CASE STUDY 1

Diversity Intervention for Health Educators

A DETAILED DESCRIPTION OF DIVERSITY WORKSHOPS WITH HEALTH EDUCATORS AT UCT

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About the series

WIDENING CIRCLES

Within the context of a changing South Africa, which itself is grappling with finding its place in
global community, every organization and institution is affected and must address questions of
transformation if they are to survive.
iNCUDISA is publishing this series of case studies to contribute to a necessary information base
practical use by organizations committed to taking up this challenge in constructive and effecti
ways. In this endeavour, we are all sailing new waters, and need to share the charts as we go. E
time an organization or institution embarks on a process their experience can provide meaningf
guidelines for others.
Each context has particular permutations and needs to be understood on its own terms. Case stu
show exactly how the details in a specific context are addressed. Where one is dealing with cha
management, there is no single model that can be applied across the board without careful
contextualization. In whatever way the underlying generic issues may be articulated in an
organization, interventions have to be appropriate and carefully structured to meet the needs of
situation. Case studies are useful in showing this process of engagement with a particular conte
a particular time—the misunderstandings, successes, diversity issues, conflicts, breakthroughs
form the daily lived experience of a changing environment.
This series rests on the principle that the more carefully one understands the specific issues of
particular case and the degree of success it achieves, the more useful it becomes to people faci
similar issues in a different context.

Melissa Steyn
(Director, iNCUDISA)

INTRODUCTION AND BACKGROUND

The diversity workshops were held with academic staff who supervise fourth year medical students' research and health promotion projects in the Public and Primary Health Care Department at UCT. These include staff who are site facilitators, lecturers and registrars in the Health Science Faculty (HSF).

Many of them, except for the site facilitators, who mainly supervise the health promotion projects, have had no training in teaching methodology or educational theory. Therefore the emphasis of the training was on the supervision of the research (Epidemiology) projects.

The supervisors were facing complex challenges in establishing new ways of teaching to support the changing learning environment – small group learning in institutional and community settings, and the increasing diversity of the student body. To enable staff to respond to these challenges an Adult Educator from the Centre of Higher Education and Development was asked to run workshops with staff in which diversity is made an explicit presence in the learning process.

The students are attached to the department for an 8-week period during which time they complete three group assignments, one involving a research project, one a health service evaluation and the other a health promotion project. Although they also have individual tasks for credit, the bulk of their work in the block requires collaborative group work. Both students and supervisors have to function on a very tight time schedule, e.g. meeting for five sessions after which the research projects have to be completed and presented for assessment both orally and in written form.

A brief summary of the challenges facing health educators in the Higher education context.

As a result of the changing student profile, classes in the HSF now evidence greater diversity by race, gender, culture and identity. The experiences brought by students to the learning environment are thus far more varied, and many students have themselves emerged from the social and economic backgrounds similar to those of patients or of community settings where students are now being sent. Yet, at the same time, many of their colleagues are encountered these differing socio-economic conditions and cultural practices and beliefs for the first time. Moreover, such differences in experiences are not exclusively racially defined, with some black students from middle-class homes equally new to contact with poverty and its impacts on health.

The shift in the curriculum away from white-coated curative hospital care to activities that centre on the prevention of disease and the promotion of health, as advocating for the poor and vulnerable often induces students to reflect on their motivations for doing medicine. More so, in the group situation, such reflection often brings them into contact with how they perceive their colleagues' motivations. (see the vignettes cited below)

Where teaching takes place in non-traditional settings in the community (crèches, community centres, schools, non-governmental health projects) there are increased opportunities for students to interact with people from all walks of life and experience community dynamics from which students are usually insulated. In communities where crime, violence and social dislocation are high, as is the case in many communities in South Africa, particularly those communities where health problems are most acute, these dynamics may pose direct threats to students well-being. The inclusion of debriefing skills therefore becomes an important element of an institutional response, and has formed the basis for a set of new policies aimed at managing such stress.

In addition, community-based teaching does not have the same set of institutional rules as hospital-based teaching, which require greater flexibility on the part of students. Students have to learn to be adaptable, accommodating themselves to the needs of community members, rather than patients having to accommodate themselves to the health care professionals and obey the rules of the institution. (London et al, 2000)

All these factors thus contribute simultaneously to increasing the impact of race, gender and identity on the way in which students process their learning experiences.

AIM OF THE PROGRAMME

To reskill staff to deal with diversity in a way that contributes positively to the learning experience, and to empower students to process experiences related to diversity in affirming ways. Our experience is that students can process these experiences very effectively in ways that are positive to their own growth and to the objectives of the course, which implies that the project can build on capacities that students often already have. (London et al, 2000)

Educational Approach

Using adult education principles and critical pedagogy, drawn from key theorists which include Paulo Freire, and Antonio Gramsci the teaching starts with people's experiences, as experiences influence how people identify themselves, and the educator gains insight into the processes that shape their students' lives. The model used suggests a process of reflection and theory followed by action and reflection. In this process the educator recognises difference and works with it, recognises the power dynamics between the educator and students, and between students. Conflict is assumed to be present or potentially present and that educators work with it as a creative and constructive process. A creative approach to evaluation and assessment would include reflective and participatory methods. (London et al, 2000)

How the case study can be used

The diversity workshops are documented for future wider application, in the form of this handbook for staff facing similar learning situations. This project, and collective reflection on its experiences, may offer useful insights for others in the health sciences facing similar challenges.
This case study should be considered as 'material in progress' and the author welcomes contributions, which would further enhance the use of the handbook.
The handbook outlines the five workshops, then details them, and where relevant, feedback from the participants as well as a list of references for each workshop are included.
The author assumes that the educators who use this handbook are familiar with adult education teaching principles, the key themes underlying the theory of Freire and Gramsci. (See Appendix 1)

PLANNING THE WORKSHOPS

The facilitator and course convenors met to identify the staff training needs. At the first workshop held with staff these needs were confirmed and the number and dates for future workshops were set. Five workshops were planned.
The course convenors were responsible for arranging staff attendance at the workshops. The workshops were advertised and attendance was voluntary. There is much scepticism about the impact of such workshops and therefore it was quite encouraging and a pleasure to meet with more or less the same participants at each workshop.
The room was sufficiently spacious to have role-plays, group activities and small group discussions. Included in the teaching space were an overhead projector, newsprint, kokis, pastels, and a flipchart.
The average attendance was 12 participants per workshop. Readings were given at each workshop.
The workshops were interactive with participants learning from their own and others' experiences, as well as integrating the theory into their experiences.

List of Participants

Professor Leslie London
Dr Jim te Water Naude
Professor Margaret Hoffman
Dr Nicol Coetzee
Dr Uche Onwuchekwa
Dr Tony Hawkridge
Ms Melanie Alperstein
Dr Judith van Heerden
Mr Aqiel Dalvie
Ms Sphindile Magwaza
Mr Mohamed Jeebhay
Dr Virginia Zweigenthal
Dr Diana Cooper
Ms Spectorine Mtshofeni
Ms Linda Mgqamqo
Ms Mercia Arendse
Ms Lorna Olckers

OF THE DIVERSITY WORKSHOPS

is given and included are the details of the activities and
references for that particular workshop.
a commitment to the programme the facilitator gave them either an
for a discussion at the next workshop.
The key focus of each workshop is given below:

- Workshop one – group dynamics
- Workshop two – the identity of the educator and its impact on the teaching style and on the student
- Workshop three – definitions of diversity and culture and how these express themselves within a group when facing difficult issues
- Workshop four – facilitation skills and guidelines for difficult situations
- Workshop five – redesign of the supervisory sessions for the epidemiology project to include reflection on the research process.

Workshop One – Group Dynamics

09:00 – 09:15	Introduction
09:15 – 09:30	Aims of the workshops
09:30 – 10:30	(1) Exercise to identify staff experiences of group work and level for delivery of the programme
10:30-10:45	Tea break
10:45 – 11: 30	(2) Introduce a basic theory on group dynamics Readings – complex theories
11:30 – 12:00	(3) Confirm staff needs

Description

Introduction

The facilitator introduced herself and her role in this project, as well as how she became involved, what her expectations were, and how staff needs were identified. Each participant then introduced him/herself and spoke about their expectations and why they had decided to attend these workshops.

