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Browser address bar: <https://www.facebook.com/home.php#!/ronel.hes> (1) Ronel Bester

Search bar: Ronel Bester

Navigation: Home Find Friends Ronel

Cover Photo: A purple background with a white outline of a bus. The text "FaceFunda" is written in large, dark purple letters across the front of the bus. Below the text, the name "Ronel Bester" is displayed. To the right of the name are buttons for "Update Info" and "Activity Log". A "Change Cover" button is located in the top right corner of the cover photo area.

Profile Picture: A small square photo of a woman with short, curly brown hair, smiling.

Navigation Tabs: Timeline About Photos Friends 19 More

Right Sidebar (Friends List):

- Didi Ngqawana
- Portia Nkebana
- Nolitha Hobongwana
- Zoliswa Gajana
- Ntombentle Qolo 1h
- Lindeka Cuba
- Xoliswa Thomas
- Anthony Trom
- Sipho Mlandu
- Tobeka Mpame
- Nombeko Angelinah Hond...
- Miriam Ari
- Buyelwa Twalo
- Nokhwezi Saleni
- Thash Mehlala Dayi

1. Why Facebook?

*My research question is: **How can the academic use of Facebook enhance the open distance learning of rural isiXhosa teacher-students in the Eastern Cape?***

- We have created a secret group on Facebook that is called FaceFunda. The taxi that takes you over the bridge of '*not knowing to knowing*' how to do your proposal.
- Every 'passenger' must get into FaceFunda (it's our taxi) to enjoy the ride!
- Johan is here to help you to open your phone/laptop to Facebook, and I will invite you to join the FaceFunda secret group. You must click on "join group", then you're in the taxi!
- Please put a photo of yourself as a profile picture.
- What will happen in the taxi?
 - We will discover what technology can do for you – how you can use your phone to help you to learn easier and get answers or help from other people.
 - You will save money because it is cheaper on Fb that to talk and explain your problem to someone over the phone.
 - You will be assisted to do your own proposal so that you can hand it in to OLG, if you keep working on your proposal as we go along.
- What must you do in the taxi?
 - Ask questions about your research.
 - Add photos of yourself when you are working on your proposal.
 - Write about the things you are thinking – reflections.
 - Discuss your work – what is good, bad, nice, difficult.
 - Comment on other students work – e.g. 'like' or say something.
 - Help each other, if someone asks a question, answer them – don't only wait for me.
 - Be an active passenger in the taxi and participate positively.

2. How to get onto the Website on your cell-phone.

(a) If not a Blackberry phone:

- Click on 'Internet browser'.
- Type in Facebook address: *Facebook.com/home*
- Type in your own e-mail address.
- Type in your password of your e-mail.
- Click on 'log in'.
- Scroll to the bottom till you find:
- 'Bookmarks' - click
- 'Groups' - click
- Choose 'FaceFunda' - click
- Then you're in! Participate on the page.

If you are finished:

- Scroll back to 'Home Page' – click
- Scroll to bottom of page and click on 'log out'.

(b) If it is a Blackberry phone:

- ✓ Go to Options button (=) [if it is a touchscreen]
- ✓ Go to Facebook (down arrow) [if not a touchscreen]
- ✓ Scroll to 'groups'
- ✓ It will open in FaceFunda
- ✓ Read and participate

If you are finished:

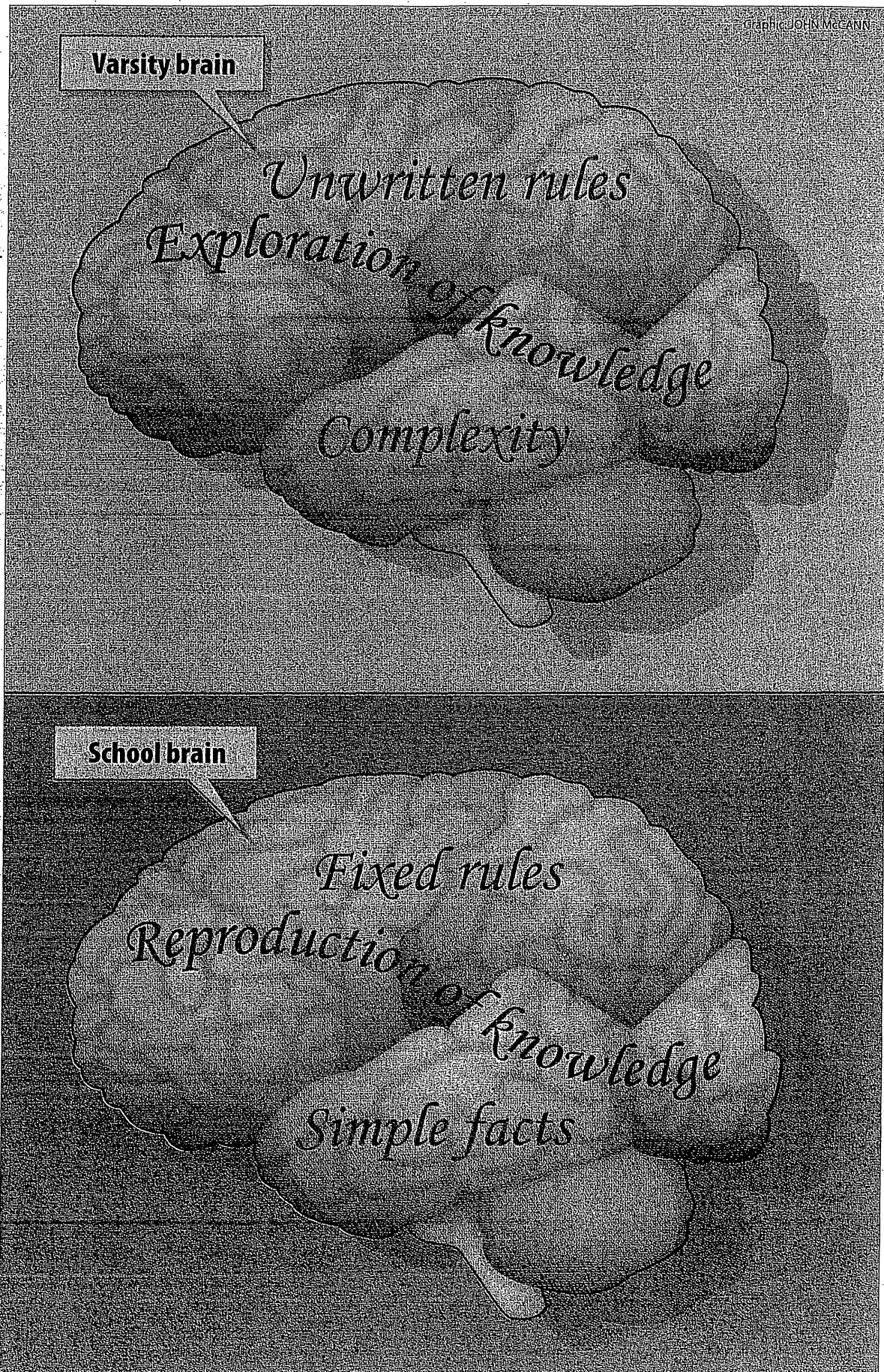
- ✓ Log out.

Boughey, C1

PLUS Courses, Seminars & Bursaries

Varsity
'rules'
that
stymie
students

Graphic:
McCann, J.





“The small school with the big heart”

P.O. Box 73
CATHCART
5310

Telephone: 045 8431130

Fax / Accounts: 045 8431778

E-Mail:

noeleen@cathcarthigh.co.za

TO WOM IT MAY CONCERN

This serves to testify that Mrs M.P.Bester has permission to use the Anne Nash Library at Cathcart High School for the purpose of conducting interviews, meetings and the like as part of her research for her Master's thesis.

Yours Faithfully

A handwritten signature in black ink, appearing to be 'N.G.Hart', written in a cursive style.

Mrs N.G.Hart
Principal

PROPOSAL Format for BEd Hons (2021) - NWU

Qualitative Research

	Title	The title should cover your own research topic meaningfully. Must refer to the main aspects of the study.	
1.	Statement of the problem	The problem under research (your own chosen topic) must be explained. Describe the background (details about your school) Indicate why the problem is important for our world. Indicate how you will focus your study (The views of educators in your school).	¼ page
2.	Motivation for the research	Indicate the importance of the study problem for different groups that may profit from reading the study, e.g. DoE, Unions, other educators, SMT, SGB, etc.	¼ page
3.	Purpose of the research	This established the central direction for the study. Look in Manual page 24 and Maree-book. That block that says: The purpose of this case study.... Fill it in with your own particulars.	¼ page
4.	Research question	For B.Ed Hons, you may only have 1 research question. Take your own title, and write it over, changing it into a question – end the sentence with a ?	
5.	Review of Literature	Write about 1000 words on your own research problem. Look in newspapers, books and on the internet. On internet: Go to Google. Type in your research question. Enter. Look and read the articles that pop up. Make a summary of them. Keep the particulars of the source for your Bibliography. Specially make the following sections: 5.1 Definition – of your own topic (words) 5.2 Explain the importance of that topic. 5.3 Write the effects of that topic. 5.4 Write strategies to improve the problem of your own topic.	3 pages
6.	Method of research	Theory that was learnt in FOER.	
6.1	Research Design	Worldview: Pragmatic Strategy of enquiry: Qualitative Case Study Research methods: Qualitative – open ended questionnaire Data gathering – text (from questionnaire) and interviews Interpretations – themes and patterns	½ page
6.2	Sample	Explain what is 'Purposive sampling'. Describe your participants.	½ page
6.3	Data collection	Explain how your data will be collected, e.g. questionnaire and interviews Attach the open-ended questionnaire to your proposal.	1 page
6.4	Data analysis and interpretation	Explain how you will analyse and interpret the data that you have gathered.	1 page
6.5	Validity in qualitative research	Discuss measures to ensure validity, by explaining the concepts of triangulation, etc.	1 page
6.6	Ethical issues	Explain how you will deal with ethical issues.	½ page
6.7	Procedure	Describe step-by-step how you are planning to do your research.	1 page
6.8	Bibliography	The bibliography must list all the sources that were used in your Proposal. Look in "Quoting sources" for the Harvard style.	

NWU Research Project

Master's in Education: Learner Support



By: Ronél Bester

Title:

The academic use of Facebook to enhance the affective learning of open distance learning of rural teacher-students in the Eastern Cape.

Research Question:

How can the affective learning of open distance learning teacher-students in the rural Eastern Cape be supported through academic Facebook™?



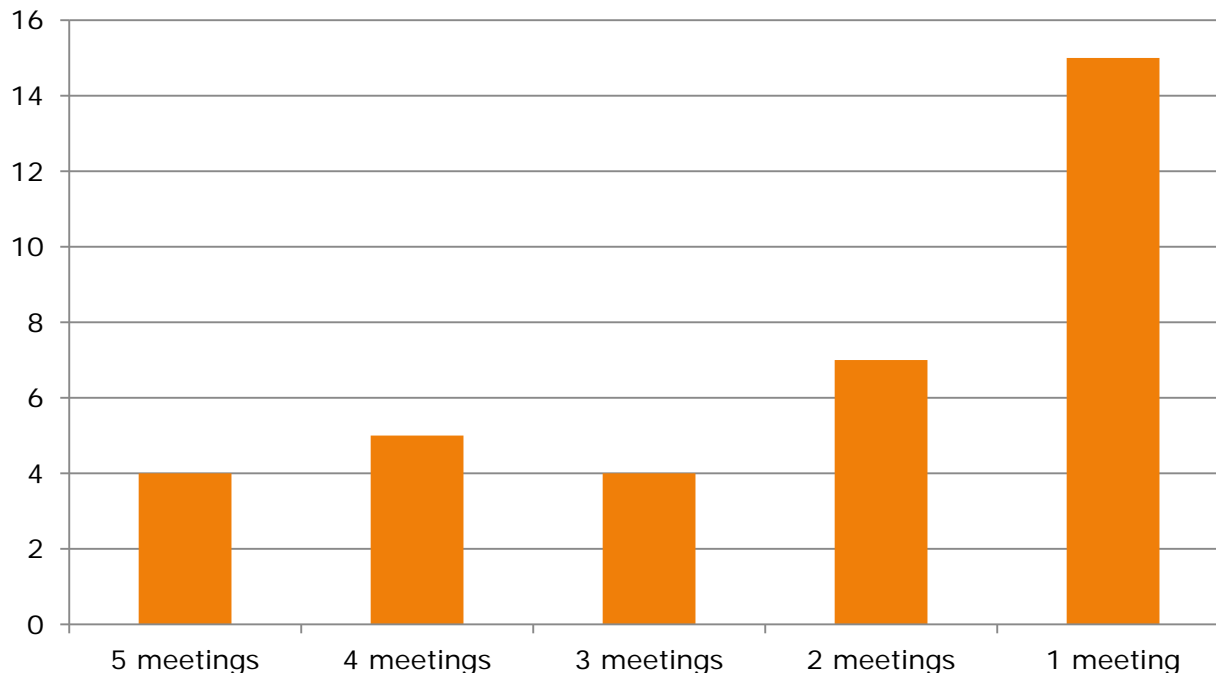
To create a support group to help each other from the one side to the other side of the bridge...

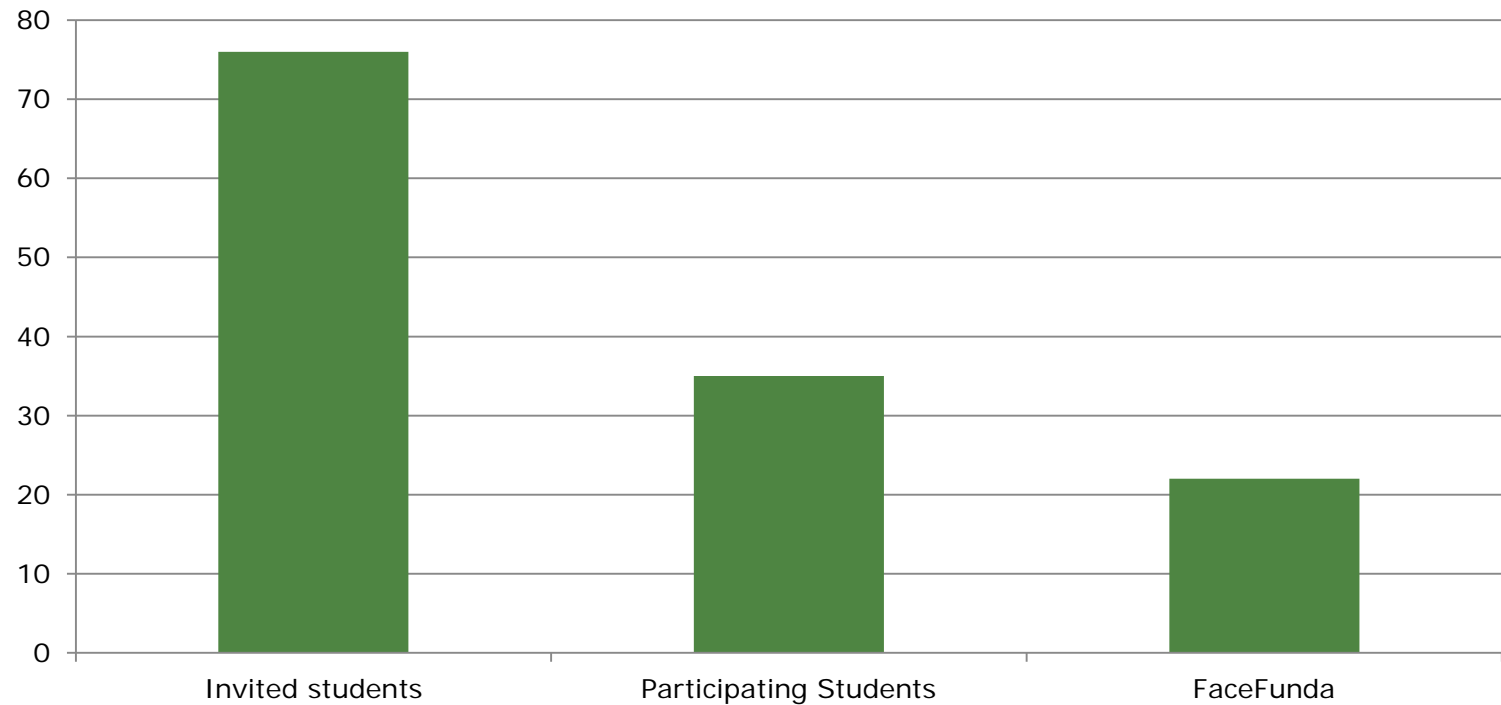


25 April 2013

STATISTICS

76 NWU students were invited to participate. Over the 8 week period up to now, 34 students have signed consent forms and attended various meetings.





22 Participants are in this 'taxi'
+ the Driver and
the Technology 'mechanic'.



26 April 2013
Queenstown Library



RESEARCH QUESTION AND BACKGROUND

- Title
- Statement of the problem
- Motivation for the research
- Purpose of the research
- Research question

Week 2

Date: 03 May

LITERATURE REVIEW

- What is it?
- How do we do it?
- Where do we find information?
- How do we write it?

METHODOLOGY

1. Research design
 - Qualitative
 - Quantitative method
 - Case study
2. Sample
 - Who are the people you are going to research? (Participants)
 - Where do they work?
 - What kind of sampling

DATA COLLECTION

- How will you gather the information from the participants?
- Doing interviews?
- Filling in open-ended questionnaires?

DATA ANALYSIS

- Explain how you will organise your data
- Summarise your data
- Discuss the data

VALIDITY
ETHICAL ISSUES
PROCEDURE

BIBLIOGRAPHY

- How to write your sources
- How to do a reference list/ bibliography in your text

Putting it all together.
Presenting it to OLG!



Portia introducing me.





Signing Consent Forms



7 May 2013

Attendance Register

7 May

Name + Surname	Cell	e-mail address
AYANDA MAHLANZA	0724649982	076511337@vodanet.co.za
Noxolo CEKESHE	0785123980	noxicekeshe@gmail.com
NYOLITHA HOBONGWANA	{08256847087 0828549222}	nyolitha
VENA BOSE THASH MEHLALA - DASH	0835201375/011335502	
XOLISWA THOMAS	0836246744	
NOMNIKELO MAYILE	0835229424	nomnikelomayile@gmail.com
ZOLISWA MASETI	0835371597	masetizoliswa@gmail.com
Tobeka Mpame	0725966981	
Noncedo Hughes	0725068109	noncedohughes@yahoo.com



17 May 2013

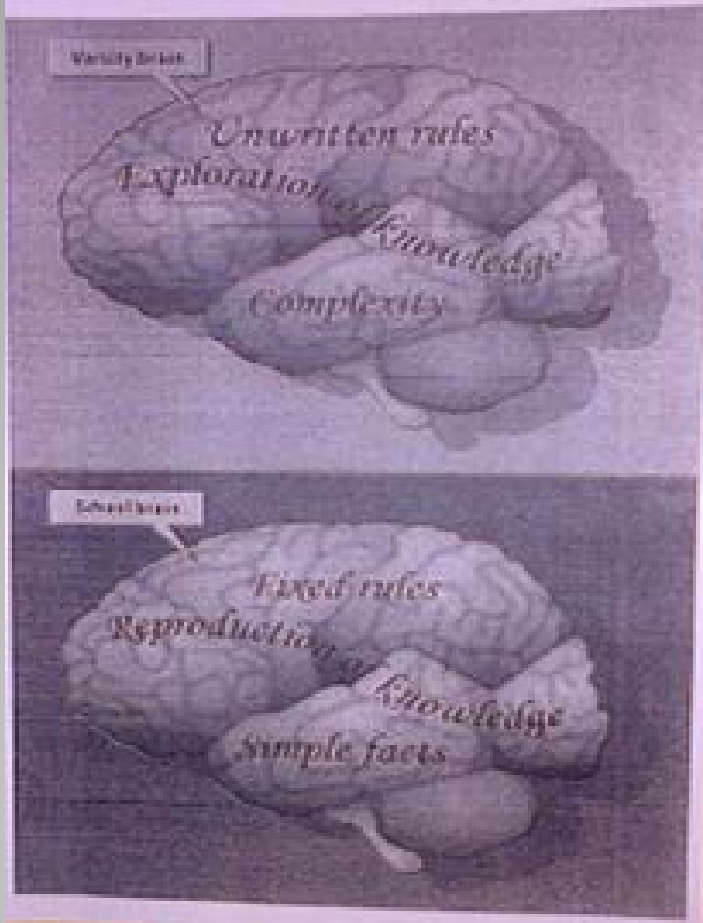
19 Students attended.
Assistant: Wandisile
Technology Geek: Johan



Attendance register for meeting of 17 May 2013

	Name and surname	Cell phone number	E-mail address
1	D.B. NGEVA	0731651362	—
2	N.M. SALENI	082 476 7549	—
3	A.Z. SATANA	071898 2424 1100729214	—
4	N.E. NYABAWANA	0727278411	—
5	N. HOBONGWANA	0828549222	Nolitho.hobongwana@gmail.com
6	N. CEKESHE	0785123980	NOXO. Cekeshe@gmail.com
7	N.V. NYANI	0835953860	—
8	N. BOLO	0836586839	ntoshqolo@gmail.com
9	A. MAMANE	0724649982	—
10	L. CUBA	0765187121	—
11	E.B.K. NORMAN	0735285122	—
12	S.P. MATUKU	07188325157	—
13	N.P. NKEBANA	0824870088	—
14	N.A. HONNWAHA	0793456634	—
15	T.L. MPAME	0125966981	tebekeampame@gmail.com
16	Ari MAMAM	086121390	—
17	X.C. THOMAS	08362466744	—
18	P.D. BAMBATA	0835416833	—
19	Anthony Tiorn (late)		9 interviewed here

PLUS Courses, Seminars & Bursaries



- **School Brain:**
 - - fixed rules
 - -reproduce knowledge
 - -simple facts.
- **Varsity Brain:**
 - - unwritten rules
 - - explore knowledge
 - - facts are complex

**Difference between
School and Varsity...**





We all need help some time...



25 May 2013



Cathcart High School

PROPOSAL Format for BEd Hons (OLG) - NWU

Qualitative Research

	Title	The title should cover your own research topic meaningfully. Must refer to the main aspects of the study.	
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2.	Motivation for the research	Indicate the importance of the study problem for different groups that may profit from reading the study, e.g. DoE, Unions, other educators, SMT, SGB, etc.	¼ page
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4.	Research question	For B.Ed Hons, you may only have 1 research question. Take your own title, and write it over, changing it into a question – end the sentence with a ?	
5.	Review of Literature	Write about 1000 words on your own research problem. Look in newspapers, books and on the internet. On internet: Go to Google. Type in your research question. Enter. Look and read the articles that pop up. Make a summary of them. Keep the particulars of the source for your Bibliography. Specially make the following sections: 5.1 Definition – of your own topic (words) 5.2 Explain the importance of that topic. 5.3 Write the effects of that topic. 5.4 Write strategies to improve the problem of your own topic.	3 pages
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6.6	Ethical issues	Explain how you will deal with ethical issues.	½ page
6.7	Procedure	Describe step-by-step how you are planning to do your research.	1 page
6.8	Bibliography	The bibliography must list all the sources that were used in your Proposal. Look in “Quoting sources” for the Harvard style.	



Started with 2 participants...



Who became 4



And eventually 5!

RESEARCH DESIGN

RESEARCH DESIGN	PHILOSOPHICAL WORLD VIEWS	POST POSITIVE	<ul style="list-style-type: none"> - To research the origin of the problem - Sub-dividing the problem - Developing numerical measuring tools and observations - Test theories
		SOCIAL CONSTRUCTIVIST	<ul style="list-style-type: none"> - To try to get a better understanding of the world - Various interpretations - Social and historical meanings - Theories are developed
		ADVOCACY/PARTICIPATORY	<ul style="list-style-type: none"> - Political - Empowering - Collaboration - Change orientated
		PRAGMATIC	<ul style="list-style-type: none"> - Outcome of actions - Problem-centred - Pluralistic - Real-life orientated
	STRATEGIES OF ENQUIRY	QUANTITATIVE	<ul style="list-style-type: none"> ➤ Experimental research – study ways e.g. 1 group vs another group ➤ Non-experimental – study survey/research parts of population
		QUALITATIVE	<ul style="list-style-type: none"> ➤ Ethnography – study a cultural group ➤ Grounded theory – to make a general idea based on views of participants ➤ Case study – use in-depth-programme, activity, process of 10 or more participants ➤ Phenomenological - Identify the essence of human experiences about something as described by participants ➤ Narrative research – study lives of individuals
		MIXED METHOD	<ul style="list-style-type: none"> ➤ Sequential – Large population study. Results of 1 method expanded by another method ➤ Concurrent – mixture of qualitative and quantitative ➤ Transformative – Theoretical overview within qualitative and quantitative
	RESEARCH METHODS	QUANTITATIVE	<ul style="list-style-type: none"> ○ Predetermined ○ Closed end questions ○ Real data, percentages, tables or graphics ○ Statistical analysis and interpretations
		QUALITATIVE	<ul style="list-style-type: none"> ○ Emerging questions and methods ○ Open-ended questions ○ Data: Interviews, texts, images, documents, audio-vision ○ Interpret: themes and patterns
		MIXED METHOD	<ul style="list-style-type: none"> ○ Predetermined and emerging questions ○ Open and closed ended questions ○ Data: mixture ○ Interpret: statistics and texts.



Attendance register for meeting of 25 May 2013

	Name and surname	Cell phone number	E-mail address
1	NOMPEKO A. HONOWANA	0793456634	
2	Tobeka L. Mphahlele	072 5966981	tobekamphahlele@gmail.com
3	MAMANE Ayanda	0724649982	
4	Lindaka L. Cutler		
5	KHAYALETHU NORMAN	0735685122	
6			



31 May 2013.
Interviews at Queenstown Library



7 June 2013
Technology Workshop

Attendance register for meeting of 7 June 2013

	Name and surname	Cell phone number
1	NOTHEKANT MIRIAM SALENI	082 476 1549
2	KHOKISWE MENDU	071 903 9620
3	NONDUMISO PORTIA NKEBANA	082 487 0088
4	ZOLISWA 'KASETI'	083 5371 597
5	NONZWAKAZI VIVIAN NYANI	083 595 3860
6	ANTHONY TROM	078 579 6742
7	SILUMKO QONGQO	079 450 9914
8	MOLUTHANDO DATI	083 520 2756 / 071 338 5882
9	MOXOLO CEKEHE	078 512 3980
10	MOLITHA HOBOUYWANA	082 854 9222
11	NOMBEKO ANGELINAH HONDWANA	079 345 6634
12	KHAYALEIHU NORMAN	073 568 5122
13	Lindeka Cuba	073 373 0232
14		







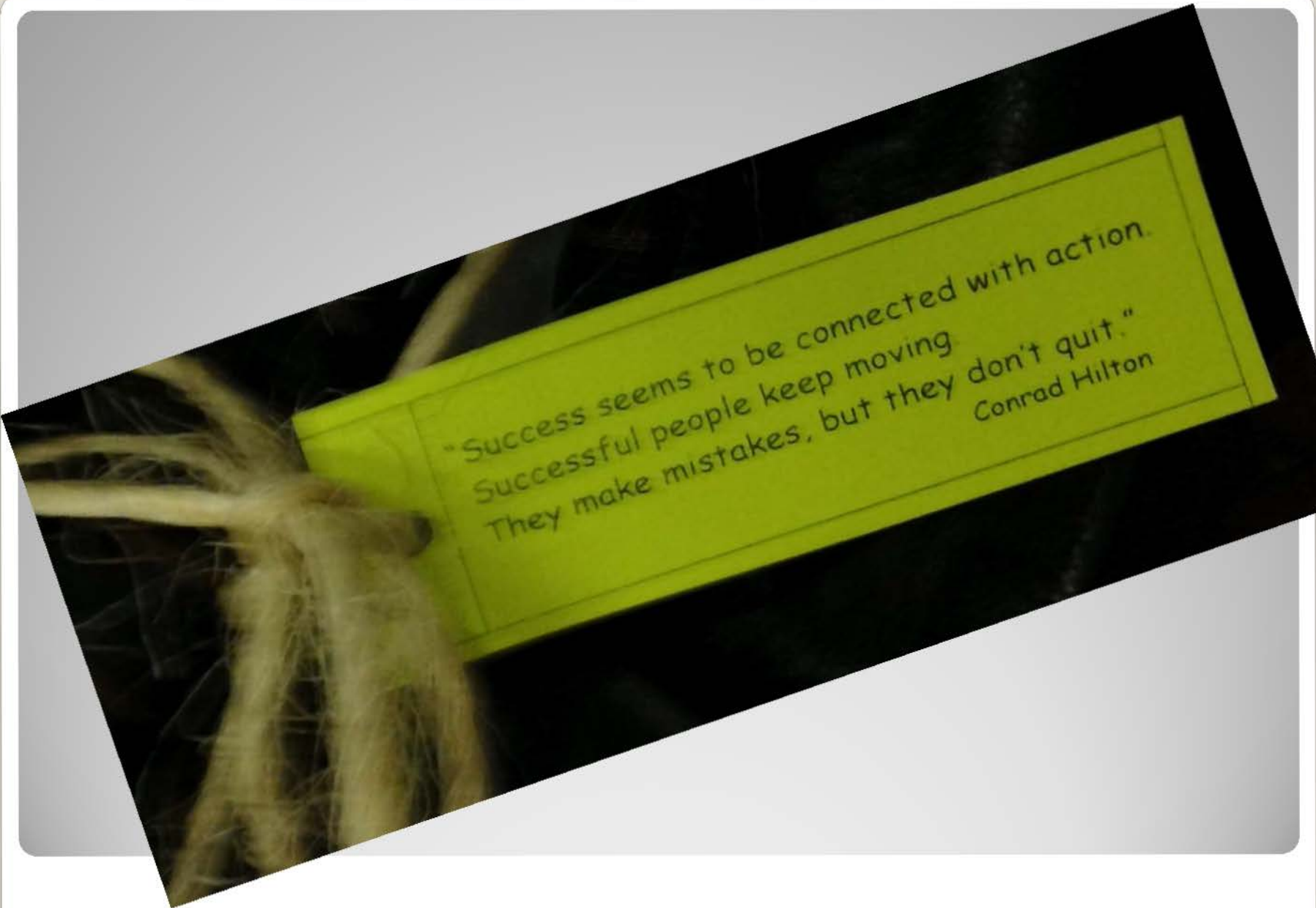
20 June 2013

**Preparing for the
Focus Group Meeting**

Participants giving their views on their experience during the support programme.



21 June 2013
Focus Group Meeting

A photograph of a yellow rectangular tag with a thin black border, tied to a light-colored, textured tree branch. The tag is tilted diagonally. The background is dark and out of focus, showing more of the tree and some foliage. The entire image is framed by a white border with rounded corners.

"Success seems to be connected with action.
Successful people keep moving.
They make mistakes, but they don't quit."
Conrad Hilton

Attendance register for Focus Group Meeting of 21 June 2013

	Name and surname	Cell phone number
1	NOTHEKANTI MIRIAM SALENI	082 476 7549
2	ZOLISWA SATANA	079 898 2424
3	Tobeka Mpanza	072 5966 981
4	MAYILE NOMNIKELO	083 522 9424
5	TROM ANTHONY	078 5796 140
6	NOXOLO CERESHE	078 512 3980
7	NOLITHA HOBOYISWANA	082 854 9222
8	NONDUMISO PORDA NKEBANA	082 487 0088
9	NOMBEKO ANGELINAH HONAWANA	079 345 6634
10	N. M. Salemi	082 476 7549





Nametags for all participants

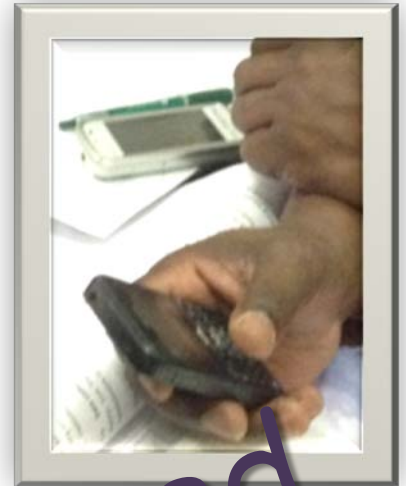
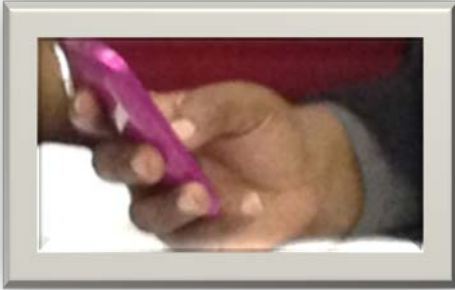
Nolitha receiving names of new students that need help with their studies.







It's all about...



Technology enhanced
learning support



A Taxi never gets full -
it only gets ...

S..Q..U..A..S..H..E..D..!

The ride

will

continue...

untill further notice.



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Faculty of Education Sciences
School of Continuing Teacher Education
7 May 2013

BEd Hons student of NWU

Dear Sir/Madam

Permission to participate in research

I, Ronél Bester, am an MEd student enrolled at the Faculty of Education Sciences, Potchefstroom Campus of the North-West University. I intend to collect data for my research study on learning and teaching. The title of my proposed dissertation is: *The academic use of Facebook™ to enhance the open distance learning of rural teacher-students in the Eastern Cape.*

I hereby request you to participate in my six-week programme where-in you will work on your RSPR module of the BEd Hons programme and communicate on the academic Facebook group page created for this purpose. I will guide you through all the phases of the module.

I pledge to maintain the professional and research ethical codes. This signifies that:

- Your participation in this research remains voluntary and you may, at any time, withdraw from the research
- Your personal information will at all times be treated as confidential
- No demands will be made on your academic teaching programme
- Should you be interested, the research findings will be made available to you.

I am planning to conduct this research from April-June 2013. Please provide me with your written consent by filling in the sections on the next page. Your input and opinions will be greatly appreciated.

Yours sincerely

Ronél Bester.

Ronél Bester
MEd student, North-West University
Student number: 23585587
Mobile number: 076 591 6001



NORTH-WEST UNIVERSITY
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POTCHEFSTROOMKAMPUS

Permission for Research Project:

**The academic use of Facebook™ to enhance the open distance
learning of rural teacher-students in the Eastern Cape**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, _____, (name and surname)
an educator from _____ (name of
school) from the _____ education district hereby agree to
participate in the above mentioned research project.

I am aware that my participation in this study remains voluntary at all times and that I
may, at any time, withdraw from the research. I also understand that all personal
information will be treated as confidential by the researchers.

Name and signature

Date



NORTH-WEST UNIVERSITY
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NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Permission for Research Project:

The academic use of Facebook™ to enhance the open distance
learning of rural teacher-students in the Eastern Cape

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, AYANDA MATHLANZA, (name and surname)
an educator from SINETHENBA JUN SEC SCHOOL (name of
school) from the QUEENSTOWN education district hereby agree to
participate in the above mentioned research project.

I am aware that my participation in this study remains voluntary at all times and that I
may, at any time, withdraw from the research. I also understand that all personal
information will be treated as confidential by the researchers.

AYANDA Mathlece

Name and signature

26.04.13

Date



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

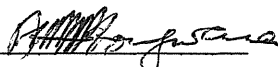
Permission for Research Project:

**The academic use of Facebook™ to enhance the open distance
learning of rural teacher-students in the Eastern Cape**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, NOLITHA HOBONGWANA, (name and surname)
an educator from UNATHI' MKHEFA (name of
school) from the QUEENSTOWN education district hereby agree to
participate in the above mentioned research project.

I am aware that my participation in this study remains voluntary at all times and that I
may, at any time, withdraw from the research. I also understand that all personal
information will be treated as confidential by the researchers.

NOLITHA HOBONGWANA 
Name and signature

26 - 04 - 2013
Date



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Permission for Research Project:

**The academic use of Facebook™ to enhance the open distance
learning of rural teacher-students in the Eastern Cape**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, Noxolo CEKESHE, (name and surname)
an educator from NYXUMZA J.S.S (name of
school) from the COFIMVABA education district hereby agree to
participate in the above mentioned research project.

I am aware that my participation in this study remains voluntary at all times and that I
may, at any time, withdraw from the research. I also understand that all personal
information will be treated as confidential by the researchers.

N. Cekeshe (Noxolo)
Name and signature

26-04-2013
Date



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Permission for Research Project:

**The academic use of Facebook™ to enhance the open distance
learning of rural teacher-students in the Eastern Cape**

LETTER OF PERMISSION: RESEARCH PARTICIPANT

I, LINDEKA LILLIAN CUBA, (name and surname)
an educator from LUXA JUNIOR SEC. SCHOOL (name of
school) from the LADY FRERE education district hereby agree to
participate in the above mentioned research project.

I am aware that my participation in this study remains voluntary at all times and that I
may, at any time, withdraw from the research. I also understand that all personal
information will be treated as confidential by the researchers.

LINDEKA L. CUBA 

Name and signature

26/04/2013

Date

Participant:

1. What barriers have you experienced with technology during the research?
2. What has prevented you to join FaceFunda till now?
3. What was your experience / how do you feel about the first meeting which you attended?
4. What prevented you to not attend the second meeting?
5. Do you think you will benefit through this research?

IT Expert:

1. What are the connectivity issues of the participants?
2. How compatible are their devices with Internet?
3. Is airtime a problem with them?
4. What are their technological problems?
5. Which aspects of the meeting did you experience positively?
6. Which aspects of the meeting did you experience negatively?
7. What surprised you during the meeting?

Observer:

1. How did you perceive:
 - The atmosphere in the meeting
 - The attitude of individual students
 - The willingness of teacher-students to participate
 - The way how they received the information I gave them
2. Which aspects of the meeting did you experience positively?
3. Which aspects of the meeting did you experience negatively?
4. What surprised you during the meeting?
5. Do you think the teacher-students want to overcome their technological barriers?

Questions to participants who attended regularly:

1. How does my research impact your studies?
2. What is nice about the support group?
3. What don't you like about the support group?

Questions to the participants who only attended one meeting:

1. How did you find the session which you attended?
2. Do you think you learnt anything from the session?
 - If so, what?
 - How will you apply that aspect in a real life situation?
3. What factors played a role in preventing you to attend other sessions?
4. In which way would you have preferred the invitations to the meetings to be sent to you?

5. Would you have preferred other venues for the meetings?
6. The support group on FaceFunda:
 - What did you feel about the idea of Facebook and the use of technology for academic purposes?
7. Are you planning to complete your proposal to hand in before 15 August 2013?

Focus Group Questions

1. How do you feel about the support group that you are part of?
2. What did you like about the support group?
3. What did you not like about the support programme?
4. How would you go about creating a support programme to assist teacher-students in the rural areas?
5. How did you like FaceFunda?
6. How did you overcome the barriers of becoming part of the support programme?
7. What will you tell your neighbour about FaceFunda?
8. How does technology assist you in your studies?
9. What was the biggest challenge you experienced while doing your own research?
10. What did you like best during the support programme?

Interview with Axe – the assistant at the meeting of 05-17-13 at the Qnt Library.

(R = Researcher / A = Axe)

R: Axe, Thank you very much for your time that you are setting aside to just discuss your feelings about what happened on Friday afternoon. It was the first time that you came to assist me A: Yes,

R: basically to take photos and to video just to help with the hand-outs and so on. Y

A: Yes, yes.

R: Right. Now can I ask you how did you perceive the atmosphere of the meeting?

A: Ok, yes, mmm, firstly, before I get there, I was holding myself not knowing what was going to happen and the standard and where is it, maybe I'm not going to fit in, but nicely, I get in there first of all it was you, you keep me nicely on your wing and said don't stress, you are just going to do some rehearsal, press there, do that, it was very nice, even the students they are very nicely, they are friendly they greet and you can see that they were not shocked like this is a new person who is here. No it was very nice, and they were willing and asking nice, if they need some help from me, some hand-outs it was very nice.

R: So they are willing to participate?

A: To participate? Yes yes, and they are accommodative too, that's what I've noticed.

R: Ok ok what stood out for you in the participation of the students during the meeting?

A: What to me, it was maybe like interesting, you could see like the students, the grown-ups, most of the time you can see straight away, they not onto anything, they will just sit and discuss other things while the session is on, but they were so interested, focussed, the papers, the pens out the books to take notes, that was to me like ok that's great. This is interesting, they were sitting and straight away be focussed. You didn't need to say come we need to start now, we need to do, no just say we are going to start and no time and then.. and the others who joined a little bit later, they just zoom in nicely and put up hand if they need something that was nice and then focussed.

R: They didn't disturb, so it wasn't interrupting the whole meeting.

A: No not at all. I saw one lady who had a cell phone, and the cell phone ring, I looked at the expression, she looked and you, and looked at the colleagues. To me it shows there is a respect needs to think, she's aware where she is, because sometimes they will just answer the phone. No that one just look at you, look at the other colleagues, and switched the phone, and put it in her pocket. O ok, this is nice, you see? She knew where she was. oh that is wonderful. It was great, I saw that. And the other one, she needed the bathroom, she said to me: "Can I", and I was like, oh really, you are asking ME? I thought she will just. Because you know, the bigger ones, they always just do.

R: Yes, they're in charge themselves in a sense. A: Yes yes, ja.

R: Ok but yet they listened to what the purpose was of the gathering.

A: Yes yes. And another thing I just think, they were into it. Because they were so enthusiastic about it, there the books, and they just want to ask which is, I'm not sure and want to know this, I want to know. Because I remember at the time when there was a group, I think they were asking a question that was far, and you say to we are still here, and put the focus here – to me that shows like they know why they're there, all right, it's not like they just go and that few minutes and forget about the work again. No. it was great.

R: Oh that is wonderful. Righto, then that time when we were collaborating together, there were groups and I picked the people that were in the previous meeting to explain to the new people. How did you think did that group work go?

A: The group-work it was nice. It was another thing that was hmm I think they are kind of aware, it said to me they are there because the minute you talk about group-work in most cases, people are not so sure, they will like hold back and to check who is standing where and I want to be with... no, they were just separated nicely the first row just make a group and the second one make a group and this side, and the back one just make a group, it was very, very organized. Not like you see someone is standing on the other group and suddenly she or he sees the friend on the other side and run. No, they were there. And then I was taking photos of the group that was near the piano, yes, I was just listening, they were all not like chatting, they were focussing. I heard the other lady when she said, she repeated what you say: this study is the University wants this study, it is very important, and she said to them, we need to put a focus we need to make sure of this thing is not only for us, it is also for the benefit of next students. Yes, and I was like, oh ok, because sometimes the group work you separate the groups and then you still need to go to them. Yes. Do this, do..., no they were into the hand-outs and the other group. The other group that was on the left, they were sitting there, they were all discussing and saying picking, let's start with this questions, this question is going to link us to this one. Which was very nice, it was .. they know what to do.

R: That is wonderful, because 2 weeks ago they came in and they didn't have a clue, so as you are saying, they have progressed now already,

A: no, they were there so keen. And the other thing that says it to me is they're progressing, is when they start to ask what is happening there, to me it shows that I'm getting somewhere. I am moving, I know what is happening there. Meanwhile I'm here, but there's this coming, that you just said, hold there let us just finish here and then go there. To me, it's like not they sit there and absorb,

R: alright, so they're getting inquisitive now.

A: Yes, and got that confidence to put up hands and ask, even if someone is asking the question that is not yet related to this topic, but to me it shows they thinking about it, they into it. Ja. I think they are so keen. Ag that is wonderful.

R: Ok so we have now covered how they receive the information, is that they are already preplanning their own work as well.

A: Yes, they know where they need to be. They know. Because that shows, the minute they get the hand-outs, it was not just you know, when we get the hand-out most of the time, the first thing we normally do You get a hand-out you put your name and put it aside, then you listen. No this one, I didn't see anyone putting their name just saw they all reading. Oh! Oh! ok, now the only thing you want to do, you want to own it, that's it, just to own it. Even I don't know what's happening inside there, just to own it. But I didn't saw that that to me was a kind of an eye opener to. Ok this is mine, what is important on this piece of paper is this information, which is great.

R: And how did it sound for you yourself, that analogy about the school-brain and the varsity-brain? Do you think that brought a new understanding?

A: That was great, for me, you take them where they are, this is the school, this is the Varsity, so these they all work together but you're up here and you get there. And you were kind of, when I was looking at them, oh oh ok there and then we move to there but meanwhile you're there that also needs that one, you cannot just forget about that one. They work together to make the person as a full student, yes as a full student, yes. You can't just leave other elements and then you carry on with the other one, to me they saw that those elements. Cause I saw the other one was when you were presenting, was putting the arrow from the school then putting the arrow to the Varsity, and then putting the arrow back, you see, that back and forth one that you can see they are working together. It's not that when I'm there, forgot about this one. I saw the arrows back and forth and I say oh! ok, and meanwhile you were just explaining. I saw them taking notes and writing next to those big words, what they was so that you gonna listen, that's it, no ok this is very big for me, let me putting it in an understanding way.

R: Exactly, we bring it down to a language where we all understand it.

A: And the way you do it, it is very nice, I like it. The way you presented your things. Ok? For sometimes you get to h.m.m when you at that level, you get the hand-outs and then the presenter will expect you to talk, but you, you are breaking the ice straight away, you're talking about this they know and then you had some hand-outs, hmmm posters – the bus! You not talking something like you gonna think like oh maybe you're talking about the bus, but it is not the bus – no there was a bus there, you need to get in here – they don't need to think up there, even if I don't get it it's there is the picture to make the connection to what you were saying. That was great for me.

R: Oh really, Axe?

A: That was great! Because sometimes you can say, let's get to the bus, because they at that level, they gonna not think about the bus, to get in it – Jo, I wonder what bus and to get into it? Maybe there's another – no, you show them there is the picture, ok, so I didn't lose them for those moments, no there is the picture – you brought them with. R: All right?

A: Then you move on and talking about the literature, you had it on the colourful papers, and you show them, even when you were showing them how to collect the literature review. This is, you take your file, this is my file, these things – to me that was great, because sometimes you get the literature review just think about get there [showing high on the mountain] books and all that. But you show them, look, how to get information – that was very nice. And how to keep it together, so that it is your own project. And the other thing important, I noticed, when you said you got note immediately. For the future, you are thinking what will happen at the end of the day, they are going to ask where did you get this, oh to lose, but you said to them, make sure, that the sources are named—then you know. That was to me, ok, this is going to help me up there. I must not just for today, it's all one part up to the last one.

R: Everything is not short term. And also, Axe, I want to hear if you think the point came across that we start with the easy things that's around us, the newspapers, the teacher, the things, and then we go to the books and then we go to the internet, then we find more valuable stuff.

A: More and more relevant to real-life, because from where you started with the taxi, it's what we're using, the taxi you move up the paper is easy, you get it, everyone knows the Daily Dispatch, the Rep, the Teacher, they know, it means you move up here, then get up, you climb you go to Jansen of the book, and where to look at the book, not just the book, look how relevant is it. How old is the book. To what's happening there. And then you move up here, and then, to me there was no interruption, it was just flowing because to taxi's, papers, books, up to the internet its getting up, up, we are climbing, climbing, climbing, it was just a matter of we – progression. R: Yes, yes!

A: Step by step, you don't start at the most difficult things, you start where people are then you go up. I think that is why you didn't lose them, oh, because you're up here, and they didn't see it is so difficult, it's up there [high mountain] how will I manage if I don't even understand now? They understand straight away. And they move they move and because the other was saying, A paper? And even if me, oh ok I always like when I'm just looking for academics, papers, I mustn't just look I must go to the library, I must get the book. No easy,

you get here they talk about the other things you just look for what you are looking for and you carry on, you keep that. That's right. That was great, that was great.

