

DEFSA-Conf 2006 Research Paper

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Shifting pedagogies: the impact of re-education of secondary education at tertiary level.

Introduction

On Monday, June 5 2006, on the front page of the Business Report, it was stated that, “*Schools fail to teach the basics, MPs hear*”. The article proclaimed that young people were leaving school without having reading or numeracy skills, and because of that businesses were often unable to train young recruits. Each year, fewer than half of the million children who started at grade 1 will register for grade 12. Even those who leave after grade 12 do not have the basic skills to seek work (Hamlyn, 2006: 1). Some of those school leavers may become our students.

In this paper I argue that because of re-education at secondary level and the concomitant inadequate development of cognitive skills, repercussions are being felt at tertiary level. Over a five-year period certain changes have been made in my teaching, which are a direct response to the process of democratization within education. I begin by outlining personal attempts to adapt my teaching practice. The educational context and issues around policy and the intended curriculum are then discussed. The following section investigates how re-education affects the implemented curriculum, practice and pedagogy in schools, which in turn impacts on teaching philosophies and methodologies. In conclusion possible ways to instill a more effective approach to learning will be considered.

Personal reflections

Towards the end of 2002 a variety of teaching-learning strategies were scrutinized in the History of Design Department, where I am a lecturer, in the process of mediating and facilitating a more effective learning experience for our increasingly diverse student body. This led to some amendments being made that caters to their actual and not their perceived competencies and included a visual component with all assignments. Because design students produce tangible objects that have to communicate to others visually they are presumed to be visually literate with the ability to understand and produce visual messages (Lawless & Smolin, 2003: 2).

The visual world is a world that is as complex and organized as the verbal one and visual literacy investigates the way we as a society communicate our beliefs and values through the artefacts we make (Fritz, 2001: 1). The importance of teaching students to read and write remains an essential goal (Lawless & Smolin, 2003: 1). However, developing an awareness of the range of learner's literacies and utilizing multiple literacies for the purpose of instruction involves a more inclusive approach by the educator, for the benefit of the student. This is attempted in our department.

The traditional formal summative method of assessment, namely the year-end exam, seemed inappropriate and an ineffective method of testing our type of student, and consequently a system of continuous assessment was introduced. This also involved shifting the focus from pure theory / text to an integrated approach. The aim is also to enable students to systematically acquire language and cognitive skills. Through simplifying language, but not content, dual medium and English Second Language (ESL) learners are accommodated, and all lecture and tutorial notes are now available through an electronic platform. This allows students to set their own pace and it also provides access to and demystifies the content. Vocabulary relevant to each module is provided on each assignment brief, together with the marking brief. This encourages the systematic acquisition of subject specific terminology and expectations are also transparent. Levels of expectation from assignments are stepped from year to year and, referring to Benjamin Bloom's hierarchy of learning, knowledge, comprehension and application appropriate at first and second year progresses to analysis, synthesis and evaluation by the third year. Efforts at making a content laden subject such as the History of Design relevant and accessible are essential, not only for students but also for the sustainability of the department.

Changing policies

From the 1950's African countries attained independence and achieved majority rule with Zimbabwe (1979) lagging behind, and South Africa coming last (1994). Although politics has infiltrated every aspect of life in South Africa a peaceful transformation has been realized.

Separate development became policy in 1948 and the Afrikaner dominated National Party contrived a concept of vertical separation of the races, and the lack of a democratic discourse became evident in subsequent education policies. This effectively isolated South Africa from the rest of Africa, and the world. State intervention became increasingly draconian and the policy of separate development was legislated, based on racial differences. Education was divided into racially separate departments that served the state, namely the market economy of a modernizing state, and traditional general academic education. White-collar work, and concomitantly higher salaries, was deemed suitable primarily for white or first-class citizens. In contrast, black people were denied equal access to education and acquisition of knowledge, and the prospect of progressing. This effectively ensured their exclusion from direct competition with whites in the labour market (Kallaway, 2005: 351). The Department of Education and Training that grew out of Bantu Education, installed in 1953, geared blacks towards menial low-paid manual labour. Mass schooling acted as a counter-reformative policy, so that with liberation black people wanted what they had been denied – progressive education (Muller, 2002: 61). The negative connotations associated with manual labour also persist and access to academic tertiary education became a contentious educational issue, requiring immediate redress in 1994.

