valuable understanding of the case-based method. The findings revealed that the teachers understood that using the case-based method in Tourism would provide learners with suitable skills to analyse various situations and think critically to devise possible solutions to problems in the industry. These included references to aspects such as analytical and critical thinking that are central in mastering Tourism as a subject and in the world of work. The participating teachers unanimously

agreed that the case-based method should facilitate critical thinking when reading case studies, answering questions, and solving problems associated with this industry.

The findings further elicited the teachers' understanding that the case-based method may be effectively utilised to stimulate individual learning as it allows learners to take responsibility for their own learning. This understanding focused on enhancing learners' independent learning rather than on developing collaborative learning and skills in the subject. The teachers emphasised that learners were motivated to learn when using the case-based method as they worked towards completing tasks on their own to earn good marks individually. The latter point thus highlights their view that the case-based method is valuable in enhancing assessment practices and the acquisition of 'good marks'. They all valued this method as a tool to assess their learners both formatively and summatively as considerable focus was placed on testing and examination preparation, as was observed during the lessons that I attended. These teachers thus utilised the case-based method to combine learning with assessment in the same instrument.

Despite their positive understandings of the case-based method, the participants also argued that this method posed some challenges. The large number of learners per class group and the difficulty in seating so many learners in groups or pairs in small classrooms hindered effective use of the case-based method when they taught Tourism. They also argued that the case-based method required more time not only in terms of preparation, but also when it was implemented for time-consuming critical interpretations and class discussions. According to the teachers, the case-based method required additional preparation prior to classroom engagements that often extended beyond routine preparations for and planning of lessons. They highlighted that their preparation impacted their already limited available time. Further to this point, the participants reported that the length of their lesson periods did not allow them to accommodate active teaching and learning strategies (such as the case-based method) that require extra time as they had to contend with an already full curriculum that was often difficult to complete in the norm time allocated to Tourism. For these reasons their application of the case-based method was limited to response to contextual questions

(often as homework) and examination preparation, and their use of this method in Tourism therefore did not meet the key requirements of the strategy.

5.3.2 Teachers' use of case-based method in teaching Tourism

With regards to the teacher's selection of case studies to teach according to the case-based method, the findings revealed that they used various sources such as prescribed books, previous question papers, and their own creative scenarios. Written texts were mostly selected by the teachers as a primary source of case studies when they used this strategy while case his own scenarios were used by one participant. The findings revealed that the participants dominated classroom activities by relying on teacher-directed instruction even when using the case-based method. It appeared that the participating teachers centred on using the case-based method for assessment purposes at the end of their lessons and for homework. For these reasons the case-based method seemed to be an additional teaching strategy to allow more time for direct instruction. The findings revealed that the facilitation of critical thinking and discussions as required by the case-based method was the least implemented strategy by the participating teachers. In fact, such required strategies were marginalised and peripheral as, when learners were asked to answer questions or engage in discussions, only a limited number of learners were involved and only limited time was allocated. The participating teachers thus did not provide opportunities for learner engagement in discussions of a case study in a collaborative manner and the activities that they selected did not encourage adequate interaction among the learners. The findings showed that the participants' use of the case-based method was not aligned with the key features and requirements of this teaching strategy that focuses on teachers as facilitators in learner-centred lessons in Tourism where they should discuss and analyse cases.

5.4 Emerging Insights

A significant finding revealed the common perception among the participants that the purpose of the case-based strategy is to expose their learners to the realities of the tourism industry. This understanding was not unique to the participants as other studies (Pietrzykowski & Szczyt, 2012; Jeggels et al., 2010; Shih et al., 2016) have also argued

that the case-based method in educational settings is to present learners with representations that simulate the real world of work. The data suggested that the participants understood the case-based method as important as it should play a major role in stimulating learners' imagination regarding the realities of the tourism industry. This notion is indeed praiseworthy, especially in classrooms where learners have been disadvantaged and have experienced limited or no exposure to the tourism industry outside the classroom. Given the rural context of the school under study, using the case-based method was valued for its immediate relevance to reducing the challenge of these poor learners' exposure to the tourism industry. Chan (2010) urges that the case-based method be used as a valuable tool in linking theory with practice and reducing the gap between Tourism as a subject and the tourism industry. In this vein, the participants in this study seemed to accept that they were responsible for using the case-based method to expose their learners to tourism practices and realities and thus reduce the gap for those who did not have the means to access the industry in person.