R: Right-to!

A: That makes me to want to carry on. [Laughing]. I want to carry on, because you put it in a simple, simple, simple level, you started nicely simple, and as you climb you know, you like bring the people with, you not up there saying 'Hey come I'm over here!' [showing I'm on top of the mountain waving to the other down below to come up]! You must find ways to get, no, you are together. To me that was very nice. That kind of presentation. Sometimes you get to these then you like, then the presenter will be busy up there hand-out the papers and busy doing other things, and then said time up no. you were there presenting, talking to them, showing them you've got gestures and showing these different languages, you say [clap hands] come, sisa e-questions" and they were relaxed. They were laughing because they were relaxed and not so tension o..o..o.. no,

R: so there wasn't a cultural barrier between us?

A: No, no, I didn't see that. That's good. It was very nice.

R: Now can you think of things that were negative?

A: Out of that. In the whole thing through the meeting? I didn't see really, because you welcome us, you came with me, and when I get there, you welcome me, now I feel part of this – you've got a responsibility on the day – yes, that was very nice, then you check that was nice, whose new, not just carry on let's just carry on, with the others. Because the others will be reserved and negative because I don't know, no, let just check who is new and then you take with. I think that was nice, because really, not actually the negative, you started as a whole presentation, then you separated a bit the groups and you come and wrap it again and everyone is sitting and then gave them the new work yes, and meanwhile you finish it nicely with like what is going to happen next. It's not like they are just going to find it out, I must try to find out what is going to happen? No, you open to them.

R: I gave them a choice.

A: Yes it was a choice. And the nice part is you didn't talk about it earlier on, which is most of the time, they like to talk about the end of the days things and then people think it is just finished. We know, where we are going to be next time. No, you started with the day of the work then you finish it to make it ready for next time. This is a choice, what it happening this or this, and then they all sit down and that was very nice because they also discussed what about the time here and you need to be out but there we just gonna have more time and you prepared them you come and present the literature review again and have... that was very nice. I think the only thing that I can say is about the time - kind of – what can you do about the time, because if you hire a place for that time, and while it is so nice, they still want more, because what I saw everyone was still there, no one rushed when you said it was finished. Get out. Remember the others, you had to go out with them, and then suddenly they just go ok, ok, not like the matter of we need to go, not boring, they were so keen, so keen. I think it's just the time, for the future, it's gonna be better at CHS. But the time will always that part in life, because even the study will need to meet the time, and this time we need to. Time is such a big factor in today's life. Even to the ending, because your time is finished you didn't just push everyone, get out, let's get ready, don't have time, we must finish, not like disappear. And the nice part again, you were not the first one to be out, leaving the students behind. You were the last one. Meanwhile you were the first one to get in, they normally say in life, first one in last one out – but now you were first and last! That was great.

R: And then what caught you by surprise, what was the surprise factor – you came in there you didn't have a lot of time of thinking what was going to happen, but what was like the highlight, the surprise thing of the day?

A: I was surprised with the way they behaved. Their behaviour surprised me because when the adult they just think they can do whatever, but no they were in a situation we are here, there is the presenter, we doing this. It was to me the outstanding, because I remember my time in the Varsity, you can come to any time but no, they were there, and they were all sitting here, and you didn't end up alone, people they were just disappearing, no they were there. So that was, kind of to me, so interesting that, and it just put me like give me an interest maybe I have been attending the presentation that way kind of, when people where not together in a group, but to me, that was nice and I mentioned to you, I saw when you were handing out the papers, no one rushed to write their name, they were so keen to read – what is it here? Its mine, because what happen most of the time, you write name and put it aside, you finished with the paper, you wait for the next one. No, they were keen to that.

R: And it was the first day I gave them actually a hand-out –

A: is it?

R: Yes, so there wasn't a preplanning on it either,

A: OH, so it's nice if that was a surprise and the behaviour and interesting to them. To read it straight away.

R: Then if we go to the technology side. We have still got problems with not getting everyone onto the FF.

Do you think they will want to try harder on their own side to get onto this taxi of ours?

A: The interest and the kind of they showed me, they will – they will because first of all, they didn't disappear and they were grabbing Johan, did you see? Yes! Please, Johan is busy with this one, it says now! It's not like, it says I don't understand, let me just leave it, no, they want the attention there! To me, and they were excited when you mentioned that when we are all on the board we just are going to cut the expense of coming here. Right. They said ah that will be great. Because I remember Tossie, Tossie said the minute it's there I can ask questions, I can share information, meanwhile they will be in their own space. Interesting enough Tossie is the one that I just can't get onto Fb. I think, Tossie, the problem, it's the technology, sort of, because she was struggling to scroll down she got your invite and she said, I don't know what to do now? I said, you scroll down you're gonna find the place where it says reply, I advised her it will be nice if it is the laptop, the menu is up here, the cell phone is tiny, it just showing you this, you need to scroll down, sideways, all that. And she said she didn't know that you had to scroll down, though it's just there, but she scroll down and find it, and if you can get a laptop it will be much better and she said she hasn't got a choice to get a laptop and to get everything, because on the laptop you get your whole menu, you look around, there you reply, there you do this, and she asked, reply there? And she was not so sure like, reply? Is it going to get to you? But the minute you say send it's gonna get to you. You must try to find where it says send and the message is gonna send. Ok and then it will get to the other side and you must wait. Oh ok. I think it's that to them, it's a challenge of the technology, because you have to think and know your phone.

R: Yes, every phone is different.

A: Ja, it's what I said. Because I'm using mine, that's why I said to Tossie, no use yours, because it will be much better and yours is not the same as mine. You are not invited on mine, but she is. So it is easy to use that one. Ok. To me it is also interesting because most of the time people when you said this is technology, she is going to do, they could say o..o..o.. I don't know that it's not me. No, they were all there, remember the other lady that said: you haven't touched my phone yet, I don't even want to take it, because you haven't even touched it, the Geek said don't worry you will. The other one was trying to get to the download, look its going round, going round, what must I do? It's not like, just leave it. Because they are all of a age that are not familiar with the technology. Yes. Am I right, just sms or just talk on the phone? Yes, remember the other guy said, were trying to get into the FB and there's FB already, and said no I don't know, maybe it's my son who's doing this, the only thing I do here is to phone or the write the sms. That's it. So it's just that. But I think they're gonna in the way they're so keen. Yes. They're so keen.

R: Well after this weekend, I've got 13 passengers in!

A: Nice!

R: So now I'm just waiting for 2 definitely but more also, in the taxi –

A: there's always place for someone else! Remember, the Quantum-taxi never gets full, the taxi never gets full, it only get squashed!

R: The more the merrier!

R: Thank you, you are such a help! I cannot explain it to you! I really hope I will be able to press on your number in the future as well!

A: For sure, I'm so interested. I mean, I remember doing the research at school, it was little kind of challenging, and you always like hearing this, but with you it was kind of easier, meanwhile you are taking me here, meanwhile you are using the same words, that they use but you use them, then you explain them, then you tie nicely but not like you want to show us this is a big word in the research –

R: it's not to impress, it is to teach.

A: That was nice – that was great!

R: Wow, well thank you very much!

A: You're a beautiful teacher! It's a pleasure,

R: and you are so wonderful to me, thank you so much.

A: That was great!

R: And I'm gonna ask you to please help with the translation of the Xhosa words that are used, because I can't spell them correctly.

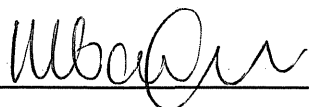
A: You're welcome, I'm willing. This thing is going to help us – it's gonna help the varsity, but it is also for all of us, I will be able to help the others through your study,

R: and you are going to click on because you have got an open mind, when you ever, when someone will ask you what is literature study, you will be able to explain and that's what it's all about – we can't walk like these fat frogs just receiving information, no, we must give out – that is my belief. I will never be just for me, "ejam gqcha", [mine only] no, no, no!

A: That was great.

R: Thank you so much for your quick time here in the school, I'm glad we had an off period both together, ok, Axe, thank you, have a good day further!

Signed: _____



Date: _____

2013.09.17

Interviews with Tossie, Nomsa and Xele at Queenstown Library on 31 May 2013

(R = Researcher. T = Tossie. N = Nomsa. X = Xele)

We greeted each other outside and then came into the Library and sat around a table. There were other children around us, so we were not alone, but it did not bother us because we were all very focussed on what we wanted to discuss.

R: Tossie, did you find....

T: (Talking on a cell phone telling another student to come very quickly, switched off and spoke to me). Hallo Ronel?

R: Did you find that message of mine on FF that I said go and look on the internet?

T: Yes, on the internet?

R: Yes, did you read it?

T: I did read it, but I haven't yet gone to the computer, I was going to do it tonight.

R: Today? Because you will see there is information, about different cultures, and how they react to change.

T: To change? Ok.

N: Are you doing the Multi-cultural Management?

N: I go to the internet and then I got some other articles. Like ...*unantsika* [that thing]... I got the ... hmm ... what you call ... the Mail and Garden

R: Yes, that is perfect.

N: Yes, that is perfect, I got it, ja, that is perfect, I got it. I have to buy a modem, because I have a computer I can use, so I bought a modem, you know?

T: How much is it?

N: Here it is, the Mail and Gardian, ja, you know, "Unpaid teachers for salaries". People who write letters to Mr Ngonzo claiming the salaries, the Dept did not pay the salaries but they just continue teaching without salaries, so I got this. There are a lot, even the poverty. Ja, I've got everything even the statement of the DoE, Angie Motsegha, even the implications of the National Language policy in South African classroom. That is my topic.

T: Ok

N: Because *eyam ithi* [mine says] 'poor performance'...

T: Poor performance...

N: *nantsi iphepha lona*. [here is the paper of that]

R: Won't you please just write your name, because I didn't realize we will be more than just the 2 and it's nice. So that – you must look – I want to show you quickly on Google how to go the Google scholar.

N: Oh? Google scholar *ngoku*? [now] Ja, ja, ja.

R: Yes, because he also gives you of what other people have researched and that is good to know.

N: Yes.

R: Especially Nolitha, if you are already on the Internet, it is very good to go to the Google Scholar. I am going to show you.

T: *mamela ke*, [listen here] 'Learner support'.

R: Last Saturday in the Saturday Dispatch, there was article about school dropout.

N: O..o..o..o..o... I didn't buy that paper.

R: Here's a short piece, it's not long, but it says here, "while our situation is complex, one of the key reasons for the dropout rate from school where only 1 of 3 learners reach matric". There is a bit of an article that a person can use.

N: Are you going to give me that?

R: No, we will have to make a photo copy, ok?

N: Ok, ok.

R: Now that's the only one I've got, but I just thought it is so perfect, and there is also some more, but it is so perfect to know about the dropout.

N: The dropouts, ja.

R: And its fresh, it's new, it's now. It's not old news. Ok, so Nolitha, what did you say is your topic?

N: My topic is *poor performance* on Learner support. Ja, ja, *Learner poor performance*, ja, ja. The *poor performance* of learners in South Africa.

R: Yes.

N: I just want to go straight, I don't want to go *e-Global nantsika*, [the global thing] I don't want to talk about

..

R: Yes, just SA?

N: Ja, just specifically, I just want to be specific,

R: Yes, and also to be specific in your own area.

N: Especially, *nantsika lento* [whats it called?] the rural areas of Eastern Cape, ja, ja, focus, ja, ja.

R: That's what I want. When you are all finished even, I would like a copy of the work when you have got the reports ready.

N: Ok.
R: Because I am very interested in that.
T: Ronel,
R: Yes lady, talk. [I'm busy starting up my computer to show them on the Internet].
N: But I have already started a little bit because I must do it -
R: Yes, you must start.
N: Statement of problem, and then motivation, and then purpose of the research ...
R: ok
N: ...up to here, I'm here now ...
R: With your research question?
N: I'm left with the research question, literature review and methods ...
R: Yes, I want to explain those methods, I brought the page.
N: Ja, I'm sure even Mrs. C
X: *ndifuna ukwazi ngeliterature review mna* [I want to know about the literature review]
R: Ja, you must know what to do there. Ok, let us quickly look. Have you got this manual here?
N: But I don't have this, I don't know why, I didn't get one.
T: Not even this one?
N: I just have this manual...
R: No it's not the right one, not the manual. Now look on the manual on page 26, I'll show you mine. I want to show you about the literature review. It makes it very easy. Let's go back to the research question. Did you put that block, did you put that work, with the purpose of the research? Then that one is the one that was in FOER.
X: The purpose of research?
R: The Purpose of this research.... And so it goes on 9:00 till 12:30 on tape.
R: But I quickly want you to come and look here, Tossie come over to this side.
N: *Sibelapha kufutshane sonke* [we must all be close by]
R: So that we all can see it. Because if you've got the desktop or the laptop and you've got the modem. That is the modem.
T: What price?
R and N: about R400 or R300 at Game. R299.
R: Then you buy airtime, but not airtime – the data-bundel. That goes there. Then I go where my Internet is. Now Johan has set my Internet, usually you go to start and go to Google or whatever it's called. Mine is called, it goes straight to Google. Ok. Nou hoekom wil hulle nou weer? No, this is wrong. Let me just start up again, but it is open, it is connected, let me go there again. It must have the picture of Google.
N: Let us just wait. ... Do you have a pass word?
R: Yes, but that is not me, so I can't sign in on that one.
N: Why don't you go to 'start'.
R: Ja, start and internet, come don't be a hick-up now – don't make it difficult (talking to laptop)
N: [laughing]
R: I just hope I've got money on it. They don't want to open – then that could be the problem. I just want to show you how easy it is to get to good research. Ok, now there you are. Now if you go and click there, and we just say "poor performance". Let us just look. "Poor performance" right, let us go there and Google search. Now look there, there is poor performance. There is now many things dealing with poor performance. "Poor performance in the work place", "10 essential steps to dismissing of poor performance" so it is to get rid of it. All right. Let us go down a little bit. You can go and read each one of those things. Here's "causes of poor performance, poor work performance", you see this is all adult things. So I just want to look at school performance.
N: Now this PFD, you know it doesn't open, I tried so many ...
R: Oh, PDF?
N: Mmmm, it doesn't open that PFD...
R: But there are so many, if you leave it, you can take other one.
R: I'm now going to say "Poor performance at school". Let us go "poor performance at school level" search.
N: Oh it goes straight there! I didn't know this skill.
R: Ja.
N: No, I was just depending on that poor performance, now I must be specific, just go right there on top o ya bona, andisaiensa ingogo lento (*Andizange ndiyenze ngolu-hlobo*) [you see, I have never done it this way]!
R: Ok, you say there: "bullying in schools" and you go "poor performance" en so on and on about internet 18 – 24:08
R: Let's go back to literature review. You must go look for definition of your own topic.
24:10 – 52:47

The real interview starts here:

R: Now I want to ask you people a few questions:

T: Ok.

R: It is like an interview now. I want to know, how does my research, how does my being with you, help you to do your work? How does it help you? *yintoni emnandi?* [what is nice?]

N: It helps us a lot!

R: With what Nomsa?

N: With a lot of things.

T: What stands, Ronel, with this Proposal, we had a problem with a proposal. I for one, didn't even know what is a proposal. First of all and how to do the proposal. By the time we were doing the research *ka* (of) FOER, we were just studying right through the book...

N: hmmm [agreeing sounds].

R: It was just?

T: Now it comes to proposal, I never knew I have to do something that will be done in future, *u ya quonda?* {do you understand}? So to me, by coming to your classes it opened my .. my ...

R: understanding?

T: my understanding, *uyabona?* [you see]? From the first day when we were with you, you talked about with us and you taught us *e-technological izinto* [technological stuff], né? We were not on Facebook, for instance, we don't know how to open even *u-Facebook*. But now we are all eager and ...

N: hmmm [agreeing sound]

T: had a negative attitude of Facebook because we thought that the information is the information that these people are writing – these negative things...

R: Oh ... ?

T: not knowing that there is a secret place here were we can get in as a group on which we are studying and poor out our knowledge so that we can help each other.

N: Hmm [agreeing sound]

T: And by the time now that we started with this, we are clear, we could even go to our books and say "I am starting now"! We've got this manual-book, but we never know how to use it, how to start with it, but after we got e-sessions with you,

R: Yes?

T: I even went to this book, I am now interested in opening my book because I even loose the interest with this thing...

N: hmmm [agreeing sound]

R: Because you didn't understand?

T: I didn't understand what is all this in the book!

N: sinike ithuba nathi *niga nati, niga nati* [give us a chance too, give us a chance too]

[all laughing happily].

R: And Nomsa, and you?

[laughing carrying on Nomsa saying something about Tossie saying it all.]

R: There must be more?

N: *uyabona kuqula* [You see firstly] I am computer literate because I passed my diploma at Stanford, but at the same time I didn't know how to open, *uyabona?* To get information from my computer, né? So you give me that skill now to knowing that I must do this and this and that. To get this information.

R: All right. Now have you now got a reason why you want to get this information?

N: The reason, *kaloku* [of course], is I want to do this. I am studying and I want to do this proposal, I just want to get the information to go forward with this proposal. So I was stucked...

T and X: hmmm [agreeing sounds]

N: *uyabona ke ngoku?* [Do you see now?] *Sibe i-moto emileyou... siyimoto emileyo* [we are a vehicle that is standing still]

R: O...o...h?

N: *a gena ma wierie... engena mavili* [has no wheels] *ai hambi, immile le moto...ayi hambi imile le moto* [it is a car with no wheels that cannot go, there are no tyres, and no petrol, now you are throwing petrol into the taxi and you are the driver]

[all agreeing sounds, laughing happily.]

T: It is a good example [laughing] we are just a car without wheels, no petrol, no driver – the people are just there, no passengers,

X: no steering wheel –

[all laughing]

T: We are just an empty vessel exactly, put it that way...!

N: [make-believe voices – in a bragging and swaggering way]: We are just doing B.Ed Honours

T: [laughing] Exactly *sisi* [my sister!] !

N: With which university? – North West, ... but inside we are empty...!

[All laughing heartily]

T: We are just bookworms, but ...

N: We just look at this book, but we don't gain anything

T: Anything...!

N: Now, now we've got information. {the day you started here I said this is the Jesus who sent you to us. If you were a man, I would say this is that Jesus}

I'm not sure if I interpreted this correctly:

X: It is so nice because she is really a teacher and she knows the poor performance. Before we could not understand how to go deep, now it has changed. We can go deep now, now we know that this and this and this is caught up in that thing, and then you explain it. Now we can even understand when the child in the class does not know something

R: Ok, so now you also understand the reasons why you are doing researching?

T: We also understand that it is not by beating the child, that will make the child understand more, it is by get more information, you know the reason why he is resisting to do this, you know the reason why this child is bullying the others. Have the anger.

R: Ok, Xele, you now with technology – you were one of the first people that was on the FaceFunda, how did you get it right?

X:

N:

T:

N:

R: We want to know what helped you? That is what North West wants to know [all agreeing sounds]

N: If Ronel can ask questions, because maybe they want to know really what are you doing?

uyabona? [do you understand?][we can write a lot about that because there is a lot that you have taught us, Ronel, there is a....]

X: [and it doesn't stop here]

N:

R: Do you share it with others?

[All agreeing - yes we share it]

X: ...with other people. We share it, with other people.

R: Now ok, now my next question: What don't you like? *yintoni le imbi apha?* [What is the thing that is bad here?] That we are doing or the technology? What is not nice? You are struggling with the technology just because you don't know how to work with it, né? But if we can overcome that barrier, what else? Is it bad that I'm far away, or doesn't it matter when you're on the FaceFunda? We are all together, aren't we?

T: Ronel, to be honest, there is nothing bad because you are sacrificing, even when you are out of Queenstown you are sacrificing and coming down. So on the other side, to help you not to come down, we are also sacrificing to go at, at least we are meeting each other half way *uyabona?* {you see?} So there is nothing wrong with that. I don't see it.

N: Something that is wrong, it is about the network.

T: Ok.

N: When I was out of the Eastern Cape, I've suffered a lot with the time I was in Bloemfontein (last week) I couldn't get hold of Ronel because there is no internetwork at all at that side ...

T: *Yhani?* {really?}

N: and I was so worried because now on the 24th I have to go there for the operation, and I need to stay there for 2 weeks. I'm so worried about those 2 weeks to not get hold of the group ...

T: Even an e-mail...

[All agreeing sounds]

N: That is bad for me ...

T: Oh *nkosi yam...*! [o my God]

N: It will be bad for me...

R: Now why do you think there wasn't reception? Because that is the city there is usually always...

N: ...even in Johannesburg, my daughter is there, sometimes she can't phone me because of the network, it's not about Bloemfontein only, from Free State to Gauteng, have the same problem ...

R: Ok?

N: ...even at night you can't use, *lento*, e..e..computer, e..e..laptop, *iba off-line oko* [it is off-line regularly] everybody now is using the internet

R: O yes! Overcrowded?!

T: Ja, hmm...

N: Ja, overcrowded, I can't even *di di di a j a* let me go and let me try to get the computer, let me try to get the laptop, because a.. y.. a.. I won't use that laptop there

R: No not when you're there. You will use it out here.

N: It worries me a lot...

T: O no...

R: Ok, ok...all right, and then FaceFunda. Is FF a nice place, do you enjoy going to look at it, or is it a waste of time?

T: I enjoy it, I enjoy it! Enjoyable! You know, you laugh! [all laughing]. *Uyahleka!* [you are laughing]

N: Sometimes I just open and see and look at the pictures!

T: *uyabona* [you see], I didn't put my picture, I don't know how to put it ...

R: You see, this is the fundi! [showing to Nomsa]

T: ... To come to her...

N: [laughing happily]

R: *Umfazi umdala, uyabalungisa abantu!* { An old woman helping/fixing all the others!} [all laughing] It doesn't matter the age, hey Nomsa?

T: Hi, it doesn't matter!

N: 55 years! [all laughing]

T: Hi, hi!...

R: ...and we are all learning from you!

N: {we must get together before the schools close and help each other} Maybe next week,

R: I think you must try together...

N: [I must take your phone number]

T: 072 {Nomsa punches it into her phone} 5966 981, Tossie.

X: And Ronel {when this research is over, we are not finished with you, are you going to help us with the other modules also? CEPS?}

R: [quiet and thinking] Only if North West is going to pay me! [2 of us laughing]. This one is only because it is part of my research, because they don't pay me for this. This is all {my own money coming out of my pocket}

X: {yo really?}

T: If we want other modules, né,

R: ja, she's also asking...

T: We sit down as a group {we work out how much to pay her and add it together and give it to her} so that she can help us with other modules [all agreeing sounds]

X: {Yes, we don't want to stop now, we need her further}

T: We will pay monthly this group {petrol and time *yakhe*, [hers] it is too much} *uyabona?* [you see]

R: You see, FaceFunda must close on the 21st of June. That group must close. Now you can form another group, which is a study group and then stay on – be part of your own group. But *eli gama lika* [this name of] FaceFunda, that taxi must close down on the 21st. That is why we are meeting together here...

T: Yes 21st

R: I'm going to bring lunch for all of us, and then we are going to have a meeting so that you can say also, just like what we were talking now, what was nice? What wasn't nice?

[All agreeing sounds]

T: {when we were there on Saturday, now that we are writing this Proposal – then end of July we take our proposals to her to read. Then she can show us where to add more, need to do this, before we type them and post them. We are going to finish it like that.}

X: {she is going to check them and give them back?}

[all agreeing sounds]

R: The only thing is I can't do it for about 30 people, because I am busy with my own research. If it is only for a few people that really want to do it that way.

T: {Only those who really want to} [all make agreeing and understanding sounds] {she check them}

N: So how many pages must it be really?

R: This thing is 10 -15 pages ...

T: The proposal.

N: au... I was thinking about 40 pages!

T: It will fill automatic! No 40 pages is the research. {you must write all the things that we are learning now, then you will easily fill all those pages!}

X: {Is Ronel not going to be there when we are doing the research?}

R: [disagreeing sound] {no, you must learn now what to do then!}

T: {then we will call upon her and say Ronel, can we make an appointment?}

[all agreeing sounds] {no, we will touch her and let her come}

X: {this is why we must put money together}

T: {Yes get money and pay her monthly, pay her}

N: {Because this is our life}

T: Yes it is our life – say it again!

R: This is where you are going to increase your salary, when you've got the degree, you get better salary.
[all agreeing sounds]

T: {when we get together} that day of the 21st in Cathcart, then we are the group, we must talk

R: No, there is a problem, that 21st is going to come here...

T: Oh, are you going to come here?

R: Right here in the library at 1 o'clock.

T: oh right so!

R: Because I've got a meeting that morning here in Queenstown

T: {oh, then it is right} ok, we will tell them!

X: {Are we not going to Cathcart again?}

R: {no, we are finished now}

T: {No, we finish now}

X: {oh, are we not meeting again in the meantime?}

T: {No, you must write all the things that she has taught us, we must write it all down}

N: {If people don't understand something, we must get together and talk to each other}

T: {Yes we get together and discuss the thing}

[All agreeing sounds]

R: {Then you talk together}

N: {We sit down with each other and talk together}

T: {Yes we talk together}

N: {This is what I am saying, we must take each other's phone numbers and keep in touch. We arrange dates and meet together and then we look at each other's work and see where we are}

T: {Yes, we talk}

N: {Then when the 21st comes then there is no problem at all}

X: OK

R: Then we know, And in the meantime, if you get together as a group, and there is a question, put it on FaceFunda and I will answer, and then you all read about it. That is why we must use FaceFunda as much as we can.

All: ok ok [agreeing sounds]

N: {It is so nice to have you with us
[all laughing heartily!]

T: Ronel, thanks man
[all laughing and talking together}

N: {it is so nice to have you, it feels like having a mother with us}
[all agreeing sounds and laughing]

T: Ronel, we meet on the 21st {then}? We are going through our work now.

X: {I am going to go and write now}

N: {Yes writing now because I know what to do}

T: Noxolo?

R: Stand all together for a photo?
[all talking]

N: {Must I go around here} Stand here?

R: yes, just nice smile for FaceFunda!
[all laughing and smiling]

R: oh let me just get the right place? Oh that's nice and another one, no I moved, another one smile smile one, that's a nice one! Thank you!

T: We will see you on the taxi!

R: Yo, but I still need 3 people to come onto it!

N: They will!

R: Nam is not on it yet.

T: {Nam had bereavement this week, his father is buried tomorrow. I will help him next week, I will be with him full time next week}

R: Ok, and take him to Nomsa

N: {we will call each other and help Nam}

T: I can't get hold of him because he is buried tomorrow, Ronel, don't forget to write that letter!

R: Letter for the principal.... and did you watch the video that I put on FaceFunda?

T: The video that you've sent ... I could see it!

R: Could you see it? Ok, so it is working,

T: Thanks Ronel!

R: Ok travel safely, bye!

Signed: Alina Hryshyna Date: 2013-09-17

Signed: [Signature] Date: 2013/09/17

Signed: N. Cekerha Date: 2013/09/17

Interview Johan 05-18

R = Researcher J = technology Geek)

Interview starts at 00:33:12

R: What were the people's biggest problems with the technology? With connectivity?

J: H..m..m I don't think the problem was with their connectivity, it was more FFunda's link up to the people searching an e-mail address that is not linked to a profile. So, either searching by cell-phone number or by the Facebook created e-mail address for the mobile users, because when a mobile user signs up, he uses his cell phone number hmm... and not an e-mail address, when he registers. Then FB creates an e-mail address at Fb which is not at all attached to a g-mail, web-mail, or any other secondary user address that they've got. Because on the sign-up, it says enter your cell phone or e-mail and all of them have gone for their cell-phone numbers, not putting in an e-mail address that they might have created earlier.

R: Ok, so the main thing is that the normal people don't know the route of getting into Fb.

J: Facebook? No, they got into Fb, it is the ability not to search FaceFunda, FF is not searchable – it's a completely hidden and closed group

R: Ok?

J: Which now, h..m..m as a moderator or a group administrator, you first have to link up as a friend

R: Ok.

J: Then add them to a closed group. They can't search it.

R: And that step we didn't know really from the beginning?

J: No, we didn't see that step coming at all...

R: Because we didn't know enough of the Fb group creation?

J: Yes, and also I think because we asked them for e-mail addresses and as a mobile user, they thought they had to create an e-mail address, while they were already on Fb with their mobile number and not an e-mail address.

R: ok.

J: So had they given us their full name and surname with a cell phone number, we would've been able to search them, and then pull them into the FF group. Sort of, ja, literally pull them into the group because the group is not visible anywhere on Fb.

R: Right! And all their cell phones are Internet compatible?

J: All of them, except the one, yesterday, when we walked out the Library, that small one with the slide face,

R: Yes, yes...

J: h..m..m that phone is not Internet friendly. All of the others are fine. But that small screen, no it doesn't work. It's gonna read very difficult, all the other phones have got Fb apps, that makes the Fb browsing very nice and easy, so you don't use Fb through the web-browser but through a Fb app. On all their phones, except one.

R: O, really? And their data availability of money on their cell-phones, was that an issue?

J: For about 3 of them, ja.

R: Ok, but they could sort it out by phoning a friend...

J: Yes, there was one, I think, that didn't sort it – eventually that was the last guy that came out with the slide phone

R: Yes?

J: That loaded airtime from somebody. So all of them did eventually sort it out. But they weren't aware of the fact that it was going to cost them airtime, and it is costing them airtime.

R: O..O..?

J: A lot of them thought, no well, they can sit there with no airtime.

R: With no airtime? All right, so you think that the road ahead is clearer now?

J: Much, much! As long as we get names, surname and then their Fb attached e-mail address, then they are completely searchable and we can add them into the group.

R: Right. Thank you very much. And thank you for your time, and thank you for coming yesterday! It was wonderful! [we both laughing] It happened!

J: I didn't expect that much!

R: Really? So what was your biggest surprise?

J: h..m..m.. the amount of phones and people and the literally the hassles that they were having in Fb connectivity on their phones. None of them had their Fb in, all of them had to either be created or changed from their child's Fb profile to their own personal Fb profile. And the download of the applications – each phone, a lot of them go to Fb on the web-browser but they don't do the install when it comes up saying there's an easier app to view Fb, there is an easier application install here.

R: Ja.. ja..

J: The moment that you do that, FB becomes easier to view,

R: Ok?

J: Because it's big icons for everything. That's not like you see it on the thingy, or on the Internet, squashed into a small screen...

R: Yes, it's difficult...

J: And the... and the Fb app, avoids that completely, because its nice big things for your inbox, your newsfeeds, your friends, your groups, each one has got a nice big icon...

R: Ok.

J: So it's not a website that you have to zoom in and see where the links are. No. that's why it's important for them, where the phone supports an app that the app should be

R: ...activated?

J: No, downloaded. Because it doesn't come standard.

R: Oh?

J: You have to download and install the app.

R: Ok.

J: And then it goes into the phone menu as an additional app to open.

R: Ok. And I invited them to bring their laptops, but there was just only one person. She never even brought the laptop to you. Do you think they don't have laptops?

J: I...i... don't think so, I was asked for the coming meeting on Saturday if Laptop can... and I said Ja, by all means.

R: It's easier to look and b...

J: Definitely, definitely! Except the Nokio E63's hmm those phones are nice to view, nice big app, fast, Fb is just as effective there as what it would be on a PC.

R: Right, and Geek, your feeling about their willingness to be part of the technology-world?

J: They are over eager! They, they're really excited, and eager to get their connectivity problems sorted so that they can be part of the technology.

R: Ok.

J: Or I would say the portal which seems like – it seems the portal is what they're after because that supports them in whatever they need to learn and do.

R: Do you think there is scope for programs to teach them how to work their phones, h..m...m. Separately from being part of this Research Programme of mine?

J: No, not really, because h..m...m.. I think where you've got a child in the house, the child will definitely teach you the basic to show you how to do it! [both laughing]!

R: Ja, the youth just know, hey? [laughing]. And we as the older people, and that group is all older people,

J: they are, they are all old!

R: But the willingness for me is is..is..

J: Stands out! H..m...m.. it definitely stands out.

R: Ok.

J: But I think, ja, as long as they have somebody to turn to, to h..m...m.. help them, h..m...m bridge the connectivity issue and get to the portal...

R: Yes

J: because they sit with the technology in their hand, it's just getting to the portal that's going to help them; otherwise, they are not using the technology.

R: Ja..

J: Here with FF, it's like now they've got the opportunity and the ability to benefit out of the technology that they're sitting in their hands with...

R: And that has motivated them to want to....

J: That's the excitement that I'm seeing, because that's what they want to do!

R: Ja,

J: They're all sitting there with it available; it's just getting in there to that point... I also feel that maybe if FF was not a closed group it would have made it so much easier because it's searchable then.

R: O, I see...

J: Anybody can search FF and it comes up with the group.

R: Ok.

J: That's something to think about, but that also does then open up the post to a general person to see what's in it.

R: Yes, and that is also then not what we intended to do. That's right. Then last question: I was just thinking, I'm so grateful that I have you to turn to, please help me quickly. And them in the rural areas, they haven't got that knowledgeable person to turn to. And that's also been a problem, in the beginning now?

J: Yes, if they do not have such a person to turn to or a child that can help them, h..m...m then there's definitely a barrier there. Because they need to get themselves to a person that needs to or that is able to help them.

R: And they are busy with their own school work, they are busy with careers and family, so it's not always having time to get to someone who's knowledgeable.

J: I suppose not, but being teachers it puts them right smack there in the middle of a whole lot of kids.

There's gonna be one that knows how to use cell phones – guaranteed!

R: Ok, so they not actually using that

J: they're not tapping into a resource-pool that could help them with their device.

R: Thank you!

J: H..m.. if they maybe just asked one of their children in their school, to help them with that, that will link their device to the portal on FF where they want to be.

R: Ok..

J: It's from there, its reading and participating. Maybe, being teachers, they should just ask the children.

R: H..m..m..m

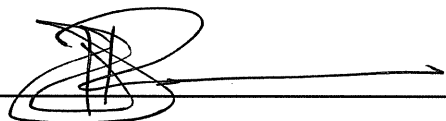
J: They are clued up!

R: Ja-ja, they are! They get born with that little disc somewhere in the brain! Not like us...! [both laughing].

Johan thank you so much, hey – you are really appreciated!

J: Just a pleasure!

Signed: _____

A handwritten signature in black ink, consisting of a large, stylized 'S' or 'J' shape with a horizontal line extending to the right.

Date: _____

18 SEPTEMBER 2015.

Interview with the Geek after the Technology Workshop in Queenstown on 7 June. Interview took place on Saturday 8 June at his house.

(R = Researcher. A = Answer of the Geek)

R: Ok Geek, yesterday at our technology workshop in Qnt, what did you perceive was still the problem of those students?

A: Hmm... other than hmmm... Facebook being a complete strange application for them to work with, and then to navigate and find their way within the Fb pages on their cell phones, hmmm... being different from cell phone to cell phone, hmmm... but it was accessing FaceFunda within Fb and not just Fb itself.

R: Ok?

A: That we managed to get there, that most of them are all now on Fb

R: Ja!

A: But now within Fb...

R: Ja?

A: How do you access FF...?

R: Hmmm...

A: Where do you find it to go in to hmmm... That was the challenges yesterday!

R: Right and also how did they manage to understand how to communicate on FF?

A: Hmmm... there is also a few of them that are communicating. The others now saw a little light go on when the word *comment* was explained to them as being the way for them to interact. Is hmmm... more with the *comment*, rather than with a *reply*...

R: All right...

A: The word on Fb is *comment* ...

R: Ok.

A: And also for them to start a thread or a message...

R: Yes?

A: Is to put a *post* at the top on Fb.

R: So it was the terminology that was still a bit of not understood well?

A: Yes! There when... when... we starting addressing the terminology like *comment* and the *post* you could actually see them realising: 'ok that's what we've missed'!

R: Right, right, right! Ok, because I just saw last night on those poll questions, they're still not getting to the right place...

A: They haven't answered it yet?

R: Yes, and some have answered *yes* or *no* after their name, instead of just clicking on the *poll*, so there's still a little bit of training needed in that area.

A: Yes, experimentation from their side as well, they need to... they need to... they need to participate...

R: Yes!

A: Not only in the *comments* but in the *polls* as well...

R: Ja.

A: Whether they do it as a *comment*, or *clicking* on the *yes* or *no*, it's still interacting...

R: That's right, so I get the answer; which-ever way it comes...

A: Yes, it's just better for you to search if they click on the *yes* or *no*. hmmm... and not comment on it. But... with... the

R: ...Level of expertise?

A: Yes, with the group of people we're dealing with here, hmmm... if the basics like that is not basic, hmmm... so they fall around. And I think a lot of them are restraining themselves because they're not sure...

R: Yes...

A: So they rather not do something which is not right. Hmmm... but we can see one of them, for example, on a comment, commented 5 times over the same thing.

R: That's what I've seen, ja.

A: So at least they are.....[looking for the right word to describe the students]

R: ...Responding?

A:Participating at least.

R: Yes, all right, but the skill is still lacking?

A: Yes, yes, definitely!

R: Ok, but they want to, isn't that the most beautiful thing to see?

A: Yes, yes, they are very eager to continue and make this actually work for them...

R: Yes, yes....

A: This is what it was about; it's a resource that will help them...

R: Ja...

A: If only they get to the point where they are comfortable using that resource...

R: Hmm..., all right...

A: Ja, after yesterday, you could definitely see progress been made with the people that we had there, they realized where and how...

R: Yes?

A: They need to do it.

R: Ag, that is so exiting! I'm so thankful, also what I saw yesterday, for them breaking up into groups with one that knows a little bit more and they are so willing to help each other.

J: Yes!

R: Just spending time with each other...

A: Yes, if it's not *that*, then FF would not be effective...

R: Hmm...

A: They actually need that group interaction, hmmm...

R: Yes?

A: ...that is what they clearly showed yesterday as well...

R: That...?

A: Not just on-line, but in the off-line environment—they're getting there -

R: Ok! I feel, from my side, and you can say how you think, this project should actually have gone over a much longer time?

A: Most definitely, most definitely!

R: By the end of the whole project we will see enthusiastic, willing, skilled people...

A: Ja, it's a bit of an anti-climax after putting all this effort into it, it's gonna close down!

R: Ja...

A: , this project should actually have gone over a much longer time?

A: Most definitely, most definitely!

R: By the end of the whole project we will see enthusiastic, willing, skilled people...

A: Ja, it's a bit of an anti-climax after putting all this effort into it, it's gonna close down!

R: And also - this actually guided them into that!

A: It's a stepping stone...

R: ...Yes!

A: It's very much a stepping stone!

R: Ok...?

A: On a small scale, local basis, where it is not strange faces, — they had the opportunity to meet each other...

R: Yes, yes!

A: Online, you don't have this when you're tapping into online support groups, it's, it's just a name...

R: ...never a person

A: ...no, never a person.

R: Where with this, even the rural people, they still came because they wanted the face-to-face meetings...

A: Yes, and they needed the explanations on how to use FF.

R: All right.

A: Hmm... and that they've now got...

R: Ja...?

A: Hmm... and they would be prepared, as you say, to move forward and go into an on-line only support group for their studies now.

R: Wow, I'm glad! So they have been enculturated in the technology source that is available in their hands?

A: I would definitely say so, yes!

R: Wonderful! Thank you, Geek, thanks for your time!

A: That's a pleasure!

Signed: _____



Date: _____

18 September 2013



FAKULTEIT OPVOEDINGSWETENSKAPPE / FACULTY EDUCATION SCIENCES

Notule

Vergadering

Fakulteit Opvoedingswetenskappe

Navorsingsetiekkomitee

Datum: Donderdag, 10 Oktober 2013, 8:30

Plek: Seminaarkamer 299E, C6

ITEM		Bladsy/ Page
1.1 Nuwe sake		
4.3.1 Projekhoof	Dr J Kruger	
Studente/Span	Prof P Kommers; Prof P Uys; Prof B Delgano; Dr M van Niekerk; Mnr C Els; Prof AS Blignaut; C Beukes; SC Beukes	
Etieknommer	NWU-00109-11-A2	
Titel	Using ICTs in teaching and learning in an ODL programme	
Werksverdeling	Prof L Meyer Dr I van Deventer Dr B Breed	
Besluit	Wysiging aan etiekaansoek van dr Kruger – Me Ronel Bester se studie Magtiging Alhoewel dit blyk dat hierdie studie afgehandel is, is die komitee van mening dat die tema van me Bester se studie inpas by die oorspronklike projek van dr Kruger waarvoor daar alreeds etiekkларing gegee is, en dat daar nie enige etiese transgressies voorgekom het nie. NWU-001098-11-A2	

Notulehouer: Me E Conradie

QUEENSTOWN MEETING on 26 April 2013 in Library Hall

R = Researcher

R: I had invited you to come and see if you can take part in my Master's degree because I'm here from the EC my heart is with the people here. And as we were studying and studying I discovered that I think that there are ways that NWU can maybe make life easier for the people that are in the rural areas like we are down here and I want to discover, I want to understand what are those things that NWU can help with so that for the future students our Honours degree can become more assisted in the ways that we want it right here in the EC. So the research that I am doing, is for your benefit but also for the people of the, you know, it is not just a short term little plan, it is for the future of more and more students that will become part of the OLG Hons programmes in the future and we want to understand what are your problems, each one of your problems at home or at your study place so that we can look at them and tell the NWU: this is the problem on ground level, here were we are at home. All right, so you understand where I'm coming from. I will explain more – how will we get there. But first thing is that you are the most important people today, and I really want to welcome you I honour it deep in my heart that you have come far ways and also that you have put the time aside to actually come and listen because you don't know much yet of what I was saying, but you thought that your studies is so important that you will want to come and listen. And I really appreciate that from the depth of my heart.

Now as I say: I'm Ronel Bester I live in Cathcart and I'm a teacher there at the school for the Grade 4' and the Grade 5s, all the naughty little children we try and educate them. And then I've got two assistants here this afternoon, Anna is my like my fieldworker, she has been assisting me all the way. She is Anna Kupa, her mother is the Deputy Principal at Good afternoon, are you Lettie? Thank you very much for you place – is a pleasure, just be out before half past four – Yes we are going to rush to get there—not a second later because they have to lock here first of all We will do so, thank you very much Lettie – I see you have got a nice gathering here ... I am so thankful! deep thankful! So Anna is the daughter of Mrs Nobuntu, that's our Deputy Principal and, she's a m.m.m.. a.. m..m.. educated person as well and it is so nice to have her assisting me and throughout my programme I will ask her the things that I don't understand because I even want you to be able to.. to.. to.. write in Xhosa if you don't have the English words to express what is your problem. And if I don't understand, I'm going to *baleka* [run to] and Anna to ask to come and help me to just explain to me if I don't understand it. And then we've got another young girl, Nosi and she's just helping with photographing, because the University, because I'm with my Masters, they want to know that I didn't make up the people that arrived at the meetings, or make up that the people are talking to me. We must validate and make it trustworthy, my work, you see. So that is why, if you mmm don't mind, we will take some photos of you and also we are making an audio a recording of the meeting, because I can't come and tell you lies and then go to the university and tell them something else. And they say a.a.a.a..h but now the things are not getting together. They must know what I am saying is in line with what the University wants. So are you all happy with videoing and with the photos? ... Yes... Thank you very... very much.

Right, now to just explain my research. The question of my research is: How can the academic use of Facebook enhance open distance learning of rural teacher-students in the EC? So I am looking at the teachers that are students. Are all of you teachers that are studying? OK, now that is where I am looking at you are all part of O..G..O..D...ag...OLG—is that right? Yes... and that is the vehicle of.. of North West University and then I am going to look at working though Facebook. Now Facebook, as you all know, is the social media. Now who of you is part of Facebook already? Who knows Facebook? Ok, thank you very much, there is one man. Now we are going—that's why I have got these two young girls here because they must teach us how to work the Facebook thing. Now the only thing with Facebook is that you must have either your laptop or your cell-phone or i-pad, or anything that can connect to the internet. Now have you got something to connect to the internet? Can I see a show of hands? Ok, right, because that is the thing that we are going to use. I'm calling it Facebook is the car, is that taxi that we are going to jump into and we are going to say from this side, there is a wide river and on that side is the end of your research programme. And the taxi that is going to take us over the bridge is the Facebook. All right, and therefore we need to be able to connect on the internet, on Facebook. Ok? Now, I'm not going to call it Facebook, we are going to call it FaceFunda—siya Funda mos....ok... so on Facebook, we are going to Funda, so that we can get from this place where we are not sure up to the place where we can actually submit our work. Now the next thing I need to know from you who of you, in this semester, must

do your proposal? Can I see? It is one, two, three, four, five, ok Anna help me count please, 1,2,3,4,5,6, 7,...10,11. Let us see how many? 12 that must do the proposal. Yes the proposal. That's about 13. Ok and then who must do their research project? That has already done the proposal, you've got your marks or you are going to get your marks and they are going to say you're passed and you can do your project. That is Portia. Thank you so much. And the lady there. All right, so we've got 2 on the research, so I think as my main focus, we are going to look at the proposal. Now if I can quickly show you your proposal, when you are finished, needs to be about 15 pages, ne? and that is all the pages of the proposal that you will have to be submitting. So that you can get a mark to go on to your research project. All right, so your proposal is your first step of getting the... the right way to do the research. Ok. Now can I just quickly interrupt myself? Pottie has been coming a-long with me and I would just like her to say something in a little short while how did it go when we were working together? Just so that you can understand that I'm not doing this for myself, I am doing it for the big picture of serving the community that I'm living in. All right, so Pottie, just give us a short little,....

Pottie: Can I speak Xhosa?

R: Hmmm... [Pottie speaks in Xhosa].

Pottie: *Can I speak Xhosa? She hears us. I greet you all, I am mother Nobomo. This mother Bester, we got together last year, actually we saw each other when we were writing our exams at the Moth Hall, I saw her coming out late, and I thought I must look after her. then we went to write CEPS and went to her – that exam was an open book exam of Learner Support, and for the first time I saw that she put markers in her book so that she could find the information easily. Like in a book, she knows what was written there because the marker is there, easy to find the work you are looking for. And then after that exam we were going to write APLS and that was very difficult and there is a form of 15 pages but we didn't understand that form, then I went to her again and asked her to help us with that form. Even with that she didn't have a problem. We didn't have a place to work in Queenstown, then she organised this Hall and we worked here. Then the research project came and we phoned her and she was willing to help. We also went to her in Cathcart. She is somebody her dosnt make problems. Then once I went to her, she accommodated me and she helped me. She is the kind of person that is willing to help people.*

That is right, thank you so much, that is what I needed, I needed to let you understand I'm not doing it for myself. All right, I really am putting out—as I said to Tuli that time to, we are taking hands and we are walking on because education in our country and I think you all know in the Eastern Cape that we really need to lift our levels so we can get the children to lift their levels so that all of the Eastern Cape reports can be better. And I honour people that come to ... hmmm...come to....hmmm...to..to.. study further. Now all of you've got this little book. Now my notes that I'm going to show you on the board comes out of the little book that says to you, all the guidelines of how to do your report, how to do the proposal. All right, so it is not as if I am taking out other things from other books, it is the North West work that we are doing. So all right, I want to explain also that ...that h..m..m..m., good afternoon ladies, hmmm... that: 00:13:28

Le taxi ikhona apha numglange, itsho phoop-phoop, phoop-phoop, mane kwele, mane kwele, sio hamba kho lendow, sio hamba kho landow. Difuna nina ni yase kaukgle, ni kwaso pasa esinto, andifuna lanto umto o failayo, failishayo, because then you get despondent, and o y yeka lanto. And asi funi into enjalo. Ok? si funa o hamba phanbile, siase kowghle lento, nawe uachonda, naywo oya hanba bhambile.

