

Beyond Academics – is community engagement possible
through work integrated learning?

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Abstract

The purpose of this study was to investigate whether two work integrated learning modules were the appropriate means to achieve community engagement ends, and to what extent the introduction of an NGO component in the WIL curriculum raised awareness or understanding of community engagement amongst the students at a private higher educational institution. Theoretical fields that guided the research included community engagement studies by Butin (2010) and Lazarus (2008), experiential learning literature encompassing work integrated learning, and the literature on service learning and transformative learning with a particular focus on Kolb's (1984) experiential learning cycle and the important role of critical reflection.

This was a single case study conducted at a private higher education institution, which employed qualitative research methodology to analyse two work integrated learning modules. McCowan's (2008) curricular transposition framework was used to analyse whether the community engagement ideal was realised, and to identify any disjunctures that inhibited its implementation and realisation. To accomplish this four groups of participants were interviewed, each representing a different stage in McCowan's model. These were curriculum developers, work integrated learning lecturers, students from each work integrated learning module and a representative from the chosen NGO. From their perspectives key themes emerged revolving around levels of conviction of all stakeholders, forms of learning and degrees of student transformation. All of these indicated disjunctures between the "ideal" and what was actually achieved, and these acted as constraining factors which affected the transposition from ideal to real.

My data suggests that WIL modules can be an appropriate means to achieve community engagement ends, but the "ideal" needs to have the support of all stakeholders and should be embedded firmly in the curriculum. The data also shows that because of the lack of conviction on the part of all stakeholders the community engagement awareness or understanding happened almost implicitly, as part of the hidden curriculum. Additionally, even though some awareness of community engagement did occur for students, the superficiality of the NGO engagement provided a superficial student experience. The evidence points to the conclusion that the use of work integrated learning modules as a means to promote community engagement awareness was moderately successful, but a lot more needs to be done to make it a viable and worthwhile option. Belief in the concept, clarity on goals and objectives, proper training and development of lecturers, constructive feedback loops, more intensive NGO engagement and support from all stakeholders involved are issues that need to be addressed to move towards realisation of the "ideal".

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List of Abbreviations

| | |
|-----|---------------------------------|
| CE | Community engagement |
| CHE | Council of Higher Education |
| CSR | Corporate social responsibility |
| EL | Experiential learning |
| HEI | Higher education institutions |
| NGO | Non-governmental organisation |
| NPO | Non-profit organisation |
| POE | Portfolio of evidence |
| SL | Service learning |
| UCT | University of Cape Town |
| WIL | Work integrated learning |

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Chapter One: Introduction

1.1 Introduction

The idea of universities creating citizens loyal to the state is age old (McCowan, 2008), but there is a new responsibility on higher education institutions to produce active, engaged and compassionate citizens. Barnett (2007:38) argues that higher education institutions need to prepare students for “being” in the world rather than focusing on the “mantra” of knowledge. In the same vein, Nussbaum (1997) talks about the need for higher education to humanize students by nurturing critical thinking, community fellowship and empathy. Different approaches including curriculum forms of community engagement (CE) such as experiential learning (EL) and service learning (SL) are being introduced at various institutions to inculcate the idea of citizenship. According to Lazarus (2008:78) CE should be “an integral part of the mainstream teaching and research business of every university” and not seen as a tick box or purely philanthropic exercise.

Many philosophical viewpoints have been expressed about the intentions of citizenship education and justification for the inclusion in the curriculum (Butin, 2010; Lazarus, 2008) but a complex relationship exists between the ends of citizenship and the programmes developed to execute them (McCowan, 2009). In the broader context, there is pressure on higher education institutions to include CE in the curriculum and to be more proactive in preparing students to be socially responsible citizens in today’s fast paced, complex world. Besides providing technical and professional skills to equip graduates to contribute to their areas of expertise, higher education should aim to produce socially responsible adults who will recognize their place in the development of South African society (CHE, 2011). But what means can be used to achieve these ideal CE ends?

1.2 The South African context

Given South Africa’s history it is necessary to discuss the significance of citizenship education and CE in the post-apartheid era. According to Chisholm (2006) one of the key factors for the successful transition to a non-racial democracy is education, and the policy makers were faced with a double task and that was “to dismantle the past and to put in place foundations for the future” (Christie, 2008 cited in Mathebula, 2009:106). This required fundamental restructuring of both school and HE curriculum focusing on participatory democracy and active citizenship. As part of the restructuring, there was a shift from the traditional disciplinary style of knowledge production to a more interactive and open approach in an attempt to stimulate critical thinking and encourage learner-centredness as opposed to teacher-centred rote learning. The idea was good, but “lack of conceptual clarity, coherence and consistency” (Mathebula, 2009:abstract) resulted in a system that was more symbolic than real and reflected the discrepancy between transformative and democratic goals.

Findings from a survey done by the Ford Foundation found that the majority of South African higher education institutions regard community service highly enough to include in their mission statement, but few had clear policies to implement such (Lazarus, 2008). Lazarus found an extensive range of CE projects happening, but they were mostly driven by passionate individuals and not as an integral component of the academy. Chisholm (2006:237) agrees,

believing that “South African education policy does not pursue active community engagement with sufficient rigour and consistency”.

According to CHE (1997 White Paper on Higher Education), CE is one of the core responsibilities of higher education alongside research and teaching. In terms of the CHE’s Higher Education Quality Committee’s (HEQC) Audit Criteria (2004:19) the following standards are set for CE. It is expected that “Quality-related arrangements for community engagement are formalized and integrated with those for teaching and learning, where appropriate, and are adequately resourced and monitored”. With these criteria in place, South African universities were under pressure to promote active citizenship and provide opportunities for students to become involved in their communities through integrating community service into mainstream academic programmes (Lazarus, 2008).

Winberg (2011, cited in CHE, 2011:37) asserts that “Community engagement has become one of the criteria for quality assurance of higher education”. In her work for the CHE (2011) Winberg gives a South African perspective, suggesting that many local universities use SL to promote CE and engender civically responsible students. In many South African tertiary institutions SL is used, not just for students to learn curriculum specific knowledge and skills, but also as a platform to teach citizenship with the hope of producing socially responsible graduates.

Muller (2010:70) believes that “the indissolubly contextual nature of engagement” does not allow for a prescriptive stance and a stereotypical model for CE for all universities is impossible. He advocates “fit for purpose” which is campus specific, depending on the type of institution and its academic mission. Kitla College (pseudonym), on which this study is based, in alignment with the CHE (2011), has deemed work integrated learning (WIL) an appropriate vehicle through which to promote CE. This is unusual as WIL is not the obvious choice for CE. It is generally used as an “educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces” (CHE, 2011:14). Kitla College uses WIL as a work readiness programme but also assumes some service learning intentions to expose students to different communities with the ideal of becoming socially responsible citizens.

1.3 Site context

CE is seen as a means to citizenship and in this research is regarded as “the collaboration between institutions of higher education and their larger communities (local, regional/state/, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Available: <http://www.unco.edu/cce/definition.html>. Accessed 12 March 2014).

This study began with my own interest in CE, and the very broad spectrum of practices that encompasses this concept. In observation and discussion with various individuals I became even more interested in how CE was conceptualised and operationalised. Policy makers, educators and the literature seemed to have different ideas and definitions of CE, with terms such as civic literacy, social responsibility, SL and citizenship being used interchangeably (Lazarus, 2008). When I joined Kitla College, a private higher education institution, which had a CE and citizenship policy in place, it provided me with the opportunity to explore the concept and I wondered how this was implemented in practice. Was CE just rhetoric, or was it actually

happening, and if so how? This study is therefore located in the field of higher education and emerged primarily out of an issue of practice.

Kitla College is a private higher education institution in South Africa with eight campuses throughout the country. It was founded over 20 years ago and is now one of the 92 private higher education institutions on the South African landscape providing tertiary education in a demanding industry. Kitla College entered the education arena at the beginning of the 1990s at a time of political change and transformation, when the need for quality tertiary education was growing, and there was a gap in the education market. Globalisation necessitated change, with internationally recognized qualifications in demand, offering the perfect opportunity for private providers to enter the field and service a niche market.

The private institutions were perceived to offer a more secure environment with controlled access, less stringent entrance requirements, smaller classrooms and face-to-face tuition, providing a service not guaranteed at the larger traditional institutions. The perceived decline in the quality of education and supposed instability at the public HEIs at that time, also opened the way for the private providers. The choice of diverse programmes, short learning courses and distance learning were additional innovations that attracted students. The private providers saw profitable opportunities, and marketed themselves aggressively as competitors in response to new realities (OECD, 2008). With this came the debate about the corporatisation of universities and the concern about education for profit as opposed to the traditional education for enlightenment and intellectual growth. The competing business versus education paradigm surfaced, bringing with it questions about the position and intentions of the private providers.

The Green Paper (1997) refers to the private providers as complementary to the public institutions, but at the same time recognizes they are necessary to realise the country's long term education vision. "Private provision of education at all levels of post-school systems will play a complementary role in ensuring an expanded and diversified system" (DHET, 2012:19). Kitla College is part of this expanded system and offers an array of qualifications in line with global best practice to meet the increasing demand for graduates that are well prepared and capable of contributing to the knowledge economy. Kitla College "is committed to transformation in higher education, making a valuable contribution to economic development and the preparation of students for gainful and/or self-employment" (Work Integrated Learning Policy, 2013:3).

The college has a CE and Citizenship Policy which advocates the integration of CE opportunities into the curriculum through some of the WIL modules. Kitla College's policy (2014:3) states that it engages with the community to achieve a number of distinct aims, these being to promote an understanding in students of citizenship, to provide opportunities for volunteerism and to enhance teaching and learning. Much of the CE at the college happens as part of WIL and so the focus of the study centred around WIL as a means to achieve CE ends. The ideal being for transformative learning to occur and for students to become aware of their communities, understand their role in society and become responsible, engaged citizens. The inclusion of WIL in the curriculum is to introduce students to the world of work, encourage them to put theory into practice and *also* to expose them to CE. Kitla College "acknowledges the importance of WIL that occurs in relevant contexts particularly in relation to the development of skills and attitudes such as responsible citizenship and professional ethics" (Work Integrated Learning Policy, 2013:3).

Kitla College has a central academic team based in one location, separate from the campuses, who are responsible for the development and accreditation process of the qualifications. For this study I interviewed two of the WIL curriculum developers who form part of the above team. The lecturing body at each campus consists of a small component of full time lecturers, but the majority are independent contractors, who are industry specialists that lecture in their area of expertise on a part-time basis. The two lecturers involved in this research, are both independent contractors employed by Kitla College to facilitate particular WIL modules as well as lecture other modules in their professional fields. They are based on the same campus in the Western Cape. The six students, from two different courses, that made up the sample, were also from the Western Cape campus, and WIL was included in their curriculum, the details of which will be discussed in chapter three. Both modules required the students to work with a Non-government organization (NGO), and the same organization was selected by both groups.

I wanted to find out to what extent CE was part of Kitla College's teaching and learning strategy, how it was included in the curriculum, what was being taught, what was being learnt, and if the ideal of CE inclusion was being realized on the campus, which led to the research question:

“to what extent can WIL be used as a means to facilitate an awareness or understanding of community engagement at a private higher education institution”?

1.4 Conclusion

In this chapter, I have located the relevance of the research question within various contexts and highlighted the need for citizenship education, in the form of CE, to be included in the curriculum. The choice of WIL, with some service learning qualities, as an appropriate means to realise CE ideals was covered. I think this is particularly pertinent in my context, as private higher education providers are becoming a bigger part of the South African HE landscape and little research has been done on these topics in this area. There is an opportunity to examine and expand practice in this sector, investigating alternatives and identifying the best way to incorporate CE programmes into mainstream education for the benefit of students and communities. It is particularly relevant in South Africa today, as we continue to struggle towards a non-racial, unified country that provides equal opportunity for all. Mathebula (2009:123) suggests that “education for citizenship is imperative in promoting and consolidating democracy in South African schools”. South African students are also competing in the global arena, and it is important to align with international trends and create programmes which feature EL as a transformative educational tool. It is an exciting time to be involved in the growing private higher education sector and contributing to curriculum aimed at facilitating an awareness and understanding of CE, to ultimately foster students that are “active, critical and inquiring individuals able to contribute to the common welfare of society” (Christie, 2008 cited in Mathebula, 2009:106).

1.5 Structure of my thesis

The thesis will be presented as follows:

Chapter two looks at the literature and theoretical debates on CE and EL, with particular focus on WIL and the use of Kolb's (1984) EL cycle. The importance of critical reflection for transformative learning is also explored, as is the significance of the changing teacher and

learner roles in this type of pedagogy. The remainder of the chapter introduces the theory underpinning McCowan's (2008) curricular transposition framework, as this is the framework I use to analyse my data.

Chapter three offers an explanation of the research methodology, outlining the data collection methods and introducing the participants. A detailed description of the units of analysis are presented together with an in depth account of how I use McCowan's (2008) framework for my data analysis. The final section of the chapter covers the issues of validity, triangulation and ethics before ending with the limitations of the study.

In chapter four the data is presented in detail, providing an overview of all the participants' perspectives on practice. The first part describes their experiences of the WIL modules including curriculum structure, the use of Kolb's (1984) EL cycle, reflection and learner-centred pedagogy. This then leads onto their feelings about the inclusion of community engagement in the module and the resultant impact.

Chapter five reveals the themes that surfaced from the data, linking them to the theoretical concepts discussed in chapter two. The disjunctures which affect the movement from ideal to real are explored and debated, concluding with an answer to the research question. Finally, chapter six provides a summary of the thesis and poses options for continued best practice and future research.

Chapter Two: Literature Review

2.1 Introduction

The literature discussed in this chapter covers a broad spectrum and represents both the field in which I am locating my study as well as the conceptual framework I draw on in my analysis. According to Miles and Huberman (1994:18) a conceptual framework is a product “that explains, either graphically or in narrative form, the main things to be studied – the key factors, concepts or variables, and the presumed relationships among them”.

The research question asks “to what extent can work integrated learning be used as a means to facilitate an awareness or understanding of community engagement?” To help answer the question the key concepts of the research topic namely, CE, WIL and EL will be covered, followed by sub sections on SL and transformative learning. The second section will briefly discuss curriculum theory and finally move towards identifying the particular conceptual framework I used to analyse the relationship between these concepts and provide the answer to the question. As the main focus of the research relates to CE, this topic will commence the literature review.

2.2 Community engagement (CE)

There is a vast amount of literature on the goals of citizenship education, and the reasons for its implementation, but not much on the methods intended to realise them. A complicated relationship exists between the two and no ideal solution has been put forward. Notions of citizenship are numerous and complex, and many barriers are encountered in the delivery McCowan (2009). There has been a lot of global attention on the part that universities play in the citizen education space, but is this actually happening or is it just being spoken about? As discussed in chapter one, community engagement is a means to citizenship education and is defined in this case study as “the collaboration between institutions of higher education and their larger communities (local, regional/state/, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Available: <http://www.unco.edu/cce/definition.html>. Accessed 12 March 2014). Community engagement continues to be a multifaceted and ambiguous concept that lacks a common definition in the context of higher education. Watson et al (2011) emphasize civic engagement and social responsibility, involving academic units with the aim of strengthening the impact on students and the wider community.

Butin (2007) suggests that the rhetoric of community engagement often outpaces the reality, and many institutions have policies in place but neither the capacity nor the motivation to implement them. Noel and Earwicker (2015) believe that community engagement has become a valued practice in higher education, but remains diffuse. Ramaley (2014) agrees, suggesting that community engagement is often found in pockets and not spread throughout the institution. As there are no prescriptive criteria for CE, with ambiguous principles and goals and often no practices in place to ensure sustainability, this leads to a lack of rigour and a fair amount of suspicion (Butin, 2007). The definition of civic and community engagement put forward by an Australian advocate, Bruce Muirhead (2007, cited in Watson, 2007:3), endorses this sentiment: he defines the concept as “a collection of practices loosely grouped under a policy framework designed to connect ... a university with its naturally constituent community”.

Boyer (n.d.:15) adds to the debate, suggesting that “almost all colleges pay lip service to the trilogy of teaching, research and service” with the service part being neglected. Due to the vagueness of the criteria, service does not get the attention or credit it deserves and is not taken seriously enough to warrant equal consideration as the other parts of the trilogy. As a solution he recommends a relook at scholarship, advocating, as part of a four-pronged approach a scholarship of engagement which in the social sciences, would provide an opportunity to engage with community, share academic knowledge and skills, and contribute to the bigger picture. Theory into practice is the premise on which EL is based, so it is important for academics to share their knowledge and make a contribution to society outside of the university walls. Oscar Handlin (n.d., cited in Boyer, n.d.:23) put it like this “our troubled planet can no longer afford the luxury of pursuits confined to an ivory tower ... Scholarship has to prove its worth not on its own terms but by service to the nation and the world”.

It is important that universities get involved with the community and establish a relationship not just to engage in “knowledge transfer” but also to deepen and improve pedagogy and to provide a platform for dialogue which is “open-ended, fluid and experimental” (Watson, 2007:3). CE initiatives are not well suited to all teaching, learning and research but wherever possible and appropriate should be aligned. “In the end we should be striving towards a vibrant, integrated view of scholarship in a higher education context that includes teaching and learning, research and community engagement” (Slamat, 2010:114). Kitla College has deemed WIL suitable for CE initiatives, so in the next section I will locate WIL theoretically and discuss some of the work previously done in this area.

2.3 About WIL and CE

As the study focuses on a WIL programme as a means to achieve CE ends, it is important to cover some of the main features. Like the concept of CE, WIL is also known by many other names which in the literature are substitutable, but the CHE (2011:4) describes WIL as “the umbrella term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns”.

The increase in the trend to develop students who are more work ready has led to an increase in the practice of WIL, which is more realistic, practical and situated. The opportunity to put theory into practice in a safe environment which benefits both the student and the organization is becoming more popular, but needs to be monitored stringently by both academic and professional bodies. The CHE (2011: 4) believes WIL is “an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces” and most higher education institutions use WIL for preparing students for this purpose.

The importance of WIL in preparing students for graduateness, employability and civic responsibility is broadly acknowledged by industry and academe, providing students with the opportunity to obtain a wide range of essential workplace and personal skills, which other modes of delivery do not provide for (Holtzhausen, 2012). The benefits cover a wide spectrum including academic, personal, career and skills development, in addition to the general critical education provided by tertiary education (CHE, 2011).