A second significant finding was that the teachers understood that the case-based method should contribute significantly to preparing their learners for examinations. The teachers understood that they could – and should – use the case-based method to familiarise their learners with the questioning style that is used in examinations – particularly the Grade 12 NSC examination. This focus obviously resulted in an assessment-driven use of the case-based method by the participating teachers. For example, they presented case studies right at the end of lessons rather than during their lessons to be used as assessment instruments. They argued that the more practice the learners were exposed to in using the case-based method, the better they would be in mastering the skill of answering examination questions based on case studies. This understanding illuminated the predominant focus on the case-based method as a mechanism for preparing learners for examinations. This focus on assessment is contrary to the literature that discourages the use of the case-based method for assessment purposes only. For example, Giancalone (2016) and Watsson and Satton (2012) argue that questions based on case studies should go beyond the mere elicitation of correct answers and should be more aligned with critical thinking. Contrary to this assertion, the findings revealed that, for the participants, the use of the case-based method supported assessment and thus it was not aligned with critical thinking

development, particularly in terms of the nature of the questions that were asked. Having made this statement, I must acknowledge that an exploration of the nature of the questions was beyond the scope of the study as questions were perused only peripherally when they appeared at the bottom of case study texts. However, as the literature suggests that the case-based method should be used for both learning and assessment, its use should focus on skills development such as analysis, critical thinking, and problem solving (Giancalone, 2016; Nkhoma et al., 2017; Oosthuizen et al., 2019; Peters et al., 2015) which did not occur beyond the presentation of the set questions for each case study. The fact that the participants linked the cases they gave the learners primarily to assessment emphasises their focus on examination preparation skills rather than on analytical and critical thinking skills in the learning process. This partly explains why they used this method only towards the end of their lessons and for homework.

It is arguable that the teachers were mainly concerned about maintaining good examination results as the NSC results are used as a yardstick to measure the success or failure of schools every year. The implication of this finding is that these teachers used the case-based method to promote 'surface learning' rather than 'deep learning' as they failed to develop various skills beyond the focus on examinations. While the literature (Hemphill et al., 2015; Nkhoma et al., 2017) highlights the positive contribution of the case-based method for the development of higher-order thinking skills, Oosthuizen et al. (2019) warn of the danger of an over emphasis on examination skills instead of deep-learning as this might stump learners' cognitive development. In essence, the participants in this study understood the case-based method as an assessment strategy to help learners develop question answering skills that would enhance their ability to answer examination questions and thus maintain a 100% pass rate in Tourism for the school. This understanding is contrary to the tenets of cognitive constructivism that emphasise learner involvement in critical thinking activities in order to help them produce ideas and innovative solutions to real-world issues (Essien & Undie, 2018).

Another significant finding was that the teachers deemed the case-based method challenging and difficult to implement. The finding relates to contextual challenges, particularly large class group sizes and too small classrooms for appropriate seating arrangements, that hindered the teachers from effectively using the case-based method

in Tourism. This finding emerged from interview and observation data that suggested that limited space and large classes made the effective use of the case-based method impossible for the participants. While Harvey and Kenyon (2013) emphasise that teachers have to know how to organise and manage their classrooms to ensure that all learners participate actively in learning, the teachers admitted that they were not able to organise their learners in small groups or pairs for effective participation when using the case-based method. The desks were generally organised in neat rows and separated from one another, but it is my contention that they could have taken advantage of the spaces between rows to put single desks together to seat learners in pairs, at the very least. The participants could also have been more innovative by asking some to simply turn around in order to converse with two or three learners behind them to maximise the effectiveness of the case-based method. I argue that grouping learners should never be an issue that hinders the effective use of case-based method as teachers can still guide discussions on a case study whether the learners are seated in groups or not. Given the need for the frequent use of casebased learning in Tourism, the study revealed that teachers, arguably not all, still need to be educated through workshops, seminars, symposia or other forums about creativity in using teaching strategies such as the case-based method.