Le taxi ilapha ngoku namhlanje ithi ph.... Yizani nizokukhwela! Sizaku suka apha siye phaya. Ndifuna nonke nazi kakuhle ukwenzela nikwazi ukuziphumelela ezi zinto. Andifuni ningaphumeleli ,

.....

[This taxi is here today, its saying phoop-phoop, phoop-phoop, come and get in, come and get in, we are going from this place to that place! I want all of you to know nicely so that you can pass these things. I do not want you to fail it, because then you get despondent, and eventually you leave it. And I don't want it to be like that. Ok? We must all go forward, so that everyone knows these things—you must understand the work so that you can go forward yourself.] All right? Now the first thing that this taxi's going to do—FaceFunda is the name of the taxi—all right?, and on that bridge, we are going to stop every week. We are going to stop and we are going to say: "Ok, how does it look on the outside of this taxi for this week". And that week we are going to concentrate on a piece of the whole module. Now the first place where this taxi is going to stop is in week 1 at the Research question and the background. We are going to look over the Facebook, all right?, we are

going to create a group where you are only to be part of this group where other people won't know what we are talking about. And that week we will talk about the title of your research. Whether you are doing the Learner Support, whether you are doing Curriculum, whether you are doing the Management, it doesn't matter, you will do your own inside information, but I will guide you on how to create your research question, how to get the background, how to make the statement of the problem. What is the problem you are looking at in this research? We will look at the motivation for the research: why? *Oteni uyafuna ojonga lento? Kutheni ufuna ukujonga kule?* [Why do you want to look at this thing?] You are going to be helped, guided all the way. The purpose of the research, is also what do you want to achieve when you have finished with it? And then the last part of that section will be the research question. So for a whole week we will be looking at that part of the research. The taxi is going to stop and the work that you will have to do is talk on Facebook what is your problem what don't you understand, what can somebody help me? I don't know if I must put how? Or what? Or which? And then you eventually will help each other on Facebook saying I think it is better to use how? Or it is better to use when? Do you understand? So Facebook is the taxi, you can't just phone me and ask me what must I do now? We are going to be in the taxi of FaceFunda, all right? And it is on Facebook that you ask your questions, and you say "Oh, but I saw something in the newspaper" or something like that. So you are going to communicate with each other on Facebook which is formed a group, we will... I will invite you, who want to be part of it, onto that group-page. So nobody else will see what is happening in our Facebook. Because it is a closed thing, it is just us and when my research is finished, North West will see what was the questions that we were looking at? What were the difficulties that you were experiencing? So that's my research. Right, week 2: we will look at the literature review. We will discuss what is it? I will explain first that first, 10th of May, I will explain to you what happens in the literature review, how do you do it? Where do you find information? How do you write it? But during the week, you must talk on FaceFunda and ask questions. And support each other. Someone will say: *"Yo, di diniwe, andi funa o sebenza galento,* yho! Ndidiniwe andifuni kusebenza ngalento... [Sjoe, I'm tired and I don't want to work with this thing anymore] and then someone else is going to say: *"Haybo, mase hambe, asiyo dinwa"* Haybo masisebenze [No man, come let us keep going, we must get tired]. All right, so we are going to support each other on this Facebook and the car's name is FaceFunda. Then in the 3rd week we will look at the methodology, o..o..o.. it is such as big word, but it is the method, it is the theory, that you find in that pink book that you've got. And that pink book I will guide you as well but you will help each other, saying a..a..a..h I got something on page 104, and the other one will say: "No, on page 189 was better explained". So you will help each other, not by giving the answers but guiding each other. Ok, she'll be away now. Methodology is the method the theory of the research design, the worldviews, the qualitative method, you that have passed your FOER, will know qualitative, quantitative and mixed method. Now we must do qualitative according to the little book, and you must do the case study. All right, they don't give us a choice there, but you can do anything in between, and then also is the sample. Is who are the people you are going to ask questions; we will discuss that on Facebook on our Facefunda. So this is the work that we will do in week three. I will leave them on, and if there is time, actually write them down afterwards as well. And then in week 4 we are going to do the data collection. Now the data collections, that are what I'm doing with you, it is getting the information from real people. You can't make up and say: "but I have spoken to 10 people, who are they? Where did you find them? We must be validating our research and that why I've got the camera today, and the audio, so that they can know I didn't play-play a meeting, it was real. That is what it's all about. So in the data-collection, we will look at how will you gather the information from the participants, will you be doing interviews, or will they just fill in the open-ended questionnaire. So we will then discuss that. So the taxi this, you must know, this is all the taxi going over the bridge, over the bridge and we stop every week and we look at that work for the whole week and the next Friday we will start with the new work, and the next Friday, the next work. So every week we will have other work to do. In Week 5 we will look at the data analysis. And then the last week is week 6, where we will do the bibliography. Now I'm sure that most of you have struggled all the time with all your assignments with the bibliography. That thing, he wants to trip you all the time, it's a terrible thing, but it's going to be easy on Facebook. Because we can ask each other and help each other. Ok. And then I am going to interrupt you. Please look at the last day that is week 7. From next week on. The date will be 14/15 May that day we will have a meeting again. A Face-to-face focus group meeting and that day we will talk to each other. Up to that day, we are going to sms, or we

are going to e-mail, but mostly it is on the Facebook that we must work. But that last day, it is an open page – we're going to talk. You are going to tell me what was good, what was bad, what was nice, what was not nice, what helped you, what didn't help you at all, *Lamfazy o moshile I ixesha yum! Lo mfazi ulimoshile ixesha lethu!* [That woman, she has just wasted my time!] So that open day will be the day we talk to each other. You can come closer a little bit later. The next meeting we will decide if it is the 14th which is the Friday afternoon or whether it is the 15th which is a Saturday morning and I was hoping if you could come to Cathcart that day that we can visit and talk and... and even have some tea together or even have a lunch together because that is the last day then that this taxi is still working. *izakophuka emva kwexesha* [after that time it is going to break down]. It is then finished—the taxi. You see, because FaceFunda on the Facebook will only be open for this time up to that time. Then we close the group and it is finished then. Then after that, you're on your own, and then you must actually be able to hand in your project. That is what my aim is, is that in these 6 weeks, we can help you so much that you can actually finish your proposal. Now the people that is still doing their research still at that stage I will assist you because that is the basis also of your research, but what comes with at the research is the findings and the conclusion. But I will help because there is only about 2 – 3 people. I will help you on the side with that one. But the proposal will be the main work of this taxi. Ok, now ladies and gentlemen, the point is you must decide whether you want to *khwela kule taxi okanye akufuni?* [get into this taxi, or whether you don't want to]. All right, because the taxi is available on the FaceFunda, on Facebook. Now I realise that that maybe not the easiest thing for everybody but I don't want to exclude you. All right, so I want to know if you are willing to try it? Because these girls that we have here, they can help to open an g-mail count, on for you—on your cell phone, if your cell phone can go to Internet, if your laptop only can go to internet, and you haven't got it here, we will have to try and make arrangements so that it can be done. Because you need to have that e-mail account of like g-mail, voda-mail, whatever mail. All right, like me, I'm on actiononline. So it is all just an email account now that is the only thing Facebook is asking, you must have an e-mail account. Then an account can be opened on Facebook to talk and you talk mos now with writing. Now is there anybody who can't type at all? Or you can type on the phones? When you sms, that's good news, because then I know you will be able to work on the Facebook, I really do. I know it is just something new but it is a challenge. I think I we always say if there is no challenge any more in life we can mos maar die, because there is no challenge anymore. And because you are doing Honours, I know you are ready for the challenge. Isn't that right?. Ok this taxi can only go on Facebook, And Facebook can only go on Internet and internet needs your email address so that we can open the Facebook, so you can be invited to become part of this a closed group. It is only a group that is opened under my name for my students. Nobody else that is on Facebook your other friends social network can't see what is happening in this group because this is called an academic group of Facebook. All right, that is why it goes back to my research question is. *“How can the academic use of Facebook enhance (that means make your learning better,) ne? on the ODL which is you open distance learning of rural teacher-students in the Eastern Cape.* So that is why I need you, I need you just as much I think, as what you need this taxi-driver to drive you over this bridge. All right, and if you want to get into that taxi today. Unfortunately you will have to sign a form to say that that is your ticket you are willing to come on and you will know by learning for FOER it is a consent form. All right, so you will sign a consent form saying that you are willing to participate in my research. Ok? And that is the letter of permission that you will sign on that side. And what I promise you on the front is that everything that you talk will be confidential. I will not phone my friend and say “do you know what?” it's not like that. All right, it's confidential and it's all about academics. It's all about learning to get your proposal the best proposal first time so that you don't need to do it over and over and over again. All right? And that's my promise to you, your promise to me is that you will participate on that Facebook in this car of FaceFunda. So that we can learn what is easier, what is more difficult, what doesn't help you at all, maybe if I tell you look on the Internet on Google Scholar and go to this and this and this address, some of you will say *'hi, it doesn't work for me'*, that is fine—I want to know it. But some of you will say yes, what more? Give me some more information? Then I want to be able to give you more information. Because you are all individuals with individual needs but in NWU we want to look at how can we support your learning better in the future, for the future generations of.. of.. of.. this place. Then there is just one other page, which say confidential information. Now it is confidential information, but it is very basic, it is your name, your student number, your age, are you gender Male or Female, your cell

phone number and at which cell phone network are you connected? Are you Cell C, MTN, Vodacom or other? You just mark them. What is your email number, if you've got one? If you haven't got one, you say so. I haven't got one. And just your home address and your school address. That is what I want on these forms. Now these forms are available for those people who want to *khwela khule taxi* [get into this taxi]. That is it. And Aphiwe will assist and Nondumiso, so that we can actually give it to you so that you can fill it in quickly and if there are people that want to be assisted to open a g-mail account now they will be ready to help you.00:34:46

Ok, then the last thing that I want to talk about. You are going to make up your minds. Page number 1 is your page because that's what I say I'm gonna do but page 2 and 3 is my page. Now the one thing I need to talk about and I'm sure your minds are thinking and what about airtime? Né? Am I right? Now I want to come with a question to you: do you sometimes take your friend to have a cup of coffee at the Wimpy? Or do you take your children to go to the Spur when you want to *ukutya kamnandi?* [eat nice food?] KFC is also another place, ne! Now we are prepared to spend money on things that are important to us, now this time I'm asking for your academic time. And that little bit of money.

End of audio.

Queenstown meeting on 07-05

R = Researcher M = Mollie N = Nomsa

M: What happened here: her son had loaded Facebook on her phone, so now she's having problems with getting to log on it still uses his Facebook. So we're gonna delete his Fb.

R: A..a.h.h.h.h.. you see, the young people they know how to do it!

N: Yes, you know that one he has 2 cell phones, I don't know why he downloads lona le fb wake why..... *ekhona e-airtime – e..e...e.. ikhona e R5. Iso pela?* [Have you got airtime? Yes there is R5 in. Do you think it will get finished?] MTN... hai, Vodacom. Cell phone clicks..... that's why we bring the young people. Good afternoon yes NWU, I'm Ronel Bester, thank you

R: We are going to look at the research question and the background. What are you going to call your research? Now those who are busy with learner support, if we look on page, let me just get the page number right here, learner support—you've got big books, we've got small books, but it's the same numbers for the books. The books on page 14 is learner support. Page 14. I don't think it's that book, it's the one that says manual, it was a thinner book. Page 14 – does it say learner support. This is just FOER, this one is for RSPR. So it's the manual for RSPR. RSPR this is how it looks like. RSPR. Rights. Just a thin book. Yours is the big book, we got the small book two years ago. Page 14 and 15 and 16 is the learner support. They tell us there the topics for learner support. So you've chosen already. Which topic did you choose? Discipline, school violence, school drop-outs, poor performance . in Learner support we must choose one of these topics. It is topic 1 school violence, or topic 2 school drop-outs or topic 3 poor performance of learners or nr 4 ineffective discipline. Ok those are the topics, and they also have career guidance. But very few people take the career guidance, it would be one of these topics. You choose one of them. I see the men like to take the school dropout. You are doing mathematics. All right, now you see that's why we need to see where you must read. Then you choose one of those topics and they give you questions. That is the questions you will ask your participants. You can't do like what I'm doing, I can create my own questions, my Professor helps me to say ok that is right, but with Honours degree they give you the questions. You may not use other questions. Because that is the guidelines. Ok learner support then there.

So when I'm talking about the title, research question and background and I say "What is your title?", you must make a title up out of your topic that you are choosing. You see? So say you are choosing school violence, you will say maybe, h..m..m.. "The factors that cause school violence". Ok? Or if you choose school dropouts, you will say: "The factors that cause school dropouts". So you create your title out of your topic that you choose. You have yours, and you have created already a title? That is right. Then if we look at Curriculum Mathematics Education. Ok , now that is on page 17. It is there. And there you've also got—it doesn't look as if there are topics— a..m..m..m.—it is also 4 topics and you must choose one. And you create your own title out of the topic that you are choosing. Ja, create your own title. Out of the topic that you are choosing. We also have, we haven't got any education management here. Ok. Curriculum studies, but isn't it, let me just find it, o yes, on page 11 and 12 and 13 is curriculum studies. They give you theme 1 also topic 1 where it says about: "Perspectives of teachers self-regulated behaviour", or theme 2 "Possible research topics for classroom teaching", theme 3: "Curriculum development". Which one do you think you will maybe use?—theme 3, *curriculum development*. The historical past can dictate terms of what and how curriculum of a country develops. So you are going to look at the history.

All right, so everyone knows where you are going to choose your topic. Let us go in this book to page 21, teaches us about the proposal. The proposal guidelines-attachment B. now in that one 21 that is where you will read how to do your proposal. Ok, on page 21 proposal guidelines. Page 23 is where we are for this week. It says the research question and background. There they tell you how you make your question and background. On page 23. The title—you formulate a title that put the essence of the study in a nutshell. So it must include the main concepts and the purpose of the study. So what do you want to develop, what do you want to understand, what , you say that in your title and it goes back to the topic you choose. Not everyone will do the same topic. And then they give us examples there. And that is good to try and use those examples. And just use your topic words in the example. Because you know that the example is right already. You don't need to make up. They have examples of: exploring educators views on the effects of discipline in the

classroom. Now that is a very good title, for your proposal. Then at nr 1 on that page 23: they've got statement of the problem. Now that is the second thing that we must do this week. This statement of the problem. So there you are going to explain why is that topic of yours a problem because you want to look why do the children drop out then you say you want to know why do all the children that start sub A not finish grade 12. You know, you explain what is the problem that you are looking at. And why is it important for you. For each one you've got different reasons, you can't go to your friend and write the answer off from your friend because then it's not your work that you feel, this is why I say this is the problem that I want to investigate. They tell us there that a research problem can be defined as an issue existing in the literature, or in theory or in practice that leads to a need for the study. So they are just saying again and again the topic you have chosen is you must give reasons why do you think it is important to look at those problems in the topic. And they also say you must clearly identify the research problem leading to the study. Say it is discipline in the classroom, then you say there—the children don't want to sit still and listen to the teacher and you want to understand why don't they do it. So in the statement you read through those guidelines. Because there they help you to give the answers. All right. You don't go and explain something that is not needed in that statement of the problem. Describe the background or context of the study, so they say there—details about your school. So in there you write when at nr. 1 the statement of the problem, you write there – my school is in Lady Frere, we are a high school or a junior primary school and we have got 800 children in here, 50 teachers in here, we teach them as English the First Additional Language and Xhosa as the Home Language. You understand, you explain your situation. That's why you can't write mine down. Because mine was different than yours. You can't write from her and she can't write from you. Because we are all at different situations. And we all see something differently. You know, maybe you will see that the children are ill disciplined because they are hungry and they don't want to listen to the teacher, but maybe another person will say those children are ill disciplined because they haven't got care at home. You understand. Each one must write their own situation. You can't write your friends situation. And then also under statement of the problem, indicate why the problem is important by citing references that justify the need to study the problem. Importance of discipline, or motivation or reading or writing skills in education. The children can't write because they don't sit still to listen to the teacher and comes back to ill-discipline. You know, you pull your topic through to everything that you are writing down. So that's why it is important to know that you choose the right topic. Don't go for *poor performance* if you would rather want to know *why do the children drop out of schools*. Choose the one that makes sense to you. That's got meaning to you. And then they say at the last one, if you look at the statement of the problem, there they've got 4 bullets, in the book—you can have 4 paragraphs already under the statement of your problem. That can be a full page or even 1 half page. That's why I like guideline, they help you to know what to write about. Then we have nr. 2 *the motivation for the research*. Now in this booklet, they explain to us—you must indicate the importance of the study for different groups that may profit from reading and using the study. The inclusion of this sections creates a clear a rationale or motivation for your study. So if you are looking at maths, you will explain there that maybe the Department of Education and maybe the training colleges can look at what did you discover why are these children struggling with mathematics. And they can maybe one day use your study. It is not just play-play, it is important. You are spending a lot of time here, don't make it *sommer nje-nje* [just slap-dash]. Make it that it makes sense to you. It must be real things that will help the other people. And you can also say there that the motivation you see that the children are really struggling with mathematics. But they don't understand that if you send the child to the shop they must buy for R10 they can't buy for R20. So actually the child is doing mathematics in the shop. But when they come to the desk with paper they say: *andiyazi kengonku* [now I don't know]. Ok? You must try to say that you want to teach the children to pull real-life into their work. Is it like that. And then nr 3 we've got it here: purpose of the research. Guideline in the books tell us the purpose establishes the central direction for the study and includes the aim in the intent and the central idea of the study or the proposal. You are repeating again what you have said previously, but you just make a little summary . you don't repeat with the same words. You say I am looking at the children with mathematics problems because they are struggling with it. So all must have to do with your topic. Every time you write with your pen in must go towards your topic and towards anybody. You don't talk, if you have chosen poor performance, you can't talk about the poor discipline for the whole project. You can use it as a section. But it is not the whole project. Do you understand what I'm

talking about? As me questions, because next time you must ask on FaceFunda, so it is better to ask it now. This is all that we are doing on FaceFunda. You read something, you don't understand, you ask it on FaceFunda. Speak in Xhosa, I said it the first time, I can read Xhosa and if I don't understand I will get Mihle to explain to me just what is exactly the question, if I don't understand. So don't be scared that if you write in Xhosa we don't understand, you can really do it.

Now There they've got lots of sentences, those who have written FOER, will see that piece of Creswell—good afternoon, oh..h..h..h., you're a bit late today, but that's ok, you are still here. You see Creswell has that piece that we learnt for FOER out of our heads. That said: the purpose of this strategy of inquiry/or case study is you use that block, all right? And you put your details in there. Because you must do a case study, the book says here you can't do anything else, in the beginning on page 5, is it on 5 that they say....you must use...yes it is a qualitative methodology open-ended questions and a ...it doesn't say there but I'm sure somewhere else, it says you must do a case study, you can't go and do any other study, than a case study. Your school becomes the case that you are studying. All right, so you will write it: *the purpose of this case study is*, now in proposal you will say—*will be*, because you are still going to do it, where she, that is finished with her proposal, will say it *was*, because she has done it. All right, sorry we are a bit ahead now, have you got this guideline book? What are you doing? Management? all right, on page 18-20. The topics that you must choose from which you are going to do your proposal. You haven't done your proposal? Right, ok. You will choose out of education management and leadership theme 2 guidelines for enhancing the organizational culture in a school or 3 factors relating to the resistance to change and 4 the promotion of the involvement in the planning of the schools finances. You must choose one of those topics to do your proposal on. Ok. I just want us all to know: you choose and then all the information must be about your topic. Ok. We all understand that now? Right, then we have the last one for this week that we must work on the research question. Now the research question must always like starting with they've got 3 examples there. As I say, I really like the examples because if you use the example and just put your study in it, you know that you can't go wrong. You know, they can't come back and say you should've used these words. Because you can say that the study guide says we can. You know? If we look at the research question on page 24 it says there: remember that the research questions need to be answered during the course of the research. Limit the amount of questions- you may only have one research question. Now research questions are directly linked to the purpose statement so you will go back to the previous one where it says purpose of my research. Why do you want to research? I want to look *why are children naughty*. Then the question must be: the perceptions, I want to find out, what do teachers say why children are naughty? You can't now say *why don't they do mathematics*, suddenly. It must be on the same topic. All the time. And it says it must focus on a single concept. You must even go so narrow with that mathematics, you must say why can't the children make addition, why do they struggle with adding 3 numbers together. Or you know, my Professor told me, you at the grasshopper, and then you find where is his front leg, and if you find the leg you look where is his toes, and you look at the little finger nail and you will research that little finger nail. You don't look at big things. We look at that single thing. So you can... can say in your mathematics: *why do children struggle with multiplication sums*? But in the meantime, when they've got 10 sweets, they know how to divide those 10 sweets between 5 people. You know, but that's real life but when it's on paper, they think: hay, *ngoku andiyazi* [now I don't know]. You know that's what you must research. You mustn't research big things. We must look at that single little topic. And focus all our attention on it. Now they have examples there: what are the views of educators regarding the effects of discipline in the classroom, if you've got learner support and you're doing the discipline problem. You can use that one. Because they give it to us. We take what we can. And we use them for our benefit. Or there they say: which strategies can be implemented to improve the reading and writing skills of grade 7 learners in what school – you name your school there. Because that is the exact research question. And when you are finished, I will show you where, by the time you have done all the studies here at the end, I'm going to say ok, read everything, now the first question is does it answer your research question? That's what research is about. You can't make all these other plans and plans but they've got nothing to do with that question. The question is the thing that you must answer in 40 pages. So the question is very important. Especially when you are busy with the proposal you must think it out nicely and you think if I will get the answers here in my little school where I am working. Because that is the only place that you have got to find your research answers. Ok so for this week, that is the job. To do that. Ok it's

not too much work hey? If you break it down – we are going to break the whole proposal down into week for week for week sections. Next week we will look at the literature review. Where do we find the literature? Where do you find it? We will read what they say because they are giving us the guidelines. And the next week, we will look at the methodology at the worldviews. At the qualitative method. You know you've learnt qualitative, quantitative and mixed methods. You will go and write down in your project what is qualitative research, because Maree gives it to you in that pink book. And you make summary and you write in in your proposal/research. It is not as if they are asking you other things, it is the things of FOER and now you are going to implement the things that you learnt out of FOER. Ok. And we will look at the case study you will explain in your work, what is a case study, and you can explain what is your case study. You see, it's not about other people's work, it's about your own work. The next week we will look at the data collection, and the next week, we will look how to analyse that data. What is data? It is information. All right, and in my research I need you people, because you are giving me the information. I can't come and say this is the reason or that is the reason, because I don't know. Research is I want to hear from you why do you struggle to get onto Facebook? Why do you struggle to communicate your question on that little phone? You must be able to tell me why it is difficult, you must think about it and then tell me. All right?. And then we will look at the bibliography. But we will talk about the bibliography very much in that week when we are starting with the literature review. Because those two things, they go together. You can't do you literature review, and then when you must do your bibliography, you can't remember where did you get the information. It must go together. All the time. Ok, so even now, when you are finding answers say for the statement of the problem you find in the pink book, you find you want to use that sentence, you must write in brackets where did you find it and the page number. Otherwise at the end, you won't get it together and put it nicely together because you will forget. I forget, we all forget. On what page, on what book did you find the information? You must write it in. ok? Ask me, what do you want to know? *yintoni ingxaki yakho?*[what is your problem?]

Yes, talk to me nice and loud because you 2 are new people now—Nosi is taking photos because we must show the evidence of the meetings, and we also take audio-tapes so that they can know that I'm not lying to you. You know, it must be the truth. So speak loudly when you talk.

Z: *Mna* [me], I have that form of consent for learners yes... for the interviews. A..a..a.. I use the qualitative methods, ma'am, yes then I choose 5,5,5 from each school, should I include those 5,5,5 in my assignment?

R: Yes, yes... you mean those 15 pages? Yes, that must be attached at the very end as Addendum, it is extra.

Z: Yes, even for the teachers because I have 3 teachers from each school—at three schools.

R: I just want to say to all of us—the rules have changed—we may not ask any child any questions. Yes, ok. May you ask children?

Z: No, I ask parents to allow me to do e..e..e.. my interviews was through the story of their stories.

R: Ok...ok... now you see, she is in the time before the new rules came in. Now the new rules say—if we look on page in my little book—the new rules say we may not interview any parents, on page 5—we may not interview learners, parents or any community members. You may only interview your friends that are teachers. So not even it is there, after number 4 bullet, on page 5. You may not use learners, parents or other community members as participants. It may only be your colleagues that, bullet nr 2: only colleagues with whom the students, that is you, are well-known, so it is your friends, may be used as participants. So it has changed from the time that you still had to do your research. Z: Should I change it?

R: Oh, you'll have to ask OLG, you'll have to ask your contact-people. Because I don't know the old-time things. You see, I only started in 2011. And I think that is when these new rules started. Just keep to their examples, then you won't be wrong. Ja, are you in your 3rd year now? Yes, yes, ok, ok, then your things came through just before the new rules. And I think they will accept the old rules for this module.

Z: Yes. Yes. M'am, I'm using under-aged learners because they are under 18, should I write their names before writing, giving it to their parents to sign?

R: No, let the parents sign first before you start with the learners. The parents must sign there and what is the relationship of that parent.

Z: Should I write the name of the learner? At the top?

R: No, I the undersigned is the guardian, no it is not the learners name yet. Only the parents' names.

Z: Yes.

X: Doing this proposal, should we concentrate on these questions?

R: Hmm, you may not use any other question. So if you are, are you with learner support?

X: Education management,

R: Oh? Yes, you may only choose from theme 1,2,,3. And then your whole proposal must answer those questions. You forget about all the others.

X: How many pages?

R: 30—40 pages. But not the proposal; that is the research. The proposal that is why I say, if you can get information out of the books use it—but don't use it directly from the book, make your own summary. Otherwise they'll say they can just read the book then. They don't tell us here now, but it's definitely not more than 15 pages.

R: Ok then another thing I need to know because I need to get it on the tape recorder: *What was the problem you experienced after our last meeting, for trying to get onto Facebook?* On FaceFunda. What has been your problems? About FaceFunda—are you on FaceFunda?

Y: Not yet, I struggled to get; I don't know, I started to try to get in for the email, Nondumiso, will you please give attention there? What was your problem? Your phone was full and you couldn't download?

V: Yes, but I use another phone now. Ok, all right. Now you must just remember you must please give me the phone number, that one that you are going to be on Facebook with, because otherwise then I invite you to another number and you are going to say you didn't get it. I had a lady phoning me saying that I didn't invite her to this meeting, and when I looked, it was a different cell phone that she phoned me from. So I've only got the cell-phone numbers from the OLG—you must make sure that I have got your right number. That's why I say: on the attendance register, write your right number. Would you want to go on the FaceFunda to be helped as well? Then you must give me an e-mail address ne, so that I can invite you. What other problems? Is it just the Barrier of the technology? It's not because you don't want to?

X: We want to but I'm sure we are not clear about the technology thing, but if Nondumiso can help us, we will get into it. And she must tell me how must I respond because I can retrieve the message and read it but I am unable to write and send it back.

R: O, you see, that's why I have the 2 assistants here—to help me.

Now, I think we must get together again. How long time do you need to do this week's work? When can we get together again next week? Is a Friday a better day?

A: Much better on a Friday.

R: Is this Friday too soon?

A: Too soon, M'am, so next Friday is fine.

R: By next Friday I want to see all these faces on Facefunda!

X, Y, Z: You will find us!

R: I need to see you! I can't go without you!

T: Ronel, *khwela kule taxi* [climb into this taxi]! What are you expecting from us next week? To write the title, statement or the whole proposal?

R: No, just those pieces. Make a mark in your book. Just after the research question, on page 24, there it starts, on page 25 it says the review of the literature, you mustn't do that. Make a line there and *say ndiya pheza aphau yo phesa apha* [I must stop here]. Is that understood? Page 25, just before review.

And the only one that is on FaceFunda who is here, is Ntosh, which is Ayanda's wife, and I haven't got Nkosinati, she's not here? Now sir, for you, we have a little *thank you* gift because you are first person on FaceFunda – it is your gift for today. Thank you very much for participating. So please – this *kumnandi kule taxi uyabona?* *Le taxi* (talking and happy in background. Ayanda shares the sweeties that were with the pen-set). Happy laughing about this taxi in background!

(I go on explaining to someone that came in late: On page 23 look there is the title, that is the one, then you are going to write the statement of the problem, it is that one, then you are going to write motivation, then purpose of the research. Then you stop before that one. These things are out of the book. You all understand that? Yes mam. They go together. Right, then the 2 new ladies, you must please sign a consent form because you can't participate in the research if you haven't sign

to say that you are going accept the conditions—I am going to help you with the proposal, and you are going to give me some information. All right.)

T: Okay, and the title I'm going to choose, ok. The statement of the problem, I have to make a problem out of that topic. And bring you stuff, and we can quickly read through it if there is time, then you know you are on the right track.

R: Yes. But please... please...?. So next Friday, can we make it a little bit earlier, half past two? Half past two, next Friday, not this first Friday, next Friday. Good afternoon, o..o..o..o.. you're late. It's that lady I told you about. Oh, so she must first give me her consent form. Have you got it? I can't do anything to help you before I have the consent form. Because it is my research.[Laugh].

R: Ok the front page is yours; the 2 page is mine, look on the back. Did you fill it in, the front pages here? Yes. Then I'll just keep this of Nono. Will you explain to her all the information because suddenly it is not so difficult, is it? He? It is not so hard work. Ja, I'm sure you will understand how to do your research. I'll try.

M: I have logged her on.

R: Now you must invite her to FaceFunda. Our time is running out here, we've only got 5 min.

R: And you see, FaceFunda is a special group on the side, you don't go into your own Facebook, all right, the moment you have accepted my invitation, you will find FaceFunda there where Group says, ag, create a group. So you go into FaceFunda and those are the people at this stage that are on it. That is the man that is the computer-man in Cathcart, and that is just another one, that is Nkosi, I hoped she was here, and this is Ayanda's wife and that is me. All right, add people to the group. What is your Facebook, your o..o..o..o.., where is that list, I'm looking for it. And, but you see, is that your Facebook name. (your name and surname) . you are Zolo Mame, this one here, ok, let me just go in there, let me see, [@gmail.com](#) and that is invite by email, who do you want to add to the group, is that again, [@gmail.com](#) and invite. Should come out on her cellphone.40 pages, yes it must be typed. 12 pages if it is typed.

X: Compulsory to type?

R: Yes. O..o.. I think my money is up. I have sent the request to invite. I will do yours tonight from my home-phone, all right?, because my..., I think my time is up on the computer. *I-mali, i-mali!*[money money!].

R: I am not a facilitator, I cannot sign your form, I am just doing my Masters research for North West all right ladies—we must go. Ok ladies, thank you for coming! Please let us meet next week then, I think we must go to my car outside and stand there and sort out the phone. Our time is up for inside.

M: To open the g-mail account.

R: It is something new, it is exciting—we are learning lots of new things. Yes, from now on you will know more easily that that is your page, I don't want the front page, it is for you. It is your consent, I just need this one. Yes they, the lecturer, must sign, but haven't they got training session again?

But I really can't sign, you see, I am not on the books, I don't work for North West, I am a student. Now you understand, I'm just a student doing my Masters. Ja..a... Ok, so that's it, you see, we will find you on your Facebook. *Ek is af* [my computer is off]. Righto, so next Friday, I will explain the literature review. Now that is a difficult one, so it is good if you can come. Next week. But it will only be the people that are on FaceFunda that can ask questions during the weeks. I think so to.

That is our time is up ladies!

Meeting in Qnt Library on 05-17-2013

So that we know that everyone is part of it. Those people who are going to give their phones in to Johan will you please write your name and your cell phone number on this page so that it goes with your phone to the table, that they can't get mixed up. We will talk about FF just now, just put your name and your cell phone number on the paper. Ok? So you haven't signed consent yet, I will explain it just now.

All right, Ladies and Gentlemen, I'm going to start then just because time is such a terrible thing, it runs away! We are waiting for the Geek, he is also just stuck in the stop-and-go's, so the Geek – I want to welcome you all first. Thank you, thank you to all the new people, how many new people today? Let's quickly, 1,2,3,4, you knew 5,6 – 6 new people – welcome, very welcome. We will just run through the background just now and then I want to welcome Axe, he is my colleague in Cathcart, Mollie that helped last week is ill today and Anna has a work in Popo, that helped me the first time, so today I'm glad my colleague. I said: come my man you need to come and help me! So I am very grateful that he could come and then we are just waiting for the Geek, he's the computer man in Cathcart and he is really jacked-up, and he is going to get h..m..m all of our technical problems with the cell-phones sorted out so that we can all *khwela kule taxi* [climb into the taxi]! Ok? What is our taxi, our taxi is called FaceFunda. All right. This is the vehicle that we are travelling from not knowing how to do your proposal to the point where you know how to do the proposal. So the name of our taxi is FF. so if anyone asks you, it is only our secret group that is created on FB all right? And FB you know you can get onto it through the Internet, and when you are on the Fb website, you go into FF and it's only the people that is invited onto that group that then sees that happens in FF. so this taxi gets Passengers and the passengers that is taking part all right? So this is our wonderful taxi and we don't want accidents along the road, so we are waiting for Johan to fix the problems that you have been experiencing. He'll be here and he will sort it out. Quick-sticks. [referring to the FF logo and putting it up on the wall] I'm just going to put it there so that we can be reminded all the time what is our name.

The question is in many of your minds that are new people, but why must you go on Fb, now the reason why we are on FB is that my Master's degree has been given the...the permission to try and find out how can the academic use of FB enhance the ODL of rural isiXhosa teacher-students in the EC? Now all of you are teachers? That are students now? Am I right? We all live in the EC? Is that right? You are all isiXhosa people? I'm also a little bit isiXhosa because I can speak the language [laughing] and I can understand when you are talking and I am also inviting you to speak on FF if you are not sure to write it in English that you can actually write in isiXhosa so that we can help each other. If I don't understand what you have written there, I am going to run to Axe or anybody around me that can explain to me but what is really the question. If I don't, but I can read it ok. So FB is that vehicle that we need to use, we can't use the telephone lines, we must use the FB all right? And that is why you must get open on Fb. All right? And the only money that this whole project is going to ask from you is a bit of airtime. That you use to get onto Internet onto the FF. That is the only taxi-money – is the data bundles that you will use. I don't get paid at all, nobody else gets paid we are just doing it because it is my Master's study. Right?

Now if I read, I've handed out these notes to you, we have created a secret group on Fb that is called FF and this taxi takes you over the bridge from not knowing to knowing how to do your proposal. So while we're in this taxi, this taxi is driving and every time we are stopping to learn another part of this proposal or the research one that you must do as well. The taxi is not to say: "Ok, let's go quickly and *sigqibe kamsimyane* " [we're finished quickly]. It's not like that, we're taking time and as you will see, on my original time, I said we would be passed on the date past the place where we are now, but I haven't got enough people that is inside of the taxi, so I can't go, I can't say: *ndioni yeka kangogo, mna diyahamba ma lo 5 people ba quelile (Andizukuhamba naba bahlanu (5) ndizakulinda nabanye).* [I am going to leave you now, I am going on with the 5 people that have climbed in]. so I need more people to get into the taxi, so that we can pull away and then really do it every week another section and another section. Ok? And then at the second bullet there, every passenger must get into FF so that you can enjoy the ride. Enjoy the benefits of being guided through your own proposal. All right? So I'm not going to get you to write an essay and that's the end of the research. I'm taking you into the vehicle so that you can

produce something at the end that is for your benefit. It is what you must do in any case for your research... i..m..m..m.. to get your degree, of the Honours through North West. And then Johan is going to come and to help us to open the phone-books, ag.. the cell-phones. Did anyone bring laptop maybe? That's needed instead of your cell phones. Now you can decide which one is easier, then I .m.m. just to get you onto Fb and then I will invite you from my side of the FB to become part of FF. Now you can only, if you get it on your email it says there : Join no accept group, or join group, if you click on it, then you are on FF. ok? So the vehicle the taxi needs certain things that you must do. You must be open on Fb I must have your e-mail address, then I invite you because it is not open for everybody, it's a closed group of people that is getting onto the taxi. All right? And if I have invited you... you... say I accept this group invitation, and then you are on the FB. Then on FB we will look now-now what you must do. The first thing that I'm really asking you, is just like Nomsa did, and because she has put a photo of her own face with her grand-child, she's getting a gift from the taxi-driver today. Thank you very much! [Happy laughter]. For there is a beautiful picture of her on FF, so I want each one of you to try and get a little photo, a profile photo of yourself, if you are on FF, that I can see who you are, because we are going to get used to each other. It is a time that we are going to know who are you, what is your problems and how can I assist you to make your problems less of a problem. All right? And eventually you are going to assist each other, but we will get to that point later on. Right, now what will happen in the taxi? What do you do when you are driving , you are in a taxi – do you talk to each other?

All: Yes

R: Yes! Now on FF, you must talk! You must say things. So that we can communicate with each other. It's not just the driver that says: "Please come" or "Why are you quiet?" or "What's your problem?" it can't be the driver that's talking all the time. I need the passengers inside to talk to each other as well. All right? So you see the picture of what happens in our FF? You need to communicate as well. So we need you, we will discover what technology can do for you. How you can use your phone to help you to learn easier and get answers or help from other people. You will also save money because it is cheaper to use the data bundle on FB and explain your problem than to talk. Because when you are talking, you take 10 minutes to say: *Yo gnqhaki yum inkholo, enje enje enje(Ingxaki yam inkulu injje-inje-inje!)* [I have a huge problem and these are the details], but if you talk on Fb you write your problem and the other person thinks about it and they go to the books and they say ok this is the answer. Or you can go and look there and there and there. So it is cheaper at the end of the time to talk on FB. All right? And then you will be assisted to do your own proposal so that you can hand it in to OLG but only if you are working on it. I am not going to do your work for you, I am just going to assist you and guide you on the road. I can't do it for you, because it is your student number, it's your name it's your thing that you must be able to hand in. But then, it's also a thing that if you don't work in that week, mmmm... and another week passes, then there's more work in the next week and then there's more work in the next week. So it is easier to try and keep up with every week's work. All right? So that by the end you are also finished. Maar it's not the end of the work if you don't get to the work. The main things is that you will understand what you must do when you get to it in July or August, when you really realize: yo September is soon now, I must finish this thing. Then you will understand what you must do. So keep up with the reading and keep up with what we are saying on FB where to go and find information. All right? So what I'm asking what must you do – in the taxi, you must ask questions about your research, you must add photos of yourself when you are working on your proposal. Those that are on FF, will see there was this one time that I was working this week, I was sitting in the staffroom here my friend came, Hey, you're playing on the cell-phone, and I said to her, no I'm not playing, I'm working because I am answering a question that Zolo was asking me. So I want to see that kind of information of yours on the FB as well. All right? Tell your people to take a photo of you. It's part of community building, it's part of saying: *ahh na lamtu u pakhati e-taxi, di funa o teta nye ngog.... (Oh nalamtu uphakathi e-taxini, ndifuna ukuthetha naye ngoku!)* [O that person that's in the taxi, I want to talk to her/him now]. And then you can start talking about what did that person do? And you know how we talk, we talk by clicking on 'like'. You know, there is a little 'like' button on on FB, now if you say 'like' and you click on 'like' it says to that person: I liked what you did, or I liked your picture, or I liked your answer. Even if you don't want to type lots of things, you can just 'like' the other people. Write about the things you are thinking while you are working. You can tell me there, sjoe it is difficult to put my attention to the work because I had my child's dog that was sick and I had the car-puncture or you know, tell me what are you thinking what makes your work

difficult for you. Because we need to know it for the North West University, cause they want to use this information, to help the other students that are coming at a later stage. All right, so you are not going to benefit just for yourself, you are also helping the future students. The more you participate on FF, the more we understand what are the real problems of the people that are studying of the students. And then discuss your work, what is good, what is bad, what's nice, what is difficult. Comment on the other student's work, like saying 'like' or say something. Say: "I see you are working too hard" You know, just say something, the more you are going to talk the easier it going to get to actually see you participating on the FF and help each other please, if someone asks a question, you can also answer them if you know the answer, don't just wait for me. I'm the taxi-driver, all right? I want the people in the taxi to actually start helping each other. Ok? Are you going to be prepared to do that?

Some answer: "yes, yes"

R: Please ladies and gentlemen? Right o – now I also gave you this page at nr. 2. That says how to get onto the website on your cell phone. You use your cell phone if it is not a Blackberry....

00:17:30 Read what the hand-out says.

00:19:54 Right, now we are going to talk about the front picture of this hand-out. I want to explain to you who you are as an adult student. All of you are teaching the children, am I right? Right. Now let us look at the bottom picture, now you are teaching the children in the school. This is a picture of the brain, all right, and those children must follow the fixed rules. You tell them: "*mtana, yenza lento je, anje hlobo e-wrong*"...(*mntwana wam yenza lento ngolu hlobo olunye uhlobo alulunganga*.) [child, do this thing just like this, any other way is wrong] Is that right? They must follow those rules that you are giving them. You are following the rules that the Principal is giving you, the Principal is following the rules that the Government is giving you, the DoE. So we've got fixed rules when we are talking to children, they must listen reproduction of knowledge they must go to the test, and they must right there the things that you have taught them. Ok? And at the bottom it says: simple facts. You tell them when the sky is blue, it is not raining. When the sun is shining, it is day-time, when the moon is shining it is night-time. Those are the fixed rules that the children are hearing. But you as adult students of the University, your brains are the top one. There aren't so many rules there. They don't tell you this is the only book that you must go and read. They tell you, go and look where do you find the information. Am I right?

Many answer: Yes

R: so you have gone into a different level of learning. We are not the school children any more. You are the adult learner that is at the university. We also, look at that one, exploration of knowledge, now that means to explore, to go and find, to go and look for something new – that's where you are. You need to go out in the world and find new knowledge that you can write down in this work that you must do. So we don't just tell you there is just one book and this is the only work, it's not like the school. And at the bottom, complexity. Now complexity and confusion is so close to each other, because when things are difficult, a person gets confused. Am I right?

Many answer: Yes.

R: and that's what you as an adult student can change. Because the more you go and read and search for information, the more you understand of what you are doing. So you must know, you are at the varsity brain, where there are unwritten rules, you must explore knowledge, you can't just say: "*U-teacher u nikile le, dio funda le xhaza.... (uTishala undinike lento ndizakufunda yona qha!)*" [my teacher gave me this, and I am going to learn this only]. Because then you are not doing Honours. You are not passed the level then of just school brain. So it is a challenge to each one of you to think critically, to start thinking, but where can I go and find information? You must start thinking: how do I get this information?

Good afternoon, this is the Geek. The very welcome man. Thank you.

Geek: Hallo, Hi!

Some greet him.

R: Axe will help us to get the cell phones to you. And you must just please go on. Daars hulle, en jy, se nou maar daai een werk nie, dan maak jy 'n nuwe g-mail account oop en skryf dit op die papiertjie. Hier's my laptop, [There they are, and if one doesn't work, then you open a g-mail account and write it on the paper. Here is my laptop.]

Right ladies and gentlemen, are you ready to use this new brain that you've got?

Someone says: Yes!

R: Yes! I think so, that's the challenge! Is getting to that new level of saying I'm not going to wait for someone to give me the information – I am going to go and look for the information. All right? So who are the people, the second time? Second time? That was last week Tuesday. 1, 2, 3, 4. Now I'm going to make a challenge to you: Last week we spoke about the Research question and the background. All right, that is the beginning of the Proposal as it is in this, you've got big books, we still got small books when I was doing it – I'm Aya, here's your copy – didn't you say your book is gone? There you are, the taxi-driver found another one. OK. Now I'm going to ask these ladies that were here last time, to go into each corner, and other people go around them, and they must explain to the new people, what did we discuss when we were talking about the research. So you become a teacher for the other people that weren't here last week. All right? It is just to tell them on which page they must look in this little book and what did we talk? Is that ok?

Someone says: Yes

R: I'm taking you into the University brain now. All right? Will you mind to go that corner, {sending different people to different corner with about 4-5 people with them

Johan working with the cell phones and calling the people as needed. Students into groups and discussing the work.} [00:46:34]

R: All right Ladies and Gentlemen, let's go on. O thank you, here's my book. Right. Now you will see that first week – now you have all been informed a little bit about your research questions and background. You can only have one research question on the topic you are choosing to do, because in each section there are about 3 or 4 topics. So they are giving you the University brain – you choose what you want to go and research. They don't tell you this is the only thing that you can go and research, all right? So it's that Varsity brain. Now today we are going to look at the Literature Review. Now if you look at that picture of the brains, you will see I've put there at the top Mail & Guardian, Feb. 1-7, 2013. I am telling you that I did not think this thing out of the brains. **Ingondo yam I quasi u stinga izinto azi nkulu nkangaga** [my brain cannot think out things at big as this] but that newspaper, they had a reporter, and that reporter had, could go and found out what do the clever people say. Now that is the basic of your lit rev. You must go and look for info, but you must always say who said that. Who found that? Who is the clever person? So don't just take a newspaper article and just write there Daily Dispatch, it's not good enough. You must say who was the writer and all of that. All right? The Literature Review is about your study, but buy now you have chosen your topic, and you know what you want to research. So now you must go to the literature, now any book is literature. Any m..m..m..m newspaper is literature. Because somebody else wrote it down that makes it literature. Ok? You must go and look at all places to find information about your topic. You don't go and find info about research, because you are doing the research. What are you doing the research on? That topic that you have chosen. If you are looking at poor performance of learners, you go and look in every newspaper that you find, what are? Is there may be an article about the poor performance? There – additional language, then you spark and say: I must read this, because maybe they are going to tell me something of why are the children performing poorly because of the additional language acquisition. All right? Say you are doing discipline issues, there in learner support. Look there, on the front page, you can go and look in this newspaper, you will find an article that they are talking about the discipline. Look here, primary mathematics. There they are explaining things. These are articles that you must start keeping aside. Because this is the literature that you will use in your proposal and in your real research. Wherever you find information about your topic, ok? You can find it in The Teacher, it is an excellent thing because this teacher is a part of the Mail & Guardian and the M&G is the most m..m..m..m intelligent newspaper of the country. All right? It's got a lot of weight in what they are saying in the M&G. ok? And that's why these Teacher – and all the schools get them né? So from now on, when you see it, you grab it and say this is mine first! And you go and read and see is there anything about your topic in it? And if there is, you make a photocopy and you say I got in The Teacher of Feb 2013 and you must just write who was the writer of the article. All newspaper ones has got a...am... here it was Mtwá, Yolanda Mtwá wrote that article. You must write it on the page that you made a photocopy of, because that is going to help you with your bibliography. Ok? And if you don't keep your article and bibliography notes together, you are going to get confused, about who said what? And that is the main thing of the lit study. I'm going to show you how I do it, when I get any information in the newspapers that I like, m..m..m..like this one, had in the Daily Dispatch of m..m..m..m 15 February "Education bosses and unions resume talks" and I was asking and I said: quick summary : They are trying to sort out the teacher shortages. Who are they going

to get in as teachers, and there they wrote 187. This is a quick summary, so next time when I am paging through my work, I know, a.a.a... this article is about teacher shortages. So I don't always need to work so hard. If you get the article, make a summary. Then it is easier. Look here at the back, it's also: "The education aims to spend 96m on infrastructure, now there they said: the basic conditions trying to supply good places for teaching, lots of money they are spending, they want to spend on support material, they want to provide teachers and mmm they want to look at how many children must be in the class rooms or in the school. Now this is reasons for poor performance. Critical thinking. All right? Do you understand? It's not just to read there and say: *Haybo bat eta lento ingathi inxedi mna(hayi bo, bathetha lento ingathi ayindincedi mna.)* [they are saying these things, but it's asif it doesn't help me], you must think: How can this help my topic? And you make a little summary on it. All right? On everything, those that are choosing drop out – children drop-out, in the beginning of the year, in the Rep of Jan. 11, that Representative, the Queenstown newspaper, they had this man, Phumele Mlathi, wrote about failures. Why are the children failing? Now if that is your topic, make a summary here so that you know what are they saying, what are the reasons for the failure. Because at the end of your research, you are going to say what did your participants say what are the reasons for failure. And you must be able to compare the two things together. What does the literature say, but what does the people say? Because research is about making your life and the people in your community easier. SO you are going to find out what happens on the ground with your people. I've got another one here, that was so interesting when I was just looking, in the Daily Dispatch. It says there that "after 18 years of democracy the education system was still polarized between the haves and the have nots" something that needed to be addressed. Now that, critical thinking is: Why did they say this? How will it help my topic in my research? You think what will it help you. Because they don't give you the answer, you must think it out. How can you apply that little statement into your research. Ok, I'm going to go onto more examples of literature, so that you know that newspapers are excellent, you can use magazines, as well and here I've got the pass rate. Here I've got "Good sleep – Good grades". It's all out of the Teacher,

Now I don't know if your school, it is a very new little book, that came out about 2 or 3 weeks ago, "What's up teach". Now they give these books out to the schools, so if you see them, go grab them and go and look if there's any article in there for your topic. Because I just opened, and I saw it says here: "Children have the power to change the world, but before this transformation can happen we should use our power, as adult role models to change their world now." Now that is a wonderful statement to put in your introduction. Ok? What role model am I to the children, am I working hard so that the children can see that because I'm working hard, I reaping the benefits on the side. Ok? So it is looking at statements and then thinking how does it apply to your topic. I went on, here is beautiful things in these books. And this is because, it is written – it is literature. I made another little comment here somewhere, just quickly, here's the school improvement plan those people who are doing curriculum studies, it's all in here, you can use it as an article. As one of your references in your lit study. Ok? And these books are freely available, they come to the schools. Your eyes must now open to see what is coming, which ones can you use? l..m..m..m.. what's it here.... O yes – "The national reading strategy", now again, it goes to poor performance, ne? Here they say: "A major consensus of research is that the ability of teachers to deliver good reading instruction, is the most powerful factor in determining how well the children learn to read". Do they see you reading because you are a role model to the children? If they see the teacher reading, that child's gonna say: Ahhh.. I also want to sit like the teacher and it's not long and they get interested in reading more. If they see the role models reading. Ok? So those are statements that you can use in your literature. Ok.