The main purpose of WIL is to enrich student learning, and to support this, various creative pedagogic and curricular modes have been developed, forming a continuum from the more theoretical to the more practical. These range from simulated WIL, to problem-based learning,

to project-based learning to actual industry placement. All of these modes are intended to integrate theoretical knowledge and practical application, and prepare the student for the world of work and civic standing. The distinguishing factor of WIL is “the emphasis on the integrative aspects” of the learning (CHE:2011:4).

The WIL modality used in the modules selected for this research can be classified as problem-based, which is regarded more as a philosophy or broad educational approach, rather than just a teaching method. It is a flexible approach and changes in accordance with the subject being taught, the goals of the curriculum, the pedagogic setting and the organization involved (CHE, 2011). Problem-based learning is multifaceted in nature, but the main emphasis is student-centred, with a strong focus on self-directed learning. Students are encouraged to experiment with new ideas, and take ownership and responsibility for their own learning, while helping their peers do the same. According to Savin-Baden and Major (2004:171) “Problem-based learning needs to be seen as an approach to learning that really does help students to engage *with* and live *in* a complex world”.

In the South African context Winberg and Garraway (2011) have done indepth research on WIL and co-authored, with others, “Work Integrated Learning: Good Practice Guide” for the CHE (2011) which is a comprehensive account of WIL and provides the theoretical foundation plus assistance to all those involved in WIL programmes and curriculum development. Garraway (2009) is particularly interested in knowledge transfer between the university and work institutions, and the friction between the two types of knowledge. He refers to Bernstein’s (1999, 2000) vertical and horizontal discourses, and whether the two are capable of productive integration. He emphasizes “the recontextualisation of work” to enable students an easier transition from university to the workplace (Garraway, 2005:217).

Internationally and in South Africa, higher education institutions are under considerable pressure to produce students who are ready to accept the challenges of global competition and citizenship and are aware of their civic responsibilities (Lazarus, 2008). The scope of WIL is being used as an answer to these demands and curriculum are being designed to incorporate some form of EL or SL. At Kitla College, the NGO component was included in the WIL module with the purpose of exposing the students to different communities, and hopefully raising awareness and understanding of CE. This is unusual, because historically they are not combined and bringing them together is not without risk, as they are distinct educational practices with different and specific purposes.

The CHE (2011) presents WIL as an educational approach, but the learning theory underpinning both WIL and SL is EL, and for purposes of this research requires detailed discussion.

2.4 EL frameworks and theory

John Dewey (1938) was one of the first proponents of the theory that learning happens by doing and that real education comes via experience (Berding, 1997). He was of the opinion that “education is the fundamental method of social progress and reform” and the boundary between school and society should be permeable to allow individuals to become involved members in their communities (Meyers, 2009:373). Dewey’s stance was that you cannot separate life from education and that the activity, culture and context in which learning takes place is of the utmost importance. This outlook is reinforced by many forward thinking educators who propose that

college education must empower and enrich the lives of students, promote equality and develop a sense of social responsibility (Meyers, 2009).

There is no single definition of EL, because there are a myriad of ways in which the expression is used. Warner Weil and McGill (1989:3) say it is a term “with a spectrum of meanings, practices and ideologies”. Usher and Edwards (1994, cited in Moon, 2004:119) believe it is “not something found in nature ... Different groups give it their own meanings and construct it in their own ways”. Although there are numerous definitions there seems to be some general consensus on common underlying characteristics of EL. These are: experience is the basis and motivation for learning, where learners are active and fully involved in the construction of the experience. It is a holistic process, influenced by social and cultural contexts, with the emphasis on the quality of the experience (Andreson, Boud and Cohen, 2000). Henry (1993:27) believes that “this stress on autonomy and learner control on the one hand, and relevance to activities in the ‘real world’ on the other seems central to experiential learning”.

Moon (2004) identifies other features associated with EL such as intention, action and reflection. In this type of learning there is typically an active phase followed by some feedback and reflection. The action may not necessarily be physical action as suggested by Boydell (1976) who believes that EL can happen purely as a result of interaction between students and lecturer in the classroom situation. The action and real-life features are mentioned by numerous authors, with the focus on “doing” rather than just “knowing” and relevance to the real world. EL, according to Keeton and Tate (1978:103) is related to the idea of “direct encounter” where the learner is “directly in touch with the realities being studied ...and involves not merely observing the phenomenon but also doing something with it”.

There are many models of EL but I will focus on Kolb’s EL Cycle (1984) as this model was inspired by Dewey (1897) and is the theoretical foundation for the WIL policy at Kitla College (Work Integrated Policy, 2006). According to Kolb (1984:41), “learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it”. Kolb argues that there are four stages of learning which can be represented in a cycle: concrete experience, reflective observation, abstract conceptualization and active experimentation. According to Kolb and Fry (1975:38)

Immediate concrete experience is the basis for observation and reflection. These observations are assimilated into a “theory” (formation of abstract conceptions) from which new implications for action can be deduced (testing implications of concept in new situations). These implications of hypotheses then serve as guides interacting to create new experiences. The “new” experiences are then in effect new concrete experiences for further processing in the cycle.

The entry point, theoretically is concrete experience, but Kolb specifies that this is not always the case and learning can begin at any point. The cycle allows for analysis of the experience and how it fits into one’s world. The way in which one acts will depend on the individual’s own conceptual framework and how it relates to the community in which they operate. Kolb regarded learning as a holistic process of adaptation to the world with continuous transaction between the world and the environment with far reaching implications (Moon, 2004).

The Kolb model is often used as a theoretical foundation for EL and SL modules because it is simple, manageable, and offers practical opportunities for reflection and, “the quality of the reflection is crucial in ensuring that the learner does progress in their learning” (Moon, 2004:25). Raelin (1997, cited in Bandaranaike and Willison, 2011:2) reinforce the sentiment that learning without critical reflection and due thought is senseless. Reflection is an essential component of service learning pedagogy and is vital to promote change. Boud (2001:2) says that reflection allows people “to explore their experiences in order to lead to new understandings and appreciations”.

There have been many criticisms of Kolb’s cycle (Jarvis, 1987; Wallace, 1996; Rowland, 2000), mainly that it is too simplistic, predictable and formulaic and disregards tacit knowledge and any transfer of learning (Newman, 1999). Moon (2004) suggests that it is not Kolb’s cycle per se that is the problem, but the interpretations of it by other theorists. One of those theorists is Cowan (1998) who redrew the cycle to incorporate even more emphasis on reflection, in line with Schon’s thinking (1983, 1987). His sequence includes a “reflection-in-action” stage, which is like a half way progress check, before finally reflecting on the whole process. Boud and Walker (2000) have also advanced Kolb’s ideas, by adding the concept of “intent”, implying that one needs to understand the intentions of the learner in his/her learning as this will shape the outcome. This has been challenged, however, with some suggesting that incidental learning can happen unconsciously.

The impact of EL and its place in adult education has been a main topic of debate and research in the last century (Fenwick, 2001). It challenges the traditional status quo of formal education and questions the belief that proper or meaningful education takes place only in a structured manner within the confines of educational institutions. Learner empowerment, through EL also provides the platform for transformation and opens the window for questioning dominant discourses and auctioning the possibility for change (Warner Weil and McGill, 1993).

Having discussed EL and established that it can be regarded as a platform for transformation, I will now progress to a particular practice of EL, namely SL. Although Kitla College does not profess to include SL in the curriculum, many SL intentions are evident in the WIL modules and therefore SL requires some discussion.

2.5 SL as a practice of EL

Samuel Scheffer’s description of institutions as “infrastructures of responsibility” (n.d, cited in Watson, 2007:9) is a reflection of the interest in the role that colleges and universities have to play in the civic and social development of students. Opportunities for this development can be on a more casual volunteer basis, or more structured as part of the curriculum. Recognising the need to produce graduates who are democratically knowledgeable and community conscious, many universities have made SL a part of their curriculum. SL forms part of the EL spectrum and comes in many forms, and is defined by Jacoby (1996:5) as:

a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service learning.

Ideally, it combines theory and practice, meets community needs, embeds course content and instills a sense of social responsibility. Meyers (2009:373) believes that the overarching goal

of SL is “to foster the development of citizenship by integrating theory and practice so that students can begin lifelong involvement in social issues and public life”. Favish and McMillan (2009:175) say that service learning programmes are “an explicit attempt to link theory and practice and to engage students in real world activities while doing their studies”.

SL has proved to be successful in many instances making students more aware of their communities and giving them broader perspectives of the world. A study by Eyler and Giles (1999:129) showed that students benefited from their CE experience, irrespective of the length of time, intensity or type. The reaching out of SL teaches students to give of themselves and to communicate with diverse groups, but in the process they also need to reach in and reflect on the experience and its impact. This reflection can help them connect the theory of what they have learnt in the classroom with the practical experience on site. They observe and learn on both a micro and macro level (Meyers, 2009). Institutions that include SL in their curricula are breaking down the barriers between the university and the community. Students get to interact directly with the community, with noticeable benefits. Various studies have shown impactful results, including personal empowerment, increased social responsibility, racial acceptance as well as academic achievement (Astin, Sax and Avalos, 1999).

SL has been used as a vehicle to help higher education institutions implement CE initiatives, and play their role as sites of development of future concerned citizens. By including SL in the curriculum, universities are giving their staff and students the opportunity to become engaged citizens, while at the same time benefitting the communities with whom they interact (Butcher, 2003). This is a reciprocal arrangement which develops social and human capital and enhances the corporate citizenship reputation of the university (Butcher, 2003). This is the ideal, but in reality is not always achieved, as there are many variables that can affect the reality. A holistic education encompasses all aspects, and *should* provide students the opportunity to interact with different communities and see the world from different perspectives. It *should* encourage students to look critically at their world and imagine one that is different. SL, as a pedagogical tool, can be the catalyst for this, inspiring students to see diversity and lead them to understand their role as agents of social change (Meyers, 2009), but it is not always the case as discussed by McMillan (2013) who suggests that service learning is not always transformative and the design of the curriculum needs to be taken into account. A closer look at the literature on transformative learning as a consequence of SL will help discover if the ideal is being realised.

2.6 Transformative learning

One of the things that happens whenever you get yourself into a significant educational experience, almost by definition, is that you start to see things differently, you start to see the world (Bray and Hoy, 1993:75)

EL can act as a vehicle for transformative learning to expose students to significant learning experiences, where “personal and social transformations become intertwined in the learning process” (Meyers, 2009:380). Students can obtain more than information, with the experience providing a platform for introspection and self-discovery. Besides being an educational philosophy, it offers a “meaning framework” where integration of theory and practice, ideas and information happen, leading to new understandings and perspectives (Meyers, 2009). Through direct encounter and purposeful reflection students move through the cycle to validate, give meaning to and act upon experiences. “Each cycle can engender new understandings for

agency or action” (McGill and Warner Weil, 1993:255). These cycles encourage reflection and open up possibilities which might not have been evident from experience alone.

Looking at transformative learning in the EL field, two of the most influential theorists are Mezirow (1991) and Freire (1970). Freire’s popular education highlights self-reflection as a major component of adult learning and encourages people to take action and responsibility for their own emancipation. He advocates social transformation and urges people to know their rights and in so doing exert more conscious control over their everyday lives. The central focus, in the learning process, according to Freire (1970, cited in Mezirow, 1991:xvi) is conscientization, which he defines as the process by which “adults achieve a deepening awareness of both the sociocultural reality which shapes their lives ... their capacity to transform that reality through action upon it”.

Mezirow’s (1991) transformative theory of learning has a strong reflection on experience focus which corresponds with Kolb’s emphasis on reflection (Kolb, 1984). Critical reflection is one of the main concepts on which Mezirow (1990) based his theory and it is usually the catalyst for perspective transformation. Critical reflection is “the process of critically assessing the content, process, or premise(s) of our efforts to interpret and give meaning to an experience” (Mezirow, 1991:104). It is an exercise in reassessing all that we know, our history, values, attitudes and challenging long held beliefs and in so doing, questioning the “why”. Dewey (1987) also referred to the reflective process as critical inquiry and suggested that all reflection is critical. Critical reflection, according to Mezirow (1991) is one of the most important criteria for learning experiences and can lead to self-discovery and a transformation of perspective.

The amount of research done on the reflection element is indicative of the importance of it in the learning cycle (Dewey, 1933; Kolb, 1984; Mezirow, 1998; Moon, 2004; Meyers, 2009). Reflection affords students the opportunity to consider or reconsider their values, beliefs and worldviews and is a crucial component of transformative educational practice (Mezirow, 1991, Shor and Freire, 1987). The question arises about the level of reflection that takes place and the effect on behavior change, which has led to a growing awareness of a depth dimension of reflection and the “recognition that superficial reflection may not be effective as a means of learning” (Mezirow, 1998:247) A depth continuum has been proposed, which stretches from surface to deep approaches in a series of stages. It begins with a superficial memorising of facts, progressively getting deeper with more meaning being attributed to the reflection, eventually arriving at transformative learning, where there is cognitive restructuring and real change (Moon, 2004).

According to Salmon (1993) EL transcends the academic and has personal consequences that can be both empowering and disconcerting. These unsettling feelings can lead to a change in outlook. Perspective transformation can be the result of any challenge to one’s own traditional ideas, beliefs or attitudes and these are known as disorienting dilemmas (Mezirow, 2000). These disorienting dilemmas can be major, such as death, divorce or job change but can also be triggered by a discussion, a poem or a meaningful event. For Mezirow (1991) they can happen individually, or in a group situation, such as Freire’s (1970) learning circles. Perspective transformation can widen a person’s outlook on the world, providing self-empowerment, a greater awareness of constraining beliefs and offers alternative ways of doing things. A vital component of transformative learning is taking action (Mezirow, 1991).

Sometimes, when students are out of their comfort zones, the learning can be stressful and cause a disorienting dilemma, which in turn can lead to action.

Not all learners, even when encountering disorienting dilemmas will experience transformative learning and Mezirow (1990) attributes this to the fact that there are different levels of learner readiness. Learners can be identified either as conventional, threshold, emancipated or transformation learners, each level related to their readiness or openness to transformation. One cannot move a learner from one level to the next or force perspective transformation as it is “a mode of adult learning that neither learner nor educator is able to anticipate or evoke upon demand” (Mezirow, 1990:202). But, educators can play a vital role in exposing learners to all situations and ways of thinking and give them opportunities to critically examine their own world views in a personal, national and global context. Finger (1989, cited in Mezirow, 1990:189) believes that “the aim of education should not be to achieve social goals but rather to induce a process of personal transformation that inevitably will influence social, cultural and political life”.

The above sections have covered the main aspects of the research topic; the chapter will now shift towards curriculum theory and will introduce the conceptual framework used in the analysis. The final section will consider the shifting roles of the educator and the learner in the realization of the ideal of CE, as discussed by Mezirow (1990).

2.7 Curriculum theory and development

Coetzee et al (2012, cited in Holtzhausen, 2012:152) believe that the aim of Higher Education Institutions (HEI) is to develop empathetic graduates who are conscious of community and will “form part of an educated citizenry that can play a role in the upliftment of society”. Mathebula (2009) concurs, suggesting that curriculum development should treat citizenship and democracy as fundamental. The South African National Commission on Higher Education (2001, cited in National Plan for Education, 2001) also stressed the need for programmes to be educationally transformative and implored HEIs to design curriculum to cater for this ... but what does this type of curriculum look like? It is important, firstly to look at the broader definition of curriculum, and identify the factors that will make curriculum appropriate and relevant in the current South African higher education environment.

The CHE (2011:13) suggest that the term curriculum is popularly used to describe subject matter or “syllabus”. Within the curriculum studies domain, the word curriculum encompasses much more than just the content of subjects, it also includes teaching, learning and assessment. Holtzhausen (2012) believes that a curriculum is a plan that provides multiple learning opportunities, including both explicit and implicit knowledge. A similar idea is presented by McCutcheon (2001:19) who talks about learning opportunities from both the hidden and overt curriculum. She contends that “curriculum phenomena include a host of matters such as sources of the curriculum and the curriculum in use, its enactment”. This is particularly relevant to this study because I am interested in how the ideal or official curriculum i.e. from the source, is implemented, and I use McCowan’s (2008) curricular transposition framework to analyse the enactment. According to McCutcheon (2001) there are numerous aspects of enactment of the curriculum, and these include teachers’ planning and delivery, organization, individual perceptions and what students learn. Some of these aspects are covered in this research.

Internationally and in South Africa, higher education institutions are under considerable pressure to produce students who are ready to accept the challenges of global competition and citizenship and are aware of their civic responsibilities. The scope of WIL is being used as an answer to these demands and curriculum are being designed to incorporate some form of EL or SL, to allow students to interact with their communities and hopefully become socially responsible, engaged citizens (CHE:2011). According to Young (1999, cited in Muller, 2000:10) for this to happen “the curriculum of the past” which is “inward looking, transmission oriented (and) disciplinary” needs to give way to a “curriculum of the future” which comes with “emancipatory promise (and) is outward looking, innovative and problem oriented”. WIL appears to be a pedagogy suited to this type of approach and was chosen by Kitla College for the two modules in this research. To discover if WIL is the appropriate means to achieve CE ends, I used McCowan’s (2008) curricular transposition framework which will be discussed below.

2.8 Curricular Transposition

McCowan’s (2008:153) curricular transposition “is a framework for understanding the complex task of realizing normative ideals of citizenship through education” and so was appropriate for this research. More information on this framework will be provided in chapter 3 where an explanation of its use in the analysis will be detailed. It is based on the concept of didactic transposition (Perrenoud, 1998) which looks at the ways in which knowledge is transformed when moving from society into school. The premise is that knowledge is modified either externally as it moves from society into the curriculum and then changed again, internally by the teachers when moving from the official curriculum to the unofficial or taught curriculum (McCowan, 2009). This framework assumes that all educational programmes start with an ideal outcome, which can get transformed or diluted during implementation. Leaps or disjunctures can occur at three stages, these being the creation stage, the implementation stage and finally the affect stage.