An important but unexpected finding was that the participants did not use the case-based method in the same way that they understood its value and applications. Achieving the value of the case-based method that the teachers referred to when we discussed their understandings was crucial and depended on how they used this method as a teaching and learning strategy in their classrooms. While the participants concurred with the literature that claims that learners should be given opportunities to construct their own meanings when engaging in the case-based method (Ardalan, 2006; Krain, 2016; Ukwetang et al., 2017), they seemed not to adhere to this conviction during lesson delivery as the findings revealed that their learners were barely given the opportunities to critically analyse the cases that were presented. Social constructivism views learners as active participants who need to be central in all teaching and learning practices, which was not the case according to the findings of this study. For example, all the teachers dominated their lessons by direct instruction and without requiring any active deliberations by their learners to debate issues or provide different points of view on the case studies presented to them. Katherine and Kalina (2010) argue that the case-based

method is an active process that should allow learners to construct their own knowledge while participating in case study discussions and interacting with others.

In addition, the constructivist theory posits that learners' engagement is based on the premise that the more time they invest in case-based discussions, the better they are able to grasp subject content. The participating teachers appeared to contradict these constructivist ideas as the knowledge the learners were expected to acquire was not actively constructed by them but passively received from the teachers (Essien & Undie, 2018). In essence, their teaching and learning activities defied the case-based method and linked primarily to direct learning and the paper-and-pencil approach. This may be attributed to the fact that the teachers had become accustomed to the traditional method of teaching, namely the 'talk and chalk' (direct instruction) method. It is therefore arguable whether these teachers were indeed sentient to what the case-based method really requires. This study concludes that these Tourism teachers did not possess the skills required to use the case-based method effectively and one may argue, as Chili (2013) does, that effective teaching and learning in Tourism in schools may be stifled by poorly trained teachers.

5.5 Recommendations of the Study and Future Research

The findings responded effectively to the research questions and thus assisted in achieving the study aim which was to explore teachers' understandings and use of the case-based method in teaching Tourism in Grades 10-12. The findings have significant implications for the teaching of Tourism as they endorse the literature that argues that the use of the case-based method is vital for improving learners' understanding of concepts, developing various skills, and integrating theory into the realities of the tourism industry – but when teachers do not use this method effectively, these opportunities for effective and deep learning are lost.

Based on the findings, it is urged that Tourism teachers are obliged to use the case-based method effectively and constructively when teaching Tourism in Grades 10-12. It is thus recommended that teachers adopt and devise more creative active activities to improve their use of the case-based method. Moreover, the successful use of the case-based method requires teachers' proper understandings of the tenets and approaches when

using this teaching and learning approach. The findings suggest that a large gap existed between the participating teachers' claim that they understood and used the case-based method and their actual ability and inclination to do so. This means that there is a dire need for interventions to ensure the appropriate application of the case-based method by teachers. Also, those involved with teacher development and support will have to be cognisant of the gaps that still exist in teachers' training and capacity building regarding their understandings and use of the case-based method and they should provide the necessary training and interventions to support them. For example, Subject Advisors in the various districts need to train and capacitate Tourism teachers on a regular basis. They should also to establish the extent to which these teachers understand and use active teaching strategies such as the case-based method in their classrooms as a high pass rate in this subject in Grade 12 is not necessarily an indicator of deep learning and capacity building for the world of work. If teachers are found to be wanting in this regard, they should be appropriately and effectively supported.