Then you also get these books also just arrive at school. It's not asif you need to go and buy them. This was the Human Sciences Research Council. There was a Review. It's about learning experience. And if you go and see there you will find learning and language – how can it apply to your study? How can afternoon homework for Mathematics, when the adult sits with a child, improve the child's mathematics? Because adults understand it better than the children. So you see that picture, and you think, ok, the mother is doing homework with the child, let me read what it says. And maybe when you've read, you can see, ok this applies to my study. And that's the lit rev. you are reviewing; you are looking, what is available, teaching maths and science in isiXhosa. Look there – there's a whole article for the maths people already. Ok? So it is available, but maybe

if you don't look for it, you don't know what you're not looking for. So from now on, open your eyes, and keep anything that's got to do with your study. So that you've got literature. There's one that I've used, I'm sure the pages want to fall to pieces already. This one is also the HSCR, this one was about, and Mr. or Prof. Jonathan Jansen used this one, "The low achievement trap – changing the culture of inefficacy in teaching". In here, they are comparing Botswana Maths teachers to maths teachers in North West. Now you can go and look at this article and see but what does the literature say about, what's happening in Botswana, what's happening in North West 01:01:46. Those teachers in Botswana, they only teach 40% of the time, but the children are doing better than the in North West. The teachers are teaching 60% of the time, but the achievement is much lower. So they are asking the question here – "Do the teachers know enough to teach the mathematics to the children? How are they teaching them? So it's not what I'm saying, or what Pottie is saying, or what Aya is saying, it is what is the Literature saying – that is lit study. Who wants to ask me something?

Because I'm just talking. [all laughing] and I don't like it.

Then there is on the Internet, Google Scholar, né? you can go in there, you can ... they call this "Journal articles" these are articles that were done by other researchers and they ... u can ... print it down from the internet, and they are You search for your topic, like this one was: "Reading strategies, mmm... instruction and teacher change" and it was done by Klapwiyk in Stellenbosch. Now you look for... does it have relevance to your study? If it has read it, summarize it, because you can then use it in your lit study. This one was mmm... factors contributing towards poor performance of Gr 12 learners. It was on the Internet. Now, maybe you are doing for Gr 4 and 5 learners, but you can still go and look at what did they say, why are children performing poorly? And you can use it in you lit study. But you may not say I say this. You must give that person ..mm.. Rammalla, you must give him the credit for what came out of his research. You must write there in brackets where did you get that information. All the time. Because it is not what I say, or what you think as the teacher, what is happening, ah.e, you are looking at what is the literature saying for this week. So we must go and say what they say.

Now these are newspapers, magazines, this is on the Internet, then you also have books. Who's got these kinds of books in their schools? They were given out some years ago: "South Africa Year Book". All the schools got these books. Now in these books there is some information. The one is History. You say you are from the EC, so go and look in this book where is the Eastern Cape, they tell us here. How big it is, how many people lived here in 2006-2007, so you write in your task. In the EC, in 2006 according to the SA Yearbook, there were 5 million people, and the rural areas have got more people than the towns. You say what they say, but you must summarise it. You can't all the time just say, this book says, and then you gja-gja-gja just write what the books is writing, because they are going to say you are plagiarizing. You are stealing the books' information. And that's not what you are doing, all right? The only thing that you must do, you take the summary and you say it comes out of this book. So you are giving credit to the writers or the editors of that specific people. That is what the literature is asking you to do.

I've also got a book that I have, and Pottie also, we've worked through this book 10 times because Jonathan Jansen, is a coloured man, he is the head of the Free State University, and he is so enlightened and he looks at the problems of SA school, and he's got so many ideas that we can use in our research. So if you get to a magazine or a newspaper and it says: Jonathan Jansen, I'm telling you, look what he is saying, because he's talking relevant stuff for today. You can't go and look at books and only have books of 1980 and 1990, that's long time ago. We must look at new ideas, and like this book, "We need to talk" Jonathan says hmmm.. it was printed in 2011, and this book came out in 2012, that is relevant for our research for today. SO that's also what you must look for. That's why newspapers and magazines have got good articles. They are relevant for now. They are telling us what is happening in the EC's education now. Because you are going to ask your participants when you are doing your research, about what's happening in the classroom. Now it doesn't help that you only talking about long time ago, and not just now. You must look in your literature for now things. But it's good to go back to the history. Go and look at what did.. what happened in Bantu Education, what happened before the Apartheid stopped, what changed from 1994. Go and look in the literature, because that's your background, that's your introduction to what you are doing for now. Is that more clear?

Some answer: Yes

So you've got lots of homework this week! You must go and start looking and gathering your information. Get a file and put in those information and the books, if it is a magazine that you know you can use, keep it in one file, about your research. All right? If you're not doing maths, don't worry what they are saying about maths, ignore that. If you are looking the curriculum, only. Then you can look at some maths, but the whole thing can't be about maths. All right?

R:**Buzani!** [Please ask] 01:08:35 [Some laughing and starting to talk to each other] So that I can explain something! Have I opened a new door today? I don't even want to teach you at this stage how to write your bibliography, but what I'm saying is, write down on every article where did you find it, who wrote the article, when was it published. Because then in that last week when we are busy with the bibliography, we can actually write it nicely. And while you are writing your information in your book, you make your summary, you say you got it out of the M&G or you got it out of the Teacher of Feb 2013. Just put it in brackets so that you've got it together. Otherwise we will get confused. And what does confusion bring? It brings a crash in the taxi, and we don't want it to crash down.

Now I'm coming with a suggestion: And I want you people that is going to be on this taxi to discuss and say, ok, we think that will be the best plan. Next weekend, say we look at Friday afternoon or Saturday morning, I want to invite you to come to Cathcart, I will open all the information that I've got. I've got many files, because I have been looking at these things, these things have been interesting to me, but that you bring all of your information too. And then the people who are going learner support, they sit at a table and they discuss what did they find in the literature. Then the other people doing maths, they sit. And the other people doing curriculum studies, they say this is what I've found, this is what I've found, and you can share that information. It's not writing down and cheating from each other, it is sharing the information in the groups that are doing these certain topics. How do you think about that?

X: I want to know the difference between rationale and motivation?

R: Ok I will get to that question just now. That's a good question; we will talk about it just now. What do you think about that? Can you manage to do that? Not? Sharing the information – that everyone goes this week and find your information about your topic, and then next weekend we get together in the groups of Learner Support, that are doing Poor Performance, even if it is 2 people that are doing Drop-outs, or 2 people doing Management, or 2 doing Curriculum, Maths, and you sit together and you share the information. That's open to the floor – you must say if you want to.. But I can only do it next weekend, either the Friday afternoon or the Saturday morning. Now if I come here, it costs me money to hire this place, where if you come to CC it doesn't matter so much, how long we take. Here we must watch the time because just after 4 o'clock we must go out. 0765916001. That, but I want you to talk on FFunda. Now the new people must please sign consent forms.

R: {Handing consent forms out to the new people.} It's your choice, but we are ending the time that we must make time to get together. In the future, I want to give all this information that I'm talking to you, on FF.

T: OK?

R: so that you can sit and read it wherever you are at home. All right? And you must ask questions from home on FF. You don't understand this, please explain. Or I'm struggling with this, how can you help me? Did anyone read in Maree, after I said this week, look on page whatever for your rationale, for your motivation of your proposal. That is why I'm putting it up there. Go and read up what are they saying. Right, let me get to that question that you asked about the rationale and motivation. I think it is the same thing. Yes, it is the same thing. Look here at number 2. Here was a good question, Nomsa asked what is the difference between motivation and rationale? Now if we look on page 23, nr. 2 it says there the motivation for the research. Now there they ask telling us that motivation or rationale, so *libabl la gama akoyaze ...(.libala ngegama ongalaziyo)* [forget the word you do not know] leave rationale out and just concentrate on what is the motivation for your research. Don't worry about the difficult things, rather do the work that you can do. Same thing, it is just another name.

Final decision about next weekend: what do you want to do? Friday afternoon at 2:30 here or 3 o'clock here, then we have an hour and 15 min. because we must be out by quarter past four.

Tossie: How much time will we have in CCart?

R: In CCart it does not matter. If you come...

Aya: let's vote for Saturday.

R: Because the library at the Cathcart High School, my Principal said all are welcome for the students to come. No sweat. {Talking about consent forms}

Aya: so we are coming down.

R: What? Coming to me Saturday morning at 9:30 to Cathcart?

Aya: Ja

R: Cathcart High School. Saturday morning 9:30 to 12 – 1 o'clock. Which is fine with me. And then we break into groups and we do the literature writing. That is so important in this study. And then after that we will just run on FF.

T: ok.

R: then we won't get together until it is the Focus Group Meeting at the end. Does that make sense?

Aya: Ja

Tossie: Yes Ronel

R: Everyone agrees? {talking about consent forms again}

By tonight you will get your invitation on your e-mail and then you accept in and then you're in it.

01:19:05 {General talking about FF. The Geek still getting people onto FF.}

NB: The first part of the written Xhosa in red, is like I said it the day at the meeting.

The part in red between brackets (), is the way that Mrs. Kene says it should be to be written in good Xhosa.

Interview with Abe Tuka on Friday 17 May 2013.

(R = Researcher / A = Abe)

R: Oh Abe, you're a bit late today! (He arrived as we were packing up to go). Can we still have a quick interview?

A: Yes, I had responsibilities at the union conference here in Queenstown.

R: Your e-mail had a problem, ne? Your on the email, you couldn't open your invitation – am I right?

A: Yes, yes I don't know what's happening because I received an sms saying that you have invited me, Ok, Johan, that is sitting right there, but there are many people there now, he will help you to sort out the problem, because it will be nice if we can get you onto ff. Let us just stand a little bit separate, so that we don't have all the noise.

R: *Ok, Abe, now you tell me you came the first time, that was the meeting of the Friday, how did you experience that meeting?*

A: Ja at least it was not difficult, you know i..m..m..m.. this research thing is ... it's a monster!

R: Oh really?

A: Everybody is afraid of this module, at least, by coming here last time, I could at least see something that the grey was little bit getting lighter.

R: *Ok, all right, all right, so with our talking, here at the meeting, you understood more about the project you had to do? Your proposal?*

A: Yes, I understood of this steps that you showed us, ok, that we should attend the steps by step.

R: Is it the first time that you are doing your proposal?

A: Yes, very first time.

R: All right, when did you start studying you honours?

A: M..m..m..m.., at NWU in 2012.

R: So if it goes well, you want to try to finish by beginning 2014? Next year?

A: If I do well, end of this year.

R: Ok ok, that's fine.

R: Coming to the technology problem, what did you experience was the blockage with getting onto FF?

A: mmm, I do have the access to FB, yes hmmm, I'm familiar with fb but ff, m..m..m..m.., I don't know, what is maybe the problem, because I didn't receive anything inviting me to it. I don't know, maybe I have the shortfall with the technology, or maybe it's the shortfall on my side?

R: Maybe, all right, because the problem I have is that every time I re-invite you, the computer says I have invited you. So now I can't get around that problem also, so we will have to work around it maybe, if you could have another email address that we could just use for FF, then I can reinvite you. You know, that's a possibility, are you ok with that?

A: I'm ok.

R: I will see if Johan can do that.

A: Do you invite me via email, or via fb.

R: You see, ff is just that secret group – I put your email address there because I invite you through the email, so your invitation goes to your email, on email – it says there: Ronel Bester on FaceFunda has invited you, then you must just click on join group', or accept group', then you click on it and then you've got FF, and then you're part of our group.

A: Ooooo, I took it wrongly, I thought I would get the access to ff through fb,

R: ok ok, so there's the little bit of misunderstanding, but we will get over it, we must get over it if you want to get into our taxi. Ok.. ok.., are you willing?

A: Yes I'm willing.

A: The problem by not attending the last session (it was a Tuesday afternoon – it was a Tuesday afternoon and I get out from school at 3 o'clock, ok.

R: And where do you teach?

A: I teach at Bolotwo, it's about 48km from here, close to Confimvaba.

R: And do you use public transport?

A: I'm using, we have a contract with the transport that fetches us and drops us at school, we are not using our own cars because of conditions of the road.

R: Ok. And is it cheaper if everyone pools together?

A: Yes, it is very much cheaper because I am paying R800 monthly, alright, compared to what I could pay -

R: how much would you pay if you were traveling on your own?

A: If I put in petrol of R100 for five days a day- R100 , that is R500 a week, for the month it would be R2000 plus.

R: Yo Yo, so it's much better that way.

R: And now today, what prevented you for this meeting?

A: For this meeting, the commitment of what I'm coming from-it's this conference – I had a duty there, there was a certain duty I was performing there, but I will try by all means to reach here. No matter it...

R: So your heart is still that you want to take part?

A: Yes yes.

R: Why?

A: I have big hope that I will get some help through this research. Maybe I will get some techniques on how to tackle some things and certain issues around it. That I think that is a problem even to other students the problem of ...of...when you read many books – the literature study, ja? Yes yes, it is a challenge because the libraries around here do not have enough material. And also most of us we are new to electronic that is to internet.

R: The Google Scholar and all those are difficult for you?

A: And even, if you have an access to internet, you you post the page page the what am I going to do? The page ??? we are not very much familiar. By having somebody who is going to guide through things like those, through this intervention, I think by attending, I will get something.

R: Ok. Have you got a colleague at school that is also doing the Hons?

I: No, I'm only one.

R: So why are you doing your Hons?

A: I'm doing my Hons especially on the management side I want to equip myself managerially, because I have noticed that most of the principals that we have today, did not specialise in management. Yes, they have been employed in the old system where it was the head on the post, - do you understand me - not having expertise on what he/she is going to perform there.

R: The expected duties where not explained nicely? And still today that is a barrier?

A: Yes, we are still having, most of the principals most of the principals, they do not have, or know about management. I can notice that by the period that I'm studying, oh, principals does not understand this, and that and that. Sure they are managing through trial and error, you see what I mean?

R: Are you a level 1 teacher?

A: Yes.

R: And technology at your school? Have you got cell phones, internet, laptops or the desktop?

A: Yes we have our cell phones, yes,

R: They have reception?

A: No, No there is no reception like there is somebody at the front whose attending you know? There is an office, the principal, clerk and an office computer and also, and the laptop.

R: Ok.

A: The laptop that is supplied by the Dept of Edu to each and every school with internet.

R: Ok so you can get internet at the school?

A: I can get internet at the school. Al right. If, If the laptop is not busy at school.

R: How many laptops per school is there about?

A: One laptop.

R: All right. So the Department gave one laptop per school yes, and then the desktops. How did they get that? Only one. Really?

R: And how many staff is needing to work on those?

A: I think, most of us, we are about 12, most of us are eager to have access to the laptop and internet but most of us have not the expertise to ja, ja, we are solely dependent on our clerk.

R: Oh oh I see? So if you do your research, do you write it out? And then you give it to somebody to type it out?

A: I can do typing, and I can also if I can get what actual.... I can do that to fetch in Google.

R: Ok. All right. So that is all you learnt yourself?

A: Yes, yes I learnt it. You know, I did a little bit of computers when I was studying at Nelson Mandela University, yes, yes, I did there, specialising in maths and science, yes, yes, my BEd.

R: When was that that you did your BEd?

A: 2001,2002.

R: All right, all right.

A: Then 2012 and this year I'm doing the Hons.

R: What did you study before that time that you with Nelson Mandela University?

A: You know, I just did the Senior Primary xxx Diploma at the College.

R: At which college? At the Dansenville College of Education at Sterkspruit under the University of Transkei.

R: Ok, that was previous, in the 19... 19...?

A: I finished it in 1996.

R: Ok. So you are still trying to be a lifelong learner are you?

A: Yes, I'm trying, I'm trying, I'm trying. I'm trying to fit into the new situation and I understand that everything is advancing and therefore by advancing of thing I should get along with today's learner. Even technological I want to understand technology more and more and more because everything now is computer based.

R: It is so, it is so. And this is also why, in my research, I am checking how much technology can we use for the students to enhance, to enrich your learning experience. And that is why I want you on ff so that you can see what are we talking about and pictures and so on.

R: And now next Saturday, we are having a literature review study, but in Cathcart. On Saturday morning, next week, from 9:30 to about 12 o'clock or 1 o'clock. Ok. So if you can come, it will really be wonderful, but before that time I think you need to try and talk to one of the people that were here this afternoon. So that you can gather your own literature. For your study and then we are going to share that literature with each other next week.

A: Thank you very much. Can I gather the literature through the internet or ...?

R: No you don't even need to go to the internet at this stage, take magazines, take the teacher newspaper, does your school get the teacher newspaper? Yes, look there, let me just show you. You read through it and look for the articles that got to do with the management of schools. Look all over. The magazines, the Human Resource Council, look all over for articles about your topic. If you have this book, you will find information about the history of the Eastern Cape, school systems, management – it gives you the literature. You must keep the name of where you got your information, and where it was printed so we can have it at the bibliography.

R: So thank you very much, Abe for your time, and I hope to see you next week in Cathcart.

Interview with Capi on 23 May 2013 in Cathcart at his school – Daliwe Primary School.

(R = researcher / A = answer of Capi)

R: Right, Capi thank you that I can quickly talk to you , I'm very grateful that you are spend like 5 minutes with me quickly.

A: Ok

R: You came the first time to the meeting, l..m..m..m, but before that I want to remind you that you where the man that helped me to understand FOER do you remember that day? That I came to you here at the school?

A: Yes, yes I thought about that this morning.

R: Yes, so thank you for that, that you helped me. But at this stage I want to know how far are you with your study?

A: M..m..m, currently have a problem with the research.

R: Research? Is it the proposal or the project?

A: The research project.

R: Right. Have you done a proposal, or not?

A: Yes.

R: Have you, did they mark it?

A: I haven't yet received the results.

R: Oh, ok, all right all right. And which section are you choosing to work with?

A: A..a..a..a, management and learner discipline.

R: All right, all right. And how did it feel like when you were working? Did you get information? Or was it very difficult to understand the. the whole process?

A: Hmmm not that much. Because I received a..a..a sign for the machine through the internet.

R: Ok.

A: Yes I used to go to the internet café, because I don't have internet here at school.

R: Yes?

A: So I went to the internet café.

R: Ok. And did North West send information there or did you go and research for information?

A: No, I didn't receive any information from them

R: From North Wes? OK.

A: I was just using the study guide

R: Yes?

A: For their research question to make the questionnaire.

R: Ok, ok all right all right. And you have submitted your proposal?

A: Yes

R: Ok. And Capi now you were there the first day that Friday afternoon. How did you feel about the meeting?

A: No, it was all right. It was a nice presentation.

R: What was nice?

A: The structure of...of the...of making ...the... the research.

R: Ok

A: How to formulate the research question, the literature review...

R: So breaking up the sections,

A: Yes, yes, the sections.

R: Did it sound easier for you?

A: Yes, yes, fortunately I attended one class in Bisho last, sometimes last year.

R: Ok?

A: They usually presented it through the smart board...

R: Yes?

A: In Bisho, ja.

R: Right, you just went once?

A: No, it was[hand gestures showing over and over again], But for other modules. I usually attend Bisho on Saturdays because they send me sms's.

R: Yes, all right, all right. And do you want to be part of our project, of my research?

A: Yes, yes, no, I don't have a problem.

R: Is it? Ok, 'cause I see you have signed the consent form...

A: Yes, yes, I have signed it, yes.

R: Thank you for that. Now, to get on your cell phone on Facebook, is that a problem?

A: No, I don't have a problem, but I had an arrangement with this girl from Mrs Nobuntu, but I was unable to go to her on the arranged time. But I don't have a problem, but I received your sms that you are having a class.

R: Now this Saturday.

A: Unfortunately I will be at home in King Williams Town.

R: Ok?

A: So I won't be able to attend this weekend.

R: All right, now can I, can't the 2 of us go to Johan this afternoon and then he just helps with your cell phone?

A: Who is the Geek?

R: Geek at Action online, here at the research café.

A: O..o..o..h, no, I don't have ...

R: Internet?

A: Yes, no, no...

R: Is that all right?

A: No, no, we can...

R: Can I come and fetch you here?

A: At what time?

R: What time does the school come out?

A: It comes out at 2 o'clock.

R: 2 o'clock? Can I fetch you just after 2 o'clock?

A: Ok, no problem, I'll wait for you.

R: Is it? Then we go down with your cell phone and he helps us to invite you so you can get onto that FaceFunda.

A: Ok.

R: Would that be all right?

A: No, I'll wait for you here.

R: Is it? Because it is so nice to have the people on FF, so that if you want to ask something you can just go onto that website.

A: Ok. Ok.

R: Will that be all right?

A: After 2?

R: After 2.

A: You maybe quarter past two?

R: Yes

A: I'll be free.

R: Right that is fantastic. Capi, now what do you think can my project help your research? If you think, what plans can I make to help you further?

A: In relation with you research project?

R: Ja.

A: Ja, I should think one of the challenges is that literature review because that you you invited us to, it was where you have to research about the problem itself, h..m.m.m...

R: Yes, ok?

A: No it's going to the strategies of research...

R: Ja, ja, so is that the main thing that you are scared of?

A: Ja, ja, that section of literature review cause it's the major content of the research.

R: Ja, ja, especially that you must now do the full report, maybe. You know, then it is like 15 – 20 pages, it's a lot of pages.

A: Yes, yes.

R: And this Saturday we are just going to work together in groups here at the Library.

A: Ok?

R: With the literature review...

A: With the literature review?

R: Because everyone told me last week that it was difficult.

A: Ja, it is a major problem...

R: Ja?

A: ja.

A: Yes, I did receive your message yesterday.

R: Ok, oh no, I'm very glad, so your cell phone number is right?

A: Yes, it is right.

R: Right, right, ok, and anything further, let us think, I gave you that presentation that Friday in Qnt, now in the future, if I don't go to talk to people,

A: Yes?

R: How do you think will the FB, the FF, help? How can I explain the work on FF?

A: H..h.h.h, unfortunately, I'm not on Facebook

R: Yes.

A: But, I should think that being on Fb you are able to share information.

R: Ok.

A: Through sms's and ...

R: And you don't mind that it is going to cost you a little bit money to go onto Fb?

A: I don't have a problem, because my cell phone is a contract cell phone...

R: Oh, oh, ok..ok..ok, all right, I think we must make that appointment, at 2:15 I come and fetch you.

A: Ok, ok.

R: And we go to the Geek and he helps us to open Fb and FF so that we can talk, that I don't need to sms.

A: Ok.

R: But we can just type in the messages there...

A: I don't have a problem.

R: Ok all right. Now well, Capi, thank you very much, hey!

A: Thanks Ma'am, thanks ma'am!

R: And thanks for your time and I'll see you this afternoon.

A: Ok, ok.

R: Bye-bye...

A: Thanks ma'am.

Appointment with Geek to set up Capi's Cell phone for Facebook and FaceFunda. 05-23-13

J: Are you on Fb?

C: Not yet

J: A..a..a.., which phone is this? How do I unlock it? Where is your menu? Doesn't it slide or anything? Touch screen. Ok so, now what were gonna do, where is your settings? Hmmm there ne. you've got airtime on here? Everything? Ok. We just install here. Facebook is normally a free application, so you're not paying for the icon, but the bandwidth. That's the only thing.

C: Ok.

J: So here is your menu, it's getting to Facebook. What I'm going to do is going through the website and you see if you go up it says you must download. So I'm not going through that Nokia store, by going directly to Fb, as you download things.

C: Ok

R: Geek, baie dankie [thank you]

J: Researcher, ons sal vir elke ou moet wys hoe om met sy foon te werk. Party gaan nice wees. Gee gou hier dan wys ek jou hoe lyk myne. En daar is 'n groot similarity tussen touch screen operated fone, maar as ek ingaan op my facebook gaan oopmaak, sal jy sien, hy lyk baie dieselfde as dieselfde drie strepies, as ek daai drie strepies oopmaak, dank an ek FF hiervan af access.

R: O ja, dan lyk hy soos jou laptop.

J: Dis nou die foon – bietjie meer upgraded as daai een.

R: Ok,..

J: Die app is nie lekker nie, die website een is beter. Die Internet Explorer is beter as die Nokia app is.

R: Ok , so as ek op myne gaan, sal ek dan op FB ingaan, sal ek liever die internet een vat?

J: Ek weet nie,

J: Kan jy FF maklik access ?

R: Ek het dit nog nooit probeer nie

J: Ek het nog nooit gekyk hoe lyk Blackberry se FB nie.

R: Ek is nie 'n technological wizard nie. Nee, dis my privaat een dan nou daai.

J: Maar selfs as, daar Groups, FaceFunda. Hy gaan meer user friendly wees.

R: Maar daar is niemand wat Blackberries het nie. Van die mense nie. Daarsy FF

J: Daar is baie E63's baie gewild, pretty much straight forward. Hierdie een is slightly ouer foon maar hy kan ten minste internet vat.

R: So daars nie een van verlede week se fone wat nie internet kon vat nie.

J: Nee, net daai laaste een toe ons uitgestap het, wat die slide-foon gehad het. Hy was bietjie, ek kan nou al vir jou se Fb gaan baie bad lyk op daai foon.

R: O?

J: Hy gaan sqashed wees.

R: Ok , Geek, baie dankie vir jou tyd ne. ek weet jys baie besig, maar ek waardeer dit geweldig.

Meeting on 25 May 2013 in Cathcart High School Library.

(I planned a full agenda that I wanted to follow, but there was only 1 person that arrived at the appointed time, and about half hour later someone else arrived. So I just started talking to them and they showed their written work to me. This developed into a full explaining and guiding time where they wrote down the changes that they had to make. Suddenly I realized that this would maybe be the way the mornings' meeting would go and switched the tape-recorder on. About an hour later, two more people arrived and the two students that were there earlier, were asked to explain the work over to them – to get all on the same page. Another student arrived half an hour later, and the work was explained to him as well by the present students – so all were on the same page when I went on with the coaching again.)

...the people, the participants fill in, that is your evidence. Which one? I will still show you. Those questions that you must ask them, they must fill it in on paper, and then that is your evidence of your research. Ok of your research, ok.

You see, Master's degree is much harder

Hey! I don't think I'll go there,

I don't think....

I don't think I'll ... just praying that let me finish this one. I don't think I'll do Masters.

Not even I think

Mm, no it's hard work

It's a lot of work

Hm, and it is very difficult, first time ever, I must work so hard, and still I feel as if im not getting there...

You know, that is what is happening with us

That's why I understand,

Now, we do understand, now that we are sitting with you know, you tell us we are supposed to do it it, it's now that I'm telling her it's good for me to come here, because

It is hard to start this thing

Now I hope you will be able to help other students

I will be able to help my managers, management one

R: Because you just bring this book, every time when another student asks you to help, you bring this book, because these are the guidelines, and you must work out of Maree, so you bring Maree and this book, and then your thing won't be deurmekaar, it won't be deurmekaar, this then this then this, because this is what they want, it's not what we think it's what they want. Ok let's go on.

R: Now nr. 4. Research questions. Now what is a question? It ends with ?. Now your statement/ your title it didn't stop with a? Now you must change that title to be a question.

T: can I have a question which factors are – which factors are related to the resistance to change in a school?

N: Why learners are dropping out of school? Why are learners dropping out of school?

R: Now, just to come back to our guidelines in the beginning, they say, they are saying here

examples: What are the view of educators regarding the effects of discipline in the classroom.

Maybe your question can also have in “.. what are the views of educators why the learners are dropping out of school”, yours also “.. What are the views/perception if you want to, of educators why people resist change, or mangament restist change”. You see, that's the thing, you never have it first time ‘*gqibile*’ [finished], you change, change, change, ok. ‘What are the views of educators why learners are dropping out of school’. Now the sentence reads right, ne? How does your sentence – you start with that, yes, “what are the views of educators shy management resist change” Question mark, because it is your research question. Now for the rest of all the literature, all the things that you are going to look at, you are going to try to answer that question. Because that is the problem, what is the problem, it is your research question.

Ok. This is my problem.

Yes, her problem is drop outs. Why are the children dropping out?

My problem: e-resistance. This is the problem.

So that is why I said that first day: you must know why are you choosing that topic. Because you must go with that topic all the time. Ok? Now that is the research question. Now number 5: is Review of literature. Now let's look on this page, page 26. They say, this is your best guideline to

know what you must review. The first thing is, you must make a definition of resisting of change, you will make definition of drop out. Ja, definition.

Ooooh, this is what I've written, on that side, *kwangoku* [this time].

Yes, you see, [Tobeka laughing happily] I heard it and it is the right one, so you've done some of the work already, which is so right. But know you will understand it better, so for that, you must like have, if you right out you must have about half page about the definition.

Yes, yes

I'll bring you the dictionary; we will look just now, how the dictionary can help us. But you also find definition in articles and on the Internet, you find it, the definitions. At Wikipedia, I don't know if you know Wikipedia,

T: A ye, [no]

R: All right, I will show you how to go onto the computer with it. It is important to do.

T: It is my literature review?

R: right you start with the definition. You can say number A, or 5.1, yes, definition of discipline.

Then you are going to have work under it. Then 5.2, or B, Importance of not dropping out, of changing, ya, you want them to change, why must they change, what will happen if it changes, maybe you will have there what will happen if they don't change?

T: Then can I, is it where, this 'success never tasted so good' in that importance of change.

R: yes, yes.

T: ok

R: so everything you have got is already right, it must just go into the right sections, somewhere in your report. So you are going to look at the importance of not dropping out. Why must the children be educated? Write it there, just that you don't forget it. Why must the children be educated?

T: Here are sweets guys,

R: We haven't got time for it now [laughing]

T: Hay, we are working now [laughing] we are working now!

R: it is nice. Right, the importance of discipline, so why are the children a.a.a.. why must the children be educated? The importance of not dropping out. Then you go 5.3, you will go C, that you will say the effects of change.

T: O my God,

R: you will look at effects of education, or not dropping out. To be educated. Or not dropping out.

T: Hey Ronel,

R: does it make sense? [all laughing]

T: hey hye hey, yo yo, yo, you have taken me out of the cocoon, sisi!

N: [laughing] yo yo yo

R: I'm glad! Then number 5.4, D. The strategies to implement change/ you will have strategies how to keep children at school. *Ba neke ikutya, ba tutuzele* [give them food, cuddle/comfort]

T: they can be close to you, let them feel i-comfort,

R: that's right

T: Hey

R: Then they won't drop out

T: *Hayi* [no] then it's nice at school

R: it's nice

T: ssshhhhh

N: laughing happily

R: The strategies to improve

T: give me a clue of my strategies?

R: yes, so you say there what does the book say, what does the literature say, you will look at your management books and

T: There now

R: yes, there you will find...

T: To implement or improve change

R: the changes

T: [whistles]

R: and the first thing will be a positive attitude

T: exactly

R: change of mind, go to the courses, thinking "what can I learn, not what am I going to eat?"

T: good communication. Hmm

R: not what am I going to eat – it is not the important thing

T: communication, communication, positive attitude, hey hey hey [happy noise]

R: for those sections you must have about 2,4,6, about 2 pages or 3 pages there also, 2-3 pages of each one, 2-3

N: to give them comfort, food, be kind and helpful and always share their problems with them.

R: ja, ja, but you will find information that will give you lots of ...

T: just e-guidelining,

R: These are just guides, now write there, you must write about 2-3 pages on that one, and that one, don't be scared of writing, here 2-3pages.

T: even in that definition,

R: no you won't find so many,

T: o not necessary, about so many, yes

R: so about a half page,

T: hm hm hm [agreeing]

R: it will be enough. Ok?

T: No's is Ronel

R: Now if we go on, I don't want to stop there because I feel if we go on now, you will understand where you are going. Now there they have number 6. There you had nr 5, ne now it is nr 6. Now it is method of research. That is the heading.

T: [writing] Method of research.

R: and 6.1 they have "Research Design".

T: *sisa qualitative ne quantitative kwangoku?* [we do qualitative or quantitative now]

R: Ja, but I first want to explain to you other things. Before we go. This is the work for the next week, basically. But I think if we understand this, the two of you, then we must just go on with it.

Look here, they say here at the side, Research Design, right? Now in Research Design there are 1,2,3 sections.

T: Yes.

R: ok, lets here what Johan says.

My phone rang and 2 more people wanted to know how to come to CHS they are on their way.....Just go on on on with explaining the work.....

Nam and Lin arrives. 26:20 on audio.

Now there are two teachers that can explain the work to you. We have worked so nice. It has gone so well.

Now we are 4. It really it doesn't matter. I just want us all to understand what you are doing. That is the main thing. Because if you don't understand, you don't know what to do.

Yes, Yes

R: that's how it is hey? Ja. So get out your work as well.

T: Bring the table closer.

R: I will just go to the university. I want to touch teachers so that they can touch the children.

Lin: I asked my son, it was done by my son, I know nothing of that,

R: but it's nice

Nam: *Hey a he*, [negative] I've tried several people

R: No we'll just get Johan, he said he'll come back to help other people. But Lindeka, you must sit with your child, he must read, or you must read, and you must ask questions, I really need you to put at the "like", just click on 'like' it shows me that you are looking at the website. Otherwise it looks as if nothing is happening, and it is just my little face all the time [all laughing] and I don't want to see it

T: you will see mine also! [all laughing]

R: that's nice [all laughing] we must be active on our thing! [turn to Norman] What topic have you got? What is it – school management? [to Lin] and you've got?

Lin: Learner support

R: ok so its learner support, so she's got drop out, what did you choose?

Lin:

Xhosa talking 00:31:30

R: if you know what you choose, then it's easy.

Tossie helps Nam to choose on pages.

N helps Lin to find places.

They explain. stopped listening at 41:45.

T: 6. Method of research. 6.1 Research design. Explain pragmatic. FOER pg 262,263 Maree. And also in your guidelines, tutorial guidelines. I've also a book with pragmatic.

In your philosophical world views, you choose pragmatic because of those reasons, now: strategies of inquiry, we do not do quantitative, not mixed method, we do qualitative.

6.1.1 Philosophical world view: Pragmatic. 6.1.2 Strategies of inquiry: Qualitative Case Study. You must now go and look what does the book say about it. You must explain pages long. This is theory. It's not about your school.

Aya: case study?

T: Yes

A: must we explain quantitative?

R: You explain qualitative and case study

A: Qualitative? Look at the book and you explain qualitative and case study. OK.

R: 6.1.3 Research methods: and it will again be qualitative

Nam: Then we also put that in

R: You ..you put again qualitative, then, we are going to look at emerging questions and

T: qualitative

R: research methods

T and N: we are looking at

R: emerging questions and methods, actually I think you must just concentrate on the open-ended questions, that questionnaire, because they must fill in those questionnaires that you must create

T: so we must stop emerging...

R: I don't think we must concentrate on emerging

T: ok, so fill in the questionnaire

R: And so on on on..... listen to nr. 1:50

R: Yooou that alarm. [Others laugh]

T: in xhosa asking Norman: are you still outside this Taxi? Hey, you see, you are inside now! We are all inside because we understand what to do! We are inside!

Nam: [xhosa] No, I'm inside now - I'm going with this taxi now!

R: right, so that is that part now. 6.1 the explanation is there.

Lin and Aya: in Xhosa] shoe, she brought many things to us!

Nam: you see, she has got many things [whistles in admiration]

R: Look here, I made a summary of what will you look at in your research design. Philosophical world view: only Pragmatic. Strategies: only qualitative case study. Research methods: only qualitative open-ended questionnaires, how do you get your data, and how do you interpret it. So eventually, when something is complicated, you forget the things you are not going to work with [all agree with hmm..., hmm..., hmm...] you just focus on pragmatic, qualitative, qualitative. Don't allow the confusion to be in the head, *asifuni e-be ngaphakathi, confusion u-be phandle!* [we don't want it to be inside, confusion must be outside]! Ok, now we go on to 6.2 is Sample. {1:53}

Listen till 2:12:44

T: [in xhosa] We are going ahead now

A: [in Xhosa]we are going back straight into the book of FOER. Siya funda ngoku! Now we are learning!

R: But you see, the better you did in FOER, the easier the research is. [all making agreeing noises]

A: [in Xhosa] Mrs. Besta is showing us the scope now. We are learning the scope. Now we can write, we are not lost anymore; we know what to do now. We are not tight anymore.

Lin: [agrees in Xhosa] we are not closed up any more.

A: [agreeing sounds from all] hayyii..

Lin: [in xhosa] She said

A:

T: [in Xhosa] Hey guys, how are you hearing now?

All make affirming sounds in xhosa...

A: [in xhosa] it is clear now

Lin: [in xhosa] if someone has a problem further, he did not listen carefully, we can all talk together now. [they all agree with click sounds] where would we start with it?

Nam: [in xhosa] if we did not do this and come here, we would not haave been able to do this. How would we be able to choose these things, for instance, how will we do this? how can I explain this,

Aya: [in xhosa] 'se diso kwaza u khetha azinto' how would we be able to choose these things

Norman: [negative sounds] no it is clearer now.

R: is it clearer now?

All agree with positive sounds.

Nam: hey, it is clearer now. Otherwise hey, we will be having a problem in trying to get this. Jo! [all make agreeing sounds] {Nr. 2:13:51}

R: going on explain what validation is and that all must look in the book.

R: 6.6 Ethical issues. [all write down]

T: [in Xhosa] u-Ronel masi usixelela. [Ronel must tell us nicely]. Iyikho anyinto [there is nothing else that we can use to make it work] [T and Nam laugh.]

{Nr. 2:16:13} just talking.

T: [in Xhosa] but we have learnt all these things.

Lin: [in Xhosa] she also used it when she invited us

R: Yes, yes, you can't be here if you didn't do it, ja.

Lin: [in xhosa] we must go back and look at what she wrote it is very pretty (olule). What she wrote, because that will be right.

R: so that is all....

Lin: [in xhosa] And then there, if you look on her papers, she explained her topic also

T: [in xhosa] she? In her work? Which page?

Lin: [in xhosa] yes, in those papers she gave us, she explained her research, and what she was going to do

R: so that you are informed of what am I doing

Nam: OK

R: it is informed consent.

Lin: [in xhosa] we must take that style.

All taking together: [in xhosa] She left the top page with us, yes, that thing that was on top – read that one.

T: [in Xhosa] O all right, is that one the consent form?

All talking together: [in xhosa] is that her topic? Do you see? Ok ok o... o...

Lin: [in Xhosa] you must keep it, keep it, otherwise you will get something there.

R: Jo, [in xhosa] you are clever clever!

All laugh together, very excited.

Lin: [in Xhosa] you must keep it, umtana ze-kaya (child of my house), you will get something. Look for it now!

Nam and T: where is mine?

T: No, Ronel, is

{Nr. 2:19:10}

just keeping on talking about the consent form and how they must create their own ones with their own topics. Now they are talking and asking each other. Lin understood this section very well and she became the main speaker. She explained over and over until they all understood. Eventually Aya also explained how he understood the process and all understood and agreed that that was the right way.

R: is it getting better and better?

Aya and T: yes!

T: Yeah yeah! [in xhosa] we have finished these 15 pages now!?

All laughing!

All understanding better and I carried on explaining and they explained to each other {till nr. 2:26:12}

T: I have a problem with the Bibliography. J..e..e..s..s..s.

R: Yes I know. But the Bibliography is also maybe something that we must only do – we can have mos that one meeting when we have the focus group talk about all of it. Then at that time I can also explain the bibliography. Because if I explain all of it today, I don't think you can remember

All talk together: Forgot, let us leave it. they agree that it is too much for one day. [make aggreeeing sounds]

Lin: Let us do this first, and at the end

R: but when you are *balaining* [writing] there in your book, write there where you found the information. Say every time the source. All the time. Which page in what dictionary, which page in what book, otherwise you

T: whatever information I get, I must write it down?

R: if you don't write it down, plagiarism happens. That ugly name that can get you into jail. If you steal somebody else's written work, you are stealing, and plagiarism is bad. You get 0 for all your work and they say for 3 years you cannot go to any university to finish your study.

All agree and talk together.!

Phewwww...

T: Ronel,

Aya: very good

T: you killed a cat! [all laugh]

R: ok people

Informal talking about their work. Grateful for the help. Support each other.

T: [in xhosa] *come people, let us make a date that we finish our project*

Nam: In July, work hard in the holiday, 1st week of July

R: oh, are you going to get together just like today?

T: yes!

They are discussing that they want to ask me to read their proposals before they have it typed. But they haven't approached me yet.

Lots of talking in xhosa.

T: if anyone finds something about resistance for change they must keep it for her, she will also keep other topics for the others. Ok ok ok. We send it to each other. Share cell phone numbers.

They didn't know each other before these gatherings. *They call each other 'study mate'.*

Talking about Facebook {2:43:57}. They say this Facebook thing, they thought it was only the children's toys, and now we are working on it ourselves [lots of laughing]. They say the children are saying why is daddy so quiet and looking at the cell-phone? [laughing a lot – this is a big joke!!!].

{2:47:58}

the ladies are planning to help each other on What's up because it is free. They are going to ask each other what does something mean on page ? or ? so that they understand the work better.

They are planning to ask their children to open 'what's up' on their phones to enable them to communicate with each other. Tossie is using what's up already and talking everything she wants to because it is free.

R: why didn't the other people come?

T: No, my friend, her husband is in Burgersdorp and he had a problem last night, so he had to go to work and rescue him early in the morning. Otherwise she will come again.

R: But you must help other people that have not been to the meeting. And if you now explain to somebody else, let me know on FF. say that you explained it to that person, because it helps to get more information on FF. I really need the people to share on FF.

Interviews with Tossie, Nomsa and Xele at Queenstown Library on 31 May 2013

(R = Researcher. T = Tossie. N = Nomsa. X = Xele)

We greeted each other outside and then came into the Library and sat around a table. There were other children around us, so we were not alone, but it did not bother us because we were all very focussed on what we wanted to discuss.

R: Tossie, did you find....

T: (Talking on a cell phone telling another student to come very quickly, switched off and spoke to me). Hallo Ronel?

R: Did you find that message of mine on FF that I said go and look on the internet?

T: Yes, on the internet?

R: Yes, did you read it?

T: I did read it, but I haven't yet gone to the computer, I was going to do it tonight.

R: Today? Because you will see there is information, about different cultures, and how they react to change.

T: To change? Ok.

N: Are you doing the Multi-cultural Management?

N: I go to the internet and then I got some other articles. Like ...*unantsika* [that thing]... I got the ... hmmm ..what you call ... the Mail and Garden

R: Yes, that is perfect.

N: Yes, that is perfect, I got it, ja, that is perfect, I got it. I have to buy a modem, because I have a computer I can use, so I bought a modem, you know?

T: How much is it?

N: Here it is, the Mail and Gardian, ja, you know, "Unpaid teachers for salaries". People who write letters to Mr Ngonzo claiming the salaries, the Dept did not pay the salaries but they just continue teaching without salaries, so I got this. There are a lot, even the poverty. Ja, I've got everything even the statement of the DoE , Angie Motsegha, even the implications of the National Language policy in South African classroom. That is my topic.

T: Ok

N: Because *eyam ithi* [mine says] 'poor performance'...

T: Poor performance...

N: *nantsi iphepha lona* [here is the paper of that]

R: Won't you please just write your name, because I didn't realize we will be more than just the 2 and it's nice. So that – you must look – I want to show you quickly on Google how to go the Google scholar.

N: Oh? Google scholar *ngoku?* [now] Ja, ja, ja.

R: Yes, because he also gives you of what other people have researched and that is good to know.

N: Yes.

R: Especially Nolitha, if you are already on the Internet, it is very good to go to the Google Scholar. I am going to show you.

T: *mamela ke*, [listen here] 'Learner support'.

R: Last Saturday in the Saturday Dispatch, there was article about school dropout.

N: O..o..o..o..o... I didn't buy that paper.

R: Here's a short piece, it's not long, but it says here, "while our situation is complex, one of the key reasons for the dropout rate from school where only 1 of 3 learners reach matric". There is a bit of an article that a person can use.

N: Are you going to give me that?

R: No, we will have to make a photo copy, ok?

N: Ok, ok.

R: Now that's the only one I've got, but I just thought it is so perfect, and there is also some more, but it is so perfect to know about the dropout.

N: The dropouts, ja.

R: And its fresh, it's new, it's now. It's not old news. Ok, so Nolitha, what did you say is your topic?

N: My topic is *poor performance* on Learner support. Ja, ja, *Learner poor performance*, ja, ja. The *poor performance* of learners in South Africa.

R: Yes.

N: I just want to go straight, I don't want to go *e-Global nantsika* , [the global thing] I don't want to talk about ..

R: Yes, just SA?

N: Ja, just specifically, I just want to be specific,

R: Yes, and also to be specific in your own area.

N: Especially, *nantsika lento* [whats it called?] the rural areas of Eastern Cape, ja, ja, focus, ja, ja.

R: That's what I want. When you are all finished even, I would like a copy of the work when you have got the reports ready.

N: Ok.

R: Because I am very interested in that.

T: Ronel,

R: Yes lady, talk. [I'm busy starting up my computer to show them on the Internet].