These leaps can prove to be challenging and have a profound effect on how the original ideas are implemented in practice. The disjunctures between the ideal and the real can be as a result of internal programme characteristics or external influences, with the teachers’ own worldviews and attitudes being an important part. Teachers’ commitment, training and involvement in the development of the programme is also significant, as is the school environment and availability of resources and even the wider political environment (McCowan, 2009). The leaps are not always negative with some teachers imaginatively interpreting the original ideas, providing the students with a richer experience than was originally intended. The negative often happens when there is no communication or cooperation between the designers and the implementers. The effect on the students is not predictable and despite ownership and dedication on the part of the implementer the ideal may still not be realised. As McCowan (2008:89) points out “However ‘effectively’ an ideal of citizenship is presented, students may reinterpret or reject it”.

As discussed above, the movement between ends and means can lead to a discrepancy between “initial aims and actual effects” (McCowan, 2009:153). There are many factors that affect the movement, mainly the curriculum design, the ownership by the implementers and the attitude of the students. There are circumstances where there is harmony between all the stages, when there is belief in the underlying principles and support by all the people involved. McCowan

(2009) refers to this as seamless enactment and says this requires harmonization and reduction of disjunctures and tensions. This is the ideal, but it is difficult to realise, especially when working with citizenship education.

McCowan (2008) used the framework for a citizenship education case study in Brazil, namely “Voter of the Future”. A variety of qualitative methods was used to collect data from five different schools, interviewing officials, head teachers, class teachers and three groups of students. McCowan used the data to ascertain the fundamental thinking of the initiative and the resultant official curriculum. He then employed the framework to observe the various leaps, firstly from ends to means, then secondly the implementation, where the ideal becomes the real, where ideas become practice, and finally the effect on the students. All these different processes need to be viewed conjointly and the framework of curricular transposition allows one to do this.

Beauchamp (2001:25) puts forward the concept of a “curriculum system” which covers curriculum development, implementation and evaluation. This research focuses on the curriculum system at Kitla College and whether the ideal, of including CE in the WIL curriculum, is embraced and delivered by the implementers and ultimately “absorbed” by the students. Using McCowan’s (2008) framework allowed me to identify any disjunctures or constraints that effect the delivery of the WIL programme and subsequently question the use of this pedagogy for raising awareness or understanding of CE. Young (2013:103) suggests that the “major task of curriculum theory is to identify the constraints that limit curriculum choices and to explore the pedagogic implications that follow”. One of these implications could be the shifting roles of the teacher and learner in this type of pedagogy which could be a constraint, and requires discussion.

2.9 Roles of teacher and learner in EL

As implied by Mezirow (1990), the role of educators is fundamental in the learning process and can have a profound effect on the depth and breadth of learning. McCowan (2012) concluded, after his citizen education research at three English universities that lecturer endorsement is imperative for successful citizenship programmes. Furco and Boland (2007, 2006, both cited in McCowan 2012:66) stipulate that for effective implementation “a prerequisite is a motivated and committed member of staff”. Forbes (2003, cited in DuPlessis, 2015:71) adds that the success of a WIL programme relies on the commitment and involvement of all role players, and requires constant management and good co-ordination. The idea of WIL champions to drive the programme is recommended.

Using EL in teaching, challenges a number of the rules and roles in more traditional forms of curriculum and pedagogy. In particular, one needs to consider the stance of both lecturers and students and the impact the shifting of roles will have for both. The move from teacher-centred to learner-centred is paramount, and will influence the learning that occurs. The lecturer is no longer the sole “patroller and controller” of learning and knowledge, with students needing to take shared responsibility (Packham, 1997:133). In the ideal case scenario, the lecturer becomes the catalyst for learning, and needs to trust that students will accept the challenge of autonomy and self-directed learning. Initially students need to be supported in adapting to this unfamiliar style of learning, and then further effort is required to keep them interested and motivated. For successful learning to take place it is imperative that all parties know what is expected of them, as Chickering (1977, cited in St John Nelson, 1993:111) points out “learning

usually proceeds best when both students and teacher are clear about the relationships between objectives and activities designed to serve them”.

The shifting of responsibility to the learner can be empowering, build confidence and create opportunities for growth. Students and teachers become co-learners, sharing ideas and respecting each other’s input. The idea of lecturer as expert is deconstructed and students are encouraged to discover that knowledge exists outside of the university (McGill and Warner Weil, 1993). Although the focus is learner-centred the facilitator remains a vital part of the transactional encounter, encouraging students to engage, critically reflect and challenge their own assumptions. The facilitator can help create an environment that is favourable for debate, discussion and perhaps transformation. Giroux (1999, cited in Savin-Baden and Major, 2004:16) suggested that the tutor’s role is that of a “transformative intellectual who is engaged in the production of ideologies and social practices”.

Facilitation can be a difficult task, as lecturers need to relinquish power and give students the space to “learn how to learn”, while challenging them to take responsibility for their learning (Petersen, 1993:175). Discussions about facilitation are ongoing, with some believing that no additional or different skills are required for successful facilitation (Margetson, 1997) while others advocate facilitation training to equip facilitators with the necessary pedagogic expertise (Des Marchais, 1993). What is agreed upon by the above authors, is that the selected facilitator must be willing, interested and committed to the task. The question of facilitator burnout in EL is often raised, with continuous motivating of students in this new type of pedagogy, creating frustration. Facilitators can become bored and lose enthusiasm, which will funnel through to the students. Savin-Baden and Major (2004) believe the solution to this, is to provide from the outset, an educational development programme, which encourages facilitator involvement and feedback, so they will take ownership and ensure that teaching and learning is reflective and experience is processed.

Winberg et al (2013) also raise the concern within WIL curricula about teaching for transfer, and how the educator’s own beliefs and attitudes affect the process. This is particularly relevant for this study, as besides the transfer of formal knowledge, one looks at the transfer of tacit, informal knowledge in the CE domain. McCowan’s (2008) curriculum transposition framework was used to follow the flow from ideal to real, and discover whether the WIL modules were the appropriate means to achieve CE ends.

2.10 Conclusion

This chapter began with a discussion of CE and HEIs responsibility of including it in the mainstream curriculum. WIL was then discussed, before looking at EL frameworks and theory which underpin WIL, honing in on different practices of EL and the important role of critical reflection for transformative learning. Part two covered curriculum theory, changing roles of lecturers and students and introduced McCowan’s curricular transposition model as my analytic framework of choice. Chapter 3 will provide further detail on the framework, together with the research methodology, data collection techniques, introduction of participants, concluding with ethical matters, validity issues and limitations of the study.

Chapter 3: Research Design

3.1 Introduction

My study is located in the field of higher education and took place at a private higher education institution (Kitla College) in Cape Town, with about 2000 full time students. The institution offers a wide variety of fully accredited degree, diploma and higher certificate courses, many of which have WIL modules as part of the curriculum. The two courses chosen for this case study will be described in detail below, and were chosen because they both include a WIL module in the second year of the qualification and require the students to choose and work with an NGO. The information was obtained from a variety of sources including the course materials, personal observation and knowledge of the courses and interviews with the developers, lecturers and students.

This chapter outlines my research design. This includes the methodological framework I employed for my research, beginning with a description of qualitative versus quantitative research and my reasons for choosing qualitative methodology, leading on to a description of case studies, an outline of my sampling procedure and the module descriptions. The participants are then introduced followed by a detailed account of my data collection methods, an overview of my analytic framework and finally a discussion on validity, triangulation, ethics and the limitations of the study.

3.2 Qualitative methodology

Due to the nature of my research and the question asked, I have opted to do a qualitative study to enable me to understand the “why”, “what” and “how” of the phenomena (Neuman, 2011). Qualitative research generally looks at people and systems within a particular context and endeavors to reveal underlying patterns and people’s interpretation of them (Maree, 2007). The researcher becomes immersed in the environment, attempting to portray a rich and detailed description of the setting and the research participants. Welman et al (2005) describe qualitative research as an approach which is fundamentally a descriptive form of research. Van Maanen (1979, cited in Welman, 2005:188) suggests that it is an umbrella phrase “covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning of naturally occurring phenomena in the social world”. Two main principles of interpretive research according to Terreblance et al (2006) relate to the importance of context and the fact that the researcher is the primary research instrument in the data collection and analysis.

Qualitative research differs from quantitative research in many ways with qualitative research focusing on quality and depth rather than quantity and breadth as in quantitative research (Maree, 2007). Qualitative researchers concentrate on social complexities, real-life experiences and holistic meaning within a specified context. Keyton (2011, cited in Strydom and Bezuidenhout, 2014:74) states that “in direct opposition to quantitative research, qualitative researchers do not convert their observations or participant observations into numerical form, nor do they separate out or isolate part of the interaction from the whole”. O’Leary (2010) suggests the difference is highlighted through the type of data, with qualitative data being descriptive, presented via the medium of words and pictures and interpreted through thematic analysis and quantitative being statistical, based on and represented by numbers.

The contentious issues around qualitative research point to generalisability and credibility (O’Leary, 2010). As my research is focused on a single case my aim is not for it to be generalizable but for it to provide rich, detailed and authentic data about the context and the participants. The reason for my choosing a case study is outlined below.

3.3 Case Study Research

As I was looking at a particular pedagogical approach (WIL), within a particular institution, my research can be classified as a case study, as the defining feature of case studies is that they focus on “individual instances, or cases, of some phenomenon” (McBurney and White, 2012:229). Case studies allow the researcher to delve deeper into the phenomenon being studied, exploring the real world context and providing a thick and comprehensive description. They provide an opportunity to focus specifically on a certain case, examining the inherent subtleties and complexities that lie within. The aim of case studies is generally to investigate the dynamics of a single system, examples of which could be an organization, a family, a community, participants in a project or a practice of an institution (Welman et al, 2005). This case study investigated the dynamics of the WIL system at a private higher education institution, with the aim of evaluating two particular programmes and their appropriateness for the inclusion of CE. Savin-Baden and Major (2004:148) believe that case studies are “perhaps the most comprehensive way to evaluate a programme ... and a good way to portray a programme to outsiders”.

According to Maree (2007:75) case studies offer “a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of actors and the interaction between them”. The various perspectives of all role players offer an in-depth insight into the dynamics of the situation and the associated interaction. In my study I looked at four groups of participants, the NGO, the curriculum developers, the lecturers and the students which gave me an interesting cross sectional perspective, and an insight into the tensions, intricacies and relationships that exist.

The case study method has both strengths and weaknesses, but is useful for research where authenticity and a depth of understanding is the goal. A practical advantage is the use of one site, providing set boundaries, but this can also be viewed as a disadvantage as initially access may be difficult, the demands on a small sample are high and researcher effect can become a problem (O’Leary, 2010). Yin (1994) believes the strength of case studies is the variety of data gathering techniques that can be utilized, which range from surveys, to interviews, to observation and an array of documentation. Johannsson (2003:3) agrees stating that “one major feature of case study methodology is that different methods are combined with the purpose of illuminating a case from different angles: to triangulate by combining methodologies”. In this research, interviews were my primary data collection technique, but were supplemented with observation and portfolio of evidence written documentation.

3.4 Sampling

According to Maree (2007:79) sampling refers to “the process used to select a portion of the population for study” and he suggests that much qualitative research is based on non-probability and purposive sampling. Purposive samples are not random, but chosen because of

some specific characteristic which is of importance to the researcher (McBurney and White, 2010).

In my case, I choose two particular modules because they have very similar work integrated learning practices and the students are required to work with an NGO, exposing them to communities outside of the institution. Each module has only one developer and one lecturer, so they were automatically selected and I discussed my research with these four people prior to visiting the classes. Only one NGO was chosen, by the lecturers on both courses, so the same applied to the representative of the NGO. They were all comfortable with the research topic and their involvement. I introduced myself to the classes early in the first semester, explaining my research to the students and the reason for my attendance in lectures. After a month of once-a-week observation I requested student volunteers from each module to participate in the research, clarifying the research aim, outlining the objectives and reiterating what was expected of them. I waited for a month because I wanted students with good attendance who were accessible and reliable and who would provide me with detailed information. I revisited the classes and requested those that were interested in participating to come and see me and selected the first three students from each course who did so. The students who volunteered were those that attended classes regularly and fitted the pertinent criteria. So, the selection was purposive and “deliberately and unashamedly selective and biased” (Cohen et al, 2007:115).

3.5. Units of Analysis – WIL module descriptions

The information was obtained from a variety of sources including the course materials, personal observation and knowledge of the courses and interviews with curriculum developers and lecturers.

i) Diploma in Public Relations Year 2 (DPR2) Work Integrated Learning (WIL)

The Diploma in Public Relations is located in the Applied Humanities faculty and is at NQF level 6. WIL is a compulsory, credit bearing module which forms part of the 2nd year Diploma in the Public Relations curriculum. WIL can draw on a variety of curricular modalities forming a continuum from more theoretical versions such as work directed theoretical learning and problem-based learning to more practical versions such as project-based learning and work placed learning. Different formats are used at different NQF levels to inform curriculum design, and must ensure that student learning is relevant and appropriate (CHE, 2011). According to the Council in Higher Education’s Work Integrated Learning Good Practice Guide (2011:23) the appropriate WIL for NQF level 6 should either be work directed theoretical learning which includes classroom based teaching and learning that is aligned to the requirements of a particular qualification, or problem based learning, which is learning through real world problems. This particular module includes both of the above and provides the students with the opportunity to apply theoretical knowledge acquired in the classroom to real world settings.

The 2nd year Public Relations WIL module is run over a 12 week period, usually in the 2nd semester only, so as to create a more focused experience for the students. The aim of the practical component is to “provide students with an experience in the field of public relations and more specifically, public relations campaigning” (Kitla College Module Guide, 2014:8). Students are required to do a number of tasks that may be typically required in campaign planning. The module comprises forty sessions with the lecturer, 10 of them covering WIL

theory and the remainder covering the practical element. The theory section provides a brief overview of WIL and introduces the students to Kolb's EL cycle with particular focus on the four stages of the cycle, as described in the literature review chapter. The emphasis is particularly on the reflection stage, as Andresen, Boud and Cohen (2000) identify reflection as a key element of learning from experience.

The practical sessions are dedicated to group work where the lecturer becomes more of a facilitator, guiding the students as their PR campaigns take shape. Each group gets personal time with the lecturer, who assists with their ideas and helps them put theory into practice. Working closely with the students allows the lecturer to probe the depth of understanding of taught concepts and identify any problem areas, which are then addressed as the sessions progress.

The students are required to engage with an NGO/NPO and devise a PR campaign based on the NGO/NPO's needs. At the beginning of the practical sessions a representative from the NGO/NPO presents the organisation's vision and mission to the students, giving the students the opportunity to ask questions. A field trip is also organized to the NGO/NPO site to further inform the students and give them a real sense of the NGO/NPO's needs, in order for them to devise an appropriate and relevant PR plan. These organisations seldom have enough funding for a public relations practitioner and so they often need assistance. This module utilizes the principles of public relations campaigning and the execution of the written plan in a practical manner for the chosen NGO/NPO (Kitla College Module Guide, 2014).

This module has both an individual and a group component. Initially each student has to come up with a PR campaign which is submitted for mid-point assessment. After this submission the students get together in groups, discuss their individual campaigns, and develop a combined plan using their original ideas. If their individual plans do not combine successfully they are allowed to reinvent a completely new campaign in consultation with their lecturer. As it is essentially a group task, the final campaign has to be a joint effort and cannot be the work of one individual member. It is imperative that the students understand the importance of working as a team since they receive a group mark for their group project and group presentations, as well as being evaluated by their peers (Kitla College Module Guide, 2014). With this in mind, during one of the sessions the lecturer discusses group dynamics, the principles of team work and sets out norms, expectations and timelines for the group. This process occurs across all WIL modules at the college. These campaigns are then presented, half way through second semester, by the groups to a panel consisting of lecturers and the NGO/NPO representative. If successful, the PR campaign, or aspects of it may be implemented by the NGO/NPO.

The assessment for this module is made up of several components, incorporating the individual PR campaign plan, the group project, the group presentation, self and peer evaluations. The lecturer spends some time discussing the oral presentation as this is an important part of PR work and the skills learnt are directly applicable to real life situations. The students are given lecture time to practice both the verbal and visual components of their presentations before delivering their campaign plans to the NGO/NPO. Each student has to submit a Portfolio of Evidence (POE) containing all the documents required, to demonstrate their WIL journey and reflecting the competencies and skills that were acquired as part of the process. The final assessment is the actual group presentation of the campaign to the client, with the probability of practically implementing the campaign.

In the lecturer guide the academic outcomes are outlined as follows:

- Explain the public relations environment
- Write a Public Relations campaign
- Demonstrate an ability to perform the following tasks: plan, print and develop materials for a public relations campaign
- Gain part time experience by building partnerships and working with NPOs and/or NGOs in fulfilling public relations functions (Kitla College Lecturer Guide, 2014).

In the student guide the outcomes are the same as above, with the NGO component mentioned at the end.

ii) Diploma in Business Management Year 2 (DBME2) Work Integrated Learning (WIL)

The DBME is located in the Business Faculty and is accredited by the Higher Education Quality Council (HEQC) and is registered with the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF) as a 260 credit qualification on level 6. As per the DPR2 discussed above, WIL needs to be appropriate and relevant for level 6 and the DBME2 WIL module also makes use of a hybrid of work directed theoretical learning and problem-based learning. Work directed theoretical learning is employed in the classroom and endeavors to ensure that theoretical forms of knowledge are presented and ordered in a way that meet both academic criteria and are applicable and relevant to the career specific components (Barnett, 2006). Problem based learning is used in a more practical way and is a pedagogic approach that encourages students to learn through structured exploration of a research or practice-based problem (Savin-Baden and Major, 2004). Problem based learning aims to develop thinking strategies, helping to equip students with effective problem solving skills, team ideals and intrinsic motivation.

The DBME2 WIL module is run over a 12 week period with three theoretical sessions taking place in the 1st semester and nine practical sessions happening in the 2nd semester. The WIL theory is covered in the 1st semester where the lecturer explains Kolb's EL model, on which the WIL modules are based, and then focuses on the theoretical aspects of business planning, finance and marketing. The practical component provides the students with the opportunity to apply acquired knowledge to the practical task of planning an event. The project requires the students to identify and research a business and develop fundraising plans for a specific event for the identified business.