The ruling National Party established a tenuous and increasingly contested leadership. Despite the opposing worldviews of the two dominant and predominantly racially divided parties, the African National Congress and the National Party, through a negotiated settlement introduced a peaceful change of government. In 1994 Nelson Mandela became president of the first democratically elected government in South Africa. The introduction of a radically different constitution and education system was inevitable and could be an important key in understanding the context of education. In South Africa popular discourse and the associated rhetoric was expressed in the policy of the intended curriculum. I argue that because of the ANC's haste to install a democracy, they were preoccupied with policy and not how it could be translated into practice.

The intended curriculum

The generic term for curriculum is a plan for learning, and it also represents what counts as valid knowledge. A curriculum also contains hopes, ambitions, ideologies, and ideals - and is composed of three separate areas:

- 1) The intended curriculum consists of a) the ideal curricula that reflect ideology and intentions, and b) the formal curricula that reflect the actual policy documents.
- 2) The implemented curricula consists of a) the perceived curricula or the interpreted curricula and b) the operational curricula or the physical classroom process.
- 3) The attained curricula consists of a) the experiential curricula and b) the learned curricula, which reflect what has been learned (Leyendecker, 2005: 7).

The ANC had to hastily conceive a new educational discourse and disproportionate time was spent on creating the ideal curriculum and not how it could be implemented. The focus of curriculum 2005 (C2005), aimed at secondary level education, was on ideology and a philosophy of education while having democratic overtones with policy expressing the need to transform society - was essentially progressive in design. C2005 was a dramatic departure from the previous curriculum and expressed its principles in a language of hope through a commitment to relevance, integration, differentiation, redress, nation-building, non-discrimination, progression, creative and critical thinking and flexibility (Chisholm, 2003: 273). Education was intended as a mechanism for transformation in order to redress past inequalities, to promote equity and equality, and to appease the masses – the constituent base of the 'dominant' party. In other words, the right noises had to be made as a power base had to be quickly established by the ruling ANC party, in South Africa's first democratic election.

Drawing on the sociology of education of Basil Bernstein, and the cultural sociology of Pierre Bourdieu I contend that politics affects education. According to Bernstein's theory C2005 was based on an elaborated code in which an attempt was made to establish context independent and universalistic language codes (Sadovnik, 2001: 2). I believe that this was in order to legitimize and create a credible educational discourse – in an attempt to establish authority in an area that was new to the policy makers. However, the outcome resulted in complex and jargonized language that was difficult to comprehend thus making interpretation and subsequent implementation very difficult, as many teachers possessed a relatively restricted code of educational language. The new discourse used vague definitions, loosely constructed learning outcomes, and global buzzwords to add value to their programs (Spren, 2004: 104). My claim is that from the outset, although noble ideals were being promoted, the implementation was going to be problematic because of fundamental flaws in the language and the design of the new curriculum. This effectively alienated the very people they depended upon to implement it, which created a different type of differentiation based now, not on race, but on class.

Bourdieu (Cited in Gay, 1996) corroborates the ideas of Bernstein, which further supports my proposition. The distribution of power in society is unequal and language provides symbolic power, which endows individuals with a legitimacy that otherwise would not be possible. The official language reflected in educational policy is bound up with the state, both in its genesis and in its social uses. The formation of a single 'linguistic community' is the product of political domination, which is reproduced by institutions that impose recognition of the dominant language, and the education system plays a key role. Furthermore, through creating an official educational language an upper class was created in South Africa, who acted as intermediaries and who installed themselves in positions of privilege, thereby creating and sustaining inequalities. The outcome is that it enables those who benefit most from the system to convince themselves of their intrinsic worthiness, while preventing those who benefit least from grasping the basis of their deprivation (Gay, 1996: 15-16).