Aims

The aims of the workshops, logistics around attendance and the number and dates for the workshops were discussed. Because of the different time demands the facilitator was flexible with dates and also conceded that some participants may not be able to attend every workshop.

Activity one [1 hr]

(1) To identify staff experiences

Discuss in groups of four and write responses onto newsprint.

- Why do you think it's important to learn in groups?
- What learning takes place?
- What knew knowledge is gained?
- Discuss the social aspects which are relevant in group work.

After the discussion the newsprint was displayed to the plenary and the facilitator summarised and made links with various responses.

Some of the responses

Why do you think it's important to learn in groups?

1. Learning from each other – not simply from books or 'teacher' – is affirming.
2. Promotes co-operation and sharing of ideas, learning skills: interaction, negotiation, and conflict resolution.
3. Group process and dynamics create a richer experience than the sum of individual contributions combined.
4. Supportive, sharing responsibility.
5. Becomes a model for future work in teams.
6. People draw on their prior knowledge and experience.
7. Learning to work with people.
8. Learning about each other – diverse group (breaks down stereotypes and preconceived ideas about groups, professions, and individuals).
9. Making friends.
10. More active learning – fun, comfortable.

What learning takes place?

1. Teamwork – how to delegate and feedback information to the group
   to set rules and obey them
   to adapt to timing.
2. Sharing knowledge.
3. Sharing emotional self.
4. Listening to others – (listening skills are enhanced).
5. Enabling people to participate (relies on a good facilitator)..
6. Time management, delegating skills or tasks.

What new knowledge is gained?

1. Knowing what other people know – and sharing.
2. Content areas: learning about resources in the library etc.
3. Conceptual thinking
   slowing down
   more space for the individual.

Discuss the social aspects that emerge in group work

1. Changing behaviours.
2. Awareness of others' needs, abilities etc.
3. Respect for others' beliefs.
4. Develop people's potential through trust and sharing

- **Resource pool / sharing / creating new** knowledge base
- **Exposure** to other views – broaden one's own worldview
- **Performance** improves through collective effort
- Getting to know people / caring / support / networking
- Learning about each others' strengths and weaknesses and how to support each other (recognising and using people's skills)
- Dealing with a problem (effectively and efficiently)
- Learning social skills: communication, conflict resolution, negotiation, and ethics of relating to each other.

Activity two [60 mins]

(2) Introducing a basic theory of group dynamics

The theory was first introduced by group activities for the following reasons:

- to take lecturers out of their comfort zone of talking and theorizing
- was useful as an icebreaker (even though most participants knew each other they needed to break the tension)
- worked as an energiser.

Exercise one [20 mins]

- All the members of the group except one should make a circle by linking arms. The group decides who is excluded. There should be enough space for all participants to work in a circle. The excluded person is on the outside trying to get in, but the circle must try to keep him / her out.
- When you have done this for five minutes, stop and reflect on these questions.
- Choose a facilitator to report back from the group.

Reflection questions

1. What did it feel like to be outside the group?
2. What did it feel like to get in?
3. What did it feel like to keep people out?
4. How does your group keep people out?

Exercise two [20 mins]

- All the participants must make a circle.
- Put your palms against those of the people beside you.
- Try to move the group by pushing against the other person's hands.
- When the group has moved, stop and reflect.
- Choose a facilitator to report back from the group.

Reflection questions

1. What happened?
2. Where did you go?
3. How did you get here?
4. How do you feel about what happened?
5. How do people in your group get control – i.e. how do they push to get what they want?

Exercise three [10 mins]

This exercise is done individually.

- Think of a person in the group whom you feel nearest to or farthest from
- Reflect on your own in silence:

1. Was it easy or difficult to do – Why?
2. How are you feeling?
3. What makes you feel close to or far from someone in a group?

- Choose a facilitator and discuss your responses to the questions.

Discussion [allow ten minutes for each question]

1. How are relationships between people in your group developed and improved?
2. How are they made worse?
3. Describe why your group works.
4. Why didn't your group work?
5. What are the goals?
6. How do these assumptions relate to your own experiences of working in groups?

The above activities should be done with care and gusto and it is important that they work well. However sometimes group activities cannot be controlled even by the most experienced facilitator as they are process based. These activities gave participants confidence to work in groups and the facilitator could get a sense of the ease with which individuals work with and in groups.

Exercise four

(2) Introduction to Group Theory

The facilitator outlined the three basic concerns that people have when they gather in a group:

- inclusion
- control
- affection (simply explained –verbal and non-verbal expressions of emotions and feelings)

She then explained Bill Schultz's theory (see appendix 7) and gave some theoretical input on the following:

- how groups work
- the different roles that group facilitation requires i.e. to keep a focus on the content and on the group process
- some input on the formation and development of groups through the different stages from beginning, to confrontation, to harmony, and reassessment.

Activity three

(3) Confirming staff needs

The facilitator confirmed that the training needs identified with the course convenors were correct. It was important that the participants have some voice in the content or agree with the programme. This will increase their motivation to attend the workshops.

Needs identified so far

- staff training in group dynamics and facilitation
- staff training to deal with issues of diversity and conflict
- enable students to learn from community based teaching
- identify the learning experiences students undergo in these settings
- for staff to collectively reflect on supervision and facilitation
- develop a handbook for staff facing similar learning situations.

References

Schultz, B (1966) "The Interpersonal Underworld" Palo Alto, California: Science and Behaviour Books.

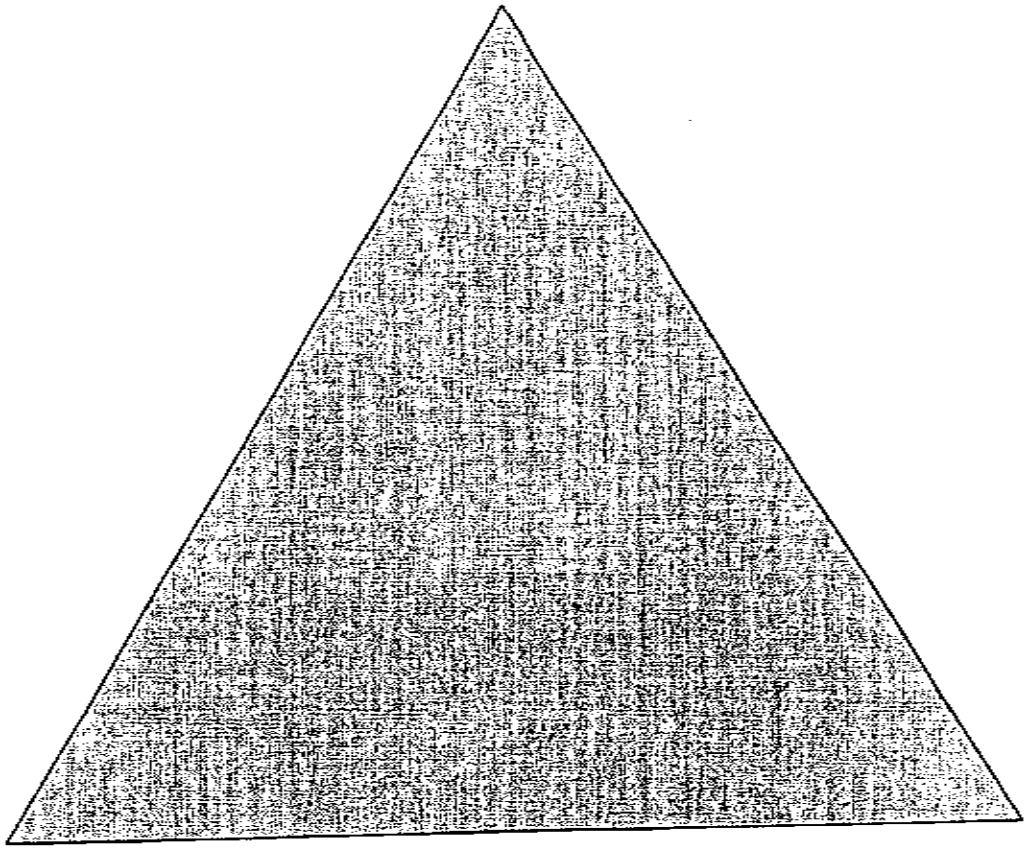
Heron, J (1989) *The Facilitator's Handbook*. Kogan Page, London.