The practical sessions are devoted to the planning and roll out of the project, with the lecturer taking a more facilitative role, guiding and supporting the students and challenging them to be innovative and creative. In the first session the lecturer briefs the students covering all aspects such as purpose, value, parameters, logistics, responsibilities, requirements, assessments and timelines. The students are required to work in groups and so the lecturer also discusses group norms, dynamics and management, highlighting the necessity of effective teamwork in a business environment. The students are divided into groups of three or four and are expected to attend the WIL lectures as well as organize group meetings outside of lecture times. The students must identify responsibilities needed to create their own business and allocate specific responsibilities to each team member. They are encouraged to spend time together as a group

to build cohesion and develop critical team skills and attributes such as communication, problem solving, conflict resolution and respect.

For this module, and in line with CHE's commitment to CE, the students are required to identify and develop fundraising plans for an NGO/NPO. In order to do this they need to conduct detailed and thorough research into all aspects of the organization, including the history, purpose and structure. The strengths, weaknesses and needs of the organization are ascertained so that an accurate and complete report can be compiled for presentation to potential sponsors. To garner this information a representative from the chosen NGO is invited onto campus to share the details and answer any questions that the students might have. To provide an even deeper understanding of the organisation's purpose and needs, a visit to the site is arranged, for the students to observe the operation first hand. These organisations rarely have the capacity to fundraise and this partnership provides an ideal opportunity for the business management students to put theory into practice while developing the competencies needed for success in college, career and civic life.

The assessment for this module focuses solely on the group presentations and the POE, with no tests or exams. There is a mid-point submission of the POE which provides the students with some formative feedback on their evolving fundraising plans. The final POE is handed in at the end of the 12 week period and needs to document the research and planning done by the student, and includes the final fundraising plan and associated event. Prior to the oral group presentation to the NGO and a panel of lecturers which takes place half way through the second semester, the students get the chance to practice their presentation skills in front of their peers. The presentation mark is a group mark, so it is imperative that all members in the group are prepared and competent. Each group member has a chance to evaluate their peers. The NGO representative gives feedback to each group, and if warranted, chooses one of the fundraising events, or certain aspects of each plan to implement and actually raise funds and awareness of the organization. It is very rewarding for the students to see the theory learnt being applied practically and their business plans being utilized in a real world situation.

In the lecturer guide the academic outcomes were outlined as follows:

- Conduct research on an NGO/NPO
- Plan a fundraising event
- Compile a proposal to present to the NGO/NPO
- Present the proposal to the NGO/NPO
- Reflect on, and analyze the entire EL activity (Kitla College Lecturer Guide, 2014)

In the student guide there is no mention of the NGO component in the outcomes. The only reference is made under the summary of activities which reads as follows:

- Compile a detailed profile of the NGO/NPO
- Provide an analysis of the current status of the NGO/NPO

3.6 Participants

Eleven participants, representing four different groups were interviewed, these being an NGO representative, curriculum developers, WIL lecturers and students from each course.

a) NGO representative

The NGO, Samdel House (pseudonym) is a registered Child and Youth Care Centre and has been in existence in Cape Town, South Africa for twelve years. It is a temporary safe care facility for babies with special needs and looks after abandoned or orphaned infants from birth to two years or until suitable adoption plans can be organized. Since the house opened in 2003, 528 babies have been cared for. The home offers specialised services to prospective adoptive parents as well as to birth mothers and fathers who want to make an informed decision about the future of their children. The representative from the NGO, the founder and house father of the organization runs the home, together with his wife and six full time care givers, but volunteers of sixteen years and older are encouraged to get involved and help care for and support the babies.

b) The curriculum developers

The curriculum developers at Kitla College are based at a separate location to the campuses, and design curriculum at a national level. Neither of them currently lecture on any of the courses.

i) the first curriculum developer is a male in his late thirties who has been working at the institution for the last three years, and in his present position for eighteen months. He is responsible for the development, curriculum design and implementation of 12 modules across both diploma and degree courses, one of which is the business management WIL module on which this research is based. He has a business and tourism background.

ii) the second curriculum developer is a female in her middle thirties who has been working at the institution for fifteen months, but who previously lectured on the WIL module at one of the colleges. She is responsible for the development, curriculum design and implementation of 15 modules on diploma courses including the public relations course used in this research. Her background is in education and public relations.

c) The lecturers

The majority of lectures at Kitla College are independent contractors who work in industry and lecture on modules which relate to their area of expertise. Both of the lecturers in this research fall into this category.

i) the first lecturer is a male in his late thirties and he lectures on a wide variety of business modules, across both degree and diploma courses. He has lectured at Kitla College for the last 6 years and on this particular business management WIL module for 5 of those years. His background is in commerce and business consulting

ii) the second lecturer is a female in her late twenties and she lectures on a number of modules, across diploma and certificate courses. She has lectured at Kitla College for the last 3 years and on this particular public relations WIL module for 2 of those years. She is a qualified public relations practitioner.

d) The students

The students at Kitla College fall into the 17-24 year age bracket, all with either certificate, diploma or degree entrance passes. All six of the students were in their second year of full-time

study at Kitla College, enrolled in either the business management or public relations course. There were three males and three females, only one of which was not from South Africa.

3.7 Data Collection

This section outlines the data collection methods utilized in this study, and also draws attention to the situational context and time frames of the data collection. Kitchin and Tate (2000) indicate that the social context and spatial arena are all influential factors and can have a significant affect, so must be considered. A variety of data collection methods were used to provide a multi-layered and comprehensive picture, these were observation, interviewing and written documents in the form of POE. Gathering data in different ways also enhances triangulation which is a way, in qualitative research, of encouraging credibility and validity of methods, sources and theories (O’Leary, 2010). “As qualitative researchers, when selecting data collection methods, ultimate aims are to explore, understand and describe and not to explain, measure, quantify, predict and generalize as quantitative researchers do” (Strydom and Bezuidenhout, 2014:185).

3.7.1 Observation

I used the class visits as general observational sessions, to familiarise myself with the students, and them with me, and to experience the curriculum in practice. The visits took place once a week over a period of two months, in the scheduled WIL class time and lecture venue. I sat at the back of the class, and adhered to the rules of observational research as stipulated by McBurney and White (2012:221) that “the researcher observes and records ongoing behavior but does not attempt to change it”. I made written notes on my observations. As mentioned previously, for sampling purposes, I also wanted to identify those students who attended class regularly. I was specifically interested in observing lecturing style, group dynamics, and the students’ engagement in class, and with the lecturer. Permission to sit-in and observe the class was obtained from the head of department, lecturers and students. Observation was not the main source of data in this research, but afforded me the chance to get to know the students and witness first-hand the dynamics in the groups and the type of teaching and learning taking place. Group work is one of the main components of WIL, so watching the students interacting provided insight into the different roles assumed by the students.

3.7.2 Interviews

I interviewed eleven people in total, with the sample comprising of one NGO representative, two curriculum developers, two lecturers and six students. The students were interviewed late October and early November of 2014, one of the lecturers in November and the other in December 2014. One of the curriculum developers was interviewed in January 2015 as was the NGO representative. The final interview was with the second developer in March 2015. Appendix Two is a schedule of the interviews.

Because I adopted qualitative methodology for my research, I needed to obtain rich and personal data, so for my main data collection method, I opted for semi-structured interviews. Maree (2007:87) describes an interview as a “two way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants”. I developed a set of open-ended questions to hopefully elicit the participants’ views and opinions about the WIL course and community component and to “fully understand impressions and experiences” (Savin-Baden and Major,

2004:147). The questions were fairly standardized, with the exception of one or two, as this allows for easier analysis and a more streamlined mode of comparison (Strydom and Bezuidenhout, 2014). I attempted to create a relaxed atmosphere by being aware of ergonomics, sitting comfortably and introducing the topics conversationally, so the participants felt they were just chatting and would share with me their thoughts, and give me a view “through their eyes” (Maree, 2007:147). According to Savin-Baden and Major, (2004) interviews are “collaborative methods of inquiry, which lend authenticity” which I was hoping for.

Opdenakker (2006, cited in Bandaranaike and Willison, 2011) says face to face interviews are useful as you can fully engage with the participant, identify any signs of boredom and pick up on a variety of non-verbal cues. I was particularly cognizant of the boredom factor when interviewing the students and so ensured all the questions were open-ended, hoping to stimulate conversation and allow the participants to answer in their own words. It also allows for paraphrasing and probing which leads to richer and more substantial data, and can lead to a deeper level of enquiry (Maree, 2007). The main disadvantage of face-to-face interviews is the presence of the interviewer, which could lead to skewed or expected responses (McBurney and White, 2012). Although there are some disadvantages to face-to-face interviews, I believe they were the most appropriate method of data collection for my research. I agree with Fontana and Frey (2005, cited in Bandaranaike and Willison, 2011:4) who note that “face to face interviews have long been a dominant technique in the field of qualitative research and are still functional”.

The students were all interviewed individually in a private space on the campus, and all gave permission for the interviews to be recorded. They took place during the months of October and November 2014 and the majority of interviews were about 45-60 minutes in duration, with one being a bit shorter. The questions put to the students loosely followed four lines of enquiry, namely:

- their experiences of the WIL module
- their perception of the purposes and principles of the module
- their understanding of what they had learnt from the module
- their understanding of the role of the lecturer
- why they believed the NGO aspect had been included in the module and whether the inclusion had any impact on their attitude and behavior towards CE and citizenship.

See Appendix One for the interview outline

The same conditions applied for the lecturers’ interviews, although the duration of both interviews slightly exceeded the hour mark. Both lecturers were interviewed face-to-face on the campus, and were keen to share their experience and views, which led to the accumulation of rich and detailed data. The lines of enquiry replicated those used for the students, but with additional questions to garner information on curriculum design and delivery, and to try and understand, if they believed what was being asked of them by the curriculum developers, was being realized at site level. I also wanted to get their opinions on the inclusion of the NGO and whether they felt it had any effect on the students’ awareness and understanding of CE. They were both very accommodating in allowing me to observe lectures and their interaction with the students, and were fully invested in the research study. See Appendix One for the interview outline.

One of the curriculum developers (Developer 2) was interviewed face-to-face, at her workplace in March 2015, but the interview was marred by several work-related interruptions. The interview lasted an hour, but was a bit disjointed and felt more like a question and answer session, rather than a conversational discussion. Because of travel and time constraints, the second curriculum developer (Developer 1) was interviewed via Lync, in January 2015, and once a few technological glitches were overcome, a productive and informative one hour interview pursued. The same questions asked of the lecturers were also posed to the curriculum developers, but more emphasis was placed on the CHE and institutional policy, curriculum design and module outcomes. The introduction of the NGO was discussed in length, establishing the reason for this, and trying to determine what the expected consequence was. With the developers being off site I was interested to hear if they believed what they conceptualized and designed was being implemented and realized on the campus. See Appendix One for interview outline.

The NGO representative was interviewed in January 2015, on the NGO premises and his wife sat in and contributed to the discussion. The interview was conversational in nature and focused on the engagement with the institution and the students, and the successes and challenges of the partnership. The interview concluded after twenty minutes. See Appendix One for interview outline.

3.7.3 Portfolios of Evidence

For my study, I had access to the students' POE, and this provided me with a useful source of written data. The portfolio documents all aspects of the student's learning and gives them an opportunity to reflect on their own, and others, involvement and competence. They have to complete different, fairly structured, sections within the portfolio including self-evaluation and peer assessment. I was particularly interested to read the self-evaluations, to identify whether any of them commented on the NGO aspect, and the effect, if any, the engagement had. According to Kolb's (1984) EL cycle, the reflection stage is of paramount importance and the POE is the channel through which the students can share their thoughts and reflect on their own development. Having access to these portfolios allowed me to see the level of reflection that had taken place, and also the focus of that reflection. (See Appendix three for a POE template)

3.8 Analysis

"Qualitative data analysis is usually based on an interpretative philosophy that is aimed at examining meaningful and symbolic content of qualitative data" (Maree, 2007:99). The examination considers participants' values, perceptions, attitudes, feelings and experiences to determine their understanding of the phenomenon in question. According to Terreblanche et al (2006:321) "the key to doing a good interpretive analysis is to stay close to the data, to interpret it from a position of empathetic understanding". I attempted to do this.

3.8.1 Analytical Framework: Curricular Transposition

McCowan's (2008) curricular transposition framework, as discussed in chapter two, was used to help analyze the data and discover any transformations that occurred in the movement between curricula. McCowan (2008:155) working in the field of curriculum and citizenship education was interested in how knowledge is transformed as it moves from one stage to the next, with the notion being that:

all educational undertakings are motivated by some form of ideal or intention, whether explicit or not, and whether held by an individual, group or state. These ideals are transformed through the different stages of implementation, leading to unpredictable and often inconsistent results.

An educational programme is developed with the ideal in mind, but is always modified to some extent on implementation, affecting the students' experience. The official curriculum is altered, either consciously or not, due to properties inbuilt in the programme, or outside influences. The official curriculum becomes the unofficial or taught curriculum, which when reaching the final stage can change again, ending up with perhaps a transformed achieved curriculum.

According to McCowan (2008) the framework outlines four stages in the educational process and transformation can happen between any of the stages:

1. the fundamental ideals and desires behind the initiative which influence the development of the curricula
2. the actual curriculum designed to reflect and realize the ideals
3. the implementation of the programme in practice
4. the effects that all of the above has on the students

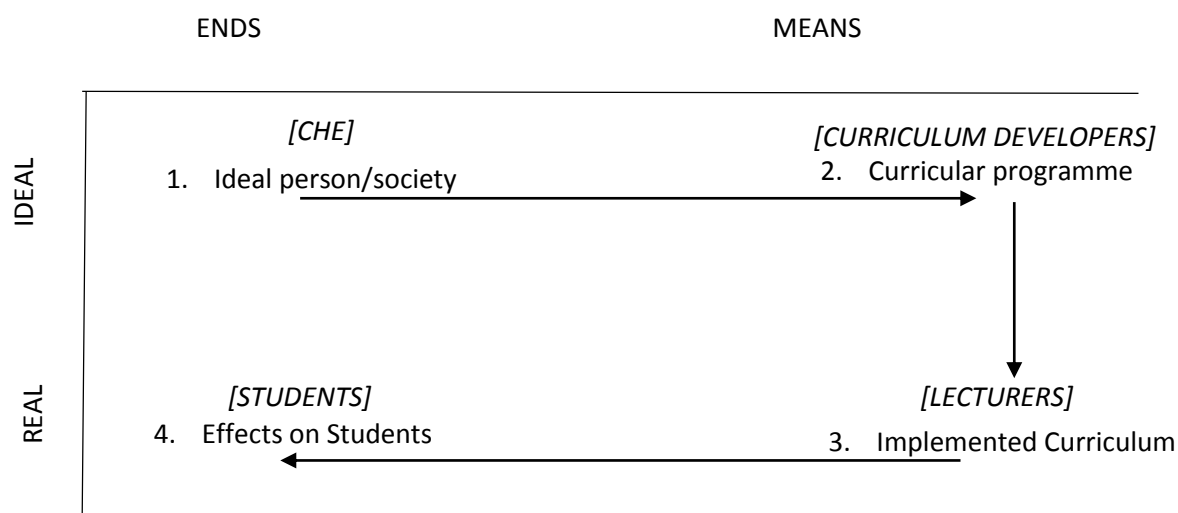
The framework allows one to look at the official curriculum, the unofficial or taught curriculum and the achieved curriculum and identify any variances between ideal and real, and between ends and means. The results of any educational programme are difficult to foresee, as changes can occur for a variety of reasons. One starts with an ideal, but choosing delivery methods is no simple task, and then implementation is dependent on local situations and lecturer style. The final effect on the students is determined by "the ways in which they absorb, recast or reject its messages" (McCowan, 2009:85).

The implementation process is often fraught with challenges creating dissonance or disjuncture for those involved, particularly when there is a shift in pedagogy as happens with WIL. The dissonance can either be regarded as an opportunity to learn and grow or can be met with resistance, producing negative responses and outcomes. The way in which the dissonance is handled will have an effect on student learning and ultimately on the student experience (Mehisto, 2008).

I used McCowan's (2008) curricular transposition as the analytical framework for my data because it looks at the relationship between curriculum design, enactment and realisation. It traces the movement of the curriculum through four stages, highlighting any leaps or disjunctures that occur and the relevant dynamics. The four stages in this research which are listed and reflected in the diagram below are:

1. the ideal, being the national CHE policy
2. the WIL curriculum designed by the off-site curriculum developers, including the CE component
3. the enactment or implementation of the curriculum by the WIL lecturers on the campus
4. the realisation i.e. the effect on the students doing the WIL courses

Graphic representation of Curricular Transposition – McCowan (2008:156). Italics signify researcher's additions to the diagram for the purpose of this study.



The diagram was valuable in helping me to organize my data. The data analysis was involved and happened in three stages. I initially divided my data into groups looking at the curriculum developers, the lecturers and the students separately. I was looking for individual perspectives on practice with particular focus on the CE component. I then categorised the information using McCowan's (2008) concepts of official, unofficial and achieved curriculum attempting to understand what each group felt about the curriculum, noting the similarities and the differences. Then I began to compare perspectives looking for variances between the ideal and the real, and what messages were being absorbed, recast or rejected by the students (McCowan, 2008). I listened to each participants' interview numerous times, picking up nuances and identifying any shifts in perspective particularly regarding the students' attitudes and behavior. As mentioned by McCowan (2008) all the processes should be viewed together so I then considered the whole and the movement from stage one through to stage four, looking for interactions or lack thereof which would disrupt the harmony and could be indicators of potential disjunctures. Originally I had no distinct themes, but as the analysis deepened, themes surfaced which then led to the detection of leaps or disjunctures.

Using McCowan's (2008) framework as a map for the data provided an opportunity to analyse these leaps between the ideal and the real, and the relationships between the different levels. It also helped to identify where and why they occur and if any of these leaps had an effect on the students' awareness or understanding of CE. I used the framework to compare the perspectives of the role players, and to understand the internal and external transpositions that occurred (McCowan, 2009). The model helped me to identify particular themes which allowed me to illuminate the disjunctures which are inhibiting the transposition from ideal to real at Kitla College.

3.9 Validity, triangulation, ethics and limitations

3.9.1 Validity

When undertaking research it is the researcher's responsibility to demonstrate that the data and findings are valid and reliable. The challenge when discussing validity is the myriad of terms used to describe the concept, such as trustworthiness, authenticity, dependability and credibility. Welman (2005:106) proposes that "validity is the extent to which the research findings accurately represent what is really happening in the situation". There are a variety of

techniques available to the researcher to enhance validity in a study, some of which I implemented. Agar (1993, cited in Cohen et al, 2001) feels that the intense interaction and involvement that takes place during qualitative data gathering, is sufficient to procure acceptable levels of validity and reliability. The researcher is seen as the research instrument and engages on a personal level with participants, working in a collaborative way to elicit accurate and credible information (Maree, 2007). I endeavored to do this.