The National Qualifications Framework (NQF) through unit standards linked education and training qualifications and COSATU promoted competency-based education as the means through which training in the labour market could be accredited (Jansen, 1999: 3-6). Through merging the curriculum and qualifications, the nexus of the problem was conceived – they express very different long-term visions of an education system. The exchange of a divided system with an integrated one was important to labour because through a single qualifications framework, possibilities denied them under apartheid were now available. If the apartheid system was based on barriers and divisions, then the new system would be based on inclusion (Young, 2002: 24-25).

The product was outcomes-based education, an overseas model that came from English-speaking democracies, and seemed to offer a viable alternative to the apartheid model. It not only served as a clean break with the past but also offered a learner-centered pedagogy and the idea that everyone could succeed (Young, 2002: 18, 33). South Africa did not look to her African neighbours because they were themselves in the process of embracing democracy, so the western world with historically embedded democracies, offered the necessary legitimacy – and hence progressive educational models were deemed appropriate.

Accordingly, South African policy makers learnt from and borrowed overseas systems so that education could be transformed into an equitable, world-class model. This served as a strategy to leverage educational change in South Africa and place policy making within an international context, providing further legitimacy to the new curriculum. The ANC had to legitimate a controversial policy position, in order to define an emerging set of values as South Africa shed her position of isolation, and consolidated her power – driven by economics at the macro-level and by access, equity and redress at micro-level.

In South Africa, the people who had to implement the new curriculum and were not part of the policy making process were alienated. The majority of students are poor and even lower down the social chain with an even more restricted code. Inherent problems associated with C2005 will be discussed in the next section where its implementation will be analyzed.

The implemented curriculum

After 1994 education was used as a tool for reform, and in line with political transformation education catered to equity, redress and transformation. Within education the paradigm shift, which is illustrated in Table 1 below, was radical and involved a shift from a traditional teacher-centered, content-based curriculum to a progressive, learner-centered outcomes-based curriculum (Spreen, 2004: 103). The design of the new curriculum drew attention away from the teacher and placed the focus on the student and learning process instead of learning content. This integrated school and life and introduced an integrated and non-disciplinary division of knowledge (Report of the Review Committee, 2000: 1). The new curriculum reflected new values that everyone could subscribe to; the design de-emphasized pedagogy and teachers were left to define their own content. Problems were immediately experienced with the interpretation and the implementation of C2005.

APARTHEID EDUCATION	PROGRESSIVE EDUCATION
CONCEPTUAL LEVEL:	
Politically motivated – nation building Language of entrenching separation National Party policies Right wing conservatives Protectionist ideals – Die volk Mechanism for entitlement Promotes privilege Discrimination Racially separate departments Inequality Divided system Separates academic and vocational skills Mental manual division Sacred knowledge Traditional society Traditional education Competitive / academic Exclusive VERTICAL EDUCATIONAL DISCOURSE	Politically motivated – nation building Language of reform, redress and integration African National Congress policies Left wing progressive democrats Democratic ideals – the people / the masses Mechanism for transformation Promotes access, equity and equality Inclusiveness Single department Equality Integrated system – influenced by labour COSATU Integrates academic and vocational skills Mental manual inclusion Profane knowledge Modern society Progressive education Anyone can succeed Inclusive HORIZONTAL EDUCATIONAL DISCOURSE Elaborated code of language of policy makers – difficult to interpret and implement by teachers
PRACTICAL LEVEL:	
Deductive Teacher-centered Visible pedagogy Content based Learning content Thinking skills – intellectual ability Conceptual cognitive coherence Hierarchical build up of cogitative domain Scaffolding of learning Vertical demarcation of knowledge	Inductive Learner-centered Invisible pedagogy Outcomes based Learning process Doing skills – competency based Connective coherence Integrated life and school Integrated and non-disciplinary division of knowledge Lateral demarcation of knowledge – issue organized

<p>Strong classification and framing</p> <p>Specific subjects – gateway subjects</p> <p>COLLECTION CURRICULUM CODE</p> <p>Race division</p> <p>= Inequalities</p>	<p>Weak classification and framing</p> <p>8 integrated thematic areas</p> <p>INTEGRATED CURRICULUM CODE</p> <p>Elaborated code of language of teachers – difficult for working class students with a restricted code</p> <p>Class division</p> <p>= Inequalities perpetuated</p>
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Table 1 Comparison between two polar educational systems