London L, Ismail S, Alperstein M and Baqwa D, 2000 "Diversity in the learning environment and curriculum reform in the health sciences-challenges for a country in transition". Paper presented at the Globalisation and Higher Education conference held in Cape Town 2001.

Napier, R W and Gershewfeld, M K (1989) *Groups: Theory and Experience*. Houghton-Miffin, Boston.

The identity triangle

1
Social



2
Organizational

3
Political

Feedback on questions
If the educator is seen as powerful, students usually answer in the way that they think the educator would prefer.
Peer pressure amongst students will shape interactions.
Contact with students in different contexts – you relate differently.
Can our identity as educators influence students' attitudes and values? If so, to what extent? [Big debate on extent]
To what extent can we be change agents? Must supervisors simply set out different values? Can we promote a different view?
Enjoy postgraduate teaching but not undergraduate teaching.
Postgraduates, adult education (workshops) students are motivated.
Is the difference simply a product of the system that is dysfunctional at undergraduate level?
The norm – someone introducing themselves as coming from outside South Africa, is perceived as different and is assessed differently by students. What is the norm? Should we be introducing ourselves before our lectures with a small biography (academic and social)?
Short biography in the class handouts?
Experiment with different way of introducing yourself.
Should students introduce themselves in group work? A: Could be a part of expressing their expectations.
Literature on introducing self differently.
Can project your identity not only at introduction, but also in the course of teaching or interaction.
Identity changes because context changes:
curriculum
methods of assessment
university environment
society – political, social etc.
global

Activity five
(5) Challenges in working with diversity
The group spent 15 minutes brainstorming definitions of diversity, difference, culture and identity – this exercise was done to illustrate the many meanings people attach to these terms and to gain some common understanding of the terms.
Then we split into three groups of five and discussed the most challenging issues that staff have identified in diverse student groups.

Example of one group's feedback.

In a class with a diverse group of students
- conflicting views
- people from the same racial groupings / social class sit together
- low tolerance
- impatience
- a split within the group between those who are quiet and those who are more vocal
- have to keep a checklist of who speaks and who does not speak
  why
  who are not engaged

At the end of this workshop participants were asked to prepare role-plays for the next workshop in which creative facilitation strategies are used to deal with the issues of diversity identified above.

Speaker 1:
"Race is an obvious issue."

Supervisor:
"Can you be more specific and clarify your statement?" (continues to speak, is very quick, talks rapidly and hurriedly, gives little chance to others to develop their ideas or iron out differences of opinion, cuts across others' sentences, rendering them inaudible).

Speaker 1:
Becoming antagonistic, withdrawn and distant. Takes the position that it is obvious people have different bodies and backgrounds and therefore race is an obvious issue.

Supervisor:
"Are you going to build different forklifts for different people?" He/she persists that reasons be given.

Speaker 2:
Speaks too softly to be heard!

Speaker 3:
Annoyed and clearly pissed off. "Let's get started with the project. We keep going over aims and objectives, it's just a waste of time".

Speaker 4:
"Will it affect our marks if we take a different stance to what is expected".

Supervisor:
"Certainly not. But you (referring to speaker 1) have not convinced me or shown that you understand the issue in the use of the word 'race'. More groundwork is needed to explore this issue".

Speaker 1:
"What do we need to do?"

Supervisor:
"If 'race' is important, you need to refer to studies which either helps you prove or disprove your position, and explains the issues around the term race. You need to get the relevant references."

Speaker 1:
Seeks further discussion but cut off by supervisor who suggests that further exploration of the issue be pursued.

Further issues identified and solutions identified after the role-plays were acted out.
Supervisor: frustrated (from all the participants)

- felt student wasn't trying – therefore not sympathetic
- other students were being unhelpful by refusing to discuss the issue of race
- was too accommodating of the disruptive student
- too soft on disruptions.

Students:

- divided about the pace they wanted to work at
- irritated by student who wasn't pulling his weight, was disruptive
- felt their needs were left out.

Dysfunctional group
'Disruptive' students:

- working students see themselves as having experience and knowledge
- hostility to public

Boud and Walker (1991:21) draw a distinction between reflection in action and reflection on experience. Reflection on experience in their model is the idea of re-evaluating experience, which they argue consist of four key processes: (1) association – relating new information to what is already known; (2) integration – linking new ideas with existing ones; (3) validation – checking the extent to which ideas and feelings appear to ring true; and (4) appropriation – making the new information one's own.

First meeting:

At the first meeting students usually form an opinion about the credibility of supervisor. The supervisor can make a more informed impact on student opinion in this first meeting by:

- introducing themselves and also let students introduce each other
- how you do introductions is up to the supervisor.

Work plan to be outlined. Negotiate logistics with students.

Ground-rules: e.g. absenteeism; punctuality; cellular phones

- they should create their rules collectively, a learning contract could be discussed and written down.

Follow up:

Ask who did what.

CASE STUDY 2

The supervisor compliments the white students and asks where and how they developed their confidence, and there's a discussion about class background and privilege and about the impact these factors have on responses to racism in South Africa. Many in the group are not comfortable with the discussion and several black students keep returning to stories in which white people behave in deplorable ways. Finally the white students say that black people cause many of their own problems, and they see racism caused by ignorant behaviour. There is silence. The facilitator waits.
The facilitator ...

CASE STUDY 3

One individual, a particularly forceful character, emphasised everything he said by raising his voice and adopting other non-verbal gestures which appeared aggressive (e.g. when speaking he placed his feet firmly on the floor, wide apart, thrust his chest out, leant forward and either pointed with a finger or used violent chopping movements with his hands). These actions seemed to be an attempt at reinforcing the accuracy and validity of his point of view. This behaviour was quite disruptive to other members of the group, who would groan, tut, and shake their heads whenever he made a contribution.
The facilitator ...

CASE STUDY 4

A female participant talking in one session said: "I'm sure that I can talk for all the women in this room when I say people are being too sensitive about sexism". The facilitator turned to other members in the group and asked them if this was a fair comment. One replied: "I resent her talking on my behalf as if she knows what all women think. I think she should be bold enough to speak for herself and not hide behind the rest of us". The men start laughing and the other women are embarrassed.
The facilitator ...

CASE STUDY 5

In a recent session, a group member would constantly push the group along in the name of good timekeeping. Whenever participants started to discuss issues and problems in depth, disclosing their own personal experience with the group, the other member would say: "That's an interesting point but if we dwell on that we won't get through the discussion on research methods".
The facilitator ...

CASE STUDY 6

"A lot of stuff that people are saying in this group is idealistic nonsense. There's a great deal of talk about understanding each person's point of view and taking it into account when you try and resolve a dispute, but in a real situation those things simply don't work and you end up shouting and arguing along with the 'best' of them"...
The facilitator ...

Activity four
(4) Designing the sessions
The supervisors of the epidemiology project have 5 sessions with students and receive guidelines from the course convenor on their tasks and responsibilities for each session. When reading through the guidelines it seemed that the main focus was on the task and very little time was allocated to understand the process of learning. In almost each session time was allocated to group reflection but supervisors were not given reflection exercises. When supervisor groups discussed this it became

Workshop Five – Redesign of Supervision Sessions

09:00 – 09:15	(1) Report back on Centre for Higher Education and Development (CHED) seminar
09:15 – 9:30	(2) Brainstorm definitions on reflection / evaluation
09:30 – 10:30	(3) Plan and design 5 supervision sessions discuss and list the Learning Outcomes for this block
10:30 – 11:00	Gallery walk and Tea break
11:00 – 12:00	(4) Recommendations for new supervisors and how to take the diversity programme forward.

Description

Activity One
(1) Report back on CHED seminar
The facilitator informed participants of her presentation to CHED staff on the diversity programme.

Activity two
(2) Definitions of reflection / evaluation
The facilitator recorded on newsprint participant's definitions of the two concepts.
The purpose was not to confuse the different ways in which judgement is made on a task and to lead participants into the next activity.