Besides working collaboratively with participants, Merriman (1988) suggests further strategies to improve validity and augment trustworthiness when doing qualitative research. Confirming raw data with participants to check original insights to ensure correct understanding of individual perspectives and avoidance of generalisation. Requesting the help of peers or other academics with analysis, recording research choices and selecting quotes prudently. All of the above are necessary, but one of the main techniques to ensure validity is triangulation, which I used in my research, and which will be discussed below.

3.9.2 Triangulation

The term triangulation is used when multiple techniques are employed to collect and sort data for a single study. The use of multiple methods such as observation, interviews, surveys and written documents is a powerful way to cross verify data and produce a rich, robust and complete account. One method will never generate an accurate picture of a phenomenon and that is why I chose a variety of methods, these being observation, interviews and use of documents such as POEs, over a period of time. The interviews were my main source of data, but the observation and information gleaned from the POEs, were helpful in substantiating the evidence from the interviews. Maree and Van der Westhuizen (2009) are emphatic about the use of triangulation, stating that it is essential for interpretative validity and data credibility. In qualitative research it is more commonly known as crystallisation, where researchers are looking at things from different angles to garner a deeper and more complex understanding of the phenomenon (Richardson, 2000 cited in Maree 2007). The different sources of information and variety of data collection methods used in this case study allowed for “an infinite variety of shapes, substance, transmutations, dimensions and angles of approach” (Maree, 2007:80).

3.8.3 Ethics

Before commencing the study it was necessary to get ethics permission from UCT’s Department of Education, Kitla College and the academic governing body of Kitla College. Both Kitla College and the academic governing body requested that the names not be disclosed. Once ethics clearance was received all the different participants were contacted and briefed about the research, and given the opportunity to ask questions. The informed consent form was explained to them, with particular reference to the voluntary nature of the research and the confidentiality clause. As both developers were located in a different city the briefing was done telephonically and the informed consent forms electronically. The lecturers were briefed individually in a private setting and confidentiality issues clarified. I addressed the two classes separately, and informed them about the topic of my research, the reasoning for the research and explained why I would be attending classes. Only the students who volunteered signed informed consent forms. The research was discussed with the NGO representative when he visited campus, and he stipulated that he was happy to be involved and comfortable with the research topic.

3.9.4 Limitations

I was aware of the potential limitations of doing qualitative research and the various methodologies used. Particular limitations that were taken into account are discussed here. Firstly, the limited time scale could be regarded as a negative, because it is questionable whether one can draw solid conclusions from such a constrained time frame. My research was conducted over a period of one year, and only looked at one cohort of students. The size of the sample could also be viewed as limiting because of the generalisation issue, but because I wanted to get rich and meaningful information I choose to keep the sample size small and manageable. As a first time researcher, it was also important to keep the amount of data realistic and to ensure that the recording and note-taking was accurate. The transcriptions were listened to frequently and any misunderstandings clarified by the participants, as an additional way of validating the data.

I needed to be aware of my position in the organization and any power relation effect this might have on the participants. I am part of the national team of Kitla College and while I do not work on the campus, I spend a lot of time on campus, so am familiar to the students and do not think they see me as an authoritative figure. It is possible in this situation that participants feel compelled to give institutionally correct answers. I also had to be cognisant of researcher bias, as the study was conducted on my work site. Generally, qualitative studies accept researcher subjectivity as something that cannot be eliminated, as immersion and total involvement is necessary to elicit the needed in depth data. (Maree, 2007)

Case study methodology also has its limitations, mainly because, due to the dependence on one case, findings are not generalisable. This can be countered by the fact that the goal of case studies is to provide greater insight and a critical understanding of one specific situation that is not achievable in large scale research. O'Leary (2010:116) concedes that an individual case study may not be generalisable, but believes "it can still offer much to the production of knowledge". There could also be criticism about the validity and reliability of the interview technique but according to Breakwell et al (1997) there is no evidence to suggest that in any generic manner interviews, as a data elicitation technique, yield data which are less valid or reliable than other methods.

Overall, qualitative methods are demanding and time consuming, questions of generalisability are difficult and verification of their conclusion complex. Despite all of these, I believe this was the appropriate methodology for my research, and the case study option allowed me to investigate a specific situation in a connected and comprehensive manner. I agree with Terreblanche et al (2006:272) who suggest that "we need to engage in the kinds of open-ended, inductive exploration made possible by qualitative research".

3.10 Conclusion

Seidel (1998, cited in Maree, 2007) believes there are 3 essential things in the data analysis process, these being noticing, collecting and reflecting which are intertwined and ongoing. At any time during the process, if there are noticeable gaps more data collection is required to attempt to fill the gap. Maree (2007:100) states that in qualitative data analysis the "aim is never to measure, but to interpret and make sense of what is in the data. This requires creativity, discipline and a systematic approach". I attempted to adhere to these criteria in my data analysis in the following chapters.

Chapter Four: Data Presentation and initial analysis

4.1 Introduction

The core of qualitative analysis according to Dey (1993, cited in Kitchin and Tate, 2000) is firstly the description of data, which is fundamental to any study and lays the foundation for deeper analysis. The analysis is about interpreting the meanings generated from the data and identifying patterns and interconnections. The data analysis here, will be divided into two parts. Part one, discussed in this chapter will provide a broad description of the data, portraying and comparing the impressions of the participants and their experience of the WIL modules, covering Kolb's EL cycle and the important stage of reflection, curriculum structure and the shifting roles of teacher and learning, before focusing on CE. Part two, covered in chapter five uses McCowan's (2008) framework and identifies themes and disjunctures which will be examined in detail.

4.2 Perspectives on practice

Embedding Kitla College's WIL curriculum and CE programme into McCowan's framework allowed me to compare the perspectives' of all the role players and establish if the model adequately describes the transposition process in the institution, identifying any disjunctures that affect the ideal trickle-down effect and ultimately the student experience. The resultant effect "could differ significantly from the original idea" McCowan (2009:87). I will first look at the comparative thoughts on the general topics of WIL and teaching and learning, before exploring the CE aspect which is the central focus of this study.

4.2.1 WIL

How the individual stakeholders view the concept of WIL in general is important, as the different perspectives will have an influence on the design, the delivery and finally on the student experience.

Curriculum developers' views:

The curriculum developers, who are nationally based off the campus and develop curricula across all the Kitla campuses, had an overall positive attitude towards WIL, with both developers understanding the importance of this type of module and agreeing on its inclusion in the curriculum, but were skeptical about the success of the modules in the current form. Both developers inherited the modules and no changes had been made subsequently. Developer 1 suggested that the practical aspect should be emphasized more, with a model similar to accounting and law articles where students actually spend time at the organisation, and learn about it "from the inside". He believed that WIL is imperative as it is: "the *only* way we can get our graduates out there". Developer 2 liked the *big* idea of WIL, and concurred with her colleague in proposing a more in depth practical experience, but adamantly stated that "the way the module stands now I don't believe it is achieving what it needs to achieve". She realised the potential of WIL and thought it could be great, but felt there were institutional constraints and parameters which prevented this realisation.

Lecturers' views:

The institution has both WIL and CE policies, and as these are relevant for the chosen modules, and provide the foundation on which the curriculum is based, it was interesting to discover that

neither of the lecturers had ever seen either policy. Additionally, neither of the lecturers were aware of the CHE's stand on CE inclusion in higher education curricula. Their introduction to the WIL modules was through their tenure and expertise as lecturers at the institution, and no training or induction was provided prior to them lecturing WIL. Lecturer 1, from the Commerce Faculty said he was approached to lecture the module because it was business related and although he had no experience in WIL, he had plenty of industry experience which qualified him to lecture. He also suggested that his history of working with charities, might have been another factor due to the NGO component of the module. Lecturer 2 had no experience with WIL when she was offered this module, and was "thrown into the deep end". Her professional qualification as a PR practitioner made her eligible to lecture this module, but her only training was informal, done telephonically with a WIL lecturer on another of the institution's campuses.

The lecturers both agreed with WIL philosophy in general and thought it could be beneficial if students engaged and took the opportunity that this type of pedagogy offers. They acknowledged the value of the programme, but expressed different sentiments about the curriculum and implementation thereof. Lecturer 1 enjoyed the learner-centred focus, and felt it provided a good introduction to practical application, but demanded a lot from both lecturer and student. He suggested that it was up to the relevant lecturer to explain the benefits of WIL to the students, so as to get their "buy-in", and make them realise how important it is in their curriculum and for their future careers. At the beginning of the module, many students asked him why they had to do WIL, not understanding the reasoning or value of the module. He believed it was of *huge* value, but depended on students' and lecturers' input. He did not have much knowledge of other lecturers' perceptions of WIL, but felt that because the institution does not give training or put much emphasis on WIL, most have an indifferent attitude.

Lecturer 2, believed that WIL was a good opportunity to put theory into practice, but worried that this was not happening, because of the way the curriculum was designed. In her opinion, the students did not see the value of WIL and believed that most of them "would think it's a waste of time". As, in the current set-up, the students do not actually apply theory to practice, and do not get to spend much quality time with the NGO, they see no real reason for the module. Other lecturers with whom she engaged, felt that WIL was not worth the effort, as it was a lot of work for little reward, and takes a massive amount of time and energy to motivate the students.

Students' views:

The students' perspectives are contrary to that of the developers and the lecturers, with the majority of them understanding the purpose of WIL and the importance in the curriculum, emphasising the work readiness aspect as well as the opportunity for personal development and engagement with an NGO. The purpose of the WIL modules is described very simply in the student manual, and the WIL theory is lectured to the students in the first few sessions. According to the CHE (2011: 4) WIL can be described as "an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces". The majority (5/6) of the students agreed with the CHE's (2011) definition, and volunteered their own ideas about the purpose of WIL:

Student A: "WIL helps you prepare for future practical work".

Student D: "it's to prepare us for the work environment".

Student F: “it’s about developing you as a person for when you go out in the workplace”.

It is significant that the students’ views resonated with those of the CHE, and that the majority of the students interviewed understood the purpose of WIL and the importance of it in their curriculum. Four out of the six students, recognized the practical or work related skills that they were learning, and their worth for work readiness. They believed that this preparedness is also part of the purpose of WIL. Two of these students felt that an additional purpose of the WIL module was to introduce them to the NGO world, and help raise awareness of CE and social responsibility: “I’d say it’s kind of to prepare us for citizenship, to give back to the community” (Student D), and to “pull for, and raise awareness for the NGO we will be presenting to” (Student E). Although they understand the theory, they did not feel that they were getting enough information to be able to implement in practice believing the student manual and the lecturers should provide more detail and explanation. This was perhaps the result of their first experience of this learner-centred type of pedagogy, and the transition from dependent to independent learning.

4.2.2 Use of Kolb’s EL cycle and reflection in WIL

Delving into the use of Kolb’s (1984) EL cycle as the model used for the two modules under consideration in this thesis, neither developer was quite sure why Kolb’s model was chosen, or its relevance. Developer 1 admitted that the model provided the students with some sort of theoretical background, but had no evidence as to its value or success. Developer 2 felt the model was outdated and “doesn’t speak to the purpose of WIL”. The lecturers echoed these sentiments, with Lecturer 1 expressing ambivalence towards the model and its inclusion, but admitting ignorance about other alternatives. Lecturer 2, although understanding that the model provided a good frame of reference, felt that the model was irrelevant and none of the stages were applied in practice. This might be due to a lack of training in WIL facilitation and adequate theoretical grounding. If the developers and lecturers are not supportive of the cycle, how can they use it as a basis for the design of the curriculum, and implement it in a way that inspires or motivates the students.

As discussed in the literature review, reflection is a critical part of Kolb’s model and EL in general. Whether this module provided the students with the space to reflect was asked of the role players. Both the modules in question require students to complete a POE for reflection purposes. A template for the POE is provided which is a structured, standardised document which does not allow for individual or in depth reflection of the student experience. This fact was shared by both developers, describing completion of the POE by students as a tick-box exercise, debating whether any true reflection actually takes place, particularly with regard to personal development and community awareness raising. One of the developers even commented that the module was not “built appropriately” and needed to be changed if “true” reflection was required. The phrase tick box was repeated by the lecturers, with Lecturer 1 backing the reflection part of the cycle, but questioning whether it was happening, because the students did not take it seriously. Lecturer 2 liked the idea of the POE, but felt that no meaning was attached to the completion of the portfolio. Both felt that this aspect needed to be made a lot more stringent for the students to benefit from the experience. If reflection is such an important part, but it is not occurring, then again, it will be difficult for the ideal to be realised.

As with the general perception of WIL, the students’ thoughts on reflection vary from those of the developers and lecturers. The majority of them understood the concept of reflection and

felt that the POE provided them with the opportunity to reflect, although, in agreement with the other stakeholders, they did not necessarily take up the opportunity, as was evident on viewing the portfolios. The completion of the portfolio *was* done as a tick box exercise with little individual interpretation of what happened during the experience. The real reflection happened during the interviews when the students expressed verbally their feelings about the experience, particularly the engagement with the NGO.

4.2.3 Curriculum structure

The structure of the curriculum is of particular relevance when attempting to funnel the ideal through layers, as the lecturers need to understand the goals and objectives in order to deliver according to the intended vision (McCaughy, 2012). Developer 1 was comfortable with the current curriculum, and in particular, supported the inclusion of the NGO. He felt that the goals and objectives were clear enough to allow adequate delivery, but that it was dependent on the individual lecturer. Developer 2 thought the generic nature of the curriculum was too vague and open to interpretation which could affect delivery, and cause disjuncture. She suggested that the curriculum is not built to encourage learning, development or reflection. Lecturer 1 believed that as is, the curriculum worked and was satisfied with the structure, supporting the NGO aspect. He admitted that he did not always adhere strictly to the curriculum, often asking more from his students. Lecturer 2, reiterated her concerns about the vagueness of the curriculum, bemoaning the lack of direction and expectation. She found it difficult to facilitate and give clear objectives when she herself was unclear. The students, in general, also thought the goals and objectives were too vague, and were uncertain of what was expected of them. They felt they needed more detail and concrete explanation, although this again, could be due to lack of experience with autonomous learning. But, realistically, the realisation of the ideal is near impossible when there are so many variables and no definitive goals or set parameters.

With the developers located off site at a central office in another region, it was of interest to hear what contact and feedback they had with the lecturers at the various campuses, and to identify whether the curriculum they designed was actually implemented in practice. Both developers acknowledged the importance of feedback from the lecturers but disclosed that it was practically non-existent, due to procedure and time. Feedback forms have to be completed and recommendations motivated and seconded before any action is taken, which discouraged the lecturers. There is also the perception amongst the lecturers that feedback is not taken into consideration, which further hampers the process.

The lecturers also understood the importance of feedback loops, but felt these were not being used as they should be. There was very little feedback between developers and lecturers because of laborious procedures and time constraints. Often the lecturers, due to their experience, just adjusted the curriculum to suit the needs of their students without involving or informing the developers. The POEs are a feedback loop between students and lecturers, but because this is seen as a tick box exercise by the students it is not providing the level of information required to make significant changes to the curriculum. With limited communication between the curriculum developers, the lecturers and the students how can one know if the ideal is being understood, let alone realised on the campus.

4.2.4 Shifting roles in the learning process

WIL pedagogy requires a shift in roles for both lecturer and student. The move from a teacher-centred, content-delivery style to an autonomous, learner-centred approach is critical for the success of a programme, and needs to be adopted by all involved. One of the main variables is the implementer themselves, taking into account their attitude, values, training and belief in the programme (Winberg, et al, 2009). The role of the lecturer is of vital importance as they are effectively the conduit between the curriculum developers and the students, so, in essence are the variable that will determine the realisation of the ideal. It is therefore, necessary to get an understanding of the role of the educator in a WIL module and the perspectives and expectations of all stakeholders.

The role of the lecturer got an unanimous answer with all stakeholders, including the students, identifying the change in role from that of authoritative, expert deliverer of knowledge to a more collaborative facilitating, motivating and guiding role. Both curriculum developers felt that the emphasis should be on learning as opposed to teaching, with students having to take some responsibility for their own learning, and progressing in a type of trial and error manner, getting continuous feedback from the lecturers. The lecturers' perception of their role is known to have an influence on their level of satisfaction and ultimately on their delivery of the curriculum (Savin-Baden and Major, 2004). The lecturers agreed that the WIL modules were more about the students' learning than the teachers' teaching, and understood the necessity of all involved adapting to this pedagogy. Neither of the lecturers in this study had any previous experience in facilitating a WIL module, and no training or advance preparation was offered to them prior to commencement. Their role as a WIL facilitator developed through a trial and error approach. Although both of them enjoyed this style of teaching, they believed some form of training would have been beneficial to them and their students.

All of the students acknowledged a change in the style of lecturing for the WIL module, identifying a shift from the traditional content delivery style to facilitation. The words *facilitator* and *guide* were used interchangeably. If this type of pedagogy requires students to learn how to learn it was interesting to hear the different perspectives on what sort of learning did occur, with particular focus on community awareness, self-awareness and transformative learning, in line with the research question. Both developers were dubious about any changes in attitude or behavior as a result of WIL and initially did not refer to the community engagement aspect. They believed that certain important practical and personal skills were learnt such as planning, organisation, time management, business etiquette and on a personal level, communication, team work, conflict management and leadership. Deeper level skills such as critical thinking and analytical ability were lacking, in their opinion.

The lecturers identified teamwork as the main skill learnt, together with associated competencies such as group dynamics and conflict resolution. Lecturer 1 felt that the students did learn to work independently and apply theory to practice, whereas Lecturer 2 disagreed. They also felt that abovementioned practical and personal skills were absorbed. Both the lecturers mentioned the CE aspect, with Lecturer 1 adamant that the corporate social responsibility (CSR) inclusion gives students a more "real life" perspective, and this part of the "hidden curriculum is critical in developing socially responsible students". Lecturer 2, hoped that some community learning occurred, but questioned the depth of it, because the engagement was superficial and the practical element was not implemented. As a result of this, the impact

was minimal and according to her, the ideal of CE being embedded in the curriculum was not having the desired effect.