I maintain that, based on Bernstein’s sociology of education, mentioned above, an elaborated code at the level of policy making has been revealed. This same reasoning holds true for the classroom level where progressive methodology was attempted. Within the classroom teachers, themselves possessing only a restricted code, had to adopt a code that in relation to the learners was elaborated. The predominantly black working class students were consequently disadvantaged. This further emphasized the social division of labour at the level of family and school creating a difference in learning amongst classes, in favour of those students who entered school with an elaborated code – who were still predominantly white middle-class (Sadovnik, 2001: 688). As a consequence, the progressive pedagogy originally conceived as a vehicle to optimize the learning chances of the previously disadvantaged left disadvantaged learners without the tools to analyze and critically evaluate, even though these were desired outcomes. They also lacked the scaffolding necessary for advancement. Progressivism focuses on lateral integration of life and school and loses sight of content and how it should be acquired – it lacks an explicit theory of curriculum of acquisition (Muller, 2002: 64). C2005 consequently has inherent problems at the conceptual / macro level as well as at the practical / micro level.

Problems firstly arose with the assumption that the unconsulted, underprepared and underskilled teachers would understand and be able to implement the curriculum, where the intended curriculum was based on an integrated code and the implemented curriculum was based on an invisible pedagogy. Vertical demarcation of knowledge was replaced with lateral demarcations where domains, rather than subjects, are issue-organized and are called ‘programme organizers’. Knowledge units are then based on their relevance to a particular kind of skill and are called ‘phase organizers’. What was lacking was the understanding that connective coherence does not facilitate conceptual cognitive coherence, which is established through vertical demarcation. As a result it is difficult to determine whether important conceptual markers have been reached because there is no conceptual basis to C2005. This is because in progressive pedagogy a coherent and relevant conceptual learning progression is lacking (Muller, 2002: 70).

Gateway subjects were de-emphasized and learning was no longer scaffolded, which instills the skills necessary for critical and independent thinking. Subjects with strong classification and strong framing were replaced with eight integrated thematic areas that stressed weak classification and weak framing associated with lateral demarcation of knowledge. Consequently, the boundary between subjects was indistinct and the transmission of knowledge through practice was vague. With an inductive learner-centred approach the teacher, traditionally in charge, now lacked the scope to select, organize, time and pace the learning experience. A progressive discourse deprived the children of the poor, whose interests the policy makers were attempting to serve.

C2005 expressed outcomes that were over ambitious and not easily attainable. Consequently, they remain elusive because the acquisition of knowledge does not cater to the hierarchical build-up of the cognitive domain. Thinking skills need to be developed and built up through sequential knowledge processing, which according to Benjamin Bloom begins with knowledge, then comprehension, application, analysis, synthesis and finally evaluation. C2005 failed to understand that content and factual knowledge provides the basis for learning outcomes that require cognitive ability because intellectual skills are hierarchically built on each other (Leyendecker, 2005: 25).

The permeation of politics into education has severely affected the educational results in South Africa and is reflected in the ongoing debate over poor achievements. Post apartheid policies, whilst noble; have not adequately catered to the curriculum and what the substance of learning and knowledge acquisition entails. Consequently:

“Only 1% of Grade 6 pupils from historically black schools can read, write and calculate at the required level. The figure for historically coloured schools is 3% and for former Model C schools 65%. We cannot achieve sustainable economic growth, broad-based empowerment or poverty alleviation on the basis of an education system that produces these results” (Zille, 2005, 9).

Other studies support these frighteningly poor results and the Third International Mathematics and Science Repeat Study (TIMSS-R) revealed that South Africa is below the international and the continental means for mathematics and science. The President's Education Initiative (PEI) has now linked performance with curriculum, stating that C2005 was inhibiting the capacity for learner achievement (Chisholm, 2003: 275). This clearly indicates that the current delivery of knowledge in classrooms is not sufficient for current ambitions (Leyendecker, 2005: 25). A learner-centered paradigm may reflect noble ideals but does not produce desirable results, even if teachers are motivated and willing (Leyendecker, 2005: 29). Furthermore as progressivism reduces knowledge to competencies, outcomes, and skills it ignores considering knowledge as knowledge (Muller, 2002: 71).