Participant feedback

Brainstorm definitions

REFLECTION

- Looking at actions etc. and interpreting, analysing. Add theory include feelings and responses.
- Connecting with the unconscious and making it visible to contribute to the learning process (Tavistock model).
- Introspection.
- People do this all the time not consciously; can help people to do things differently all the time.
- Group doing an internal examination (group context).
- Way of connecting with the students and their experiences for the supervisor and students.
- What would I do differently next time around?
- Thinking on your feet.
- Looking in a mirror.
- Looking at how – what kinds of interactions are taking place.

EVALUATION

- Judgements.
- Measuring using criteria.
- Assessment of cognitive skills and behaviour.
- Reflection can be used as evaluation.
- More systematic and structured.
- Setting goals.

DISCUSS LEARNING OUTCOMES

Learning outcomes in terms of:

- tasks
- reflection

Two examples of the redesign of supervisory sessions

GROUP 1

Session 1

- Orientation group / "bonding"
- clarification of problem, purpose of, aim & objectives, ethics
- understanding of individual & group roles and responsibilities.

TASKS

- Introduction → supervisor / facilitator → expectations & background
  Introduction → group members → expectations & background
- develop group contact – students (punctuality etc.)
- clarify the block's structure (components)
- clarify concepts
- applying concepts to their topics
- guidance on literature review
- students to draft problem, aims & objectives, ethics and commence literature review.

Session 2

- Reflection – help them recognise what they have achieved so far
- talk about immediate fears, worries, and excitements.

TASKS

Session 3

- Reflection – take account of how group is working together, written exercise (letter to supervisor); student can keep a journal.

TASKS

Sessions 4 and 5

- Look for patterns in learning and experiences – add to their research experience; ongoing reflection and evaluation in the last session; know what you are evaluating.

GROUP 2

CONTEXT

- 4th Year Public Health Epidemiology project
- approx. 4 students; diverse composition
- 1 hour sessions
- group activities
- informal teaching linked to formal inputs
- rules do exist.

OVERALL LEARNING

Participant feedback

Recommendations for new supervisors

- Start on apprenticeship
- new supervisors be made aware of topics of HSE etc. and they view this before sessions – on an introduction / give them a package and go to Health Promotion/Presentation (Tuesday morning of week 8)
- supervisors – check evaluation of HSE – so that this can be integrated into Epidemiology Research.

How to take facilitation on diversity programme forward

- Implement some of the suggestions, learning, etc. from the diversity programme into the next block
- meet after the block to discuss – has it worked out or not
- supervisors keep a journal noting specific issues
- group dynamics
- conflict – emotions
- diversity
- facilitation skills
- keeping group focused
- set up mechanisms to deal with conflict
- group mood
- test the temperature of the group

Reminder: bring journal to meetings.
Next meeting 3rd August at 09:00 – 11:30

Appendix 1

THEORETICAL FRAMEWORK

The word diversity, difference and culture come with particular historical associations and are open to misinterpretation and abuse. For example, in the South African context, these concepts can be linked to their ideological use in the apartheid era and may therefore be associated with repressive ideology. Indeed, it is particularly problematic when these concepts are used as though there is a common understanding of the meaning attached to them; yet the reality is that as conversations unfold we note that there are different meanings and associations to notions of diversity, culture and difference.

Newer understandings of these terms derive much from debates on gender, class, race, ethnicity, colour, and age that have given rise to a discourse based on identity, (Mohanty 1988, Nicholson 1990, Parpart 1993). However these debates have remained largely in the realm of theory and have, as such, informed policy analysis more than actual practice. A re-conceptualisation of these terms is essential if educators want to take up the challenge of refining skills and knowledge within the context of challenging inequalities and constructing unity across divides in the Higher education context.

South African educators, drawing on the experience of learning institutions in America, India and South Africa facing similar challenges posed by a diverse student population have proposed a re-conceptualisation of the notion of diversity (Cloete, Cross, Muller and Pillay 1999). Linking the definition to culture is too static and insulated and conjures up images of our forebears fixed in time and space. At present cultures are becoming increasingly divergent, encouraging individuals to construct their cultures dynamically and strategically. In the global world there is a thinning of cultures, and people are increasingly finding a common place and become cultural partners (Cloete

"If we have an introduction to clinical methods and the tutor will explain like how to speak to a black person to a group comprising diverse people. You know, as if black people have to be explained. How to speak to Muslim women, and its as if everyone else has to be explained, and white people never have to be explained[2]." It is clear that today we can no longer construct a version of the learning community premised on all members having the same experiences i.e. all men together, all whites together and so on.

Other theorists (Beall, 1997) argue that nouns like difference, culture, diversity and identity mean much the same thing and their significance lies in their use as instruments for the exercise of power by those in power to categorise and oppress, as was the norm under apartheid. She argues that we should use rather verbs (i.e. to diversify) to describe the complexity of the situation as this implies an act of variation, implies different processes, and protection against loss. The implied action is among and by people rather than on and for them. This usage allows for action and for innovations and creativity to flourish.

Educational Interventions

In developing appropriate interventions, educators need to take account of these different meanings and construct their own meanings from their own experiences and contexts.

The huge number of battles fought during the apartheid era against apartheid education both on the streets and intellectually attests to the notion that teaching is political. The choice of subject and of style, the conceptualising of the space for learning, and the willingness to approach teaching from a standpoint of race, gender and class is often rooted in the political identity of the educator. The fear that the classroom will be uncontrollable, that emotions and passions will not be contained, and that there is a possibility of confrontation or conflict are further barriers to [illegible] and practices.

For Primary Health Care and Public Health educators facilitating community-based teaching, the group setting is ideal for a democratic style of facilitation. It is easier for everyone to feel a responsibility to contribute, if the educator is conscious of who speaks, who listens and why, and shows respect for other cultures. With an understanding of the need to build a community of learners, the feeling of community creates a sense that there is both shared purpose as well as value to each voice in the group. For this to happen facilitation strategies have to allow student voices to emerge, ensure that no student remains invisible, (recognising that sometimes silence is a form of resistance), affirm students' self- esteem, and encourage students to question their assumptions about the curriculum, the teaching practices and the prejudices they may hold about other students/communities.

To achieve the above effectively, educators have to use appropriate facilitation methods for the context and learn to recognise different cultural codes, making spaces for learning about different experiences, and sharing of ideas and information. For example, student feedback on groups set up to discuss issues of safety in communities, voiced their concerns about their own lack of skills to engage within the group with issues of conflict, resulting in a failure to engage. Appropriate facilitation will provide students with mediation and conflict resolution skills that enable them to voice within their groups their fears and concerns. By guiding students effectively but firmly, the group is made to deal with diversity and conflict in ways that provide positive learning experiences, avoiding the dead-end of Vignette 1 above, where issues of difference were lost in polarised but unverbalised conflict.

The educator should also be aware of his or her location, differences in power, resources and be sensitive to their own power. Adult education theory address issues of power and conflict, and expresses a notion that the student should be encouraged to have the courage to confront power in the learning and teaching process. Further, it is important to recognise that learning processes may

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2 Cited by Houston L, Lewin T in their presentation "Institutional Culture" to the Vice-Chancellor's forum, 21 February 2000.

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needs of the health site. Students will be given the topic on the first day or two of the start of the block. A list of projects and students allocated to projects will be drawn up, confirmed with students and finalised by the end of the week. Your name will be given to the students at that stage with your contact phone number at your office.

Supervision

You have five supervision sessions with the students. The sessions are timed to coincide with formal teaching on Research Methods, so students should apply what they learn in their sessions when they meet you. This translates into the following:

SESSION 1

- Clarify rules with the group
- discuss with them their problems, purpose, aims and objectives, and the ethical issues in their study
- give them guidance on their literature review
- ask them to go off to draft their problem, purpose, aims and objectives, ethics and literature review for discussion at Session Two. (Suggestion: to ensure that all group members pull their weight in group work, the first exercise of drawing up aims and objectives should be done individually).

SESSION 2

- Reflect on how the group is working
- review the students' work on their problem, purpose, aims and objectives, ethics and literature review. Give feedback and suggestions for improvement
- discuss with students their choice of study design, population and sampling
- ask them to go off and update their aims and objectives, and work on study design and sampling.