Regardless of the students' opinions about the practical aspects of the course and the lecturing mode, the evidence shows diverse forms of learning did take place. Communication and other interpersonal and practical skills such as time management, planning and conflict resolution were the most prominent skills cited by the students. Working in groups and having to deal with the related dynamics, which include cultural differences, was also part of the learning curve. Two of the students highlighted the value gained by working with NGOs. They said that the experience educated them about: "what these NGO's are actually doing ... and how one can help" (Student F), and it introduced them to unfamiliar things: "it kind of opens your eyes to things you wouldn't normally be exposed to" (Student D). Although only two students initially mentioned that because of the NGO component they had learnt a lot about themselves and developed personally, the others when prompted, disclosed varying degrees of increased self and community awareness. This will be discussed in more detail in the following section.

4.2.5 Views on inclusion of CE in the curriculum

The research question attempted to discover how a private higher education institution used WIL as a means to facilitate an awareness or understanding of CE, and if the ideal of including the NGO component was realised. The different perspectives reflect the participants' understanding of the inclusion of the CE component, and the resultant effect on the students.

The curriculum developers' responses to the inclusion of CE in the curriculum were very revealing, with neither of them mentioning, or seemingly aware of, the CHE's call to universities and tertiary institutions to include CE in the curriculum. Developer 1 felt that the inclusion was to increase the company's CSR profile, showcasing to students, parents and the general public "what we do for our community, and how we get involved with our community". His views echo Forbes (2003, cited in Du Plessis, 2015) who argues that all role players have to be involved from the institution, the developers, the lecturers and the students: "everybody has to be part of this" because "if you link it to a community specific programme or project it builds the profile of the company". The corporate angle is evident here, bringing into view the competing paradigms of business versus education. Developer 2 had a completely different opinion, approving of the NGO inclusion in the module because of the importance of it in the Public Relations field, but feeling that the main purpose was because it was easier to work with NGOs than with corporate businesses. She suggested that the NGOs are prepared to spend more time with the students "in the hope that they will get a lot more help from them in return". The discussions reveal limited awareness of the CHE policy which will naturally result in discord in deliverance.

Initially, neither of the curriculum developers mentioned CE exposure for students as a reason for incorporating the NGO component, but started to bring in this element when questioned about the benefits and effect of the engagement for the students. Both mentioned the importance of exposing the students to real-life situations where they get first-hand experience of how other people live. Developer 1 was optimistic about the NGO aspect, believing that the students realise that they "can't mess around because it's a real organisation, dealing with real people", and so they want to give it their best. He thought that the engagement could have a positive effect on the students, but only if there was face-to-face contact and as discussed previously, recommended extended contact time with the NGO. Developer 2 admitted that

there should be a benefit, because “it’s important to learn about other things and other people and what’s really going on out there” but felt that as the module was running currently there was no benefit to the students. The effect on the students, in her opinion, was dependent on personality type, with some students “just that way inclined” and others not. The type of NGO can also have an effect, with different students being drawn to different NGOs so offering a choice of NGOs representing a variety of causes might be more effective.

As per the discussion with the developers, the CHE’s call for universities to promote active citizenship through the curriculum, was debated with the lecturers. Both were fully supportive, understanding tertiary institutions’ role in producing socially responsible and civically minded citizens. Lecturer 1 even felt that lecturing the WIL module had helped him become more aware, and in agreement with developer 1 and the literature (Forbes, 2003 cited in Du Plessis, 2015) believed that it was imperative for institutions and all role players to be involved with their community, and support the initiative. Kitla College’s decision to include the CE aspect in the WIL modules, was endorsed by both lecturers with Lecturer 1 being particularly passionate, believing that “it’s the perfect vehicle” and that it fitted very nicely into the module, and had the desired outcome for the majority of students. Lecturer 2 was supportive of the idea, understanding the need for students to be exposed to less privileged communities: “I actually think it’s a great thing ... I think it’s *very* important for students to see, you know, how some people live out there”. She was less positive about the depth of engagement and the idea of creating false hope for the NGO. She suggested that it would be far more effective if the students spent more time with the NGO, “immersed themselves in the organisation”, and could actually apply their campaigns, rather than just presenting them to the NGO and hoping implementation would happen. The overall sentiment was optimistic, with both lecturers supporting the idea and recognising the potential, but admitting more could be done to achieve maximum effectiveness. One of the main required changes, in their opinion, should be the level of engagement, which currently was seen by the lecturers as superficial. They believed that for change in attitude or behaviour to occur, the students needed to spend more time at the NGO, getting a first hand view of the organisation, how it operated and the challenges faced.

4.2.6 Views on the realization of the CE ideal

Curriculum developers’ views:

The critical question of whether the ideal of including CE in the WIL curriculum at Kitla College was realised elicited interesting responses and equally interesting reasons. Developer 1 did not believe that it happened, because both lecturers and students do not take the module seriously and just want to get it over and done with as quickly as possible, resulting in poor attendance in class. He suggested that everybody underestimated the importance and impact of WIL, and the “huge role it plays in the students’ personal development”. The social responsibility ethos of the brand should be reflected by all role players, starting at an institutional level and filtered down to the students. He laid the blame at site level, saying there was not enough emphasis on the practical and CE aspect, hence the lack of awareness and mind-set change. This, in his opinion was the main disjuncture and reason for the ideal not being realised.

Developer 2 was adamant that the ideal was not realised at site level, but believed that the disjuncture happened at all levels. She believed that it starts at the development level, which can be improved, then filtered down to the lecturers, who should tailor-make to suit the

particular module and NGO, and then to the students who need to grasp the concept and focus on the outcomes. She identified the students' lack of understanding of the module as a serious challenge, followed closely by the superficiality of the CE aspect. She detected problems at all levels, but thought the correction needed to start at the top: "that's the first one that should be corrected – most definitely because that's what spirals down".

Lecturers' views:

Although both lectures recommended extended time and deeper engagement with the NGO, they agreed that the introduction of the NGO into the curriculum was of value, and should be pursued. Both lecturers were in support of using an NGO rather than a business, believing that, even with limited exposure for the students, some awareness and consciousness raising did occur. These views are similar to those of Eyler and Giles (1999) whose research determined that CE experience did have an effect on students irrespective of type, duration and intensity. Lecturer 1 was particularly outspoken, declaring that the awareness aspect was excellent and that it did have an impact: "I'm left with no doubt that the majority of them learnt a *lot* from this and they *do* walk away with a better understanding of the plight of charities and the difficulties these charities face". So, using McCowan's (2008) terminology, he believed that the CE message was "absorbed". He hoped that the engagement with the NGO through this module would have sufficient effect to encourage the students to continue to support charities in their personal lives. Lecturer 2 felt that the NGO inclusion *definitely* raised awareness, but questioned the profundity of the awareness and the sustainability, doubting whether any of the students would continue to engage with the NGO after the semester. She reiterated her reservations about the structure of the curriculum and the lack of content in the manual, believing this made it difficult to translate theory into practice. She liked the whole idea behind WIL, but because of the way the curriculum was set out did not believe the students or the NGO benefit from the experience. In her opinion, because the students were dealing with a NGO, and have to think about "real-life scenarios" there *might* be some awareness of community, but because it is not practically implemented, loses its impact. As a result of not really applying theory to practice and seeing an end result, the students were apathetic and she felt they "do not see the value of WIL".

Students' general views:

Kitla College included CE in some of the WIL modules, and in line with McCowan's (2008) model, the students' perspectives were crucial to discover whether this was the correct means to achieve the ends. According to Brah and Hoy (1993:71) "questions of student experience have always been central to adult education", and in this study the students' experience with regard to awareness of and actual CE, was essential to answer the research question and decide whether the ideal was realised at site level. The students were not directly aware of the "ideal" as suggested by the CHE, so their experience of the module, their opinions on the achievement of stipulated outcomes and the engagement with the NGO were used to provide sufficient evidence to reach a conclusion.

The student manual made mention of the fact that the students needed to research, select and work with an NGO/NPO. There was very little background as to the reasoning behind this, except to state that generally these organisations seldom have enough funding and are in need of assistance. There was passing mention of student engagement with NGOs, but no stated purpose about raising awareness of citizenship or social responsibility. The outline for the POE,

which needed to be submitted at the end of the module, required the students to provide evidence of service or CE and reflect on the impact they had on others and the organisation. But, the main focus was on the academic outcomes and practical work related skills, rather than the engagement with the community and subsequent effect, if any.

The majority of students (5/6) identified with the manual content, supporting the idea that NGOs are chosen for these modules because they are in financial need and “get little or no help from the government” (Student D). In addition, two of the students saw it as a reciprocal relationship, where both the organization and the students benefit from the collaboration. Half of the students thought the NGO/NPO component was to expose them to other communities, and to foster a sense of CE and social responsibility. Student C believed it was to instill in students a desire to “give back to the community” and help them understand “how things in the real world are”. One of the students related it to Kitla College’s general ethos of promoting good citizenship, stating that “it ties into the whole citizenship thing” (Student D).

Other less cited opinions were that, as Kitla College is a private provider, it has a corporate social responsibility (CSR) and including NGOs in the curriculum can contribute to the company’s CSR index. This opinion resonated with that of developer 1, and showed an understanding of Kitla College as a corporate, whose product happens to be education. Another student believed the reason was to create awareness of NGOs, and to provide the opportunity for the NGO to market themselves, and the last single sentiment was to showcase how NGOs actually operate as a comparison to a business.

Discussing the choice of NGO revealed that the students had no input on the selection of the NGO, and in both modules the lecturer had chosen for them. When asked if they would have preferred to choose their own NGO, or if they would have personally chosen a different NGO the answers were varied. Generally (4/6) the students were happy with been given an NGO, but two suggested that instead of everyone working with the same NGO, it would be more interesting if they worked with a couple of NGOs from different sectors as suggested by Developer 2.

Students’ views on the effect of the engagement:

A further line of inquiry related to the level of engagement with the NGO and the subsequent impact. The course outlines stipulated partnering and relationship building with the NGO, but did not prescribe the degree of engagement. The amount of time and depth of contact varied significantly, with one of the students in particular immersing himself in the project and developing a sincere relationship with the NGO and the house father (Student B). Evidence of his involvement was provided when interviewing the house father who believed the interaction had a profound effect on one student in particular (Student B) obvious through his interaction with the babies, the time spent at the organisation and his ongoing fundraising efforts. All except one of the students (Student F) visited the NGO, with one group (including Students B and C) returning on many occasions. Half of the group spent time with the children, and “actually got to experience it” (Student D) on a personal level. The engagement for this student was meaningful and made her aware of the predicament of orphans and vulnerable children. Four out of six students also used the visits to speak to the staff, to hear about the vision and the mission and to collect marketing material for their projects. Two of the students were less engaged (Students E and F), one in particular believing that the only reason for the visit was to collect information.

Additional discussion provided insight into the students' own experience of the engagement with the NGO and identified any previous volunteering or CE, and whether this affected their experience. Half of the students had never been involved in any type of community work (Students A,C,E) and the other half only on a superficial level (B,D,F). The range of responses about their experiences reflected the varied encounters, from the practical to the emotional. On the practical side, Student A was surprised at how efficient the NGO was and enjoyed working with them on a "professional level". The experience also made her understand the needs of NGOs in general, and opened her eyes to the difficulties they face. Student C, echoed this sentiment, and indicated that she was moved by "the story behind everything". A different perspective was acquired by two of the students, reflected by the comment "it helped me a lot seeing the world in a different way" (Student B) and "it has made me.... um think differently" (Student C). Exploring this sentiment revealed that as Student C had no previous community outreach experience, this engagement made her realise the work done by NGOs and how important it is for people to get involved and be socially responsible by giving back to their community.

The engagement provided inspiration for half of the students, both on a personal and a work level. Personally, Student A found the engagement "very touching" and students B and D shared the view that it was inspirational, inspiring "most of us" and declaring that "it kind of hit home". They felt that witnessing the day to day operations at the NGO and connecting with the babies gave them insight into the problems faced, and the plight of abandoned babies. The motivational factor was also mentioned, with Student B, saying that the engagement with the NGO provided motivation to keep going when interest in the academic aspect was waning. For Student D, working with a NGO made him put "a bit of extra effort into the work" as he realised the importance of the initiative and the value of the contribution.

In addition to the above, the students offered insights into how the experience had impacted or empowered them. Some of the statements validated previous sentiments, with students emphasising the exposure to different ways of being and the opportunity to view things from different perspectives. One student was made aware of people working in NGOs that "devote themselves to actually helping out" (Student C) which encouraged her to become a volunteer. Half of the students felt that the experience had been impactful, and one said it was the catalyst which prompted her to get a job working at an NGO (Student A). Student B noted that working with the NGO had a profound effect, and that he had learnt so much about himself, and was surprised that it had inspired him so much. It had made him reflect on his own personal circumstances, increasing his self-awareness and revealing his capacity to care. One of the students summed it up succinctly, saying that it was a "real" experience for her, and "a necessary learning curve in becoming a socially responsible citizen" (Student A).

4.2.7 NGO view

The interview with the NGO representative just focused on his experience, and thoughts on whether the engagement was impactful. The information gleaned was positive, with the intervention receiving strong approval. He thoroughly enjoyed interacting with the students, and felt that both the NGO and the students benefitted from the experience and it was definitely a synergy worth pursuing. Besides the much needed fundraising, the exposure for Samdel House to the general public through the students' marketing and events was impressive and very welcome. The inclusion of a NGO in the curriculum, in his opinion, was a "very good

thing” because there is “a great need out there”, and he was very appreciative of the work done by the students. He believed there was more scope for student involvement and would like to see the initiative start earlier in the year for even better results. Asked whether the engagement had any effect on the students, from a community awareness perspective rendered the following response “I think so, there *must* be - when they come here (Samdel House) and they see the reality – it makes a *big* difference”.

The detailed data discussed in this chapter provided sufficient evidence to identify themes and disjunctures which will be considered in chapter five.

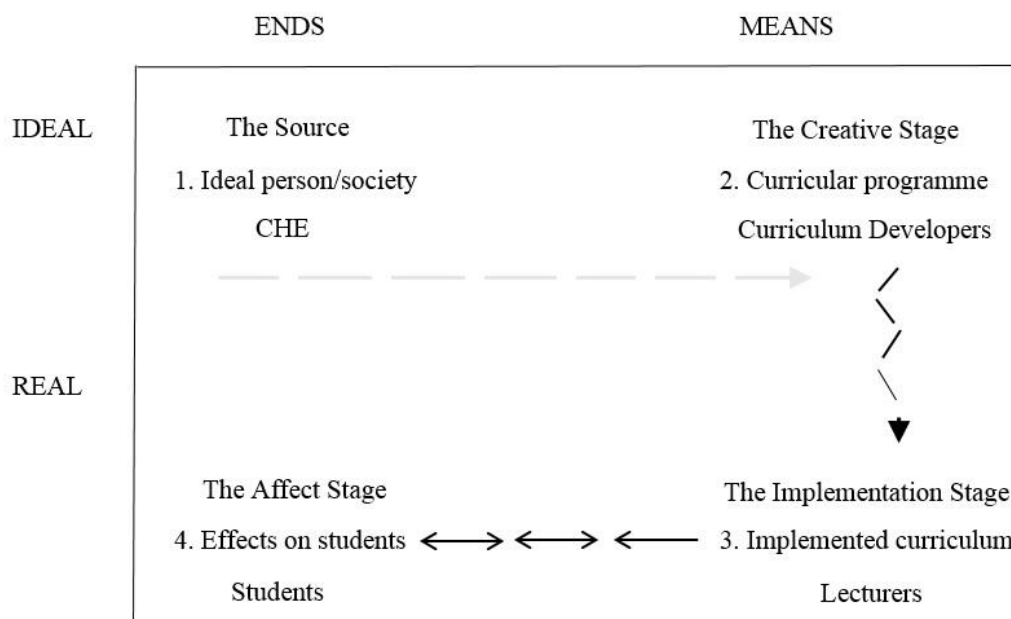
Chapter 5: Data Analysis

5.1 Introduction

This chapter compares the different perspectives outlined in the previous chapter and uses McCowan’s (2008) curricular transposition framework to track the movement through the different stages. Comparing all perspectives provided an overall institutional picture and produced evidence to help answer the research question: “to what extent can work integrated learning be used as a means to facilitate an awareness or understanding of community engagement?” Each groups’ thoughts had an impact on the conclusion, and bear witness to the fact that WIL and CE are complex, and present many challenges for the curriculum developers, lecturers and students alike. The broad description in chapter four revealed disjunctures at each stage, the source, the creative stage, the implementation stage and finally the affect stage. These disjunctures will be discussed below in relation to the relevant literature.

The results of any educational programme are difficult to foresee because changes occur for a variety of reasons. One starts with an ideal, but selecting the method to achieve it is no easy task. Kitla College started with the CHE’s (1997) ideal of including CE in the curriculum and choose certain WIL modules as the means to achieve this. According to McCowan (2008:160) this type of choice can be based on either “empirical evidence, authority or tradition, moral imperative or logical connection”. In this case, moral imperative and logical connection, seem to be the basis: Kitla College felt morally obliged, as per the CHE’s request, and public marketing perception, to include CE in the curriculum, and the logical place to include it was in the WIL modules. This research aimed to establish whether the WIL modules were the appropriate vehicle for this moral goal, and if any awareness or understanding of CE happened. There are many variables that cause disjunctures and can have an effect on the trickle-down or funnelling from the ideal to the real (McCaughtry, 2012). I have adapted McCowan’s (2008) framework to illustrate the disjunctures identified from the data, substituting the solid, straight lines with weak, disjointed lines representing gaps in the flow from the ideal to the real, which will be discussed below.

Adaptation of graphic representation of Curricular Transposition - McCowan (2008:156)



5.2 At the source – from the ideal to the official curriculum

The CHE (1997 White Paper on Education) promotes CE as a core responsibility of higher education and urges HEIs to include it in the curriculum where appropriate. This ideal is commendable and according to the literature (Lazarus, 2008, Meyers, 2009, Butin, 2010) is following a global trend. Coetzee (2010) provides a South African perspective, believing that the inclusion of some form of citizenship education in HEIs' curriculum is essential for the development of socially responsible graduates. Lazarus (2008) advocates community engagement as a fundamental feature of university business and not just a façade and Butin (2007), suggests that CE is often rhetoric, and due to capacity constraints and lack of belief or motivation is never realised. McCaughtry et al (2012:70) believe that this movement requires a trickle-down effect, where national policies are taken and filtered through the system, to be delivered “according to their intended vision and with fidelity”.