Better school results are being achieved in Sub-Sahara Africa (SSA) than in South Africa. What is particularly significant in some African countries is the realization that establishing an efficient, credible and sustainable education system will result in their being competitive in today's global economy – allied to that is the understanding that the global economy is increasingly knowledge-driven (Republic of Ghana, 2006). Therein lies the fundamental difference - South Africa's curriculum is skills and outcomes-driven.

Globally, education is in a state of flux, and progressive pedagogy is now passé. It needs to be acknowledged that student-centered schools offer vacuous knowledge under a proud anti-intellectual credo (Muller, 2002: 61). An invisible pedagogy has not been successful, as has become evident with the poor schooling results in South Africa. What needs to be analyzed is not only what is taught but also how it is taught, so that students learn relevant factual knowledge and also how to apply it (Leyendecker, 2005: 25).

Restructuring reforms do not alter the teaching-learning dynamic. What is ultimately revealed is that top-down, politically driven education reform movements are addressed primarily to restructuring. They have little to say about educating (Goodlad cited in Fullan, 1994; 2).

The current educational discourse in South Africa is predisposed towards developing 'key skills', transferable across different spheres of life. The problems are that there is the assumption that these skills can be easily transferred from one context to another, without considering that even universally applicable outcomes require recontextualization and appropriation. Labour's strong position within the educational discourse and the concomitant emphasis on outcomes and skills, has focused on what people should be able to do – this stresses skills rather than intellectual ability – understandably to benefit the previously disadvantaged who had not had access to academic education. However, a horizontal educational discourse and an integrated curriculum structure have disadvantaged South Africa.

Recommendations.

Most school learning produces 'imitation subjects'. Because there is little personal relevance or connection with the outside world – despite the integration of life and school knowledge – what generates deep and meaningful learning is teachers comprehending that student understanding is closely related to the *quality of their engagement* with the learning activity (Ramsden, 200: 39-40).

If students do not look for meaning, are not involved, and participate primarily to achieve extrinsic goals such as a test or exam, often through memorization and recall of inconsequential facts – then

they apply a surface approach to learning. Knowledge is then also atomized and segmented. However, if students have to look for meaning and relevance, if they are required to search for connections and underlying structure and coherence, if they have to relate something to the world that they are familiar with, if they have to actively make sense and engage in the learning task – then a deep approach to learning has been applied. This is a holistic and more effective approach to learning because it does not require rote-learning and simple recall, yet ideas, principles and issues are still easily recalled and remembered.

An approach to learning describes how students learn. It is the relation between the student and the learning activity, and according to Paul Ramsden, everyone is capable of both deep and surface approaches. A surface approach is about quantity while a deep approach is about quantity and quality – and both can be applied depending on the specific learning requirements (Ramsden, 2004: 42-43). Essentially a deep approach finds meaning and involves thinking and these skills can be systematically developed according to Bloom’s taxonomy, from knowledge and comprehension through to analysis and evaluation, while a surface approach is about reproducing information and short term memory recall. Deep approaches are also associated with better outcome achievements and results, while surface approaches produce ‘imitation’ subjects (Ramsden, 2004: 53). The distinction between these approaches is illustrated in Table 2. What is critical is that there is no indication that certain students are predisposed towards a particular approach. This implies that any student can be encouraged to apply a deep approach – and thereby achieve better results.

<p>SURFACE APPROACHES: passive approach</p> <p>Assessment methods that emphasize recall and learning verbatim</p> <p>Assessment methods that create anxiety</p> <p>Conflicting message about rewards and extrinsic motivation</p> <p>Large volumes of material to be covered, focus on quantity</p> <p>Irregular or inadequate feedback</p> <p>No independent learning</p> <p>No contextualisation of subject matter</p> <p>No experience of alternative methods of study</p>
<p>DEEP APPROACHES: active approach</p> <p>Pedagogy that encourages active engagement with the learning task</p> <p>Understanding the underlying logic; concerns and connections</p> <p>Good teaching – an understanding teacher, with good subject knowledge, etc</p> <p>Clearly stated aims and objectives</p> <p>Opportunity for students to exercise responsible choice</p> <p>Independent learning</p> <p>Contextualisation of the material</p> <p>Previous experience that has encouraged these approaches</p>

Table 2: Characteristics associated with surface and deep approaches to learning. Adapted from Table 5.1 (Ramsden, 2004: 80).