SESSION 3

- Reflect on how the group is working
- review previous work and give feedback
- discuss with students their measurement methods; particularly issues of questionnaire design, validity and reliability
- ask them to go off and update their existing protocol, and include measurement methods, etc. They will be required to hand in their protocol at this stage to you for a mark.

SESSION 4

- Reflect on how the group is working
- provide them with feedback on their protocol and why you gave them the mark you did
- clarify any last minute changes that need to be made to the protocol before the students commence data collection.

SESSION 5

- Reflect on how the group is working
- discuss with students the data collection process
- discuss appropriate methods of analysis and presentation.

Meeting with Students

Provision is made for students to meet supervisors within the allocated time on the timetable. If supervisors are unable to meet with students at this time, they should liase with their group as to a mutually appropriate time to meet, and inform the course co-ordinator of this change so that the site facilitator can be informed. Time to meet supervisors and time to work on the projects has been

Appendix 3

WHEN THINGS GO WRONG

inattention
fighting
laughter
dominance
falling asleep
shutting out
insolence
red herrings
boisterousness
copping out
sexism
absence

silence
intolerance
racism
anger
smirking
rescuing
talking
knitting
shouting
interrupting
not listening
private work/ study
chatting within the group
not speaking for myself
cynicism
body language

not valuing and respecting different views

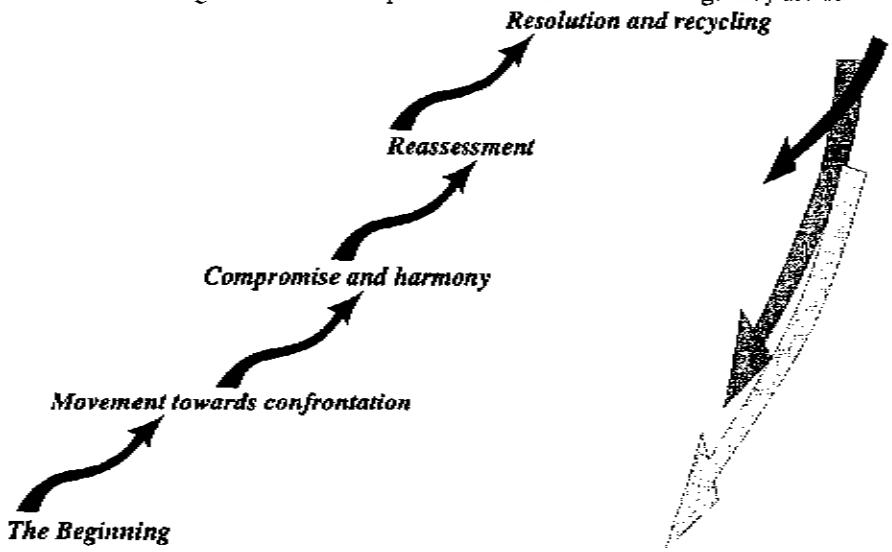
Areas of difficult behaviour that you might encounter

[USE AS OHP IN ACTIVITY TO IDENTIFY DIFFICULT SITUATIONS]

Comment

Group development is a complex process. In the design and facilitation of learning processes it is impossible to predict exactly how a group will develop. This will depend on so many factors. Even this theory must not be seen in isolation from the context in which it was developed. The phases put forward may only apply to groups in Western societies and so one should be cautious about over-generalizing. However, the questions and issues posed will be useful for understanding group development in many societies.

It is suggested that groups can move in a fairly linear way from each stage to the next. One group may move quickly through its phases, seemingly skipping various aspects, perhaps because its members have experience of mature groups and are conscious of what is needed for it development. However, in reality groups often get stuck if they are unable to resolve certain issues and may even revert to previous, less mature stages if unable to cope with the demands of the stage they are in.



Appendix 6

WORKING GROUPS

A group works best when:

- each member can discuss ideas freely
- each member feels they belong
- each member is involved in decision-making.

If all members participate then there will be unity and shared responsibility for the group's work.

Working groups have three kinds of needs:

1. Task needs (the need to get the job done)

These include:

- need for a useful goal
- need for a clear goal
- agreement for the goal (shared)
- a shared plan of action to reach the goal
- a shared sense of when the goal is reached (the job is done).

T

2. Individual needs: (the group members' needs)

These include:

- need to belong
- need to take and active part
- need for freedom
- need to have own problems accepted
- need for some power and status
- need for support

I

3. Maintenance needs (the need to keep the group united and working until the job is done)

These include:

- keeping the group on track until the job is done
- helping to overcome difficulties between members for cooperation
- keeping all members involved in the group's work by making progress clear
- improving understanding
- offering support even when disagreeing.

M

A working group has a life like this:

OBVIOUS AND CAN BE SEEN

USUALLY HIDDEN AND CAN BE FORGOTTEN

Group facilitation involves taking care of all three kinds of group needs so that the group is helped to reach its goal.

The role of the an animator is both to stimulate reflection and action on a particular issue and to provide a process for active and res0pobnsible participation.
Every group leader needs to understand clearly how the process affects the level of discussion on the content, and the commitment of the group to carrying out any decisions that may be made.

What to Observe in a Group

All of us have spent a good part of our lives in groups of various sorts, but rarely have we taken time to stop and observe what is going on in the group, why the members are behaving the way they are. It is difficult to observe and participate at the same time, and the skill of doing both at the same time can only be gained by practice.

We need to observe at three different levels:

1. ***Content:*** What is the group talking about?
   What is each person saying?
2. ***Non-verbal Expressions:*** Apart from what they say, what indications are people giving of their feelings and reactions. For example, gestures, tone of voice, body language, facial expressions, order of speaking, etc.
3. ***Feelings, Attitudes, Concerns, Hidden Agenda:*** These factors have an important effect on the life and work of a group and must be taken into account. Sensitive observation of the words and non-verbal expressions can give us clues about their feelings, but these clues can easily be misinterpreted, so if they seem important they should be checked with the person concerned, e.g. 'Are you feeling uncomfortable with that decision, Paul?'

Appendix 7

BASIC CONCERNS OF ANY GROUP

(Bill Schultz's Theory on Interpersonal Relations)

One of the ways of looking at what happens when people gather in a group is a theory developed by Bill Schultz that says we tend to focus on ***three basic concerns***:

Inclusion: Who else is there?
Who can I be in relations them?
What will it cost to join?
How much am I willing to pay?
Can I trust my real self to them?
Will they hold my up if I am falling?
Who is *in*? Who is *out*?

Control: Who is the boss here?
How much can I push for what I want?
What do they require of me?
Can I say what I really think?
Can I take it if they say what they really think?
Who is *up*? Who is *down*?

Affection: Am I willing to care?
Can I show my caring?
What if I show I care for one person before I show caring for others?
What if no one cares for me?
What if they do?
What if I do not really ever care for someone in a group?
Will the group be able to bear it?
Who is *close*? Who is *far*?

These concerns tend to re-occur throughout the life of a group and a pattern develops of ICA ICA ICA ICA .....

It is important to realize that these concerns overlap during the life cycle of a group, although one of the three concerns may be more dominant than the others at any given period of time.

When confronted by the end of its life together, the process tends to reverse itself from ICA to ACI i.e.

- We begin to pull back a little from the affectional ties we know have no real future.
- We begin to get embroiled again in a game of "who is the boss here anyway?"
- We start to wonder if we really want to put th time and effort into staying with the group.

Reference: "The Interpersonal Underworld" by W.C. Schutz. Palo Alto, California. Science and Behaviour Books. 1966.