N: But I have already started a little bit because I must do it -

R: Yes, you must start.

N: Statement of problem, and then motivation, and then purpose of the research ...

R: ok

N: ...up to here, I'm here now ...

R: With your research question?

N: I'm left with the research question, literature review and methods ...

R: Yes, I want to explain those methods, I brought the page.

N: Ja, I'm sure even Mrs. C

X: *ndifuna ukwazi ngeliterature review mna* [I want to know about the literature review]

R: Ja, you must know what to do there. Ok, let us quickly look. Have you got this manual here?

N: But I don't have this, I don't know why, I didn't get one.

T: Not even this one?

N: I just have this manual...

R: No it's not the right one, not the manual. Now look on the manual on page 26, I'll show you mine. I want to show you about the literature review. It makes it very easy. Let's go back to the research question. Did you put that block, did you put that work, with the purpose of the research? Then that one is the one that was in FOER.

X: The purpose of research?

R: The Purpose of this research.... [And so it goes on 9:00 till 12:30 on tape.](#)

R: But I quickly want you to come and look here, Tossie come over to this side.

N: *Sibelapha kufutshane sonke* [we must all be close by]

R: So that we all can see it. Because if you've got the desktop or the laptop and you've got the modem. That is the modem.

T: What price?

R and N: about R400 or R300 at Game. R299.

R: Then you buy airtime, but not airtime – the data-bundel. That goes there. Then I go where my Internet is. Now Johan has set my Internet, usually you go to start and go to Google or whatever it's called. Mine is called, it goes straight to Google. Ok. Nou hoekom wil hulle nou weer? No, this is wrong. Let me just start up again, but it is open, it is connected, let me go there again. It must have the picture of Google.

N: Let us just wait. ... Do you have a pass word?

R: Yes, but that is not me, so I can't sign in on that one.

N: Why don't you go to 'start'.

R: Ja, start and internet, come don't be a hick-up now – don't make it difficult (talking to laptop)

N: [laughing]

R: I just hope I've got money on it. They don't want to open – then that could be the problem. I just want to show you how easy it is to get to good research. Ok, now there you are. Now if you go and click there, and we just say "poor performance". Let us just look. "Poor performance" right, let us go there and Google search. Now look there, there is poor performance. There is now many things dealing with poor performance. "Poor performance in the work place", "10 essential steps to dismissing of poor performance" so it is to get rid of it. All right. Let us go down a little bit. You can go and read each one of those things. Here's "causes of poor performance, poor work performance", you see this is all adult things. So I just want to look at school performance.

N: Now this PFD, you know it doesn't open, I tried so many ...

R: Oh, PDF?

N: Mmmm, it doesn't open that PFD...

R: But there are so many, if you leave it, you can take other one.
 R: I'm now going to say "Poor performance at school". Let us go "poor performance at school level" search.
 N: Oh it goes straight there! I didn't know this skill.
 R: Ja.
 N: No, I was just depending on that poor performance, now I must be specific, just go right there on top *o ya bona, andisaiensa ingogo lento (Andizange ndiyenze ngolu-hlobo)* [you see, I have never done it this way]!
 R: Ok, you say there: "bullying in schools" and you go "poor performance" *en so on and on about internet 18 – 24:08*
 R: Let's go back to literature review. You must go look for definition of your own topic.
24:10 – 52:47

The real interview starts here:

R: Now I want to ask you people a few questions:
 T: Ok.
 R: It is like an interview now. I want to know, how does my research, how does my being with you, help you to do your work? How does it help you? *yintoni emnandi?* [what is nice?]
 N: It helps us a lot!
 R: With what Nomsa?
 N: With a lot of things.
 T: What stands, Ronel, with this Proposal, we had a problem with a proposal. I for one, didn't even know what is a proposal. First of all and how to do the proposal. By the time we were doing the research *ka* (of) FOER, we were just studying right through the book...
 N: hmmm [agreeing sounds].
 R: It was just?
 T: Now it comes to proposal, I never knew I have to do something that will be done in future, *u ya quonda?* {do you understand}? So to me, by coming to your classes it opened my .. my ...
 R: understanding?
 T: my understanding, *uyabona?* [you see]? From the first day when we were with you, you talked about with us and you taught us *e-technological izinto* [technological stuff], né? We were not on Facebook, for instance, we don't know how to open even *u-Facebook*. But now we are all eager and ...
 N: hmmm [agreeing sound]
 T: had a negative attitude of Facebook because we thought that the information is the information that these people are writing – these negative things...
 R: Oh ...?
 T: not knowing that there is a secret place here where we can get in as a group on which we are studying and pour out our knowledge so that we can help each other.
 N: Hmm [agreeing sound]
 T: And by the time now that we started with this, we are clear, we could even go to our books and say "I am starting now"! We've got this manual-book, but we never know how to use it, how to start with it, but after we got e-sessions with you,
 R: Yes?
 T: I even went to this book, I am now interested in opening my book because I even lose the interest with this thing...
 N: hmmm [agreeing sound]
 R: Because you didn't understand?
 T: I didn't understand what is all this in the book!
 N: sinike ithuba nathi *niga nati, niga nati* [give us a chance too, give us a chance too] [all laughing happily].
 R: And Nomsa, and you?
 [laughing carrying on Nomsa saying something about Tossie saying it all.]
 R: There must be more?
 N: *uyabona kuqula* [You see firstly] I am computer literate because I passed my diploma at Stanford, but at the same time I didn't know how to open, *uyabona?* To get information from my

computer, né? So you give me that skill now to knowing that I must do this and this and that. To get this information.

R: All right. Now have you now got a reason why you want to get this information?

N: The reason, *kaloku* [of course], is I want to do this. I am studying and I want to do this proposal, I just want to get the information to go forward with this proposal. So I was stucked...

T and X: hmmm [agreeing sounds]

N: *uyabona ke ngoku?* [Do you see now?] *Sibe i-moto emileyo... siyimoto emileyo* [we are a vehicle that is standing still]

R: O...o...h?

N: *a gena ma wierie... engena mavili* [has no wheels] *ai hambu, immile le moto...ayi hambu imile le moto* [it is a car with no wheels that cannot go, there are no tyres, and no petrol, now you are throwing petrol into the taxi and you are the driver]

[all agreeing sounds, laughing happily.]

T: It is a good example [laughing] we are just a car without wheels, no petrol, no driver – the people are just there, no passengers,

X: no steering wheel –

[all laughing]

T: We are just an empty vessel exactly, put it that way...!

N: [make-believe voices – in a bragging and swaggering way]: We are just doing B.Ed Honours

T: [laughing] Exactly *sisi* [my sister!] !

N: With which university? – North West, ... but inside we are empty...!

[All laughing heartily]

T: We are just bookworms, but ...

N: We just look at this book, but we don't gain anything

T: Anything...!

N: Now, now we've got information. {the day you started here I said this is the Jesus who sent you to us. If you were a man, I would say this is that Jesus}

I'm not sure if I interpreted this correctly:

X: It is so nice because she is really a teacher and she knows the poor performance. Before we could not understand how to go deep, now it has changed. We can go deep now, now we know that this and this and this is caught up in that thing, and then you explain it. Now we can even understand when the child in the class does not know something

R: Ok, so now you also understand the reasons why you are doing researching?

T: We also understand that it is not by beating the child, that will make the child understand more, it is by get more information, you know the reason why he is resisting to do this, you know the reason why this child is bullying the others. Have the anger.

R: Ok, Xele, you now with technology – you were one of the first people that was on the FaceFunda, how did you get it right?

X:

N:

T:

N:

R: We want to know what helped you? That is what North West wants to know [all agreeing sounds]

N: If Ronel can ask questions, because maybe they want to know really what are you doing?

uyabona? [do you understand?][we can write a lot about that because there is a lot that you have taught us, Ronel, there is a....]

X: [and it doesn't stop here]

N:

R: Do you share it with others?

[All agreeing - yes we share it]

X: ...with other people. We share it, with other people.

R: Now ok, now my next question: What don't you like? *yintoni le imbi apha?* [What is the thing that is bad here?] That we are doing or the technology? What is not nice? You are struggling with the technology just because you don't know how to work with it, né? But if we can overcome that barrier, what else? Is it bad that I'm far away, or doesn't it matter when you're on the FaceFunda? We are all together, aren't we?

T: Ronel, to be honest, there is nothing bad because you are sacrificing, even when you are out of Queenstown you are sacrificing and coming down. So on the other side, to help you not to come down, we are also sacrificing to go at, at least we are meeting each other half way *uyabona?* {you see?} So there is nothing wrong with that. I don't see it.

N: Something that is wrong, it is about the network.

T: Ok.

N: When I was out of the Eastern Cape, I've suffered a lot with the time I was in Bloemfontein (last week) I couldn't get hold of Ronel because there is no internet at all at that side ...

T: *Yhani?* {really?}

N: and I was so worried because now on the 24th I have to go there for the operation, and I need to stay there for 2 weeks. I'm so worried about those 2 weeks to not get hold of the group ...

T: Even an e-mail...

[All agreeing sounds]

N: That is bad for me ...

T: Oh *nkosi yam...!* [o my God]

N: It will be bad for me...

R: Now why do you think there wasn't reception? Because that is the city there is usually always...

N: ...even in Johannesburg, my daughter is there, sometimes she can't phone me because of the network, it's not about Bloemfontein only, from Free State to Gauteng, have the same problem ...

R: Ok?

N: ...even at night you can't use, *lento, e..e..computer, e..e..laptop, iba off-line oko* [it is off-line regularly] everybody now is using the internet

R: O yes! Overcrowded?!

T: Ja, hmm...

N: Ja, overcrowded, I can't even *di di di a j a let* me go and let me try to get the computer, let me try to get the laptop, because *a.. y.. a..* I won't use that laptop there

R: No not when you're there. You will use it out here.

N: It worries me a lot...

T: O no...

R: Ok, ok...all right, and then FaceFunda. Is FF a nice place, do you enjoy going to look at it, or is it a waste of time?

T: I enjoy it, I enjoy it! Enjoyable! You know, you laugh! [all laughing]. *Uyahleka!* [you are laughing]

N: Sometimes I just open and see and look at the pictures!

T: *uyabona* [you see], I didn't put my picture, I don't know how to put it ...

R: You see, this is the fundi! [showing to Nomsa]

T: ...To come to her...

N: [laughing happily]

R: *Umfazi umdala, uyabalungisa abantu!* { An old woman helping/fixing all the others!} [all laughing] It doesn't matter the age, hey Nomsa?

T: Hi, it doesn't matter!

N: 55 years! [all laughing]

T: Hi, hi!...

R: ...and we are all learning from you!

N: {we must get together before the schools close and help each other} Maybe next week,

R: I think you must try together...

N: [I must take your phone number]

T: 072 {Nomsa punches it into her phone} 5966 981, Tossie.

X: And Ronel {when this research is over, we are not finished with you, are you going to help us with the other modules also? CEPS?}

R: [quiet and thinking] Only if North West is going to pay me! [2 of us laughing]. This one is only because it is part of my research, because they don't pay me for this. This is all {my own money coming out of my pocket}

X: {yo really?}

T: If we want other modules, né,

R: ja, she's also asking...

T: We sit down as a group {we work out how much to pay her and add it together and give it to her} so that she can help us with other modules [all agreeing sounds]

X: {Yes, we don't want to stop now, we need her further}

T: We will pay monthly this group {petrol and time *yakhe*, [hers] it is too much} *uyabona*? [you see]

R: You see, FaceFunda must close on the 21st of June. That group must close. Now you can form another group, which is a study group and then stay on – be part of your own group. But *eli gama lika* [this name of] FaceFunda, that taxi must close down on the 21st. That is why we are meeting together here...

T: Yes 21st

R: I'm going to bring lunch for all of us, and then we are going to have a meeting so that you can say also, just like what we were talking now, what was nice? What wasn't nice?

[All agreeing sounds]

T: {when we were there on Saturday, now that we are writing this Proposal – then end of July we take our proposals to her to read. Then she can show us where to add more, need to do this, before we type them and post them. We are going to finish it like that.}

X: {she is going to check them and give them back?}

[all agreeing sounds]

R: The only thing is I can't do it for about 30 people, because I am busy with my own research. If it is only for a few people that really want to do it that way.

T: {Only those who really want to} [all make agreeing and understanding sounds] {she check them}

N: So how many pages must it be really?

R: This thing is 10 -15 pages ...

T: The proposal.

N: au... I was thinking about 40 pages!

T: It will fill automatic! No 40 pages is the research. {you must write all the things that we are learning now, then you will easily fill all those pages!}

X: {Is Ronel not going to be there when we are doing the research?}

R: [disagreeing sound] {no, you must learn now what to do then!}

T: {then we will call upon her and say Ronel, can we make an appointment?

[all agreeing sounds] {no, we will touch her and let her come}

X: {this is why we must put money together}

T: {Yes get money and pay her monthly, pay her}

N: {Because this is our life}

T: Yes it is our life – say it again!

R: This is where you are going to increase your salary, when you've got the degree, you get better salary.

[all agreeing sounds]

T: {when we get together} that day of the 21st in Cathcart, then we are the group, we must talk

R: No, there is a problem, that 21st is going to come here...

T: Oh, are you going to come here?

R: Right here in the library at 1 o'clock.

T: oh right so!

R: Because I've got a meeting that morning here in Queenstown

T: {oh, then it is right} ok, we will tell them!

X: {Are we not going to Cathcart again?}

R: {no, we are finished now}

T: {No, we finish now}

X: {oh, are we not meeting again in the meantime?}

T: {No, you must write all the things that she has taught us, we must write it all down}

N: {If people don't understand something, we must get together and talk to each other}

T: {Yes we get together and discuss the thing}

[All agreeing sounds]

R: {Then you talk together}

N: {We sit down with each other and talk together}

T: {Yes we talk together}

N: {This is what I am saying, we must take each other's phone numbers and keep in touch. We arrange dates and meet together and then we look at each other's work and see where we are}

T: {Yes, we talk}

N: {Then when the 21st comes then there is no problem at all}

X: OK

R: Then we know, And in the meantime, if you get together as a group, and there is a question, put it on FaceFunda and I will answer, and then you all read about it. That is why we must use FaceFunda as much as we can.

All: ok ok [agreeing sounds]

N: {It is so nice to have you with us
[all laughing heartily!]

T: Ronel, thanks man

[all laughing and talking together]

N: {it is so nice to have you, it feels like having a mother with us}

[all agreeing sounds and laughing]

T: Ronel, we meet on the 21st {then}? We are going through our work now.

X: {I am going to go and write now}

N: {Yes writing now because I know what to do}

T: Noxolo?

R: Stand all together for a photo?

[all talking]

N: {Must I go around here} Stand here?

R: yes, just nice smile for FaceFunda!

[all laughing and smiling]

R: oh let me just get the right place? Oh that's nice and another one, no I moved, another one smile smile one, that's a nice one! Thank you!

T: We will see you on the taxi!

R: Yo, but I still need 3 people to come onto it!

N: They will!

R: Nam is not on it yet.

T: {Nam had bereavement this week, his father is buried tomorrow. I will help him next week, I will be with him full time next week}

R: Ok, and take him to Nomsa

N: {we will call each other and help Nam}

T: I can't get hold of him because he is buried tomorrow, Ronel, don't forget to write that letter!

R: Letter for the principal.... and did you watch the video that I put on FaceFunda?

T: The video that you've sent ... I could see it!

R: Could you see it? Ok, so it is working,

T: Thanks Ronel!

R: Ok travel safely, bye!

Technology Workshop-Meeting on 7 June at Queenstown Library.

R = Researcher, The Geek

Small talk before the meeting starts. The Geek busy with opening Facebook on a cell phone on a participants' phone. Ronel and Pottie talking about graduation. General information about the proposal is given by students to other students. Till 9:52

R: I think while the Geek is busy, and he gets a lady next to him to help, lets quickly have a bit of a meeting, in the meantime. Because not everyone has been with our meetings and we need to get going with the proposal. Where's my little book? Ok, let just quickly – I want to recap all the work that we have done up to now. The Hons need to be done out of the manual, mine is a little book, but most of you have a big manual for the Hons research project. All right. It is a book that you got when you registered. Do you know about the book? Ok. Everyone should have this book. Haven't you got this book? Ok, well then you will have to make photocopies of it ok. There's someone who hasn't signed the attendance register yet? No you have. Ok now, this hand out that I have given you is the summary of what is in the book. All right, so it helps you, it guides you all the way. Before we get going: welcome to everybody. Thank you that you have come to this deurmekaar (confusing) town, I don't know how you can live in Qnt, [yo some laughing and making agreeing sound] so many cars and a bantu baya hamba ne moto ziahamba (people and walking and cars are going) - now Cathcart is nice, it is quiet and just a few cars (and so small) and small [all laughing] it depends. All right, but welcome, and especially welcome to Geek again to just try help us with getting people on FF, but that is not the main reason that he came with. He came with to come and explain how to get on our cell phones onto FF, because I need more activity I need people talking little bit or asking questions. That's the main thing that we have FF for, is to support, when you are at home, and you don't know what to do, that you can ask. Then wherever we are, we can answer you, and you can go on with your work. All right, so that – we want to see through my project, through my research, how we can help future students also through this. But if I don't have a lot of people communicating, then I'm not going to get enough information. What helps you and what doesn't help you? All right. And that's very important, because I want to help mmm the future people.

All right, now, good afternoon Mr Norman, welcome.. welcome. Hmmm...sit anywhere, but please do the attendance register. Hmm, as I say, this book, the manual of the proposal – we must know that the proposal is the thing you do: you tell the University your plans of the topic that you have chosen. Telling them how you are going to do your research, but you will do it next year. The research. So the proposal is telling the university what are you going to do for your research. Now your research topic comes out of the little manual, if you are doing Learner support you have 4 topics, like school dropout, poor performance, and ineffective discipline, and school violence. Those are topics that you choose. If you are doing management you have got certain topics that you can choose, and all of them are in the book. All right. So every section that you have chosen, you will find the topics in the little book. Now what I'm trying to do is guide you how to do the proposal and the proposal has a certain format. That format you will find in your manual and it's on the pages from 23-28. Because if you have done the proposal, you send it to North West, mmm thank you so much, before September, what is the date? 30 September? Is that when it must be handed in?

15 August.

15 August? Aahhh, so its soon! It's very soon! You will have to work very hard during the holidays on this. Ja, ja. So start now, because FF is open – I have asked permission FF will close straight after the holiday. All right. So during the holiday, FF will still be open, for people asking questions. While you are doing your proposal. Ok. Because that website is specially a secret group created to support your work. To support your learning. Support you while you are making your proposal – writing the proposal. So any question as you write it – think of my face and you are asking me, and then I will try and answer. But you – any person, like Nomsa, can also answer, if she sees a question and she knows how to answer it, she can answer – so we can help each other. That is what FF is, is a support and I said at the beginning, FF we've got the little picture that we say it is the taxi and we are all in it. So if you see I talk on the website about getting into the taxi, its getting into our FF, into that website where we can support each other. All right? So please, please, we need you to participate on the website.

17:04 – 42:57 explaining the proposal as highlighted in the summary hand-out.

- Mention the problem of copying from each other – getting a 0 for the work.

- Question – is typing compulsory? Yes, it says so in the book.
- This project is not just to pass a little exam – this is a bigger picture you are in research post-graduate study. How can you help the world around me? You are in a higher level - Step up into that thinking ahead – who's going to benefit from this work?
- A few guidelines of how to Google. Explain Plagiarism. It brings a 0 to your work. Mention who said what you are writing in Lit Review.
- Don't learn for exam for short-term memory only. That which was learnt in FOER, must be applied now. Applying knowledge to your own topic is using higher order thinking skills in post-graduate studies.

GEEK: 43:20 the Geek starts to talk. He presents himself as "The Geek". All take your cell phones. Who's not on FF now? Except here and yours. Who else is not on FF? Is Everybody else's cell phone. Yes I've known your problem as well. Yes... yes, I must see you before you go. Everybody else can you open your phone and Facebook. If you've got Fb, no yours you're gone open up to your daughter's one again, because your daughter's name is into your cell phone. So it keeps on going directly to hers.

All right, if you have got your cell phone in front of you, now there's 2 ways of going into Fb. Depending on the model of phone that you're using. Ok. Some of the newer type phones will have a Fb app so there is a small icon somewhere on your phone that says Fb. And then you'll go into Fb through application. If you've got a slightly older phone or the older Nokia phones, you go to the Internet. Because you don't see a Fb icon. So the other alternative to get into Fb is to go straight to the Internet. On the Internet you go Facebook.com, now we all have that Fb account at least now registered. We have? All right.

So you open up Fb and you log into Fb. From there FF is set up under groups. You will access groups within the Fb menu. All right, whether it's showing you the the im seeing the phone in front here it showing the friends, the contacts, but then also groups. So you've an icon for groups and then once entering into groups you the find FF. all right? Now working with FF once you've got yourself to FF and important to know, it's a secret group, it's not a group we can go into the Google or the search engine to find Fb or type in FF. Ok, its specifically only for the people that we meet and work with. All right, that's why m.m.m.m... your approval into FF came through first getting Ronel on as a friend and then being invited into that group. Now, once you see FF there, you go into FF, how do you work with FF, because the moment you go in you see Ronel talking a lot to herself there? And she's asking questions. There are a few people there that are responding, because that is what you can do. When a question gets asked, right below it there is comment. The option is there for comment. [Agreeing sounds] so comment is how you interact with that statement or question that is being placed. Lately we've got polls. That's been put up. So you see a question and you see 2 or 3 options for that question. So all you have to do is click on your choice.

R: it's a Yes or No or Sometimes, or Often or Not at all. That's the option. There's a little circle and they must just click on that little circle for yes or with the no place.

Geek: on the phone you don't necessarily you don't need to click on the circle, you can click on the answer yes or no. right. That's all you need to do, because then your name gets added into those answers, all the people that gave that answer. But that is now interacting with questions being asked on FF. When you yourself have got a question, or suggestion, and you want to interact, how do you do that? Right at the top of the FF page, the group page, right at the top there's a section where you can write a post. Ok, that's where you simply type in whatever question you've got. M.m.m..., and you click on post. Then what you will see happens on the newsfeed like, Ronel – that's where she writes her questions or statements. There, then it falls through to the wall where everybody can now see it. Right, the wall or the newsfeed is that list of messages that you see. Ok. So that's all you have to do in order from your side interact and ask a question. And then wait for the other members of the group to start commenting or responding to what you've said, or asked. Ok? When you, right at the top of that page as well, you will see there are videos and documents attached on a regular basis as well to the post. You can either access those documents by going to the tab at the top or otherwise again, on the wall, the moment there is a new video been added or a new document has been uploaded, it will also appear on the main wall for FF. so you don't need to go specifically to the documents or the videos tabs, not all the phones are mmm equipped with the tabs at the top but when a video or a document goes up you'll find it on the wall as well. From where you can open,

download or if it's a video, you see it's got a play button, you can just click play and it will play directly from that wall area.

Ok? M.m.m... another thing now, is moving beyond Fb right, and moving beyond the support that that you can give to each other, if you want to use your phone to research, ok? How can you do that? On your phone, the internet icon, you move to the internet and you find Google. Now if Google is not set up as a bookmark or a favourite there, you can type in Google and you get to a clean page that says Google and a search bar. All right, in that search bar, you then type in Google Scholar. 2 words: Google Scholar. Search. The very first 2 links that come up takes you to Google Scholar application where you can then research documents and text specifically for students. All right? H.m.m.m. I can't tell you any other than to search it. The couple of search queries I put into it, it gave me references. I'm not an intellectual guy; I like buttons, so I don't read that much but there is information there within the Google Scholar. Don't, the information you are looking for, for example, when you get to Google don't type it in directly to Google, you will get a lot of strange things. First go to Google Scholar, then you will get the link that says Scholar.Google.com or Google.co.za. That one that says Scholar.Google that's the one you want to be at. And whatever topic it is you're looking for information, type it within that search engine. That search engine, although Google is completely different from the main search engine, that searches the whole wide web, this Scholar only searches publications. All right? Any questions from your side? No? Nothing? All right – that's easy!

R: ok Johan, can't we just all try to get to the front of the cell phone and just step-by-step go into FF?

Geek: ok

R: Could we try it? Ok, here's all on Fb, she's on Fb, all on Fb?

[naturally talking with each other trying to practice getting into Fb. Nolitha helping a large group of people. Groups formed naturally and helping each other. Johan moving to the different groups and assisting the students to go into FF. Till nr. 56:09

Interview with the Geek after the Technology Workshop in Queenstown on 7 June. Interview took place on Saturday 8 June at his house.

(R = Researcher. A = Answer of the Geek)

R: Ok Geek, yesterday at our technology workshop in Qnt, what did you perceive was still the problem of those students?

A: Hmm... other than hmmm... Facebook being a complete strange application for them to work with, and then to navigate and find their way within the Fb pages on their cell phones, hmmm... being different from cell phone to cell phone, hmmm... but it was accessing FaceFunda within Fb and not just Fb itself.

R: Ok?

A: That we managed to get there, that most of them are all now on Fb

R: Ja!

A: But now within Fb...

R: Ja?

A: How do you access FF...?

R: Hmmm...

A: Where do you find it to go in to hmmm... That was the challenges yesterday!

R: Right and also how did they manage to understand how to communicate on FF?

A: Hmmm... there is also a few of them that are communicating. The others now saw a little light go on when the word *comment* was explained to them as being the way for them to interact. Is hmmm... more with the *comment*, rather than with a *reply*...

R: All right...

A: The word on Fb is *comment* ...

R: Ok.

A: And also for them to start a thread or a message...

R: Yes?

A: Is to put a *post* at the top on Fb.

R: So it was the terminology that was still a bit of not understood well?

A: Yes! There when... when... we starting addressing the terminology like *comment* and the *post* you could actually see them realising: 'ok that's what we've missed'!

R: Right, right, right! Ok, because I just saw last night on those poll questions, they're still not getting to the right place...

A: They haven't answered it yet?

R: Yes, and some have answered *yes* or *no* after their name, instead of just clicking on the *poll*, so there's still a little bit of training needed in that area.

A: Yes, experimentation from their side as well, they need to... they need to... they need to participate...

R: Yes!

A: Not only in the *comments* but in the *polls* as well...

R: Ja.

A: Whether they do it as a *comment*, or *clicking* on the *yes* or *no*, it's still interacting...

R: That's right, so I get the answer; which-ever way it comes...

A: Yes, it's just better for you to search if they click on the *yes* or *no*. hmmm... and not comment on it. But... with... the

R: ...Level of expertise?

A: Yes, with the group of people we're dealing with here, hmmm... if the basics like that is not basic, hmmm... so they fall around. And I think a lot of them are restraining themselves because they're not sure...

R: Yes...

A: So they rather not do something which is not right. Hmmm... but we can see one of them, for example, on a comment, commented 5 times over the same thing.

R: That's what I've seen, ja.

A: So at least they are.....[looking for the right word to describe the students]

R: ...Responding?

A:Participating at least.

R: Yes, all right, but the skill is still lacking?

A: Yes, yes, definitely!

R: Ok, but they want to, isn't that the most beautiful thing to see?

A: Yes, yes, they are very eager to continue and make this actually work for them...

R: Yes, yes....

A: This is what it was about; it's a resource that will help them...

R: Ja...

A: If only they get to the point where they are comfortable using that resource...

R: Hmm..., all right...

A: Ja, after yesterday, you could definitely see progress been made with the people that we had there, they realized where and how...

R: Yes?

A: They need to do it.

R: Ag, that is so exiting! I'm so thankful, also what I saw yesterday, for them breaking up into groups with one that knows a little bit more and they are so willing to help each other.

J: Yes!

R: Just spending time with each other...

A: Yes, if it's not *that*, then FF would not be effective...

R: Hmm...

A: They actually need that group interaction, hmmm...

R: Yes?

A: ...that is what they clearly showed yesterday as well...

R: That...?

A: Not just on-line, but in the off-line environment—they're getting there -

R: Ok! I feel, from my side, and you can say how you think, this project should actually have gone over a much longer time?

A: Most definitely, most definitely!

R: By the end of the whole project we will see enthusiastic, willing, skilled people...

A: Ja, it's a bit of an anti-climax after putting all this effort into it, it's gonna close down!

R: Ja...

A: You know, they're just getting excited about it, but yet there are other resources almost similar to this in which they need to go and tap into.

R: And also - this actually guided them into that!

A: It's a stepping stone...

R: ...Yes!

A: It's very much a stepping stone!

R: Ok...?

A: On a small scale, local basis, where it is not strange faces, — they had the opportunity to meet each other...

R: Yes, yes!

A: Online, you don't have this when you're tapping into online support groups, it's, it's just a name...

R: ...never a person

A: ...no, never a person.

R: Where with this, even the rural people, they still came because they wanted the face-to-face meetings...

A: Yes, and they needed the explanations on how to use FF.

R: All right.

A: Hmm... and that they've now got...

R: Ja...?

A: Hmm... and they would be prepared, as you say, to move forward and go into an on-line only support group for their studies now.

R: Wow, I'm glad! So they have been enculturated in the technology source that is available in their hands?

A: I would definitely say so, yes!

R: Wonderful! Thank you, Geek, thanks for your time!

A: That's a pleasure!

Focus Group Meeting on 21 June 2013 at the Queenstown Library at 1 o'clock.

R = Researcher F = Facilitator

R: O.K. You each have got a book there, that is a book that I would like you to make a little bit of notes in – this FaceFunda book of yours. Because a Focus Group Meeting is a little bit different than other meetings – this meeting is that we want to hear what you are saying. How did the support programme go up to now? Now if someone is talking, it is nice if you also make a little note to remember you also want to talk about that same thing, because today's meeting is: You talking. All right, it's not us talking so much, it's you talking. That's why we need to hear nicely what you are all saying. Hmmm, I really want to welcome you, and I'm sure more people will come in as the time goes on. Hmmm I know it's always a rush to get to the places. But, very welcome and to Wandisile also very welcome, he is helping. He is going to be the facilitator when we are doing the focus group interview. So that I'm not asking the questions – he's going to ask them and then you are going to talk to each other about it. So it's very much informal talking about FaceFunda, how did you enjoy the support group and all that kind of stuff. Because this is what's gonna help future students. [my phone rings, I answer and say 'nee jammer, ek's in 'n vergadering']

Hmmm, there's Nolitha, o my goodness, welcome, welcome!

N: *Molweni, molweni sisi* [Hallo hallo sisters]

R: I'm so glad that you could come here! That's fine, we just wanted to start! Get a nice seat.

N: Isa ngapa

R: There's a drink for you so long, and afterwards there's something to eat. There's some peppermints on the table as well.

So I just want to come back to what I was explaining about the Focus Group Interview. [my phone rings again!] This meeting is going to give us the understanding of what helped you while we were busy with the support group and this meeting is the one that is going to help the future students so that they can maybe have some more guidance than what you have had up to know. Right I think, we don't always understand how special it was so that we could get together and really work together. I've had 3 other students come in here this morning, they say they don't know what is the research about and they want to come and join us. And I said well it doesn't help today to join in, because they won't understand what we're talking about. But I got their names and their cell phone numbers, I want you people to contact them and say, but listen, I want to explain to you what is the research project because that is how we help each other to actually through the thing of learning because the learning thing is very important for all of us in the education. Ok so, I really want you to help the other people. Now the meeting is going to be very easy. I put the overhead up about all the times we came together, just a few photos, but the photos are not very clear. I wonder if I mustn't do it just on the laptop just here. And you can just stand closer and look at it. Beause it is really not very clear, but I will put it up again. Now there are a few questions that Wandisile is going to ask you after we have looked at the slideshow, and those questions are the ones that you are going to discuss when he's started.

1st Question: How to do you feel about the support group that you were part of? Was it, you know, how do you feel about it? You are going to share that with us.

Then: What did you like about the support group? And what didn't you like about the support group? Maybe, whatever?

Then the 4th question, how will you go about creating a support group to assist student teachers in the rural areas? What do you think will help other students? So I want your ideas coming out to us.

Then, How did you like FF?

And 6, how did you overcome the barriers of becoming part of that support group? Because all of you are FF people, and I'm very glad, but I would have liked also, I hope some more people come, that are not on FF so that we can hear what prevented them getting onto it. Because, You know, it's important I wanted to use technology, and if the technology is not working, then I must know. You know what I'm saying?

Then: then there's a *lekke* question: what will you tell your neighbour about FF? IF you walk in the street and you are having tea – oh, hello hello, come in – what will you tell her? Just nice informal talking. What will you tell your neighbour? What happened on FF? Was it worth it, was it a waste of time? I want your opinion there.

Then, how does technology assist you in your studies? So do you think that the cell phone, or the computers, laptops, whatever, even what's up and just sms'ing each other, did it help you when you were stuck? So I want to hear your opinion on that.

And then what was the biggest challenge you experienced and what did you like best about the programme. So it's not as if I'm asking you difficult outside questions, its you must think now what did you feel about the programme that we were on

Ok I'm just going to start the slide show if you think you can see well enough if you can then that's good otherwise we will just do it on the laptop.

I'm very sorry, it's not very clear, but we will go on. OK .

So this was the North West research project, my master's in Education, I'm doing the learner support and that is the building at Potchefstroom, the Education building, we I walk classes during the holiday. Very unclear, I'm sorry. The title of my research is: "The academic use of Facebook to enhance the open distance learning of rural teacher-students in the Eastern Cape". Now I tried to show you the research question, but the only thing I changed, is making it a question now. "How can the academic use of Facebook enhance the ODL of rural teacher-students in the Eastern Cape?" So it is again the same title, it's just changed into a question. All right.

I created a support group to help each other from the one side to the other side of the bridge, now there is the bridge, I don't know if you know the Aliwal North bridge coming from the Free State, there is that big bridge, and it doesn't show nicely, but there on the other side there is the little taxi going out, and mmm I was trying to say we are going to help each other, but that bridge has got that big, big iron structure and that is what the support programme was trying to do - Is build that bridge and the structure, so if I'm not with you any more, you can still help each other because you built your structure that you can go on with your work. All right, so that is the only reason then why I made a taxi so that we can go through the bridge, so that we don't stay on the one side. And we started on the 25th of April and we don't know exactly till when. And our meetings: our first meeting was on 26 April here in the Queenstown Library and we were discussing that we were going to do in 5 weeks' time every time. 1st one, the Research Question and the background, week 2 we were going to do the Literature Review, week 3 the Methodology, week 4 the Data collection and week 5 Data analysis and week 6 the bibliography. But it didn't work that way, because we couldn't get you on Facebook and I just said, it doesn't help that the Taxi goes and there is not enough people that's learning from what was happening then, so we just waited a little while. So this time, we haven't really done the data analysis and we haven't done the bibliography, but there is still a little bit of time in say the next 3 weeks, 4 weeks that we will still try and guide each other with that one. All right, then our first meeting here, aaa I'm so sorry about the quality there. It's just all of us sitting and you were writing down notes from the board on that side. And Portia was here to introduce me, thank you, just to tell the people here! Because we were together here when I was doing my Hons and m.m.m.m. I just did it faster and that was why I was finished already. Now Portia is also finished, is that so?

Pottie: Y..u..u, no hay, it is still a problem

R: is it still? You'll tell me afterwards, hey?

But it any case, thanks Pottie, it helped that we had a relationship. And then here is the people, there we see Nomsa, and so on. And m.m.m.m., this man never came again – what was his name? Don't you know? Did you know any of the people that also studying, before we started the support group?

XXX: No, no, no, not at all.

R: Ok, ok, so new friendships have started here? That's nice, oe that's nice! Right, and then on the 7 May, that was a Tuesday afternoon, we had the second meeting also here at the Library, when Mollie and Nosi was here. There is the attendance register, but's it's very faint, but Aya was here, Xele, Nomsa, and so on, and Tossie. And that was the people at that second meeting.

Then the 3rd meeting was on the 17th of May where I realised we are struggling too much to get the people onto FaceFunda, so I brought Johan in, that was the technology Geek, and he helped us a lot. After that time I think we were about 15 people on FF, after that meeting. So that was very nice. The taxi was getting fuller now! And there we also learnt about the school brain and the varsity brain. Where the school brain is the fixed rules, you just say the knowledge that you are learning and simple facts. Where the Varsity brain is the unwritten rules, and where you are looking for knowledge like what you are doing in your research now, and the facts are not just easy, you must look and discover the facts for yourself. And that is the difference between why the children have it easier and why you are doing your honours. So I think that was interesting. And that day also, we had the groups forming and you were talking. It was the people that where at the previous meetings, where explaining to the people who came then for the first time. And it was so nice to

see that you were sharing your knowledge and for me, that is the most important thing that we don't keep our knowledge for ourselves. There's Nomsa also with the people around her, telling them how to do. And we all need help sometimes – Mr Axe, have you seen yourself? [laughing]. Then there is the attendance register, we were 19 people at that meeting. And then we had the next meeting, 25 May at Cathcart High School. And we started with 2 people, and we started working, and those 2 people became 4 people, and we were just again – the first people where helping the second people explaining the work to each other, and that is so important, that we are always willing to share the knowledge with the new people. And then we became 5 people, with Aya also arriving. That was really a very good meeting that one. Hmmm, I wonder if she is going to come this afternoon? [referring to Lin]

XXX: I'm not sure

R: I really hope she comes, she was so part of the whole support all the time. Hallo, hallo and welcome and please sit and just look at the video. And then here at the Queenstown Library, I had a lovely interview with 3 people who had a lot of sharing to do [laughing] Thank you for that. And then our last meeting here was on the 7th of June, where we really had a technology workshop. Where we didn't do any explain, but the Geek was teaching you how to work on the Facebook on the FaceFunda on cell phones. And Nomsa was again a star and then there's the Geek with Sam. And there is Mr. Abe and Ms. Lin with Nomsa. And it is so wonderful how Nomsa has caught on sharing.

And then yesterday, I had my friend and one of the school children that still came to school, and we made your gifts that's on the table. I hope that you will always remember FaceFunda [all laughing] when you are working in your exam pads. And today I really want you to use them. I have got some questions just now.

Now participants today, must give their views on their experience during this support programme. Now you are going to, on the front page, just now, to draw one of those little pictures. It is the 'happy face' picture, or the 'straight face' picture or is it the 'sad face' picture? So I don't want your names on the 1st page, the 1st page you are going to give in to me, but I just want one of those faces – not too big. Just draw me about your experience, and quickly, because we are going to go on, so don't think too much, you just thinking – did I smile when I heard FaceFunda, and the support programme, or ag it didn't bother or touch me much, then it is the straight little lips and if you are sad about it, it's the bottom lips. If it didn't help you at all then it is the down face. So it's the lips that makes the difference. Smiley face, goes up-up-up, and the straight face and the sad face. So no names please, just a face, at the moment. Just a big circle, two little circles for the eyes and then the lips, what are the lips doing? Happy, or sad? Ok? We need to go one. Just one face. Just how are you feeling about this support programme? Right?

Then my whole support programme is all about . . . {and I'm sorry, it's not very clear} it's all about your cell-phones, and all your hands are many photos I just took the little hand that was holding the phone and I made the pictures there, because it's all about Technology. Because technology is the thing of South Africa today and we want to see how much can technology help you. Ok, and the technology was been done on the FaceFunda, today we have 22 participants in the taxi and the driver and then we have Johan who is our technology 'mechanic', because he had to come and fix the car every time! And the ride will continue, we will go on with FF until further notice. I will let you know when we are closing FF. And that's all, ladies and gentleman. That has been our ride up to now.

And now I'm going to give the floor to Axe, he is going to sit here and I want him now to ask you these questions. And I want you to talk, talk, talk, talk, talk, talk to each other about these basic things but on your page, while he's coming to sit down, I want you to – do not write your name again, just write to me, when did you study? First time, what did you study and then what did you do in the meantime, and when did you start your Honours? So if you can think when did you study anything, can you try and think. Please. Say, after you were at school, what did you study? And when did you study, you don't need to say where, but if you can remember, write it down. Where did you study it?

Ok, then I've got another question, you just say Yes or No. Where you on FB before this support programme?

XXX: May you please repeat your question?

R: Where you on FF before Facebook?

Ok, last question from my side: Do you think you will use FF still afterwards? Do you think you will use FF

XXX: Facebook?

R: well, more FFunda because I am interested in the academic use, so you see, so if you all say no, then I will close FF. you see? But if you say you think you will, then I will keep it open. It's all about what helps you? And that's it. If you can just send all those pages to me.

But I've got 3 house rules for our meeting. Because this is now our meeting

The 1st is: I would like us to keep focussed on the question. Even if Axe must repeat the question sometimes, it doesn't matter, but let's try and keep focussed on the question.

Try to not talk too many other things with your answer, try to answer the question. You know what I mean? Otherwise it takes a long time.

And then, when one speaker is talking, because remember now, Axe is not the speaker; he's just here to ask the questions, you are the speakers. I would like you, to just, if you agree with them, say h.i.m.m., or whatever, but don't chip in and talk all over each other because the little machines they can't handle many people talking! But make the sound, so we know you are agreeing or aya or something like that. All right?. And respect each other's views, even if they are different than yours its fine, today is the day that I want to hear real answers. Because this is for the future students. We have just tried something, and we must hear if it is going to work. And hmmm, then the last thing, please let us put phones on silent, just for this little time that we are doing the interview. After that we can all talk to all the people again, I've also put mine on silent because it just interrupts when we are thinking one thing then we're thinking other things. Ok, and very thank you to everyone who has come. I really appreciate it. Ok? And thanks to Wandisile, and it's all over to him to please go on. Thank you, sir.

INTERVIEW STARTS AT 31:00

**A = Nomsa, B = Tossie, C = Abe, D = Beki, E = Xele, G = Pottie,
H = Nika, I = Ri, J= Zolo, K = Unknown**

F: Thank you, thank you Ms Bester, I welcome you all and I hope we are going to work together nicely. We free, it's just your opinion, as Mrs Bester said so. So I will go straight to the point. We have 10 questions, so starting with the 1st one, the one that she already have read it to us but I will read it slowly , I will read it very slowly, so that we can just move on.

1: How do you feel about the support group that you are part of? How do you feel? So who's gonna break the ice for us? [laughing]. How do you feel? Just a general feeling?

A: I feel so grateful to meet this lady, I was so lonely and I didn't know anything about the research that was my problem. And I didn't know about FFunda and even about Ronel so from the first day I met Ronel and the students I was, I feel so grateful and I was so happy. Because I started to feel that feeling of stress of knowing that I'm not going anywhere – I am stuck. So I was so grateful to meet these people – you and Ronel. Thank you.

F: thank you, Nonmsa. Who else?

B: I felt that I am not alone, with this problem of this research at least I've met brothers and sisters whom I can ask assistance from them. So I feel it was great pleasure for me to be in this group.

F: Thank you, Tossie. Else?

C: I also feel that, h.m.m.m. by having this intervention this group, hmmm I.. I.. I.. had a feeling that, I had a feeling that... mmm... a.a.a... from that that I was facing with research, because talking about the research, we talk about something that is a monster [others making agreeing sounds]. I also had the feeling no, at this group created that sense of sharing and knowing other people, so understanding other peoples' views and other people's problems. And also among those interventions, or among those sharings—it made me to understand that a.. people can share, can have some problems, and problems can be solved at the end of the day.

F: ok

D: I feel so excited, when I meet with friends, the work is so easy. For me, and I say to them thanks, I think so every day, and I'm the work is so hard for me and im scared to tense and also meet Ronel, I say to her thanks.

E: I'm feeling happy e..e..e.... A..a..a...I... think that I thought that I would not get that BEd because of the research, but now, I'll get it.

G: I thank Ronel very much. She helped me a lot, in my project and I passed [laughing] and I wish all of you to pass your proposal.

All say thank you, and laughing happily.

F: Thanks sis Pot..

H: I'm also happy about joining this group before I was just... I was even thinking of dropping out, but when she came here and explain us—I did see the way forward. I thank her very much.

F: thanks Nomnikelo. Great.

I: For me, i..i..I'm happy but a.a.a. I only attended once of some circumstances at home, so but the time I came here, I gained a lot of things. And we shared because we were in groups, so the group I was in, we shared a lot of things, so I gained most of the things then it's the only time I came, but I thank you miss Ronel, and I was, it was the first time I was studying this Facebook. The only person who knows this is my daughter and even now, my daughter is asking me some questions: "Why mamma, are you not replying because I do not know this Facebook of mine is also in hers, so the messages that you send me they...they... she also receives them. So she also, she asks me a lot of questions, "Why don't you reply, Mamma?" so I am still having a problem with the Facebook, but I'm trying. So I am thanking a lot and I promise I will try, I will try.

F: That's nice.

J: Ok, I feel happy about the support group. A..a..a.. I saw the messages from Ronel but I didn't take notice of them from April and then on the 17th of May I told myself that, hey, I must go to that Research. And then a...a...a...before I came, it was just like a dark cloud for me, and I was I wanted to drop out of this, and telling myself that I must drop out, I must not study again. But now, now I'm excited; I'm going to get there. Thank you.

F: Great. That will lead us to the next question:

2: What did you like about the support group? It was just a feeling, now what did you like?

I: Sharing of ideas. Talking ideas, because it is the most important thing I gained that day, because we shared a lot of things with my group. So I liked that sharing.

H: I...going to have the support group, it was an honour for me because there are a lot of things I didn't know. But to meet the people and talk, it gave me a strength, It was powerful and I told myself that you know, now this is the time I'm going to do this Honours and I will succeed because this is not the first time I'm doing this. It is the second time, I started in NNMU because of the circumstances I didn't go through so this is the second time, now I'm trying. So to meet these people it was so good to me because it boost my low self-esteem, it means a lot. Thank you.

F: Great.

B : I thought I was having a very heavy load on me, but now that I have joined this group, at least I could feel that something was taken off me. And I'm just like u-sis Nomsa, this is my second time doing the Honours, I was doing it with UOFS, and when I came to this part of this research, I said: "Ag man, this is too much for me" or else I've started {xhosa peace} I dropped out. Then I realized I still having an outstanding thing that I started in 2007. I started now with North West, then I said I'll see what to do, I'll see. After I've heard about u-Ronel from a friend, not a very good friend of mine, but at this talking thing of us, said there is a person from Cathcart who is helping people with this research, I said: "Ok, let me go" when I started, I said, "Ja, where were they by the time I was doing this with UOFS because I thought I wouldn't have dropped out if you were in my life at the time.

F: Great, Toto. Yes?

J: What I like of this support group, is the patience of the people, they can share the information and with each other. Like Johan with us, with FaceFunda. I like it. Ja.

F: Great.

D: I don't think RSPR is the research, I thought that FOER is the research. Because I asked FOER, and Didi said: "No, there is a like a research that is going to do" and I told her I am going to Grad in July because I passed FOER, and others [all laughing kindly about the misunderstanding]. Thanks. So I feel so glad.

F: Great. What you like.

C: also what I like about the group, the group they made me to hmmm to feel at an ease, to to attack this thing, to attack this thing, to attack the research and also to learn something different to come across and do the research. And those steps in the group made me clear how to tackle the different steps in doing the research. Thank you.

F: Ok thanks. It's a free talk.

H : I also like miss Ronel because she is free and friendly and peopleyou need not to be afraid of her. she is friendly.

E: What I like in this group is sharing of ideas, after that, even me, I go and search for other information. Thank you.

F: great. Then it will lead us to the 3rd one:

B: Before the 3rd one, Axe, what I like of this group, ne, if you haven't started you will find a phone call saying: "Ntobi, how far you with **ntoni**, **ntoni** [whatever] {all laughing} even if you are relaxing, somebody is picking you up: "Come on, come on, how far are you now?" You know—it encourages us a lot.