Currently in South Africa, each institution can decide how the ideal is implemented and there are no fixed criteria or means for monitoring and evaluation. Without stipulating criteria and enforcing the inclusion, implementation is arbitrary, and dependent on the policy makers and curriculum developers at each institution. The policy makers at Kitla College, in accordance with the CHE's request, developed a CE and Citizenship Policy that recommends the inclusion of CE in some of the WIL modules. The fact that neither the curriculum developers nor the lecturers at Kitla College were aware of the CHE's stance, and were also unsure of why Kitla College had chosen to include the CE component is a major disjuncture, represented by the weak, broken line in the above diagram. One of the developers, and one of the students, in agreement with Lazarus (2008) thought it was to enhance the company's corporate social responsibility reputation. The second developer, thought it was because it was easier to work with NGOs than corporates. If the curriculum developers and the lecturers were not aware of the reason for the CE inclusion there cannot be a positive trickle-down effect (McCaughtry, 2012).

Further dissonance stems from the fact that Kitla College is a private institution which is economically driven and customer-centred. The incorporation of CE into the curriculum could be part of the institution's marketing strategy, reflecting a socially responsible image to its customer base, rather than to instill the students with a sense of citizenship. The idea was expressed by developer 1, who believed the inclusion of the NGO was to enhance the institution's CSR ethos, stating “it shows what we do for our community, and how we get involved with our community”. This was echoed by one of the students who said “I think it's for CSR purposes” (Student A). The competing paradigms of business and education naturally cause dissonance because one is for-profit with financial aims and objectives while the other is an essential human rights issue promoting individual freedom and empowerment. This competition can have an effect on the realisation of the ideal, as suggested by Driscoll and Wicks (1998:59) “A strong marketing orientation may be a potential threat to program quality”. The corporatisation of education can be seen as a threat to the traditional integrity of the university, leading to a change of focus and dilution of the education mission (Pelikan, 1992).

5.3 At the creative stage – from the official to the taught curriculum

Although the ideal is understood and agreed upon by the curriculum developers, the translation at Kitla College is happening in a haphazard way, as reflected by the disjointed, one directional arrow in the adapted diagram. The evidence shows various disjunctures at this stage which

affect the realisation of the ideal, the first of which is identified as a lack of commitment, or belief on the curriculum developers' part.

i) Lack of belief in the programme

As mentioned in the previous section, the developers included the NGO aspect into the curriculum without any real knowledge of the CHE's request or understanding of the reason for the inclusion. Both of them inherited the modules and did not question the validity, or emphasize the level of engagement. The NGO component seemed to be an add-on without much thought given to the rationale, purpose or theoretical framework. This is apparent when looking at the module outcomes, as there is very little weight behind the NGO aspect or the expectations. In the PR manual the only mention of the NGO is the last outcome that reads "Gain part time experience by building partnerships and working with NPO and/or NGOs". The Business Management manual does not even mention the NGO component as an outcome, only including it in the summary of activities as follows: "Provide a detailed profile of the NGO/NPO" and "Provide an analysis of the current status of the NGO/NPO". The engagement with the NGO is overshadowed by the academic outcomes and if one of the aims is to expose students to communities with the purpose of citizenship education then this should be firmly stated in the objectives. If the developers are not committed to this outcome and do not make it inherent in the design, then they cannot expect the lecturers to believe it and communicate it convincingly to the students. This is a major cause of disjuncture because a lack of belief by the developers, as evident in the ambiguous outcomes, could funnel down to the lecturers and ultimately the students.

ii) Weak curriculum design

As an adjunct to this, the curriculum design is not given enough credence. Young (1999) proposes a curriculum of the future which is innovative and problem oriented. WIL is a pedagogy suited to this type of curriculum, and although Kitla College adopted a problem-based learning approach the design does not have clear enough goals and objectives resulting in an ineffectual programme. This is complicated by the addition of the CE component, which includes some SL intentions. The lack of clarity in this regard, leads to disjuncture. In addition, Kolb's (1984) EL cycle is used as the theoretical framework for the WIL modules, but received little support from the curriculum developers. Neither of them were really sure why this model was used, and developer two even suggested that it was inappropriate for the module. The literature (Mezirow, 1998, Moon, 2004, Meyers, 2009) demonstrates the importance of reflection for learning, but the developers were not convinced that any real reflection took place, particularly in the CE space. If this is so, then the use of Kolb's model in the curriculum is questionable.

iii) Laborious feedback loops

Another disjuncture at this level is caused by the lack of communication between the developers and the lecturers. As the feedback process is so laborious, it does not happen, and there is no discussion between the curriculum developers and the WIL lecturers regarding curriculum design, module material, assessments or student experience. Workable feedback loops are essential for bridging the gap between ideal and real, particularly so when the designers and implementers of a program are in separate locations, as in this case. The lecturers are independent contractors who have no input with regards to the construction and development of the module and are brought in on a limited scale for the purpose of implementation. As they are in the classroom, their feedback would be invaluable to the future

development of the programme, providing a more real and beneficial student experience. Feedback should be multilevel and cross sectional, and include a fourth arrow in McCowan's framework, which will be discussed and diagrammatically represented in the final chapter.

5.4 At the implementation stage - from the taught curriculum to the achieved curriculum

Disjunctures can occur at various levels, but the focus is particularly on the implementers because they play a critical role in the success or failure of the funneling process as described by Clandinin and Connelly (1995). McCaughtry et al (2012) suggests that teachers can be a disruptive factor if there is a lack of awareness or understanding of policies, or by undermining or misinterpreting them. In this case, the lecturers had little knowledge of the CHE's requirements or Kitla College's CE or WIL policies. I would argue that if Kitla College was serious about including CE in the curriculum of WIL then the lecturers chosen to lecture the relevant WIL modules should be given the policies to read prior to lecturing the module. This is the first of many disjunctures at this stage, as represented by the intermittent lines on the diagram.

iv) Lecturers' belief systems

According to Walkington and Wilkens (2000, cited in McCowan, 2008:162) "Citizenship education is highly dependent on the particular teachers involved, and the compatibility between their worldviews and that of the initiative". Disruption can occur at any level, dependent on many factors, including personal world views and acceptance of, or indifference to the ideal. If the lecturer has a personal commitment and belief in the idea of citizenship education, in this case through CE, then it is much more likely that the ideal will be realised. The enthusiasm generated by the lecturer will have a ripple effect and ultimately influence the student experience. Both the lecturers in this study were fully supportive of CE as a means to citizenship education and the ideal of including it in the curriculum, with Lecturer 2 commenting "I actually think it's a great thing". They were less enamoured with the design and structure of the curriculum with one lecturer complaining about the lack of clarity of the required task, saying she was unsure of what was expected and so found it difficult to advise or guide her students. The goals and outcomes were not "visible", leaving the students feeling confused and demotivated. MacIntyre (2002, cited in Mehisto, 2008:97) believes that well-defined goals are a "central factor in building and maintaining learner motivation". The evidence suggests this is the reason for low class attendance and variable levels of motivation, with both lecturers mentioning the frustration experienced due to lack of attendance and the continual need to motivate the students.

iv) Ownership of the programme

In McCowan's (2008) curricular transposition framework the lecturers are the implementers of the curriculum and can have a decided influence on the outcomes. Savin-Baden and Major (2004) believe the lecturers need to be fully involved and take ownership of the programme to ensure that teaching and learning is reflective and experience is processed. If lecturers have no involvement in the development of the programme and consequently become disengaged, this will affect articulation and implementation. In this case, as mentioned previously, neither lecturer was involved in the development, but they remained optimistic and engaged. Although they had reservations about curriculum design and felt there was room for improvement, they realized the potential of the programme and the inclusion of the NGO to promote an awareness of communities as a means to produce socially responsible students. Both lecturers did believe

in and take ownership of the programme, but expressed frustration at the lack of interest in WIL by both the institution and the students. Forbes (2003, cited in Du Plessis, 2015:71) believes that the success of a WIL programme relies on the commitment and involvement of all role players, and requires constant management and good co-ordination. Integrated efforts and real belief across all departments and through all levels is required to ensure a fully functioning, successful programme. At Kitla College, although there was some individual commitment and a general belief in the ideal of including CE in the WIL curriculum, there was definitely a lack of co-ordination, management, training and support which led to an insubstantial programme with no real structure or depth.

v) Lack of training and development

Mehisto (2008:106) maintains that “helping teachers expand their practices is a complex and multilayered challenge”, but in many instances those teaching EL courses are given no assistance or training, they are there because of previous experience or expertise in a particular field, but not necessarily in this type of pedagogy. It is often just an adjunct to their regular work, and they are expected to adjust seamlessly. At Kitla College no training or development is provided for the WIL lecturers and little guidance with regards to the CE component in the lecturer manuals. The lecturer’s perception of their role is known to have an influence on their level of satisfaction and ultimately on their delivery of the curriculum (Savin-Baden and Major, 2004). Although they enjoyed this style of teaching, both lecturers believed some form of training would have been beneficial to them and their students. There are various discussions (Margetson, 1994; Des Marchais, 1993) around the necessity of facilitator training for this type of pedagogy, but if WIL and CE are regarded highly then the necessary training should be offered for successful delivery. Both lecturers intimated that it was difficult to keep the students motivated which was evident by the low class attendance, but this situation might be alleviated if the lecturers were given sufficient training and support. McCowan (2012) indicates that lecturer endorsement is vital for effective citizenship courses, and this is reinforced by Savin-Baden and Major (2004) who believe that it is imperative to involve the lecturers and get their feedback. This is not happening at Kitla College. The WIL lecturers in this case study were both offered the WIL modules because of their subject expertise, neither of them had previous experience with this type of pedagogy, or were involved with the development. In addition, there were no constructive feedback loops between the curriculum developers and the lecturers, with the lecturers feeling that their feedback was not given due consideration.

I would argue the lack of training of educators for WIL programmes at Kitla College is a reflection of the general attitude towards experiential education as suggested by Boud (1993:47) “Until we are challenged to move beyond our existing practices then experiential education will remain forever peripheral to mainstream education and promise more than it can deliver”. The overriding sense from the developers, lecturers and students is that WIL *is* regarded as peripheral and not as important as other modules. If rigorous training is provided for the lecturers, and user friendly feedback loops are created this might increase ownership of the programme and encourage valuable and practical feedback so that instead of just facilitating the module, lecturers will “become active in improving, developing and sustaining their programme” (Savin-Baden and Major, 2004:163). This would go a long way to fulfilling the potential of the WIL module, and providing the students with a genuine and meaningful CE experience.

vi) New form of pedagogy

A learner-centred approach was the method of instruction adopted for the WIL modules and this provided numerous challenges. Introducing a new teaching methodology, according to Mehisto (2008:94) “places increased organizational and cognitive demands on both educator and students” and if not addressed can cause disruptions in the trickle-down process. Besides introducing a new teaching approach, the CE aspect was also included for the first time. For many students this is their first experience of this type of pedagogy and of CE. The move to autonomy and independent learning plus the engagement with external stakeholders can be intimidating and confusing. In this study, the majority of students, after struggling at first, adapted, but needed frequent reassurance and guidance from the lecturers. The lecturers, affirmed that the learner-centred approach, took a lot of effort and maintaining student interest and keeping them focused was trying.

The implementers also had to alter their mind-sets, to encourage reflective practice and move to “the co-construction of knowledge rather than knowledge transmission” (Mehisto, 2008:110). Although both lecturers, without any training, were able to adopt facilitator mindsets, and enjoyed the WIL module, they still found it challenging, particularly creating a classroom environment that upheld EL ideals and more specifically, reflection. Even with all the challenges, both lecturers supported the inclusion of CE in the WIL modules and believed it is a suitable platform for community awareness raising and citizenship education. Currently though, they felt the level of engagement with the NGO was superficial, which led to a superficial student experience and subsequently did not have the impact that it should, or could have. The potential is considerable, but much needs to change in attitude, design and commitment before the ideal will be realised on site.

The lecturers’ beliefs and attitudes towards WIL and CE creates the learning context and shapes the students’ perception and experience. This in turn affects the type of learning that occurs, both formally as part of the official curriculum and informally as part of the hidden or achieved curriculum. The learning that occurs is evident in the affect stage, and will have an effect on students, so warrants analysis.

5.5 The affect stage – the effect on students

WIL is the modality chosen by Kitla College to teach students to put theory into practice, learn from experience and engage with the community. According to Holthausen (2012) a curriculum should offer both explicit and implicit learning opportunities and this is supported by McCutcheon (2001) who spoke about learning opportunities from both the hidden and overt curriculum. The data gathered from the participants suggests that both types of learning did occur, but in varying degrees. The curriculum developers, perhaps because they are off site and have no direct interaction with the students, focused more on the explicit forms of learning, believing that although there *might* be some implicit learning through the community engagement, the main form of learning was practical and through the overt curriculum. Lecturer 1 was in agreement with the theorists, suggesting that a lot of the learning, particularly in connection with community awareness raising, happened as part of the hidden curriculum.

The second lecturer was sceptical about any occurrence of learning because of a lack of structure in the curriculum, and learning outcomes that lacked clarity and intent. She concurred with Chickering (1977, cited in St John Nelson, 1993:111) who suggested that for successful

learning to occur, expectations and objectives need to be clear. She admitted that she had no idea what was expected of her and also did not know what was expected of the students. In her opinion a lack of solid outcomes and intent, together with a weak curriculum structure created confusion and indifference, resulting in students seeing no value in the module, and not benefiting from the learning opportunity. This supports Boud and Walkers's (2000) concept of "intent" as an essential component for successful learning from experience. Some of the primary features of EL according to Boud et al (2000) are that "experience is the basis and motivation for learning" and the learners should take ownership of the experience. Henry (1993) expands on this by emphasising the learner-centredness and real-world perspectives of EL. At Kitla College, although all role players understood the theory of WIL and the autonomous nature of the pedagogy, it was not practically transferred. The students were not fully involved in the experience, relying on the lecturers to choose the NGO, organise the visit and generally motivate them. The level of engagement with the NGO was superficial resulting in a weak explicit learning opportunity, with most learning occurring as part of the hidden curriculum. Discussions with the students showed that diverse forms of learning occurred, both from the overt and hidden curriculum with the community awareness raising mainly being implicit. For the majority of students the learning from the CE was more subtle and covert, but it did occur.

The culmination of McCowan's (2008) framework is the effect on the students and how the ideal is absorbed, rejected or recast by them. Students as human agents can choose how they decipher messages, which can be very different from the original idea (McCowan, 2009). The delivery of the message is affected by many variables, as indicated above, each one of which can cause a disjuncture. In this case, the CHE ideal was never discussed with the students, and although they were aware of the NGO aspect in the curriculum design the reason for its inclusion was not made explicit. The idea of community awareness raising and citizenship education was presented to the students on a superficial level and not adequately emphasised. The evidence based on data and theory, shows that regardless of the depth of engagement, some awareness or understanding of CE did occur, but not necessarily transformative learning.

Transformative learning depends on many variables which was evident in this case study. As discussed above, reflection is an essential component of experiential pedagogy and according to Boud (2001) is vital to promote change. The reflection stage allows students to consider or reconsider their values, beliefs and worldviews and is a crucial element of transformative educational practice (Mezirow, 1991). The information gathered from all participants at Kitla College suggests that the reflection stage of Kolb's (1984) cycle is not given nearly enough emphasis, and does not encourage the students to "explore their experiences in order to lead to new understanding and appreciations" (Boud, 2001:2). Mezirow (1998) discusses a depth dimension of reflection, intimating that superficial reflection is not conducive to learning. It seems that the students at Kitla College are only reflecting superficially and not using this stage to digest the experience and consider their viewpoints. They just regard the reflecting in the POE as a task to complete without any depth dimension.

Another variable which affects the degree of transformative learning achieved is what Keeton and Tate (1978:103) refer to as "direct encounter" where the learner is "directly in touch with the realities being studied ... and involves not merely observing the phenomenon but also doing something with it". At Kitla College, although the engagement with the NGO was minimal and

so the “direct encounter” was limited, the majority of students were affected by the interaction and an awareness and understanding of the community was raised.

5.6 Concluding comments

Keeton and Tate (1993:163) suggest that “experiential learning can be exploited to good effect to make people feel they are participating in change”. One common sentiment from all participants in this case study was that CE in WIL is a good thing and should be pursued. Although there were various concerns from both the curriculum developers and lecturers about the theoretical framework, the level of NGO engagement and superficiality of reflection, all of these role players realised the potential of the programmes and the inclusion of the CE, but were sceptical about the impact on the students. The curriculum developers were doubtful about any attitude or behaviour change with developer 2 suggesting that a “lot more needs to be done to alter practice”. Lecturer 1 believes that WIL is “the perfect vehicle” for CE initiatives and can bring about attitudinal change, but as it currently is, not necessarily behavioural change. Lecturer 2 thought that the CE might create a shift in awareness but the exposure was not long or intense enough to change attitudes or behaviour. The responses from the students contradict the above sentiments, showing that despite all the issues and disjunctures, some change in attitude, and in two cases, behaviour occurred. This supports the research of Eyer and Giles (1999) who found that students benefitted from their CE experience, irrespective of the length of time, intensity or type.

The feedback from the students suggested that some absorption (McCowan, 2008) did occur and the inclusion of the NGO component was worthwhile and did have some effect on their awareness of CE, whether from a practical NGO organizational perspective or an emotional plight of others perspective. The degree of awareness varied with some students being visibly moved by the experience, implying that the experience had been the catalyst for further involvement with community outreach and understanding their future responsibility as educated citizens. Others were less affected, acknowledging the need for CE, but showing “little development of the notion of social responsibility” (McCowan, 2008:165). The level of awareness of these students could be attributed to the superficiality of the engagement, or Mezirow’s (1990) levels of readiness as discussed in the literature review. In this case, the inclusion of the NGO in the module was an attempt to instill a sense of social responsibility for future citizenship, rather than “an exercising of it in the present” (McCowan, 2008:161) and the simulation did provide the students with the opportunity to work with NGOs and develop necessary skills for future community involvement.