Appendix 8

CONTENT AND PROCESS

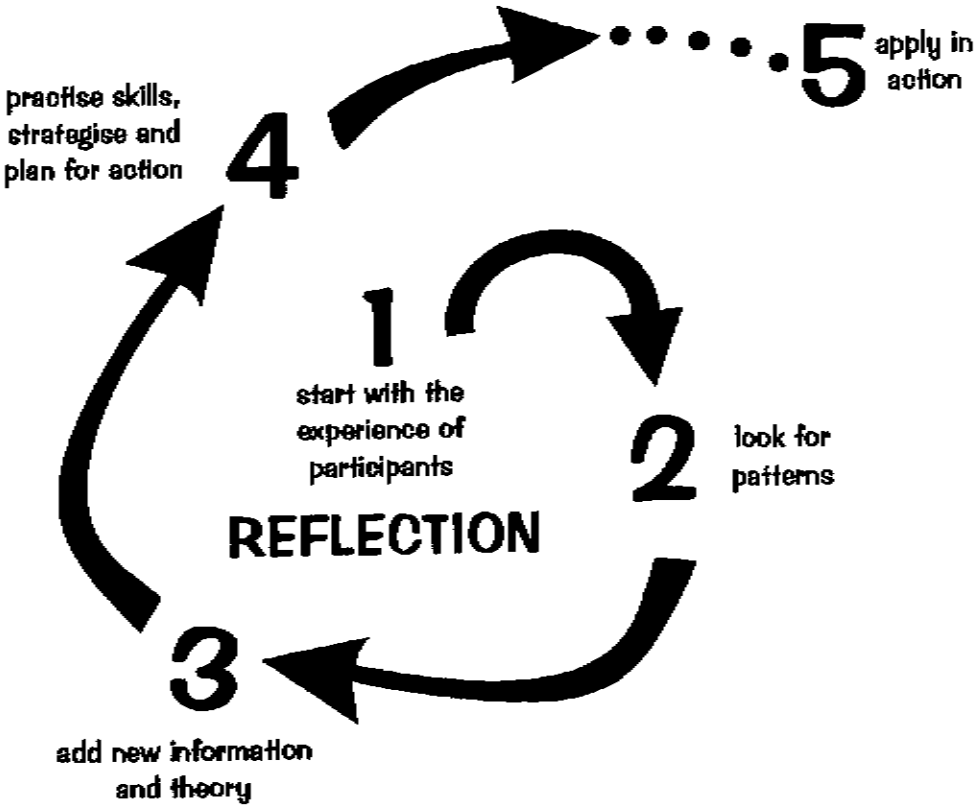
There are two important aspects of every discussion.

1. What is the group talking about—the Content.
2. How the group talks about the subject—the Process.

The role of the facilitator is to provide a process which will help the group to discuss their own content in the most satisfactory and productive way possible.

Appendix 5

THE SPIRAL MODEL



The model suggests that:

1. learning begins with the experience or knowledge of participants
2. after participants have shared their experience, they look for patterns or analyse that experience (what are the commonalities and what are the differences?)
3. to avoid being limited by the knowledge and experience of people in the room, we also collectively add or create new information or theory
4. participants need to try on what they've learnt—to practise new skills, to make strategies and plan for action
5. afterwards, back in their organisation and daily work, participants apply in action what they've learnt in the workshop.

GROUP DEVELOPMENT

DO THE STAGES IN THE DIAGRAM FIT WITH YOUR EXPERIENCE?

The Beginning

Movement towards confrontation

Compromise and harmony

Reassessment

Resolution and recycling

allocated in the timetable. Should extra meetings be required this should be arranged between the supervisor and their group. Please avoid using 'site time' for extra meetings, as the students are meant to be on site during those periods.

Protocols

Project protocols must be handed in by the end of week 2, after the third supervision session. The supervisor marks the protocol out of a total of 5 marks.
The protocol must then be handed back to the students at the Supervision Session Four with appropriate comments, to allow for epidemiology data collection during the course of week 3.
Please remember to forward the mark together with the student name and title of the project to the course administrator Mahliki (mak@anat.uct.ac.za).

Project Logistics

Time is allocated for students to collect data. The department will only fund a maximum of 200 pages of questionnaires because of financial constraints. There is no additional funding for any other aspect of the project (slides, videos, lunches, etc.) and financing will have to be found from research entities. The photocopy card is kept in the department for the use of the students who will have to leave their registration cards with the secretary while photocopying.

Project presentations

Oral project presentations take place on the Monday of Week 5 (unless there is a public holiday – check timetable). Supervisors are required to attend ***their students' presentations***, which they will be asked to mark according to a standard marking schedule. The course co-ordinator will inform each supervisor of the time slot allocated for his or her group's presentation. If you have constraints on your time availability, please let the co-ordinator know early in the block so that your need for special time can be accommodated. We encourage supervisors to attend all the presentations. If you are unable to attend all presentations, please come at least 5 minutes before the start of your scheduled presentation.

Project Reports

Students must hand in the final Epidemiology Project report directly to the departmental administrator Mahliki Mavundla on the Friday of Week 5. Each project is marked by two staff members, and the average mark is allocated. Supervisors do not mark the written report on the project they supervised but will be given two projects to mark.

General

Supervisors should familiarise themselves with the lecture programme so that they know what the state of students' knowledge is or should be as the block progresses.
As part of the Primary Health Care component of the block, students are expected to conduct a health promotion project, a health service evaluation and a patient attachment report. Where possible the health promotion project is based on the same topic as the Epidemiology Project topic. It is therefore important that the students are clear about the differences between the various projects. In addition, please ensure that the Epidemiology Projects are of realistic proportions and can be completed in the time allocated.

Appendix 2

GUIDELINES FOR EPIDEMIOLOGY PROJECT SUPERVISORS

As part of the fourth year Community Health / PHC block, students are expected to conduct an epidemiological research project. The purpose of the project is for students to get practical experience in the design, execution, and analysis, writing up and presentation of epidemiological research.

The students are based at one of four sites: Mamre, Khayalitsha, Brown's farm and Woodstock. Each site has two groups of students, about 4 students per group. While on site, students will have PHC projects (a Health Services Evaluation and a Health Promotion Project), in addition to their Epidemiology Project, but which are timed to take place at a different time to their Epidemiology Projects.

Each site has a part-time site facilitator employed by the Department of PHC and responsible for co-ordinating site teaching. They are mainly responsible for PHC teaching but will assist with practical arrangements for Epidemiology Projects. It is a good idea to liase with your site facilitator at all times to ensure optimal co-ordination and success of the Epidemiology Project. You may choose to visit the site to get a better idea of the students' learning environment.

One member of the Community Health department takes responsibility for overall co-ordination of the projects for each site. If you have any queries or concerns about the projects on your site, they should be able to assist. They are:

Khayalitsha: Leslie London
Mamre: Margaret Hoffman
Woodstock: Nicol Coetzee
Brown's Farm: Sphindile Magwaza

Supervisor tasks

The main task of the project supervisor is to assist students to conduct a sound epidemiological project. The responsibilities of the supervisor includes:

1. Assisting the students to develop a study protocol through structured supervision. (Refer to the proposal steps given to students).
2. Guiding the students regarding an appropriate literature review (you can refer to a writing centre contact: Arlene Archer at Aarcher@ched.uct.ac.za
3. Generally providing support to the students for the duration of the project and dealing with their queries as they arise.
4. Facilitating group work on the part of the students by trying to ensure that all students are able to contribute and their contributions valued.
5. Liasing regularly with the site facilitators regarding progress and problems with the Epidemiology Project. Depending on your project, you may be expected to help secure access for the student to research sites.

Please ensure that the group agrees on its own set of rules in your first meeting with the students with regard to participation, time-keeping, etc. so as to ensure that all students attend and participate in the project.

Project Topics

The project topics are decided upon at a meeting of site facilitators and PHC and Community Health course co-ordinators (on Thursday morning in the 8th week), before the start of the new block. You are required to attend these meetings i.e. one member of each pair. These meetings will also be used to discuss concerns about supervision. Projects are generally selected according to the

not happen at the same pace as in homogenous settings. Students, too, have to get to grips with the shifting paradigm and with the diverse cultural setting.

Teaching undertaken with difference in mind would necessarily be inclusive, participatory, recognising people's capabilities, vulnerabilities and supporting them in maximising their life chances. A diversity perspective recognizes that some groups might be unable to or unwilling to participate, may choose to be different or may achieve benefit or gain strength from keeping separate. Working in ways sensitive to such diversity can accommodate difference while simultaneously ensuring students meet common educational goals and objectives.

The teaching/learning process needs to be up front about the approach and a group contract needs to be drawn up accordingly which acknowledges and regularly monitors the process and emotions in the group.