F: That's great, sis Tobi. Then we need it:

3: what you don't like, you like it, and then the part you *don't* like? What you don't like about this support group? Yes, you *don't* like?

A: Don't like? What I don't like, is that I don't know the names of my group. I saw in Facebook, Lisa wrote, but I don't know Lisa, Ri, but I don't know – hey, today, I'm so happy today because I know their names. That was my big problem because Ronel can tablet in FFunda we have this one and this one and this one, but the problem is I don't know them exactly. **Yabona?** [you see] so that's why I don't like, but it's for me not from Ronel. It's from us, because there was no-one who is curious, who is this one, you now? So it's about us, not about you.

F: Something you didn't like about the support group? For sure, there will be things that will help us, to go forward. But if you don't have. Ntobi?

B: we will be lying, Axe, [all laughing]

A: what I don't like, is the problem of this phone. We don't know exactly how to use this FaceFunda, **uyabona** [do you see]? So that is what I don't like, because with we don't contact each other, but this is the best thing to contact each other. And to know this. That's what I still don't like. Let's try girls, to do something, **okanye** [otherwise] to meet, we must have a meeting to master this. So that after Ronel is gone, we can meet and use, or contact each other by using FaceFunda. Not by sms but by using FaceFunda {all make agreeing sound} that is the problem. If we know how to use that FaceFunda, we know how to share. Because you ask a question you don't know, and I know that question, I will...I will answer that question for you. I will try to...to help you. **uYabona?** [you see?]

F: Ok. Ok.

J: what I do not like, I don't know if it is a technological problem or it's a group problem, my phone does not notice me when there is a message from FaceFunda. I have to go to Facebook, and then find out there was a message from Ronel that was aa... sent 10 Hours ago. It does not notice me when there is a message, I have to go Faceboook.

R: there is a place where you can put the setting on, that it gives you those pipeeps notice when there is a message, but it is as you say, we don't know our phones well enough, because maybe Johan could have helped if we knew what to ask him. {all agreeing sounds}. You know, I am also struggling with that.

A: But if it is an e-mail, **wena kufuneka**[you must do] every now and then to check your e-mail, it's your duty – not for Ronel. It is your duty to check your e-mail. It is your duty to check to Facefunda, what's going on, must be curious for FaceFunda. I think so. [others make agreeing sounds].

F: Ok, great! Move on: As we here, FaceFunda is a lifelong programme, it leads us to the 4th question:

4: How will you go about creating a support programme to assist student-teachers in the rural areas? How will you go about creating now a support programme to help other student-teachers that are there in the rural areas, through FaceFunda?

R: or just a support group, for that matter. IF you feel FaceFunda doesn't work for the rural areas, tell us, then we'll say they must get together frequently or what, what is your plan? This is for future students now.

B: Excuse me Ronel, are these students in the rural areas where they have no access or network for e-cell phones?

R: just general. Because no student has ever told me that no network was the problem. So even I'm investigating the rural areas, nobody has said there is no reception, so it seems as if there is reception all over. But what would you like in a support group? Pottie?

B: Is it how would I start?

R: Yes, what would you like in a support group?

B: I think, say in that place there is no support group at all, I have to start it. Most of our people, or these young folks, they are on Facebook, I will just put an invite on Facebook because I

understand most of them they are on Facebook , ne? and say **mhlawumbi** [maybe] people who would like to join a study group, I am studying with so and so University, doing this and this and this, if there is any people who would like us to form a group just indicate, surely there will be most of the response in the Facebook. Then after I have got e-response I'll try and contact them and locate where they are so that we can think of a neutral venue and then set a certain date and say can we meet – still, I'm using the Facebook, still using the Fb, I'll contact them and they responded, and then I'll say, can we meet on this such and such a date at this place at this time. If then that I'll see by the number of people who are coming, because I will tell them I am doing this with this University even if it is not management all these modules different modules that we are doing. Its than that, after they came, we can start and talk and say how about starting a group – a stable group now where we can assist each other whenever there is a problem or else let's say that group is staying in nearby rural areas, you 3 start your group there and others sill start – then let's have one a month where we will come all of us in one venue let we discuss and then we – its then that you will see is this working or not.

R: What will you do to get the students coming often?

B: [sigh] h.g.g.g.

R: Anybody

XXX: A workshop.

R: A workshop?

A: That's one thingat least some people are dosnt know how to use this – even from the children, to retrieve the messages or to open Fb. I think another thing we can do is to put posters in District offices you know? Whereby all teachers go there. I think it is another strategy to use to put posters in district offices where **thina[we]** advertise we put our cell phone numbers there so that they , it can be easy for them to phone us back. I think it's another thing we can do to grab these people.

R: who else has got an idea? Tony?

C: I think it could be proper too to work with to work with the Department of Education by mmm consulting mmm the mmm the manager that is there EDO of your area. Mmm telling him that you've got something like this, and you aaa. And you are also interested that other teachers can gain knowledge that you have gained. And show how fruitful this thing is to help also to his side. Because what you are doing also it is uplifting the standard of education much. I think that mmmm, the EDO and also the Department of Education at large would appreciate that intervention. And in meetings and principals meetings that EDO maybe or yes maybe can introduce that in order to the teachers at various schools in order in the near future or next time, if somebody like myself would be calling for a workshop or is calling aamm what would you call it, a small group so that the teachers or the principals of different schools could have the instance to go there.

R: and what would you do to get a day that suits most people? How would you go about to get most people at the meeting on the same day? If you've got the students?

A: the University itself can help us in gathering the group. Because I think if you could phone there and ask students in Queenstown who are doing this Learner Support and all educational management with North West I think it is easy to call these people who are doing these courses in Queenstown so that you can get hold of them. Easily, and then you can get a support group to get the phone numbers, I'm just thinking it's just a prediction if it's not exactly ja, it's what I'm thinking. So to get the information of the students in Queenstown so you kwasi to gather and share and do anything together.

R: to work together with their research. What else?

C: I think also that this intervention of FaceFunda can be utilized in something like this. Inviting more people to join FaceFunda so that communication could flow and also people can put their own views and put their problems and so on and so forth. I think this intervention basically of FaceFunda can also be very much fruitful.

R: Yes, ok?

F: then we move to nr 5: How would you like FaceFunda now, we mentioned that things to gather the other students, so how would you like FF?

R: what did you like? What did you do to come onto FF, what was nice to look on FF ?

B: It made me very curious because I was curious to know what is **ngubani** [whoever] saying what are the news today in ports of FF. so I'm not a technician person, and e-phone I just take it when it

is ringing, but now that im in the FF my phone is always in my hand or in my pocket, I just want to know whats new now? You know? It made me be very curious and to clever co-technology. [himm, himm agreeing sounds from others] Because I was really, I did have Faebok before but just because people say Fb, Fb, so I thought ok put my phone to it. I ignored it after that but now that I started again with FF, I was very interested to continue with my Fb and FF and everything.

A: What I like with FF, we learnt so many things about technology about computers and how to Google, because some of them did not know to go to Google, Google search, Google Scholar, that's what we know now from Ronel. So that's what I like. Secondly I think FF opens our minds [other make agreeing sounds] it was dark, I didn't know how to do, I didn't know how to prep to go I was just stuck, but today I'm on a great track. I know what to do, I know, and it's a move ... and and what what I've noticed, I didn't even like this groups. I didn't read enough everything you know, when it comes to *lanto* [that thing] to read my books, my heart was ????? [others laughing] you know? I was stressed I was so stressed so today I'm I'm in the taxi now, you know, I'm a passenger and there is a driver which is Ronel [laughing and happy sounds from many] you know, my mind is open. And im so happy every day you know, it was dark, and today I can see the light.[wow says others] so thank you very much.

{Track 01:01:50}C: and another one, being on FF—it was very much exciting for me to interact with a white lady [all laughing loudly—hey Abe, *uthini*?[what are you saying] *a nkosi yam*!!! Oh good!! It's true, it's true] because on our phones, on our phones—she is the only white person on my phone and that is exciting! FF changed my attitude. It was I always thought Fb was something for kids for something for teenagers so we are trying to speak some news you and skindering [gossiping], yes... Now it changed a...a...a... the attitude that I can use FB for something that can be most advantage to ourselves that can improve myself a..a..a..a.. on another field. Not just mmmm... talking news, just passing news that is someone to know, also a..a..a..a.. it gave me an understanding that a..a..a.. Fb is not for certain kind of people, it is meant for everyone and also Fb is also every person whether it is peer, or grown up or what age you are, you can fit into Fb if you used it.

Xxx: FF is fruitful for us because I thought one day there was a contact session in Bisho and I am afraid to drive the car alone. So I depended on hicking there so I was getting late there, and the modules that I was attending for I did not attend that day because the {01:04:14}??? Is a problem to us so FF is near to us to help us a lot.

[all laughing because of the silence! Someone says You have to speak!]

Portia: I have already said that Ronel has helped us [laughing]

F: Ok, that's great. Then we can move to number 6: **How did you overcome the barriers of becoming part of the support group?** Barriers like to come up here, how you overcome those barriers to maybe come here and you all so brave, I can see everyone is talking, so how do you overcome that?

A: I talk about the problem of not reading—that is a barrier, that is a big barrier! Not to go to books and read, but when I get in here—that was the start of reading my books. I don't miss my books—every day I read my books. So it was a barrier to me reading—reading: I didn't like that activity.

F: OK?

B: The support group helped me a lot because *mna* [me] I am that person of the eleventh hour [all laughing]. I am honest, I'm honest! When doing assignments I'm rushing when I see oh! there is 2 weeks left, then that time I am on them! Now that I'm in the group, I know I have to do something. Let there then be no week without doing anything on my work. So it improves my attitude, *into kuba* [likewise] let me stop to wait until it's the last moment to do it. Let me occupy myself as the time goes on.[silence, a sigh]

Xele: I agree with Tossie, even in my class during break-time I'm busy with my task. I decided I'm not going to, ?????????? I do not go to the other teachers and talk business 1:06:50

F: Great.

Pottie: I was not organized before, but when I saw her books, when I saw her the first time, with those labels in the book I have to go and try to be organized! [all laughing happily].

C: I...I think my opinion was going to be similar to that one, but I also had hmmm...I having the barrier of time management. I can see that now. It is improving a little bit.[silence]

F: Great. Oh. And then we move on to the next one. **Point 7: What will you tell your neighbour about FaceFunda?** Your neighbour, it can be your next door, it can be your friend sitting next to

you in a car, it can be someone who are doing shopping with you in a shop—that's your neighbour. So, how will you tell your neighbour about FF?

R: Or someone in a taxi! [all make agreeing sounds]

F: Yes. [all make agreeing sounds]

R: what will you tell them about your taxi experience with FF?

F: Yes!

C: Jaaa...[sigh], this thing is something I have tried that you know, my clan name is Njali Mpevu, that we can form our Mpevu-Funda [all laughing] that is, I could tell my neighbour that that is something of FaceFunda, that can make people of.. of.. of.. of.. that that have a focus or or a a a common goal to have something that can relate, I mean to say, they... they can... can have FF so that they can interact their common issues, for example, if you are in a certain school, the name of my school is Mtwā J.S.S. to have to have Face-Mtwā so that so that you can interact with whatever problem that is coming your way with any, no matter you're not in the same... same position at a certain time, it will maybe we are, you are the head of a mmm of the district or the head of the circuit, you can organize you're your principals, if you, ..I am the EDO, I can organize my principals, sorry my principals at this thing. If my circuit is maybe in illiso, this is, you can format called Face-Illiso so that we can interact on problems [some make agreeing sounds] or whatever in that Face-what-what.

F: Yes!

B: Can I add on? You know what I like doing on FF, is the confidentiality. It's not open for the whole world. [yes, right, agreeing sounds] At least you know to whom I am talking to. [agreeing sounds].

R: Have you got an idea?

New lady: No, man Bester, I don't want to talk, because I found my guilty on my side. I'm stuck but so now I can't talk. Because I missed my, even my Facebook, so I'm so stuck and I don't know, I don't understand Fb, so I take my child come and so by the time I missed this, I'm going to log out. So I don't know what is happening. Then I, what I know what I know is that I want to change the picture of my which is the house, I don't know

R: It's beautiful! [others laughing]

New lady: I want to put my face, now, all is gone. So I'm stuck, I don't want to talk now, I have so lost it!

R: Don't feel guilty, please please, I want everybody's input. So even if you feel guilty it's good for us to know, but I don't want you to feel like that. [others making agreeing sounds]. Hmm? Did you try on FF?

Xxx: Yes, I've been trying several times, but because I'm staying alone even my daughter is at school, so no-one has to help me at home.1:12:16. So I'm stuck, but I had a problem, I didn't have enough time look at my books. It's now during the holidays that I'm going to look at my books. [silence]

Jane: That's my barrier too. To having no time for... for.. the book. And I promise the group that I will be with my books now during the holidays.

F: Great! Now then, I had a feeling that people they are so keen on FFunda and its just to push them or lead them to go to their books. So that leads to the next question: **How does the technology assist you to study?** This FFunda, how does it assisted you on your way to get to the books? Just here that it ??? here today?

A: It assisted us a lot because we know how to open the computer, go to Google search and get information there. We know how to - some of us, know how to Google using the cell phone, so at least, we are grateful for that.

B: it helped us a lot as sis Nomsa has said, you know? I never thought in my life I have to buy i..i..laptop, I always tell them at school I am tired of these bag all the time, you will not going to cope with it. But now that I've learnt a lot with e-technology, I said to the teacher there, u-Mister Mgangu Chris, yo Chris, it's high time that I have to buy e-laptop for myself because the things that I'm doing, especially this research, it demands a lot with technology. He said: "Not you Mpa!" I said: "It's me now!" [all laughing happily]

A: It is the time. There comes a time! [others making agreeing sounds] Ai ca xgibi? [is it not finished yet?]

R: We're nearly finished, but the technology thing, mmm, it is not yet very important to most of us? Is that true, or not?

XXX: it's true, it's true [others make agreeing sounds]

R: Is it? But it is important in the research? [many make agreeing sounds]. Ok.

T: But you know it makes me to be eager to know more about i-fiddeling, I do have e-computer in the house ne? but you know, when I was buying that computer I said I am buying it for my kids, so that they can do their assignment and what. I never went there *mna* [me], but now that I was with these group, they were so shocked seeing me in front on the computer [all laughing] I'm serious! Asking them, Dannelie, come and open this, what are you going to do? [all laughing] I said: "I just want to search something here" "Let me help you ma'mam" I said: No, don't help me, just teach me how to open it, and then I will call you when I'm stucked". You know I I really I thought of these are just for the youth man, [agreeing sounds], it's not for us, I'm old for this, I'm old for this, but now I'm telling myself I'm young for technology now. [yes, agreeing sounds]

R: That's it. [others laughing and agreeing]

A: How are we going to know the computer because some of them are not computer-literate.

That's my question. As we are here now, so how are we going to tackle this problem of a..of..of.. computer? Of...of.. technology? How are we going to overcome that problem? Because a.. o-Push is having a problem, {XHOSA}[those who haven't got a problem] I have a feeling that those who can help, must help. We must do something because Ronel will not always coming from Cathcart for this, o ya bona [you see]?. I am computer literate, I learnt computer at Stanford for a year, so I think if there is one that need that support, I will take that chance to assist you.

B: Ok...

G: And also it is easier to do the research on the computer, when you write it, because if you write it in the paper it comes maybe you write 20 pages, but when you type it.. becomes 10. But it is right to write in on the computer because you know the pages you are going to write. If it is 30 pages that you are going to write, if it is 30 pages you are going to write 30 pages, but if you write 30 on the paper, it becomes 15 when you type it on the computer. [all agree, and say 'we are going to try]

Xxx: And the computer, it's the spelling, because when you write you are rushing, when you use the computer they tell you there is something, so go to spelling and write it. But my problem is, I have a computer, I bought it when I ..i ... i..starting here because I will see then it at Rhodes University *e-nansika* [that something] that is the reason, i-dok of a laptop if I don't have the computer. So when I come here last of last year, I got it, but I always because my writing is not perfect, so I used e-computer. So my problem is that we don't, like Lali, we don't's Facebook, it's for the for my child, I don't like it. My problem is here {showing to the phone}. I do not know how to go to the internet. In the computer, a little bit, because I didn't use the Internet.

F: Ok, Then we are on number 9, we are getting there – 2 more. Nr.9: there is focussing, focussing. What was the biggest challenge you experienced here while you are doing your own research? The biggest challenge you experienced, think your own research now.

B: Without having started with the group? Or after the group have been started?

R: it doesn't matter.

F: General.

C: The biggest challenge! [some laughing and saying jo,jo] You know this thing of literature review [a choir say yo—you] to consult so many sources that is very much scarce. And at the same time, another challenge is when I tried to access the internet, it is most likely for internet to get lost, when you have time for it. That is another challenge. Yes, I manage myself to have the laptop to have the printer, to have the modem. The problem is the internet. And also to have carious sources that are on hard copy. That is the biggest challenge.

G: The sources was my biggest challenge. Until you {Ronel} helped us [she laughs]

A: I'm sure it's about the pondering of the information. It is not easy to ponder, you have to collect newspapers, you have to go to internet, you do everything, you know, so... so... it is a big, a lot of work – it's a big challenge to collect data.

Xxx: it's a big one, because you are busy – don't have time because the work at school, sometimes you forgot to write where you are, now you're stuck here and so it is a big challenge to do e-research *yeto* [ours], so because of these sources. You take on this side, you take on this side, forgot to know that you are, where are you know because you are – time!

F: Ok, then the last one:, the very last one: what did you like best during the support group? Like best just open up your mind.

R: everyone has to answer.

A: I like to talk firstly, [all others laughing] that one is much talkative, so I like to do with people, I like this group.

C: Also, what I like about mmm the group here, in totality, to understand that you can collect the information even from just a piece of paper. I thought that collecting information is a big, yes that we are not having these...???, especially having these

B: I liked it because it created for me a lots and lots of friends, which whom I can express myself.

Xxx: for me I think by hearing that some people are doing this and that, even that Nomsa knows how to use these things; I think I am getting motivation so it's now that I have that full force that I am going to do a lot of work now. So I think I am getting motivated, that is the most important thing.

R: what was the best of the support programme for you? Don't let someone else say it for you, say it first.

XXX: I'm also motivated big motivation I receive here worse... worse that first time going to Cathcart, in January, February, I like it and I appreciated in because I don't talk much. But I see the strategy and I'm going to use it. So I like it.

Xxx: I am motivated because there are friends, if they ask, they say they must give me a time whereas ??? school dropout. They are going to say the title must be 20 words. How can I do that? So this FaceFunda has helped me

Xxx: what I liked is the information sharing with each other because before I had a negative attitude with this research.

ZZZ: Even me I gained more information for even to that ? we were doing 1:25:26 it motivated me

G: before I was afraid for the research because some people say the research is difficult [agreeing sounds] Difficult to pass it, but I'm here, I pass it the first time! [all laughing happily with her]

R: good, Thank you very much.! Give us a smile [all laughing heartily] ok. Well thank you very much – I think we have gained a lot of information there. Now it is your time to talk to each other. You give each other phone numbers and just interact, being friends together. But the one thing I still want to know, did you ever start sms'ing each other? Or What's upping each other? After you got to know each other a little bit better?

Xxx: Hmmm [agreeing sound] I called Anthony.

R: Yes

B: didn't I? [laughing heartily]

B: and Nolitha called me also and said, asked your number.

R: Thank you. Those who haven't had lunch, can come and have a pie and cooldrink.

[Everyone switches their cell phones on and phones just ring all over]

General talk happen. Giving cell phone numbers to each other. 01:28:00

Topics talking about:

- Giving cell phone numbers to each other
- Talking about computers
- Modems
- Network

We have just spoken about a very important thing: if you don't get enough participants at your own school, ask the people of this support group to also answer as participants, because you are all educations and you are becoming friends. [all agreeing sounds] They can also fill in those questionnaires. It just mean just at your school. I

G: It is difficult at our school! 2 only from my school!

R: why don't they want to?

B:

R: Uteni abafuni? [Why don't they want to?]

They say they are busy.

R: if you give them this small space to write, I am sure they will be willing?

B: jaa, they were willing Ronel, because first time I gave them that page, you told me, today I gave them these questions with the line – they say jo-hey[] I will do this, they are willing now.

R: because it is one question that is broken down into smaller pieces. Then it is easier to understand.

[all talking in general again and giving phone numbers and jokes about our 'taxi' and all want photo's taken.]

R: Nolitha you are a very special lady. 01:40

A: Ohhhh.. thank you very much.

R: I want to give you those 3 people's names

A: ok

R: you are a person that is willing to help

A: and you know, I am on leave on incapacity leave

R: really? You can take this piece of paper, there are their names and cell phone numbers

A: I will tell them about the work. I know this one.

R: even if you just tell them what is FOER, what is the research, what is this, what is the next thing.

A: Ok, Ok

R: you know? That is important.

A: I will give you a feedback after this.

R: all right, all right. Because they haven't written FOER. So they

A: so they are new? Ok ok

R: goodbye, and a hug

[others call her back with a hug! A hug!]

R: I am very proud of you. You wanted to stop, and yet you go on. Go well.

R: Nomsa here is your poor performance example.

A: I will try to meet you, Ronel

Yes

A: My first stop will be with u at your house when I go to East London

R: now there you are! Because I am right off the main road in Cathcart. It is easy to get my house.

A: Ok I will tell you.

Bye bye keep very well see? We didn't do the group photo now.

R: it doesn't matter that much. I can't use a group photo . the photo must show what we are doing, you see?

Zzz: what about the holiday now?

R: no no, I'm finished with FF to come and have the meeting. It's only on FF now for the holiday, until a little bit later. That we will keep on. So if you've got a question, talk on the FF. and then I will answer in the evening. But I'm going to be a student for myself now for 2 weeks in Potchefstroom. So I can't actually be busy with things here.

Zzz: so you can't check even my proposal?

R: ja, I will have to see how it goes after the holiday.

Zzz: after the holiday

R: you see why I am so concerned, my own time is: I must finish my masters in 2 months, so that is very quickly, so I haven't got a lot of time. So I would rather just help you with pieces but I don't want to read the whole thing. But the Bibliography, I will try if there's more people who want to come, I will come one Friday afternoon to explain the Bibliography. But not. My time is just a little bit like that!

Zz: a pie?

R: my goodness, didn't you get? My goodness, come, come! Which one would you like? The Fanta, Pine, Stoney? There you go. That's a big pleasure. I think we're done! Sjoel

Interview with Nono on 27 June 2013 at the Wagon Wheel in Cathcart.

(She only attended one of the meetings)

R = Researcher, N = Nono

R: All right now, just quickly quickly, just a few questions?

That day that you were at our meeting, né, how did you find the session? That you attended – how did it feel like?

N: No it was fine, it was fruitful.

R: Ok?

N: though I don't have a chance now [laughs nervously]

R: All right.

N: But in everything was fine.

R: Is it? Ok

N: Yes

R: so what do you think you learnt from that session?

N: from the session?

R: Ja

N: It's the freedom of speech! Everyone was fr..e..e.. to talk!

R: ok?

N: and you were free to ask questions, Ja – the freedom [laughing happily]

R: all right! That's wonderful

N:

R: now how will you use that in the future?

N: In the future?

R: that thing that was nice that day?

N: Ok, o..o..o..h..[laughing heartily] How can I explain? M.m.m.. i..i..can even apply it by teaching others

R: ok?

N: Ja, negotiating, ja it is so good

R: ok?

N: for everything you see, if you don't understand something, somebody will help you to understand and to make it clear everything that you misunderstand sometimes.

R: ok? So you grasped that we were trying to have a support group? OK

N: Ja, Ja, everyone was supporting.

R: Now what factors played a role that you didn't attend anything else? Like give me a few reasons?

N: Him.m.m. for not attending? yo, it's because I was so busy at school,

R: ok?

N: Ja, I'm so busy I don't have a chance if I come out of school I have to attend my children with some problems, like the sport extra mural activities, and the businesses...my husband is a business man so I have to help him to support him. Sometimes he goes out of town, then I have to accompany him.

R: all right, all right, ok. So you don't feel that is was that you didn't want to come to the meetings?

N: NO it wasn't that I didn't want to come, it was just because I have no chance to attend the meeting. I'm so keen! I'm so keen to attend,

R: I can just see...

N: it's just that I don't have the time.

R: all right, I understand that! Now, the way I sent my invitations, it was by sms

N: yes

R: do you think there should be another way how I do it?

N: no, I think it is good for the sms's

R: ok?

N: it's a good idea so send us sms's, because sometimes you find if you phone us,

R: Ja?

N: there is no signal sometimes. In the rural areas you can't get us through cell phones, so it's better, because wherever you are, you get an sms. Ja, it's so good.

R: so that was fine. All right. And the meeting venue, would you have preferred another place?

N: the library? No, no, that place is a very, very good place [laughing happily]

R: Ok?

N: Because it is quiet there, we have, e..e.in fact it is a good accommodation

R: ok, ok, that is what I wanted to hear. Then the support group assistace on FFunda, what did you feel about the idea? Of Facebook and Technology usage for academics?

N: Ja, its so good because we share, we share everything, we share the views, we share the facts, we share everything. But it is a problem to me because I've not yet installed the FaceFunda

R: Yes

N: but its fine

R: so the idea is a good idea,

N: yes it is a good idea [laughing

R: I'm glad to hear that! And then, why haven't you opened on FF? What was your barrier there?

N: I think it took time to.. to not that I didn't want to be in FF,

R: I understand?

N: Ja, but it took time. And this phone is not smart enough (laughing heartily)!

R: ok! Now haven't you got a desktop at home, or a computer like that?

N: yes I have a...a.. my children, my daughters have laptops, so I think they can help me with that.

R: yes, I think that will be nice. All right. And then, what is your idea about completing your proposal and the research?

N: yo...[sigh heavily] yo....[laughing nervously]

R: how you going to manage the work that is lying ahead?

N: [Still Laughing] its...its very busy.... Too much work, but I will try by all means. Because I believe in perseverance.

R: O yes!

N: and I have the confidence of doing anything I need to reach a goal.

R: wonderful! That is so nice Nono! Now tell me when did you start with your studies? This honours?

N: e..e..my...I registered last year in January

R: all right

N: But now I'm left with this research and one module – Applied Learner Support

R: o.. APLS. Do you think you will go to the other people that came onto this support group to ask them?

N: Obviously, obviously – yes!

R: O? Ok.

N: I have a friend, Zo , I don't know if you...

R: yes, Zo

N:Yes Zo , I have ...e..What's up with her, I always contact her and Tobi as well

R: Yes, Tossie of course yes. She brought you that day mos?

N: Yes [laughing heartily]

R: Ok - Nono, that's all I wanted to hear

N: Ok? [laughing heartily]

R: I just needed to hear what do you feel about how...? Because if there is improvements that you can suggest, I would like to hear it?

N: e... [deep sigh] [laugh], but now I have no suggestions, but its just that I'm worried that I didn't attend the previous classes.

R: Ja..?

N: Now I have to start. I think it was my plan that I was going to start yesterday, but yesterday I had a memorial service. So today I'm on my way to East London, and then as from tomorrow, I will start with my work.

R: Ok.

N: And then concentrate. As from tomorrow, up to the opening Yes... yes

R: till you finished the proposal? Now remember, if you can open on FF, you must phone me, because on FF, there's every week some information. And it will also help you even if you haven't got assistance from other people. You know, you're welcome.

N: But e...e... at Vodacom shop they installed my internet, internet thingy, but I didn't know the address of FaceFunda, so...

R: They can't, I must send you the invitation, because it is a secret group, so it is not open to anyone. That is why, if you let me know that you are ready, then you can just send me a message.

N:Ok, ok, I'll send it

R: Nono, how many people have you got in your car?

N: 5!

R: Come I want to buy a sweetie, for the people in your car for waiting for us!

Goodbye, and travel safely!

Interview with Baby on 06-28 at Queenstown Library

(She only attended 1 meeting and is not on FaceFunda)

R = Researcher

B = Baby

R: Hey wena [laughing heartily] lomtana wum! [Hey you, this child of mine!]

B: Because I don't know anything! Especially Proposal – nothing!

R: Oh really?

B: Nothing.

R: which meeting did you come to? Baby?

B: The first one.

R: The first one?

B: the very first one.

R: Ok, and then how did you find that session? How was it when you were here and you were listening?

B: It was fine, it was good a..hh.. really it was nice.

R: Is it? Did you learn something new that day?

B: Wh...?

R: Was there something that you think: O I like that?

B: Ja, because e..e..e..e..e modules I didn't read thoroughly...

R:

B: so I learnt about e-proposal what must we do and *uyabona*? [do you see] All that thing. Hmm.

R: do you understand the proposal a little bit better now?

B: No [sharp]

R: ...after that day?

B: No.

R: Not yet? [both giggle laugh]

B: Because we didn't get into [shows to the cell-phone, meaning FaceFunda] ne? Then last time, last Friday, ne? I didn't come so ...

R: Ok, and all the other meetings in the meantime? Did you get the sms's that I sent out?

B: Himm, [Agreeing sound and she giggles nervously, guilty look]

R: ...and what prevented you to come? [she still giggles]

B: I was at funeral last time, I said to you.

R: O yes, that Saturday yes

B: I was in funeral. And then Friday, that Friday, this Friday, ne?

R: J.a..a..?

B: they were doing something at school. We were at function at school that Friday. So I didn't have the time to come.

R: Ok...ok... And m..m..m would you have liked to come to the other meetings?

B: Himm... [agreeing sound]

R: What should I have done to make it easier for you to come to the other meetings?

B: [sighs and silent...] I think you've done enough, I think so. Himm [agreeing sound]. The time is right, ja, I think so. Hayee [disagreeing sound] I wouldn't say that anything must change.

R: all right. Now what, I think we had 3 other meetings also, what prevented you for those meetings.

B: I don't know,

R: you see I sent sms's all the time, it was basically, but not every week but it was like every second week we had technology training on the cell phones and so on also....

B: That was in Cathcart?

R: Nee, hayee [disagreeing sound] no, it was here, after the Cathcart meeting, we had it here.

B: o..o..o..

R: Ok. Ok. All right. Maybe that didn't go... through. Now tell me, i..m..mm.. so the invitations to the meetings then, then you think you didn't get all the invitations?

B: Maybe the last one, but I did get others, did get the others.

R: You did get? You did get? What other way would have been easier for you to get the messages? Kyk, I send mos to invite you on the sms's

B: On the sms's ja? It's the real one the sms's.

R: Is that the right one, or is there other ways that you wouldhve liked.

B: hayyee. [disagreeing] it is the right way, but what I would love to getting in, in Funda...FaceFunda. I didn't get in FaceFunda...

R: FaceFunda. Yes? You see, that is why we had 2 meetings here at Queenstown for that to help the people. I brought the man that helped us, it was the technology, the...the... computer man. And he helped us here at the meetings to get you onto FF. Ja, so that was.... I'm sorry you missed them!

B: ...But can you invite me, u**yabona?** [you see?]

R: yes, but you must send me now again your cell phone number,

B: ok

R:...that is open on the Internet.

B: Ok.

R: You must be open on FB....

B: himmm... [agreeing sound] I am open on FB

R: O, you are on FB? All right, just send...

B: I did came with my laptop, maybe you will try – both of us, to do that

R: Ok, let us see if I can, I'm not so very good with that, but I can try. We can try, I'm sure, we'll try [laugh]

B: If I do have airtime for that, I'm not sure.

R: ok. And then the meeting venue – here at the Library

B: Ok

R: Do you think it was ok? Or is there a better place that would have suited you?

B: Hayee [disagreeing sound] it is the better place. It is...

R: why?

B: hmhhh... It is not an awkward place, né, everyone can come here to Library. I think it is right place.

R: Ok. Ok.

B: It is the right place because all of us we are in this area...

R: That's right, its central.

B: I'm living in this area...

R: Ok, ok. And then the support group on the FF – hmm.. what did you feel when you heard that first day, that we are going to be on Fb, that we hmm, we are going to support each other. What did you think about the idea?

B: I think the idea was very good! Because you learn more ideas ne? from other people, himme [agreeing sound]

R: right. And you say you are open already on FB? So can you work on Fb, do you chat to other people already?

B: I did, but [laughing heartily]... but...but...now, I didn't.

R: Ok, ok.

B: But I chat...

R: because on FF it's also chatting to others on the wall, and so on...

B: ok, ok

R: So you will be able to do it.

B: I will be able to do that!

R: Ok, so let us try then. And then, hm.m.m. what are your ideas now about completing your Proposal and Research? [both laughing]. What plans are you going to make? [still laughing]

B: Last night I was trying to..... combine my ideas....[she laughing squeaky loud]...but I DON'T ANYTHING! I'M BLANK! [we're both laughing] Really ma'am, I'm blank! [we both laugh]. I've got my neighbour, she's doing Management, and I'm doing Curriculum....

R: Ok...

B: WE ARE BOTH BLANK! [she's laughing heartily!] We don't know what to do! We don't know really! We don't know!

R: Ok, and did your neighbour – was she also with NWest?

B: she was, himmm [agreeing sound]

R: Who's...what's her name?

B: That is Klaas.

R: O-ja, she also just came once...

B: him [agreeing sound]

R: that first day, ne? Ja. Ja. I've got her name there {I'm looking on my student list}

B: But now she's not available, she is in Grahamstown.

R: Ok. Ok. Oh so both of you.... Now do you know anybody else that came to the meetings?

B: Himm..[agreeing sound]. We do have, let me see?{wanting to look on my list}

R: This is just the people that I invited to come today.

B: Ok. For *into-nto* [this thing]... {meaning for these interviews that I organised}

R: Ja, but all these people only came once. So they won't be really able to maybe to assist you, but other people that came more, to more meetings,

B: Ok, there was a lady, I don't know his surname, I find in here {showing to the Library}

R: {I say a few names} Nomsa, Ho, Tossie, hihe [disagreeing sound] ...ok.

B: {she laughs nervously} I do have... and she is also doing Curriculum.

R: O yes,

B: {she's looking on her cell phone numbers to try and find a familiar name}

R: [reflectively] there was another lady that said

B:T....

R: yes, Twalo

B: *Twalo naye*? [she also].... Nokelu.

R: I don't know now, there's too many names. 35 names is a lot! Ok. You can ask her then, maybe she can assist you because the purpose of this support group is that people that came regular to the meetings, they are able now to assist other people. So you must form that little group, you must phone her and ask: "Can't we meet somewhere?" and then you and Klap get together with her, or somebody else, and they must explain the work. Because they have a good idea now, and they will open your mind so that you can ...

B: Heyha [disagreeing sound] it is very difficult.

R: It's not so difficult if you know what you must do, but before the time it is like...

B: ...BLANK...

R: Ja, that blank feeling... hey? O shame! All right, so that is the main thing. I think if you bring your computer. Have you ... has it got electricity...has it got the power? Or must we go inside? Let's try.

{Baby goes to her vehicle to fetch her computer. She didn't have airtime on it, so she walked to the Spar to buy some. It took her about 20 min before getting back and trying to load it onto her ????

Eventually she got it right and opened Facebook, but I was unable to invite her onto FaceFunda, but promised her that we will invite her by tomorrow. I will ask the Geek to assist me to do it.}

Interview with Dion 06-28 at Queenstown Library

(She only attended 1 meeting, but she is on FaceFunda. I knew her from earlier this year because she contacted me before she wrote FOER.)

R = Researcher D = Di

R: Di, thank you so much for coming, I realize you from Wittlesea and its always difficult to get to the places.

D: Yes ma'am...

R: but I'm glad you came!

D: I'm also glad to come here and meet with you [we both laugh a little]

R: Now listen, you attended the ...second meeting...the third meeting...? You attended one meeting here with us.

D: Yes, and then I attended that twice, this one is the third one. {She is referring to the meeting that she came to me to Cathcart previously, for the help with FOER, then the meeting with FaceFunda and now today's meeting}

R: All right..

D: And then before when I met you there in Cathcart

R: And I helped you with...

D: you helped me with Foundation of ... hi.m.m.m [agreeing sound] of FOER

R: FOER!

D: Hi.m.m.m. [agreeing sound] because

R: and did you pass the module?

D: I didn't g... I didn't know yet because I didn't go the check the the Post Office. The thing is my phone doesn't deliver the messages and even the calls. I also changed it, even this one. {She had a very old phone with her with a completely broken glass-face} Just to put the sim-cards together to get the calls.

R: O shame, so you are struggling with you cell-phones

D: Yes, I'm struggling with my cell-phone

R: Aag Di, that is a pity, hey?! [we both laugh softly in agreement]. Ok, now what did you enjoy...

D: But I hope so! {referring to passing of FOER}

R: Ja, that that will come right? What did you enjoy of the meetings? What did you feel about the sessions?

D: These sessions are so fruitful, in such an extent that, if if a person is meeting with you, is coming out...is coming to you not knowing what she knows or what she doesn't know.

R: Ok

D: but after I met with you, my mind was clear, I was able to differentiate between the quantitatives and the qualitatives and I was able even to know the worldviews in depth. SO I said that to meet with you to be the part of people's lives and studies, is very much important. Because you leave a person being highlighted in everything.

R: Ok

D: and even by the time that we are here, you helped so much, even to get into Facebook, because some of us were unable to get into FB, we were unaware how to, but now we are able to use FB.

R: OK

D: So through you!

R: O thank you! And are you using FB privately also now a little bit more?

D: I...I'm using FB in that taxi of us, FaceFunda, but there is the thing – the thing is I think the problem of my phone that you didn't get my messages. As I told you that I sent the messages and I said to you, I phoned you and asked did you get, and then you didn't get. I think it was this problem of my phone. Because I was gone to the comments and commented and sent and the page reported sent, but it didn't deliver it to you.

R: ok. Ok. So there was a communication problem?

D: There was a communication prob....breakdown in the phone.

R: Ok

D: No there was a phone problem. So which I was unaware. I realized it this morning that it there is a problem with my phone, because each and every phone that I was calling, was not getting through. The net...there was a connection error, so I thought that maybe the network...and then,

but the the...there is another phone there which is in my pho...house – Vodacom, because I can see that messages can get into that phone, so I realised that the problem was with my phone.

R: And I haven't got that other cell phone number of yours so...

D: No, you didn't got that one – so that's why I took out my sim-card to this one that is working.

R: Oh I see – you clever to make other plans! That's wonderful! [she laughs heartily] Now, you learnt from my sessions, is that right?

D: Yes, Yes ma'am.

R: What do you think did you learn? What is the something special that happened at our meetings?

D: {She smacks her lips} What I learnt – by that time that we met in these sessions, where you were just doing an introduction of this FB, and then the most important meeting that we had together is that one of Cathcart.

R: Ok.

D: So in that meeting, the most important thing that you taught me is how, when you are getting in every subj... in every module, when you are getting in examination, how to prepare yourself.

R: ok

D: for you not to be confused. You know, so you helped me with that. In terms of confusion, that for you to be successful in your exams, you must do this and that. You know? You must try to make your rough work at the back, to take out everything that is in your mind, and jot it down, for you not to forget anything. To remember in... where...when the question is probing you to know where to go

R: {surprised} Ok! Ok! So it helped you...

D: It helped me...

R: Just with learning techniques...

D: Yes!

R: ...as well...

D: ...And then... everything that you teach me there e..e..a..a..I've helped my colleagues that are here in Queenstown. They called me: "Hey Di, I have a problem with this FOER" so I said: "No, I'm clear with the FOER, I've gone to them and I explained everything to them". Now they have passed, they got their results, they passed! [I'm laughing happily]

R: That's it! So you're a good teacher, hey? [I'm laughing happily and she acknowledges the compliment by saying yes-yes]. That's wonderful!

D: I'm a wonderful teacher today through you!

R: Thank you my girl! Listen now, and what factors played in a role that you didn't come to the other sessions here at the Library?

D: The problem is – yo... {Thoughtful silence, suddenly deepening the atmosphere}... Mrs. Bester I didn't discuss ... yo... my big problem with you...

R: a..a?

D: I had a big problem, I'm a sugar diabetics person...

R: Ok?

D: I had a fracture, when I was going to school; I was on the way to school. It was on a ???{I can't figure out the words she used} and then I fell down and then that has caused me a problem. Then one other time, I didn't come to the session I was admitted in hospital, I sent you a message.

R: Oh...? Yes.

D: and then there was also a problem of mine of this sugar diabetes which was high.

R: Ok

D:...very much high, and then I couldn't get in the sessions.

R: All right..

D: and then, during my examination time, I had a problem. M..m.m..m my young sister, my last born sister, had been killed by her husband, was strangled...

R: Hay-bo! [O-no!]

D: Yes! Was strangled by the rope, after that husband had killed himself, hanged himself.

R: Ag nee, Didi!...{Full of compassion}

D: ...So that thing[k] is haunting me too much. And then it had happened during the bad time of my examination. During that time of my examination, this thing had happened to me.

R: {Compassionately} Yo! I'm so sorry to hear that!

D: Yes, and then for now, I'm facing to raise two small children of 9 year and 5 year.

R: A..h.h..h, that is so hard hey?

D: very, very, very – I couldn't take it.

R: Shame Di. I can just pray that the Lord will help you. And that He will show you the way.

D: Yes, thank you, sweatie.

R: {Settling to safer grounds and coming back to my questions} Right, so my invitations to you, m..m.. about the meetings, was the sms's difficult because of your cell phone that had a problem.

D: Some other, I got them. But I responded that I'm this broken bones, né?

R: Ja

D: and then the last one, I was on the....since we were closing the schools, the situation was so hectic because we issue the reports and attending the parents, whatever. So I came late here, the session was at 1 o'clock, then I clock out at school on 1 o'clock. So in other Fridays that I got the sessions is because I just get out at 10 o'clock and run this side. You know? And I negotiate with my HOD that I'm running to the session, then I go here.

R: Ok, but Friday you couldn't because of the parents meeting and the reports?

D: Yes, because that Friday, because that closing the last Friday. Yes, because of that.

R: Ai, man. Right, then the meeting venue: here were we meet at the Library, how do you feel about the place?

D: The place is fine. Is very much fine, because it is spacious, it allows us even to make some groups, you know? You are free to even to even put every study material of yours {referring to the comfortable tables in the hall}, it is not too much small. It is fine for us.

R: Ok. Ok..

D:... and then where you see everything clearly, its accommodative – it's so fine.

R: Thank you, thank you...

D: and then I must compliment you for your organization that you can organise something –

R: [laughing]

D: You know, you can make everything possible!

R: [laughing] Aag, Thank you Di! Listen now, you are on FB, ag FF?

D: Yes, I am on FF, so I check even your comments and whatever, even if you are accepting some new ones and some ...congratulating some birthdays, and everything. So I see them.

R: and how do you feel when you read them?

D: no, what I feel when I read them, I feel that: Ronel is a caring person. Ronel cares for each and every one! Ronel is able to nurse everybody! Because it seems as if everybody that is in FF, you know and you accommodate, you know? You even remember the birthdays of people. [I'm laughing happily]. You know? This is showing that you are so concerned...you know?

R: [still laughing] oh, thank you! And you, did you feel that it was part of your people or didn't you get the feeling of this group is my support group?

D: This group is my support group, but I didn't fit in because I didn't attend here. So what I want, I want to gather myself to attend everything.

R: Ok...ok... Ag I'm sorry, but circumstances are sometimes that you can't get to everything. Ja, sjoe sorry about that, Di. Right now, a.m.m.m... do you think FF is a good idea? Or is it a bad idea, or do you think it can work?

D: FF can work because it is cheap, first of all. Because it is working through FB.

R: Ja...

D: If you can come across with a question that you can't understand it properly, you can send a message and then each and every one, each and every member of the group can assist you, you are not focussing on one person only, but you are just focussing on a group at large. Then you can have the assistant this side and that side. So that's why I see that it is so fruitful and then it is helpful too, so you, it is a sort of a networking, you helped us in networking

R: ok, and that networking, means that people who didn't know each other, are now together

D: yes, yes, are now together and then there is also the person that can give us the solution in whatever problem that we can encounter. We have Mrs. Bester!!!

R: A.g.g.g.g! [both laughing heartily] you are so special, Di!

D: Our problem solver! Yes!

R: [still laughing] Ok, then what is now your idea, your own plans, how are you going to walk the road to finish the Proposal and your research?

D: I need to come closer to the group. And then I need to come closer to my advisor. [laughing] I need to come closer and then I need her to help me a lot because I've also told her my problems,

my real problems that I was facing. So I need her to breastfeed me [I'm laughing] as she did before!

R: [still laughing] Ok, now Di, now tell me...

D: I know that, that you are a caring person!

R: Ja, you must remember that the facilitator at the meetings, they are the people that must really guide you. Have you been to those contact sessions?

D: No...

R: Of...At Bisho or Umtata, I don't know....

D: Yes, I've been in Umtata,

R: a..h...i..m?

D: Contact sessions in Umtata, but the contact sessions are no more there now, there is this Whiteboard. So, ever since there is this Whiteboard, so i... ever since I've realized there are no more lecturers then I came to you. It is you who helped me to come across with everything. Then since I met with you, I now understand what must I do...

R: Ok, now what is your feeling about those Whiteboards?

D: My feeling about the Whiteboards ...I..i ...don't feel any explanation – they are just lecturing and go. So at least, if I meet with you, I have a depth explanation in whatever problems I come across with.

D: So even if, I can meet with a group, at least we can discuss the thing further in a Facebook, in a whiteboard you can't reverse it, if it had played and run just run, pass by, you cannot reverse it. For you to understand something you didn't understand. If you didn't understand it clearly, it is gone.

R: Oh I see, I see, Ok. Now, now this support group that we have formed on the FF also, you must have the freedom to..to contact those other ladies...

D: Yes, I...i... I'll try

R: because there are ladies here in Queenstown

D: I will try to contact that Mrs. Nke, and then I saw in FF that you congratulated her because she passed her Honours, I was very much happy, at least you have some products. Yes.

R: Yes, and there is also Nomsa, she's very willing to assist with even the technological problems. And there's also Tossie, she is also very willing to help.

D: Ok, the thing is, I've been looking for the number of Tobeka Mpame, do you have it with you?

R: a..a.. yes, I've got it on my cell-phone.

D: because I also helped Tobeka Mpame by the time of research.

R: O yes? Yes. And they are willing to assist other people so I feel that it will be good if you can contact them.

D: Yes, very much good. I can contact. and then Hob also is there in Tambo, I have her number.

R: Tossie is 0725966981, and she's Tossie.

D: ok.

R: and they will really m..m.. they are advanced, you know what I mean? And they are willing. I asked them here at the meeting last week, and they said they would love to assist other people.

D: Yes, because by assisting a person, you are also getting more information.

R: Yes, you are sharing, you see? And that..

D: So I helped Tossie. Oh? In FOER, we were writing in the same desk, and then before we get in there, it's me who lectured them.

R: Now look at that! You see! Now you can sit with her, because she's got all the notes of all the meetings that we had.

D: Yes, I will go and take them.

R: Ja, make a copy so that you've got yours.

D: I'll go ma'am. I will try to contact you, I'll check I think the results are reached in my Post office, I'll check there and then I'll tell you immediately.

R: Ja, Ja! And this is your gift

D: {very surprised} H..a..a..a?

R: From us for thank you for coming today.

D: Thank you so much! It is so great!

R: It's your exam-pad, and when you must work, you must FaceFunda!

D: All right! All right! This is our taxi!

R: Yes!

D: Ok, Mrs Ronel, I will come to you, ai, Mrs. Ronel, I have a problem *nyani* [really]

R: Ja...?

D: Because *nyani* [really], this thing of my sister, I can't take it. It is very much painful. I don't want to even talk about it,

R: I understand!

D: To lose a person, I know, I know. I lost my husband in 2002 in a car-accident.