This study focused on selected teachers' understandings and use of the case-based method in teaching Tourism in Grades 10-12 but did not involve the key participants, namely learners, who are the ultimate beneficiaries of good teaching methods. Further research is thus required to probe deeper into learners' experiences of this method and to determine how they could best be supported by its use. Research should also shed more light of this teaching strategy to determine what factors may be incorporated by teachers in deprived and disadvantaged communities that will make the use of the case-based method successful.

Moreover, as this study was conducted in an informal settlement area, future studies should be conducted in diverse areas (rural, township and urban areas) to draw reliable comparisons in the quest to support disadvantaged learners. Other data generation methods such as school level policies, document analysis, extended observations, and questionnaires could be adapted to give greater scope for analysis and to yield trail-blazing insights into teachers' understandings and use of the case-based method, particularly in the context of teaching Tourism in Grades 10-12.

5.6 Chapter Summary

This chapter presented an overview of the study, a summary of the key findings, and emerging insights based on the findings. The study was concluded with reference to the implications of the study and recommendations for future research. The aim of the study was reiterated and the paradox regarding the gap between teachers' support for and understandings of the case-based method and their lack of implementation strategies to ensure its effective use in the classroom was exposed. The challenges the teachers experienced in implementing this method were again briefly referred to while it was argued that such challenges might be overcome with the introduction of innovative active learning strategies, even in disadvantaged contexts. In this regard, the need for efficient training and support structures for Tourism teachers was highlighted. In closing, I contend that the findings of this research project will build on and thus contribute to deeper scholarly understandings regarding the use of the case-based method as an active teaching strategy.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE LETTER



15 October 2018

Mr Mlungisi Dlamini 210533724
School of Education
Edgewood Campus

Dear Mr Dlamini

Protocol Reference Number : HSS/1643/018M

Project title: Examining teacher's experiences using case based method in teaching of tourism Grade 10-12

Full Approval – Expedited Application

In response to your application received 17 September 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/de partment for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Rosemary Sibanda (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr ZHW Xaba
cc Academic Leader Research: Dr SB Khoza
cc School Administrators: Ms Sheryl Jeenaarain

Humanities & Social Sciences Research Ethics Committee

Dr Shenika Singh (Chair)

Westville Campus, Govan Mbeki Building

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Telephone: +27 (0) 31 260 3187/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: sibag@ukzn.ac.za / snymann@ukzn.ac.za / mohurup@ukzn.ac.za

Website: www.ukzn.ac.za



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APPENDIX B: KWAZULU-NATAL DEPARTMENT OF BASIC EDUCATION PERMISSION LETTER



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref: 24/8/1617

Mr M Dlamini
PO Box 82703
Inanda
4310


Dear Mr Dlamini

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXAMINING TEACHER'S EXPERIENCES USING CASE BASED METHOD IN TEACHING OF TOURISM GRADE 10 - 12"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 30 August 2018 to 02 March 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(PLEASE SEE LIST OF SCHOOLS/ INSTITUTIONS ATTACHED)


Dr. EV Ntama
Head of Department: Education
Date: 30 August 2018

Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag 95137 • Pietermaritzburg • 3209 • Republic of South Africa
Physical Address: 347 Burger Street • Nelson Mandela Building • Pietermaritzburg • 3201
Tel: +27 33 392 1063 • Fax: +27 333 360 1261 • Email: Phindile.Duma@ed.gov.za • Web: www.ed.gov.za
Facebook: EDKZN • Twitter: @EDKZN • Instagram: kzn_education • YouTube: kzn

APPENDIX C: LETTER TO THE PRINCIPAL

31 August 2018

To the Principal

Inanda Newtown Comprehensive High School

REOUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Mlungisi Dlamini and I am conducting a research as a requirement of the University of KwaZuluNatal towards a Degree of Masters in Education under Social Sciences Discipline. The title of the research study is: "Examining Teacher's Experiences Using Case Based Method in Teaching of Tourism Grade 10 -12"