The attention to and celebration of diversity should be linked with the reaffirmation of identity, and a redistribution of power, privileges and opportunities. In the teaching and learning situation both teachers and learners should create an awareness of internalised dominance and oppression and challenge relations of dominance and subordination.

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et al 1999:35–37). For Cloete, Cross, Muller and Pillay diversity therefore indicates a plurality of identities and does not necessarily equate with cultural difference. They argue that the definition of diversity should be delinked from culture but rather applied to identity, a shift that is more suited to the higher education context where there are people of different identities (as illustrated by age, gender, colour, ethnic/race groups and socio-economic classes) who have access to, and share cultures.

Delinking diversity from culture allows for a deeper and clearer differentiation of individuals and the potential of each regardless of classification or classification that may be discriminating while at the same time, it does not negate or deny the importance of culture. The interlinking of the concepts ***Culture + Socialisation = Identity*** is the basis upon which identity is constructed. It is also the source of the ***richness*** that the individual brings to a diverse society. The individual, in turn influences the socialisation process and the cultural base and may in this fashion contribute to changes in the social environment.

Nonetheless, we are mindful that the concept of ***richness*** may be fraught when used in ways that ignore the demeaning deleterious effects of racism, sexism and discrimination on the basis of social class. By suppressing these conflicting realities, the portrayal of diversity as inevitably 'rich' may oversimplify the complex matter of the human essence and does not engage the heterogeneity of the choices people make when they define those elements that would enhance the purpose and meaning of their lives. Such glib use of "richness" and "diversity" is often a figment of political correctness, reflecting the pressure to speak the language of change in a society in profound transformation, typified by the South African experience. Our use of the concepts, therefore, does not presume that the reality is one of respect, acceptance and the embrace of the cultural views of the other, but rather that we must grapple with a praxis that demonstrates that the cultural experience of each individual and each group carries value.

Furthermore, human dignity is affected both by the social milieu and by the individual's confidence and self-assertiveness. When the social environment is friendly and supportive, it creates wide latitude for the development of dignity and integrity. When it is hostile the individual has to find internal resources to engage with an antagonistic world to maintain sanity and equanimity. It is under these circumstances that self-worth, assertiveness and confidence become the most essential elements of human existence. It is also these circumstances that pose the most serious challenge to the incorporation of diversity as an asset not only to the institution but also in South Africa as a whole.

For Cloete et al (1999:20–46) the best way to understand the nature, role and place of diversity and the questions raised above is to build democracy in the higher education context. It is necessary to promote a campus environment sensitive to, and supportive of racial and cultural diversity through curricula and other changes. Such changes include bringing local and indigenous knowledge into the formal curriculum as in this way these knowledges will be respected and gain value in the higher education context, rendering teaching a more democratic practice, and through adapting extra-curricular activities and student services.

Alison Bernstein (1999) adds an important dimension to the use of the concept of diversity, based on experience in North American universities. Her preferred use of the concept diversity is informed by and focuses on an analysis of disadvantage. This implies two important social justice values i.e. the reaffirmation of identity, and the redistribution of power, privileges and opportunities. For her diversity should be regarded as an educational asset.

The experiences from India as portrayed by Visanathan, (1999) have much resonance with South Africa in that their universities also embody the essential worldview of Western civilisation and are imbued with liberalism, which has no theory of cultural difference. As a result education is based on the notion of a homogenous community for whom the Western standard of universality has become the norm against which others are judged. Such approaches to education are not dissimilar to experiences at UCT as illustrated by this quote from a medical student in her fourth year of training,

- Understand Epidemiology Research process
- apply their understanding to a problem
- be able to critically evaluate research and articles etc.
- to be able to learn more about the problem they are investigating
- to learn to appreciate the value of doing epidemiology Project
- to gain experience in doing research
- how research informs implementation
- learn to work as group
- learn ethical issues – respect and modesty.

Session 1
Introduction and exchange telephone numbers for line of communication; background of students and supervisors.

- Set guidelines – punctuality, learning contract, participation
- overview of epidemiology project, and how it links with HSE and HP
- discuss tasks as set in session 1 – i.e. aims etc. Literature review, to be repeated at every session.
- reflection – understanding, and feel competent to proceed X5
- monitoring group participation and interaction X5
- individual participation – encourage participation by all.

Session 2

- Reflect on previous activities – group dynamics, interaction X4
- reflect on task that they have worked on and how they coped X4
- present and discuss the tasks given X4.

Activity four
(4) Recommendations

1. The participants discussed recommendations for new supervisors in a plenary session. They felt that this was important, as every year new staff members are recruited who have no experience of this task and who receive no training. They felt that new staff should be given some training and the benefit of previous expertise.
2. The participants were asked if they thought that this programme should continue and to suggest ways of taking it forward. It was felt that supervisors had received some skills and guidelines to enable them to manage student diversity and group dynamics. In order to monitor the impact of the diversity project it was felt that supervisors should try and implement the guidelines and keep a diary / journal. Then we would all return to a final session to share stories of whether staff managed to implement the guidelines or not.[1]

1 A date was suggested, but this discussion did not happen. A further date, circulated through email, had very little response. An evaluation form was circulated but only two participants completed and returned the forms. Often participants are well meaning at the workshop but find it troublesome to complete evaluation forms later, therefore it is best to complete them at the final workshop.

clear that reflection meant saying 'How is it going? How far did you get?' The main reason given for not extending the time for process questions was that there was too little time and that the process of learning is not assessed, only the final product.
In this activity the groups were introduced to different ways /methods of reflection such as keeping a journal, using the Action – Reflection model and if time was really short then to ask probing questions.
The model of reflection introduced for planning reflection throughout the cycle of supervision was a Freirian model called the Spiral model and was developed by Rick Arnold and Bev Burke. (see appendix 5).
The facilitator then outlined the two different roles of the supervisor i.e. to maintain the learning process and to focus on the completion of the task. An outline of these differences was provided and discussed.

Feedback from discussion
Redesigning Supervisor Sessions:

- It is important to have an opening session that takes stock of where the group comes from, who they are, how they see themselves working together, etc.
- First session – all site facilitators and project supervisors must be present for first session with the small group of students? Contracting.
- Discussion on seating / environment. (In our Research Methods 1 session, supervisors often make use of students' union tables); Physiology building rooms?
- 'Ground-rules'
  how explicit, how directive?
  consonant with Primary Health Care site facilitators' 'ground-rules'
  students believe they already have ground-rules, but they might not have agreement
  evaluation – of supervisors' facilitation is important
  supervisors do not have sessions with students after presentation.

Common issues:
Identity of facilitator is important in most situations.

NB: To pick up last session on outstanding issues such as the nature of research, epistemology, community-based teaching.

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Guidelines for epidemiology project supervisors. (see appendix 2)

- mature student
- being absent
- knitting
- side discussions
- dominate other students in discussion
- operate independently, disengaged from group
- disrespectful of others' views
- body language (leaning back, rolling eyes).

Uneven participation in groups:

- how do supervisors cope? e.g. allocate tasks
- how do you evaluate? (if unequal participation, absenteeism etc).

Disruptive side discussions:

- ask them to share with group what they are discussing.

Students within group have different perspectives on how you behave towards a supervisor. Example of one white student in group of four other black students felt that he was ignored (because of his race). How much rationality?

*Group activities – tasks should be made explicit, with responsibilities attached. Make explicit that they are responsible for their **own** learning in group and individually.*

Students don't regard absence as a problem. This is a general phenomenon at UCT Health Sciences Faculty.

- How can you get the students to take responsibility for the group?
- Other students protect the absentee.
- Students can participate in extra-mural activities on condition that it doesn't interfere with courses or exams.
- What if absence is due to illness / abortion as an example? Can be a reason that is very personal or sensitive.

How to address?

- include in the initial contract
- include a mark for attendance / participation for the individual and group.
- Example:

  Individual reflection on what they have contributed to the group, what they have brought, participated, etc.

  NB: Make group work linked to PHC approach.

We need to pause to assess group functioning.

- how do you pick up problems, recognise a situation as important
- how do you value / weigh different contributions
- be able to pick up psychological / emotional difficulties amongst students

How to deal with 'individualist'?

- put to them that they might need to do separate report.