Improved pedagogy can improve learning. Allied to approaches to learning are learning styles, which cater to diverse learning style preferences. Referring to the Felder and Silverman model (McLain-Kark, 2003: 2) these are: visual / see and verbal / read; sensory / do and intuitive / think; inductive / trial and deductive / reason; actively / interactive groups and reflectively / alone; and sequentially / small chunks and globally / broad principles. A range of approaches are incorporated into our departments teaching and learning programme as increasing diversity and a wide range of abilities within one class has to be catered to. Purely academic skills are not the primary goal, particularly with design students. No matter what style of pedagogy is advocated, teachers play a critical role in ensuring learning and knowledge

acquisition and can encourage active learning through engaging students in the process. Furthermore, when students become engaged it results in intrinsic motivation and creates interest and a desire to learn. This in turn helps establish a learning culture. This is what South Africa needs to develop in all educational institutions.

Conclusion.

In some African countries the current curriculum has been structured to ensure productivity and growth, and reduce poverty – a major stumbling block to development. South Africa has followed a different model and although also driven by global economics, the focus had been on human rights and access to education – spurred by a strong political discourse, hastily installed. This was because the dominant ruling party had to leverage itself into a position of power and establish legitimacy and credibility, but the mechanisms utilized ultimately harmed the very people they were attempting to uplift.

C2005 was the product of political aspirations over what counts as knowledge and focused on providing *opportunity* to learn, on access and equity rather than on learning. This social constructivist perspective replaced a discriminatory curriculum with one based on integration and the notion of equality (Young, 2002: 28). This reflected the antithesis of the previous hierarchical discourse, where the intended curriculum was a collection code and the implemented curriculum was based on a visible pedagogy, and the cornerstone was content knowledge. While the National Party were right wing conservatives and the curriculum stressed content, the ANC in contrast are left wing progressive democrats and the curriculum now stresses outcomes. Because content is underspecified in C2005, knowledge has been reduced to competencies, outcomes, and skills, and this has ignored considering knowledge as knowledge - consequently de-emphasizing intellectual ability. The outcomes remain generic and lack content specificity to guarantee the learning they desire (Young, 2002: 34). Education is not based on freeing students *from subjects* but on freeing them *from being excluded* from knowledge and from only having access to ideology, whether political or religious (Young, 2002: 33).

It has been proved that specification of outcomes have not produced good results. Success in a reform initiative hinges on the smallest unit of organization, which is the classroom (Guskey, 1995: 4). As the curriculum remains committed to issues of human rights I suggest that improving overall pedagogic practice and understanding how students learn can help generate a culture of learning at all levels.

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**Shifting pedagogies: the
impact of rearticulation of
secondary education at
tertiary level.**

By
Avryl Dahl

**Conflicting opinions regarding the
current state of education.**

Business Report, June 5, 2006. Michael Hamlyn
"Schools fail to teach the basics".

Cape Times, October 19, 2005. Helen Zille
"Education in crisis".

The Third International Mathematics and science
Repeat Study (TIMSS-R)

Ramon Leyendecker *"Curricula, examinations and
assessment in Sub-Saharan Secondary education"*
(CASASE)

Cape Times, September 6, 2006. Anel Powel.
"Low literacy levels 'no crisis' – Dugmore"

**Some of those school leavers
might become our students**

Because of re-education at secondary level, repercussions are being felt at tertiary level.

Changes have been made in my teaching, which are a direct response to the process of democratization within education.

- Educational context and issues around policy and the intended curriculum.

- Re-education affects the implemented curriculum, practice and pedagogy in schools

- Personal attempts to adapt my teaching practice.