I would like to use your school as one of the research sites, and this letter intends to request your permission. The focus of the study is on Tourism as a subject, I would like to request all Tourism teachers from grade 10 — 12. The study will benefit teachers to improve their teaching methods, especially the use of interactive learning in the teaching of Tourism. Should permission be granted, the reflective writing will be distributed to teachers, followed by class visit observation when they are teaching using Case Based Method (CBM) and the interviews. Dates for reflections, observations and interviews will be scheduled for dates and times that are convenient to him or her. Care will be taken that no disruption of teaching and learning is caused during such interviews. Please also note that the participation in this study is voluntary, and the participant has the right to withdraw from the study at any time without any negative consequence. In addition, you are assured that details of the school and the participant will be kept confidential, and your identity will never be disclosed to anyone.

For more information and questions about the study, you may contact the researcher or the research supervisor on the following details:

Researcher: Mlungisi Dlamini [REDACTED];
Email: mlungisid.sifeukzn@gmail.com Supervisor: Dr Z.H.W Dube-Xaba; Tel
No.: (031) 2603679; [REDACTED]; Email: Dubez@ukzn.ac.za
Research Office: P. Mohun, HSSREC Research Office, Tel no.: 031 260 4557 E-mail:
mohunp@ukzn.ac.za

Your cooperation will be highly appreciated

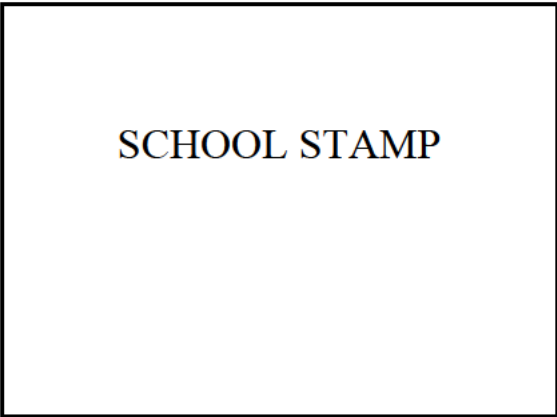
[REDACTED]
Mr M Dlamini
(Researcher) Dear Mlungisi
Dlamini

PERMISSION TO CONDUCT RESEARCH AT INANDA NEWTOWN
COMPREHENSIVE HIGH SCHOOL

Your letter titled "Request to conduct research at the school" has reference. Please be
informed that you are granted a permission to conduct your research at the above-
mentioned school.

Principal Signature _____

Date _____



APPENDIX D: PARTICIPANT INFORMATION AND CONSENT FORM

Street Nonjijela
Lot 495, Inanda
4310
25 August 2018

Dear Sir/ Madam

REQUEST FOR PARTICIPATION IN THE RESEARCH

I am Mlungisi Dlamini and I am conducting research as a requirement at the University of KwaZulu-Natal towards a Degree of Masters in Educational under Social Sciences Discipline.

The title of the research is “Examining Teacher’s Experiences Using Case Based Method in Teaching of Tourism Grade 10 -12” The objectives of the study are:

- To understand the experiences of teachers when using Case Based Method in teaching of Tourism.
- To find out how Tourism teachers use Case Based Method in teaching Tourism.
- To understand the experiences on the benefit and/or challenges of using CBM in teaching Tourism.

The study will focus on experiences of Tourism teachers when using Case Based Method in teaching Tourism grade 10-12. This letter intends to elucidate the purpose of the study and to request your participation in the study.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The sets of five reflective writing will be distributed to educators to reflect on their lessons.
- The observations will last for the duration of the period in two parts.
- The interview may last for about 30 minutes and may be split into two parts depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at:

Email: mlungisid.sifeukzn@gmail.com ; [REDACTED]

My supervisor is Dr Z.H.W Dube-Xaba who is located at the School of Education, at the University of KwaZulu-Natal. She can be contacted at:

Email: Dubez@ukzn.ac.za

Tel No: 031 260 3679

I hope this letter will find your positive consideration, thanking you in advance.