Activity three

(3) Reflection model

The facilitator outlined two models of reflection that staff could use when trying to find solutions to difficult group dynamics. The following models of reflections were discussed:

MODEL ONE

Applying the Action – Reflection model (see appendix 5)

MODEL TWO

Workshop Three – Expressions of Diversity

09:00 – 09:15	(1) Recap on previous week's workshop: ▪ educator identity ▪ definition of diversity ▪ identity of problem situations.
09:15 – 10:45	(2) Role play problem situations: ▪ conflicting views ▪ same people sit together ▪ tolerance-impatience ▪ quiet and vocal groups.
10:45 – 11:00	Tea break
11:00 – 12:00	(4) Planning and reflection: ▪ model for reflection – spiral OR ▪ write: What worked? What did not work? Why? ▪ improvements.

Plans for following week: Read the Boud,D.J and Walker,D article taken from Boud, D.J and Walker, D 1991 Experience and learning: reflection at Work. Australia, Deakin University Press.

- enables students to learn from community
- identify learning experiences which students undergo in the community.

Activity one

(1) Recap

It is always important to reflect back on the previous week as some participants may be there for the first time, some may have left early or people forget.
In fifteen minutes everyone has a chance to say what he or she had remembered of one of the topics discussed last week.

Activity two

(2) Role plays

The supervisors had prepared roles plays reflecting the problem situations they experience with their groups.
Each group was given 10 minutes to do the role play, these were discussed and possible solutions were given in a plenary.
This activity worked very well and it was important that the supervisors identified the problems themselves and discussed solutions to real issues. From this discussion other difficult issues were explored and the facilitator prepared the case studies for the next workshop from this list. The role- plays were very instructive and brought to life the different difficult situations faced by the supervisors. The role-plays also gave the supervisors an opportunity to share their facilitation skills and their interpretations of student behaviour.

An example of a group's role-play
Five students and their supervisor, are discussing research into the modification of forklift trucks.

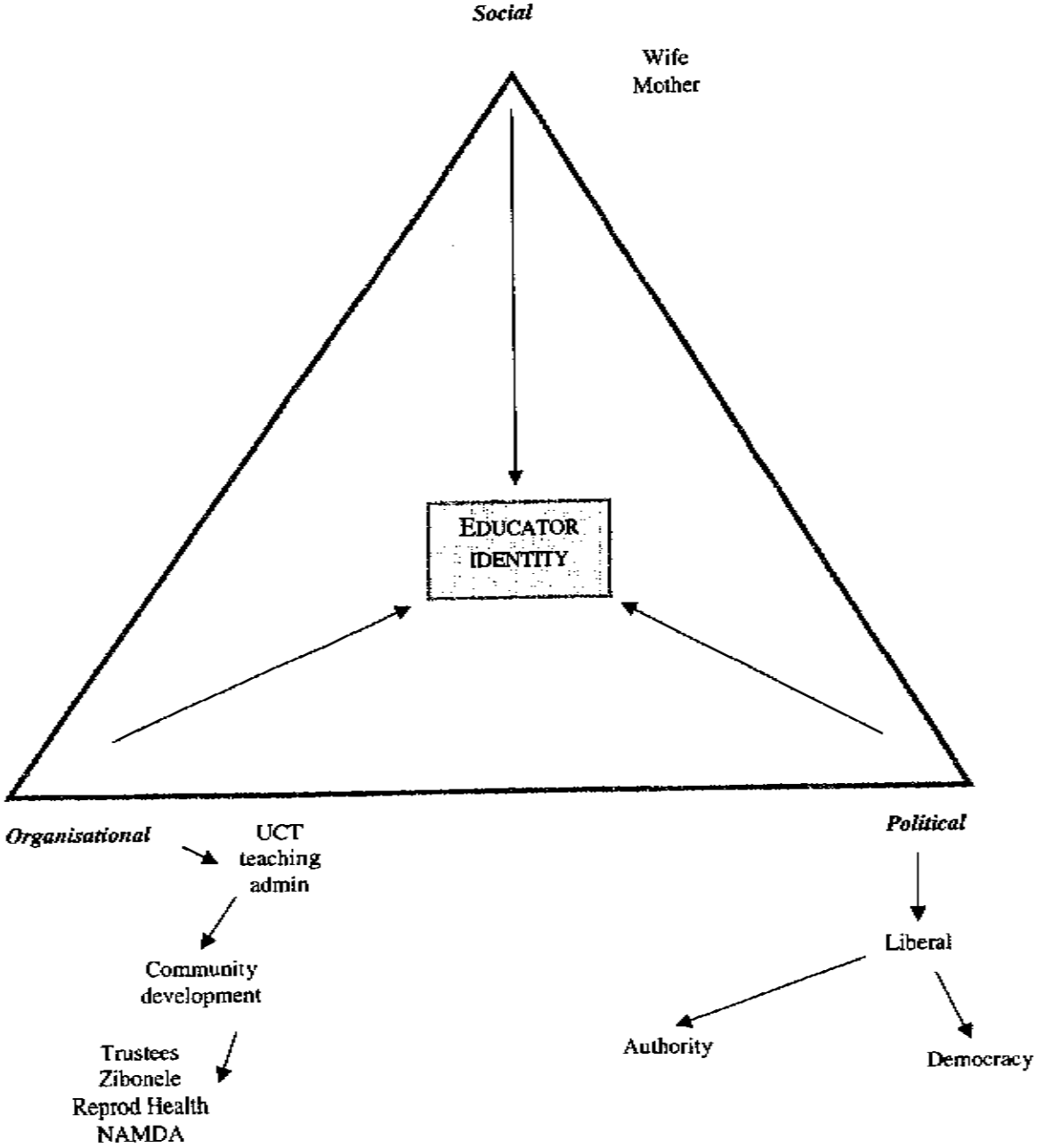
Supervisor:
Introduces the topic of the research: Backache in Forklift Dockworker drivers. Asks which factors should be analysed and be included in the questionnaire. Calls for discussion.

Speaker 1: (abruptly and with some degree of irritation)
Mentions that items such as gender, age, weight, race should be included.

Supervisor:
"Why would you include the item 'race'?"

An example of a participants' feedback

White; Age; Maternal; Upper middle class expressed as:
Mother, Teacher, Bit of a wife, Community worker.



Workshop Two – The Identity of the Educator

09:00 – 09:15	(1) Recap on some key ideas from the previous workshop held in February
09:15 – 09:45	(2) Reflection on your own learning Describe either an informal or formal learning experience that made an impact on you (you can choose to describe it in diagrammatic form, picture or words).
09:45 – 10:15	(3) Why were these events significant? What do you feel you learnt from them?
10:15 – 10:30	Tea break
10:30 – 11: 30	(4) Examining the identity of the educator and its impact on the learning situation
11:30 – 12:00	(5) Definitions – differences, diversity, culture, identity What are the challenging issues in diverse student groups?

Description

Activity One

(1) Recap

We spent the first few minutes reminding ourselves of what we had covered last time as 3 months had passed between these two sessions.

Activity Two and Three

(2) Reflection on your own learning

Participants sat in a circle and were asked to describe an informal or formal learning experience that had made an impact on them. They could choose different ways of representing this experience. The purpose here was to engage participants with their own learning styles and barriers to learning. After the description they discussed why they had chosen those particular events and what they had learnt from them. These are sensitive discussions and the facilitator has to be aware of the emotional impact and guide participants' responses appropriately.

(3) Participants' feedback

The feedback illustrated that learning in formal institutions had been alienating with participants emphasising learning for marks. Bad experiences were described as failing to pass or to gain top marks. Learning was sometimes seen as learning to please lecturers or parents or personal goals. Good experiences were linked to informal learning as well as to subjects, which held a special interest for the participants. In this discussion the teaching style and the personality of the lecturer was discussed which flowed quite nicely into the next activity.

Activity Four

(4) The Identity of the Educator

In this activity participants had to 'paint themselves into the picture' using the identity triangle. Each participant had to fill in how their different roles in social, political and organizational contexts influence them as educators and how this impacts on their relationships with their students.

Questions for discussion once triangle had been completed

- How does that identity feed/impact on my teaching?
- How does an educator paint themselves to their students?
- Is the educator neutral?