R: O tog?

D: and then I was all alone. Then this sister of mine was my sister and my baby.

R: Oh?

D: Because was my second hand in everything.

R: Oh, ok

D: that's why I feel like I'm not fine now.

R: and you must look at your health with high blood and sugar

D: I have high blood, I have sugar diabetics. I am on treatment.

R: ok, so the doctors are looking after you?

D: yes, but in all that, I need to pass my things. To pass my Hons.

R: yes! This will help you

D: Then, even if whatever happens in my results, maybe this thing has affected me, and then I didn't concentrate, I didn't know. I'll check...

R: you do it again...

D: and I'll come to you, I'll do it again. Please assist me?

R: Ja, ja. I will help you, but I'm now busy with my Master's and I must give it in in October, so I am very squashed for time at the moment...

D: I know, I know. And then I'll meet my group and they are going to help me pass.

R: and if there are any more questions, ask it on FF. FF is staying open.

D: and then I want to do this proposal together with them.

R: Yes, I think so.

D: if there's something that happened, I don't know what happened, but I need to go to them.

R: No, you try! Di, I just want to say thank you for coming, once again. Go well and be strong!

D: Thank you also for everything!

FaceFunda TRANSCRIPTION 07-05-13

Ndicela i-number ka-Tobeka Mpame, please.

Like · · Follow Post · Yesterday at 7:44am via mobile.

Seen by 3

Tobeka Mpame 0725966981 thats my no cc.

Yesterday at 10:25am via · Like..

Ronel Bester

Tobeka's cell number is: 0725966981. Have a nice day!

Like · · Unfollow Post · Yesterday at 8:45am

Seen by 2

Sipho Mlandu likes this...

Ronel Bester

Yes, the literature summary must be done in 1000 words. So if you take 5 articles (or sources) and make a summary of 200 words of each, then you will have 1000 words. But it must only apply to your chosen topic. Do not just summarize the whole article - look at what is relevant and write about that.

Like · · Unfollow Post · Wednesday at 11:29pm

Seen by 2

Tobeka Mpame Morning cc, ok I will try nd do that , it is not an easy job, I'm telling you, but we will get there,how is your stay at Potch ?

Yesterday at 5:36am via ·

Ronel Bester

Hi there - how are u all doing? I hope that the Proposal is getting your attention during these days of holiday?

I'm working nice and hard.... but that is what research is all about!

Like · · Unfollow Post · Tuesday at 4:26pm

Seen by 3

Tobeka Mpame Hi Ronel,tjo its so hard nd lots of work, tjo the proposal,is it neccessary for me to do the summary on the literature review.

Wednesday at 2:49pm via · Like..

Ronel Bester

Time flies! I am off to Potchefstroom for 2 weeks - to be a real student! I will keep my eye on this 'taxi' and respond to any questions.

I hope that all of you will work hard on the Proposal during the holiday, because during the term it is very challenging to study. And the 15th of August is just around the corner.....do not let time catch you!

Like · · Unfollow Post · June 29 at 11:00pm

Seen by 5

Nokhwezi Saleni Ok Ronel have a good time there

June 30 at 3:19pm · Like..

Nolitha Hobongwana

Iam in Mediclinic hospital Bloemfontein thats my last day today ,I wil meet the group very soon.

Like · · Unfollow Post · June 29 at 11:02am via mobile.

Seen by 5

Ronel Bester O my! I hope you will get better very soon and that the rest of the holiday will just be a good time to recuperate! Thinking of you - God bless you.

June 29 at 11:36am · Like..

Tobeka Mpame Keep well cc,I'm happy that its your last day, hopihg to see you soon.

June 29 at 4:44pm via · Like..

Iam in Mediclinic hospital Bloemfontein thats my last day today ,I wil meet the group very soon.

Like · · Follow Post · June 29 at 11:02am via mobile.

Seen by 4

Nolitha Hobongwana

Iam in Mediclinic hospital Bloemfontein thats my last day today ,I wil meet the group very soon.

Like · · Follow Post · June 29 at 11:02am via mobile.

Seen by 4

Nolitha Hobongwana

I am in Mediclinic hospital Bloemfontein that's my last day today ,I will meet the group very soon.

Like · · Follow Post · June 29 at 11:01am via mobile.

Seen by 4

Ronel Bester

Thank you to Noncedo Hughes, Buyelwa Twalo and Didi Ngqawana who made special effort to meet with me for individual interviews! It is really nice that you are willing to help me to gather my data for my project. Good luck with all your own studies...

Like · · Unfollow Post · June 28 at 10:03pm

Seen by 5

Tobeka Mpame Thanx so much for Noncedo ,I've been longing for that for her to see you.

June 28 at 10:13pm via · Like..

Ronel Bester Yes, she promised me that she will come to you for guidance. You must please contact her by Wednesday if she hasn't phoned you. Didi also said that she will contact you and Nolitha. I really hope that the support will help them to understand the Proposal! I'm sure you can do it!

June 29 at 9:49am · Like..

Ronel Bester

The wonderful Focus Group Meeting that took place on 21 June 2013 in Queenstown. Thank you to everyone who attended! Your input was very valuable!

Like · · Unfollow Post · June 27 at 6:31pm.

Seen by 6

Ronel Bester

Like · · Unfollow Post · June 27 at 6:28pm.

Seen by 6

Zoliswa Maseti likes this...

Ronel Bester

Is the lady's name maybe Phumla Bambata? I need to know to write her name onto the attendance register.

Like · · Unfollow Post · June 26 at 11:12am

Seen by 6

Portia Nkebana Yes, is Phumla Bambatha.

June 26 at 3:12pm · Like..

Portia Nkebana Yes, she is Phumla Bambatha.

June 26 at 3:14pm · Like..

Ronel Bester

What is the lady's name that is standing next to Portia?

Like · · Unfollow Post · June 25 at 8:42pm

Seen by 6

Ronel Bester

Some interesting info: The Qnt Library has computers that work like an Internet Cafe. You pay R20 for 30minutes to work on the Internet and you can print the research work at an additional cost.

Wow!

So do research on you cell-phone's Internet, write the addresses down and then go to Library and print it out. This is a wonderful service - make use of it!

Like · · Unfollow Post · June 25 at 7:25pm

Seen by 7

that's wonderful Ronie thank u so much

Tobeka Mpame Wow great.

June 25 at 7:44pm via · Like..

Tobeka Mpame Wow great.

June 25 at 7:44pm via · Like..

Ronel Bester

CONGRATULATIONS to Portia who has just heard that she has passed her BEd Hons and is graduating!!! Hard work pays off!

Thank you Portia, for coming to our meetings and supporting all of us!

Like · · Unfollow Post · June 24 at 2:49pm

Seen by 7 .

I just want to add to what Ron has said,Portia I,m proud of you ,keep on doing what is right for u and for us.What I like 4rom u you are not selfish.U help everyone who need help,Congrats!!!!!!!!!!

June 24 at 3:01pm via mobile · Unlike · 1

Portia Nkebana Thank you Ronel and MaHoks. I am so excited today. I am willing to help with my little knowledge to everyone who needs help. Ronel its you who made me to pass my Research Report. Thanks a lot to you my friend.

June 24 at 3:15pm · Unlike · 1..

Anthony Trom Thats good news, inspiring and motivating too, huraaaa

June 25 at 3:56am · Like..

Nolitha Hobongwana

I want to say thank also to Ronel for your motivation,I think your wil lead to what Posh obtained today,IThank the Lord for giving you.

Unlike · · Follow Post · June 24 at 4:53pm via mobile.

Seen by 7

You like this...

Tobeka Mpame Ronel is really a blessing in disguise cc.

June 24 at 5:45pm via · Unlike · 1..

Zoliswa Maseti

Congra... Portia we would like to finish this course like u sisi ,thank u for supporting us and we still need your support.

Unlike · · Follow Post · June 24 at 4:54pm via mobile.

Seen by 7

You like this...

Tobeka Mpame Yha, thats a good spirit,we really need her fully.

June 24 at 5:44pm via · Like..

Nolitha Hobongwana

Thank u Posh,you are welcome.U are a role model.

Unlike · · Follow Post · June 24 at 4:56pm via mobile.

Seen by 7

You like this...

Tobeka Mpame Ilm proud of her cc,she did it,well done.

June 24 at 5:43pm via · Like..

Nolitha Hobongwana

Thank u Posh,you are welcome.U are a role model.

Like · · Follow Post · June 24 at 5:03pm via mobile.

Seen by 6

Nolitha Hobongwana

I want to say thank also to Ronel for your motivation,I think your wil lead to what Posh obtained today,IThank the Lord for giving you.

Like · · Follow Post · June 24 at 4:52pm via mobile.

Seen by 6

Nolitha Hobongwana

Thank u Posh,you are welcome.U are a role model.

Like · · Follow Post · June 24 at 4:47pm via mobile.

Seen by 6

Ronel Bester

Yet another Birthday girl in our 'taxi' - Tobeka, happy happy birthday! I hope you had a very special day and that the year ahead will be filled with love, laughter and lots of positive studying! You are a very special person!

Like · · Unfollow Post · June 23 at 7:25pm

Seen by 8Thank you very much my mom.

June 23 at 8:05pm via · Unlike · 1

Nokhwezi Saleni Happy birthday Tobs may God bless you nd give you many more years to come,gel

June 23 at 8:30pm · Like..

Tobeka Mpame Thank you so much my sister.

June 24 at 7:23am via · Like..

Zoliswa Gajana

what can be my topic when im doing curriculum development??

Like · · Unfollow Post · June 21 at 8:21pm via mobile.

Seen by 7

Ronel Bester It depends on what you are going to focus on. Say, for example, you want to focus on reading-skills for children. Then your topic/title can be: Aspects of developing a curriculum for improving reading skills in Intermediate Phase learners.

June 22 at 5:12pm · Like..

Ronel Bester Then your whole research must focus on reading skills. Otherwise you can take Mathematics, Or Life Orientation, or physical excercises or anything else that you think must be learnt at a school. Look at your learning material of the different modules that you are studying, and see what topics you like and then choose one.

June 22 at 5:17pm · Like..

Ronel Bester

I want to salute every person that has touched my life since the 26th of April 2013. You have all enriched my life and I am so thankful that we got to know each other a little better. Thank you for all the sharing and caring that has developed. You have truly enriched my life. Thank you!

Like · · Unfollow Post · June 21 at 7:31pm

Seen by 9

Nolitha Hobongwana likes this...

Portia Nkebana Thanks Ronel for helping us through our research . You do a wonderful job.

June 21 at 7:52pm · Unlike · 1..

Nokhwezi Saleni Thank you too Ronel,you brought light to my studies,I am now strong and able to face any challenge.God will bless you for your efforts

June 21 at 10:34pm · Unlike · 1..

Ronel Bester

Wow ,you do not know how you've touched mine,thaks cc for your tideless efforts to try nd mould me,thanx once more.

June 21 at 7:37pm via · Unlike · 1..

Portia Nkebana Thanks Ronel for helping us through our research . You do a wonderful job.

I am looking forward to tomorrow's meeting in Queenstown. It is the Focus Group Meeting where all the participants can give their opinions on how they experienced the support group that was formed.

I have some surprises and a lovely Power Point Presentation that shows the highlights of our times together!

Like · · Unfollow Post · June 20 at 8:37pm

Seen by 9

Lindeka Cuba likes this...

Tobeka Mpame We had a lovely afternoon ,thanx cc vha.

June 21 at 7:02pm via · Like..

Ronel Bester Thank you, dear people - this has been one of the most exciting things I have EVER done!

June 21 at 7:22pm · Like.

Zoliswa Maseti

School violence

Unlike · · Follow Post · June 19 at 6:02pm via mobile.

Seen by 7

You like this...

Ronel Bester

Can every student please tell me what is the topic of your study?

I want to prepare papers for Friday.

Like · · Unfollow Post · June 17 at 12:46pm

Seen by 8

Nokhwezi Saleni Yes I'm coming on Friday,my topic is Professional development in Education Management, Law and Systems

June 18 at 8:10pm · Unlike · 1..

Anthony Trom

My topic: Learner Discipline

Unlike · · Follow Post · June 18 at 12:11pm via mobile.

Seen by 8

You like this...

Ronel Bester

Remember the very important Focus Group Meeting on Friday, 21 June at 1 o'clock in the Queenstown Library Hall. Please indicate if you are coming - I am making name-cards for everyone.

Like · · Unfollow Post · June 17 at 7:48pm

Seen by 7

Nolitha Hobongwana

Poor performance of learners.

Unlike · · Follow Post · June 17 at 4:18pm via mobile.

Seen by 7

You like this...

Nolitha Hobongwana

Poor performance of learners.

Like · · Follow Post · June 17 at 4:18pm via mobile.

Seen by 7

Nolitha Hobongwana

Poor performance of learners.

Like · · Follow Post · June 17 at 4:18pm via mobile.

Seen by 7

Nolitha Hobongwana

Poor performance of learners.

Like · · Follow Post · June 17 at 4:17pm via mobile.

Seen by 7

Ronel Bester uploaded a file.

Here is the promised information on the section SAMPLING, should be number 6.2 in your Proposal.

SAMPLING.docx

Preview · Download · Upload Revision.

Like · · Unfollow Post · June 17 at 10:12am

Seen by 8

Sipho Mlandu and Zoliswa Maseti like this...

Ronel Bester

We have another birthday on our 'taxi' - Johan, the technology Geek! Happy Birthday, may you enjoy a wonderful year ahead!

Like · · Unfollow Post · June 15 at 3:35pm

Seen by 10

June 21 at 10:34pm · Unlike · 1

Happy birthday Johan

June 16 at 5:42am · Like..

Anthony Trom **Many more years Johan**

June 16 at 5:23pm · Like

Ntosh Mahlanza **wish u da best. Happpyyyyyy**

June 17 at 7:52am via mobile · Like..

Nokhwezi Saleni **Happy belated birthday Johan may the Lord give you many more years to come**

June 17 at 9:38am · Like.

Ronel Bester

We have even got someone who's celebrating his birthday - Norman, happy birthday! May this be the beginning of an exciting new year, and may it go well with your studies!

Like · · Unfollow Post · June 9 at 5:50pm

Seen by 10

Noxolo Cekeshe likes this...

Anthony Trom **Happy belated birthday Jali**

June 16 at 5:34pm · Like..

Ronel Bester

Sjoe, but it is very quiet in this taxi! Is everyone busy with end-of-the-term exams and marking? Remember, you are welcome to write in isiXhosa on FaceFunda as well.

Keep your eye on this space, I am going to post some info regarding "Sampling" for your Proposal.

Like · · Unfollow Post · June 12 at 8:11pm

Seen by 9

Sipho Mlandu likes this...

Nokhwezi Saleni **Haai Ronel we are quiet because we have a lot of marking and schedules to do.**

June 13 at 4:31pm · Like..

Ronel Bester Yes, that's how it goes with teachers at this time of the term! Enjoy the working...

June 13 at 9:13pm · Like..

Ronel Bester

AaaHhhhaa.... some more good news! There are 2 more passengers in our 'taxi' - Khanyaletu Norman and Slumko Qongqo! Very welcome here in our midst - may it be a pleasurable journey for all of us!

Like · · Unfollow Post · June 8 at 1:32pm

Seen by 9

Ronel Bester

The 'technology workshop' at Queenstown Library on 7 June. Thanks to everyone who attended!

Like · · Unfollow Post · June 8 at 7:21am.

Seen by 10

Anthony Trom **Pleasure**

June 8 at 10:29am · Like..

Johan Rossouw

Here is the link to Google Scholar as discussed yesterday

<http://scholar.google.co.za/>

Google Scholar

scholar.google.co.za.

Like · · Follow Post · Share · June 8 at 8:53am.

Seen by 10

Anthony Trom **Thanks Johan**

June 8 at 10:28am · Like..

Ronel Bester

We welcome some more passengers on our 'taxi': Nokhwezi Saleni and Thash Mehlala Dayi. Very welcome! I hope you are going to enjoy working with us on this website! Feel free to ask anything about your studies.

Like · · Unfollow Post · June 8 at 6:45am

Seen by 9

Anthony Trom

The problem about lit. Review

Like · · Follow Post · June 7 at 3:22pm via mobile.

Seen by 10

View 4 more comments..

Nolitha Hobongwana **Anthony ,can i help u in literature review? I give that offer ,if u can invite someone and meet in library the time im on leave.**

June 7 at 8:26pm via mobile · Like..

Anthony Trom **Ok, i appreciate that offer, when can we meet?**

June 7 at 11:21pm · Like..

Nolitha Hobongwana

we already jump in the taxi

· · Follow Post · June 7 at 3:24pm via mobile.

Seen by 9

Ronel Bester

Please click on the YES or NO button underneath the question. Please participate! - Everyone!!!

Like · · Unfollow Post · June 5 at 7:56pm

Seen by 11

Anthony Trom **Yes**

June 7 at 3:21pm · Like..

Ronel Bester

Did you have a Facebook profile before you participated on FaceFunda?

Yes

No

Like · · Unfollow Post · June 6 at 9:14pm.

Seen by 9

Zoliswa Maseti **No**

Sent via my BlackBerry from Vodacom - let your email find you!

June 6 at 9:29pm via · Like..

Ronel Bester

Is the airtime (databundel) that you must buy, a barrier/problem that prevents you to participate fully on FaceFunda?

Sometimes

All-the-time

Never

Like · · Unfollow Post · June 6 at 9:11pm.

Seen by 9

Ronel Bester

Hi all! Remember the meeting/workshop tomorrow in Queenstown at the Library Hall at 2:30.

Johan, the technology guy, is going to guide you through all the steps to get to FaceFunda and how to participate! Hope to see you all there!

Like · · Unfollow Post · June 6 at 8:22pm

Seen by 9

Ronel Bester

Has your participation on FaceFunda helped you with your studies?

Yes

No

Like · · Unfollow Post · June 5 at 7:55pm.

Seen by 10

Nombeko Angelinah Hondwana

i will be there

Like · · Follow Post · June 3 at 6:28pm via mobile.

Seen by 10

Ronel Bester added Phumla Bambata to the group.

Like · · Unfollow Post · May 27 at 9:16pm.

Seen by 12

Ronel Bester Phumla, welcome to our FaceFunda group! There is a technology meeting on Friday, 7 June @ Qnt Library at 2:30 sharp. You will work on FaceFunda and Internet to learn nicely how to do it. Hope to see you there!

June 3 at 4:28pm · Like..

Ronel Bester

GOOD NEWS:

Johan, the technology expert, has agreed to give a practical workshop for all the participants who is struggling with cell-phones or computers to work on FaceFunda and the Internet!

Meeting on Friday, 7 June at Qnt Library at 2:30 sharp.

All welcome!

Like · · Unfollow Post · June 3 at 4:24pm

Seen by 10

Nolitha Hobongwana likes this...

Ronel Bester uploaded a file.

You must check whether the Proposal work that you have done so far, fits into all these sections.

Ask questions if you are not sure what to do.

PROPOSAL Format FaceFunda.docx

Preview · Download · Upload Revision.

Like · · Unfollow Post · June 2 at 2:31pm

Seen by 11

Sipho Mlandu likes this...

Ronel Bester added Nikie Portia to the group.

Like · · Unfollow Post · June 1 at 5:46am.

Seen by 12

Ronel Bester Who is this person? Are you a student of NWU?

June 1 at 4:16pm · Like..

Ronel Bester This is Nomnikelo Mayile - so we welcome her also on our FaceFunda 'taxi'! May we all learn a lot from each other!

June 2 at 2:29pm · Like..

Ronel Bester uploaded a file.

The letter of permission - school.docx

Preview · Download · Upload Revision.

Like · · Unfollow Post · June 1 at 4:10pm

Seen by 12

Sipho Mlandu likes this...

Ronel Bester created an event for FaceFunda.

Focus Group Meeting

June 21

Queenstown Library Hall

Invite Friends · You went..

Like · · Unfollow Post · Share · June 1 at 3:52pm

Ronel Bester

Please take note: The Focus Group Meeting on 21 June 2013 has a new venue: We will meet at 1 o'clock at the Queenstown Library Hall.

Like · · Unfollow Post · June 1 at 3:51pm

Seen by 12

Didi Ngqawana likes this...

Ronel Bester

I phoned and arranged interviews with Nolitha, Tobeka, and Noxolo. We met at the Library in Queenstown and had a very fruitful discussion! Thank you for being so positive!

Like · · Unfollow Post · June 1 at 3:39pm.

Seen by 11

Ronel Bester

A question for everyone:

What do you enjoy when you look at FaceFunda?

Please answer!

Like · · Unfollow Post · May 29 at 7:53pm

Seen by 11

Nolitha Hobongwana I was very happy to at facefunda i m happy indeed,facefunda gave us life we were empty

June 1 at 12:08am via mobile · Unlike · 2..

Ronel Bester Good, good, good - so now we are working and driving together to make this research a big success!

June 1 at 3:25pm · Like..

Tobeka Mpame

the meeting was of good purpose,we worked hard but it was so interesting nd made us eager to start the car with full energy,thanks so much for your willingness to assist us ,thanx once more.

Unlike · · Follow Post · May 26 at 8:51pm via mobile.

Seen by 13

You like this...

Nolitha Hobongwana OK, see you soon.

May 29 at 2:14pm via · Like..

Tobeka Mpame

got the sms Ronel ,I'm busy with that ,thanx.

Like · · Follow Post · May 28 at 8:04pm via mobile.

Seen by 11

Tobeka Mpame

what effects do cultural factors have on resistance to change.

Like · · Unfollow Post · May 28 at 7:17pm via mobile.

Seen by 11

Ronel Bester Go to your internet (Google) and type that question into the space and click 'search'.

The first 2 headings that pop up will be VERY helpfull. Read those articles!

May 28 at 7:46pm · Like..

Tobeka Mpame

what effects do cultural factors have on resistance to change.

Like · · Follow Post · May 28 at 7:17pm via mobile.

Seen by 11

Tobeka Mpame

what effects do cultural factors have on resistance to change.

Like · · Follow Post · May 28 at 7:17pm via mobile.

Seen by 11

Tobeka Mpame

what effects do cultural factors have on resistance to change.

Like · · Follow Post · May 28 at 7:17pm via mobile.

Seen by 11

Tobeka Mpame

wow what a move on my proposal,thanx so much my group members

Like · · Follow Post · May 28 at 7:14pm via mobile.

Seen by 11

Tobeka Mpame

wow what a move on my proposal,thanx so much my group members

Like · · Follow Post · May 28 at 7:14pm via mobile.

Seen by 11

Ronel Bester

Watch the video below that explains the Methodology section in your proposal. Click on the arrow in the middle of the picture.

Like · · Unfollow Post · May 28 at 7:10pm

Seen by 12

Sipho Mlandu likes this...

Nombeko Angelinah Hondwana

The meeting was helpful to me because I was unable to start but now I am busy starting. Thanks for your support. Ronnel!!!

Like · · Unfollow Post · May 28 at 6:05pm via mobile.

Tobeka Mpame **She helped us a lot,I've also started**

May 28 at 6:14pm via · Like..

Ronel Bester Good! It is a pleasure to work with people who are so willing to learn and implement what they hear! I am very glad if you are working on your Proposal! Keep going...

May 28 at 7:09pm · Like..

Like · · Unfollow Post · May 28 at 6:38pm.

Seen by 11

Ronel Bester created an event for FaceFunda.

Focus Group Meeting

June 21

Cathcart Library

Invite Friends · You went..

Ronel Bester

Goody - we have another 'passenger' in the 'taxi'! This time it is Phumla Bambata. Welcome Phumla, I hope that you will chat a lot in the taxi and ask many questions or 'like' something! Enjoy the ride...

Like · · Unfollow Post · May 27 at 9:19pm

Seen by 12

Tobeka Mpame

the meeting was of good purpose,we worked hard but it was so interesting nd made us eager to start the car with full energy,thanks so much for your willingness to assist us ,thanx once more.

Unlike · · Follow Post · May 26 at 8:51pm via mobile.

Seen by 13

You like this...

Ronel Bester

Tobeka, Nombeko, Lindeka, Norman and Ayanda, the following questions must be answered by you about Saturday meeting: (1) Name 3 things that was good about the meeting; (2) Name 3 things that was bad at the meeting; (3) name 3 things that was just neutral/normal at the meeting.

Like · · Unfollow Post · May 26 at 8:01pm

Seen by 14

Didi Ngqawana I'm sory Ronnel for not coming 4 sat mtng i attended my neighbour's funeral

May 26 at 8:23pm · Like..

Ronel Bester That's ok, my friend, but you really missed a good meeting! Look out for the new weeks' work tomorrow on FaceFunda. Keep well...

May 26 at 8:24pm · Like..

Ronel Bester

To take a break after such hard work... Thanks for coming to Cathcart, you guys!

Unlike · · Unfollow Post · May 26 at 8:22pm.

Seen by 13

You like this...

Ronel Bester

The meeting that took place in Cathcart on 25 May. Wonderful fellowship!

Unlike · · Unfollow Post · May 26 at 7:52pm.

Seen by 13

You like this...

Ronel Bester

A very warm welcome to our new 'passengers'! They are Tobeka M, and Nombeko H. I really hope that this 'taxi-ride' will be very fruitful and that you will talk a lot!

Like · · Unfollow Post · May 25 at 3:47pm

Seen by 13

Anthony Trom

My deepest apology for having not attended the 2dayz session

Like · · Unfollow Post · May 25 at 1:26pm via mobile.

Seen by 14

Ronel Bester That's ok, I accept your apology, BUT you have missed out on a very informative and supportive meeting! We went through the full proposal and how to write it - everyone learnt SO much! It was wonderful!

May 25 at 3:42pm · Like..

Zoliswa Maseti

Like · · Follow Post · May 21 at 7:45pm.

Seen by 13

Good attempt Zoe ,see u.

May 25 at 9:15am via mobile · Like..

Nolitha Hobongwana Good attempt Zoe ,see u.

May 25 at 9:16am via mobile · Like..

Nolitha Hobongwana Good attempt Zoe ,see u.

May 25 at 9:16am via mobile · Like..

Nolitha Hobongwana Good attempt Zoe ,see u.

May 25 at 9:16am via mobile · Like..

Nolitha Hobongwana Good attempt Zoe ,see u.

Ronel Bester

I'm looking forward to tomorrow's meeting in Cathcart. Cathcart High is the 1st street left as you come into town from Queenstown. Then left at the 2nd Stop-street. Travel safely and bring all your work with so that we can look at what you have done so far. See you then!

Like · · Unfollow Post · May 24 at 8:03p

Seen by 13

Ronel Bester

Ok, sorry, our newest addition to the FFunda will go under the profile: Siphon Mlandu - sorry about the misprint!

Hope that many can come to Saturday's meeting?

Like · · Unfollow Post · May 23 at 9:08pm

Seen by 13

Siphon Mlandu likes this...

Ronel Bester

Another passenger has got in - Collen Mlangu from Cathcart! Welcome Collen, I hope you will enjoy the ride... You may ask any question that is related to our study at any time. Someone will try to answer you!

Like · · Unfollow Post · May 23 at 3:18pm

Seen by 13

This Saturday morning the meeting is planned to take place at Cathcart High School Library at 9:30. Remember there are roadworks between Queenstown and Cathcart so start half hour earlier to be on time!

Johan, the Tech. expert will be there to assist us with connectivity problems. Bring your laptop along, you can work on it.

We can use the photocopier, but it costs R1.00 per copy - so bring some money with.

Like · · Unfollow Post · May 22 at 7:23pm

Seen by 13

Hallo there! Has anyone found some literature which is relevant to your own topic? Tell us about it?

Like · · Unfollow Post · May 22 at 7:14pm

Seen by 13

Lindeka Cuba

hello thanku 4 the invyte

Like · · Unfollow Post · May 21 at 7:04pm via mobile.

Seen by 14

Ronel Bester Welcome, welcome - special lady! I hope to see you talking many times in our taxi! I hope you have found some literature for your study?

May 21 at 7:29pm · Like..

Hallo all! To plan your literature review, you can look on page 26 of the RSPR manual. There are some guidelines of what headings you could have in your proposal under the Literature review. You take your own topic, e.g. Maths education, and you look for "definitions" on 'mathematics' and 'education' and write them. Then you explain the "importance of maths education". The next section could be to explain the "effects of maths education", and lastly you describe "strategies to improve maths education". All of this must be looked up in literature - that means what do other people say what these things mean.

Like · · Unfollow Post · May 21 at 7:27pm

Seen by 13

Zoliswa Maseti likes this...

Zoliswa Maseti

Hi Ronel how many pages do we write (proposal)?

Like · · Unfollow Post · May 21 at 2:36pm via mobile.

Seen by 14

Ronel Bester The full proposal must be between 10-15 typed pages. I would suggest that all of you should look at the different sections as we are doing it every week. The section of Research question and background can be about 1-2 typed pages. The literature review about 7-8 pages. The methodology about 1-2 pages. The Data collection and data analysis about 1 page. Then the Bibliography follows after this.

May 21 at 7:21pm · Like..

Zoliswa Maseti

Hi xoliswa we welcome u sisi .how far are u now ?

Unlike · · Follow Post · May 20 at 4:28pm via mobile.

Seen by 15

You like this...

Xoliswa Thomas

Hi , it's nice 2 meet u guys

Unlike · · Follow Post · May 19 at 7:44pm via mobile.

Seen by 15

You like this...

Today we welcome 3 more passengers! They are Xoliswa T, Lindeka C and Tony T. It is wonderful to have you on board as well! May we all have a happy ride... Remember: we must talk to each other in this taxi!

Like · · Unfollow Post · May 19 at 4:07pm

Seen by 15

Ronel Bester

Well done to all the new passengers on the FaceFunda 'taxi'! They are Didi N, Zoliswa G, Miriam A, Ntombentle Q, and Portia N.

We are now 10 passengers and I'm hoping for 5 or more to get in!

Like · · Unfollow Post · May 18 at 5:48pm

Seen by 15

Ronel Bester

The wonderful 3rd meeting in Queenstown Library Hall on 17 May 2013. 18 Students attended.

Like · · Unfollow Post · May 18 at 4:28pm.

Seen by 15

Ronel Bester

Thank you for everyone that came to the meeting! It was wonderful to work together!

Like · · Follow Post · May 17 at 8:38pm via BlackBerry.

Seen by 16

Ronel Bester

Hi all, remember to bring the work that you have written so far, then we can have a look at it. If you haven't written yet, that's really ok, just come and share with the other students. Invite and remind all your friends about the meeting as well. It is at 2:30 at Library Hall in Qnt.

Like · · Follow Post · May 16 at 6:29pm

Seen by 16

Ntosh Mahlanza

I have the ff quexionz in connexion with maths educaxion :- (1) Title (2) statement of problem. (3) Motivaxion 4 da research. (4) Purpose of the research. I don't c my manual.

Like · · Follow Post · May 15 at 10:33pm via mobile.

Seen by 15

Ronel Bester Are you coming to the meeting tomorrow? Then you can get a photocopy of my manual- booklet.

May 16 at 6:29pm · Like..

Johan Rossouw

I am looking forward to meeting everybody tomorrow at the Queenstown meeting and assisting with facebook connectivity issues ...

Like · · Follow Post · May 16 at 3:30pm

Seen by 15

Ronel Bester Thank you SO much for coming to help - there are many students that want to join, but have some technological problems.

May 16 at 3:33pm · Like..

Ronel Bester

In Maths Edu you have 4 topics to choose from: (1) Technology in Maths Edu, (2)Implementation of OBE in Maths Edu, (3) Attitude of learners towards school Maths, (4) Poor Performance in Maths.

Which 1 do you want to choose?

Like · · Follow Post · May 16 at 3:21pm

Seen by 16

Ronel Bester

Why are you so quiet? I hope that the business of everyday-life is not keeping you too busy to work on your research proposal? Try to work or read a little bit every day - it helps you to understand

more and more of what you are doing. Read in the pink Maree-boek on pg 24-30. It gives good explanation about the work you are doing this week.

Like · · Follow Post · May 15 at 2:41pm

Seen by 16

Ronel Bester

The "taxi" is on the go - we are just waiting for more "passengers"!!! Invite you friends to jump in - there is time till Friday!

Like · · Follow Post · May 13 at 3:15pm.

Seen by 16

View 4 more comments..

May i invite everyone who is doing research in NWU.

May 13 at 7:44pm via mobile · Like..

Nolitha Hobongwana May i invite everyone who is doing research in NWU.

May 13 at 7:55pm via mobile · Like..

Nolitha Hobongwana May i invite everyone who is doing research in NWU.

May 13 at 7:56pm via mobile · Like..

Nolitha Hobongwana May i invite everyone who is doing research in NWU.

May 13 at 7:56pm via mobile · Like..

Nolitha Hobongwana May i invite everyone who is doing research in NWU.

May 13 at 7:56pm via mobile · Like · 1

Nolitha Hobongwana May i invite everyone who is doing research in NWU.

May 13 at 7:56pm via mobile · Like · 1..

Ronel Bester Yes, you may invite any NWU student that is doing the RSPR proposal for this semester. I will gladly assist them on FaceFunda. Some people will have to catch up the work that you are doing this week, but I think that is fine.

May 13 at 8:20pm · Like..

Ronel Bester

My friend 'snapped' me while I was 'talking' to Zoliswa this morning, after she asked a question about the research proposal! Technology makes it so easy to be in contact with each other!

Like · · Follow Post · May 13 at 3:18pm.

Seen by 16

Hi all! This coming Friday's meeting will be very interesting. I have organized a cellphone-technician to come and assist us with the other students who want to join FaceFunda. So please invite all your friends that are also doing the RSPR this semester. If they need to open FaceFunda, they can come to the Library Hall at 2 o'clock. We will be there to help.

Like · · Follow Post · May 12 at 8:33pm

Seen by 16

Zoliswa Maseti When writting the purpose of the research ,is it right to use that example on pg 24

May 13 at 12:01pm via mobile · Like..

Ronel Bester Yes, definitely, but you must put your own information about you chosen topic into the blank spaces. E.g. The purpose of this case study will beand so you go on.

May 13 at 2:55pm · Like..

Ronel Bester created an event for FaceFunda.

NWU research meeting

May 17 at 2:30am

Queenstown Library Hall

Join · You were invited by Ronel Bester..

Like · · Follow Post · Share · May 10 at 9:12pm

Ronel Bester

Hallo students - more and more are added to our company! We are 6 already! This is so exciting... now we hope more students will remove the stumbling blocks this weekend and join FaceFunda!

Remember, weekend is work-time for teacher-students - so ask or share anything during this time, I will help where I can!

Like · · Follow Post · May 10 at 8:10pm

Seen by 16

Zoliswa Maseti likes this...

I ,m so grateful to getthrough facefunda.

May 10 at 3:04pm via mobile · Like..

Nolitha Hobongwana I ,m so grateful to getthrough facefunda.

May 10 at 3:04pm via mobile · Like..

Nolitha Hobongwana I ,m so grateful to getthrough facefunda.

May 10 at 3:04pm via mobile · Like..

Ronel Bester Welcome to "OUR" classroom!!!! wel done for getting in so quickly! Now we can 'talk' whenever you want to! Enjoy the working.View 1 more comment..

Ronel Bester You start with Title.

May 10 at 9:01pm · Like..

Ronel Bester Then number 1: Statement of the problem. 2. Motivation for the research. 3. Purpose of the research. 4. Research question. That is all you do for this week till Friday. Look in RSPR book pg 23,24.

May 10 at 9:03pm · Like..

Ronel Bester

Remember, you can 'like' the pics if you like! Just click on 'like' under the photos.

Like · · Follow Post · May 10 at 8:21pm

Seen by 16

Ronel Bester

Welcome Zoliswa!!! You're our newest FaceFunda member! Goodie... now we can start talking to each other - we are 3 members now. Did you enjoy yesterday's meeting?

Like · · Follow Post · May 9 at 7:06pm

Seen by 16

Yes Ronel I enjoy that meeting ,now I' m starting my proposal .before I attend the second meeting, I din't know where to start but now I'm writting 'the statement of the problem'little beat clear in my mind .

May 9 at 7:26pm via mobile · Like..

Ronel Bester Wonderful! Remember you can ask any questions as you are working with the proposal. i'm here to help.

May 9 at 7:30pm · Like..

Zoliswa Maseti Am I going to write the details of of my school? (no matter I 'm doing a learner support)

May 9 at 9:48pm via mobile · Like..

Ronel Bester Yes, you must describe your school, but you do not write the name of the school.

Look on pg 5, they say the identity of school may not be revealed. So you say: "At my school...." and then describe the context. This is done under the section 'Statement of the problem' as on pg 23.

Zoliswa Maseti Am I going to write the details of of my school? (no matter I 'm doing a learner support)

May 9 at 9:48pm via mobile · Like..

Ronel Bester Yes, you must describe your school, but you do not write the name of the school.

Look on pg 5, they say the identity of school may not be revealed. So you say: "At my school...." and then describe the context. This is done under the section 'Statement of the problem' as on pg 23.

May 10 at 5:23am · Like..

Options.

Ronel Bester

The second meeting! Ayanda received a pen-set because he was the first new group-member on FaceFunda!

Like · · Follow Post · May 8 at 8:34pm.

Seen by 16

Ronel Bester updated the description.

Ask questions, discuss, comment, add photos, reflect on your experience of completing the RSPR-module of NWU on FaceFunda.

Like · · Follow Post · May 8 at 7:41pm

Seen by 17

Ronel Bester

Think and answer: What did you enjoy most at yesterday's meeting?

Like · · Follow Post · May 8 at 7:39pm

Seen by 17

Welcome Zoliswa!!! You're our newest FaceFunda member! Goodie... now we can start talking to each other - we are 3 members now. Did you enjoy yesterday's meeting?

Like · · Follow Post · May 9 at 7:06pm

Zoliswa Maseti Am I going to write the details of of my school? (no matter I 'm doing a learner support)

May 9 at 9:48pm via mobile · Like..

Ronel Bester Yes, you must describe your school, but you do not write the name of the school.

Look on pg 5, they say the identity of school may not be revealed. So you say: "At my school...." and then describe the context. This is done under the section 'Statement of the problem' as on pg 23.

May 10 at 5:23am · Like..

Ronel Bester

The second meeting! Ayanda received a pen-set because he was the first new group-member on FaceFunda!

Like · · Follow Post · May 8 at 8:34pm.

Seen by 16

Ronel Bester updated the description.

Ask questions, discuss, comment, add photos, reflect on your experience of completing the RSPR-module of NWU on FaceFunda.

Like · · Follow Post · May 8 at 7:41pm

Seen by 17

Ronel Bester

Think and answer: What did you enjoy most at yesterday's meeting?

Like · · Follow Post · May 8 at 7:39pm

Seen by 17

Ronel Bester

Thank you to all those who attended yesterday's meeting! It is good to get to know each other - we have so much to learn from each other!

Like · · Follow Post · May 8 at 7:35pm

Seen by 17

Ronel Bester

The exciting first meeting! Looking forward to tomorrow's meeting...believing that more people will join the FaceFunda group!

Like · · Follow Post · May 6 at 8:46pm

Seen by 17

Ronel Bester

Seen by 17

Zoliswa Maseti likes this...

Ronel Bester

Hallo all! I'm back from Potchefstroom from a week's training and ready to tackle our programme again. We're meeting on Tuesday afternoon at 3 at the Library Hall in Queenstown. Let me know if you're coming? Have a lovely evening.

Like · · Follow Post · May 5 at 6:05pm

Seen by 17

FaceFunda is born

Like · · Unfollow Post · April 25 at 6:14pm

Seen by 16

Ronel Bester likes this...

Ronel Bester created the group.

Like · · Unfollow Post · April 25 at 6:02pm

Seen by 16

Write a comment...

June 21 at 7:52pm • Unlike • 1..

Nokhwezi Saleni Thank you too Ronel, you brought light to my studies, I am now strong and able to face any challenge. God will bless you for your efforts

My Diary

04-21-13

I sent 74 sms's to prospective participants from the list that Anna compiled from the original list that OLG sent me. 9 People answered that they would attend.

Anna is my assistant that is helping me with my research. She is a 23 year old black lady from our town. She has just completed her studies and is waiting for job-interviews. I am a bit anxious that so few people are responding to my invitation. I wonder whether I received the correct year-group names from OLG, because I am looking for people who are doing their Proposal or Research Project this semester. I got the names of the 2011 year-group. It is very stressful to have to feedback from the students. I'm not sure whether anyone would actually arrive because then I heard that Mr Zuma, State-president, was having a large meeting at the stadium that same afternoon! I then just thought that I had to push through and see what would happen. To my pleasant surprise, 24 people arrived!

04-26-13

Meeting at Qnt Library at 3 o'clock.

24 Possible participants attended the meeting

I took Anna and her friend, Nosi with me to help with taking photos, audio-taping and helping the people who were not able to work their cell-phones on Internet. All the people that came, were very excited and wanted to join this "taxi" for the 6-week period as explained. They have logistical problems with the internet, e-mail addresses and Facebook. Some have never worked on the internet, others don't know whether they have e-mail addresses and the men did not trust the secrecy of FaceFunda. They couldn't believe that I wasn't asking any money for helping them, and then I explained that they had to use their own money for internet-time – and they didn't mind it at all. They all signed the consent-forms. Only 7 had e-mail addresses which they supplied on the consent-forms, and 1 sent her e-mail address later that day. No-one else supplied these addresses for the next week, and therefore I decided to have another face-to-face meeting on Tuesday, to explain the importance of the e-mail address again and motivate more people to join Facebook. The creation of a support group makes so much sense for Distance Learning students.

FaceFunda website: 1 passenger + Tech Geek + Ronel FF + Ronel private FB

28May

I'm going to Potch for the next week to work with Prof's books on my Methodology Chapter 3. The students have time to think about the support group and how they want to take part. On FF, which is the vehicle-concept of taking them from one place to another to know more (point A to point B).

4 May

I invited all 74 students to another meeting in Qnt on Tuesday 7 May via sms.

Only 2 students have accepted my invitation to join the FaceFunda group page. I am very worried that I won't get enough students to participate in my research. So I invited all the students again to another meeting in Qnt. I sent SMS to all, as well as e-mails to those people who supplied e-mail numbers to me. No-one responded. The face-to-face meetings is the only way how I will get these students excited and motivated to take part in my project. They are not tech-wizz-kids and therefore the technology aspect is not the luring thing – it is the instructivist information that I give them that makes sense to them. That is the thing that makes my support group relevant in their own lives. They realize that they need what I've got (although I feel like one-eye leading the blind).

FaceFunda website: 1 +1 new = 2 + Tech Geek + Ronel FF + Ronel private FB

7 May

Meeting at Qnt library at 3 o'clock.

9 people attended the meeting. I am very disappointed that only a few are taking the opportunity and making use of it. I am, however, also very thankful that there are some who want to do it!!! If it wasn't for them coming, my research will fall flat. I wonder when or even whether I will be able to only put info on FF. Prof said that a target of about 15 on FF would make my research credible. I am doubting if I will ever reach that target? My participants are of the older generation and they are not skilled in technology. However, I do think that they are willing, because they are eager to be helped by the assistants. They also, cannot get FB onto the phones – there must be other blockages that require a higher skill to overcome the barrier.

Anna has accepted a full-time post in East London and I asked Mollie who works at the hostel-duties. She also knows how to open e-mail accounts and Facebook log-on's. I organised with Nosi

to also come and assist at the meeting. She helped with the technological difficulties and took some photos. I am very sorry to lose Anna because she was on my project from the beginning of February and understood everything I wanted to do and how I wanted to do it. Now I have to start building a relationship with Mollie – which is not too bad because she is very with-it and comfortable in my company. She is a Xhosa woman of about 24 years of age.

8 May

Trying to get the e-mail addresses sorted out to enable them to participate on FaceFunda.

It is really difficult to get the students on FaceFunda. The children of the students have messed up their phones, they don't remember their e-mail numbers, they don't receive my invitation to accept group on Facebook. Now I am sending sms's all the time to keep in contact with them and to motivate them to try to get through this barrier.

9 May Sorting out e-mail addresses.

Giving clear instructions on how to accept the group-invitation.

I received 1 e-mail that I sent an invitation to – Nika. The students are not responding to anything that I send extra. I am really struggling to get them participating.

FaceFunda website: 1 + 1 new = 2 + Tech Geek + Ronel FF + Ronel private FB

10 May Fri

Eventually 3 members joined FF.! I was beginning to think that this taxi was never going to pull away, but I'm getting hopeful again. They are experiencing technical difficulties with their phones, and they are struggling to learn the technique of getting onto Facebook. I understand full the proses of "enculturation" that must take place before this taxi will run smoothly. But I don't have enough time...at the next meeting I must also explain what the literature review means, and how they must do it. I am really getting anxious...

FaceFunda website: 2 + 1 new = 3 + Tech Geek + Ronel FF + Ronel private FB

11 May Sat

I post info on FF. I am trying to involve the students on FF and asking them questions, but they don't really respond. I see there are 2 that just like watching the site, they don't get actively involve by asking questions or commenting. I placed the advert for next Fridays meeting, so they know ahead of time. Nosi has let me know that she cannot help next Friday because she is writing tests at her college. I appreciate the fact that she has informed me so early already – now I can make arrangements for another substitute. Anna sent me a 'what's up' message saying that the students told Nosi the following: "They all say you are very kind, they are wondering where God has kept you all this time, he should have sent you years before to come and help them" !!! I am so grateful that they are feeling positive towards me. It thus means that they will be willing to come again and again, but I need to sort out the barrier with the cell-phones.

12 May Sun

I sent 70 sms inviting everyone again to the meeting on Friday.

I Posted on FF the info that Wali is coming to assist at meeting and that they must tell their friends about it. I sent a sms to everyone on my original list to invite them to the meeting. I have organised with Wali – a cell-phone expert – to come to the meeting on Friday to help to sort out the cell-phones. Many of the students' phones are full of other downloads, they don't remember their email passwords, cannot get onto Facebook, or cannot remember how to go onto FB. So he will assist and get all who want to, onto Facebook, I will invite them onto FF, and then he will explain to them how to get to the site every time they want to participate. He must just organize with his work to get off on Friday afternoon! I pray that it will happen. Mollie will also come and assist with the meeting. She will maybe have to write down the email addresses, passwords, etc for the students who hand their phones to Wali. I will have to ask someone else to assist with the photographs and audio-taping. Will see who will be the best...

My plan for the meeting is to have Wali sitting at a separate table at the door, so that he and Mollie can work on the phones. I will continue the meeting by explaining the process of finding and writing the Literature Review as well as the Bibliography. I will have my files available with literature, so that they can browse through them and have some photocopies ready for them to buy. The library also has a photocopier so they will be able to make copies if they so want.

13 May Mon

Question from one of the participants.

Zolo asked a question about the research this morning and I answered her via my Blackberry. It is nice to help these people while they are busy with their task. The help is then relevant and needed.

Prof also sent me some articles and it was so convenient to download them from my cell and start working on them – at school already.

14 May Tues

FaceFunda is so quiet. I am getting worried that I will not get posts on the website. There has been no movement on the website today. I wonder whether the students are working on their proposal, or are they waiting till Thursday evening to work and ask questions? Or I'm wondering whether they will actually participate on FF? I realise that they only have basic skills and that FB is new to 99% of them. Only 1 participant was familiar with FB and it will be interesting to see how he interacts with the group. Everyone wants to be part of FF, but they don't have the skill as well as the confidence to 'talk' on it.

Prof let me know that my Proposal has been handed in. o.o.o.!