Yours Sincerely

MR M Dlamini

PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I _____ (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: “Examining Teacher’s Experiences Using Case Based Method in Teaching of Tourism Grade 10 - 12” I agree to participate in the study. I am also fully aware that I have the right to withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore understand the contents of this letter fully and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.

- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

Signature

Date

APPENDIX E: INTERVIEW SCHEDULE

TOPIC: Teachers' understandings and uses of the case-based method to teach Tourism in Grades 10-12

Firstly, I would like to pass my heartfelt gratitude for your willingness to participate freely in this study. You were purposively and conveniently selected to be the participant as you are Tourism teacher between grade 10 -12. The purpose of this study is to examine teachers' use of case-based method in teaching tourism, to understand how tourism teacher's use case-based method when teaching tourism in schools and what their experiences are when they teach Tourism using Case Based Method.

Please indicate the following information regarding your teaching

Gender	Age	Qualifications	Number of years teaching	Number of years teaching Tourism	Grades taught Tourism

- What is your general understanding of Case Based Method as a teacher?
- How often do you use CBM in your lessons, what encourages you to use it?
- In you lesson how is CBM positively impact your lessons?
- How do you encourage deep learning when using CBM?
- In your application of CBM, what has been your observation in learners' participation during the lesson?
- How do you plan and encourage learners' participation when using CBM?
- In case of dominant learners during the lesson how do you ensure that all learners are participating, and the discussion is not dominated by few learners?
- How you prepare for the lesson plan, when it comes to selecting the case study to use in the classroom, how do you select the appropriate case study
- As a teacher how do you facilitate lesson when using CBM?
- What resources you use for implementing CBM? do you think you have enough resources at your disposal?
- Do you often use the case studies from the prescribed textbook? If yes do you find them useful to you?
- How do you choose a suitable case that you would use in your lesson?
- What was your biggest highlight for using CBM in your lessons?
- Do you have a specific way of arranging learners when using CBM?

- Do you think you always have enough time to complete a lesson using CBM?
- What are shortcomings that you have encountered when using CBM in your lessons?

APPENDIX F: OBSERVATION SCHEDULE

FOCUS AREA		YES	NO	OBSERVOR'S NOTES
Classroom environment	Seating arrangement			
	Teacher establishes a relaxing, comfortable environment			
Teacher's role	Evidence of prior preparation by the teacher			
	Teacher gives direct goals to keep the group focused on the goal			
	Teacher ensures equal participation			
	Teacher monitoring of learner activities			
	Teacher encourages the learners to think critically about the given case scenario.			
	Teacher gives feedback to students about the case-based activities			
Activities	What activities were used and were they aligned to this method			
	Is enough time provided for the activities?			
	Students presenting the group ideas or answers are selected randomly by teacher			
	Do the activities promote formative assessment practice?			
Resources/Material	Are there any sufficient resources/materials? Are resources relevant, are they addressing the current issues?			
Challenges	Any challenges identified.			

APPENDIX G: REFLECTIVE WRITING QUESTIONS

DATE _____

GRADE _____

LESSON

DURATION _____

TOPIC/SUBTOPIC:

TEACHING

METHOD

USED:

PERSONAL REFLECTION

1. Why did I choose this method? (what are the key objectives I want to achieve)

2. How was the preparation work for me as a teacher, what would I have liked to see more/less?

3. Were you satisfied with the workload prior and during the lesson?

10. What is your opinion on the effectiveness and/efficient of the CBM for your learners to acquire knowledge and skill?

11. How did I create opportunities for various skills such as critical thinking, analytical skill, collaboration, team work?

12. In your opinion, do you think CBM stimulated learners' learning? Why or why not?

13. What would I change in future when using the CBM method?

Turnitin Report

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