In my opinion, no major transformative learning (Mezirow, 1991) occurred, but for all the students there *was* a degree of awareness and understanding of CE, and for a couple of them a definite shift in values and attitude. This is progress and should be the springboard for continued evolvement of the programme with the belief that “these sorts of exercise empower students, persuade them their convictions matter and promote their enduring community engagement” (Meyers, 2009:375). An overview of the thesis and final conclusions follow in chapter six.

Chapter 6: Conclusion and the way forward

This final chapter offers a summary of my thesis and endeavours to show how I answered my research question. It concludes with some ideas for further best practice and research in this field, particularly in the private higher education space. Chapter one provided an overview of the current situation regarding HEIs responsibility to produce socially responsible graduates, taking into account both the global and South African contexts. I then introduced my research site and considered the place of private higher education providers in the current South African landscape, touching on the education for profit versus the education for enlightenment debate. The way in which the private institution in this study incorporates CE into the curriculum through WIL, in response to the CHE's ideal, was presented, and the question of whether WIL is an appropriate method was posed. This led to an explanation of the reason for the research with the aim of answering the question:

“to what extent can work integrated learning be used as a means to facilitate an awareness or understanding of community engagement?”

Chapter two covered the key concepts of the study looking at the literature on CE, EL and then in more detail at various forms of EL such as WIL, SL and transformative learning, in order to reflect the complexity of these concepts and the relationship between them. The second part of the chapter focused on the theoretical background to the analytical framework I used, namely McCowan's (2008) curricular transposition framework. Chapter three included the research design, outlining the chosen methodology and justification for the choice of that methodology. The units of analysis were presented, together with details of all the participants. The data collection methods were described, with particular focus on the semi-structured interviews, as these were the primary form of data collection. I then fully explained McCowan's curricular transposition framework and how I used it for my data analysis. The chapter concluded with a discussion on validity, ethics and limitations of the study.

In chapter four I presented each groups' perspectives on practice, getting a sense of attitudes, feelings and perspectives. Interpreting the data helped me discover evidence to confirm that, although at a low level, some awareness or understanding of CE on the part of students *does* occur as a result of the inclusion of the NGO component in the WIL curriculum. Interconnections and themes surfaced and an overall picture emerged, revealing the complexity and messiness of the movement from ideal to the real and the almost impossible task of achieving “seamless enactment” (McCowan, 2009). Keating and Kerr (2013:106) describe it fittingly:

Translating policy aims into policy practice is challenging, and in most contexts there are often substantial gaps between the intended curriculum (that is set out in national policy), the planned curriculum (that is found in the schemes of work and syllabi), the curriculum that is delivered by teachers in the classroom and the curriculum of learning that is received by students

The gaps referred to above are known in McCowan's (2008) terms as disjunctures or leaps and can have a profound effect on the student experience. Chapter five highlighted and discussed disjunctures identified in this research, which are the variables that affected the realisation of the ideal. The business versus education paradigm, the levels of commitment of the curriculum developers, the students' reflection practices, the type of pedagogy, the lecturers' belief

systems, the lack of training and development, the weaknesses in WIL management and co-ordination, the superficiality of the NGO engagement plus the students' perceptions all work individually and together to have an effect on the flow through the framework, and ultimately on the end result. Each one of these disjunctures provides thought-provoking questions and opportunities for further research, particularly in the private higher education sector, where there is a need for more investigation into the complex issues of WIL and CE to contribute to best practice and continual improvement of the curriculum.

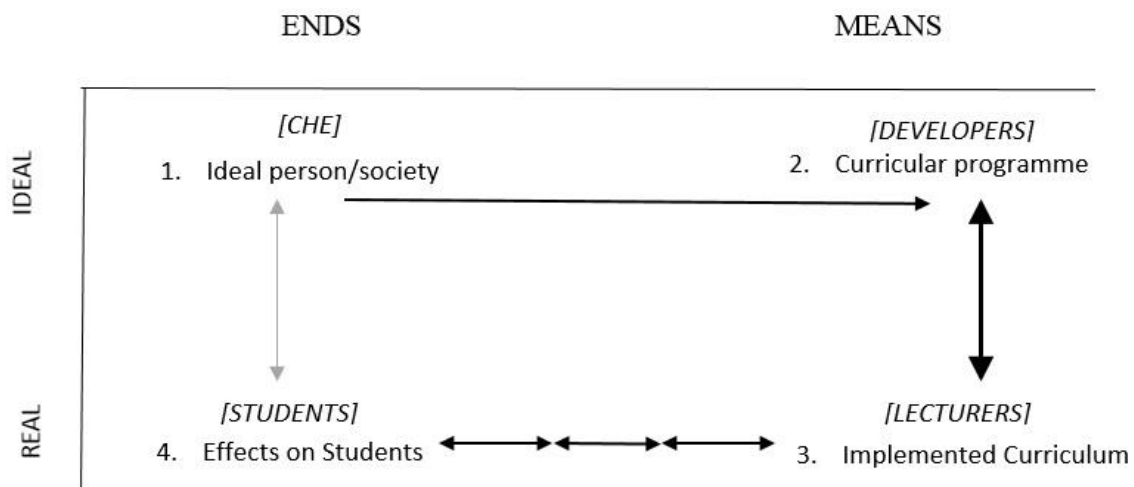
According to Dewey (1938) cited in Meyers (2009:373) "education is the fundamental method of social progress and reform" and part of this should be to instill in students an awareness and understanding of social responsibility and citizenship. Tertiary education should develop and empower students, widen perspectives and provide the opportunity to engage with others in diverse contexts. Kitla College used the CHE's ideal of including CE into the WIL curriculum in an attempt to meet this objective. None of the students in this study, had any significant previous CE experience so their viewpoints after the module were taken as a reflection of the impact of the NGO aspect of the programme. All of the students, in varying degrees, felt that the CE aspect had some impact on them, and raised *some* awareness and understanding. So, Kitla College's idea of including CE into the WIL curriculum *did* have merit and seemed to be effective, even though the depth of engagement was cursory and the developers and lecturers were skeptical about the current success of the inclusion and the benefit to the students. Disjunctures occurred at many levels due to numerous variables, but somehow the ideal filtered down and affected the students in a positive way.

The use of WIL as a means to raise awareness and promote CE is, therefore, a good idea in theory, but needs to be firmly embedded in the curriculum to have the desired effect in practice. Strategies for improvement should be collaborative, with all levels, from policy makers to students providing input, for continual refinement of practice. Everyone from the top down has to support the use of WIL as a means to realising the CE ideal, only then will it change from rhetoric to reality. As it currently stands, there *is* a trickle-down effect, albeit diluted, but it is a start, and as suggested by McCowan (2008:169) "the effect on students is an ongoing process rather than an end state". Hopefully, the inclusion of the NGO component in the WIL modules has ignited the students' awareness of CE and will be the catalyst for lifelong socially responsible awareness.

As reported by McCowan (2008:157) "an ideal of citizenship is hard to achieve through education due to constraints on devising educational methods to realise it, on implementing these methods in an institution or other setting and on obtaining desired change in students". The research at Kitla College indicated that it is hard to achieve, and there are many disjunctures, as outlined in the discussion above, that can disrupt the implementation and ultimately the effect on students. The disjunctures need to be identified and regarded as learning opportunities, to be shared with all involved, so everyone takes responsibility and works towards "multifaceted, co-ordinated solutions" (Mehisto, 2008:93). On a macro level, all stakeholders need to come together as a professional learning community to share ideas, explore opportunities, provide feedback and work collaboratively to produce a learning experience that will be beneficial to the students, the NGO and society at large (Mehisto, 2008). If this happens at Kitla College, the potential of WIL with the NGO inclusion might be fulfilled and the students will have a real and perhaps transformative learning experience. To

make this happen, conversations and feedback need to happen at every level, completing “the fourth side of the square in the transposition model” as proposed by McCowan (2008:169).

Adaptation of graphic representation of Curricular Transposition - McCowan (2008:156)



All stakeholders in this research realised the potential synergy between WIL and CE, and believed that it should be pursued. Reasons for disjunctures need to be critically explored, discussed and rectified to move towards a more “seamless” transposition, and the belief that EL, in the form of WIL, *is* a viable *means* to achieve CE *ends*. Boud (1993:48) certainly believes so:

Through an awareness of the competing traditions of experiential learning and the importance of making creative responses to unique situations, experiential learning can be a potent influence for human development and social change.

This, ideally, is the aim of the initiative at Kitla College.

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Appendix One

Developers semi structured interview:

1. Curriculum

- how did you design the curriculum
- what is the intention or aim of the curriculum
- what are the central or defining features
- do you believe that the curriculum is contextually shaped i.e. South Africa, faculty, professional, demographic, NGO
- are your own values reflected in the curriculum

2. Work Integrated Learning

- how do you understand WIL
- where does this understanding come from
- how do you apply this understanding to the structure of the module
- what are the challenges of WIL in general and what do you believe are the areas of weakness for this level of education
- what sort of feedback do you get from the WIL lecturers
- do you believe that work directed theoretical learning and problem based learning are effective WIL modalities
- Kolb's model is used, are you familiar with it, why was it chosen and do you think it is appropriate
- How do you think the reflection part of the cycle is used
- Do you think that reflection leads to new understanding
- how do you think the students regard WIL
- what is your personal attitude to WIL

3. Teaching and Learning

- what were/are the underlying principles for selection of the content – WHAT is to be learned and taught
- what were/are the principles for the development of a teaching strategy – HOW to be learned and taught
- is the focus on teaching or learning
- what do you believe is the role of the lecturer
- how are the WIL lecturers appointed
- what training or development is provided for the WIL lecturers
- what are you hoping the student will learn
- what do you believe the student does learn
- what skills do you believe are being developed through WIL

4. Community engagement

- how did this course come to be linked with an NGO
- how do you think the lecturers feel about the inclusion of the NGO
- how do you think the students feel about the inclusion of the NGO
- what is your personal take on community engagement and the inclusion in this module
- what effect do you think it has on the students
- do you think WIL can be used as a 'vehicle' to raise awareness and understanding of community engagement
- Dewey believes that EL 'transforms the individual, revises and enlarges knowledge and alters practice' – do you think this happens

5. Policy

- in the development of this module have you drawn on the CHE's "Work Integrated Learning: Good Practice Guide"
- have you seen the WIL Good Practice Guide
- have you taken into account the CHE's call for universities to promote active citizenship and provide opportunities for students to become involved in their communities through integrating community service into mainstream academic programmes
- in the Institutions WIL policy one of the principles of WIL states "WIL get to grips with one of the most important aspects of education and that it is to achieve change in behavior and attitude". Do you think this happens, and if so how is it measured

6. Conclusion

- how effective is the relationship between policy and practice, or ideal vs real
- what are the challenges between the two layers
- are there disjunctures between the levels – what are the reasons for the disjunctures
- what can be done to create harmony between the levels

Lecturers semi-structured interview:

1. Policy

- what are your thoughts on the Institution's WIL and CE policies

2. Curriculum

- what is your opinion on the WIL curriculum
- what do you believe is the intention or aim of the curriculum
- what are the central or defining features of the curriculum
- how closely do you follow the curriculum
- what if any changes should be made to the curriculum
- what is your opinion of the course learning materials
- how would you change them if you were the course developer
- what is your opinion of the course assessments
- how would you change them if you were the course developer
- how effective is the organization of the curriculum – amount of theory, amount of contact time
- how effective is the group vs individual work
- do you discuss group dynamics with the students before the group work
- is there any conflict in the groups – if so, how is it resolved

3. Work Integrated Learning

- have you seen the CHE's WIL Good Practice Guide
- how do you understand WIL
- where does this understanding come from
- what do you believe are the essential principles and features of the WIL programme
- how does your module cover these
- what is your understanding of the purpose of WIL
- what is your understanding of Kolb's model of WIL
- do you think Kolb's model of WIL is suitable for this module – please explain
- how well do you think the reflection part of the cycle is used
- do you think the Portfolio of Evidence focuses enough on the practice of reflection and what guides the reflection
- do you think that reflection leads to new understanding – please give me some examples
- how do you think the students regard WIL
- how do you think other lecturers regard WIL
- how did you become the WIL lecturer
- did you have any training prior to WIL
- what is your personal attitude to WIL
- in the Institution's WIL policy one of the principles of WIL states "WIL get to grips with one of the most important aspects of education and that it is to achieve change in behavior and attitude". Do you think this happens, and if so how is it measured

4. Teaching and Learning

- what are the underlying principles for selection of the content – what is to be learned and taught
- what were/are the principles for the development of a teaching strategy
- is the focus on teaching or learning
- what do you believe is the role of the lecturer
- have you changed your teaching style for this module – please explain
- what instructional methods do you use for this module
- how difficult is it to sustain student interest and motivation
- what is the attendance level for this module
- how do you prevent becoming “stale”
- do you favour this “style” of programme over others
- what actual learning do you think takes place
- what skills do you believe are being developed through WIL

5. Community Engagement

- what do you think about the CHE’s call to universities to promote active citizenship and provide opportunities for students to become involved in their communities through integrating community service into mainstream academic programmes
- how did this course come to be linked with an NGO
- what are your thoughts on including the NGO aspect in this module
- how do you think the students feel about the inclusion of the NGO
- do you think WIL is the appropriate vehicle to do this – please explain
- in your opinion how could this be better utilized
- of what benefit is this to the student
- what “meaning making” is happening in the classroom
- at what level have the learners engaged
- how is the NGO(s) chosen
- Dewey said that experiential learning “transforms the individual, revises and enlarges knowledge, and alters practice” – your sentiments on this with regards to your WIL module
- does the course content allow for students to apply the skills to make sense of the world around them – please explain
- what is your personal opinion about community engagement and social responsibility

6. Conclusion

- do you believe this module is of value to the students
- how effective is the relationship between policy and practice, or ideal vs real
- what are the challenges or weakness
- are there disjunctures between the levels – what are the reasons for the disjunctures
- what can be done to improve the WIL module and create harmony between the levels

Students semi structured interview:

1. Curriculum

- what is your opinion on the WIL curriculum
- what do you believe is the intention or aim of the curriculum
- what are the central or defining features of the curriculum
- what is your opinion about course content, contact time, learning material and assessments

2. Work integrated learning

- what do you believe is the purpose of WIL
- what are the underlying principles of WIL
- how different is this module from other modules in your course – please explain
- What is your take on interactional teamwork
- what were the aims and goals of the team as a whole
- what were your roles and responsibilities for this module
- were the roles assigned initially or did it just happen
- what amount of time was spent in group discussion – formally and informally
- what is your understanding of Kolb's model of WIL
- what is your understanding of the POE
- do you believe the POE provided enough space for reflection and did this happen
- do you think the outcomes of this module were met – please explain
- Are there any other outcomes that you think should be added

3. Teaching and Learning

- What do you believe is the role of your lecturer in this module
- How did you adapt to the different style
- What did you find most challenging about the new style
- What do you believe you have learnt, both formally and informally from this module
- What skills do you believe are necessary for success in this module
- how do you think you have helped your other team members learn
- what have you helped them learn
- what was the attendance like in class – why do you think this was the case
- has there been any group conflict, and how was it dealt with
- how did you feel assessing your peers

4. Community Engagement

- why do you believe they choose for you to work with an NGO
- how did you choose the NGO

- would you personally have chosen a different NGO – please explain
- how did you engage with the NGO
- what has been your experience of this engagement
- any thoughts on using an NGO for this module rather than a business
- has this learning experience changed you in any way
- prior to this what has been your own experience of community engagement

5. Overall Experience

- what has your overall experience of this module been
- have you enjoyed the experience – please explain
- what would you change
- what were the main challenges
- what were the main highlights
- do you think that what you learnt in this course is transferable to other situations – explain
- has involvement in this WIL module increased your self-awareness in any way
- how did you use the Portfolio of Evidence to reflect and evaluate
- what were your main reflections
- what insights did you have due to the work done with the NGO

NGO representative semi-structured interview:

- how have you enjoyed the interaction/relationship with Kitla College
- how has it been of benefit to your organization
- do you believe the interaction has any effect on the students – please give me some examples
- do you believe there should be more interaction with the students – what to do you suggest
- which students have been in contact with you “outside” of the structured curriculum activities
- what have they done
- what do you think about the CHE’s call to universities to promote active citizenship and provide opportunities for students to become involved in their communities through integrating community service into mainstream academic programmes
- do you think the way Kitla College is doing it achieves this
- what do you believe that the students learn from this interaction
- any other general comments

Appendix Two

Interview Schedule

| Interviewee | Date | Duration |
|--------------------|------------------|------------|
| Developer 1 | 22 January 2015 | 1hr 15mins |
| Developer 2 | 18 March 2015 | 55mins |
| Lecturer 1 | 05 December 2014 | 1hr 18mins |
| Lecturer 2 | 11 November 2014 | 1hr 02mins |
| Student A | 27 October 2014 | 40mins |
| Student B | 28 October 2014 | 45mins |
| Student C | 28 October 2014 | 49mins |
| Student D | 05 November 2014 | 37mins |
| Student E | 05 November 2014 | 33mins |
| Student F | 05 November 2014 | 36mins |
| NGO representative | 08 January 2015 | 15mins |

Appendix Three

Templates

Template A: Portfolio of Evidence

Portfolio of Evidence

| | |
|---|--|
| Name of Student: | |
| Student Number: | |
| Names of Group Members: | |
| Date: | |
| Programme: | |
| Campus: | |
| Workplace/ NGO/ NPO/ campus based: | |
| Lecturer/ Mentor: | |

Overall evaluation

| | | Never | Seldom | Sometimes | Frequently | Always |
|--|---|-------|--------|-----------|------------|--------|
| | | 1 | 2 | 3 | 4 | 5 |
| My personal work | | | | | | |
| 1. | I contributed with good ideas that added value to the project | | | | | |
| 2. | I performed my tasks in line with what was expected of me | | | | | |
| 3. | I produced high quality work. | | | | | |
| 4. | I managed my own time well and met deadlines | | | | | |
| My work as part of a team (when relevant) | | | | | | |
| 5. | I accepted responsibility for a fair part of the tasks | | | | | |
| 6. | I was an enthusiastic member of my team. | | | | | |
| 7. | I helped others to be successful | | | | | |
| 8. | I worked well with others. | | | | | |
| Sub-totals | | | | | | |

- How did this evaluation compare with the evaluations done by your team members? Are you surprised?

Conclusion

Summarise the most important things you have learned — these should be things you have discussed above.

STUDENT SIGNATURE

DATE