15 May Wed

FaceFunda quiet. No action on the 'taxi' today. I posted some info on where to find some more reading in the Kobus Maree book, but yet no-one seems to catch the clue to interact. Wali can't get off work to help me on Friday afternoon with the cell-phones and Facebook at the meeting in Qnt. So now I am relying on the Geek to come and assist me – he is the computer-man of our little town and really good at his work. He assists me with all my technological queries and sorts it out in no time! He confesses that he does not know so much of cell-phones than computers. Will have to see what he can do. The student's technological problems must get sorted out with the phones, but I am not an expert, so I am taking an expert with me to do it. I actually understand that the students struggle to get Facebook on the cell-phone. The screen is small and difficult to read; to know the route of getting onto Facebook and then on FaceFunda is not just naturally easy; airtime costs money and when you are struggling to get onto the internet and FF, it uses the money; a novice user does not always understand where to look for internet reception; sometimes there aren't people around you to help you with the steps that you must follow; sometimes it is easier to give up trying if you cannot succeed; technology-problems can make you feel useless and stupid. I realize that I will have to give a talk on why it is necessary to participate on FF at our Friday meeting. I will work something out and hand-out to the students.

16 May

My Proposal was accepted today!!! Hoorayyyy!!! They are concerned about the number of participants on FaceFunda, so I will have to get the students sorted out with their technological problems! I was thinking about the students this afternoon, and I realized that the immediacy of needing to complete their proposal/research is not a high motivating factor at the moment. They only need to hand in the proposal in August. So I think it is only the people that realize that this is really a big opportunity to complete their task with guidance that will really buy into my research. I must promote this fact tomorrow. The other factor that is a hindrance is definitely the lack of skills to create the e-mails and Fb accounts. And they don't have people that really know how to help them. The younger generation in their homes are just filling the older people's phones with their own stuff, and are not attending to this new assistance that is offered to them on FaceFunda. I will also give up if I can't get help with devices, and it costs money to sit and struggle with them. The Geek is going with to Queenstown to help with the digital problems and to get as many people on the FaceFunda taxi as possible. I sent out 82 sms's tonight to remind the people. I got 3 replies that said they will try to come. I made an appointment with Abe to interview him after the meeting. I want to interview Capi here from Cathcart as well, but he didn't reply. I will try to interview 2 others as well, I'll sms them tomorrow morning. I am a little bit worried about the fact that I only have 6 people on FF, but I really trust that God will help me to get 10 more people on board tomorrow. I have prayed and asked for His help. Having Johan there to help with opening the accounts, the students will then need to be taught how to use FF and what to write on it. I will spend a lot of time on that tomorrow – even if I can't get to the real RSPR work, this is priority for now.

17 May

3rd meeting in Qnt

Today's meeting was VERY exciting! 18 people attended the meeting, 5 were new students that came for the first time, and 4 sms'ed me to please excuse them from the meeting. It is a pity that I do not have regular students attending every meeting, but every person's life is different and they have other responsibilities, so I accept that things do come in their way to attend regularly. Molly was sick today, so I had to think hard and fast to get someone in her place to help with the

photographs and audios. A colleague, Axe, said he would come and help me. I was so very thankful. He was a star at the meeting! I hope he will be willing to help in the future as well. He said he will help with the writing down of the Xhosa sentences that are spoken during the meeting and translate them for me. He also observed the positive attitude that the students have. He is now also eager to do his Hons through NWU! I will interview him on Monday after school – I think he will give me very interesting insights! I am feeling very positive that I will get enough participants into the FFunda taxi, so that I can go ahead with them now. Axe and I left Cathcart at 1:15, and the usual 30 min drive took 1 hour 10 min because of roadwork. I was so scared that we would be late – but we made it before 2:30. There were some students already, and the meeting started on time. There were only 4 students that attended the previous meeting when I explained the 'Title, Research question, etc.' so I asked them to be group leaders and to explain to the new people what we discussed. It was wonderful to see that no-one was unwilling, and soon the hall was buzzing with people explaining to each other! Then I brought them all back (by this time the Geek was there and the phones were handed to him with a piece of paper with name and number on it). So I started to explain the 'Literature review' to them. I started by making it sound easy through the fact that they had to learn to be aware of what texts are around them that have relevance to their topic. Then only do they look at more academic writings. I showed them the Daily Dispatch clippings, the Teacher newspaper, teacher magazines, journal articles, other research reports and books. I explained how they should keep the information for the bibliography together with articles. I told each one to gather literature about their own topics and bring it to the next meeting so that they could share it with each other. Then I opened the floor that they should decide where we should meet to discuss the literature again. Here in Qnt or in Cathcart where the time did not matter so much. They decided that they would come to Cathcart next Saturday morning from 9:30 – 12. That was the end of the meeting and they could talk to Johan about their phones. I used the opportunity to interview Abe (he only arrived then because he was attending a union meeting. We had a good interview, but there are some things that I would like to speak to him again (probe deeper). We left the Library at 4:30 and came back to Cathcart. The concept of a support group is very positive and desperately needed by the students to relieve their anxiety and lonely feelings. FaceFunda website: 3 + Tech Geek) + Ronel FF + Ronel private FB

18 May Saturday

I made an appointment with the Geek to interview him about the meeting yesterday. He also helped me to invite some more students onto FF through the Facebook website. It worked much better than the attempts via e-mail. 5 participants responded by accepting their invitations. Johan is very impressed with the programme and he is willing to help me again this coming Saturday when the participants are going to come to Cathcart. He says that the secrecy of my FF group on FB is part of the initial problem because it is not searchable and the second barrier is that the student's phones are so full of stuff that's downloaded by their children or grandchildren. Most of them have a Fb account somewhere, but the students don't know passwords and have never worked on it anyway. FF website included me and Johan as well as my private Facebook. We decided that it's time to close my private Fb membership. We just logged me from the group by going in on the little wheel-circle-sign and said end participation.

FaceFunda website: 3 + 5 new = 8 + Johan (Tech Geek) + Ronel FF

19 May Sunday

I call the people on FaceFunda "Passengers". The other that are not on FFunda, but still want to be part of the programme, I call "Onlookers" – they all think it is a good idea to be on the 'taxi', but they are still outside because of technological problems. In Xhosa I would say that they are just escorting the ones that are really in the taxi, and therefore, in Xhosa, we call it "To Kapa" – that means walking with those who have business to do somewhere! (I really hope they can get into the 'taxi'!!!) I sorted all the students out that have attended the meetings so far. I have had 3 meetings in Qnt, and only 4 people have attended all of them. All in all, 34 people have attended the meetings till now. This is rather disheartening. I wished they would realise that this was a wonderful opportunity to join a group and do well in their own work. I invited 36 students to try to get themselves onto Facebook and let me know if they did. The criteria I used to remove the other students from my list: They have never responded on all the sms's that I have sent to them since I started the planning of my research programme. These 36 students, of whom 8 are on FFunda now, will be my focus for this week. I will try to motivate the 28 to get onto Facebook, because then I can invite them onto FFunda. I will send another sms to them on Wednesday to hear whether

they have tried anything. I really hope to get more students onto FF. I will have to make better plans to get these participants 'talking' on the website. It seems to me as if they are still too shy to communicate, or they don't know how to. At this stage it is mainly me posting things, there were some questions earlier last week about the research, so I'm glad that they have started – but I need more activity going on in my 'taxi'!

FaceFunda website: $8 + 3 \text{ new} = 11 + \text{Tech Geek} + \text{Ronel FF}$

20 May Monday

I had an interview with Axe this morning. I was just so amazing to talk to someone that is so enthusiastic and positive! He gave me so much inspiration – I can climb this mountain again! The best bit of advice that he gave me: "remember, a taxi never gets full, it only gets squashed!" He agrees that the support group effect is fantastic because students are getting to know each other and I am becoming someone that can mentor them to enable them to pass their module. The technological skills is definitely still a barrier. But the students are willing, enthusiastic and are taking this opportunity with both hands.

I sent an e-mail to Prof to tell her the exciting news of the 13 passengers, and her answer was that I should try to get in the vicinity of 23 students (a Unisa research got so many on Facebook) on board. I was so disheartened, because I thought that I was so close to our original target of 15, now the goal-post has been moved to 23. Sjoel. I hope I can get there! I just don't know how to, though...

21 May Tuesday

I came home just at second break and worked the whole afternoon, till now (12:37). It was good to sit down and just concentrate and work. All my transcribing of the meetings and interviews are done and filed on the computer. I am SO thankful. I have developed a simple rubric to test myself after each interview, because I am still very new at this, and I am making mistakes and I want to learn from these mistakes. I want to improve every time I sit next to someone to ask questions. They must be directed to the purpose of my study. I need to reach bull's eye every time. I think I am still far from that target, but I will learn. I realise that I need to work on my Chapter 2 again, the last 10 days I was busy with the presentation and transcriptions and now I must focus again.

22 May Wed

Inviting students to meeting on Saturday 25 May

Tonight I reconciled my attendance registers of the different meetings and made a new column with only the students that have participated up until now. They have all signed consent forms. There are 35 students on the list. 11 of them are on FF. I sent sms's to the 25 whom are not on FF, inviting them to the meeting on Sat in Cathcart. I really hope that they will attend and grasp the opportunity on their doorstep....

There is not much activity on FF. I wonder if the students are just not working on their projects, are they too busy with private stuff, are they not interested in the work because it is still such a long time before they need to hand it in? Can the inability to read on the small cell phone screen prevent them to participate fully? I am feeling disheartened about the amount of students on FF. I really hoped by now that there would be more. The idea that Prof wants about 23 people on it, is like a dark cloud hanging over my head. My hands are chopped off in getting them onto FF, because I have arranged assistance for them, but there are still blockages. This Saturday, the Geek is going to assist again, and I really hope it will be the last time that it will be necessary. After Saturday, I want to try to present every week's work on FF, but I am starting to doubt whether it will work. It seems as if the students are not skilled enough to be capable of handling the cell-phones to such an extent that they can only read and do the work for their research. I really don't know what I will do if they are not increasing their competency in the practical technological side.

23 May Thursday

Eventually I got time to work on my Chapter 2 again. I am discovering more information and it makes more sense to me because I am busy with my research as well. So the problems and the good things I experience, makes my eyes open to them in the literature as well.

FaceFunda website: $11 + 2 \text{ new} = 13 + \text{Tech Geek} + \text{Ronel FF}$

24 May Friday

Late Friday afternoon sent a sms to everyone who is on FaceFunda as well, to invite them to the meeting of Saturday. Up until now, I have had no response whether someone is coming or not. It is rather difficult to prepare my mind for the meeting if I don't know if people are coming or not. I am always unsure about the arrival of participants – it is an uneasy feeling.

25 May Saturday
Cathcart meeting

I am 'moedeloos en gedaan gesukkel'!!!! Only 5 people attended today's meeting. Beki was the only one here at 9:30, Tossie arrived after 10, Lin and Nam arrived at about 11 o'clock and Aya arrived at 11:15. I could not run a formal meeting, so it became an informal learning time. Beki, Tossie and I started reading through what they have written so far, and we regrouped their work to fit into the Proposal guidelines as given in the manual. Then they wrote down what must be written under each section. When Lin and Nam arrived, we started all over again with the explanation of the Proposal, but this time I allowed the 2 first ladies to explain to the new comers. It worked out very well, because 2 were both doing Learner Support (although they chose different topics within) and 2 other were both busy with Education Management. When Aya arrived, they all explained and helped him to write his Proposal headings and what must come under it until they all reached the place where we stopped an hour ago. So then I carried on guiding them through the Methodology hand-out I supplied and I also used my own Proposal of last year to explain the practical writing of the text. At 1:15 we were finished with the Proposal explanation, and we had a quick cup of tea while they perused my literature on the table. Some photocopies were made and then they left. I started locking up at 2 o'clock. I cannot help but feel disappointed that only these few are grasping the opportunity. But I can't choose for them. The Geek came in again and helped 2 participants onto FFunda. This means that I am driving with 17 passengers! That does not include me and Johan, which are also members of the group. I have 2 additional people that have given me their information, and as soon as Internet is right again, I will get Johan to invite them. They are all just so very thankful and excited because they suddenly understand what they must do and how to apply their knowledge of FOER into the Proposal and the Research project. I am thankful that they are positive, but I don't really understand what that will help my research at present. I'm not even sure what I'm looking for with these participants if they are not communicating on FF. It seems as if I am missing the point. I am really struggling to get them onto the FF and getting them talking/communicating. It must be a very strange concept for them. I think this is the very first time that some of them are attempting the young people's Facebook thing. They haven't got the courage to write on the site. They don't know how to easily get onto the site, someone must always assist them. The little screen on the cell phones are also not so easy to read (for me), but they do not have laptops or desktops, so the cell is their only means of getting onto internet and thus Facebook to FaceFunda.

I clean forgot to have an interview with Tossie! I am so sorry about that, because she is a talkative, open-headed person whose opinion can give me greater insight into my research. I will have to make a trip to Queenstown to interview her and maybe organise someone else as well. Next week if I can. (I have been thinking about this thing of travelling to the individual schools and to interview the participants – as set out in my proposal – but I don't know if it will materialize. My petrol expenses to travel back and forth to the meetings have eaten away my money. And I don't know if my research will really benefit from that information. I will have to speak to Prof to hear what she says.

FaceFunda website: 13 + 2 new = 15 + Tech Geek + Ronel FF

26 May Sunday

I am still so disappointed that so few students arrived at the meeting yesterday. It was such a wonderful informal learning experience and so many more people could have benefitted. But I must realise that the urgency is not so high to complete the work now, because they must only hand it in in Sept. then I must also remember that Funerals happen on Saturdays and there are many that want to attend these functions. I think it is much better to organise my meetings on a Friday afternoon in Qnt. The restricted time is less of a negative factor than what I thought it would be beforehand. I will rather have more people participating in the research during a shorter contact-time, than having a few for long hours in Cathcart.

I phoned Prof this evening, and she was glad I did because she says she is very worried about me and my research. I gave her an update on my progress and she sounded quite pleased with what I'm doing. She said I must just continue. I am planning to go to Potch from the 1st – 15th of July. She wants me to do an Atlas ti course and work there with her to analyse my data. She said I must just keep on going, I will not see any results now, but I must not get discouraged, I must just keep on keeping on!

I phoned my friend to confirm my place to stay while in Potch, and she is delighted to have me there. She is not going to be in Potch in July but I am welcome to stay in her townhouse for that week! It is working out very well because it is nice to have the place for myself that time, because I must work hard at night as well and it is easier when I'm alone and do not have to consider other people with my late hours. (I am just so thankful that my system of working at school and at home till these very late hours, is still holding out and that I'm actually coping with it all.)

27 May Monday

Today I made a video-recording with my cell phone of the summary of the methodology-section and posted it onto FF. I really hope that the students will read and listen to it! It is my first attempt and there are quite a few language mistakes, but I hope that the concept will be understood by the students. To do all these things all by myself is rather challenging, a lonely road – but worth every step of the way!

FaceFunda website: 15 +1 new = 16 + Tech Geek + Ronel FF

28 May Tuesday

Today I worked on Chapter 2 again – it seems as if the days just slide past and I cannot concentrate long enough to write my literature as I should. It feels as if that chapter is very 'deurmekaar', but I am not concerned about the paragraphs and headings at present. I am just trying to get the information typed onto the pages.

I phoned Vodacom and MTN regional offices in PE about sponsorships, and they said I must send e-mails in this regard. This I did and I will wait and see what happens.

29 May Wed

Working on Chapter 2. FF is very quiet and I'm really sad about it. The students are not participating with asking questions or posting anything from their side. This is a major concern to me. But I keep on giving information. I do see that many read the posts and that is encouraging.

30 May Thursday

Nomsa phoned me and asked whether she could come to me in Cathcart to explain the proposal work to her again. She was ill last week and she feels that she is losing out on the support that I am willing to give. I was delighted that she came forward on own accord and said that she could come on Friday afternoon to me. Nikki Portia joined the group – I didn't know who it was, so I inboxed her and she said that she was Nika whom I invited a month ago.

FaceFunda website: 16 +1 new = 17 + Johan (Tech Geek) + Ronel FF

31 May Friday

I suddenly developed a terrible tooth-ache and got an emergency appointment with the dentist in Queenstown at 2:45. I sent a sms to Nomsa and asked whether we could rather meet at the Library in Queenstown at 3:30 and I would like to interview her as well. She responded positively. I sms'd Tobeka and asked whether she could also come to the library at that time for an interview. She agreed to do so. We met each other at 4:30, but Nomsa was accompanied by Xele, another teacher-student of NWU who was one of the first ones that managed to join FF. So we all sat together and I explained the complete format to Nomsa and Xele, with the help of Tossie (she knew more about it because she attended the workshop at Cathcart the previous week). It was wonderful to see how much she understood and could explain to her peers. She explained mostly in isiXhosa, but the terminology was used in English. Then I did a group interview with the three of them and it was a good experience for me. Tossie was very outspoken and loved her own voice, but she gave me valuable insights. She is the organiser and leader of many people, and is very comfortable in saying what she wants to say. But in a nice way. She is one of those people, that if you want something done, you ask her! She is very willing to learn and grasps concepts very quickly and is able to explain it to others in ways that they understand is better. She also clicks easily what the other doesn't understand and explains it clearly. I think she could be a good teacher, if she applies her mind to the learners in front of her. Nomsa, the oldest student of the whole group, is rather clued up with the technology and is not so loud, but she speaks a lot of wisdom and it is good to hear her view. Nomsa is a leader amongst the ladies and enjoys the respect that she gets. She is a lovely person. Xele is very laid-back, but I think she just doesn't understand the work that she needs to do. She does not speak English to any one of us, only Xhosa, but she does understand when I answer her in English. But I wonder how does she teach the learning-material in English in her classes, if she is not comfortable speaking it in

conversation? Anyway, she is very quiet and does not have a clear personal opinion on any of the things that we were talking about. She is however, also enthusiastic to do her Hons and is thankful for the help that the group is offering. She just wants me to help her with her other modules and even her report next year! I think she feels very insecure about her ability to understand what is expected of her in the various modules. I hope that she will be guided by the others all the time.

3 Main ideas stands out from the interview:

1. They need to be coached and taught the learning material. They do not understand what they are reading and cannot implement those instructions.
 2. They need to be trained with the use of their cell phones to work with Internet, FF and research methods.
 3. They love my programme and are so positive about the whole process! They are desperate for further assistance in other modules. The community of learning has formed strong ties of belonging and people are willing to assist each other, but they first need to be taught how to do it themselves.
- FaceFunda website: 17 +1 new = 18 + Tech Geek + Ronel FF

1 June Saturday

As I was transcribing the interview of yesterday, I realized that I had to help all the students more with the technological barriers that they were still experiencing – to get it out of the way. That is why they are not participating on FF as they should. My time is running out and I desperately need them to communicate more on FF. What can I do?

2 June Sunday

It dawned on me that I can ask the Geek to present a technology workshop next week in Queenstown. It would create another opportunity for some students to be added to FF, but it will equip everyone with the knowledge of how to use their phones to communicate on FF.

I sent an email to Prof to hear whether she thought it a good idea, but didn't get a reply.

3 June Monday

I still didn't get a reply from Prof, so I decided to go along with the idea and organise a meeting for Friday, 7 June at 2:30 at Queenstown Library. I asked the Geek whether he would be willing and able to do the workshop, he agreed, so I booked the hall with the Library. I advertised the meeting on FF. I also sms'd all 36 teacher-students that have attended the various meetings so far. Only 5 students replied that they would attend. I really hope that I can get more people on the FF taxi! I so badly want to pass the Unisa figure of 23!!! I still have 18 passengers.

Luckily I have Jonty (the dog) and Mischka (my cat) in front of the fire that keeps me company in these late hours of working. I close my computer at 12:15.

4 June Tuesday

I received a sms from Tossie tonight, asking about Google Scholar and how to get onto the sight. And I realised that the students never put their names at the end of a text message, so I never knew with whom I was communicating. I therefore, had to go to my file or my computer-student list to find the number and then the name of the student. It rather wastes a lot of time. I know that I could have 'saved' their names and numbers on my cell-phone, but seeing that the cell was not supposed to be the primary communication-tool, I never thought that I needed to do it. And also, I didn't feel to put in 76 strangers' names on my personal phone, or even the 36 students who attended various meetings. Instead of sending sms's back and forth, I put her number in on my 'what's up' and then we communicated for free, and I saw her picture on her profile as well. I think I must take photos of the participants at Friday's meeting and add them onto their profile pics on FF, because they are not doing it themselves, and it is much easier to relate to a face than just to a name.

5 June Wed

I feel so disappointed when I open FF and there is no communication happening. I can't understand that the people tell me that they love going to the site, but in reality, I don't see any new posts or 'likes', or even that they are reading the existing ones. I asked a question and they had to click on Yes or NO. The question is: "Has your participation on FaceFunda helped you with your study?". But it seems as if no-one has even read it. I am very glad that Johan can assist me at the workshop on Friday so that they can be trained and to try to do things on FF themselves. I want to stir their excitement again – I desperately need some more feedback on FF.

I am starting to wonder whether I am not going to be able to get the opposite result from my posed research question? I asked: "How can the academic use of Facebook enhance ODL of rural

isiXhosa teacher-students in the Eastern Cape?” It seems to me as if these people are not ready for support groups on technology assisted devices. I wonder ...? I think that the main problem is that there is no urgency to complete the proposal now, so they are not making time to work on it. In real-life, they have the attitude of ‘tomorrow is another day’, so there is no need to over-exhort yourself today. And it seems as if this is happening with my research as well.

6 June Thursday

It is VERY hard work to keep FaceFunda active. None of the Participants are saying anything, there is no ‘like’ movement and I don’t even see that they have been reading the posts that are there. I really feel as if I am fighting a losing battle – either they are not working on their Proposals (which I think they are doing, because there is no urgency for them to finish it now) or they are still too intimidated to work on the website. All my participants are something between 35 – 55, and they are showing me that they are not really interested in this website. There is only a handful of people (maybe 5-7) that are working on their proposals, and I think they are keeping their questions for the face-to-face meeting of tomorrow. I think I must tell them that I can’t answer any question, they must write it on FF. I wonder if it will work that way? Will I be strong enough to say no, or will they just still not write on FF? I wonder if they feel that their command of English is not good enough to write on the social network, or if they don’t know how to ask the question correctly. I posted that poll-question yesterday, and no-one has even answered on it. Johan will have to explain all these things tomorrow. I will just have to wait and see who arrives (as usual) and work with them.

I am sending a sms to all 35 students who have attended a meeting this far. They have been my contact-people, and I would like to see more of them interested in the FF platform and getting more active on FF as well as using the opportunity of being guided through their own Proposal. I will have to make it very clear that I am not available to assist them from August onwards, because all my attention must be with my own Research task.

7 June Friday

We had a good meeting in Queenstown today. The Geek was there to assist more students to get onto the FaceFunda website. 12 people attended the meeting. I quickly explained my summary of the Proposal format, while the Geek was busy sorting out the connectivity issues with some phones. Then he took the floor and guided the students through the routes to get onto Facebook and FaceFunda, as well as getting onto Google Scholar.

It was very good to see how the students interacted with each other and how informal groups started around tables. Students that have attended most of the meetings where in a place to explain to the others how things work – especially even on the Internet. It is so beautiful to see that the coaching and scaffolding that I have provided, is setting in and that I can withdraw more and more from the process! They are helping each other now. Even on FF, when Tony said that he was struggling with the Lit Rev, Nomsa said that she would assist him – they should make an appointment! Wonderful!!!

The meetings have their own distinct characteristic:

- Students arrive at different times, only about half of the final figure is there from the beginning.
- Their cell phones ring softly all the time, sometimes they ignore them and sometimes they talk softly into the phone stopping the conversation, yet other times they stand up and go outside to talk. I just ignore the phones and allow the students to decide for themselves what the most important thing is at that specific moment – the phone or the meeting?
- They like to participate with sounds when they are agreeing with what is said in the meeting.
- They don’t easily ask questions during the meeting.
- They participate eagerly in group-discussions. When I appointed a leader to the groups the first time, they all accepted it and talked softly and took part. The second time with the technology workshop, they naturally formed groups around people that they perceived as more knowledgeable than themselves.
- When talking with each other, they only talk in Xhosa. Talking to me, they usually speak in English with some Xhosa word in between.
- They call me and Johan by our names, and not formally as Mrs or Mr. When answering me, they sometimes say: “Yes Ma’am” or Thank you Ma’am”, but the Geek stays Geek, and never ‘Sir’.

FaceFunda website: $18 + 2 \text{ new} = 20 + \text{Johan (Tech Geek)} + \text{Ronel FF}$

8 June Saturday

I had a quick interview with Geek about yesterday's meeting – he is such a big help to me! I am SO grateful that he is assisting me in such a positive manner! He helped to get 2 more students onto FF today! So today there are officially 22 students and then me and Johan – thus 24 on FF.

I am transcribing the meeting of yesterday and trying to edit the video I took of Geek while he was explaining how to get onto the website yesterday. This will be a new field that I am engaging and I am just as excited about that!

FaceFunda website: $20 + 2 \text{ new} = 22 + \text{Tech Geek} + \text{Ronel FF}$

....I am getting closer to the Unisa target....I am nearly there.....now I even want to pass it.....

9 June Sunday

Although we gave the training session on Friday, there is still very little activity of FF. It is Nam's birthday and I commented on that, yet only 1 participant read it and 'liked' it. There are not even many who are reading the posts. I am wondering whether I should speak to the Geek about setting up an Internet-Café at the Focus Group Meeting, so that the students could print out Journal-articles on their own topics. This will give them good info for their work during the holiday. They must then pay the normal fees that will be charged at the Geeks's Internet Café here in Cathcart. Maybe it will be an educational experience for them to understand and experience what Internet Café's offer clients.

10 June Monday

Today I got a 'what's up' message from Tossie explaining why she didn't attend Friday's meeting – her vehicle was in an accident and she had to sort out insurance. She also mentioned that she had connectivity problems with FF. I invited her to come to Cathcart and let Geek sort it out, and she said thank you for the offer – yet no arrangements. She said that they are very busy with end-of-the-term exam and marks. So I suspect that FF will be very quiet for the next 10 days or so. The teachers will not give much attention to their own studies as they are concentrating on their school responsibilities. I am very glad that I decided to not close FF on the 21st of June when we're having our Focus Group Meeting. I do not think that will have rich data on FF itself by that time. They said that they will have to work hard on their Proposals during the June school-holidays because they must hand in their tasks on 15 August. Maybe I must even leave FF open until after that date. I will discuss it with Prof when I'm in Potch for the 2 weeks of the school holiday.

I phoned the Fort Hare Library in East London because I want to go there to hear whether they have any research information/articles on my topic. Seeing that I'm studying the Eastern Cape students, I think there will be something that I can use. But I need a letter from my own NWU librarian stating that I want access to this library. I sent an email to Library, but he mailed back from his cell phone saying that they had no electricity in Potch and also that he would relay my mail to the main library because they had to issue that letter. He also doubted whether they would have the letter ready for me by Thursday (surely are 2 days enough?).

I also tried to phone the call centre at SCTE, because on the OLG website they advertise the Potch number for Education enquires. But the phones just made funny engaged sounds. So I searched on the website and saw that Dr. Bak was a programme leader and I phoned him. He answered and also explained about the electricity outage and that was why the phones didn't work at the call centre. I had 3 queries that other people asked me and he gave me the direct lines of the people in charge of each of my queries. And that I was welcome to phone them – this is so wonderful to be able to talk to the right person and that they are willing to assist!

11 June Tuesday

I suspect that the students are communicating with each other on different technologies, e.g. by email, sms and what's up. I will have to remember to ask at the Focus Group Meeting what other technologies did they use to contact each other.

I was reading the magazine "Education Southern Africa" this afternoon and saw some real interesting articles regarding ICTs in education. I was interested in the interview with the Nastec CEO, and I suddenly thought of a possibility of a sponsorship of tablets. I phoned the company Nastec, and spoke to their sponsorship person and explained my research concept to him. He said that I should email my synopsis to him and he would present it to the Community Social Responsibility Committee next week and see if they would not agree to donate 22-25 tablets for these students. I emailed my letter with a few photos to him.

12 June Wed

The sporadic participation of students due to their individual contexts are rather disappointing when I open FaceFunda and nobody has posted anything yet.

I received an email from Nastec confirming that he received my letter. I wait in anticipation....

It is exam-time at school, and I got all 94 Afrikaans scripts in today to mark. So I am not spending as much time as I would like with my studies, but the sooner I'm finished marking and ending off the term's work, the sooner I can concentrate fully on my own work again.

13 June Thursday

FaceFunda is dead-quiet (SO disappointing) – it must be school exam-pressure that are preventing participants looking at our website. I went down to the University of Fort Hare's Library in East London today. I wanted to see what research has been done on the use of technology in the rural areas of the Eastern Cape. I found about 4 theses in this regard – and I paged through them and made some copies to work through them at home. I was so glad about the Letter I received from NWU library, so I had no problem in getting in at the library and working.

14 Friday

FaceFunda still very quiet – I wonder whether the participants skill will get to the level that they can communicate on FF in an easy way. And whether they will write in Xhosa?

I am also very busy with end-of-the-term marks, and seeing that FF is working with teachers, they are probably also very busy with school-work.

15 Sat

Absolutely no movement on FaceFunda, what is wrong? Have I not taught them enough?– I hope it picks up within the next few days before the Focus Meeting next Friday!

Eventually I'm finished with school marking and now I can concentrate on my Chapter 2 again!

16 Sunday

It is amazing how disappointed I still feel when I open FF, and there is no-one chatting or commenting. I realize that the skill of my participants are really not well-developed in writing on the website, but I still feel as if they are not trying to overcome their own barriers.

17 Monday

I asked that everyone should tell me what their chosen topic of their Proposal is, because I want to type out the questionnaires for them, but only 1 participant has answered. I hope that I will get some responses during the week.

18 Tuesday

Today I sent sms's to all 35 people who have signed consent forms and have attended one or other meeting since the 26th April. I also posted the reminder of the Focus Group Meeting that is taking place on 21 June at the Qnt Library. I am very anxious about the non-participation on FFunda. I organized with Axe to come with me on Friday to assist me with the photos, nametags and handing out the food.

19 June Wed

I have only had 3 responses about the participants' topics. Everything is very quiet on FF.

I have ordered 36 Pies at our local Pie-shop as well as 36 tins of cold drink at the Co-op for the meeting on Friday. It is rather costly to be prepared that everyone could maybe arrive, BUT running the risk as well that only a very few can arrive. They never let me know who's coming and who isn't. I really don't like that. I wish I could teach the participants to communicate with me about who's coming and who's not. And I wish they could arrive on time for the meetings. And I wish they could know for themselves that they must switch their cell-phones off during meetings.

I am reading up about Focus Group Interviews on the Internet and jotting down all possible questions.

20 June Thursday

Today I made special gifts for the participants. I bought 35 exam-pads and pens at U-Save. Then I photocopied my FaceFunda logo on coloured paper, went with tippex over the outlines and pasted them as a new front page. I then printed out small motivation cards that said: "Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit." By Conrad Hilton. I tied this little card and the pen with sisal-rope around the exam-pad. They looked beautiful!! I sent another sms reminder to all 35 students about the meeting of tomorrow. I am stressing about the non-arrival of students because today is the 20th (that means they were

paid today) as well as the fact that the schools are breaking up tomorrow (that means that they could scatter in all their personal directions and not think that my meeting is a priority). I keep on reminding myself that they said that it is a good day to meet because of the schools breaking up at about 10 o'clock, which gives them enough time to get to the meeting! I wonder....I wonder...? I made nametags for all the participants that are on FF, and others without names for any of the other students that will possibly arrive. I laminated the tags and it was so nice to have my own laminator to do it with! What a privilege to have the Dean's Prestige Bursary out of which I can buy all these things that I have always desired. I do not know how I would have coped with all the expenses of my studies without that money! God has been so good to me!

21 June Friday

D-Day!

At school this morning things were hectic with printing reports and putting into envelopes. Hub is on holiday and went to visit Kiddi with the Dubbel-Cab, so I don't have my own vehicle to go to Queenstown. I asked my friend Fifi if she would take me and Axe through, and luckily she also wanted to go, so she was willing. Suddenly a message came through from the Dept of Education that we as Temporary Teachers must re-apply for our positions for the next 3 months again. That means that we had to fill in all those forms again, as well as have our Bank details stamped at the Bank. We don't have a FNB in Cathcart anymore, so it meant that we still had to go to the bank in Qnt also!!! That bank is usually so full that the queues snake out the front door and spills out onto the pavement. Fiona and Axe said that they would take my form to the bank, because I just said I couldn't make it because my scheduled meeting was more important for the day. We quickly picked up the freshly baked pies and cold drinks and rushed through to Queenstown, there was luckily only one stop-and-go on the road, so we were there at 12'o'clock. They dropped me off at the Library Hall and went on to the bank.

The Library Hall was clean and neat when I arrived. What a pleasure to work in such a place. It was really a good place to hold my meetings because it is conducive for the academic environment I needed to create. It cost me R62.50 per hour for every meeting I held there – but I always felt it was money well-spent. It was a safe, central and quiet venue that gave me a platform to deliver the academic information that I was busy with.

While I was busy unpacking, 3 OLG students that I have never seen before came to ask whether they could join the meeting. They have just started their Hons and did not know anything about FOER or the Research modules. With the fact that it was only a Focus Group Interview, I had to show them away, explaining that today was only a finishing meeting and that they would not benefit from it. However, I took their names and cell-phone numbers and promised that someone would contact them in the near future.

Axe and Fifi arrived just after 1, as well as 2 participants. By 1:30 there were 5 participants and I invited them to have their pies so long. We were seated by 1:50 and then 4 others arrived as well. I started the meeting by welcoming them and I presented a Power Point presentation on our journey from the 26th April up until today. I explained a few house-rules for our meeting: (a) don't talk over each other; (b) respect each other's views; (c) try to stick to the point when answering (d) put cell-phones on silent. Then Axe took over the chair and facilitated the meeting.

Suddenly, everyone became nervous and tried to be 'correct'! Their answers were chosen carefully and they spoke very softly (in Xhosa-culture that means that they respect the situation they're in), BUT it inhibited the free-flow talking that I got used to with them!!! What a pity....! When someone made an unexpected remark, they would laugh heartily, which broke the line of tension for the moments thereafter. They immediately composed themselves again and would answer 'correctly' again. I was very sorry that I asked Axe to be the facilitator, because I feel as if they felt that it made the meeting very formal. I was video-ing the meeting with my i-pad. When they said thank you to me during the meeting, I just nodded my acceptance, and I think it unnerved them!

I hear they are calling me Ron or Ronnie today – I accept it as an endearing term that shows that we have built a deeper relationship where they feel accepted and important just as they are and for who they are.

FaceFunda website: 22 + Johan (Tech Geek) + Ronel FF

22 June Saturday

I was so exhausted after yesterday's meeting and all the other crisis that had to be handled during the day. I am flu-ish and am very disappointed about the amount of people that arrived yesterday.

Yet, I do realise that I got valuable data, but I am sorry that no-one arrived that isn't on FF. I will have to arrange individual interviews next week.

23 June Sunday

I am transcribing the meeting – and goodness, this transcribing is taking SO long! I have timed myself 15 minutes of meeting-talk takes me 1½ hours to type. And I am a very fast typist and can concentrate for a long time. The headphones in my ears irritate me after an hour, so then I take it off and do something else for about 15 min and then I transcribe again. I should have invested in the voice-to-text computer programme when I started, and the money would have been worth it then. But I am now nearly finished with my data-collection and it will be a waste of money at this stage. If I look back, I would've saved MANY hours!

24 June Monday

I am working on Chap 2 and still transcribing some work. Trying to finish everything for next week in Potch. I sent my summary of my work to Prof's office this morning – she needs to give it to the examiners of my M. I hope everything of real importance was in there. 200 words usually restrict me so badly that I don't like such a limit! But that's how it is.

Pottie, one of the participants, phoned me this afternoon with her exciting news: she has passed her Hons! She was the student that asked me for help last year while we were busy with our Hons. Then others joined in and we became a study-group before every exam. Early this year they contacted me to help them with their Research Project, which I gladly did. I completed my full Hons at the end of last year and that was why I could embark on the M this year. The rest of my group still had to do their research in the first semester this year. About 8 of them handed it in, and only Visi passed it straight away. However, Potti's marks were incomplete and they said that she wasn't finished, but she was. OLG said that they didn't have marks for her Proposal. I gave her the advice to send a copy of the Proposal in which she received 58% to them and it took very long before they answered her. In the meantime, she attended most of our meetings in case she failed it really, because she said she would have a much better idea of the work the second time around. She is also the lady that introduced me at the first meeting on 26 April at the Library to the new group. She has become a special friend. So now I am rejoicing with her that she has passed and that she will Graduate with me at the end of July 2013.

I posted this good news on FF, and there were lovely remarks from the other students! This was a breakthrough for participation on FF.

25 June Tuesday

I am still transcribing at top speed! I realized that I skipped one meeting's transcriptions, so I am 12 hours behind on typing now! A..r..r..g..g..g..g.....! Well, the upside of the bad-side is that I still have time to do it this week – I would've felt terrible if I only discovered it next week with Prof! So I am typing, typing, typing – luckily my little laptop has a cooling-pad!

26 Wed

I am preparing all my data to take with to Potch on Sunday.

And sowaar, the school has just let me know that the Department can't find the Bank-forms and other info that was delivered to them late on Friday! So it means we must go to Qnt or Stutterheim to the bank again!!! No! No! No! I haven't got time for this kind of crap in my life right now. I am working full-steam on my Masters very late at night and start very early every day. I am just keeping track of my own schedule – these kinds of interruptions make me ANGRY.

Anyway, my friend came to me this afternoon to help me with my computer-filing-system. I felt as if my work was scattered all over the machine, and I needed her to tidy it all up. I am so thankful to have friends that can assist me with different aspects of my Task. She calls it: "house-keeping skills" and she says mine are poor!! Another friend is reading my Chapter 2 to make sure that I am not writing in passive voice and is correcting my tenses.

27 June Thursday

I am transcribing at the speed of light! I want to have my transcriptions ready when I reach Potch. The Atlas ti course of next week is going to help me to disseminate my data and I want to be prepared for it. I am trying to hunt Mrs.Nobuntu down to read the Xhosa translations, but I can't get hold of her.

I have invited 11 participants who have only attended 1 meeting, but who signed consent forms, to an interview tomorrow in Queenstown Library. I need to hear their side of the story. Nono sms'd

back and said that she is going to EL today. So I sms'd and asked whether we could meet in Cathcart on her way through. She agreed. She phoned me as she came into Cathcart and we met at the Way Shop. I had a quick interview with her on the veranda at the lovely tables. I bought 2 lovely little containers with date-balls in it at the Pie shop to say thank you for the trouble she went to to stop and talk to me. She is really a lovely person. She is a very modern well-dressed lady, in her early 30's and very friendly and sophisticated. Our interview lasted 7 minutes, and she was on her way to EL again. The reason why she didn't attend more sessions, is that she is leading a very busy lifestyle – she is very involved in her child's school and he is part of the Border Hockey team and needs to go for practices in EL and next week going to Natal for it. Her husband is a business man and she assists him a lot. I can just imagine that if she applies her mind to her studies, she will do well – but it seems that all her assignments are last-minute rushed products to just be good enough to reach the pass mark. I wonder how she will do with her Proposal? It was however, very good to interview her! She also called me Ron. It seems as if they are calling their friends by pet-names that stem from their real names. This also shows me that she is trusting me, even though she only attended one meeting. I sent another sms to the participants tonight and asked that they let me know if they would come to tomorrow's interviews. No-one replied. So I phoned Di, and she said that she would definitely come.

28 June Friday

This morning I went through to Queenstown again to be at the library at 10 o'clock if people would rock up for the interviews. I had a quick hair-cut, then dropped off my job application-forms at the Dept of Education and reached the Library at 9:50. We waited there till 10:25 – then Baby arrived. She came and sat in the car with us and I interviewed her there and then. She is not a conscientious person and laughs because she describes her situation as “being totally blank”! I wonder if she will actually contact some of the other participants to help her? She still wants to be on FaceFunda and even brought her Laptop so that we could assist her. She didn't have data-bundles on her modem, and she decided to walk to the Spar to buy some. She stayed away for 20 min (it is only across the street from where we are). Eventually she loaded it all, opened Facebook, but I couldn't get her onto FFunda, because I didn't have my laptop there and I struggle to work on FB on my Cell phone. I promised her that I will invite her as a friend of FF tonight (which I did, but she has not yet accepted).

At 10:50 Di arrived and all of us went into the Library and I had a very good interview with Di. She gave insightful answers and I think she will really contact some of the ladies with whom she is studying to ask them to assist her. She has had traumatic experiences the last 2 months and was even hospitalized with a broken leg during the time of my research programme.

I came home and transcribed both the interviews. Now I feel that I have opinions from all sides of the situation. I hope that this is ample data!

I am starting to think about the Potch trip and I need to pack tomorrow. I bought Leon a small DVD-player so that he has something to watch while I'm away. Two weeks is a long time....I hope I'll survive....as long as I don't get homesick...

29 June Saturday

Today was hectic! This morning I tried to finish off my data, as well as Ch 3 that Prof sent back to me – I had to fix some things.

My children came and we had a lovely family braai. It has been such a long time that both my kids were at home. What a lovely time.... After they left, I rushed to Mrs. H to fetch my Ch 2 that she was reading (and didn't finish) and traced Mrs Nobuntu down to help with the Xhosa translations. She didn't help a lot because she wanted to change all my sentences into the correct isiXhosa, and she couldn't understand that they had to stay as they were spoken on the audio-tapes. So I eventually only let her help me with some spelling words and easy phrases. I had to leave the long translations just as they are (and I know that they are not spelt correctly and all, but I cannot do something about it now).

At home, Hub helped me pack and I was finished by 11:30. I am really tired.

30 June Sunday

I drove to Bloem in separate vehicles because I need to carry on to Potch. I picked my friend's son, Rocco, up in Aliwal North and he accompanied me to Potch. He was such good company and he explained many things of Facebook, What's up, and other technological things to me that I still don't understand so well. We left Cathcart at 7:15 this morning and arrived in Potchefstroom at

4:15. Rocco helped me to off-load at Tarryn's flat and then I dropped him at his boarding place. I went back to flat and worked till 10 and went to bed.

1 July Monday

I started at the University this morning. Prof and Von are still flying back from Canada from a conference. They will be back tomorrow. So it was quiet and I could just work on my stuff. I also went to the Finance people – to sort out my Bursary payments that are not coming through. It is always a 'system' problem, but it is really difficult to keep going when I'm actually depending on that money. Anyway, will have to wait and see this Saturday...FaceFunda is quiet, I see that even less of the participants are just reading the website as well. I think its time is running out...However, 2 sms questions came through about the proposal, so the participants are working on their proposal – I am just so happy about that!

2 July Tuesday

I worked at the University today. It is very different and strange to be in an office all day and to be able to work on my own task all the time... What a privilege. At home, I have so many other things that need my attention as well. This is like a working vacation for me. Mustek sent me an e-mail informing me that they are unable to grant my request of the tablets. I am very disappointed, but I can't do anything about it now. I sent message bak thanking him for the effort and hope that the request inflamed in my heart. I haven't even had any acknowledgement or correspondence from the cell-phone companies. How sad that this is not important enough for them, but in the meantime, it has become a highlight in the participant's lives. I'm thankful that could play a part in these people's lives for a while. I believe that we have all gained so much life-experience from the support-group – apart from the knowledge that they gained throughout the process. I just hope that they will implement that knowledge and apply their minds to their task and that the results will be good. Because I think that the evidence of their participation will show in the successful completion of their RSPR module. I wonder when will they really start asking questions? Or have I answered what they should know? No way, every individual has different needs at different times. I hope that they will consult with each other and form little study-groups and work together. Without copying each others' work!!

I do believe that those who attended most meetings, and read the info on FF, will be able to be successful. But those who form small support groups and assist each other, they will do the best. Because it is when you explain to others that you understand better! There are 2 ladies that want to come onto FFUnda and I have sent them their invitations, but they have not yet 'accepted' it. It seems as if they still don't know their phones well enough yet. I really wish they could go to someone in their home-towns to help them. It must be as frustrating to them as it is for me to not be able to break through these technological barriers.

3 July Wed

Prof was back today from Canada, and 10 people attended the Atlas ti. Course that she presented. Good stuff.

4 July Thursday

The Atlas course ended at about 12 o'clock and I started applying what I've learnt the last 2 days. I needed to code my data. Prof and I had a very good talk and we've decided that I will focus my study on the emotions that the participants experienced throughout my support programme. Tonight I worked on it till 12:15. I am getting tired now and I know I must go to bed and rest, because tomorrow will be another exiting day.

I suddenly have wind below my wings, and feel as if my research can take off any minute.... Eventually.

5 July Friday

Some more questions where sms'd to me today. I wonder why they're not using FFUnda?

An inventory of findings from the analysis of the integrated data-set relating to coaching and scaffolding, and SNS support for rural teacher-students in the Eastern-Cape

How can the affective learning of ODL teacher-students in rural Eastern Cape be supported through academic Facebook?	
Emotions while learning: Participants...	
Competence	<ul style="list-style-type: none"> • nurtured hope that they would successfully complete their studies with additional coaching and scaffolding, and technological support • fostered expectations that they would receive effective support through the academic use of a SNS • socially and academically cared for one another through the supportive environment of communities of learning • understood that technology increased interaction between participants, the learning content and the facilitator in order to become competent • contributed towards course interaction through mutual support and peer tutoring • <u>sustained various affective learning aspects during engagement with an academic SNS</u>
Incompetence	<ul style="list-style-type: none"> • experienced the inability to interact with the learning content; had insufficient study skills, and were unable to express themselves in English as language of learning • braved inadequacies to cope with the demands of distance learning • faced confusion and embarrassment which hindered optimal learning • lived with sustained indifference to interventions aimed at overcoming incompetence • underwent disabling anxiety to interact optimally with learning content • endured fear resulting in incompetence when engaging with learning content
Experiences with technology: Participants...	
Technophilia	<ul style="list-style-type: none"> • developed optimism that they would conquer technological challenges of accessing Internet-based learning content • incremented their willingness to participate in learning with and mastering technological challenges which they experienced • broadened their confidence as their technological competencies matured • exhibited self-reliance as they engaged with and internalised knowledge
Technophobia	<ul style="list-style-type: none"> • held misconceptions about SNSs as they had not grown up with technology and believed that SNSs were social tools for the youth and not academic tools • suffered technological incompetence preventing them to benefit from the affordances of the Internet • felt uncertain of how SNSs could enhance learning experiences • fell short of attending coaching and scaffolding meetings or registering on the SNS support group experienced frustration due to deficiency to overcome individual barriers
Need for support: Participants...	
Competence	<ul style="list-style-type: none"> • manifested enthusiasm, excitement and eagerness to participate in coaching and scaffolding opportunities, and to participate in the SNS • assisted and supported one another as they experienced emotions relating to kindness, goodwill, care, concern, co-operation and attentiveness which fostered engagement in the learning support community • presented increased engagement in and commitment to learning group activities in order to foster higher order thinking for academic achievement • developed empathy, understanding and compassion for one another in order to foster responsiveness, openness and group solidity • experienced encouragement to engage in and benefit from the intervention • lessened their initial feelings of incompetence as self-assurance and confidence matured • recognised and acknowledged assistance, encouragement and support which fostered professional development
Incompetence	<ul style="list-style-type: none"> • perceived themselves as unsupported, powerless and helpless when they engaged minimally with support • procrastinated while forwarding excuses for non-attendance of support opportunities • tolerated time constraints which employment and family responsibilities demanded • withstood trauma when real-life incidents prevented them from engaging with support opportunities