- Recommendations and possible ways to instill a more effective approach to learning

The changing educational context and policies

- 1948 the Afrikaner dominated National Party (NP) contrived a policy of separate development.

- The white population was channeled into white-collar work.

- The non-white population were geared towards menial low-paid manual labour.

- After 1994, with liberation changes were inevitable.

Popular discourse and the associated rhetoric were expressed in the policy of the intended curriculum.

The African National Congress (ANC) had to hastily install a democracy – they were preoccupied with policy and not how it could be translated into practice.

The intended curriculum

The generic term for curriculum is a plan for learning.

It also represents what counts as valid knowledge – and contains hopes, ambitions, ideologies and ideals

A curriculum is composed of 3 separate areas:

1)THE INTENDED CURRICULUM

- a)The ideal curriculum
 - reflects ideology and intention
- b)The formal curriculum
 - reflects the actual policy documents

2)THE IMPLEMENTED CURRICULUM

- a)The perceived curricula
 - the interpreted curricula
- b)The operational curricula
 - the physical classroom practice / pedagogy

3)THE ATTAINED CURRICULUM

- a)The experimental curricula
- b)The learned curricula
 - reflects what has been learned /
 - results

Disproportionate time was spent on creating the ideal curriculum.

Curriculum 2005

- Democratic overtones
- Policy expressing the need to transform society
 - but was essentially progressive in design.

Curriculum 2005 was a dramatic departure from the previous curriculum.

Education was intended as a mechanism for transformation in order to redress past inequalities, to promote equity and equality, and to appease the masses.

APARTHEID EDUCATION	PROGRESSIVE EDUCATION
POLICY: THE INTENDED CURRICULUM	
Politically motivated – nation building	Politically motivated – nation building
Language of entrenching separation	Language of reform and redress
National Party policies	African National Congress policies
Right wing conservatives	Left wing progressive democrats
Protectionist ideals – Die volk	Democratic ideals – the masses
Mechanism for entitlement	Mechanism for transformation
Promotes privilege	Promotes access, equity and equality
Discrimination	Inclusiveness
Racially separate departments	Single department
Inequality	Equality
Divided system	Integrated system
	– influenced by labour COSATU
Separates academic and vocational skills	Integrates academic and vocational skills
Mental manual division	Mental manual inclusion
Sacred knowledge	Profane knowledge
Traditional society	Modern society
Traditional education	Progressive education
Competitive / academic	Anyone can succeed
Exclusive	Inclusive
VERTICAL EDUCATIONAL DISCOURSE	HORIZONTAL EDUCATIONAL DISCOURSE
	Elaborated code of language of policy makers – difficult to interpret and implement by teachers

Basil Bernstein

Elaborated code
- an attempt was made to establish context independent and universalistic language code (Sadovnik, 2001; 2).

In order to legitimize and create a credible educational discourse.

Resulted in complex and jargonized language
- making interpretation and subsequent implementation very difficult, as many teachers possessed a relatively restricted code of educational language.

A different type of differentiation was now created
– based on class, not race.

Pierre Bordieu

The distribution of power in society is unequal and language provides symbolic power.

This endows individuals with a legitimacy that they otherwise would not possess.

The official language reflected in educational policy is bound up with the state.

Policy makers installed themselves in positions of privilege.

This enables those who benefit most from the system of convincing themselves of their intrinsic worthiness, while preventing those who benefit least from grasping the basis of their deprivation (Gay, 1996; 15-16).

The implemented curriculum

The paradigm shift was radical.

Outcomes based education, an overseas model that came from English-speaking democracies – offered a viable alternative to the apartheid model.

Progressive education served as a clean break with the past but also offered a learner-centered pedagogy and the idea that everyone could succeed (Young, 2002, 18, 33).

PRACTICE: THE IMPLEMENTED CURRICULUM	
Deductive	Inductive
Teacher-centered	Learner-centered
Visible pedagogy	Invisible pedagogy
Content based	Outcomes based
Learning content	Learning process
Thinking skills – intellectual ability	Doing skills – competency based
Conceptual cognitive coherence	Connective coherence
Build up of cognitive domain	Integrated life and school
Scaffolding of learning	Integrated and non-disciplinary division of knowledge
Vertical demarcation of knowledge	Lateral demarcation of knowledge – issue organized
Strong classification and framing	Weak classification and framing
Specific subjects	8 integrated thematic areas
– gateway subjects	
COLLECTION CURRICULUM CODE	INTEGRATED CURRICULUM CODE
	Elaborated code of language of teachers
	– difficult for working class students with a restricted code
Race division	Class division
= Inequalities	= Inequalities perpetuated

Progressive education

- Focuses on lateral integration of life and school.
- Looses sight of content and how it should be acquired.
- No systematic acquisition of knowledge.
- Learning was no longer scaffolded.

C2005 failed to understand that intellectual skills are hierarchically built on each other (Leyendecker, 2005; 25).

In progressive pedagogy a coherent and relevant conceptual learning progression is lacking (Muller, 2002; 70).

A progressive discourse deprived the children of the poor, whose interests the policy makers were attempting to serve.

Better school results are being achieved in Sub-Saharan Africa than in South Africa.

While some African countries realize that the global economy is increasingly knowledge-driven – South Africa’s curriculum is skills and outcomes-drive, and based on issues of human rights.

Personal reflections

Cater to design students actual and not their perceived competencies.

This includes:

- a visual component
- adapting historic design into an original creative contemporary design.

The visual world is a world that is as complex and organized as the verbal one.

An awareness of the range of learner's literacies and utilizing multiple literacy's for the purpose of instruction.

Introducing **continuous assessment**:

Shifting the focus from an academic approach of pure theory / text to an integrated approach.

Language skills:

Included with every first year assignment:
Subject specific terminology.
Expectations are also transparent.
Electronic platform.

Cognitive skills:

Assignments are stepped.

Benjamin Bloom's hierarchy of learning, **knowledge, comprehension** and **application** appropriate at first and second year progresses to **analysis, synthesis** and **evaluation** by third year.

Recommendations

An **approach to learning** describes how students learn.

It is the relation between the student and the learning activity – **deep or surface**

Student understanding is closely related to the quality of their engagement with the learning activity (Ramsden, 2004; 39-40).

Encouraging students to seek connections, underlying structure and coherence encourages this.

According to **Bloom's taxonomy**
analysis

synthesis

evaluation – requires thinking.

The focus is on principles and issues – on relevance and meaning.

According to educationalist **Paul Ramsden**, everyone is capable of both deep and surface approaches.

SURFACE APPROACHES: passive approach

Emphasis on recall and learning verbatim
Creates anxiety
Conflicting message about rewards and extrinsic motivation
Large volumes of material to be covered, focus on quantity
Irregular or inadequate feedback
No independent learning
No contextualisation of subject matter
No experience of alternative methods of study

DEEP APPROACHES: active approach

Encourages active engagement with the learning task
Understanding the underlying logic; concerns and connections
Good teaching
– an understanding teacher, with good subject knowledge, etc
Clearly stated aims and objectives
Opportunity for students to exercise responsible choice
Independent learning
Contextualisation of the material
Previous experience that has encouraged these approaches

Adapted from Table 5.1 (Ramsden, 2004; 80).

Learning styles cater to diverse learning style preferences.

Referring to the **Felder and Silverman model** (McLain-Kark, 2003; 2) these are

Visual / see	Verbal / read
Sensory / do	Intuitive / think
Inductive / trial	Deductive / reason
Actively / interactive groups	Reflectively / alone
Sequentially / small chunks	Globally / broad principles

Encourage active learning through engaging students in the process.

This fosters a desire to learn and intrinsic motivation, which in turn helps establish a culture of learning.

Conclusion

Policy after 1994, as before, was driven by a strong political discourse - with a focus on human rights and issues of access to education.

C2005 focused on providing opportunity to learn, on access and equity
– rather than on actual learning.

The smallest unit of organisation, the classroom
– is where we as educators can help generate a culture of learning.

Education is not based on freeing students from subjects but on freeing them from **being excluded from knowledge** and from only having access to ideology (Young, 2002; 33).